



# Continuing Teacher Leader Education

Professional Learning Courses

Winter 2025



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 Division of  
**INSTRUCTIONAL  
SUPPORT SERVICES**







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WINTER 2025









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Happy New Year and welcome to the winter 2025 professional development season. The team at OU BOCES' Division of Instructional Support Services is excited to work alongside our regional educators this season. We have developed a regional professional learning catalog with offerings we believe will be of interest and value to our colleagues around the region. Our theme for professional learning this school year is "Language and Communication." Research attests that language and communication are at the heart of all that we do. We believe this theme is relevant to educators in all roles in our schools and relevant to all levels of instruction for our students.

You may notice that we have a new design and layout for our professional learning catalogs. The electronic version of this catalog features clickable links embedded in each course title that will bring you to a registration page within My Learning Plan. If you are viewing a paper copy of this catalog, you may access registration by visiting our website [www.ouboces.org](http://www.ouboces.org), hovering over "Instructional Support Services" at the top of the page, and then clicking "Catalog of Workshops and Registration." If you have any questions regarding any of our courses or registration, please email our registrar Elena Barnes at [Elena.Barnes@ouboces.org](mailto:Elena.Barnes@ouboces.org)







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A serene winter landscape featuring a stream flowing through a snow-covered forest. The water is partially frozen, with large, smooth ice floes floating in the foreground. The trees are bare and heavily laden with snow, creating a soft, white backdrop. The sun is visible in the upper right, casting a warm, golden glow through the branches. The entire scene is framed by a thin blue border.

# Assessment & Data





## Embedding Assessment Tools and Practices into the Classroom All Year - Online

Please choose one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 2/19/25 - 2/21/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** educators, administrators, and instructional coaches

Helping our students to utilize the tools they will need to show us what they know throughout the year is an important part of showing proficiency at the end of year. There are many skills and tools we know they will be asked to use during assessments that can be used throughout the school year. Join us for this 2-hour online course to identify the NYS assessment tools that we have access to all year long. Learn practices we can implement in our daily instruction to allow our students to become more comfortable with these tools now.

## IEP Progress Monitoring: A Guide for Teachers - In Person

Please choose one date below:

- 2/10/25, 8:30 am - 3:30 pm, 6 hours, or
- 3/12/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** special education teachers, and classroom teachers

Progress monitoring is critical for supporting students with IEPs, as it evaluates student learning outcomes, helps us consider instructional changes, and helps determine eligibility for other educational services. This course will provide teachers with an overview, some key considerations, and examples of progress monitoring methods that can be helpful in creating a plan specifically for their students.

## Introduction to Formative - Online

Please choose one online date range below:

- 1/22/25 - 1/24/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours, or
- 3/12/25 - 3/14/25, 2 hours

**Audience:** classroom teachers, technology integration specialists, and administrators

During this online workshop, we are going to explore the latest features and functions of Formative. Come learn how this real-time assessment tool empowers teachers to create assignments that let students demonstrate learning in a variety of ways. Formative can change how assessments are used in the classroom. Please note that access to a Formative account from your district will be required for this course.

## IXL Basics - Online

Please choose one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 2/26/25 - 2/28/25, 2 hours,
- 3/12/25 - 3/14/25, 2 hours, or
- 3/26/25 - 3/28/25, 2 hours

**Audience:** k-12 educators

Discover the world of IXL and how it can support teaching and learning in blended, remote, or face-to-face learning environments. IXL's three main components provide educators with rich resources connected to New York State Learning Standards, various textbooks and curricula, as well as a vast database of skills-based activities to target skills in mathematics, ELA, Social Studies, Science or Spanish. This asynchronous workshop will provide educators with an overview of each component as well as a look at how to access and analyze the data generated from this continuous diagnostic.

## NWEA Support Series - Session 1: How to Manage Test Sessions - Online

Please choose one online date range below:

- 1/16/25 - 1/17/25, 1 hour or
- 3/6/25 - 3/7/25, 1 hour

**Audience:** classroom teachers, technology integration specialists, and administrators

This series will offer support in accessing and managing everything NWEA. In this first session, we will review how to navigate and manage the testing sessions. We will review what to do before the testing session and the best way to support students during testing. An NWEA account must be accessible for this course.

## NWEA Support Series - Session 2: MAP Growth Resources for Students - Online

Please choose one online date range below:

- 1/30/25 - 1/31/25, 1 hour or
- 3/6/25 - 3/7/25, 1 hour

**Audience:** classroom teachers, technology integration specialists, and administrators

This series will offer support in accessing and managing everything NWEA. In this second session, we will review resources that you may use to support the student testing experience. We will locate where students can take practice tests as well as different resources that can support students in navigating the test. An NWEA account must be accessible for this course.



## NWEA Support Series - Session 3: Locating and Accessing Reports - Online

Please choose one online date range below:

- 2/6/25 - 2/7/25, 1 hour or
- 3/13/25 - 3/14/25, 1 hour

**Audience:** classroom teachers, technology integration specialists, and administrators

This series will offer support in accessing and managing everything NWEA. In this third session, we will review the different types of reports and how to access them. We will learn strategies to help us understand classroom and student data reports. An NWEA account must be accessible for this course.

## NWEA Support Series - Session 4: Goal Setting with Reports - Online

Please choose one online date range below:

- 2/27/25 - 2/28/25, 1 hour or
- 3/20/25 - 3/21/25, 1 hour

**Audience:** classroom teachers, technology integration specialists, and administrators

This series will offer support in accessing and managing everything NWEA. In this final session, we will focus on goal setting using data from the student reports. An NWEA account must be accessible for this course.

## NYSAA Training for New and Returning Teachers 2024-25 - In Person

Please choose one date below:

- 1/14/25, 12:30 pm - 3:30 pm, 3 hours,
- 2/12/25, 8:30 am - 11:30 am, 3 hours, or
- 3/4/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** those in need of NYSAA certification

This workshop requires a KITE account. Teachers must activate their KITE account at least one week prior to attending a training, in order to participate. Please see your district coordinator - you will need your login credentials for this training. This workshop will prepare teachers to successfully administer the NYSAA to students with severe cognitive disabilities. Within this workshop, teachers as test administrators will be given an overview of the Dynamic Learning Map. Teachers will complete the self-paced modules required to administer the assessments. Sample testlets will be previewed in the modules. Teachers new to the assessment as well as those returning for a review should take the course.

## NYSAA Training for New and Returning Teachers 2024-25 - Online

Please choose one online date range below:

- 1/14/25 - 1/17/25, 3 hours,
- 2/11/25 - 2/14/25, 3 hours, or
- 3/4/25 - 3/7/25, 3 hours

**Audience:** those in need of NYSAA certification

This workshop requires a KITE account. Teachers must activate their KITE account at least one week prior to attending a training, in order to participate. Please see your district coordinator - you will need your login credentials for this training. This workshop will prepare teachers to successfully administer the NYSAA to students with severe cognitive disabilities. Within this workshop, teachers as test administrators will be given an overview of the Dynamic Learning Map. Teachers will complete the self-paced modules required to administer the assessments. Sample testlets will be previewed in the modules. Teachers new to the assessment as well as those returning for a review should take the course.

## Testing Accommodations for Students with Disabilities - In Person

Please choose one date below:

- 2/7/25, 8:30 am -11:30 am, 3 hours or
- 3/10/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** special education teachers

This training provides special education teachers with the tools to effectively use testing accommodations for students with disabilities. Participants will learn about selecting appropriate accommodations, the types available, and best practices for documenting them on individualized education programs (IEPs). The course follows New York State guidelines to ensure compliance and to support the individualized needs of students, promoting equitable assessment opportunities.

## TGIF Series Part 4 ELA Grade 3 & 4: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 2/7/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 3 & 4 classroom teachers, special education teachers, AIS teachers, and literacy coaches

As grade 3 - 4 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) for ELA. We will create grade level specific assessments. These assessments will include a variety of question formats and Performance Level Descriptor levels. Though not required, districts are encouraged to send a team of teachers.

## TGIF Series Part 4 ELA Grade 5 & 6: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 2/20/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 5 & 6 classroom teachers, special education teachers, AIS teachers, and literacy coaches

As grade 5 - 6 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) for ELA. We will create grade level specific assessments. These assessments will include a variety of question formats and Performance Level Descriptor levels. Though not required, districts are encouraged to send a team of teachers.

## TGIF Series Part 4 ELA Grade 7 & 8: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 2/27/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 7 & 8 classroom teachers, special education teachers, AIS teachers, and literacy coaches

As grade 7 - 8 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) for ELA. We will create grade level specific assessments. These assessments will include a variety of question formats and Performance Level Descriptor levels. Though not required, districts are encouraged to send a team of teachers.

## TGIF Series Part 4 Mathematics Grade 3 & 4: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 3/28/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 3 & 4 teachers

As grade 3 - 4 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) in mathematics. We will create grade level specific assessments. These assessments will include a variety of question formats and Performance Level Descriptors levels. Though not required, districts are encouraged to send a team of teachers.

## TGIF Series Part 4 Mathematics Grade 5 & 6: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 3/21/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 5 & 6 mathematics teachers

As grade 5 - 6 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) in mathematics. We will create grade level specific assessments. These assessments will include a variety of question formats and Performance Level Descriptors levels. Though not required, districts are encouraged to send a team of teachers.

## TGIF Series Part 4 Mathematics Grade 7 & 8: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 3/14/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 7 & 8 mathematics teachers

As grade 7 - 8 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) in mathematics. We will create grade level specific assessments. These assessments will include a variety of question formats and Performance Level Descriptors levels. Though not required, districts are encouraged to send a team of teachers.

# REGISTER TODAY!

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or scan code to the right.







A serene winter scene featuring a snow-covered forest with bare trees and a stream flowing through the landscape. The sun is visible in the upper right, casting a warm glow over the scene. The entire image is framed by a thin blue border.

# Classroom Environment & School Culture



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

▪ 2/11/25 - 2/15/25, 4 hours

**Audience:** educators

If you are looking to grow your understanding of social-emotional learning (SEL) 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 will use the CASEL Social-Emotional Framework, as well as the New York State SEL and Mental Health Benchmarks to explore social-emotional learning. You will 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 will be able to 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!

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

▪ 2/18/25 - 2/21/25, 3 hours

**Audience:** educators

In this 3-hour "introductory exploration" course, we will 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 1-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 aright, he can call me, and is entitled to my love and service."

## Chronic Absence: What is It and How Do We Get Students' Feet to the Seats? - Online

▪ 3/25/25 - 3/28/25, 3 hours

**Audience:** pre-k-12 classroom teachers and administrators

Chronic Absence is a school accountability measure, and indicates the number of students that miss 10% or more days of school. This course will help you grow your understanding of chronic absenteeism, barriers to attendance, and tiered responses to this issue. This course is designed for teachers, administrators, student support personnel, and anyone interested in helping to bring students through the school doors!

## Classroom Teacher's Guide to the Sensory Student and a Sensory Friendly Classroom - Online

**Please choose one online date range below:**

- 1/9/25 - 1/13/24, 4 hours or
- 3/20/25 - 3/24/25, 4 hours

**Audience:** pre-k-12 teachers, administrators, support staff, and teaching assistants

Too loud. Too itchy. Too bright. Not enough input. Whether you are a general education classroom teacher, a special area teacher, a special education teacher, or a teaching assistant, you have probably come across a student who has demonstrated sensory sensitivities or increased need for sensory input. In this course, you will learn about the neurological mechanisms at play, what these students experience, and how we can best accommodate their needs to help them in their learning journey. We've scoured the research to provide you with meaningful strategies and interventions that you can use to help these students in your setting(s).

## Culturally Responsive Teaching: Practices to Help Our Students Feel Seen, Heard, and Valued - Online

▪ 2/5/25 - 2/7/25, 2 hours

**Audience:** educators

Culturally responsive teaching is a method to improve students' engagement and sense of belonging in the classroom. Our students learn more when they feel safe, comfortable, and connected to their teachers and peers. In this course, the participants will explore three practices to help create a warm and inclusive classroom environment. It covers a series of strategies on recognizing students' names and identities, sharing stories, and connecting experiences to help students celebrate inclusion and diversity.

## DASA and the Role of the School Nurse: Ensuring a Safe and Supportive School Climate for All Students - Online

Please choose one online date range below:

- 1/7/25 - 1/10/25, 3 hours or
- 3/18/25 - 3/21/25, 3 hours

**Audience:** school nurses and health office support staff (pre-k-12)

DASA calls on all of us to help create a safe and supportive school environment. The school nurse is keenly aware of student health, including mental health. The data, both informal and formal, that you obtain in the health office can be critical to ensuring the success of all students. In this 3-hour course, we will review the basic tenets and requirements of the Dignity for All Students Act. Then, we will look at key indicators that might help you to identify an incident, or provide supporting information to a Dignity Act Coordinator or school administrator.

