



OU BOCES Summer 2021



Continuing Teacher Leader Education

*Professional Learning
Workshops*



ouboces.org



Division of
**INSTRUCTIONAL
SUPPORT SERVICES**

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Dear Colleagues,

As we move into a new school year, we recognize new opportunities to reflect on all that we have been through since March 2020, all that we have learned, and all the ways we have supported the students in our region. With a new school year before us, we know that the needs of our regional students and educators will be unique and so, we have worked to prepare a wide range of online, blended, and in-person professional learning experiences to support these needs.

In our summer 2021 catalog, you will find an exciting list of brand new courses that have been developed with the 2021-22 educator in mind. This includes a new grade- banded series titled “Moving Forward From Here” which will guide educators through instructional planning for the new school year with an asset based mindset and a focus on student strengths, rather than student deficits. It also includes a series titled “Lessons Learned” with a variety of topical courses to help us celebrate our successes this past school year and strategize how to bring forward the lessons we learned as we begin to return to a more “normal” school model. We also have a continued focus on equity in education and culturally responsive practices and have developed a set of brand new courses to meet the needs of teachers, teaching assistants, administrators, school counselors, social workers, and support staff on these topics.

Our professional learning catalogs are developed based on the needs and feedback of our regional educators. As summer continues on, we encourage you to check our online course catalog often because we will continue to be flexible and add new courses as needed.

If you have any questions about registering for workshops, please contact our registrar, Elena Barnes, at elena.barnes@ouboces.org. If you have ideas for courses, questions about our professional learning offerings, or would like to book custom workshops for your district please reach out to Melanie Lofaro at melanie.lofaro@ouboces.org.

We wish you a restful and rejuvenating summer! We look forward to seeing you in our professional learning courses!

Sincerely,

Diane E. Lang, Ph.D.
Director of Instructional Support Services

Melanie Lofaro
Coordinator of Professional Learning

INSTRUCTIONAL SUPPORT SERVICES

Summer 2021 CATALOG

To view our complete catalog or register for one of our workshops, please go to our website www.oubooces.org, click "Instructional Support" and then click "Catalog of Workshops and Registration." This will bring you directly to our course catalog and a list of all workshops currently being offered. They will be in date order, click on the one you want to register for, and follow the prompts. Please note, the registration period closes prior to the date the course starts. You must register 2 days before the course begins. Once registered for a course, course participants should expect to receive course login information for online self-paced courses and live webinars on the morning of the day the course begins.

An Introduction to SEL and Journey through the NYS Social-Emotional Learning Benchmarks - Online

Program: School Improvement

Audience: Educators

Dates: 7/1/2021 to 7/5/2021

Meeting Times: 7/1/21 - 7/5/21, Online, Self-Paced, 4 Hours

Location: Course link emailed on 7/1 by 10:30 am

If you're looking to grow your understanding of Social-Emotional Learning and what that looks like in the classroom, then this is a great place to start! Understanding what we feel and the capacities and competencies associated with social-emotional learning can help our students to be better students and more productive members of the school family. These benefits also extend far beyond the school walls! In this course, we'll use the CASEL Social-Emotional Framework, as well as the New York State SEL and Mental Health benchmarks to explore social-emotional learning. You'll learn about what SEL is, how it makes a difference, how we set up an environment that is conducive to SEL, and gather important resources for the journey ahead. You'll look at these frameworks and resources through the lens of "what am I already doing to address these?", as well as "how can I grow?". This introductory course will help you and your students to have a fulfilling and enriching school year!

Walking in Their Shoes: A Learning Disability Simulation - Online

Program: School Improvement

Audience: Pre K-12 Teachers, Administrators

Dates: 7/1/2021 to 7/7/2021

Meeting Times: 7/1/21 - 7/7/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/1 by 10:30 am

If you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view, until you climb inside of his skin and walk around in it. Harper Lee wrote these words in her masterpiece, *To Kill a Mockingbird*. This simulation experience will help you to climb inside the skin of your students, see the world through their eyes, and hear the world through their ears. Following the simulation, we'll leave time for reflection on the experience, as well as on our own practice. We will also review evidence-based interventions that may help our students with specific learning disabilities to be more successful in the classroom.

A Welcoming and Affirming Environment: The Importance of Students' Names and Saying them Properly (Quick Click) - Online

Program: School Improvement

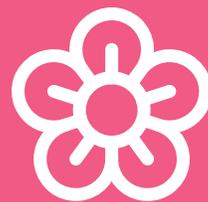
Audience: Educators

Dates: 7/6/2021 to 7/7/2021

Meeting Times: 7/6/21 - 7/7/21, Online, Self-Paced, 1 Hour

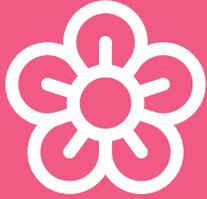
Location: Course link emailed on 7/6 by 10:30 am

In this 1 hour "quick click" model course, we'll consider the importance of getting students' names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This overview class will provide a basic review of the research on this topic and will also include resources that can assist you in your journey to create a welcoming and affirming environment for your students. Henry David Thoreau once said, "A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service."



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A Welcoming and Affirming Environment: The Importance of Students' Names and Saying them Properly (Introductory Exploration) - Online

Program: School Improvement

Audience: Educators

Dates: 7/6/2021 to 7/9/2021

Meeting Times: 7/6/21 -7/9/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/6 by 10:30 am

In this 3 hour “introductory exploration” course, we'll consider the importance of getting students' names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This course offers a more in-depth version of its companion one hour course, providing a larger bank of resources, more instructional lesson ideas, and a collection of e-books on Sora geared specifically toward students and their names. You are not required to take the one hour course to take this course. Henry David Thoreau once said, "A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service.”

Academic Equity for ELLs Using the Bilingual Progressions in ELA: Putting the Pieces Together- Online

Program: School Improvement

Audience: Educators

Dates: 7/6/2021 to 7/8/2021

Meeting Times: 7/6/21 - 7/8/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/6 by 10:30 am

In this 2 hour self paced course, we'll embrace the phrase, "ELLs can do it, too!" We'll begin with a close look at the Next Generation ELA Standards and the crosswalks that compare them to the previous Common Core State Standards. Using the understanding of how the standards have evolved and been revised, we'll examine the standards' New Language Arts Progressions, paying close attention to how a standard can be broken down and scaffolded for ANY level of English Language Learner using both receptive (listening and reading) and expressive (speaking and writing) domains. You'll leave feeling more comfortable with the standards, as well as specific tools and strategies to make them accessible to English Language Learners. This course is also appropriate and applicable for teachers of students with disabilities, and SLPs who wish to gather more information about how to address academic standards with students who may be in need of scaffolding and support.

Next Generation ELA Standards: What's New? What do I Need to Know? - Online

Program: School Improvement

Audience: Elementary/Secondary English Teachers, English Leaders, Administrators

Dates: 7/6/2021 to 7/9/2021

Meeting Times: 7/6/21 - 7/9/21, Online, Self-Paced, 3 Hours

Location: Course link will be emailed on 7/6 by 10:30 am

In this three hour self-paced online course, participants will explore the Next Generation ELA Standards. Participants will work toward building their awareness and capacity for implementing these standards.

NYS Culturally Responsive- Sustaining Education Framework (An Interactive Exploration) - Online

Program: School Improvement

Audience: Educators

Dates: 7/6/2021 to 7/14/2021

Meeting Times: 7/6/21 - 7/14/21, Online, Self-Paced, 8 Hours

Location: Course link emailed on 7/6 by 10:30 am

This course on the NYS Culturally-Responsive Sustaining Education Framework will be offered in three formats. This version of the course is an 8 hour "Interactive Exploration" offering. The NYS Culturally-Responsive Sustaining Education Framework was released in 2018 to help guide educators in their ongoing work to create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. This course will introduce you to the document and its emphases, as well its four principles. In addition, you'll gain tips and techniques to apply in your classroom, while viewing examples of how others have also applied these techniques and connect around various topics presented through educational podcasts. Through this asynchronous learning experience, you will connect your thoughts with fellow participants through video responses using Flipgrid. This PodChat features an educational podcast that takes us through the importance of using well-intended practices that lead to desired outcomes when it comes to diversity strategies.

NYS Culturally Responsive- Sustaining Education Framework: (Quick Click) - Online

Program: School Improvement

Audience: Educators Dates: 7/6/2021 to 7/7/2021

Meeting Times: 7/6/21 - 7/7/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 7/6 by 10:30 am

This course on the NYS Culturally-Responsive Sustaining Education Framework will be offered in three formats. This version of the course is a 1 hour "Quick Click" offering. The NYS Culturally-Responsive Sustaining Education Framework was released in 2018 to help guide educators in their ongoing work to create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. This course will introduce you to the document and its emphases, as well its four principles.

UNDERSTANDING/APPLYING DATA (EDAD-5016)

Program: School Improvement

Audience: Educators seeking administrator certification

Dates: 7/6/2021 to 8/6/2021

Meeting Times: T/Th: 7/6 -8/6 4:20 pm - 8:05 pm

Location: Online

This course will provide the foundation for the use of data as an instructional tool. It is designed to take students from the philosophical underpinnings of data driven instruction through the practical applications of data collection, data analysis and data driven instructional decisions. Additionally, students will role play conversations with teachers about student data and the implications for student achievement. This process will provide students with the framework necessary to lead a department, a building, or a district in incorporating the use of data as an essential element of the instructional program.



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ORANGE-ULSTER BOCES



PodChat PD: Everything You Need to Know About Building a Great Screencast Video - Online

Program: Model Schools

Audience: K-12 Educators, Administrators, Instructional Coaches, Curriculum Specialists

Dates: 4/6/2021 to 4/8/2021

Meeting Times: 4/6/21 - 4/8/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 4/6 by 10:30 am

You might be wondering, "What is a PodChat?" Our PodChat PD offers our participants time to listen, reflect, and connect around various topics presented through educational podcasts. Through this asynchronous learning experience, you will connect your thoughts with fellow participants through video responses using Flipgrid. This PodChat features an educational podcast that takes us through a guide of how to take the content that we teach and turn it into a video screencast.

Creating Virtual Book Circles for Lovers of Reading For All Ages - Online

Program: School Improvement

Audience: Educators, Administrators, Instructional Coaches

Dates: 7/7/2021 to 7/9/2021

Meeting Times: 7/7/21 - 7/9/21 Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/7 by 10:30 am

Book circles are a great way to connect with others around a piece of literature or content that we share an interest in. This 2 hour online, self-paced course will provide you with the resources and strategies that cultivate the love of reading for all. Whether you are looking to connect with your students or fellow educators, this learning opportunity will provide you with the tools to design a virtual book circle.

Dignity for All Students Act (DASA) 6-Hour Course for Certification - Online

Program: School Improvement

Audience: Educators and Future Educators Seeking Initial or Additional NYSED Certification

Dates: 7/7/2021 to 7/12/2021

Meeting Times: 7/7/21 - 7/12/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/7 by 10:30 am

This training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. This training addresses these issues from a proactive - rather than a reactive - position and focuses on creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in 14(5) of Chapter 102 of the Laws of 2012.

Google Forms to Check for Understanding - Online

Program: Model Schools

Audience: Educators, Administrators, Coaches

Dates: 7/7/2021 to 7/9/2021

Meeting Times: 7/7/21 - 7/9/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/7 by 10:30 am

This self-paced online course is designed to support educators as we implement remote learning. This course is structured to provide methods for utilizing Google Forms for assessing students in a digital space. We will focus on ways to embed multiple checkpoints in your lesson planning for remote learning. Please note this course is for educators that have experience using Google Forms. Not familiar with Google Forms, we recommend joining us for our Building Capacity in Google Apps: Making the most of Google Forms online course. In addition, this course includes the option to participate in virtual office hours for participants in need of a Technology Integration Specialist as a collaborator.

School Violence Prevention and Intervention - SAVE Workshop - Online

Program: School Improvement

Audience: Educators who need the certified 2-Hour SAVE Course

Dates: 7/7/2021 to 7/9/2021

Meeting Times: 7/7/21 - 7/9/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/6 by 10:30 am

This course will address the issue of school violence. Proactive strategies will be explored to create a positive classroom environment as one method to reduce student isolation as well as incorporating multicultural activities and literature so that all students feel recognized and important. Participants will learn through lectures, articles, narratives, and activities. There will be an exploration of warning signs to look for in the classroom and how to respond if a violent act or troubling behavior presents itself. Resources will be provided so that participants know the protocol for data collection and referrals.

Sharpen the Saw - Stress Management for Educators - Online

Program: School Improvement

Audience: Educators

Dates: 7/7/2021 to 7/13/2021

Meeting Times: 7/7/21 - 7/13/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/7 by 10:30 am

Would you like to improve your ability to take care of yourself, so that you may be able to take better care of others? As educators, we are responsible for our student's academic achievement as well as their social and emotional needs. Come to this workshop to learn ways to manage stress, set goals, and reduce burn-out for yourself and your students!

Why We Shouldn't Call it "Learning Loss" - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff

Dates: 7/7/2021 to 7/10/2021

Meeting Times: 7/7/21 - 7/10/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/7 by 10:30 am

As we prepare for and move into the 2021-22 school year, educators are faced with how we will make up for the "learning loss" of the last two school years. While it is certainly important for us to acknowledge that our students will be in very different places academically and socially, we must take a deep look at the term "learning loss." The use of this term almost implies that there has been no teaching or learning happening since March 2020, and we know that couldn't be further from the truth! Let's dive into the unintended consequences of using the term "learning loss" and instead focus on where we and our students go from here.

Dignity for All Students Act (DASA) 6-Hour Course for Certification - In-Person

Program: School Improvement

Audience: Educators and Future Educators Seeking Initial or Additional NYSED Certification

Dates: 7/8/2021

Meeting Times: 7/8/2021 - 8:30 am to 3:30 pm

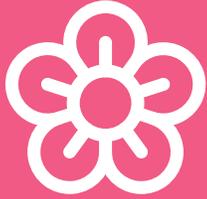
Location: Carl Onken Conference Center - Room A

This training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. This training addresses these issues from a proactive - rather than a reactive - position and focuses on creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in 14(5) of Chapter 102 of the Laws of 2012.



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Gaming As a Tool for Learning - Online

Program: Model Schools

Audience: Educators, Administrators, Instructional Coaches

Dates: 7/8/2021 to 7/9/2021

Meeting Times: 7/8/21 - 7/9/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 7/8 by 10:30 am

There are many practices that game makers use that translate well into classroom practices. Statistics show that a high percentage of American students spend a lot of their free time engaging in video games. In this 1 hour asynchronous course, participants will be provided with the opportunity to identify and evaluate the tools and resources that can be used to promote the same level of engagement for students in the classroom. This course focuses on using gaming principles to design student learning and increase engagement in both hybrid & remote learning environments.

Lead Evaluator of Teachers Recertification Course 2021-22 - Online

Program: School Improvement

Audience: Lead Evaluator of Teachers Recertification 2021-22

Dates: 7/8/2021 to 7/11/2021

Meeting Times: 7/8/21 - 7/11/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/8 by 10:30 am

The words we choose to use have the power to make others feel empowered, or diminished. This principle holds with adults, as well as children. In this course, you'll learn about the three different categories we use with students, and how to choose our words to achieve maximum learning and social-emotional benefit to our students. This is course number four, in a series of five courses designed specifically for Para-educators! You may take all five courses, or you may pick and choose as well. (Note: Taking all five courses in the Para-educator Series will qualify you toward the first step of obtaining a specialized Para-educator certificate from Orange Ulster BOCES Division of Instructional Support Services)

Lessons Learned: Homework - Online

Program: School Improvement

Audience: Pre-K- 12 Teachers, Administrators, Instructional Coaches

Dates: 7/8/2021 to 7/12/2021

Meeting Times: 7/8/21-7/12/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/8 by 10:30 am

In this course, we will examine homework in depth. We'll look at how homework changed and evolved over the course of the pandemic, and we will also consider this in light of research on the topic of homework. Finally, you'll create a "homework plan" to be shared with your administrator, students, and family/community partners for the 2021-2022 school year. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. This will do just that with a focus on homework.