## Dynamic and Effective Classroom Management - Online

- 2/4/25 - 2/7/25, 3 hours

**Audience:** pre-k-12 teachers, administrators, and support staff

Elevate your teaching expertise with this immersive course focused on cultivating a dynamic classroom environment. Delve into proven strategies empowering educators to adapt seamlessly to the ever-evolving needs of students. Explore the pivotal role of teachers in setting high expectations, fostering a positive atmosphere, and crafting tailored rules and procedures for maximum impact. Join us on the path to refining classroom management skills and achieving unparalleled learning outcomes! This power-packed 3-hour course aims to equip educators with essential strategies for dynamic classroom management, emphasizing adaptability, practical application, and continuous growth.

## Make Any Lesson into an SEL Lesson: A Quick-Click Style Course - Online

Please choose one online date range below:

- 2/25/25 - 2/27/25, 1.5 hours

**Audience:** educators

Fitting in "one more thing" into an already packed school day can feel like a daunting, if not impossible task. But did you know that there are simple tweaks you can make to any academic lesson to make it SEL friendly? In this one and a half hour "quick-click style" course, we will provide a brief overview of techniques and practices that you can use with your existing lessons to help address SEL benchmarks at the same time.

## Make Any Lesson into an SEL Lesson: An Introductory Exploration Style Course - Online

Please choose one online date range below:

- 2/25/25 - 3/1/25, 4 hours

**Audience:** educators

Fitting in "one more thing" into an already packed school day can feel like a daunting, if not impossible task. But did you know that there are simple tweaks you can make to any academic lesson to make it SEL friendly? In this "introductory exploration" version of the course, we will provide a brief overview of techniques and practices that you can use with your existing lessons to help address SEL benchmarks at the same time. You will also receive access to resources to help you with planning future use of these techniques.

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

Please choose one online date range below:

- 1/21/25 - 1/24/25, 3 hours,
- 2/25/25 - 2/28/25, 3 hours, or
- 3/25/25 - 3/28/25, 3 hours

**Audience:** mentor teachers

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.

## Mindfulness for Teachers and Students - Online

Please choose one online date range below:

- 1/10/25 - 1/16/25, 6 hours,
- 1/17/25 - 1/23/25, 6 hours,
- 2/28/25 - 3/6/25, 6 hours, or
- 3/7/25 - 3/13/25, 6 hours

**Audience:** educators

This workshop will guide participants in understanding the importance of mindfulness for ourselves and for our students. Participants will learn the history of mindfulness and why it is important. Additionally, participants will practice mindfulness techniques and walk away with tools for use in the classroom.



## Positive Communication Skills for De-escalating Parents and Caregivers - Online

Please choose one online date range below:

- 1/14/25 - 1/17/25, 3 hours or
- 3/4/25 - 3/7/25, 3 hours

**Audience:** educators

This workshop will guide participants in understanding the importance of positive communication for effective collaboration with families, parents and caregivers of students. Participants will learn tips for positive communication as well as ways to help de-escalate in uncomfortable situations. Additionally, participants will practice de-escalation techniques and walk away with tools for everyday use.

## SEL For Me: Self Awareness and Leading with My Strengths Using the VIA Survey - Online

Please choose one online date range below:

- 3/4/25 - 3/6/25, 2 hours

**Audience:** pre-k-12 educators and support staff

We've often heard that using a strengths-based approach with our students yields greater gains and increased satisfaction for the students and educators who work with them. But what about us? Have you paused recently to consider what your strengths are? In this 2-hour course, you'll take a survey called the Values in Action (VIA) Survey which will help you to identify your signature strengths. Then, you will reflect on these strengths, and learn how you can put them to use in your everyday personal and professional life to help you walk in your own purpose through self-awareness.

## SEL For Me: Understanding Our Capacity to Self-Regulate - Online

Please choose one online date range below:

- 3/11/25 - 3/14/25, 3 hours

**Audience:** pre-k-12 educators and support staff

CASEL defines five social-emotional learning competencies: self-awareness, self-management (regulation), relationship skills, social awareness, and responsible decision making. In this course, we will look at self-management/regulation through a personalized approach. You will explore the definition of what it means to self-regulate, and tools that you already have within you to help you do so, many of which will be applicable in your work with your students as well.

## SEL for Me: Understanding Our Identity as a Vehicle to Equity and Inclusive Practice - Online

- 3/25/24 - 3/27/24, 2 hours

**Audience:** educators

Teaching in its purest form is a series of interpersonal and intrapersonal interactions. Identity is a complex concept that develops over time. We have personal, social, and professional identities that result from interactions and evolve over the course of our lives. Learning about our own identities can help us to develop an awareness of our students' identities. This course will be a series of guided identity reflections peppered with content to help you understand yourself, as well as your students, and ensure that you are providing a welcoming and affirming environment for them, no matter what their identity.

## Supporting All Students in Feeling Welcome in Athletic Programs - Online

Please choose one online date range below:

- 1/7/25 - 1/9/25, 1.5 hours,
- 1/28/25 - 1/30/25, 1.5 hours, or
- 3/18/25 - 3/20/25, 1.5 hours

**Audience:** physical education teachers and coaches

Athletic teams with healthy cultures experience greater self-esteem and greater performance at all levels. This 1.5-hour course provides strategies to ensure that all players feel welcome and supported, and experience the benefits of a healthy team culture. The Dignity for All Students Act (DASA) is also reviewed in this course, including requirements and best practices. (Please note, this course is not the 6-hour DASA certification course required for new coaches. It is intended to be a 1.5-hour refresher.)

## The Educator's Guide to Responding to Challenging Emails - Online

Please choose one online date range below:

- 2/19/25 - 2/21/25, 2 hours or
- 3/26/25 - 3/28/25, 2 hours

**Audience:** pre-k-12 educators and administrators

We've all been on the receiving end of an email that has triggered an emotional response from us. In this course, we'll dissect what an email like this is all about, and how to respond tactfully, while still getting the message across. Join us as we explore this topic using humor and logic, and help to fill your toolbox with techniques to handle these challenging situations.

## Well-being is a Journey: Teacher Tools for Wellness - Online

Please choose one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** k-12 educators, teaching assistants, and instructional coaches

Maintaining one's well-being is an ongoing task which needs to be prioritized and nurtured. Educators create excitement for learning and development of student well-being every day in classrooms, but often times put more emphasis on others than they do on themselves. Wellness is a journey, and it is helpful to have tools to take along. This 2-hour asynchronous course will provide participants the opportunity to tap into tools and resources that are available to prioritize and cultivate educator wellness.

## Working with Challenging Behaviors: A Trauma Informed Approach - Online

- 2/6/25 - 2/10/25, 4 hours

**Audience:** educators

This workshop will guide participants in understanding what is currently known about childhood trauma and how it is related to challenging and oppositional behaviors. Common terms and definitions will be discussed, leading participants to gain a comprehensive understanding of adverse childhood experiences (ACEs) and their connections to behaviors and symptoms. The learning will be centered on helping school staff and teachers to identify different behaviors, ways to react to these behaviors and actions to take to increase awareness.

# REGISTER TODAY!

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or scan code to the right.







A serene winter scene featuring a snow-covered forest with bare trees and a stream partially covered in ice. The sun is visible through the trees, creating a warm, golden glow. The entire image is framed by a thin blue border.

# Counseling & Student Support Services

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## AI in School Counseling - In Person

- 2/3/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** school counselors

How is AI impacting school counseling? What AI resources can benefit a school counseling program? This workshop will present different AI resources and how school counselors are utilizing them in their practice.

## Basic Assisting Individuals in Crisis CISM Training (SWCEU) - In Person

- 3/24 & 3/25, 8:30 am - 3:30 pm, 12 hours

**Audience:** school social workers, psychologists, counselors, teachers, administrators, and nurses

Crisis Intervention is not psychotherapy; rather, it is a specialized acute emergency mental health intervention which requires specialized training. As physical first aid is to surgery, crisis intervention is to psychotherapy. Thus, crisis intervention is sometimes called "emotional first aid". This program is designed to teach participants the fundamentals of, and a specific protocol for, individual crisis intervention. This course is designed for anyone who desires to increase their knowledge of individual (one-on-one) crisis intervention techniques in the fields of education.

## Crisis Prevention Institute (CPI) Refresher Training - In Person

**Please choose one date below:**

- 1/22/25, 8:30 am - 11:30 am, 3 hours or
- 3/20/25, 8:30 am - 11:30 am, 3 hours

**Audience:** classroom teachers and administrators

This is a Nonviolent Crisis Intervention with Physical Skills Refresher course. This course builds on NCI principles and helps individuals expand their ability to assess risk, actively problem solve, and develop appropriate interventions to safely de-escalate and mitigate crisis situations. The training involves: prevention & verbal de-escalation skills; disengagement safety techniques; risk assessment framework, physical intervention techniques; skills to manage high-risk, complex behaviors; and advanced physical skills. This is for participants who have already completed the 2-day initial trainings in prior years, and are now in need of a refresher training.

## DASA and the Role of the School Nurse: Ensuring a Safe and Supportive School Climate for All Students - Online

**Please choose one online date range below:**

- 1/7/25 - 1/10/25, 3 hours or
- 3/18/25 - 3/21/25, 3 hours

**Audience:** school nurses and health office support staff (pre-k-12)

DASA calls on all of us to help create a safe and supportive school environment. The school nurse is keenly aware of student health, including mental health. The data, both informal and formal, that you obtain in the health office can be critical to ensuring the success of all students. In this 3-hour course, we will review the basic tenets and requirements of the Dignity for All Students Act. Then, we will look at key indicators that might help you to identify an incident, or provide supporting information to a Dignity Act Coordinator or school administrator.

## Dignity Act Coordinators: Initial 6-hour Training for New Dignity Act Coordinators - Online

- 1/7/25 - 1/13/25, 6 hours or
- 1/28/25 - 2/3/25, 6 hours

**Audience:** new dignity act coordinators

Your building or district administrator has recently informed you that you have been appointed the "Dignity Act Coordinator" for your building! Now what?! This course is designed for Dignity Act Coordinators, and will explore the basic foundations of the law, requirements for districts, best practices timelines, recent updates, and roles and responsibilities of individuals for compliance and more importantly, commitment to making your school a safe and supportive environment for all students.

## Dignity Act Coordinators: Refresher 3 Hour Training for Experienced and Returning Dignity Act Coordinators - Online

**Please choose one date below:**

- 1/7/25 - 1/10/25, 3 hours
- 1/28/25 - 1/31/25, 3 hours

**Audience:** returning dignity act coordinators

The Dignity for All Students Act requires that each building have an individual designated as the Dignity Act Coordinator. This refresher course is designed for returning Dignity Act Coordinators. It 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.

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

Please choose one online date range below:

- 1/10/25 - 1/16/25, 6 hours,
- 2/21/25 - 2/27/25, 6 hours, or
- 3/21/25 - 3/27/25, 6 hours

**Audience:** educators and future educators seeking initial or additional NYSED certification

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.

## Person, Purpose, Pathway - In Person

- 1/13/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** school counselors and social workers

Person, purpose, and pathway are guiding ideas to enhance a post-secondary process for students. Combining (SEL) components of self-awareness, self-management, relationship building, and personal interests, this presentation will provide attendees with a unique method to engage and support all students in their post-secondary pathways. By breaking down the activities into a developmental school counseling format beginning in the first year of high school, students can develop a four-year academic plan with purpose, build a resume identifying specific skills, explore meaningful essay topics, visit colleges with a perspective on personal growth and align abilities with future careers and goals. Resources will be provided to help develop a college and career readiness program that is student-focused.

## Transitioning to College - In Person

- 3/11/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** school counselors and social workers

Create a high school transition program to assist students in their journey to post-secondary education. Help families with social-emotional concerns that students will face in college and how to address them. Obtain resources to bring to students and families a toolbox for a healthy transition.

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The background image is a soft-focus photograph of a winter landscape. It features a stream with patches of ice and flowing water, surrounded by snow-covered rocks and a dense forest of bare trees. A warm, golden light from the sun filters through the branches in the upper right, creating a peaceful and slightly ethereal atmosphere. The entire image is framed by a thin blue border.

# Critical Incident Stress Management

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## 2025 CISM Training and Program Review (CISM Regional Team Members Only) - In Person

- 3/28/25, 12:00 pm - 3:30 pm, 3.5 hours

**Audience:** county-wide CISM regional team members only

This event will provide the opportunity for members of the county-wide CISM team to come together to sharpen their skills and knowledge in CISM protocols and practices. The team will review CISM callouts from the current school year, discuss the current implementation of our team practices, and make revisions to be employed in the next school year. This event is reserved for current members of the county-wide regional CISM response team.

## Basic Assisting Individuals in Crisis CISM Training - In Person

- 3/24 & 3/25, 8:30 am - 3:30 pm, 12 hours

**Audience:** school social workers, psychologists, counselors, teachers, administrators, and nurses

Crisis Intervention is not psychotherapy; rather, it is a specialized acute emergency mental health intervention which requires specialized training. As physical first aid is to surgery, crisis intervention is to psychotherapy. Thus, crisis intervention is sometimes called "emotional first aid". This program is designed to teach participants the fundamentals of, and a specific protocol for, individual crisis intervention. This course is designed for anyone who desires to increase their knowledge of individual (one-on-one) crisis intervention techniques in the fields of education.

## Crisis Prevention Institute (CPI) 2-Day Initial Certification - In Person

Please choose one date below:

- 1/15/25 & 1/17/25, 8:30 am - 3:30 pm, 12 hours or
- 3/3/25 & 3/6/25, 8:30 am - 3:30 pm, 12 hours

**Audience:** classroom teachers, administrators, counselors, and related service providers

Nonviolent Crisis Intervention with Physical Skills. This course builds on NCI principles and helps individuals expand their ability to assess risk, actively problem solve, and develop appropriate interventions to safely de-escalate and mitigate crisis situations. The training involves: prevention & verbal de-escalation skills; disengagement safety techniques; risk assessment framework, physical intervention techniques; skills to manage high-risk, complex behaviors; and advanced physical skills.

## Group Basic CISM Initial Course - In Person

- 3/26/25 & 3/27/25, 8:30 am - 3:30 pm, 12 hours

**Audience:** those needing training of Group Basic CISM course

This 2-day course provides participants with an introduction to the Critical Incident Stress Management model of crisis intervention. This model is listed as evidence-based by SAMHSA, and has been utilized by schools, hospitals, human service agencies, governmental organizations and others throughout the world. This training will focus on skill development for use with small and large groups after a crisis event.

## Group CISM Refresher Course - In Person

- 3/21/25, 8:30 am to 3:30 pm, 6 hours

**Audience:** those needing refresher training of CISM group course

This 1-day Refresher training will give the participants an opportunity to practice those skills that they learned in the Group Crisis intervention course - specifically the Crisis Management Briefing (CMB), the Defusing and the Critical Incident Stress Debriefing (CISD).

## School Crisis Response Administrator Overview: A New Standard of Care - In Person

- 3/28/25, 8:30 am - 11:30 am, 3 hours

**Audience:** k-12 school administrators

This half-day training is designed to give school administrators insights into the changing landscape of crisis management. School administrators are responsible for the care, welfare and safety of all students and faculty/staff during school hours and at school events. Therefore, it is important for them to know, understand and implement strategies that are aligned with best practice and evidenced-based approaches which are elucidated in this training. Special attention will be given to common practices and traditions that put school personnel in harm's way when it comes to civil liability.

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A serene winter scene featuring a snow-covered forest with bare trees and a stream with ice floes. The sun is visible through the trees in the background, creating a warm, golden glow. The entire image is framed by a thin blue border.

# District Planning & Educational Leadership

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## Lead Evaluator of Principals Initial Certification Course - Online

Please choose one online date range below:

- 1/8/25 - 1/14/25, 6 hours,
- 2/6/25 - 2/12/25, 6 hours, or
- 3/11/25 - 3/17/25, 6 hours

**Audience:** district administrators seeking certification as lead evaluators of principals

This 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 certification as lead evaluators of principals.

## Lead Evaluator of Teachers Initial Certification - Online

Please choose one online date range below:

- 1/28/25 - 2/6/25, 9 hours or
- 3/18/25 - 3/27/25, 9 hours

**Audience:** school administrators seeking initial certification as a lead evaluator of teachers

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 (2024-2025) - Online

Please choose one online date range below:

- 1/28/25 - 1/31/25, 3 hours,
- 2/11/25 - 2/14/25, 3 hours, or
- 3/18/25 - 3/21/25, 3 hours

**Audience:** lead evaluators of teachers seeking recertification

This 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.

## School Crisis Response Administrator Overview: A New Standard of Care - In Person

- 3/28/25, 8:30 am - 11:30 am, 3 hours

**Audience:** k -12 school administrators

This half-day training is designed to give school administrators insights into the changing landscape of crisis management. School administrators are responsible for the care, welfare and safety of all students and faculty/staff during school hours and at school events. Therefore, it is important for them to know, understand and implement strategies that are aligned with best practice and evidenced-based approaches which are elucidated in this training. Special attention will be given to common practices and traditions that put school personnel in harm's way when it comes to civil liability.

## What the Prompt?! Intro to AI Prompting for Educators - Online

Please one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** teachers, administrators, teaching assistants, literacy, mathematics and technology coaches

This self-paced course will empower educators to explore the art and science of AI prompting, transforming AI from a tool that bypasses productive thinking into one that fosters structured, critical thought. Participants will learn what makes a strong prompt and ways in which some EdTech solutions simplify prompting. By the end of the course, you will have the tools to design effective prompts that boost student engagement, foster critical thinking, and elevate the use of AI in your classroom and professional practice.

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A serene winter landscape featuring a snow-covered forest with bare trees and a flowing stream in the foreground. The scene is bathed in soft, golden light, likely from a low sun, creating a peaceful and cold atmosphere. The text "English as a New Language" is overlaid in a dark blue font, with a horizontal line underneath it.

# English as a New Language

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## A Dynamic Duo: ENL Teachers and School Librarians - A Four Part Series - In Person

**Series session dates, participants must attend all sessions:**

- 1/28/25, 2/11/25, 3/25/25, & 5/13/25, 8:30 am - 11:30 am, 12 hours

**Audience:** school librarians and ENL teachers

This workshop is a partnership series between the School Library System and the Hudson Valley RBERN. It is designed to promote partnerships between ENL teachers and school librarians from the same school. It is ideal if these partners register together for this workshop, but not required. School librarians and ENL teachers will work together on a culminating activity in order to provide powerful learning opportunities for English Language Learners and their families

## Facilitating Effective Writing Instruction for ELLs: High Yield Writing Instruction Strategies Appropriate for Language Learners - Online

- 3/25/25 - 3/28/25, 3 hours

**Audience:** educators working with ELLs pre-k-12

Teachers who work with English Language Learners know that writing can be challenging for this population, especially at early levels of proficiency. Through this course, you'll learn why this is, as well as linguistically and developmentally appropriate strategies to help ELLs build their oral language as a bridge to building written expression. (Part 154 ELL issues will be covered. This course may be used for the Part 154/ELL requirement NYSED CTLE.)

## Integrated ENL Co-Teaching Series - In Person

**Series session dates, participants must attend all sessions:**

- 1/9/25, 2/6/25, & 3/13/25, 8:30 am - 3:30 pm, 18 hours

**Audience:** ENL and content area co-teaching partnerships, dually certified ENL and content area teachers

This series will help co-teaching pairs to understand, plan for, and successfully implement Integrated ENL Co-Teaching in their content area classes. This series will discuss the NYS Co-Teaching Topic Briefs and reference the book Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection by Maria Dove and Andrea Honigsfeld. Session 1 will focus on building co-teaching relationships, culturally responsive sustaining education, and instructional strategies. Session 2 will focus on co-planning practices and routines, assessment and writing language and content objectives. Session 3 will focus on co-teaching models. Opportunities for implementation of the practices and strategies will be embedded throughout the series. Classroom and state testing accommodations for ELLs will also be covered. We strongly recommend that ENL teachers attend this series with one co-teacher to allow pairs to strengthen their relationship and dedicate time within each session to planning upcoming units and lessons that they will co-teach together. Must attend all 3 sessions.

## Strategies to Promote Active Speaking and Listening Among English Language Learners - Online

- 2/21/25 - 2/27/25, 6 hours

**Audience:** educators

Active engagement of students takes a dominant role in both the teacher evaluation rubrics, as well as the Next Generation Learning Standards. But how do we get past "turn and talk" to get all students accountably speaking and listening in the classroom, and in the broader community setting? In this course you will learn about and consider ways to build active speaking and listening skills in your students, specifically your English Language Learners. Learn many engaging strategies can be used to teach students to speak and listen with increased sophistication. This course is entirely online and self-paced, and may be accessed from anywhere with an internet connection and a connected device (keyboard recommended).

## Understanding the Language Acquisition Process for ELLs: Theory and Practical Applications - Online

- 2/11/25 - 2/14/25, 3 hours

**Audience:** ESL teachers and k-12 classroom teachers

If you've ever had the opportunity to work with an English Language Learner (ELL), and wondered about how the processes of language acquisition and language learning come to be, then this course is for you. Through this professional learning experience, you'll look at major theories of how learners learn language and become fluent. This will include stages of language development and characteristics of each stage, as well as an overview of major theories and theorists of language development from a variety of contexts and areas of expertise. (Part 154 ELL issues will be covered. This course may be used for the Part 154/ELL requirement NYSED CTLE.)

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

- 3/4/25 - 3/8/25, 4 hours

**Audience:** ENL teachers and classroom teachers who work with ELLs

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!

## Welcome! Supporting Newcomer (Immigrant & Refugee) Youth in Schools - Online

- 1/28/25 - 1/31/25, 3 hours

**Audience:** pre-k-12 educators, administrators, and student support staff

This workshop will guide participants in understanding the importance of creating a welcoming environment/classroom for newcomers. Common terms and definitions will be discussed, leading participants to gain a comprehensive understanding of what it might be like for students and parents new to the US to be entering our schools. The learning will be centered on helping school staff and teachers to prepare for our changing school populations. Trauma informed practices will be discussed as well as engaging families. Finally, participants will engage in creating effective and realistic interventions.

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A serene winter scene featuring a snow-covered forest with bare trees and a flowing stream. The sun is visible through the trees, creating a warm, golden glow. The stream flows through the center of the image, surrounded by snow-covered rocks and banks. The overall atmosphere is peaceful and cold.

# English Language Arts

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

▪ 3/18/25 - 3/20/25, 2 hours

**Audience:** educators

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 Learners using both receptive (listening and reading) and expressive (speaking and writing) domains. You'll leave feeling more comfortable with the standards, as well as with 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.

## Communicate Seminar: Research, Create, Collaborate, and Communicate (R3C) Training Series - In-Person

Please choose one date below:

- 1/7/25, 8:30 am - 3:30 pm, 6 hours or
- 1/8/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** approved smart start grant members

This course is part of a four seminar series addressing the NYS Digital Fluency Standards for grades k-8. This seminar prepares educators to be turnkey trainers in their schools supporting the integration of the Digital Fluency Standards in classroom learning and teaching. This seminar provides intensive exploration into the core digital literacy skill of communicating.

## Farewell Robot Readers! Tiered Interventions and Assessments for Reading Fluency - Online

▪ 3/11/25 - 3/14/25, 3 hours

**Audience:** educators

See. Sally. Decode. Word. By. Painful. Word. We have all had the occasion of hearing a reader who is decoding word by word, devoting all of his/her energy to making it through the text, leaving him/her with little knowledge of what has been read. This workshop will review the building blocks of fluency and why it serves as the bridge between decoding and comprehension. Participants in this interactive workshop will leave with fluency assessment techniques and tiered intervention strategies to assist the dysfluent reader.

## Identifying our Superhero Standards: Prioritizing Standards and Instruction with the Next Generation ELA Standards - Online

▪ 3/25/25 - 3/31/25, 6 hours

**Audience:** pre-k-12 ELA teachers/coordinators, secondary English teachers, and administrators

When the New York State Next Generation ELA Standards were adopted in 2017, New York announced a three-phase rollout of the standards beginning with awareness, and then moving to capacity building. We are currently in the "full implementation" phase, and grades 3-8 testing has transitioned to alignment with these standards. In this 6-hour online workshop, we will begin with an examination of the foundational documents and overall architecture of the Next Gen ELA standards. Participants will then identify a "Superhero" standard, 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, time has been allocated for defining strategies to work on helping your students to develop the skills necessary to address this standard.