Windows, Mirrors, and Ladders: How Immigrants and ENL Students See Themselves through the Picture Books and Texts We Choose and Use in Our Classrooms -Online

Program: Title III

Audience: Pre K-12 Teachers and Administrators who work with ENL students

Dates: 7/8/2021 to 7/14/2021

Meeting Times: 7/8/21 - 7/14/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/8 by 10:30 am

Our classrooms are more diverse than ever. Students come from varying experiences. There are many literary choices teachers can make to provide students with opportunities to see diverse perspectives, students like themselves, and opportunities for upward mobility. In this workshop, we will explore picture books that do just that. We will also explore the notion of diversity in the Next Generation ELA Standards. Teachers will leave with a bibliography of culturally responsive texts and tools to help build the social-emotional learning of ENL and immigrant students.

A Practical Guide to Communicating with Parents who Don't Speak English - Online

Program: School Improvement

Audience: Educators

Dates: 7/13/2021 to 7/15/2021

Meeting Times: 7/13/21 - 7/15/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/13 by 10:30 am

Our public schools are becoming more culturally and linguistically diverse. Teachers often face the importance of communicating with non-English speaking parents. In this 2 hour self-paced course, you will learn some practical strategies to engage non-English speaking families and to make them feel welcome and comfortable in your classes.

A Welcoming and Affirming Environment: The importance of Students' Names and Saying them Properly (Quick Click) - Online

Program: School Improvement

Audience: Educators

Dates: 7/13/2021 to 7/14/2021

Meeting Times: 7/13/21 - 7/14/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 7/13 by 10:30 am

In this 1 hour “quick click” model course, we'll consider the importance of getting students' names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This overview class will provide a basic review of the research on this topic and will also include resources that can assist you in your journey to create a welcoming and affirming environment for your students. Henry David Thoreau once said, "A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service."

A Welcoming and Affirming Environment: The Importance of Students' Names and Saying them Properly (Introductory Exploration)- Online

Program: School Improvement

Audience: Educators

Dates: 7/13/2021 to 7/16/2021

Meeting Times: 7/13/21 - 7/16/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/13 by 10:30 am

In this 3 hour “introductory exploration” course, we'll consider the importance of getting students' names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This course offers a more in-depth version of its companion one hour course, providing a larger bank of resources, more instructional lesson ideas, and a collection of e-books on Sora geared specifically toward students and their names. You are not required to take the one hour course to take this course. Henry David Thoreau once said, "A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service.”

Adapting Our Philosophies and Formats of Assessment in the COVID Era - Online

Program: School Improvement

Audience: Pre- K-12 Educators

Dates: 7/13/2021 to 7/16/2021

Meeting Times: 7/13/21 - 7/16/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/13 by 10:30 am

Educators know the importance of assessment in the field of education. However, the thought of assessing students during the Covid-19 Pandemic can feel overwhelming when we think of remote and hybrid learning. In this course, we will break down the essentials of assessment and discover ways to assess our students' mastery in light of the limitations we are presented with during the Covid impacts on schools.



OU BOCES Summer 2021



Collaboration Among Teachers and Caregivers in the Digital Age - Online

Program: School Improvement
Audience: Pre-K - 12 Educators, Administrators
Dates: 7/13/2021 to 7/16/2021
Meeting Times: 7/13/21 - 7/16/21, Online, Self-Paced, 3 Hours
Location: Course link emailed on 7/13 by 10:30 am

In this unprecedented time, we need to find ways to effectively collaborate with our students' caregivers whether instruction is taking place in the school building or from home. In this workshop, we will explore strategies to work with one another in order to best help students in any grade succeed.

Equitable and Inclusive Feedback for All - Online

Program: School Improvement
Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff
Dates: 7/13/2021 to 7/16/2021
Meeting Times: 7/13/21 - 7/16/21, Online, Self-Paced, 3 Hours
Location: Course link emailed 7/13 by 10:30 am

Educators know that feedback is one of the most powerful tools they can use to help students achieve at higher levels. But, have we ever thought about how feedback can be used to make our classrooms and our schools more equitable and inclusive? In this course, we'll explore the power and characteristics of effective feedback and consider the ways we can make feedback equitable and inclusive of all of the students in our classrooms and schools.

Equity-Mindedness: The Lifelong Work of Equitable Teaching - Online

Program: School Improvement
Audience: Educators, Administrators, Instructional Coaches
Dates: 7/13/2021 to 7/16/2021
Meeting Times: 7/13/21 - 7/16/21 Online, Self-Paced, 2 Hours
Location: Course link emailed on 7/13 by 10:30 am

The term "Equity-Mindedness" refers to "the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes." This 2 hour asynchronous online course was designed to look at equity-minded competencies that will guide us when determining ways to provide our students with more equitable opportunities and to close equity gaps. Participants will leave this course with practical strategies for becoming more equity-minded, and actionable steps you can use everyday in your practice.

Focus On Feelings - Online

Program: School Improvement
Audience: Educators, Administrators, Instructional Coaches
Dates: 7/13/2021 to 7/16/2021
Meeting Times: 7/13/21 - 7/16/21, Online, Self-Paced, 3 Hours
Location: Course link emailed on 7/13 by 10:30 am

In the pursuit of helping our students develop their social and emotional learning skills, it is important for us to focus on feeling in order to best serve our students. This 3 hour asynchronous course is designed to unpack the SEL competencies of Self-Awareness and Self-Management so that we can gain a better understanding of how our students are feeling.

Getting to Fair: Counseling and Conversations with Students Who Think They've Been Treated Unfairly - Online

Program: School Improvement

Audience: Educators

Dates: 7/13/2021 to 7/15/2021

Meeting Times: 7/13/21 - 7/15/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/13 by 10:30 am

This 2 hour self-paced online course will support educators within their roles to counsel or converse with students who feel they've been treated unfairly. Educators in this session will be equipped with strategies to help students talk through the situation, to see varying perspectives in situations, and to come to an understanding of whether the situation was truly "unfair" or just "unpleasant." Participants will then discuss strategies for supporting students who have been treated unfairly to advocate for themselves in appropriate ways.

Lessons Learned: Equity and Access - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators

Dates: 7/13/2021 to 7/16/2021

Meeting Times: 7/13/21 -7/16/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/13 by 10:30 am

The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned: Why We Can't Go Back to Normal" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, participants will identify the ways in which we ensured equitable and accessible opportunities for our students. Participants will grow their understanding in tools and strategies that promote equity and access in students' learning.

Lessons Learned: Leadership - Online

Program: School Improvement

Audience: Building and District Administrators

Dates: 7/13/2021 to 7/16/2021

Meeting Times: 7/13/21 -7/16/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/13 by 10:30 am

The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, we will focus specifically on the decisions and adjustments that building and district administrators have made since the pandemic began and how those changes can continue to benefit students even when things start to feel more "normal" again.

Lessons Learned: Technology - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators

Dates: 7/13/2021 to 7/16/2021

Meeting Times: 7/13/21 -7/16/21, Online, Self-Paced, 3 Hours

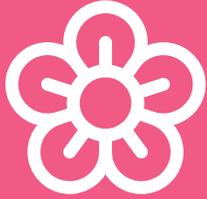
Location: Course link emailed on 7/13 by 10:30 am

The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, participants will look at how they utilized the technology they have available to them in order to leverage students' learning during the pandemic. Participants will take some time to identify which methods and tools can be used to ensure that we are connecting students to 21st century skills. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. This course will help participants to focus specifically on technology during the pandemic.



OU BOCES Summer 2021





Making Thinking Visible - Online

Program: School Improvement

Audience: Educators, Administrators, Instructional Coaches

Dates: 7/13/2021 to 7/19/2021

Meeting Times: 7/13/21 - 7/19/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/13 by 10:30 am

Maintaining student engagement and connection to their learning is something that we strive for daily in our classrooms. This 6 hour asynchronous course is designed to unpack the key components of Visible Thinking and the strategies that extend and deepen student learning. Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters. Participants will identify key resources and implementation practices to bring visible thinking into their instruction.

Moving Forward from Here (Grades 3-5) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 School Year - Online

Program: School Improvement

Audience: Grade 3-5 Teachers, Elementary Administrators, Instructional Coaches

Dates: 7/13/2021 to 7/21/2021

Meeting Times: 7/13/21-7/21/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 7/13 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Moving Forward from Here (Grades 6-8) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 School Year - Online

Program: School Improvement

Audience: Grade 6-8 Teachers, Middle School Administrators, Instructional Coaches

Dates: 7/13/2021 to 7/21/2021

Meeting Times: 7/13/21-7/21/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 7/13 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Moving Forward from Here (Grades 9-12) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 School Year - Online

Program: School Improvement

Audience: Grade 9-12 Teachers, High School Administrators, Instructional Coaches

Dates: 7/13/2021 to 7/21/2021

Meeting Times: 7/13/21-7/21/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 7/13 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Moving Forward from Here (Grades K-2) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 School Year - Online

Program: School Improvement

Audience: Grade K-2 Teachers, Elementary Administrators, Instructional Coaches

Dates: 7/13/2021 to 7/21/2021

Meeting Times: 7/13/21-7/21/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 7/13 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Reading Remedy: Introduction to Bibliotherapy and Using Books to Heal and Build Resilience - Online

Program: McKinney-Vento

Audience: Pre-K - 12 Educators, Social Workers, School Counselors, Administrators

Dates: 7/13/2021 to 7/15/2021

Meeting Times: 7/13/21 - 7/15/21 Online, Self-Paced, 2 Hours

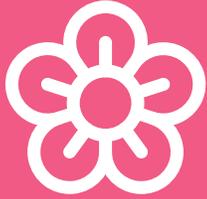
Location: Course link emailed on 7/13 by 10:30 am

Bibliotherapy is a method of connecting with characters in books, primarily fiction, to promote healing and resilience. It is as if we are handing a child a friend through a book. In this 2 hour self-paced course, we will go over how to effectively use bibliotherapy with your students. We will also explore suggested books for use.



OU BOCES Summer 2021





Summer Book Club: We Got This - Blended

Program: School Improvement

Audience: Teachers, Administrators, Coaches

Dates: 7/13/2021 to 7/27/2021

Meeting Times: 7/13/21 8:30 am - 11:30 am In-Person, 7/14-7/27 Asynchronous

Location: Carl Onken Conf. Center Room A

Join us as we collaborate in a blended learning environment to discuss our learning about the role educators play in pursuit of equity and access. The book, *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*, by Cornelius Minor will be used to inspire our conversation and work. Participants will meet face-to-face to receive our professional texts and participate in a variety of hands-on activities. The online portion of this workshop will include discussions and collaborative efforts for putting ideas into action. Participants will leave this workshop with tools to think, act, and communicate in a way that inspires others to promote equity and access for all students.

Talking Tech in Your World Language Classroom - Online

Program: School Improvement

Audience: World Language Teacher Middle School and High School

Dates: 7/13/2021 to 7/19/2021

Meeting Times: 7/13/21 - 7/19/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/13 by 10:30 am

Looking for ways to engage your students in your world language classroom? Do they seem distracted by all the technology at their fingertips because of this digital age we are living in? Use that to your advantage! Technology is changing everyday, we should embrace these changes in our classrooms and help these digital natives learn to speak in the target language using devices and different platforms to make it fun and exciting, while still learning to use the target language.

Timing is Everything - Online

Program: School Improvement

Audience: Educators, Administrators, Instructional Coaches

Dates: 7/13/2021 to 7/20/2021

Meeting Times: 7/13/21 - 7/20/21 Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/13 by 10:30 am

Timing is something that we often struggle with as educators. Oftentimes it is in our control, and what a powerful tool it is! This 6 hour, self paced online course will help us in rethinking the way we are structuring our time with our students during hybrid learning. Participants will leave this course with strategies and resources for utilizing the time we have with our students on a daily basis, as well as the time they need to work on their learning independently.

Welcome! How Teachers Can Create a Welcoming Classroom Environment for ELLs - Online

Program: Title III

Audience: Teachers, TESOL Teachers, Special Area Teachers (PE, Art, Music, etc.)

Dates: 7/13/2021 to 7/19/2021

Meeting Times: 7/13/21 - 7/19/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/13 by 10:30 am

This workshop is designed to provide educators with information about what it might feel like to be a newcomer in an English speaking classroom. The course focuses on how to develop a relationship oriented classroom and strategies to help students find success both academically and socially through social awareness and relationship building. Participants will leave having new strategies to help students feel safe and confident within the classroom.

Attention Deficit Hyperactivity Disorder (ADHD) and How to Manage it in the Classroom - Online

Program: School Improvement

Audience: Pre-K- 12 Teachers Dates: 7/14/2021 to 7/20/2021

Meeting Times: 7/14/21 - 7/20/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/14 by 10:30 am

Approximately 10% of our student population is said to have an ADHD/ADD diagnosis. How do we help the child who really cannot sit long enough for a lesson we planned? What strategies can we put into place to help a disorganized child become more organized, complete his or her work successfully, and make sure work is handed in on time? How can we help students handle challenges? During this full day workshop, we will spend a portion of the day discussing typical characteristics and challenges of a student with ADHD. We will also spend time exploring strategies that can be implemented to help these students, while leading them toward independence and success that will benefit them through school and beyond.

Building Equity & Access in Science Education - Online

Program: School Improvement

Audience: Science Leaders, Educators, Administrators

Dates: 7/14/2021 to 7/16/2021

Meeting Times: 7/14/21 - 7/16/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/14 by 10:30 am

Supporting equity in science education means providing learning experiences that are meaningful for all students. Join us for this 2 hour self-paced course that will provide you with the opportunity to gather some new tools for your teaching toolbox with regard to equity & access in science.

Equity vs Equality in the Classroom and Beyond - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators

Dates: 7/14/2021 to 7/16/2021

Meeting Times: 7/14/21 - 7/16/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/14 by 10:30 am

We want all of our students to succeed, but not all of them have access to the same resources whether technology, school supplies, books, or other important materials. Neurodiversity means that our students are individuals with varying strengths and weaknesses. What works for one may not work for another, nor does it have to. There is a difference between equity and equality. It is our challenge as educators to get as close to equity as we can. How can we provide the tools students need to make sure we have provided a level playing field for them?

Leading Culturally Responsive Communities - Online

Program: School Improvement

Audience: Teachers, Administrators

Dates: 7/14/2021 to 7/20/2021

Meeting Times: 7/14/21 - 7/20/21, Online, Self-Paced, 6 Hours

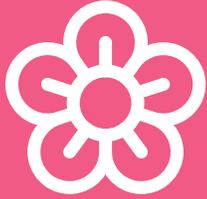
Location: Course link emailed on 7/14 by 10:30 am

Being culturally responsive goes beyond simply knowing that different cultures exist in our schools. It is about being able to learn, relate to, and respect students, parents, and teachers from different backgrounds. It is about creating opportunities for success with respect for the history of the population in our schools. Participants will leave having a better understanding of what it means to be culturally responsive and with various strategies to incorporate into the classroom.



OU BOCES Summer 2021





Strike a Spark! Using Read Alouds to Spark Conversations About Equity with Elementary School Students - Online

Program: McKinney-Vento
Audience: Elementary School Teachers, Administrators, Social Workers
Dates: 7/14/2021 to 7/16/2021
Meeting Times: 7/14/21 - 7/16/21, Online, Self-Paced, 2 Hours
Location: Course link emailed on 7/14 by 10:30 am

Books are a great way to spark conversations about many different topics, from fun to serious. In this 2 hour self-paced workshop, we will explore how to spark respectful communication among elementary students about equity. Elementary level students are not too young to understand that fair is not necessarily equal, and what works for one may not work for another. We will discuss appropriate prompts and methods to encourage productive and meaningful dialogue as students explore this important issue.

Strike a Spark! Using Read Alouds to Spark Conversations About Equity with High School Students - Online

Program: McKinney-Vento
Audience: High School Teachers, Administrators, Social Workers
Dates: 7/14/2021 to 7/16/2021
Meeting Times: 7/14/21 - 7/16/21, Online, Self-Paced, 2 Hours
Location: Course link emailed on 7/14 by 10:30 am

Books are a great way to spark conversations about many different topics, from fun to serious. In this 2 hour workshop, we will explore how to spark respectful communication among high school students about equity. High School students are well aware the fair is not necessarily equal, and what works for one may not work for another. We will discuss appropriate prompts and methods to encourage productive and meaningful dialogue as students explore this important issue.

Strike a Spark! Using Read Alouds to Spark Conversations About Equity with Middle School Students - Online

Program: McKinney-Vento
Audience: Middle School Teachers, Administrators, Social Workers
Dates: 7/14/2021 to 7/16/2021
Meeting Times: 7/14/21 - 7/16/21, Online, Self-Paced, 2 Hours
Location: Course link emailed on 7/14 by 10:30 am

Books are a great way to spark conversations about many different topics, from fun to serious. In this 2 hour workshop, we will explore how to spark respectful communication among middle school students about equity. Middle School students are at a perfect age to observe the world around them and see that fair is not necessarily equal, and what works for one may not work for another. We will discuss appropriate prompts and methods to encourage productive and meaningful dialogue as students explore this important issue.