## Listening and Speaking as a Learning Foundation for Reading and Writing: Grades Pre-K-2 - In Person

Please choose one date below:

- 1/9/25, 8:30 am - 3:30 pm, 6 hours or
- 2/12/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** pre-k-2 teachers and administrators

In this course, we will focus on teaching, speaking, and listening skills in order to build students' ability to read and write at grade level. Explore pedagogy for supporting literacy success through creating healthy habits, fine-tuning teacher modeling, and providing descriptive, actionable feedback. Establish ways to encourage students as they take risks and strive to make meaningful contributions to conversations and written exchanges. Create lessons around read alouds and whole class book talks in order to develop strong and insightful conversations. Participants are welcome to bring read alouds and/or text to plan for future lessons or explore and use for individual lesson planning.

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## NYS Teaching and Learning Standards: What They Say, and How to Integrate them in a Meaningful Way - Online

- 2/11/25 - 2/24/25, 12 hours

**Audience:** teachers and administrators

It is no secret that New York State has had a variety of initiatives over the past several years. This has included changes, updates, and additions to standards in every content area. This flexible, online 12-hour CTLE course will provide you with an overview of the New York State Teaching Standards as well as the new Learning Standards in each content area. Participants will engage in 10 different modules over the course of 12 hours, at a self-paced rate, to explore each set of standards, as well as how the standards from the various content areas fit together.

## Podcast PD: Reading Comprehension: It's the Heart of the Matter - Online

Please choose one online date range below:

- 1/14/25 - 1/17/25, 3 hours,
- 1/28/25 - 1/31/25, 3 hours,
- 2/4/25 - 2/7/25, 3 hours,
- 2/11/25 - 2/14/25, 3 hours,
- 3/4/25 - 3/7/25, 3 hours, or
- 3/18/25 - 3/21/25, 3 hours

**Audience:** K-12 teachers, administrators, literacy coaches, and AIS teachers

This Podcast PD is inspired by the podcast Literacy Talks, which invites participants to embark on a journey of reflection, connection, and critical analysis of a paper by esteemed researcher Hugh W. Catts. Through guided readings and discussions, participants will unpack Catts' insights and confront key questions raised around the topic of reading comprehension. Participants will then engage in listening to the podcast hosts as they dissect and deliberate upon Catts' ideas, fostering a dynamic exchange of perspectives and interpretations. Guided reflections and collaborative activities will further enrich the learning experience, offering attendees ample opportunities to apply newfound insights to their practice. Don't miss this enriching opportunity to not only glean wisdom from expert voices but also forge meaningful connections with fellow educators. Bring your device (laptop or Chromebook) and earbuds, and prepare to dive deep into the heart of comprehension.

## Strengthening the MTSS Process for Academic Needs: Supporting Learners in Tier 1 and Clarifying How, When, and Why to Recommend a Student for Tier 2 Intervention - In Person

- 3/28/25 & 3/31/25, 8:30 am - 3:30 pm, 12 hours

**Audience:** K-6 teachers, MTSS coordinators, and administrators (teams encouraged)

This program, suitable for K-6 educators and MTSS leaders, outlines a process for considering data, differentiating instruction within Tier 1, and determining how, when, and why to recommend a student for Tier 2 Intervention. In this course, participants will learn to: make distinctions between Tier 1 and Tier 2, distinguish between practice, strategies, and intervention, identify and organize research-based interventions for the Big Six Skills and Competencies (in ELA) and mathematics Domains, and consider data collection tools to track progress.

## TGIF Series Part 4 ELA Grade 3 & 4: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 2/7/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 3 & 4 classroom teachers, special education teachers, AIS teachers, and literacy coaches

As grade 3 - 4 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) for ELA. We will create grade level specific assessments. These assessments will include a variety of questions formats and Performance Level Descriptor levels. Though not required, districts are encouraged to send a team of teachers.

## TGIF Series Part 4 ELA Grade 5 & 6: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 2/20/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 5 & 6 ELA teachers, special education teachers, AIS teachers, and literacy coaches

As grade 5 - 6 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) for ELA. We will create grade level specific assessments. These assessments will include a variety of questions formats and Performance Level Descriptor levels. Though not required, districts are encouraged to send a team of teachers.



## TGIF Series Part 4 ELA Grade 7 & 8: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 2/27/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 7 & 8 classroom teachers, special education teachers, AIS teachers, and literacy coaches

As grade 7 - 8 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) for ELA. We will create grade level specific assessments. These assessments will include a variety of questions formats and Performance Level Descriptor levels. Though not required, districts are encouraged to send a team of teachers.

## The Gifts of Reading Books: Building Knowledge, Skills, and Stability - In Person

Please choose one date below:

- 1/24/25, 8:30 am - 3:30 pm, 6 hours or
- 2/26/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** classroom teachers, guidance counselors, and school social workers

This course provides teachers, support staff, and related service providers with a meaningful approach to supporting students experiencing homelessness and trauma through book-based interventions. Grounded in the Science of Reading framework, the course explores how reading books that transport students to faraway lands, present scientific dilemmas, or introduce unfamiliar experiences can broaden perspectives and foster resilience. Participants will create a lesson plan for a book of their choosing to implement into their own book-based intervention, tailored to the needs of students experiencing homelessness or trauma. A list of recommended books will be provided to help develop knowledge, reading skills, and emotional stability, empowering educators to create a nurturing and enriching learning environment.

## Understanding the Language Acquisition Process for ELLs: Theory and Practical Applications - Online

- 2/11/25 - 2/14/25, 3 hours

**Audience:** ESL teachers and k-12 classroom teachers

If you've ever had the opportunity to work with an English Language Learner (ELL), and wondered about how the processes of language acquisition and language learning come to be, then this course is for you. Through this professional learning experience, you'll look at major theories of how learners learn language and become fluent. This will include stages of language development and characteristics of each stage, as well as an overview of major theories and theorists of language development from a variety of contexts and areas of expertise. (Part 154 ELL issues will be covered. This course may be used for the Part 154/ELL requirement NYSED CTLE.)

## Visible Learning for Literacy, K-12 - In Person

Please choose one date below:

- 1/8/25, 8:30 am - 3:30 pm, 6 hours,
- 2/10/25, 8:30 am - 3:30 pm, 6 hours, or
- 3/5/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** K-12 teachers and administrators

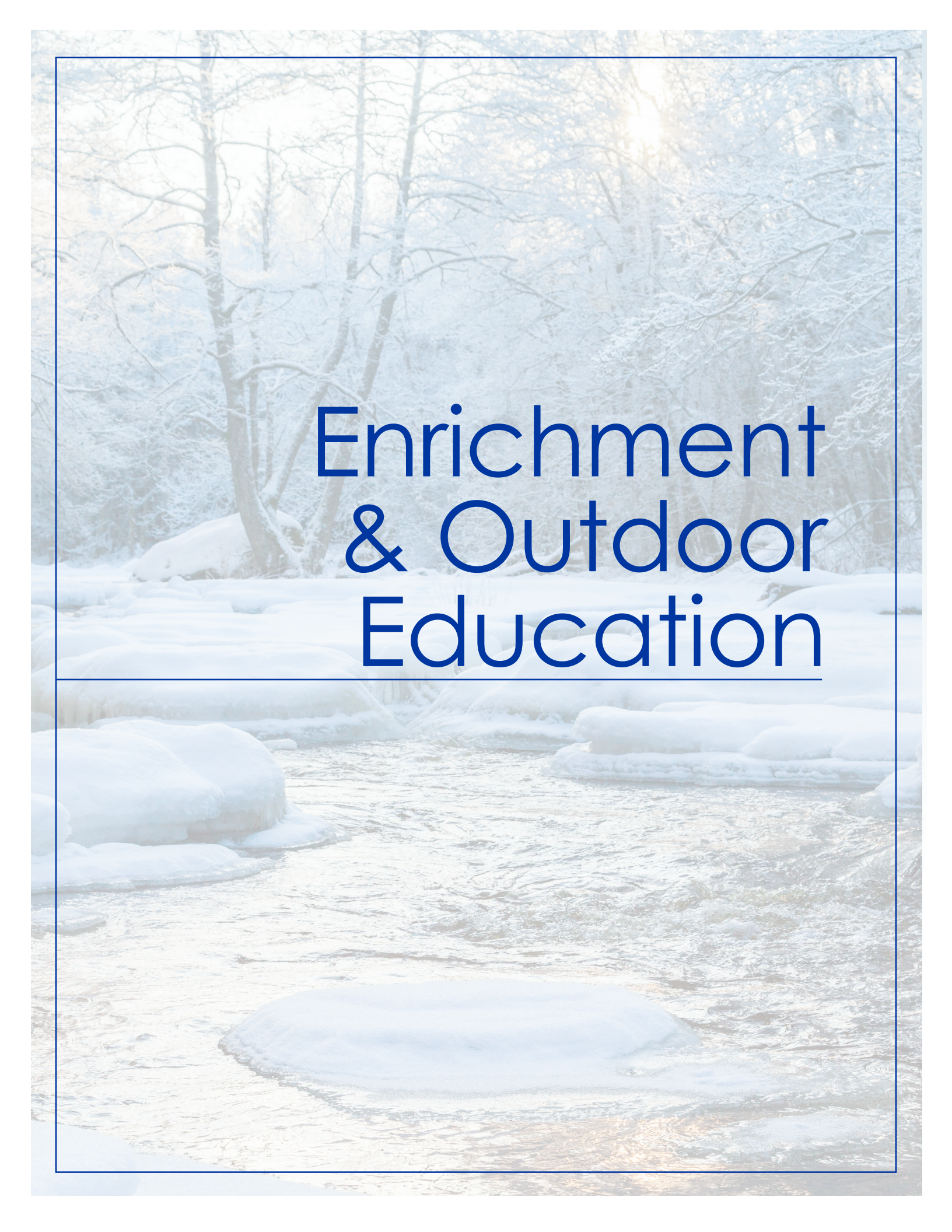
Educators have been in search of "what works" for decades. The collective search for better ways to reach students to ensure they develop literacy knowledge and skills has resulted in thousands and thousands of books, hundreds of thousands of research articles, and countless websites. The truth is, not everything works. In this course, participants will explore practices to ensure that students gain a full year's worth of growth for a year of enrollment in school. Based on John Hattie's head-turning synthesis of more than 15 years of research involving millions of students, these practices are "visible" for teachers and students to see. Authors, Doug Fisher and Nancy Frey bring clarity to the research in their book, Visible Learning For Literacy. Participants will discuss ways to use the right approach at the right time, which routines are most effective during specific phases of learning and the mindframe teachers apply to curriculum planning in order to be a change agent in student learning. All participants will leave with a copy of the book, Visible Learning For Literacy to deepen their knowledge and strengthen their practice.

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A serene winter landscape featuring a snow-covered forest with bare trees and a stream flowing through a rocky, snow-laden area. The sun is visible through the trees in the background, creating a warm, golden glow. The entire scene is framed by a thin blue border.

# Enrichment & Outdoor Education

### Introduction to StarLab and Starry Night - In Person

- 1/13/25, 8:30 am - 11:30 am, 3 hours

**Audience:** librarians and k-12 teachers

Give your students a memory that will last a lifetime - one of the best field trips ever without leaving the gym! With this experience, you're teaching and they're entertained while learning! The session serves as the required one hour hands-on, in-person set up/break down training to be able to safely and effectively use the StarLab, as well as an introductory course to the Starry Night Software. At the end of this basic training, participants will be certified and able to run sessions at their respective districts with the StarLab equipment.

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A serene winter scene featuring a snow-covered forest. In the foreground, a stream flows through a landscape of snow-covered rocks and trees. The sun is visible in the upper right, casting a warm glow through the branches. The overall atmosphere is peaceful and cold.

# Instructional Strategies

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## Defining Artificial Intelligence - Online

Please choose one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** teachers, administrators, teaching assistants, literacy, mathematics and technology coaches

Step into the world of artificial intelligence (AI) with our workshop. In an era where AI has become a ubiquitous term, our course aims to demystify the buzz surrounding it and specifically explore the distinction between traditional AI and cutting-edge generative AI. As educators, understanding the nuances between these two realms is crucial for staying ahead in the rapidly evolving technological landscape. Join us for an engaging asynchronous learning experience as we unravel the complexities and delve into the transformative potential of Generative AI, ensuring you are well-equipped to navigate the future of AI in education and beyond.

## Effective Strategies for Teaching Vocabulary in World Language Classrooms: Enhancing Proficiency and Communication - In Person

Please choose one date below:

- 1/8/25, 12:30 pm - 3:30 pm, 3 hours,
- 2/13/25, 12:30 pm - 3:30 pm, 3 hours, or
- 3/5/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** k-12 teachers

This course is designed to equip language teachers with a variety of effective strategies for teaching vocabulary. Participants will explore research-based methods to enhance language acquisition, promote student engagement, and differentiate instruction to meet the diverse needs of learners. Through hands-on activities and collaborative discussions, teachers will leave with practical tools to enrich vocabulary instruction in their classrooms.

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## Executive Functioning: What It Is and How to Empower Students to Harness Their Brain's Air Traffic Control Tower - Online

- 2/25/25 - 2/28/25, 3 hours

**Audience:** administrators, teachers, teaching assistants, and PPS staff members

This workshop will guide participants in understanding what is currently known about executive functioning skills in today's research. Common terms and definitions will be discussed, leading participants to gain a comprehensive understanding of executive functioning skills. The learning will be centered on helping school staff and teachers to identify the need to assess executive functioning skills and create learning environments that build executive functioning skills.

## Introduction to Differentiation for All Populations - Online

Please choose one online date range below:

- 1/14/25 - 1/17/25, 3 hours or
- 3/25/25 - 3/28/25, 3 hours

**Audience:** educators

Differentiated instruction is an often-used buzzword in classroom instruction. In this course, we'll explore multiple definitions of differentiation from reputable and scholarly sources and explore real-world examples of how it can be done. This course will help you to be able to talk-the-talk and walk-the-walk of differentiation in your classroom, and help you to know that it's not as hard as you think!

## Moving Minds: Enhancing Special Education with Classroom Movement - In Person

Please choose one date below:

- 1/16/25, 8:30 am - 11:30 am, 3 hours,
- 2/7/25, 12:30 pm - 3:30 pm, 3 hours, or
- 3/10/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** behavioral specialists, school counselors, special education teachers, and OT/PTs

In this comprehensive 3-hour workshop, educators and professionals working with students with disabilities will explore innovative strategies to enhance learning through physical movement. Backed by research demonstrating the profound impact of movement on cognitive development and overall well-being, participants will discover practical techniques to incorporate physical activities seamlessly into the classroom environment. Throughout the workshop, participants will engage in dynamic discussions and hands-on activities aimed at fostering an inclusive and active learning environment. From quick brain breaks to immersive physical activities, attendees will experience firsthand the transformative power of movement for students with diverse needs.

## Strengthening the MTSS Process for Academic Needs: Supporting Learners in Tier 1 and Clarifying How, When, and Why to Recommend a Student for Tier 2 Intervention - In Person

- 3/28/25 & 3/31/25, 8:30 am - 3:30 pm, 12 hours

**Audience:** k-6 teachers, MTSS coordinators, and administrators (teams encouraged)

This program, suitable for K-6 educators and MTSS leaders, outlines a process for considering data, differentiating instruction within Tier 1, and determining how, when, and why to recommend a student for Tier 2 Intervention. In this course, participants will learn to: make distinctions between Tier 1 and Tier 2, distinguish between practice, strategies, and intervention, identify and organize research-based interventions for the Big Six Skills and Competencies in ELA and mathematics Domains, and consider data collection tools to track progress.

## Timing is Everything - Online

Please choose one online date range below:

- 1/10/25 - 1/16/25, 6 hours or
- 2/7/25 - 2/13/25, 6 hours

**Audience:** educators, administrators, and instructional coaches

Timing is something that we often struggle with as educators. Often times 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.

## What the Prompt?! Intro to AI Prompting for Educators - Online

Please one online range date below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** teachers, administrators, teaching assistants, literacy, and math and technology coaches

This self-paced course will empower educators to explore the art and science of AI prompting, transforming AI from a tool that bypasses productive thinking into one that fosters structured, critical thought. Participants will learn what makes a strong prompt and ways in which some EdTech solutions simplify prompting. By the end of the course, you will have the tools to design effective prompts that boost student engagement, foster critical thinking, and elevate the use of AI in your classroom and professional practice.

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A serene winter scene featuring a snow-covered forest with bare trees and a stream with ice floes. The sun is visible through the trees in the background, creating a warm, golden glow. The entire image is framed by a thin blue border.

# Library Materials & Strategies

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## A Dynamic Duo: ENL Teachers and School Librarians - A Four Part Series - In Person

**Series session dates, participants must attend all sessions:**

- 1/28, 2/11, 3/25, 5/13, 8:30 am - 11:30 am, 12 hours

**Audience:** school librarians and ENL teachers

This workshop is a partnership series between the School Library System and the Hudson Valley RBERN. It is designed to promote partnerships between ENL teachers and school librarians from the same school. It is ideal if these partners register together for this workshop, but not required. School librarians and ENL teachers will work together on a culminating activity in order to provide powerful learning opportunities for English Language Learners and their families

## Integrating Emerging Technologies in the Library - In Person

- 3/4/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** school librarians

This workshop empowers k-12 librarians to create engaging, tech-forward library experiences using resources like SWANK, ClickView, ProQuest SIRS Issues Researcher, and Sora. Participants will learn how these platforms can support digital storytelling, research skills, and interactive content delivery thereby enhancing student engagement with multimedia and current issues. At the end of this course, librarians will have an implementation plan leveraging these tools to foster a dynamic, 21st-century library space tailored to student needs.

## Introduction to StarLab and Starry Night - In Person

- 1/13/25, 8:30 am - 11:30 am, 3 hours

**Audience:** school librarians and k-12 teachers

Give your students a memory that will last a lifetime - one of the best field trips ever without leaving the gym! With this experience, you're teaching and they're entertained while learning! The session serves as the required one hour hands-on, in-person set up/break down training to be able to safely and effectively use the StarLab, as well as an introductory course to the Starry Night Software. At the end of this basic training, participants will be certified and able to run sessions at their respective districts with the StarLab equipment.

## OPALS Library Management Software Essentials - In Person

- 3/13/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** school librarians

OPALS Library Management Software Essentials provides the information and practice you need to be able to perform daily functions in OPALS. In each module, reference guides and videos will walk you step-by-step through some of the basic functions to efficiently and successfully run your system and meet the needs of your learning community. Participants will understand the architecture of their system, configure OPALS for the school year, circulate, run basic reports, initiate and respond to interlibrary loans, and practice end of the school year tasks. Each participant must have their own login for their OPALS library management software with basic permissions.

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A serene winter landscape featuring a snow-covered forest. In the foreground, a stream flows through a field of snow, with several large, rounded snowdrifts on either side. The background is filled with bare trees, their branches heavily laden with snow. A bright light source, likely the sun, is visible through the trees in the upper right, creating a soft, golden glow. The overall atmosphere is peaceful and cold.

# Mathematics

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## Creating Classroom Assessments in Algebra I - In Person

- 3/31/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** high school mathematics educators

As Algebra I teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) in mathematics as well as the Performance Level Descriptors. We will explore multiple choice versus open ended formats as well as procedural skills item formats. We will create assessments that will include a variety of questions formats and Performance Level Descriptors levels. Though not required, districts are encouraged to send a team of teachers.

## Content Area Reading Strategies for the Mathematics Teacher: Building Literacy Skills for Comprehension and Expression in the Mathematics Classroom (Grades 4-12) - Online

- 3/4/25 - 3/7/25, 3 hours

**Audience:** mathematics teachers and leaders from grade 4-12

In order to gain and create meaning from text and course materials in mathematics, students must have critical content area literacy, including reading and listening to ascertain meaning, and writing and speaking to convey information. In their document, New York State Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects, New York State Department of Education states that, "although literacy development certainly resides in the domain of the English Language Arts classroom, teachers in other disciplines have recognized the importance of literacy to their own subject areas." We all have a responsibility to build our students' ability to access, read, and comprehend texts in a variety of disciplines. This course is designed for teachers of mathematics, and will help you to understand the role of literacy skills in math, providing you with a toolbox of specific strategies and roadmaps to build reading, writing, listening, and speaking skills in your classroom, too!

## Hands-On Activities for Teaching Mathematics in Middle and High School - Online

**Please choose one online date range below:**

- 1/24/25 - 1/30/25, 6 hours or
- 3/7/25 - 3/13/25, 6 hours

**Audience:** mathematics teachers, mathematics coaches, department heads/chairs, and special education teachers

Well-designed, hands-on activities in mathematics foster connections to real-world situations and increase learner engagement. When students make those connections, more parts of their brains are activated, and the knowledge gained more easily transfers to long-term memory. This style of teaching and learning also facilitates the growth of critical thinking and problem-solving skills. The course will introduce various hands-on activities that can be implemented in Middle and High School classrooms.

## Identifying the Superhero Mathematics Standards: How to Prioritize the Next Generation Mathematics Standards - Online

- 2/7/25 - 2/13/25, 6 hours

**Audience:** mathematics teachers, mathematics coaches, and mathematics leaders

When the New York State Next Generation Mathematics Standards were adopted in 2017, New York announced a three-phase rollout of the standards beginning with awareness, and then moving to capacity building. We are currently in the "full implementation" phase, and grades 3-8 testing will transition to alignment with these standards in Spring 2023. In this full day personalized-learning workshop, we will begin with an examination of the foundational documents and overall architecture of the Next Gen Math standards. Each participant will then identify a power standard, 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. 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.

## NYS Teaching and Learning Standards: What They Say, and How to Integrate them in a Meaningful Way - Online

- 2/11/25 - 2/24/25, 12 hours

**Audience:** teachers and administrators

It is no secret that New York State has had a variety of initiatives over the past several years. This has included changes, updates, and additions to standards in every content area. This flexible, online 12-hour CTLE course will provide you with an overview of the New York State Teaching Standards as well as the new Learning Standards in each content area. Participants will engage in 10 different modules over the course of 12 hours, at a self-paced rate, to explore each set of standards, as well as how the standards from the various content areas fit together.

## MTSS Teams Strengthen your Process for Supporting your Academic Needs - In Person

- 3/28/25 & 3/31/25, 8:30 am - 3:30 pm, 12 hours

**Audience:** K-6 teachers, MTSS coordinators, and administrators (teams encouraged)

This program, suitable for k-6 educators and MTSS leaders, outlines a process for considering data, differentiating instruction within Tier 1, and determining how, when, and why to recommend a student for Tier 2 Intervention. In this course, participants will learn to: make distinctions between Tier 1 and Tier 2, distinguish between practice, strategies, and intervention, identify and organize research-based interventions for the big six skills and competencies in ELA and mathematics Domains, and consider data collection tools to track progress.

## TGIF Series Part 4 Mathematics Grade 3 & 4: Developing Classroom Assessments Aligned to the NYS Exams - In Person

3/28/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 3 & 4 teachers

As grade 3 and 4 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) in mathematics. We will create grade level specific assessments. These assessments will include a variety of questions formats and Performance Level Descriptors levels. Though not required, districts

## TGIF Series Part 4 Mathematics Grade 5 & 6: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 3/21/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 5 & 6 teachers

As grade 5 and 6 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) in mathematics. We will create grade level specific assessments. These assessments will include a variety of questions formats and Performance Level Descriptors levels. Though not required, districts are encouraged to send a team of teachers.

## TGIF Series Part 4 Mathematics Grade 7 & 8: Developing Classroom Assessments Aligned to the NYS Exams - In Person

- 3/14/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 7 & 8 mathematics teachers

As grade 7 and 8 teachers one of our complex tasks is the creation of assessments. In this workshop we will explore how to create classroom assessments that align to the Next Generation Learning Standards (NGLS) in mathematics. We will create grade level specific assessments. These assessments will include a variety of questions formats and Performance Level Descriptors levels. Though not required, districts are encouraged to send a team of teachers.

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# NYS Certification Courses

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## Dignity Act Coordinators: Initial 6-hour Training for New Dignity Act Coordinators - Online

- 1/7/25 - 1/13/25, 6 hours,
- 1/10/25 - 1/16/25, 6 hours,
- 1/28/25 - 2/3/25, 6 hours,
- 2/21/25 - 2/27/25, 6 hours, or
- 3/21/25 - 3/27/25, 6 hours

**Audience:** new Dignity Act Coordinators

Your building or district administrator has recently informed you that you have been appointed the "Dignity Act Coordinator" for your building! Now what?! This course is designed for Dignity Act Coordinators, and will explore the basic foundations of the law, requirements for districts, best practices timelines, recent updates, and roles and responsibilities of individuals for compliance and more importantly, commitment to making your school a safe and supportive environment for all students.

## Dignity Act Coordinators: Refresher 3 Hour Training for Experienced and Returning Dignity Act Coordinators - Online

**Please choose one online date range below:**

- 1/7/25 - 1/10/25, 3 hours or
- 1/28/25 - 1/31/25, 3 hours

**Audience:** returning Dignity Act Coordinators

The Dignity for All Students Act requires that each building have an individual designated as the Dignity Act Coordinator. This refresher course is designed for returning Dignity Act Coordinators. It 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.