An Introduction to SEL and Journey through the NYS Social-Emotional Learning Benchmarks - Online

Program: School Improvement
Audience: Educators
Dates: 7/15/2021 to 7/19/2021
Meeting Times: 7/15/21 - 7/19/21, Online, Self-Paced, 4 Hours
Location: Course link emailed on 7/15 by 10:30 am

If you're looking to grow your understanding of Social-Emotional Learning and what that looks like in the classroom, then this is a great place to start! Understanding what we feel and the capacities and competencies associated with social-emotional learning can help our students to be better students and more productive members of the school family. These benefits also extend far beyond the school walls! In this course, we'll use the CASEL Social-Emotional Framework, as well as the New York State SEL and Mental Health benchmarks to explore social-emotional learning. You'll learn about what SEL is, how it makes a difference, how we set up an environment that is conducive to SEL, and gather important resources for the journey ahead. You'll look at these frameworks and resources through the lens of "what am I already doing to address these?", as well as "how can I grow?". This introductory course will help you and your students to have a fulfilling and enriching school year!

Bibliotherapy: How Literature Can Help Heal - Online

Program: McKinney-Vento

Audience: Pre-K - 12 Educators, Social Workers, School Counselors

Dates: 7/15/2021 to 7/21/2021

Meeting Times: 7/15/21 - 7/21/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/15 by 10:30 am

What better way to learn you are not alone than through books. Bibliotherapy is an approach to healing through literature. Using picture books, early readers, and chapter books, teachers can help their students who are experiencing homelessness and/or students who have experienced trauma feel less isolated and promote resiliency. Reading books about families experiencing crisis situations such as divorce, death, alcoholism, an incarcerated parent, and more is a window for children into the lives of others to whom they can connect and learn.

ELA Superhero Standards: A Close Study of the Evolution of the ELA Standards from Kindergarten to Twelfth Grade - Online

Program: School Improvement

Audience: Pre-K - 12 ELA Teachers and Administrators

Dates: 7/15/2021 to 7/21/2021

Meeting Times: 7/15/21 - 7/21/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/15 by 10:30 am

When the New York State Next Generation ELA Standards were adopted in 2017, New York announced a three-phase roll out of the standards beginning with awareness, and then moving to capacity building. The 2019-2020 school year has been earmarked as a capacity building school year, with full implementation beginning next year in 2020-2021. In this full day personalized-learning workshop, we will begin with an examination of the foundational documents and overall architecture of the Next Gen ELA standards. Each participant will then identify a power standard based on data and observations from his/her classroom, examining how that standard builds from kindergarten through twelfth grade, and what underlying skills and knowledge are necessary for the students to master the standard. And finally, "think tank" time will be allocated for group work and discussion to help you define strategies to work on helping your students to develop the skills necessary to address this standard. The session will conclude with a group sharing of all resources developed during the day. Participants will leave with templates to recreate this work with further standards if desired. (Note: Please bring any student data that may help you define where your students need assistance.)

Keep It Kind - Online

Program: McKinney-Vento

Audience: Teachers, Teaching Assistants, Administrators, Social Workers

Dates: 7/15/2021 to 7/21/2021

Meeting Times: 7/15/21 - 7/21/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/14 by 10:30 am

"Turn on the news and it is a bombardment of story after story of bullying, violence, and tragedy. We have the capability to lay the foundation for a kinder, more accepting society. In this 6 hour course, we will explore methods for developing a trusting community, one in which students support each other. Methods will be given to help staff better connect with students and also help them connect with one another. Kindness matters."

Lead Evaluator of Teachers Recertification Course 2021-22 - Online

Program: School Improvement

Audience: Lead Evaluator of Teachers Recertification 2021-22

Dates: 7/15/2021

Meeting Times: 7/15/21, 8:30 am - 11:30 am, In-Person

Location: Carl Onken Conference Center Room A

This in-person course is designed to recertify lead evaluators of teachers to perform high quality evaluations of their teaching staff. Among the components of the training are a review of regulations, including updates and changes; a topical module on timely and relevant practices, and a module to practice evidence collection and receive feedback. Upon successful completion of this course, participants will qualify for recertification as a lead evaluator of teachers in their districts.



OU BOCES Summer 2021





Math Standards Quest: Journey Through the Next Gen Math Standards and Curriculum Bridge Documents - Online

Program: School Improvement

Audience: Math Teachers, Math Curriculum Leaders, Administrators

Dates: 7/19/2021 to 8/6/2021

Meeting Times: 7/19/21 - 8/6/21, Online, Self-Paced, 18 Hours

Location: Course link emailed on 7/19 by 10:30 am

In 2017 when the Next Generation Math Standards were adopted, the state outlined a generous three year rollout plan, allowing educators to build their capacity toward the revised standards. This course is designed to help you build your personal and professional capacity toward the new Next Generation Math standards. Through the course, we will review the standards, their supporting documents, common language of the standards, academic equity for diverse populations, and the NYS Bridging Documents. Required assignments for this course will be reviewed by the course instructor at the end of the course window, which is June 30, 2021. Following the review process, participants who have submitted all required assignments will receive completion credit in My Learning Plan.

A Welcoming and Affirming Environment: The importance of Students' Names and Saying them Properly (Quick Click) - Online

Program: School Improvement

Audience: Educators

Dates: 7/20/2021 to 7/21/2021

Meeting Times: 7/20/21 -7/21/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 7/20 by 10:30 am

In this 1 hour “quick click” model course, we’ll consider the importance of getting students' names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This overview class will provide a basic review of the research on this topic and will also include resources that can assist you in your journey to create a welcoming and affirming environment for your students. Henry David Thoreau once said, "A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service."

A Welcoming and Affirming Environment: The Importance of Students' Names and Saying them Properly (An Introductory Exploration) - Online

Program: School Improvement

Audience: Educators

Dates: 7/20/2021 to 7/23/2021

Meeting Times: 7/20/21 -7/23/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/20 by 10:30 am

In this 3 hour “introductory exploration” course, we’ll consider the importance of getting students' names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This course offers a more in-depth version of its companion one hour course, providing a larger bank of resources, more instructional lesson ideas, and a collection of e-books on Sora geared specifically toward students and their names. You are not required to take the one hour course to take this course. Henry David Thoreau once said, "A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service."

Academic Equity for ELLs Using the Bilingual Progressions in ELA: Putting the Pieces Together- Online

Program: School Improvement

Audience: Educators

Dates: 7/20/2021 to 7/22/2021

Meeting Times: 7/20/21 - 7/22/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/20 by 10:30 am

In this 2 hour self paced course, we'll embrace the phrase, "ELLs can do it, too!" We'll begin with a close look at the Next Generation ELA Standards and the crosswalks that compare them to the previous Common Core State Standards. Using the understanding of how the standards have evolved and been revised, we'll examine the standards' New Language Arts Progressions, paying close attention to how a standard can be broken down and scaffolded for ANY level of English Language Learner using both receptive (listening and reading) and expressive (speaking and writing) domains. You'll leave feeling more comfortable with the standards, as well as specific tools and strategies to make them accessible to English Language Learners. This course is also appropriate and applicable for teachers of students with disabilities, and SLPs who wish to gather more information about how to address academic standards with students who may be in need of scaffolding and support.

Behavior Management in the Classroom and During Remote Instruction - Online

Program: School Improvement

Audience: Teachers, Paraprofessionals, Teaching Assistants

Dates: 7/20/2021 to 7/23/2021

Meeting Times: 7/20/21 - 7/23/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/20 by 10:30 am

Managing a classroom environment takes organization and effort. In this 3 hour workshop, we will explore strategies for relationship building and methods to make sure your lessons and activities are not derailed by behavior issues. Because of the changes related to Covid-19 and the shift to online learning, we will also work on methods to help students stay on task and complete assignments in the remote learning environment.

Designing Virtual Labs and Simulations for the Science Classroom - Online

Program: School Improvement

Audience: Science Leaders & Educators

Dates: 7/20/2021 to 7/23/2021

Meeting Times: 7/20/21-7/23/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/20 by 10:30 am

Demonstrations, connections, and exploration make learning relevant to our students as these are practices of scientists today. Join us for this 3 hour self-paced course to explore the steps that are taken by science educators to design virtual labs and simulations that can be done during hybrid teaching. During this course we will tap into the resources we have available in order to effectively design virtual lab and simulation experiences for our students while they are learning in a hybrid environment.

Gaming As a Tool for Learning - Online

Program: Model Schools

Audience: Educators, Administrators, Instructional Coaches

Dates: 7/20/2021 to 7/21/2021

Meeting Times: 7/20/21 - 7/21/21, Online, Self-Paced, 1 Hour

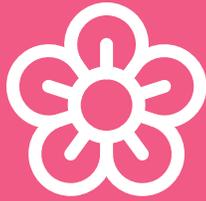
Location: Course link emailed on 7/20 by 10:30 am

There are many practices that game makers use that translate well into classroom practices. Statistics show that a high percentage of American students spend a lot of their free time engaging in video games. In this 1 hour asynchronous course, participants will be provided with the opportunity to identify and evaluate the tools and resources that can be used to promote the same level of engagement for students in the classroom. This course focuses on using gaming principles to design student learning and increase engagement in both hybrid & remote learning environments.



OU BOCES Summer 2021





Lead Evaluator of Teachers Initial Certification - In-Person

Program: School Improvement

Audience: School Administrators Seeking Initial Certification as a Lead Evaluator of Teachers

Dates: 7/20/2021 to 7/21/2021

Meeting Times: 7/20/21 8:30 am - 3:30 pm, 7/21/21 8:30 am - 11:30 am, In-Person, 9 Hours

Location: Carl Onken Conf. Center Room A

This in-person course is designed for new administrators seeking initial certification as a lead evaluator of teachers in New York State. The course will develop the knowledge of Lead Evaluators of Teachers of the nine required state criteria. The course covers standards, evidence-based observations, the NYS Growth Model, rubric use, assessment tools, statewide Instructional Reporting System, Scoring and ELLs/SWDs. The course will also provide participants with practice in the evidence-based collection process.

Lessons Learned: Homework - Online

Program: School Improvement

Audience: Pre-K- 12 Teachers, Administrators, Instructional Coaches

Dates: 7/20/2021 to 7/24/2021

Meeting Times: 7/20/21-7/24/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/20 by 10:30 am

In this course, we will examine homework in depth. We'll look at how homework changed and evolved over the course of the pandemic, and we will also consider this in light of research on the topic of homework. Finally, you'll create a "homework plan" to be shared with your administrator, students, and family/community partners for the 2021-2022 school year. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. This will do just that with a focus on homework.

Making a Difference: Training for New and Experienced Mentor Teachers - Online

Program: School Improvement

Audience: Mentor Teachers

Dates: 7/20/2021 to 7/23/2021

Meeting Times: 7/20/21 - 7/23/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/20 by 10:30 am

The mentor teacher can make an immeasurable impact on a teacher who is new to the profession or new to a role. Mentor teachers provide feedback and support to new teachers in a non-evaluative way that can transform their beginning teaching experiences, thereby improving student learning experiences. In this 3 hour self-paced asynchronous course, participants will develop a common understanding around the role of a mentor teacher, explore the characteristics of an effective mentor teacher, and unpack guiding anchor documents like teaching standards, teaching rubrics and frameworks that support student learning to plan for high level mentor/new teacher collaborative experiences.

Modeling & Science Notebooks: Tools for Pk-12 Science Teaching & Learning - Online

Program: School Improvement

Audience: Science Leaders & Educators

Dates: 7/20/2021 to 7/23/2021

Meeting Times: 7/20/21 - 7/23/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/20 by 10:30 am

Developing and using models is a key skill for all learners of science. In this 3 hour online course, participants will engage in the Science & Engineering Practices of the NYS Science Learning Standards that fosters scientific modeling. The focus of this course will be on using science notebooks to capture the process of modeling & what that means for student learning. Participants leave this workshop with an understanding of how to incorporate science modeling and notebooks into their instruction. Special attention will be paid to utilizing science notebooks in the remote and hybrid learning environments.

NYS Culturally Responsive- Sustaining Education Framework (An Interactive Exploration) - Online

Program: School Improvement

Audience: Educators

Dates: 7/20/2021 to 7/28/2021

Meeting Times: 7/20/21 - 7/28/21, Online, Self-Paced, 8 Hours

Location: Course link emailed on 7/20 by 10:30 am

This course on the NYS Culturally-Responsive Sustaining Education Framework will be offered in three formats. This version of the course is an 8 hour "Interactive Exploration" offering. The NYS Culturally-Responsive Sustaining Education Framework was released in 2018 to help guide educators in their ongoing work to create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. This course will introduce you to the document and its emphases, as well its four principles. In addition, you'll gain tips and techniques to apply in your classroom, while viewing examples of how others have also applied these techniques.

NYS Culturally Responsive- Sustaining Education Framework (Quick Click) - Online

Program: School Improvement

Audience: Educators

Dates: 7/20/2021 to 7/21/2021

Meeting Times: 7/20/21 - 7/21/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 7/20 by 10:30 am

This course on the NYS Culturally-Responsive Sustaining Education Framework will be offered in three formats. This version of the course is a 1 hour "Quick Click" offering. The NYS Culturally- Responsive Sustaining Education Framework was released in 2018 to help guide educators in their ongoing work to create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. This course will introduce you to the document and its emphases, as well its four principles. course will meet the certification requirements in 14(5) of Chapter 102 of the Laws of 2012.

Summer Book Club: Connecting With Students Online - Blended

Program: School Improvement

Audience: Teachers, Administrators, Coaches

Dates: 7/20/2021 to 8/3/2021

Meeting Times: 7/20/21 8:30 am - 11:30 am In-Person, 7/21-8/3 Asynchronous

Location: Carl Onken Conf. Center Room A

Join us as we collaborate in a blended learning environment to discuss what we have learned about teaching remotely and the methods that are worth keeping. The book, Connecting With Students Online, by Jennifer Serravallo will be used to inspire our conversation and work. Participants will meet face-to-face to receive our professional texts and participate in a variety of hands-on activities. The online portion of this workshop will include discussions and collaborative efforts for putting ideas into action. Participants will leave this workshop with tools to think, act, and communicate in a way that keeps us connected with students whether we are teaching in-person or remotely.

Why We Shouldn't Call it "Learning Loss" - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff

Dates: 7/20/2021 to 7/23/2021

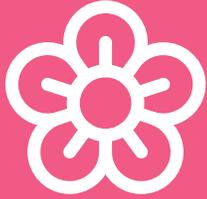
Meeting Times: 7/20/21 - 7/23/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/20 by 10:30 am

As we prepare for and move into the 2021-22 school year, educators are faced with how we will make up for the "learning loss" of the last two school years. While it is certainly important for us to acknowledge that our students will be in very different places academically and socially, we must take a deep look at the term "learning loss." The use of this term almost implies that there has been no teaching or learning happening since March 2020, and we know that couldn't be further from the truth! Let's dive into the unintended consequences of using the term "learning loss" and instead focus on where we and our students go from here.



OU BOCES Summer 2021



The Power of Translation: Using Translated Materials in Your Classroom - Online

Program: School Improvement

Audience: Educators

Dates: 7/21/2021 to 7/23/2021

Meeting Times: 7/21/21 - 7/23/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/21 by 10:30 am

School to home communication is important when helping students to be successful in their learning. Using translated materials can help to provide a bridge between school and home. Join us for this 2 hour self-paced online course as we provide you effective solutions for communicating and supporting students and their family whose English is not their first language.

A Level Playing Field: Using a Trauma Informed Approach to Build Nurturing, Equitable Learning Spaces - Recorded Webinar

Program: McKinney-Vento

Audience: Teachers, Administrators, Teaching Assistants

Dates: 7/27/2021 to 7/28/2021

Meeting Times: 7/27/21 - 7/28/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 7/27 by 10:30 am

Equity is about more than race and culture. It is also about coming from poverty or life with a disability. It is about leveling the playing field so all of our students have equal opportunities for success. In this 1-hour recorded webinar, we will explore how to create a safe and inclusive environment for those who have been impacted by trauma. All of our students deserve to feel nurtured and valued. Using a trauma informed approach, we will explore methods for establishing trusting relationships and creating a classroom that works, keeping in mind the varied experiences of your students.