## School Violence Prevention and Intervention - SAVE Workshop - Online

**Please choose one online date range below:**

- 1/8/25 - 1/10/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours, or
- 3/5/25 - 3/7/25, 2 hours

**Audience:** educators who need the certified 2-Hour SAVE Course

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 lecture, 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.

## Training in Needs of Children with Autism - Online

**Please choose one online date range below:**

- 1/7/25 - 1/10/25, 3 hours,
- 2/4/25 - 2/7/25, 3 hours, or
- 3/4/25 - 3/7/25, 3 hours

**Audience:** candidates applying for a classroom teaching certificate in all areas of special education

This 3-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.

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A serene winter landscape featuring a snow-covered forest in the background and a stream in the foreground. The stream is partially frozen, with large, smooth ice floes floating in the water. The sun is visible through the trees in the upper right, creating a warm, golden glow. The entire scene is framed by a thin blue border.

# Science



## Aligning to NGSS With Storylines - Online

▪ 2/11/25 - 2/14/25, 3 Hours

**Audience:** k-12 science educators

In this online workshop, we will explore an approach to three-dimensional science learning called storylining. Storylining in the science classroom entails a phenomena driven curriculum in which students interact with phenomena, question phenomena, and investigate phenomena to explain scientific principles and solve problems. A well-designed storyline will provide students with a learning path fueled by their own questions that builds towards the science and engineering practices, disciplinary core ideas, and cross cutting concepts found in the NYS P-12 Science Learning Standards (NYSSLS). We will learn about the key components to building a science storyline, study example storylines, and create our own storyline by the end of the workshop to be used in your own classroom.

## Content Area Reading Strategies for the Science Teacher: Building Literacy Skills for Comprehension and Expression in the Science Classroom (Grades 4-12) - Online

▪ 3/4/25 - 3/7/25, 3 hours

**Audience:** science teachers and leaders

In order to gain and create meaning from text and course materials in science, students must have critical content area literacy, including reading and listening to ascertain meaning, and writing and speaking to convey information. In their document, New York State Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects, New York State Department of Education states that, "although literacy development certainly resides in the domain of the English Language Arts classroom, teachers in other disciplines have recognized the importance of literacy to their own subject areas." We all have a responsibility to build our students' ability to access, read, and comprehend texts in a variety of disciplines. This course is designed for teachers of science, and will help you to understand the role of literacy skills in science, providing you with a toolbox of specific strategies and roadmaps to build reading, writing, listening, and speaking skills in your classroom, too!

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## Mastering the NYS Earth and Space Science Reference Table: A Deep Dive for Educators - In Person

▪ 3/25/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** science teachers

This course is designed to equip educators with an understanding of the NYS Earth and Space Science Reference Table. Participants will explore the structure, content, and applications of the reference table, gaining insights into how to effectively integrate it into their teaching practices. Through collaborative discussions and targeted strategies, teachers will learn how to help students interpret and utilize the table to analyze scientific data, solve problems, and deepen their understanding of Earth and Space Science concepts.

## NYS Earth and Space Science Investigations: Sky is the Limit, The Ripple Effect, and Unearthing Mars - In Person

Please choose one date below:

- 1/28/25, 8:30 am - 3:30 pm, 6 hours or
- 2/20/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** science teachers

Come experience and collaborate with other teachers on the recently released NYSED Earth and Space Science investigations: The Ripple Effect, Unearthing Mars, and The Sky is the Limit. This workshop will help walk participants through these Earth and Space Science investigations with the suggested materials.

## NYS Earth and Space Science Investigation: The Ripple Effect- The Work of Water Across New York State Surfaces - In Person

▪ 3/20/25, 8:30 am - 11:30 am, 3 hours

**Audience:** science teachers

This half-day training session offers educators an opportunity to explore and collaborate on the NYSED "The Ripple Effect- The Work of Water Across New York State Surfaces" investigation. You will get an in-depth look into the materials provided by NYSED, the suggested materials for conducting the investigation, and tips for conducting the investigation.

## NYS Earth and Space Science Investigation: The Sky is the Limit- Decoding Weather Conditions - In Person

▪ 3/18/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** science teachers

This half-day training session offers educators an opportunity to explore and collaborate on the NYSED "The Sky is the Limit- Decoding Weather Conditions" investigation. You will get an in-depth look into the materials provided by NYSED, the suggested materials for conducting the investigation, and tips for conducting the investigation.

## NYS Earth and Space Science Investigation: Unearthing Mars - A Historical Perspective - In Person

- 3/18/25, 8:30 am - 11:30 am, 3 hours

**Audience:** science teachers

This half-day training session offers educators an opportunity to explore and collaborate on the NYSED "Unearthing Mars - A Historical Perspective" investigation. You will get an in-depth look into the materials provided by NYSED, the suggested materials for conducting the investigation, and tips for conducting the investigation.

## NYS Life Science Biology Investigations: Lactose Tolerance, For the Birds, and Balancing Act - In Person

Please choose one date below:

- 1/14/25, 8:30 am - 3:30 pm, 6 hours or
- 3/13/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** science teachers

Come experience and collaborate with other teachers on the recently released NYSED Life Science: Biology Investigations, Unraveling the Mystery of Lactose Intolerance, For the Birds, and Balancing Act. This workshop will help walk participants through these Life Science: Biology investigations with the suggested materials.

## NYS Life Science Investigation: Balancing Act - Exploring Feedback and Homeostasis - In Person

- 3/6/25, 8:30 am - 11:30 am, 3 hours

**Audience:** science teachers

This half-day training session offers educators an opportunity to explore and collaborate on the NYSED "Balancing Act- Exploring Feedback and Homeostasis" investigation. You will get an in-depth look into the materials provided by NYSED, the suggested materials for conducting the investigation, and tips for conducting the investigation.

## NYS Life Science Investigation: For the Birds - Designing Solutions - In Person

- 2/25/25, 8:30 am - 11:30 am, 3 hours

**Audience:** science teachers

This half-day training session offers educators an opportunity to explore and collaborate on the NYSED "For the Birds: Designing Solutions" investigation. You will get an in-depth look into the materials provided by NYSED, the suggested materials for conducting the investigation, and tips for conducting the investigation.

## NYS Life Science Investigation: Lactose Tolerance- Unraveling the Mystery of Lactose Tolerance - In Person

- 2/25/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** science teachers

This half-day training session offers educators an opportunity to explore and collaborate on the NYSED "Lactose Tolerance- Unraveling the Mystery of Lactose Tolerance" investigation. You will get an in-depth look into the materials provided by NYSED, the suggested materials for conducting the investigation, and tips for conducting the investigation.

## NYS Teaching and Learning Standards: What They Say, and How to Integrate them in a Meaningful Way - Online

- 2/11/25 - 2/24/25, 12 hours

**Audience:** teachers and administrators

It is no secret that New York State has had a variety of initiatives over the past several years. This has included changes, updates, and additions to standards in every content area. This flexible, online 12-hour CTLE course will provide you with an overview of the New York State Teaching Standards as well as the new Learning Standards in each content area. Participants will engage in 10 different modules over the course of 12 hours, at a self-paced rate, to explore each set of standards, as well as how the standards from the various content areas fit together.

## Planning & Carrying Out Investigations in the Science Classroom - Online

Please choose one online date range below:

- 1/21/25 - 1/24/25, 3 hours or
- 3/18/25 - 3/21/25, 3 hours

**Audience:** science leaders and educators

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.



## Promoting Literacy in the Science Classroom - Online

Please choose one online date range below:

- 2/18/25 - 2/24/25, 6 hours

**Audience:** science teachers

Scientists cannot do their jobs without reading, writing, listening, and communicating. Science educators have the opportunity to authentically support these skills in the science classroom. In this course participants will gain tools and strategies for strengthening your students' scientific literacy.

## Safety in the Science Classroom - Online

- 3/11/25 - 3/17/25, 6 hours

**Audience:** science teachers

Whether you have been a teacher for years, or are brand new to teaching science, we could all use a refresher on how to keep our science classrooms safe. In this course, we will discuss all things related to science classroom safety including storage of supplies, disposal of materials, safety equipment, and more.

## Three-Dimensional Assessments for NGSS - In Person

- 3/6/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** K-12 teachers

The traditional true/false, matching, and fill in the blank science assessments are a thing of the past. In this course, you will learn about three-dimensional assessments that address the science and engineering practices, cross cutting concepts, and disciplinary core ideas that are the very heart of the NYS Science Learning Standards (NYSSLS). This course will teach you how to incorporate all three dimensions in your assessments, use online tools and resources, view and analyze example assessments, and learn about the bones of a three-dimensional assessment.

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A serene winter landscape featuring a snow-covered forest with bare trees and a flowing stream in the foreground. The scene is bathed in soft, golden light, likely from a low sun, creating a peaceful and cold atmosphere. The text "Social Studies" is overlaid in a dark blue, serif font, underlined.

# Social Studies



## Content Area Reading Strategies for the Social Studies Teacher: Building Literacy Skills for Comprehension and Expression in the Social Studies Classroom (Grades 4-12) - Online

▪ 3/4/25 - 3/7/25, 3 hours

**Audience:** social studies teachers, k-6 teachers, and leaders

In order to gain and create meaning from text and course materials in Social Studies, students must have critical content area literacy, including reading and listening to ascertain meaning, and writing and speaking to convey information. In their document, New York State Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects, New York State Department of Education states that, "although literacy development certainly resides in the domain of the English Language Arts classroom, teachers in other disciplines have recognized the importance of literacy to their own subject areas." We all have a responsibility to build our students' ability to access, read, and comprehend texts in a variety of disciplines. This course is designed for teachers of Social Studies, and will help you to understand the role of literacy skills in Social Studies, providing you with a toolbox of specific strategies and roadmaps to build reading, writing, listening, and speaking skills in your classroom, too!

## Inquiry in the K - 6 Classroom to Support Next Generation ELA and Social Studies Civic Literacy - In Person

▪ 1/14/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** k-6 educators

In this workshop teachers will explore how to effectively use civics and citizenship related inquiry to have students engage with primary sources and using interactive strategies to build thinking and reading skills through the use of social studies content knowledge. A focus will be placed on the integration of Next Generation ELA performance level descriptors with social studies practices and skills instruction. Explore activities that use primary sources that help students to develop their literacy skills in support reading, writing and oral expression across the curriculum.

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## Making Connections with the Past Close to Home for Middle Level Students - In Person

▪ 3/11/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** grade 7 & 8 social studies teachers

This workshop will support Next Gen ELA and Social Studies Learning to practice inquiry thinking, reading and writing in the classroom in the middle level classroom by building a knowledge base to use geography and history close to home as the reference for learning. Working with local history can allow students to develop questions, engage in problem solving, and support grade performance level non-fiction reading and writing skills as designated by Next Gen Performance Level Descriptors at grade level.

## NYS Teaching and Learning Standards: What They Say, and How to Integrate them in a Meaningful Way - Online

▪ 2/11/25 - 2/24/25, 12 hours

**Audience:** teachers and administrators

It is no secret that New York State has had a variety of initiatives over the past several years. This has included changes, updates, and additions to standards in every content area. This flexible, online 12-hour CTLE course will provide you with an overview of the New York State Teaching Standards as well as the new Learning Standards in each content area. Participants will engage in 10 different modules over the course of 12 hours, at a self-paced rate, to explore each set of standards, as well as how the standards from the various content areas fit together.

## Using Social Studies Themed Picture Books in the Elementary Classroom for Critical Thinking and Literacy Development - In Person

▪ 3/20/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** k-5 educators

In this workshop the social studies practices will be illustrated as a means to support social studies literacy and inquiry development. The use of picture books to engage with primary source evidence by using interactive strategies to build thinking and reading skills and social studies content knowledge will be illustrated. Teachers will explore activities that use primary sources to help students to develop questioning skills in social studies that can support reading, writing and oral expression.





# Special Education



## Building Strong Communication Between Teachers, Paras and Students - In Person

Please choose one date below:

- 1/16/25, 12:30 pm - 3:30 pm, 3 hours or
- 2/5/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** k-12 teachers

In this course, participants will explore strategies to foster effective, collaborative communication between teachers, paras and students. Participants will explore methods to enhance understanding, build trust, and create supportive school teams. By the end of this course, teachers and paraprofessionals will be equipped with tools to navigate challenges and engage meaningfully with each other, promoting a cohesive and inclusive school community.

## Executive Functioning: What It Is, and How to Empower Students to Harness Their Brain's Air Traffic Control Tower - Online

- 2/25/25 - 2/28/25, 3 hours

**Audience:** administrators, faculty and staff

This workshop will guide participants in understanding what is currently known about executive functioning skills in today's research. Common terms and definitions will be discussed, leading participants to gain a comprehensive understanding of executive functioning skills. The learning will be centered on helping school staff and teachers to identify the need to assess executive functioning skills and create learning environments that build executive functioning skills.

## Foundational Skills for the Para-educator - In Person

Please choose one date below:

- 1/28/25 & 1/31/25, 8:30 am - 11:30 am, 6 hours,
- 2/25/25 & 2/28/25, 8:30 am - 11:30 am, 6 hours, or
- 3/27/25 & 3/28/25, 8:30 am - 11:30 am, 6 hours

**Audience:** OU BOCES para-educators only

These two 3-hour session training is designed to equip paraeducators with the essential skills and knowledge needed to support diverse learners in the classroom. Session 1 will focus on understanding the duties and responsibilities of a paraeducator, gaining insight into neurodiversity, and exploring the characteristics of students with Autism, ADHD, multiple disabilities, and trauma. Session 2 will offer hands-on scenario practice and explore effective strategies for working with students, using self-awareness, behavioral supports, de-escalation techniques, and collaborating with related service providers, including speech, occupational, and physical therapists.

## IEP Progress Monitoring: A Guide for Teachers - In Person

Please choose one online date range below:

- 2/10/25, 8:30 am - 3:30 pm, 6 hours, or
- 3/12/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** special education teachers and classroom teachers

Progress monitoring is critical for supporting students with IEPs, as it evaluates student learning outcomes, helps us consider instructional changes, and helps determine eligibility for other educational services. This course will provide teachers with an overview, some key considerations, and examples of progress monitoring methods that can be helpful in creating a plan specifically for their students. (Full course payment is due at the time of registration.)

## Intro to Read & Write for Google Chrome: The Multi-Faceted Accessibility Tool - Online

Please choose one online date range below:

- 1/8/25 - 1/10/25, 2 hours,
- 1/22/25 - 1/24/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/19/25 - 2/21/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** k-12 educators and special education teachers

Wonderfully intuitive and easy-to-use, Read&Write for Google Chrome™ provides personalized support to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF & ePub) more accessible. It's designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles. Move through the session at your own pace to learn the basics of each icon on your multi-accessibility tool.

## Moving Minds: Enhancing Special Education with Classroom Movement - In Person

Please choose one date below:

- 1/16/25, 8:30 am - 11:30 am, 3 hours,
- 2/7/25, 12:30 pm - 3:30 pm, 3 hours, or
- 3/10/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** behavioral specialists, school counselors, special education teachers, and OT/PTs

In this comprehensive 3- hour workshop, educators and professionals working with students with disabilities will explore innovative strategies to enhance learning through physical movement. Backed by research demonstrating the profound impact of movement on cognitive development and overall well-being, participants will discover practical techniques to incorporate physical activities seamlessly into the classroom environment. Throughout the workshop, participants will engage in dynamic discussions and hands-on activities aimed at fostering an inclusive and active learning environment. From quick brain breaks to immersive physical activities, attendees will experience firsthand the transformative power of movement for students with diverse needs.

## NYSAA Training for New and Returning Teachers 2024-25 - In Person

Please choose one date below:

- 1/14/25, 12:30 pm - 3:30 pm, 3 hours,
- 2/12/25, 8:30 am - 11:30 am, 3 hours, or
- 3/4/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** those in need of NYSAA certification

This workshop requires a KITE account. Teachers must activate their KITE account at least one week prior to attending a training, in order to participate. Please see your district coordinator - you will need your login credentials for this training. This workshop will prepare teachers to successfully administer the NYSAA to students with severe cognitive disabilities. Within this workshop, teachers as test administrators will be given an overview of the Dynamic Learning Map. Teachers will complete the self-paced modules required to administer the assessments. Sample testlets will be previewed in the modules. Teachers new to the assessment as well as those returning for a review should take the course.

## NYSAA Training for New and Returning Teachers 2024-2025 - Online

Please choose one online date range below:

- 1/14/25 - 1/17/25, 3 hours,
- 2/11/25 - 2/14/25, 3 hours, or
- 3/4/25 - 3/7/25, 3 hours

**Audience:** those in need of NYSAA certification

This workshop requires a KITE account. Teachers must activate their KITE account at least one week prior to attending a training, in order to participate. Please see your district coordinator - you will need your login credentials for this training. This workshop will prepare teachers to successfully administer the NYSAA to students with severe cognitive disabilities. Within this workshop, teachers as test administrators will be given an overview of the Dynamic Learning Map. Teachers will complete the self-paced modules required to administer the assessments. Sample testlets will be previewed in the modules. Teachers new to the assessment as well as those returning for a review should take the course.

## Testing Accommodations for Students with Disabilities - In Person

Please choose one date below:

- 2/7/25, 8:30 am -11:30 am, 3 hours or
- 3/10/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** special education teachers

This training provides special education teachers with the tools to effectively use testing accommodations for students with disabilities. Participants will learn about selecting appropriate accommodations, the types available, and best practices for documenting them on individualized education programs (IEPs). The course follows New York State guidelines to ensure compliance and to support the individualized needs of students, promoting equitable assessment opportunities.

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## Testing Accommodations for Students with Disabilities - Online (Assessment PD Subscribers Only)

Please choose one date below:

- 2/18/25 - 2/21/25, 3 hours or
- 3/18/25 - 3/21/25, 3 hours

**Audience:** special education teachers

This training provides special education teachers with the tools to effectively use testing accommodations for students with disabilities. Participants will learn about selecting appropriate accommodations, the types available, and best practices for documenting them on individualized education programs (IEPs). The course follows New York State guidelines to ensure compliance and to support the individualized needs of students, promoting equitable assessment opportunities.

## Walking in Their Shoes: Learning Disability Simulation - Online

Please choose one online date range below:

- 2/21/25 - 2/27/25, 6 hours or
- 3/26/25 - 4/1/25, 6 hours

**Audience:** pre-k-12 teachers and administrators

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.

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A serene winter landscape featuring a snow-covered forest with bare trees and a flowing stream in the foreground. The scene is bathed in soft, golden light, likely from a low sun, creating a warm and peaceful atmosphere. The text "Technology Integration" is overlaid in a dark blue, serif font, centered in the upper half of the image.

# Technology Integration

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## AI in School Counseling - In Person

- 2/3/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** school counselors

How is AI impacting school counseling? What AI resources can benefit a school counseling program? This workshop will present different AI resources and how school counselors are utilizing them in their practice.

## Aligning the Digital Literacy Standards with Kami - Online

**Please choose one online date range below:**

- 1/22/25 - 1/24/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours, or
- 3/12/25 - 3/14/25, 2 hours

**Audience:** classroom teachers, technology integration specialists, and administrators

During this online workshop, we are going to dive a little deeper into the latest features and functions of Kami. We will then identify the Digital Literacy concept area within the NYS Computer Science and Digital Fluency standards and learn to align these standards using Kami. This will be a make and take session that will allow for content creation and exploration that can be used within your own classroom.

## Gmail: Beyond the Basics - Online

**Please choose one online date range below:**

- 1/22/25 - 1/24/25, 2 hours,
- 2/26/25 - 2/28/25, 2 hours, or
- 3/12/25 - 3/14/25, 2 hours

**Audience:** educators, classroom teachers, technology integration specialists, AIS teachers, and administrators

Let us take a deeper dive into the world of Gmail. Participants of this self-paced course will learn basic features and functions of Gmail, but also new tips and tricks such as how to create contact groups, templates, scheduling an email, and so much more! Gmail offers a plethora of options beyond just receiving and sending mail. We will learn to navigate the ins and outs of Gmail and how it can better support our day- to- day workflow.

## Taking Interactive Notebooks Online: A Make and Take Session - Online

- 2/25/25 - 2/28/25, 3 hours

**Audience:** teachers

You may have heard of the use of interactive notebooks in the classroom, but did you know that interactive notebooks can also be made and used online? Look beyond the cutting and pasting in a notebook and find the true value of interactive notebooks. Interactive notebooks are a fun way for students to be creative, while organizing the content in a way that makes sense for students, and engages learners with a variety of learning styles and types. These notebooks are a valuable tool for all grade levels. Students are able to show the journey that they have taken through the year in your class. In this 3 hours, self-paced online session, we will look at how we can implement interactive notebooks in ANY setting, including the online classroom. You'll leave this course with tools that are ready to be used!

## Introduction to Formative - Online

**Please choose one online date range below:**

- 1/22/25 - 1/24/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours, or
- 3/12/25 - 3/14/25, 2 hours

**Audience:** classroom teachers, technology integration specialists, and administrators

During this online workshop, we are going to explore the latest features and functions of Formative. Come learn how this real-time assessment tool empowers teachers to create assignments that let students demonstrate learning in a variety of ways. Formative can change how assessments are used in the classroom. Please note that access to a Formative account from your district will be required for this course.

## Introduction to Google Classroom - Online

**Please choose one online date range below:**

- 1/22/25 - 1/24/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours, or
- 3/12/25 - 3/14/25, 2 hours

**Audience:** classroom teachers, technology integration specialists, and administrators

Join us in learning how to seamlessly integrate Google Apps into your classroom through this online course. Participants will learn the basics of Google Classroom and receive an in-depth look into this cloud-based tool. Through a combination of demos and interactive activities, participants will walk away with engaging, collaborative, and effective resources to incorporate within their instruction. Completion of this course will also prepare educators for the level one Google Certified Educator certification.

## Intro to Gizmos - Online

Please choose one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 2/26/25 - 2/28/25, 2 hours,
- 3/12/25 - 3/14/25, 2 hours, or
- 3/26/25 - 3/28/25, 2 hours

**Audience:** k-12 educators

With over 450 virtual, interactive STEM simulations all aligned to the latest standards, Gizmos help educators bring powerful new learning experiences to grades 3-12 classrooms. Build inquiry, understanding, and a love of math and science by taking this introductory, asynchronous workshop for Gizmos.

## Intro to Newsela - Online

Please choose one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** k-12 teachers, administrators, literacy coaches, and technology integration specialists

Join us for Intro to Newsela, an asynchronous course perfect for new users and those seeking a refresher on Newsela and its latest features. Discover how to navigate Newsela's extensive library of authentic, cross-topic nonfiction texts, tailored to meet students at their ideal reading levels. Participants will learn how to explore, assign, and review student work-and much more.

## Intro to Read & Write for Google Chrome: The Multi-Faceted Accessibility Tool - Online

Please choose one online date range below:

- 1/8/25 - 1/10/25, 2 hours,
- 1/22/25 - 1/24/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/19/25 - 2/21/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** k-12 educators and special education teachers

Wonderfully intuitive and easy-to-use, Read&Write for Google Chrome™ provides personalized support to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF & ePub) more accessible. It's designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles. Move through the session at your own pace to learn the basics of each icon on your multi-accessibility tool.

## iReady User Group Experience - In Person

- 3/19/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** teachers, admins, literacy coaches, math coaches, and data teams

Join your i-Ready Partners to learn about the latest research on student learning and dive into your data following your second Diagnostic. We'll have opportunities to collaborate with colleagues from neighboring districts to refine our practices in using data to inform instruction and explore strategies to engage all stakeholders to finish the year strong. Leaders, teachers, coaches, specialists are all encouraged to attend! Leaders, teachers, coaches, specialists are all encouraged to attend!

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## IXL Basics - Online

Please choose one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 2/26/25 - 2/28/25, 2 hours,
- 3/12/25 - 3/14/25, 2 hours, or
- 3/26/25 - 3/28/25, 2 hours

**Audience:** k-12 educators

Discover the world of IXL and how it can support teaching and learning in blended, remote, or face-to-face learning environments. IXL's three main components provide educators with rich resources connected to New York State Learning Standards, various textbooks and curricula, as well as a vast database of skills-based activities to target skills in mathematics, ELA, Social Studies, Science or Spanish. This asynchronous workshop will provide educators with an overview of each component as well as a look at how to access and analyze the data generated from this continuous diagnostic.

## Nearpod Basics - Online

Please choose one online range date below

- 1/8/25 - 1/10/25, 2 hours,
- 1/22/25 - 1/25/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/19/25 - 2/21/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** k-12 educators

Nearpod is a great app for lesson delivery, student interaction, and practice! It may seem cumbersome, but like most edtech tools, it is extremely user friendly and has a TON to offer. Come to this asynchronous session to learn the basics of using Nearpod and how you can engage students using the tool.