ELA Standards Quest: Building Your Capacity Toward Full Implementation of the Next Generation ELA Standards - Online

Program: School Improvement

Audience: Pre-K-12 ELA Teachers, Curriculum Leaders and Administrators

Dates: 7/27/2021 to 8/23/2021

Meeting Times: 7/27/21 - 8/23/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/27 by 10:30 am

In 2017 when the Next Generation ELA Standards were adopted, the state outlined a generous three year rollout plan, allowing educators to build their capacity toward the revised standards. This course is designed to help you build your personal and professional capacity toward the new Next Generation ELA standards. Through the course, we will review the standards, their supporting documents, common language of the standards, the role of close reading in the new standards, vocabulary and academic language, writing, academic equity for diverse populations, the NYS Bridging Documents, and creating aligned assessments. While participating in the course, you'll "make and take" an interactive notebook to have as a reference for going forward. Required assignments for this course will be reviewed by the course instructor at the end of the course window, which is June 30, 2021. Following the review process, participants who have submitted all required assignments will receive completion credit in My Learning Plan.

Equitable and Inclusive Feedback for All - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff

Dates: 7/27/2021 to 7/30/2021

Meeting Times: 7/27/21 - 7/30/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/27 by 10:30 am

Educators know that feedback is one of the most powerful tools they can use to help students achieve at higher levels. But, have we ever thought about how feedback can be used to make our classrooms and our schools more equitable and inclusive? In this course, we'll explore the power and characteristics of effective feedback and consider the ways we can make feedback equitable and inclusive of all of the students in our classrooms and schools.

Lessons Learned: Leadership- Online

Program: School Improvement

Audience: Building and District Administrators

Dates: 7/27/2021 to 7/30/2021

Meeting Times: 7/27/21 -7/30/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 7/27 by 10:30 am

The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, we will focus specifically on the decisions and adjustments that building and district administrators have made since the pandemic began and how those changes can continue to benefit students even when things start to feel more "normal" again.

Lessons Learned: Equity and Access - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators

Dates: 7/27/2021 to 7/30/2021

Meeting Times: 7/27/21 -7/30/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/27 by 10:30 am

In this course, participants will identify the ways in which we ensured equitable and accessible opportunities for our students during the pandemic. Participants will grow their understanding in tools and strategies that promote equity and access in students' learning. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. This course will specifically focus on equity and access for students and families.

Lessons Learned: Technology - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators

Dates: 7/27/2021 to 7/30/2021

Meeting Times: 7/27/21 -7/30/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/27 by 10:30 am

The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, participants will look at how they utilized the technology they have available to them in order to leverage students' learning during the pandemic. Participants will take some time to identify which methods and tools can be used to ensure that we are connecting students to 21st century skills. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. This course will help participants to focus specifically on technology during the pandemic.

Planning & Carrying Out Investigations in the Science Classroom - Online

Program: School Improvement

Audience: Science Leaders & Educators

Dates: 7/27/2021 to 7/30/2021

Meeting Times: 7/27/21 - 7/30/21, Online, Self-Paced, 3 Hours

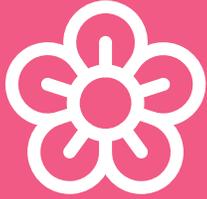
Location: Course link emailed on 7/27 by 10:30 am

Our classrooms may look a little differently this school year. Whether our students are learning from home, in class, or a combination of both they can still carry out scientific investigations. This 3 hour course is designed to support the Science and Engineering Practice of Planning and Carrying Out Investigations, which is one part of the NYS Science Learning Standards. The focus of this course is to build awareness of the standards and how we can build authentic learning experiences that will seamlessly carry out both in and outside of school.



OU BOCES Summer 2021





Reading Remedy: Introduction to Bibliotherapy and Using Books to Heal and Build Resilience - Online

Program: McKinney-Vento

Audience: Pre-K - 12 Educators, Social Workers, School Counselors, Administrators

Dates: 7/27/2021 to 7/29/2021

Meeting Times: 7/27/21 - 7/29/21 Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/27 by 10:30 am

Bibliotherapy is a method of connecting with characters in books, primarily fiction, to promote healing and resilience. It is as if we are handing a child a friend through a book. In this 2 hour self-paced course, we will go over how to effectively use bibliotherapy with your students. We will also explore suggested books for use.

School Violence Prevention and Intervention - SAVE Workshop - Online

Program: School Improvement

Audience: Educators who need the certified 2-Hour SAVE Course

Dates: 7/27/2021 to 7/29/2021

Meeting Times: 7/27/21 - 7/29/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/27 by 10:30 am

This course will address the issue of school violence. Proactive strategies will be explored to create a positive classroom environment as one method to reduce student isolation as well as incorporating multicultural activities and literature so that all students feel recognized and important. Participants will learn through lectures, articles, narratives, and activities. There will be an exploration of warning signs to look for in the classroom and how to respond if a violent act or troubling behavior presents itself. Resources will be provided so that participants know the protocol for data collection and referrals.

Strengths Based Leadership: A Summer Book Club Experience - Blended

Program: School Improvement

Audience: Building and District Administrators, Instructional Coaches, Curriculum Leaders, Those in Leadership Roles

Dates: 7/27/2021 to 8/11/2021

Meeting Times: 7/27/21 8:30 am - 10:30 am In-Person Live, 7/28-8/10 Asynchronous, 8/11 9:00 am - 10:00 am Webinar

Location: Carl Onken Conf. Center Room A

When reflecting on your own leadership style, what do you notice? Have you ever taken time to think about how you can use your strengths to make you a better leader, or how the strengths of your team can work together to make you stronger? In this summer book club experience, we'll read the popular "Strengths Based Leadership: Great Leaders, Teams, and Why People Follow" and discuss the implications on our work as educational leaders. Registration in this course will include a copy of the book, which provides a questionnaire experience that will identify your leadership strengths along with strategies on how to use those strengths to make you an even better leader. This course will begin with an in-person session where participants will meet face to face, get their copy of the book, and lay the foundation for our work together. Over the remainder of the asynchronous course window, participants will take the questionnaire and complete asynchronous work. The session will conclude with a live webinar wrap-up session.

Training in Needs of Children with Autism - Online

Program: School Improvement Audience: Candidates Applying for a Classroom Teaching Certificate in All Areas of Special Education

Dates: 7/27/2021 to 7/30/2021

Meeting Times: 7/27/21 - 7/30/21, Online, Self-Paced, 3 Hours

Location: Course link will arrive via email on 7/27/21

This three-hour course is required for candidates applying for a Classroom Teaching Certificate. Topics to be covered will include: Defining autism for the purpose of special education eligibility and autism spectrum disorder as a pervasive developmental disorder; findings regarding etiology and prevalence of autism; common characteristics of autism; evidence based instructional methods, data collection and analysis; impact of autism on communication; behavioral challenges, behavior management and positive behavioral supports; cross-disciplinary service delivery systems; Autism Program Quality Indicators and available resources.

Vocabulary for ELLs: Creative and Evidence Based Approaches to Increasing ELLs' Bank of Vocabulary - Online

Program: Title III

Audience: ENL Teachers and Classroom Teachers who work with ELLs

Dates: 7/27/2021 to 7/30/2021

Meeting Times: 7/27/21 - 7/30/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 7/27 by 10:30 am

Vocabulary has been called the "great predictor." Up to 80% of variance in comprehension is believed to be attributable to vocabulary knowledge. Much attention has been given in recent years to the three-tier system of vocabulary selection and instruction. While this system has great value, ELLs may need more. In this course, you'll look at 6 considerations, resources, and techniques that can help make vocabulary more "real" for ELLs. You'll walk away with a fresh set of eyes in considering vocabulary, and how you teach your English Language Learners!

Dignity for All Students Act (DASA) 6-Hour Course for Certification - Online

Program: School Improvement

Audience: Educators and Future Educators Seeking Initial or Additional NYSED Certification

Dates: 7/28/2021 to 8/2/2021

Meeting Times: 7/28/21 - 8/2/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/28 by 10:30 am

This training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. This training addresses these issues from a proactive - rather than a reactive - position and focuses on creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in 14(5) of Chapter 102 of the Laws of 2012.

Equity vs Equality in the Classroom and Beyond - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators

Dates: 7/28/2021 to 7/30/2021

Meeting Times: 7/28/21 - 7/30/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/28 by 10:30 am

We want all of our students to succeed, but not all of them have access to the same resources whether technology, school supplies, books, or other important materials. Neurodiversity means that our students are individuals with varying strengths and weaknesses. What works for one may not work for another, nor does it have to. There is a difference between equity and equality. It is our challenge as educators to get as close to equity as we can. How can we provide the tools students need to make sure we have provided a level playing field for them?



OU BOCES Summer 2021





Google Forms to Check for Understanding - Online

Program: Model Schools

Audience: Educators, Administrators, Coaches

Dates: 7/28/2021 to 7/30/2021

Meeting Times: 7/28/21 - 7/30/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 7/28 by 10:30 am

This self-paced online course is designed to support educators as we implement remote learning. This course is structured to provide methods for utilizing Google Forms for assessing students in a digital space. We will focus on ways to embed multiple checkpoints in your lesson planning for remote learning. Please note this course is for educators that have experience using Google Forms. Not familiar with Google Forms, we recommend joining us for our Building Capacity in Google Apps: Making the most of Google Forms online course. In addition, this course includes the option to participate in virtual office hours for participants in need of a Technology Integration Specialist as a collaborator.

Timing is Everything - Online

Program: School Improvement

Audience: Educators, Administrators, Instructional Coaches

Dates: 7/28/2021 to 8/4/2021

Meeting Times: 7/28/21 - 8/4/21 Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/28 by 10:30 am

Timing is something that we often struggle with as educators. Oftentimes it is in our control, and what a powerful tool it is! This 6 hour, self paced online course will help us in rethinking the way we are structuring our time with our students during hybrid learning. Participants will leave this course with strategies and resources for utilizing the time we have with our students on a daily basis, as well as the time they need to work on their learning independently.

Dignity for All Students Act (DASA) 6-Hour Course for Certification - In-Person

Program: School Improvement

Audience: Educators and Future Educators Seeking Initial or Additional NYSED Certification

Dates: 7/29/2021

Meeting Times: 7/29/2021 - 8:30 am to 3:30 pm

Location: Carl Onken Conference Center - Room B/C

This training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. This training addresses these issues from a proactive - rather than a reactive - position and focuses on creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in 14(5) of Chapter 102 of the Laws of 2012.

Dignity for All Students Act - Training for New Dignity Act Coordinators - Online

Program: School Improvement

Audience: New Dignity Act Coordinators

Dates: 7/30/2021 to 8/5/2021

Meeting Times: 7/30/21 - 8/5/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 7/30 by 10:30 am

This six hour online course is designed for administrators, teachers, and school support personnel who may be new or returning Dignity Act Coordinators. This course will review essential principles to help you be proactive and compliant in your role as a Dignity Act Coordinator. Topics addressed through this online training include the legal and regulatory components, bullying, best practices incident reporting and action planning. This course is entirely online and self-paced over the course of the weeklong window. You may access the course from anywhere with an internet connection and device.

A Welcoming and Affirming Environment: The importance of Students' Names and Saying them Properly (Quick Click) - Online

Program: School Improvement

Audience: Educators

Dates: 8/3/2021 to 8/4/2021

Meeting Times: 8/3/21 - 8/4/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 8/3 by 10:30 am

In this 1 hour “quick click” model course, we’ll consider the importance of getting students’ names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This overview class will provide a basic review of the research on this topic and will also include resources that can assist you in your journey to create a welcoming and affirming environment for your students. Henry David Thoreau once said, “A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service.”

A Welcoming and Affirming Environment: The Importance of Students' Names and Saying them Properly (An Introductory Exploration)- Online

Program: School Improvement

Audience: Educators

Dates: 8/3/2021 to 8/6/2021

Meeting Times: 8/3/21 - 8/6/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/3 by 10:30 am

In this 3 hour “introductory exploration” course, we’ll consider the importance of getting students’ names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This course offers a more in-depth version of its companion one hour course, providing a larger bank of resources, more instructional lesson ideas, and a collection of e-books on Sora geared specifically toward students and their names. You are not required to take the one hour course to take this course. Henry David Thoreau once said, “A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service.”

Building from a Place of Strength: Using Strengths- Based Rubrics Across the Content Areas - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators, Instructional Coaches

Dates: 8/3/2021 to 8/6/2021

Meeting Times: 8/3/21 - 8/6/21, Online, Self-Paced, 3 Hours

Location: Course linked emailed 8/3 by 10:30 am

So often we tend to focus on what is “wrong” with us rather than what is “right.” When we take the time to focus on what is going well, what we are good at, and where we can grow from there, it brings a whole new positive feeling to the thought process and the actions that follow. In this course, we will discuss the purpose of using rubrics to determine the strengths of our students, rather than the weaknesses. We will practice developing strengths-based rubrics, identifying student strengths, and building our students up from there to help students see what they are good at.

Collaboration Among Teachers and Caregivers in the Digital Age - Online

Program: School Improvement

Audience: Pre-K - 12 Educators, Administrators

Dates: 8/3/2021 to 8/6/2021

Meeting Times: 8/3/21 - 8/6/21, Online, Self-Paced, 3 Hours

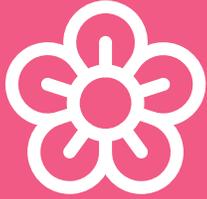
Location: Course link emailed on 8/3 by 10:30 am

In this unprecedented time, we need to find ways to effectively collaborate with our students’ caregivers whether instruction is taking place in the school building or from home. In this workshop, we will explore strategies to work with one another in order to best help students in any grade succeed.



OU BOCES Summer 2021





Dignity Act Coordinators Refresher Training: Requirements and Best Practices - Online

Program: School Improvement
Audience: Returning Dignity Act Coordinators
Dates: 8/3/2021 to 8/6/2021
Meeting Times: 8/3/21 - 8/6/21, Online, Self-Paced, 3 Hours
Location: Course link emailed on 8/3 by 10:30 am

The Dignity for All Students Act requires that each building have an individual designated Dignity Act Coordinator. This refresher course designed for returning Dignity Act Coordinators, will explore the basic foundations of the law, requirements for districts, best practices timelines, recent updates, and roles and responsibilities of individuals for compliance. Successful completion of this course will boost your confidence in your role as a DASA coordinator and provide you with a refresher of the initial training. Individuals who attend the course will also be provided with access to a closed Moodle group with resources and templates.

Lead Evaluator of Teachers Recertification Course 2021-22 - Online

Program: School Improvement
Audience: Lead Evaluator of Teachers Recertification 2021-22
Dates: 8/3/2021 to 8/6/2021
Meeting Times: 8/3/21 - 8/6/21, Online, Self-Paced, 3 Hours
Location: Course link emailed on 8/3 by 10:30 am

This self-paced, asynchronous, online course is designed to recertify lead evaluators of teachers to perform high quality evaluations of their teaching staff. Among the components of the training are a review of regulations, including updates and changes; a topical module on timely and relevant practices, and a module to practice evidence collection and receive feedback. Upon successful completion of this course, participants will qualify for recertification as a lead evaluator of teachers in their districts.

Making Thinking Visible - Online

Program: School Improvement
Audience: Educators, Administrators, Instructional Coaches
Dates: 8/3/2021 to 8/9/2021
Meeting Times: 8/3/21 - 8/9/21, Online, Self-Paced, 6 Hours
Location: Course link emailed on 8/3 by 10:30 am

Maintaining student engagement and connection to their learning is something that we strive for daily in our classrooms. This 6 hour asynchronous course is designed to unpack the key components of Visible Thinking and the strategies that extend and deepen student learning. Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters. Participants will identify key resources and implementation practices to bring visible thinking into their instruction.

Next Generation ELA Standards: What's New? What do I Need to Know? - Online

Program: School Improvement
Audience: Elementary/Secondary English Teachers, English Leaders, Administrators
Dates: 8/3/2021 to 8/6/2021
Meeting Times: 8/3/21 - 8/6/21, Online, Self-Paced, 3 Hours
Location: Course link will be emailed on 8/3 by 10:30 am

In this three hour self-paced online course, participants will explore the Next Generation ELA Standards. Participants will work toward building their awareness and capacity for implementing these standards.

Summer Book Club: We Got This - Blended

Program: School Improvement

Audience: Teachers, Administrators, Coaches

Dates: 8/3/2021 to 8/17/2021

Meeting Times: 8/3/21 8:30 am - 11:30 am In-Person, 8/4-8/17 Asynchronous

Location: Carl Onken Conf. Center Room A

Join us as we collaborate in a blended learning environment to discuss our learning about the role educators play in pursuit of equity and access. The book, *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*, by Cornelius Minor will be used to inspire our conversation and work. Participants will meet face-to-face to receive our professional texts and participate in a variety of hands-on activities. The online portion of this workshop will include discussions and collaborative efforts for putting ideas into action. Participants will leave this workshop with tools to think, act, and communicate in a way that inspires others to promote equity and access for all students.

Why We Shouldn't Call it "Learning Loss" - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff

Dates: 8/3/2021 to 8/6/2021

Meeting Times: 8/3/21 - 8/6/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/3 by 10:30 am

As we prepare for and move into the 2021-22 school year, educators are faced with how we will make up for the "learning loss" of the last two school years. While it is certainly important for us to acknowledge that our students will be in very different places academically and socially, we must take a deep look at the term "learning loss." The use of this term almost implies that there has been no teaching or learning happening since March 2020, and we know that couldn't be further from the truth! Let's dive into the unintended consequences of using the term "learning loss" and instead focus on where we and our students go from here.

Sharpen the Saw - Stress Management for Educators - Online

Program: School Improvement

Audience: Educators

Dates: 8/4/2021 to 8/10/2021

Meeting Times: 8/4/21 - 8/10/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/4 by 10:30 am

Would you like to improve your ability to take care of yourself, so that you may be able to take better care of others? As educators, we are responsible for our student's academic achievement as well as their social and emotional needs. Come to this workshop to learn ways to manage stress, set goals, and reduce burn-out for yourself and your students!

An Introduction to SEL and Journey through the NYS Social-Emotional Learning Benchmarks - Online

Program: School Improvement

Audience: Educators

Dates: 8/5/2021 to 8/9/2021

Meeting Times: 8/5/21 - 8/9/21, Online, Self-Paced, 4 Hours

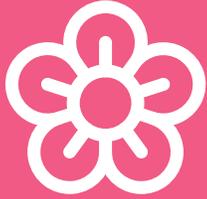
Location: Course link emailed on 8/5 by 10:30 am

If you're looking to grow your understanding of Social-Emotional Learning and what that looks like in the classroom, then this is a great place to start! Understanding what we feel and the capacities and competencies associated with social-emotional learning can help our students to be better students and more productive members of the school family. These benefits also extend far beyond the school walls! In this course, we'll use the CASEL Social-Emotional Framework, as well as the New York State SEL and Mental Health benchmarks to explore social-emotional learning. You'll learn about what SEL is, how it makes a difference, how we set up an environment that is conducive to SEL, and gather important resources for the journey ahead. You'll look at these frameworks and resources through the lens of "what am I already doing to address these?", as well as "how can I grow?". This introductory course will help you and your students to have a fulfilling and enriching school year!



OU BOCES Summer 2021





Lead Evaluator of Principals Initial Certification - In Person

Program: School Improvement

Audience: District Administrators Seeking Certification as Lead Evaluators of Principals

Dates: 8/5/2021 Meeting Times: 8/5/21, 8:30 am - 3:30 pm, In-Person

Location: Carl Onken Conference Center Room A

This course is designed to develop high quality evaluation of school principals. All of the NYSED required criteria are addressed in this course. Administrators completing this course will be eligible for district certification as lead evaluators of principals.

Lead Evaluator of Principals Recertification Course - In Person

Program: School Improvement

Audience: District Administrators Seeking Certification as Lead Evaluators of Principals

Dates: 8/5/2021

Meeting Times: 8/5/21, 12:30 am - 3:30 pm, In-Person

Location: Carl Onken Conference Center Room A

This half-day course is designed to develop high quality evaluation of school principals. All of the NYSED required criteria are addressed in this course. Administrators completing this course will be eligible for district recertification as lead evaluators of principals. One must have been certified by one's district in 2020-2021 as a lead evaluator of principals to be eligible for this course.

Lead Evaluator of Principals Recertification Course - Online

Program: School Improvement

Audience: Those Seeking Recertification as a Lead Evaluator of Principals in 2021-22

Dates: 8/5/2021 to 8/9/2021

Meeting Times: 8/5/21 - 8/9/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/5 by 10:30 am

This three hour online course is designed to develop high quality evaluation of school principals. All of the NYSED required criteria are addressed in this course. Administrators completing this course will be eligible for district recertification as lead evaluators of principals. One must have been certified by one's district in 2020-2021 as a lead evaluator of principals to be eligible for this course.

Moving Forward from Here (Grades 3-5) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 school year - Online

Program: School Improvement

Audience: Grade 3-5 Teachers, Elementary Administrators, Instructional Coaches

Dates: 8/5/2021 to 8/13/2021

Meeting Times: 8/5/21-8/13/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 8/13 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Moving Forward from Here (Grades 6-8) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 school year - Online

Program: School Improvement

Audience: Grade 6-8 Teachers, Middle School Administrators, Instructional Coaches

Dates: 8/5/2021 to 8/13/2021

Meeting Times: 8/5/21-8/13/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 8/13 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Moving Forward from Here (Grades 9-12) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 school year - Online

Program: School Improvement

Audience: Grade 9-12 Teachers, High School Administrators, Instructional Coaches

Dates: 8/5/2021 to 8/13/2021

Meeting Times: 8/5/21-8/13/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 8/13 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Moving Forward from Here (Grades K-2) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 school year - Online

Program: School Improvement

Audience: Grade K-2 Teachers, Elementary Administrators, Instructional Coaches

Dates: 8/5/2021 to 8/13/2021

Meeting Times: 8/5/21-8/13/21, Online, Self-Paced, 8 Hours

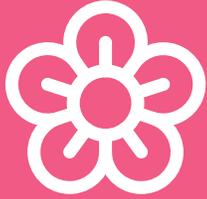
Location: Course link emailed 8/13 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.



OU BOCES Summer 2021





NYS Culturally Responsive- Sustaining Education Framework (An Interactive Exploration) - Online

Program: School Improvement

Audience: Educators

Dates: 8/5/2021 to 8/13/2021

Meeting Times: 8/5/21 - 8/13/21, Online, Self-Paced, 8 Hours

Location: Course link emailed on 8/5 by 10:30 am

This course on the NYS Culturally-Responsive Sustaining Education Framework will be offered in three formats. This version of the course is an 8 hour "Interactive Exploration" offering. The NYS Culturally-Responsive Sustaining Education Framework was released in 2018 to help guide educators in their ongoing work to create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. This course will introduce you to the document and its emphases, as well its four principles. In addition, you'll gain tips and techniques to apply in your classroom, while viewing examples of how others have also applied these techniques.

NYS Culturally Responsive- Sustaining Education Framework (Quick Click) - Online

Program: School Improvement

Audience: Educators

Dates: 8/5/2021 to 8/6/2021

Meeting Times: 8/5/21 - 8/6/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 8/5 by 10:30 am

This course on the NYS Culturally-Responsive Sustaining Education Framework will be offered in three formats. This version of the course is a 1 hour "Quick Click" offering. The NYS Culturally-Responsive Sustaining Education Framework was released in 2018 to help guide educators in their ongoing work to create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. This course will introduce you to the document and its emphases, as well its four principles.

Walking in Their Shoes: A Learning Disability Simulation - Online

Program: School Improvement

Audience: Pre K-12 Teachers, Administrators

Dates: 8/5/2021 to 8/11/2021

Meeting Times: 8/5/21 - 8/11/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/5 by 10:30 am

If you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view, until you climb inside of his skin and walk around in it. Harper Lee wrote these words in her masterpiece, *To Kill a Mockingbird*. This simulation experience will help you to climb inside the skin of your students, see the world through their eyes, and hear the world through their ears. Following the simulation, we'll leave time for reflection on the experience, as well as on our own practice. We will also review evidence-based interventions that may help our students with specific learning disabilities to be more successful in the classroom.

A Welcoming and Affirming Environment: The importance of Students' Names and Saying them Properly (Quick Click) - Online

Program: School Improvement

Audience: Educators

Dates: 8/10/2021 to 8/11/2021

Meeting Times: 8/10/21 - 8/11/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 8/10 by 10:30 am

In this 1 hour "quick click" model course, we'll consider the importance of getting students' names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This overview class will provide a basic review of the research on this topic and will also include resources that can assist you in your journey to create a welcoming and affirming environment for your students. Henry David Thoreau once said, "A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service."

A Welcoming and Affirming Environment: The Importance of Students' Names and Saying them Properly (An Introductory Exploration) - Online

Program: School Improvement

Audience: Educators

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21 - 8/13/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/10 by 10:30 am

In this 3 hour “introductory exploration” course, we'll consider the importance of getting students' names right, and how this contributes to a welcoming and affirming environment for students from all cultures and experiences. This course offers a more in-depth version of its companion one hour course, providing a larger bank of resources, more instructional lesson ideas, and a collection of e-books on Sora geared specifically toward students and their names. You are not required to take the one hour course to take this course. Henry David Thoreau once said, "A name pronounced is the recognition of the individual to whom it belongs. He who can pronounce my name right, he can call me, and is entitled to my love and service.”

Equitable and Inclusive Feedback for All - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21 - 8/13/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/10 by 10:30 am

Educators know that feedback is one of the most powerful tools they can use to help students achieve at higher levels. But, have we ever thought about how feedback can be used to make our classrooms and our schools more equitable and inclusive? In this course, we'll explore the power and characteristics of effective feedback and consider the ways we can make feedback equitable and inclusive of all of the students in our classrooms and schools.

Equity-Mindedness: The Lifelong Work of Equitable Teaching - Online

Program: School Improvement

Audience: Educators, Administrators, Instructional Coaches

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21 - 8/13/21 Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/10 by 10:30 am

The term "Equity-Mindedness" refers to "the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes." This 2 hour asynchronous online course was designed to look at equity-minded competencies that will guide us when determining ways to provide our students with more equitable opportunities and to close equity gaps. Participants will leave this course with practical strategies for becoming more equity-minded, and actionable steps you can use everyday in your practice.

Five Steps of Scientific Inquiry for the Pre K-12 Classroom - Online

Program: School Improvement

Audience: Pre K - 12 Science Educators

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21 - 8/13/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/10 by 10:30 am

Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. The most important skills in the science classrooms are grounded in students' engagement in inquiry. This 3 hour online course was designed to take you through 5 steps for implementing scientific inquiry in your classroom. Participants will go through the steps and leave with resources to use with your students this year. Join us as we develop diverse ways to study the natural world with our students.



OU BOCES Summer 2021



Getting to Fair: Counseling and Conversations with Students Who Think They've Been Treated Unfairly - Online

Program: School Improvement

Audience: Educators

Dates: 8/10/2021 to 8/12/2021

Meeting Times: 8/10/21 - 8/12/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/10 by 10:30 am

This 2 hour self-paced online course will support educators within their roles to counsel or converse with students who feel they've been treated unfairly. Educators in this session will be equipped with strategies to help students talk through the situation, to see varying perspectives in situations, and to come to an understanding of whether the situation was truly "unfair" or just "unpleasant." Participants will then discuss strategies for supporting students who have been treated unfairly to advocate for themselves in appropriate ways.

Lead Evaluator of Teachers Initial Certification - In-Person

Program: School Improvement

Audience: School Administrators Seeking Initial Certification as a Lead Evaluator of Teachers

Dates: 8/10/2021 to 8/11/2021

Meeting Times: 8/10/21 8:30 am - 3:30 pm, 8/11/21 8:30 am - 11:30 am, In-Person, 9 Hours

Location: Carl Onken Conf. Center Room A

This in-person course is designed for new administrators seeking initial certification as a lead evaluator of teachers in New York State. The course will develop the knowledge of Lead Evaluators of Teachers of the nine required state criteria. The course covers standards, evidence-based observations, the NYS Growth Model, rubric use, assessment tools, statewide Instructional Reporting System, Scoring and ELLs/SWDs. The course will also provide participants with practice in the evidence-based collection process.

Lead Evaluator of Teachers Recertification Course 2021-22 - Online

Program: School Improvement

Audience: Lead Evaluator of Teachers Recertification 2021-22

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21 - 8/13/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/10 by 10:30 am

This self-paced, asynchronous, online course is designed to recertify lead evaluators of teachers to perform high quality evaluations of their teaching staff. Among the components of the training are a review of regulations, including updates and changes; a topical module on timely and relevant practices, and a module to practice evidence collection and receive feedback. Upon successful completion of this course, participants will qualify for recertification as a lead evaluator of teachers in their districts.

Lessons Learned: Homework - Online

Program: School Improvement

Audience: Pre-K- 12 Teachers, Administrators, Instructional Coaches

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21-8/13/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/10 by 10:30 am

In this course, we will examine homework in depth. We'll look at how homework changed and evolved over the course of the pandemic, and we will also consider this in light of research on the topic of homework. Finally, you'll create a "homework plan" to be shared with your administrator, students, and family/community partners for the 2021-2022 school year. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. This will do just that with a focus on homework.

Lessons Learned: Leadership- Online

Program: School Improvement

Audience: Building and District Administrators

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21 -8/13/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/10 by 10:30 am

The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, we will focus specifically on the decisions and adjustments that building and district administrators have made since the pandemic began and how those changes can continue to benefit students even when things start to feel more "normal" again.

Lessons Learned: Equity and Access - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21 -8/13/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/10 by 10:30 am

In this course, participants will identify the ways in which we ensured equitable and accessible opportunities for our students during the pandemic. Participants will grow their understanding in tools and strategies that promote equity and access in students' learning. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. This course will specifically focus on equity and access for students and families.

Lessons Learned: Technology - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators

Dates: 8/10/2021 to 8/13/2021

Meeting Times: 8/10/21 - 8/13/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/10 by 10:30 am

The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, participants will look at how they utilized the technology they have available to them in order to leverage students' learning during the pandemic. Participants will take some time to identify which methods and tools can be used to ensure that we are connecting students to 21st century skills. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. This course will help participants to focus specifically on technology during the pandemic.



OU BOCES Summer 2021



ORANGE-ULSTER BOCES



Math Standards Quest: Journey Through the Next Gen Math Standards and Curriculum Bridge Documents - Online

Program: School Improvement
Audience: Math Teachers, Math Curriculum Leaders, Administrators
Dates: 8/10/2021 to 8/31/2021
Meeting Times: 8/10/21 - 8/31/21, Online, Self-Paced, 18 Hours
Location: Course link emailed on 8/10 by 10:30 am

In 2017 when the Next Generation Math Standards were adopted, the state outlined a generous three year rollout plan, allowing educators to build their capacity toward the revised standards. This course is designed to help you build your personal and professional capacity toward the new Next Generation Math standards. Through the course, we will review the standards, their supporting documents, common language of the standards, academic equity for diverse populations, and the NYS Bridging Documents. Required assignments for this course will be reviewed by the course instructor at the end of the course window, which is June 30, 2021. Following the review process, participants who have submitted all required assignments will receive completion credit in My Learning Plan.

Modeling & Science Notebooks: Tools for Pk-12 Science Teaching & Learning - Online

Program: School Improvement
Audience: Science Leaders & Educators
Dates: 8/10/2021 to 8/13/2021
Meeting Times: 8/10/21 - 8/13/21, Online, Self-Paced, 3 Hours
Location: Course link emailed on 8/10 by 10:30 am

Developing and using models is a key skill for all learners of science. In this 3 hour online course, participants will engage in the Science & Engineering Practices of the NYS Science Learning Standards that fosters scientific modeling. The focus of this course will be on using science notebooks to capture the process of modeling & what that means for student learning. Participants leave this workshop with an understanding of how to incorporate science modeling and notebooks into their instruction. Special attention will be paid to utilizing science notebooks in the remote and hybrid learning environments.

School Violence Prevention and Intervention - SAVE Workshop - Online

Program: School Improvement
Audience: Educators who need the certified 2-Hour SAVE Course
Dates: 8/10/2021 to 8/12/2021
Meeting Times: 8/10/21 - 8/12/21, Online, Self-Paced, 2 Hours
Location: Course link emailed on 8/10 by 10:30 am

This course will address the issue of school violence. Proactive strategies will be explored to create a positive classroom environment as one method to reduce student isolation as well as incorporating multicultural activities and literature so that all students feel recognized and important. Participants will learn through lectures, articles, narratives, and activities. There will be an exploration of warning signs to look for in the classroom and how to respond if a violent act or troubling behavior presents itself. Resources will be provided so that participants know the protocol for data collection and referrals.