## NWEA Support Series - Session 1: How to Manage Test Sessions - Online

Please choose one online date range below:

- 1/16/25 - 1/17/25, 1 hour or
- 3/6/25 - 3/7/25, 1 hour

**Audience:** classroom teachers, technology integration specialists, and administrators

This series will offer support in accessing and managing everything NWEA. In this first session, we will review how to navigate and manage the testing sessions. We will review what to do before the testing session and the best way to support students during testing. An NWEA account must be accessible for this course.

## NWEA Support Series - Session 2: MAP Growth Resources for Students - Online

Please choose one online date range below:

- 1/30/25 - 1/31/25, 1 hour or
- 3/6/25 - 3/7/25, 1 hour

**Audience:** classroom teachers, technology integration specialists, and administrators

This series will offer support in accessing and managing everything NWEA. In this second session, we will review resources that you may use to support the student testing experience. We will locate where students can take practice tests as well as different resources that can support students in navigating the test. An NWEA account must be accessible for this course.

## NWEA Support Series - Session 3: Locating and Accessing Reports - Online

Please choose one online date range below:

- 2/6/25 - 2/7/25, 1 hour or
- 3/13/25 - 3/14/25, 1 hour

**Audience:** classroom teachers, technology integration specialists, and administrators

This series will offer support in accessing and managing everything NWEA. In this third session, we will review the different types of reports and how to access them. We will learn strategies to help us understand classroom and student data reports. An NWEA account must be accessible for this course.

## NWEA Support Series - Session 4: Goal Setting with Reports - Online

Please choose one online date range below:

- 2/27/25 - 2/28/25, 1 hour or
- 3/20/25 - 3/21/25, 1 hour

**Audience:** classroom teachers, technology integration specialists, and administrators

This series will offer support in accessing and managing everything NWEA. In this final session, we will focus on goal setting using data from the student reports. An NWEA account must be accessible for this course.

## Research Seminar: Research, Create, Collaborate, and Communicate (R3C) Training Series - In Person

Please choose one date below:

- 2/11/25, 8:30 am - 3:30 pm, 6 hours or
- 2/12/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** Approved Smart Start Grant Members

This course is part of a 4 seminar series addressing the NYS Digital Fluency Standards for grades K-8. This seminar prepares educators to be turnkey trainers in their schools supporting the integration of the Digital Fluency Standards in classroom learning and teaching. This seminar provides intensive exploration into the core digital literacy skill of researching.

## Using Software to Prepare for Computer Based Testing - Elementary Mathematics - Online

Please choose one online date range below:

- 1/28/25 - 1/31/25, 3 hours,
- 3/4/25 - 3/7/25, 3 hours, or
- 3/4/25 - 3/7/25, 3 hours

**Audience:** pre-k-12 teachers

During this self-paced workshop, participants will recognize and explore various software applications that offer digital tools used on a computer-based test. This course is designed to help you identify various software that illustrate the digital math tools used within the NYS exemplar. Each platform identified within this course will showcase strategies that you can use to integrate computer-based testing tools in your classroom. Participants will understand the functionality and learn how to integrate these tools into their content area. At the conclusion of this course, participants will have ready-to-use resources and will learn a few new tips and tricks to better implement the use of computer-based testing strategies in the classroom.

## Using Technology to Support Vocabulary in the Classroom - In Person

- 1/13/25, 8:30 am - 11:30 am, 3 hours

**Audience:** classroom teachers, technology integration specialists, administrators

Come join us as we learn and explore different types of platforms that can help to support vocabulary learning in the classroom. We will explore a plethora of software tools including Canva and learn how to digitally create and design vocabulary notebooks.

## WeVideo Basics and Beyond - Online

Please one online date range below:

- 1/7/25 - 1/10/25, 2 hours,
- 2/4/25 - 2/7/25, 2 hours, or
- 3/4/25 - 3/7/25, 2 hours

**Audience:** educators, classroom teachers, technology integration specialists, AIS teachers, and administrators

WeVideo is a great video editing software for student content creation. It is designed to use the cloud for collaborative storage and work. WeVideo not only teaches students how to video edit but it also encourages student creativity. Join this workshop to learn more about how you can use WeVideo as a tool in your classroom!

## What the Prompt?! Intro to AI Prompting for Educators - Online

Please one online date range below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** teachers, administrators, teaching assistants, literacy, mathematics and technology coaches

This self-paced course will empower educators to explore the art and science of AI prompting, transforming AI from a tool that bypasses productive thinking into one that fosters structured, critical thought. Participants will learn what makes a strong prompt and ways in which some EdTech solutions simplify prompting. By the end of the course, you will have the tools to design effective prompts that boost student engagement, foster critical thinking, and elevate the use of AI in your classroom and professional practice.

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# Timely Topics



## AI in School Counseling - In Person

- 2/3/25, 8:30 am - 3:30 pm, 6 hours

**Audience:** school counselors

How is AI impacting school counseling? What AI resources can benefit a school counseling program? This workshop will present different AI resources and how school counselors are utilizing them in their practice.

## Integrated ENL Co-Teaching Series - In Person

**Series session dates, participants must attend all sessions:**

- 1/9/25, 2/6/25, & 3/13/25, 8:30 am - 3:30 pm, 18 hours

**Audience:** ENL and content area co-teaching partnerships, dually certified ENL and content area teachers

This series will help co-teaching pairs to understand, plan for, and successfully implement Integrated ENL Co-Teaching in their content area classes. This series will discuss the NYS Co-Teaching Topic Briefs and reference the book Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection by Maria Dove and Andrea Honigsfeld. Session 1 will focus on building co-teaching relationships, culturally responsive sustaining education, and instructional strategies. Session 2 will focus on co-planning practices and routines, assessment and writing language and content objectives. Session 3 will focus on co-teaching models. Opportunities for implementation of the practices and strategies will be embedded throughout the series. Classroom and state testing accommodations for ELLs will also be covered. We strongly recommend that ENL teachers attend this series with one co-teacher to allow pairs to strengthen their relationship and dedicate time within each session to planning upcoming units and lessons that they will co-teach together. Must attend all 3 sessions.

## Professional Responsibilities for Proctors - Online

**Please choose one online date range below:**

- 1/9/25 - 1/10/25, 1 hour, or
- 1/16/25 - 1/17/25, 1 hour,

**Audience:** k-12 educators and leaders

This online self-paced course will introduce participants to the responsibilities and requirements of individuals proctoring NYSED assessments. Course materials will review the expectations outlined by the NYS Education Department with a specific focus on secondary assessments. This course is designed for new and experienced educators.

## Reconnecting with Your Purpose: Combating Burnout - In Person

**Please choose one date below:**

- 2/26/25, 12:30 pm - 3:30 pm, 3 hours or
- 3/26/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** k-12 teachers

This workshop aims to address the prevalent issue of teacher burnout and provide strategies to help teachers reconnect with their original passion for teaching. Through interactive activities, reflection sessions, and practical tips, participants will leave feeling rejuvenated and inspired.

## Substitute Teacher Training Course - Online

**Please choose one date below:**

- 1/7/25 - 1/10/25, 3 hours,
- 2/4/25 - 2/7/25, 3 hours, or
- 3/11/25 - 3/14/25, 3 hours

**Audience:** prospective substitute teachers

This online, asynchronous, 3-hour course will provide you with the skills and training necessary to become a substitute teacher in your desired district and its school building(s). The course consists of several different modules on general policies and procedures to know before you begin subbing, professionalism, typical day, students with diverse learning needs, and classroom management.

## The Educator's Guide to Responding to Challenging Emails - Online

**Please choose one online date range below:**

- 2/19/25 - 2/21/25, 2 hours or
- 3/26/25 - 3/28/25, 2 hours

**Audience:** pre-k-12 educators and administrators

We've all been on the receiving end of an email that has triggered an emotional response from us. In this course, we'll dissect what an email like this is all about, and how to respond tactfully, while still getting the message across. Join us as we explore this topic using humor and logic, and help to fill your toolbox with techniques to handle these challenging situations.

## What the Prompt?! Intro to AI Prompting for Educators - Online

Please one online range date below:

- 1/15/25 - 1/17/25, 2 hours,
- 1/29/25 - 1/31/25, 2 hours,
- 2/5/25 - 2/7/25, 2 hours,
- 2/12/25 - 2/14/25, 2 hours,
- 3/5/25 - 3/7/25, 2 hours, or
- 3/19/25 - 3/21/25, 2 hours

**Audience:** teachers, administrators, teaching assistants, literacy, mathematics and technology coaches

This self-paced course will empower educators to explore the art and science of AI prompting, transforming AI from a tool that bypasses productive thinking into one that fosters structured, critical thought. Participants will learn what makes a strong prompt and ways in which some EdTech solutions simplify prompting. By the end of the course, you will have the tools to design effective prompts that boost student engagement, foster critical thinking, and elevate the use of AI in your classroom and professional practice.

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A serene winter landscape featuring a snow-covered forest with bare trees and a stream with ice floes. The scene is bathed in soft, golden light, likely from a low sun, creating a peaceful and cold atmosphere. The text "World Languages" is overlaid in a dark blue, serif font, with a horizontal line underneath the word "Languages".

# World Languages



## Effective Strategies for Teaching Vocabulary in World Language Classrooms: Enhancing Proficiency and Communication - In Person

Please choose one date below:

- 1/15/25, 12:30 pm - 3:30 pm, 3 hours,
- 2/13/25, 12:30 pm - 3:30 pm, 3 hours, or
- 3/5/25, 12:30 pm - 3:30 pm, 3 hours

**Audience:** k-12 teachers

This course is designed to equip language teachers with a variety of effective strategies for teaching vocabulary. Participants will explore research-based methods to enhance language acquisition, promote student engagement, and differentiate instruction to meet the diverse needs of learners. Through hands-on activities and collaborative discussions, teachers will leave with practical tools to enrich vocabulary instruction in their classrooms.

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# *Save the Date*

**2025 Mid-Hudson Conference on  
Teaching, Learning, & Leading**

**August 5 & 6, 2025**

John Hattie, Ph.D.,  
world-renowned  
educational researcher,  
author, and speaker  
will deliver the keynote  
presentation.

**To register for this event  
scan/click the QR Code.**





## How to Register:

In the electronic version of the catalog, you can register by simply clicking on the workshop title of interest. Select the date that fits your schedule, login with your credentials and continue following the prompts to complete the registration process.

Our full catalog of workshops can be found by visiting [www.ouboces.org](http://www.ouboces.org) and using the Instructional Support Services tab at the top, and then selecting Catalog of Workshops & Registration. Please email our registrar, Elena Barnes, at [elena.barnes@ouboces.org](mailto:elena.barnes@ouboces.org) with any questions.



## Directions to Instructional Support Services at OUBOCES at Arden Hill:

**4 Harriman Drive, Goshen, NY, 10924 | 845-781-4363**

### **From Route 17 Westbound**

From the Thruway take Exit 16 heading West on Route 17 for approximately 11 miles. Take the exit 125 toward Harriman Drive. At the end of the ramp, turn left toward Harriman Drive and then bear right and stay right on Harriman Drive. Go approximately .6 miles and turn left onto BOCES Drive (which is just before the Mental Health Building). Make a right into the large driveway and park as close to the top as you can. We are located straight ahead; there is a small awning over the entryway and a white sign to the left of the entrance doors, which reads Instructional Support Services.

### **From Route 17 Eastbound**

Take Route 17 (Quickway) to Exit 124. Turn right onto NY 207/East Greenwich Avenue (.2 miles). Turn right onto North Connector Road (.6 miles). Turn right at light onto South Street (.1 miles). Turn left onto Harriman Drive. The Regional Education Center at Arden Hill is on your right. Continue past the main campus entrance and turn left onto BOCES Drive (which is just after the Mental Health Building). Make a right into the large driveway and park as close to the top as you can. We are located straight ahead; there is a small awning over the entryway and a white sign to the left of the entrance doors, which reads Instructional Support Services.

NOTES



NOTES





## ORANGE-ULSTER BOARD OF COOPERATIVE EDUCATIONAL SERVICES

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

### 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	Minisink Valley Central
Cornwall Central	Monroe-Woodbury Central
Florida Union Free	Pine Bush Central
Goshen Central	Port Jervis City
Greenwood Lake Union Free	Tuxedo Union Free
Highland Falls-Fort Montgomery Central	Valley Central
Kiryas Joel Village Union Free	Warwick Valley Central
Marlboro Central	Washingtonville Central
Enlarged City School of Middletown	