Social-Emotional Learning, Trauma Informed Education and Reopening Schools in 2021-2022 - Online

Program: School Improvement
Audience: Educators
Dates: 8/10/2021 to 8/13/2021
Meeting Times: 8/10/21 - 8/13/21, Online, Self-Paced, 3 Hours
Location: Course link emailed on 8/10 by 10:30 am

As we reopen schools for the 2021-22 school year, we know that the instructional needs of our students will be important, but so will their social-emotional needs. In this course, participants will explore strategies for providing trauma-informed education for students and addressing their social-emotional needs in light of the Covid-19 Pandemic.

Summer Book Club: Connecting With Students Online - Blended

Program: School Improvement

Audience: Teachers, Administrators, Coaches

Dates: 8/10/2021 to 8/24/2021

Meeting Times: 8/10/21 8:30 am - 11:30 am In-Person, 8/11-8/24 Asynchronous

Location: Carl Onken Conf. Center Room A

Join us as we collaborate in a blended learning environment to discuss what we have learned about teaching remotely and the methods that are worth keeping. The book, *Connecting With Students Online*, by Jennifer Serravallo will be used to inspire our conversation and work. Participants will meet face-to-face to receive our professional texts and participate in a variety of hands-on activities. The online portion of this workshop will include discussions and collaborative efforts for putting ideas into action. Participants will leave this workshop with tools to think, act, and communicate in a way that keeps us connected with students whether we are teaching in-person or remotely.

Talking Tech in Your World Language Classroom - Online

Program: School Improvement

Audience: World Language Teacher Middle School and High School

Dates: 8/10/2021 to 8/16/2021

Meeting Times: 8/10/21 - 8/16/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/10 by 10:30 am

Looking for ways to engage your students in your world language classroom? Do they seem distracted by all the technology at their fingertips because of this digital age we are living in? Use that to your advantage! Technology is changing everyday, we should embrace these changes in our classrooms and help these digital natives learn to speak in the target language using devices and different platforms to make it fun and exciting, while still learning to use the target language.

Welcome! How Teachers Can Create a Welcoming Classroom Environment for ELLs - Online

Program: Title III

Audience: Teachers, TESOL Teachers, Special Area Teachers (PE, Art, Music, etc.)

Dates: 8/10/2021 to 8/16/2021

Meeting Times: 8/10/21 - 8/16/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/10 by 10:30 am

This workshop is designed to provide educators with information about what it might feel like to be a newcomer in an English speaking classroom. The course focuses on how to develop a relationship oriented classroom and strategies to help students find success both academically and socially through social awareness and relationship building. Participants will leave having new strategies to help students feel safe and confident within the classroom.

Attention Deficit Hyperactivity Disorder (ADHD) and How to Manage it in the Classroom - Online

Program: School Improvement

Audience: Pre-K- 12 Teachers

Dates: 8/11/2021 to 8/17/2021

Meeting Times: 8/11/21 - 8/17/21, Online, Self-Paced, 6 Hours

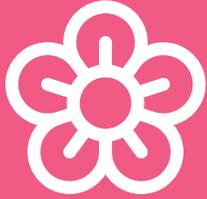
Location: Course link emailed on 8/11 by 10:30 am

Approximately 10% of our student population is said to have an ADHD/ADD diagnosis. How do we help the child who really cannot sit long enough for a lesson we planned? What strategies can we put into place to help a disorganized child become more organized, complete his or her work successfully, and make sure work is handed in on time? How can we help students handle challenges? During this full day workshop, we will spend a portion of the day discussing typical characteristics and challenges of a student with ADHD. We will also spend time exploring strategies that can be implemented to help these students, while leading them toward independence and success that will benefit them through school and beyond.



OU BOCES Summer 2021





Creating Virtual Book Circles for Lovers of Reading For All Ages - Online

Program: School Improvement
Audience: Educators, Administrators, Instructional Coaches
Dates: 8/11/2021 to 8/13/2021
Meeting Times: 8/11/21 - 8/13/21 Online, Self-Paced, 2 Hours
Location: Course link emailed on 8/11 by 10:30 am

Book circles are a great way to connect with others around a piece of literature or content that we share an interest in. This 2 hour online, self-paced course will provide you with the resources and strategies that cultivate the love of reading for all. Whether you are looking to connect with your students or fellow educators, this learning opportunity will provide you with the tools to design a virtual book circle.

Dignity for All Students Act (DASA) 6-Hour Course for Certification - Online

Program: School Improvement
Audience: Educators and Future Educators Seeking Initial or Additional NYSED Certification
Dates: 8/11/2021 to 8/16/2021
Meeting Times: 8/11/21 - 8/16/21, Online, Self-Paced, 6 Hours
Location: Course link emailed on 8/11 by 10:30 am

This training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. This training addresses these issues from a proactive - rather than a reactive - position and focuses on creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in 14(5) of Chapter 102 of the Laws of 2012.

Google Forms to Check for Understanding - Online

Program: Model Schools
Audience: Educators, Administrators, Coaches
Dates: 8/11/2021 to 8/13/2021
Meeting Times: 8/11/21 - 8/13/21, Online, Self-Paced, 2 Hours
Location: Course link emailed on 8/11 by 10:30 am

This self-paced online course is designed to support educators as we implement remote learning. This course is structured to provide methods for utilizing Google Forms for assessing students in a digital space. We will focus on ways to embed multiple checkpoints in your lesson planning for remote learning. Please note this course is for educators that have experience using Google Forms. Not familiar with Google Forms, we recommend joining us for our Building Capacity in Google Apps: Making the most of Google Forms online course. In addition, this course includes the option to participate in virtual office hours for participants in need of a Technology Integration Specialist as a collaborator.

The Power of Translation: Using Translated Materials in Your Classroom - Online

Program: School Improvement
Audience: Educators
Dates: 8/11/2021 to 8/13/2021
Meeting Times: 8/11/21 - 8/13/21, Online, Self-Paced, 2 Hours
Location: Course link emailed on 8/11 by 10:30 am

School to home communication is important when helping students to be successful in their learning. Using translated materials can help to provide a bridge between school and home. Join us for this 2 hour self-paced online course as we provide you effective solutions for communicating and supporting students and their family whose English is not their first language.

Dignity for All Students Act (DASA) 6-Hour Course for Certification - In-Person

Program: School Improvement

Audience: Educators and Future Educators Seeking Initial or Additional NYSED Certification

Dates: 8/12/2021

Meeting Times: 8/12/2021 - 8:30 am to 3:30 pm

Location: Carl Onken Conference Center - Room A

This training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. This training addresses these issues from a proactive - rather than a reactive - position and focuses on creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in 14(5) of Chapter 102 of the Laws of 2012.

Dignity for All Students Act - Training for New Dignity Act Coordinators - Online

Program: School Improvement

Audience: New Dignity Act Coordinators

Dates: 8/12/2021 to 8/18/2021

Meeting Times: 8/12/21 - 8/18/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/12 by 10:30 am

This six hour online course is designed for administrators, teachers, and school support personnel who may be new or returning Dignity Act Coordinators. This course will review essential principles to help you be proactive and compliant in your role as a Dignity Act Coordinator. Topics addressed through this online training include the legal and regulatory components, bullying, best practices incident reporting and action planning. This course is entirely online and self-paced over the course of the weeklong window. You may access the course from anywhere with an internet connection and device.

Gaming As a Tool for Learning - Online

Program: Model Schools

Audience: Educators, Administrators, Instructional Coaches

Dates: 8/12/2021 to 8/13/2021

Meeting Times: 8/12/21 - 8/13/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 8/12 by 10:30 am

There are many practices that game makers use that translate well into classroom practices. Statistics show that a high percentage of American students spend a lot of their free time engaging in video games. In this 1 hour asynchronous course, participants will be provided with the opportunity to identify and evaluate the tools and resources that can be used to promote the same level of engagement for students in the classroom. This course focuses on using gaming principles to design student learning and increase engagement in both hybrid & remote learning environments.

Next Generation ELA Standards: What's New? What do I Need to Know? - Online

Program: School Improvement

Audience: Elementary/Secondary English Teachers, English Leaders, Administrators

Dates: 8/12/2021 to 8/15/2021

Meeting Times: 8/12/21 - 8/15/21, Online, Self-Paced, 3 Hours

Location: Course link will be emailed on 8/12 by 10:30 am

In this three hour self-paced online course, participants will explore the Next Generation ELA Standards. Participants will work toward building their awareness and capacity for implementing these standards.



OU BOCES Summer 2021





Creating Virtual Book Circles for Lovers of Reading For All Ages - Online

Program: School Improvement

Audience: Educators, Administrators, Instructional Coaches

Dates: 5/5/2021 to 5/7/2021

Meeting Times: 5/5/21 - 5/7/21 Online, Self-Paced, 2 Hours

Location: Course link emailed on 5/5 by 10:30 am

Book circles are a great way to connect with others around a piece of literature or content that we share interest in. This 2 hour online, self-paced course will provide you with the resources and strategies that cultivate the love of reading for all. Whether you are looking to connect with your students or fellow educators, this learning opportunity will provide you with the tools to design a virtual book circle. (Full course payment will be due when participants have registered and have been sent course login information from the course instructor. Once this has occurred, no refunds can be issued.) (This is a NYSED Continuing Teacher Leader Education (CTLE) course. It may be used for the 100 hour requirement.)

Gratitude in the Classroom: Reuniting and Reconnecting with Joy - Online

Program: School Improvement

Audience: PreK-12 Teachers, Administrators, Student Support Personnel

Dates: 8/12/2021 to 8/18/2021

Meeting Times: 8/12/21 - 8/18/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/12 by 10:30 am

As we begin our journey back to more in-person instructional days, we can embrace the opportunity to reunite and reconnect with joy! This workshop is one in a series of courses that will help you do just that! Gratitude is a proven enhancement to the learning process, with benefits extending to learning, culture, climate, and relationships. In this course, you'll learn the fundamentals of embracing a classroom climate of gratitude, and gain a resource bank of gratitude-based activities and all necessary resources/components that you can put to use in your classroom or office the following day. You'll receive six hours of CTLE credit for the learning component, as well as the implementation and consolidation components.

Timing is Everything - Online

Program: School Improvement

Audience: Educators, Administrators, Instructional Coaches

Dates: 8/12/2021 to 8/19/2021

Meeting Times: 8/12/21 - 8/19/21 Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/12 by 10:30 am

Timing is something that we often struggle with as educators. Oftentimes it is in our control, and what a powerful tool it is! This 6 hour, self paced online course will help us in rethinking the way we are structuring our time with our students during hybrid learning. Participants will leave this course with strategies and resources for utilizing the time we have with our students on a daily basis, as well as the time they need to work on their learning independently.

A Level Playing Field: Using a Trauma Informed Approach to Build Nurturing, Equitable Learning Spaces - Recorded Webinar

Program: McKinney-Vento

Audience: Teachers, Administrators, Teaching Assistants

Dates: 8/17/2021 to 8/18/2021

Meeting Times: 8/17/21 - 8/18/21, Online, Self-Paced, 1 Hour

Location: Course link emailed on 8/17 by 10:30 am

Equity is about more than race and culture. It is also about coming from poverty or life with a disability. It is about leveling the playing field so all of our students have equal opportunities for success. In this 1-hour recorded webinar, we will explore how to create a safe and inclusive environment for those who have been impacted by trauma. All of our students deserve to feel nurtured and valued. Using a trauma informed approach, we will explore methods for establishing trusting relationships and creating a classroom that works, keeping in mind the varied experiences of your students.

Academic Equity for ELLs Using the Bilingual Progressions in ELA: Putting the Pieces Together- Online

Program: School Improvement

Audience: Educators

Dates: 8/17/2021 to 8/19/2021

Meeting Times: 8/17/21 - 8/19/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/17 by 10:30 am

In this 2 hour self paced course, we'll embrace the phrase, "ELLs can do it, too!" We'll begin with a close look at the Next Generation ELA Standards and the crosswalks that compare them to the previous Common Core State Standards. Using the understanding of how the standards have evolved and been revised, we'll examine the standards' New Language Arts Progressions, paying close attention to how a standard can be broken down and scaffolded for ANY level of English Language Learner using both receptive (listening and reading) and expressive (speaking and writing) domains. You'll leave feeling more comfortable with the standards, as well as specific tools and strategies to make them accessible to English Language Learners. This course is also appropriate and applicable for teachers of students with disabilities, and SLPs who wish to gather more information about how to address academic standards with students who may be in need of scaffolding and support.

Adapting Our Philosophies and Formats of Assessment in the COVID Era - Online

Program: School Improvement

Audience: Pre- K-12 Educators

Dates: 8/17/2021 to 8/20/2021

Meeting Times: 8/17/21 - 8/20/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/17 by 10:30 am

Educators know the importance of assessment in the field of education. However, the thought of assessing students during the Covid-19 Pandemic can feel overwhelming when we think of remote and hybrid learning. In this course, we will break down the essentials of assessment and discover ways to assess our students' mastery in light of the limitations we are presented with during the Covid impacts on schools.

Building from a Place of Strength: Using Strengths- Based Rubrics Across the Content Areas - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators, Instructional Coaches

Dates: 8/17/2021 to 8/20/2021

Meeting Times: 8/17/21 - 8/20/21, Online, Self-Paced, 3 Hours

Location: Course linked emailed 8/17 by 10:30 am

So often we tend to focus on what is "wrong" with us rather than what is "right." When we take the time to focus on what is going well, what we are good at, and where we can grow from there, it brings a whole new positive feeling to the thought process and the actions that follow. In this course, we will discuss the purpose of using rubrics to determine the strengths of our students, rather than the weaknesses. We will practice developing strengths-based rubrics, identifying student strengths, and building our students up from there to help students see what they are good at.

Dignity Act Coordinators Refresher Training: Requirements and Best Practices - Online

Program: School Improvement

Audience: Returning Dignity Act Coordinators

Dates: 8/17/2021 to 8/20/2021

Meeting Times: 8/17/21 - 8/20/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/17 by 10:30 am

The Dignity for All Students Act requires that each building have an individual designated Dignity Act Coordinator . This refresher course designed for returning Dignity Act Coordinators, will explore the basic foundations of the law, requirements for districts, best practices timelines, recent updates, and roles and responsibilities of individuals for compliance. Successful completion of this course will boost your confidence in your role as a DASA coordinator and provide you with a refresher of the initial training. Individuals who attend the course will also be provided with access to a closed Moodle group with resources and templates.



OU BOCES Summer 2021





Equity vs Equality in the Classroom and Beyond - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators

Dates: 8/17/2021 to 8/19/2021

Meeting Times: 8/17/21 - 8/19/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/17 by 10:30 am

We want all of our students to succeed, but not all of them have access to the same resources whether technology, school supplies, books, or other important materials. Neurodiversity means that our students are individuals with varying strengths and weaknesses. What works for one may not work for another, nor does it have to. There is a difference between equity and equality. It is our challenge as educators to get as close to equity as we can. How can we provide the tools students need to make sure we have provided a level playing field for them?

Fostering a Culture of Hope: Reuniting and Reconnecting with Joy - Online

Program: School Improvement

Audience: PreK-12 Teachers, Administrators, Student Support Personnel

Dates: 8/17/2021 to 8/20/2021

Meeting Times: 8/17/21 - 8/20/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/17 by 10:30 am

As we begin our journey back to more in-person instructional days, we can embrace the opportunity to reunite and reconnect with joy! This workshop is one in a series of courses that will help you do just that! Classrooms that embody the mindset and culture of hope experience a number of benefits. In this course, we'll look at how hope applies to the classroom, and you'll go on a "hope hunt" scavenger hunt to collect strategies to help foster a climate of hope and joy in your classroom.

Getting Started with Sora in Your Classroom - Live Webinar

Program: Professional Reference Library

Audience: K - 12 Teachers, Librarians

Dates: 8/17/2021

Meeting Times: 8/17/21, 9:00 am - 10:00 am, Webinar, 1 Hour

Location: Webinar link emailed on 8/17 by 8:30 am

Support students' reading, learning, and discovery using Sora. OverDrive's Sora is one of the easiest and best ways to provide eBooks and audiobooks to our learning communities. Participants will learn to browse their district's and regional collections for fiction, non-fiction, graphic novels, and professional titles. Participants will also learn strategies to utilize Sora in classrooms for class sets, building vocabulary, and increasing text interaction with the definitions, highlights, and notes features to support all learners. Encourage lifelong reading and have fun too with events and challenges with Sora's teacher resources.

Leading Culturally Responsive Communities - Online

Program: School Improvement

Audience: Teachers, Administrators

Dates: 8/17/2021 to 8/23/2021

Meeting Times: 8/17/21 - 8/23/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/17 by 10:30 am

Being culturally responsive goes beyond simply knowing that different cultures exist in our schools. It is about being able to learn, relate to, and respect students, parents, and teachers from different backgrounds. It is about creating opportunities for success with respect for the history of the population in our schools. Participants will leave having a better understanding of what it means to be culturally responsive and with various strategies to incorporate into the classroom.

Moving Forward from Here (Grades 3-5) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 School Year - Online

Program: School Improvement

Audience: Grade 3-5 Teachers, Elementary Administrators, Instructional Coaches

Dates: 8/17/2021 to 8/25/2021

Meeting Times: 8/17/21-8/25/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 8/17 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Moving Forward from Here (Grades 6-8) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 School Year - Online

Program: School Improvement

Audience: Grade 6-8 Teachers, Middle School Administrators, Instructional Coaches

Dates: 8/17/2021 to 8/25/2021

Meeting Times: 8/17/21-8/25/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 8/17 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Moving Forward from Here (Grades 9-12) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 School Year - Online

Program: School Improvement

Audience: Grade 9-12 Teachers, High School Administrators, Instructional Coaches

Dates: 8/17/2021 to 8/25/2021

Meeting Times: 8/17/21-8/25/21, Online, Self-Paced, 8 Hours

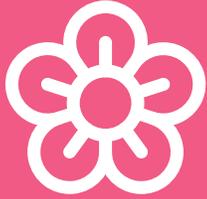
Location: Course link emailed 8/17 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.



OU BOCES Summer 2021





Moving Forward from Here (Grades K-2) : Assessment and Instructional Planning that Builds from Strengths for the 2021-2022 School Year - Online

Program: School Improvement

Audience: Grade K-2 Teachers, Elementary Administrators, Instructional Coaches

Dates: 8/17/2021 to 8/25/2021

Meeting Times: 8/17/21-8/25/21, Online, Self-Paced, 8 Hours

Location: Course link emailed 8/17 by 10:30 am

In the past several months, we've heard a lot about "learning loss" and how educators might plan to address "unfinished learning" over the past two school years. What this term and this mindset fail to consider are the gains our students have made and the strengths they have and can demonstrate in the 2021-22 school year. It embraces a "deficit based mindset" as opposed to seeking out what students have learned the last two years and their strengths. In this course, we will work from an asset based mindset with our learners, considering what priorities exist for them as compared with NYS learning standards, how we assess what they already know to determine strengths and entry points, and how to use this information for instructional planning from September to June. No one is more resourceful than an educator empowered with information! Our students deserve the opportunity to show all they know, and to be honored for their strengths.

Reading Remedy: Introduction to Bibliotherapy and Using Books to Heal and Build Resilience - Online

Program: McKinney-Vento

Audience: Pre-K - 12 Educators, Social Workers, School Counselors, Administrators

Dates: 8/17/2021 to 8/19/2021

Meeting Times: 8/17/21 - 8/19/21 Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/17 by 10:30 am

Bibliotherapy is a method of connecting with characters in books, primarily fiction, to promote healing and resilience. It is as if we are handing a child a friend through a book. In this 2 hour self-paced course, we will go over how to effectively use bibliotherapy with your students. We will also explore suggested books for use.

School Violence Prevention and Intervention - SAVE Workshop - Online

Program: School Improvement

Audience: Educators who need the certified 2-Hour SAVE Course

Dates: 8/17/2021 to 8/19/2021

Meeting Times: 8/17/21 - 8/19/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/17 by 10:30 am

This course will address the issue of school violence. Proactive strategies will be explored to create a positive classroom environment as one method to reduce student isolation as well as incorporating multicultural activities and literature so that all students feel recognized and important. Participants will learn through lectures, articles, narratives, and activities. There will be an exploration of warning signs to look for in the classroom and how to respond if a violent act or troubling behavior presents itself. Resources will be provided so that participants know the protocol for data collection and referrals.

The OU BOCES Media Library: Locating and Choosing Resources for Student and Personal Success - Online

Program: Media Library

Audience: Pre K - 12 Teachers, Librarians

Dates: 8/17/2021 to 8/19/2021

Meeting Times: 8/17/21 - 8/19/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/17 by 10:30 am

Take a guided tour through the rich resources of the OU BOCES Media Library. Discover a variety of content and materials to help you meet students' curricular needs. Examine features and functions of online resources to make content easy to locate and accessible. Access professional materials on current issues in education with an emphasis on curriculum, educational trends, and instructional practices for professional growth. Participants should have available any district or building eBook login credentials.

The OU BOCES Professional Reference Library: Locating and Choosing Resources for Student and Personal Success - Online

Program: Professional Reference Library

Audience: Pre K - 12 Teachers, Librarians

Dates: 8/17/2021 to 8/19/2021

Meeting Times: 8/17/21 to 8/19/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/17 by 10:30 am

Take a guided tour through the rich resources of the OU BOCES Professional Resource Library. Discover a variety of content and materials to help you meet students' curricular needs. Examine features and functions of online resources to make content easy to locate and accessible. Access professional materials on current issues in education with an emphasis on curriculum, educational trends, and instructional practices for professional growth. Participants should have available any district or building eBook login credentials.

Why We Shouldn't Call it "Learning Loss" - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff

Dates: 8/17/2021 to 8/20/2021

Meeting Times: 8/17/21 - 8/20/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/17 by 10:30 am

As we prepare for and move into the 2021-22 school year, educators are faced with how we will make up for the "learning loss" of the last two school years. While it is certainly important for us to acknowledge that our students will be in very different places academically and socially, we must take a deep look at the term "learning loss." The use of this term almost implies that there has been no teaching or learning happening since March 2020, and we know that couldn't be further from the truth! Let's dive into the unintended consequences of using the term "learning loss" and instead focus on where we and our students go from here.

A Practical Guide to Communicating with Parents who Don't Speak English - Online

Program: School Improvement

Audience: Educators

Dates: 8/18/2021 to 8/20/2021

Meeting Times: 8/18/21 - 8/20/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/18 by 10:30 am

Our public schools are becoming more culturally and linguistically diverse. Teachers often face the importance of communicating with non-English speaking parents. In this 2 hour self-paced course, you will learn some practical strategies to engage non-English speaking families and to make them feel welcome and comfortable in your classes.

Bibliotherapy: How Literature Can Help Heal - Online

Program: McKinney-Vento

Audience: Pre-K - 12 Educators, Social Workers, School Counselors

Dates: 8/18/2021 to 8/24/2021

Meeting Times: 8/18/21 - 8/24/21, Online, Self-Paced, 6 Hours

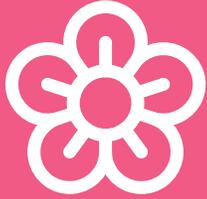
Location: Course link emailed on 8/18 by 10:30 am

What better way to learn you are not alone than through books. Bibliotherapy is an approach to healing through literature. Using picture books, early readers, and chapter books, teachers can help their students who are experiencing homelessness and/or students who have experienced trauma feel less isolated and promote resiliency. Reading books about families experiencing crisis situations such as divorce, death, alcoholism, an incarcerated parent, and more is a window for children into the lives of others to whom they can connect and learn.



OU BOCES Summer 2021





Building Equity & Access in Science Education - Online

Program: School Improvement

Audience: Science Leaders, Educators, Administrators

Dates: 8/18/2021 to 8/20/2021

Meeting Times: 8/18/21 - 8/20/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/18 by 10:30 am

Supporting equity in science education means providing learning experiences that are meaningful for all students. Join us for this 2 hour self-paced course that will provide you with the opportunity to gather some new tools for your teaching toolbox with regard to equity & access in science.

Getting Started with Sora in Your Classroom - Live Webinar

Program: Professional Reference Library

Audience: K - 12 Teachers, Librarians

Dates: 8/18/2021

Meeting Times: 8/18/21, 9:00 am - 10:00 am, Webinar, 1 Hour

Location: Webinar link emailed on 8/18 by 8:30 am

Support students' reading, learning, and discovery using Sora. OverDrive's Sora is one of the easiest and best ways to provide eBooks and audiobooks to our learning communities. Participants will learn to browse their district's and regional collections for fiction, non-fiction, graphic novels, and professional titles. Participants will also learn strategies to utilize Sora in classrooms for class sets, building vocabulary, and increasing text interaction with the definitions, highlights, and notes features to support all learners. Encourage lifelong reading and have fun too with events and challenges with Sora's teacher resources.

Strike a Spark! Using Read Alouds to Spark Conversations About Equity with Elementary School Students - Online

Program: McKinney-Vento

Audience: Elementary School Teachers, Administrators, Social Workers

Dates: 8/18/2021 to 8/20/2021

Meeting Times: 8/18/21 - 8/20/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/18 by 10:30 am

Books are a great way to spark conversations about many different topics, from fun to serious. In this 2 hour self-paced workshop, we will explore how to spark respectful communication among elementary students about equity. Elementary level students are not too young to understand that fair is not necessarily equal, and what works for one may not work for another. We will discuss appropriate prompts and methods to encourage productive and meaningful dialogue as students explore this important issue.

Strike a Spark! Using Read Alouds to Spark Conversations About Equity with High School Students - Online

Program: McKinney-Vento

Audience: High School Teachers, Administrators, Social Workers

Dates: 8/18/2021 to 8/20/2021

Meeting Times: 8/18/21 - 8/20/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/18 by 10:30 am

Books are a great way to spark conversations about many different topics, from fun to serious. In this 2 hour workshop, we will explore how to spark respectful communication among high school students about equity. High School students are well aware the fair is not necessarily equal, and what works for one may not work for another. We will discuss appropriate prompts and methods to encourage productive and meaningful dialogue as students explore this important issue.

Strike a Spark! Using Read Alouds to Spark Conversations About Equity with Middle School Students - Online

Program: McKinney-Vento

Audience: Middle School Teachers, Administrators, Social Workers

Dates: 8/18/2021 to 8/20/2021

Meeting Times: 8/18/21 - 8/20/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/18 by 10:30 am

Books are a great way to spark conversations about many different topics, from fun to serious. In this 2 hour workshop, we will explore how to spark respectful communication among middle school students about equity. Middle School students are at a perfect age to observe the world around them and see that fair is not necessarily equal, and what works for one may not work for another. We will discuss appropriate prompts and methods to encourage productive and meaningful dialogue as students explore this important issue.

Keep It Kind - Online

Program: McKinney-Vento

Audience: Teachers, Teaching Assistants, Administrators, Social Workers

Dates: 8/19/2021 to 8/25/2021

Meeting Times: 8/19/21 - 8/25/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/19 by 10:30 am

"Turn on the news and it is a bombardment of story after story of bullying, violence, and tragedy. We have the capability to lay the foundation for a kinder, more accepting society. In this 6 hour course, we will explore methods for developing a trusting community, one in which students support each other. Methods will be given to help staff better connect with students and also help them connect with one another. Kindness matters."

NYS Culturally Responsive- Sustaining Education Framework (An Interactive Exploration) - Online

Program: School Improvement

Audience: Educators

Dates: 8/19/2021 to 8/27/2021

Meeting Times: 8/19/21 - 8/27/21, Online, Self-Paced, 8 Hours

Location: Course link emailed on 8/19 by 10:30 am

This course on the NYS Culturally-Responsive Sustaining Education Framework will be offered in three formats. This version of the course is an 8 hour "Interactive Exploration" offering. The NYS Culturally-Responsive Sustaining Education Framework was released in 2018 to help guide educators in their ongoing work to create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. This course will introduce you to the document and its emphases, as well its four principles. In addition, you'll gain tips and techniques to apply in your classroom, while viewing examples of how others have also applied these techniques.

NYS Culturally Responsive- Sustaining Education Framework (Quick Click) - Online

Program: School Improvement

Audience: Educators

Dates: 8/19/2021 to 8/20/2021

Meeting Times: 8/19/21 - 8/20/21, Online, Self-Paced, 1 Hour

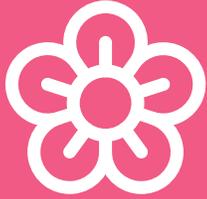
Location: Course link emailed on 8/19 by 10:30 am

This course on the NYS Culturally-Responsive Sustaining Education Framework will be offered in three formats. This version of the course is a 1 hour "Quick Click" offering. The NYS Culturally- Responsive Sustaining Education Framework was released in 2018 to help guide educators in their ongoing work to create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. This course will introduce you to the document and its emphases, as well its four principles.



OU BOCES Summer 2021





School Library System Orientation - In-Person

Program: School Library System

Audience: School Librarians

Dates: 8/19/2021

Meeting Times: 8/19/21, 8:30 am - 11:30 am

Location: Carl Onken Conference Center Room A

This orientation will serve as an introduction to the Orange-Ulster BOCES Library System for School Librarians to empower and support them as they start in their new position. Topics include the purpose of the library system and the library council. School librarians will examine the eight functions of the library system to support teaching and learning, i.e. resource sharing, services to special client groups, professional learning, consulting and mentoring, coordinated services, advocacy, and working with other types of libraries. School librarians will leave with support structures to give them confidence and competence in their new role.

Social-Emotional Learning, Trauma Informed Education and Reopening Schools in 2021-2022 - Online

Program: School Improvement

Audience: Educators

Dates: 8/19/2021 to 8/22/2021

Meeting Times: 8/19/21 - 8/22/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/19 by 10:30 am

As we reopen schools for the 2021-22 school year, we know that the instructional needs of our students will be important, but so will their social-emotional needs. In this course, participants will explore strategies for providing trauma-informed education for students and addressing their social-emotional needs in light of the Covid-19 Pandemic.

Windows, Mirrors, and Ladders: How Immigrants and ENL Students See Themselves through the Picture Books and Texts We Choose and Use in Our Classrooms -Online

Program: Title III

Audience: Pre K-12 Teachers and Administrators who work with ENL Students

Dates: 8/19/2021 to 8/25/2021

Meeting Times: 8/19/21 - 8/25/21, Online, Self-Paced, 6 Hour

Location: Course link emailed on 8/19 by 10:30 am

Our classrooms are more diverse than ever. Students come from varying experiences. There are many literary choices teachers can make to provide students with opportunities to see diverse perspectives, students like themselves, and opportunities for upward mobility. In this workshop, we will explore picture books that do just that. We will also explore the notion of diversity in the Next Generation ELA Standards. Teachers will leave with a bibliography of culturally responsive texts and tools to help build the social-emotional learning of ENL and immigrant students.

Introduction to Starry Night for StarLab - In-Person

Program: Science Kits/StarLab

Audience: Pre K - 12 Teachers, Administrators, ELA/English Teachers, Special Area Teachers, Librarians, Science Teachers, Social Studies Teachers

Dates: 8/20/2021

Meeting Times: 8/20/21, 8:30 am - 12:30 pm

Location: Emanuel Axelrod Education Center, Gym/Auditorium

Give your students a memory that will last a lifetime - one of the best field trips ever without leaving the gym! You're teaching, they're entertained. See why teachers love teaching astronomy, mythology, biology, meteorology, history, geography, and more with StarLab. The StarLab will be loaned exclusively to districts whose teachers have attended this training. Attendees will learn how to use the Starry Night software, explore lesson plans correlated to the NGSS, and discuss best practice techniques for using the StarLab in schools. Additionally, we will spend the final hour conducting StarLab Dome set-up/break down training.

The StarLab Dome - In-Person

Program: Science Kits/StarLab

Audience: Pre K - 12 Teachers, Administrators, ELA/English Teachers, Special Area Teachers, Librarians, Science Teachers, Social Studies Teachers

Dates: 8/20/2021

Meeting Times: 8/20/21, 11:30 am - 12:30 pm

Location: Emanuel Axelrod Education Center, Gym/Auditorium

Give your students a memory that will last a lifetime - one of the best field trips ever without leaving the gym! You're teaching, they're entertained. The StarLab Dome is the required one hour hands-on, in-person set up/breakdown training to be able to safely and effectively use the StarLab. Participants must have attended the introductory Starry Night or Layered Earth software training in the last three years.

Behavior Management in the Classroom and During Remote Instruction - Online

Program: School Improvement

Audience: Teachers, Paraprofessionals, Teaching Assistants

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/24 by 10:30 am

Managing a classroom environment takes organization and effort. In this 3 hour workshop, we will explore strategies for relationship building and methods to make sure your lessons and activities are not derailed by behavior issues. Because of the changes related to Covid-19 and the shift to online learning, we will also work on methods to help students stay on task and complete assignments in the remote learning environment.

Collaboration Among Teachers and Caregivers in the Digital Age - Online

Program: School Improvement

Audience: Pre-K - 12 Educators, Administrators

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/24 by 10:30 am

In this unprecedented time, we need to find ways to effectively collaborate with our students' caregivers whether instruction is taking place in the school building or from home. In this workshop, we will explore strategies to work with one another in order to best help students in any grade succeed.

Equitable and Inclusive Feedback for All - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/24 by 10:30 am

Educators know that feedback is one of the most powerful tools they can use to help students achieve at higher levels. But, have we ever thought about how feedback can be used to make our classrooms and our schools more equitable and inclusive? In this course, we'll explore the power and characteristics of effective feedback and consider the ways we can make feedback equitable and inclusive of all of the students in our classrooms and schools.

Focus On Feelings - Online

Program: School Improvement

Audience: Educators, Administrators, Instructional Coaches

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours

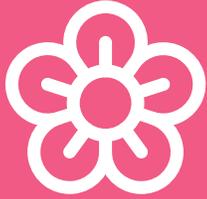
Location: Course link emailed on 8/24 by 10:30 am

In the pursuit of helping our students develop their social and emotional learning skills, it is important for us to focus on feeling in order to best serve our students. This 3 hour asynchronous course is designed to unpack the SEL competencies of Self-Awareness and Self-Management so that we can gain a better understanding of how our students are feeling.



OU BOCES Summer 2021





Fostering a Culture of Hope: Reuniting and Reconnecting with Joy - Online

Program: School Improvement

Audience: PreK-12 Teachers, Administrators, Student Support Personnel

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/24 by 10:30 am

As we begin our journey back to more in-person instructional days, we can embrace the opportunity to reunite and reconnect with joy! This workshop is one in a series of courses that will help you do just that! Classrooms that embody the mindset and culture of hope experience a number of benefits. In this course, we'll look at how hope applies to the classroom, and you'll go on a "hope hunt" scavenger hunt to collect strategies to help foster a climate of hope and joy in your classroom.

Gratitude in the Classroom: Reuniting and Reconnecting with Joy - Online

Program: School Improvement

Audience: PreK-12 Teachers, Administrators, Student Support Personnel

Dates: 8/24/2021 to 8/30/2021

Meeting Times: 8/24/21 - 8/30/21, Online, Self-Paced, 6 Hours

Location: Course link emailed on 8/24 by 10:30 am

As we begin our journey back to more in-person instructional days, we can embrace the opportunity to reunite and reconnect with joy! This workshop is one in a series of courses that will help you do just that! Gratitude is a proven enhancement to the learning process, with benefits extending to learning, culture, climate, and relationships. In this course, you'll learn the fundamentals of embracing a classroom climate of gratitude, and gain a resource bank of gratitude-based activities and all necessary resources/components that you can put to use in your classroom or office the following day. You'll receive six hours of CTLE credit for the learning component, as well as the implementation and consolidation components.

Lead Evaluator of Principals Initial Certification - Online

Program: School Improvement

Audience: District Administrators Seeking Certification as Lead Evaluators of Principals

Dates: 8/24/2021 to 8/30/2021

Meeting Times: 8/24/21 - 8/30/21, Online, Self-Paced

Location: Course link emailed 8/24 by 10:30 am

This course is designed to develop high quality evaluation of school principals. All of the NYSED required criteria are addressed in this course. Administrators completing this course will be eligible for district certification as lead evaluators of principals.

Lead Evaluator of Teachers Recertification Course 2021-22 - Online

Program: School Improvement

Audience: Lead Evaluator of Teachers Recertification 2021-22

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/24 by 10:30 am

This self-paced, asynchronous, online course is designed to recertify lead evaluators of teachers to perform high quality evaluations of their teaching staff. Among the components of the training are a review of regulations, including updates and changes; a topical module on timely and relevant practices, and a module to practice evidence collection and receive feedback. Upon successful completion of this course, participants will qualify for recertification as a lead evaluator of teachers in their districts.

Lessons Learned: Homework - Online

Program: School Improvement

Audience: Pre-K- 12 Teachers, Administrators, Instructional Coaches

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21-8/27/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/24 by 10:30 am

In this course, we will examine homework in depth. We'll look at how homework changed and evolved over the course of the pandemic, and we will also consider this in light of research on the topic of homework. Finally, you'll create a "homework plan" to be shared with your administrator, students, and family/community partners for the 2021-2022 school year. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. This will do just that with a focus on homework.

Lessons Learned: Equity and Access - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 -8/27/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/24 by 10:30 am

In this course, participants will identify the ways in which we ensured equitable and accessible opportunities for our students during the pandemic. Participants will grow their understanding in tools and strategies that promote equity and access in students' learning. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. This course will specifically focus on equity and access for students and families.

Lessons Learned: Technology - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours

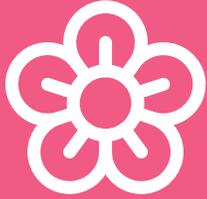
Location: Course link emailed on 8/24 by 10:30 am

The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, participants will look at how they utilized the technology they have available to them in order to leverage students' learning during the pandemic. Participants will take some time to identify which methods and tools can be used to ensure that we are connecting students to 21st century skills. The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. This course will help participants to focus specifically on technology during the pandemic.



OU BOCES Summer 2021





Lessons Learned: Leadership - Online

Program: School Improvement
Audience: Building and District Administrators
Dates: 8/24/2021 to 8/27/2021
Meeting Times: 8/24/21 -8/27/21, Online, Self-Paced, 3 Hours
Location: Course link emailed 8/24 by 10:30 am

The COVID 19 pandemic has forever changed the educational landscape. We have learned innovative ways to teach, connect, lead, and reflect during this time. While we may rejoice as things start to feel more "normal" again, we would be remiss to forget all that we have learned. The "Lessons Learned" series will help educators to reflect on the adjustments they have made to their practice since March 2020 and plan for bringing some of those adjustments with them as we move forward. In this course, we will focus specifically on the decisions and adjustments that building and district administrators have made since the pandemic began and how those changes can continue to benefit students even when things start to feel more "normal" again.

Making a Difference: Training for New and Experienced Mentor Teachers - Online

Program: School Improvement
Audience: Mentor Teachers
Dates: 8/24/2021 to 8/27/2021
Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours
Location: Course link emailed on 8/24 by 10:30 am

The mentor teacher can make an immeasurable impact on a teacher who is new to the profession or new to a role. Mentor teachers provide feedback and support to new teachers in a non-evaluative way that can transform their beginning teaching experiences, thereby improving student learning experiences. In this 3 hour self-paced asynchronous course, participants will develop a common understanding around the role of a mentor teacher, explore the characteristics of an effective mentor teacher, and unpack guiding anchor documents like teaching standards, teaching rubrics and frameworks that support student learning to plan for high level mentor/new teacher collaborative experiences.

Making Thinking Visible - Online

Program: School Improvement
Audience: Educators, Administrators, Instructional Coaches
Dates: 8/24/2021 to 8/30/2021
Meeting Times: 8/24/21 - 8/30/21, Online, Self-Paced, 6 Hours
Location: Course link emailed on 8/24 by 10:30 am

Maintaining student engagement and connection to their learning is something that we strive for daily in our classrooms. This 6 hour asynchronous course is designed to unpack the key components of Visible Thinking and the strategies that extend and deepen student learning. Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters. Participants will identify key resources and implementation practices to bring visible thinking into their instruction.

OPALS Users Group - Virtual Meeting

Program: School Library System
Audience: School Librarians
Dates: 8/24/2021
Meeting Times: 8/24/21 9:00 am - 10:00 am, Google Meet
Location: Google Meet link emailed on 8/24 by 8:30 am

Join fellow school librarians and library aides at this local user group meeting with our MediaFlex trainer, John Schuster, to learn how to get the most out of your library management software. Attend this training to learn about the newest version of the software and to have your questions answered. You will gain valuable insights on the latest features and updates.

Planning & Carrying Out Investigations in the Science Classroom - Online

Program: School Improvement

Audience: Science Leaders & Educators

Dates: 8/24/2021 to 8/27/2021

Meeting Times: 8/24/21 - 8/27/21, Online, Self-Paced, 3 Hours

Location: Course link emailed on 8/24 by 10:30 am

Our classrooms may look a little differently this school year. Whether our students are learning from home, in class, or a combination of both they can still carry out scientific investigations. This 3 hour course is designed to support the Science and Engineering Practice of Planning and Carrying Out Investigations, which is one part of the NYS Science Learning Standards. The focus of this course is to build awareness of the standards and how we can build authentic learning experiences that will seamlessly carry out both in and outside of school.

Follett Destiny Users Group Meeting - Virtual Meeting

Program: School Library System

Audience: School Librarians

Dates: 8/25/2021

Meeting Times: 8/25/21 9:00 am - 10:00 am, Google Meet

Location: Google Meet link emailed on 8/25 by 8:30 am

Join fellow school librarians and library aides at this local user group meeting to discuss how to get the most out of your library management software; talk about the newest version of the software; and to have your Follett questions answered.

The Power of Translation: Using Translated Materials in Your Classroom - Online

Program: School Improvement

Audience: Educators

Dates: 8/25/2021 to 8/27/2021

Meeting Times: 8/25/21 - 8/27/21, Online, Self-Paced, 2 Hours

Location: Course link emailed on 8/25 by 10:30 am

School to home communication is important when helping students to be successful in their learning. Using translated materials can help to provide a bridge between school and home. Join us for this 2 hour self-paced online course as we provide you effective solutions for communicating and supporting students and their family whose English is not their first language.

Gaming As a Tool for Learning - Online

Program: Model Schools

Audience: Educators, Administrators, Instructional Coaches

Dates: 8/26/2021 to 8/27/2021

Meeting Times: 8/26/21 - 8/27/21, Online, Self-Paced, 1 Hour

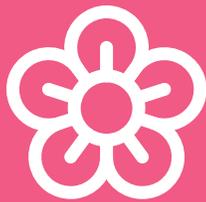
Location: Course link emailed on 8/26 by 10:30 am

There are many practices that game makers use that translate well into classroom practices. Statistics show that a high percentage of American students spend a lot of their free time engaging in video games. In this 1 hour asynchronous course, participants will be provided with the opportunity to identify and evaluate the tools and resources that can be used to promote the same level of engagement for students in the classroom. This course focuses on using gaming principles to design student learning and increase engagement in both hybrid & remote learning environments.



OU BOCES Summer 2021





Getting Started with Sora in Your Classroom - Live Webinar

Program: Professional Reference Library
Audience: K - 12 Teachers, Librarians
Dates: 8/26/2021
Meeting Times: 8/26/21, 9:00 am - 10:00 am, Webinar, 1 Hour
Location: Webinar link emailed on 8/26 by 8:30 am

Support students' reading, learning, and discovery using Sora. OverDrive's Sora is one of the easiest and best ways to provide eBooks and audiobooks to our learning communities. Participants will learn to browse their district's and regional collections for fiction, non-fiction, graphic novels, and professional titles. Participants will also learn strategies to utilize Sora in classrooms for class sets, building vocabulary, and increasing text interaction with the definitions, highlights, and notes features to support all learners. Encourage lifelong reading and have fun too with events and challenges with Sora's teacher resources.

Introduction to Layered Earth for StarLab - In-Person

Program: Science Kits/StarLab
Audience: Pre K - 12 Teachers, Administrators, ELA/English Teachers, Special Area Teachers, Librarians, Science Teachers, Social Studies Teachers
Dates: 8/27/2021
Meeting Times: 8/27/21, 8:30 am - 12:30 pm
Location: Emanuel Axelrod Education Center, Gym/Auditorium

Give your students a memory that will last a lifetime - one of the best field trips ever without leaving the gym! You're teaching, they're entertained. See why teachers love teaching earth science, history, geography, and more with StarLab. The StarLab will be loaned exclusively to districts whose teachers have attended this training. Attendees will learn how to use the Layered Earth software, explore lesson plans correlated to the NGSS, and discuss best practice techniques for using the StarLab in schools. Additionally, we will spend the final hour conducting StarLab Dome set-up/break down training.

The StarLab Dome - In-Person

Program: Science Kits/StarLab
Audience: Pre K - 12 Teachers, Administrators, ELA/English Teachers, Special Area Teachers, Librarians, Science Teachers, Social Studies Teachers
Dates: 8/27/2021
Meeting Times: 8/27/21, 11:30 am - 12:30 pm
Location: Emanuel Axelrod Education Center, Gym/Auditorium

Give your students a memory that will last a lifetime - one of the best field trips ever without leaving the gym! You're teaching, they're entertained. The StarLab Dome is the required one hour hands-on, in-person set up/breakdown training to be able to safely and effectively use the StarLab. Participants must have attended the introductory Starry Night or Layered Earth software training in the last three years.

Vocabulary for ELLs: Creative and Evidence Based Approaches to Increasing ELLs' Bank of Vocabulary - Online

Program: Title III
Audience: ENL Teachers and Classroom Teachers who work with ELLs
Dates: 8/27/2021 to 8/29/2021
Meeting Times: 8/27/21 - 8/29/21, Online, Self-Paced, 3 Hours
Location: Course link emailed on 8/27 by 10:30 am

Vocabulary has been called the "great predictor." Up to 80% of variance in comprehension is believed to be attributable to vocabulary knowledge. Much attention has been given in recent years to the three-tier system of vocabulary selection and instruction. While this system has great value, ELLs may need more. In this course, you'll look at 6 considerations, resources, and techniques that can help make vocabulary more "real" for ELLs. You'll walk away with a fresh set of eyes in considering vocabulary, and how you teach your English Language Learners!

Building from a Place of Strength: Using Strengths-Based Rubrics Across the Content Areas - Online

Program: School Improvement

Audience: K-12 Teachers, Administrators, Instructional Coaches

Dates: 8/31/2021 to 9/3/2021

Meeting Times: 8/31/21 - 9/3/21, Online, Self-Paced, 3 Hours

Location: Course linked emailed 8/31 by 10:30 am

So often we tend to focus on what is "wrong" with us rather than what is "right." When we take the time to focus on what is going well, what we are good at, and where we can grow from there, it brings a whole new positive feeling to the thought process and the actions that follow. In this course, we will discuss the purpose of using rubrics to determine the strengths of our students, rather than the weaknesses. We will practice developing strengths-based rubrics, identifying student strengths, and building our students up from there to help students see what they are good at.

Why We Shouldn't Call it "Learning Loss" - Online

Program: School Improvement

Audience: Pre-K - 12 Teachers, Administrators, School Counselors, Social Workers, Support Staff

Dates: 8/31/2021 to 9/3/2021

Meeting Times: 8/31/21 - 9/03/21, Online, Self-Paced, 3 Hours

Location: Course link emailed 8/31 by 10:30 am

As we prepare for and move into the 2021-22 school year, educators are faced with how we will make up for the "learning loss" of the last two school years. While it is certainly important for us to acknowledge that our students will be in very different places academically and socially, we must take a deep look at the term "learning loss." The use of this term almost implies that there has been no teaching or learning happening since March 2020, and we know that couldn't be further from the truth! Let's dive into the unintended consequences of using the term "learning loss" and instead focus on where we and our students go from here.



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ORANGE-ULSTER BOCES



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NOTES

HOW TO REGISTER:

To view our complete catalog or register for one of our workshops, please go to our website www.ouboces.org and under “Quick Links” click on “Workshops”. This will bring you directly to our course catalog and a list of all workshops currently being offered. They will be in date order, click on the one you want to register for, and follow the prompts. If you have any questions about our courses or about how to register please contact our Registrar, Elena Barnes, at Elena.Barnes@ouboces.org or 845-781-4363. Thank you.

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MISSION STATEMENT

The mission of the Orange-Ulster BOCES is to serve our component districts and community in the development of continuous learners who will be successful in meeting the challenges of living in our society today and in the future.

We will accomplish this mission in a cost-effective manner with a dedicated, skilled, caring staff providing quality educational services in a safe, nurturing and accessible environment.

COMPONENT SCHOOL DISTRICTS

Chester Union Free	Enlarged City School of Middletown
Cornwall Central	Minisink Valley Central
Florida Union Free	Monroe-Woodbury Central
Goshen Central	Pine Bush Central
Greenwood Lake Union Free	Port Jervis City
Highland Falls-Fort Montgomery Central	Tuxedo Union Free
Kiryas Joel Village Union Free	Valley Central
Marlboro Central	Warwick Valley Central
	Washingtonville Central

