

# PROFESSIONAL DEVELOPMENT

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*A current list of Professional Development On Demand offerings.*



Leadership

Growth

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## Introduction

Staying abreast of the latest in fresh ideas and innovative practices is not always easy for the busy school administrator who often finds it difficult to travel for high-level programming. Recognizing this, SAANYS offers a menu of quality professional development programming on request – delivered when you need it and where you need it.

Just contact Mike Johnson at SAANYS to arrange for a workshop in your school, district, community, or region. SAANYS will work with you to determine needs and plan the event – it's that easy!



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## Instructional Leadership

### LEVERAGE LEADERSHIP

PRESENTER: LISA MEADE

An online discussion of the book, *Leverage Leadership*. The sessions will be supported with viewing of the DVD, in parts, that accompany the book. Paul Bambrick-Santoyo, managing director of Uncommon Schools, shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles, or “levers,” allow for consistent, transformational, and replicable growth. With intentional focus on these areas, leaders will leverage much more learning from the same amount of time investment. Let’s discuss, as colleagues, what we can take from this book to help each of us become better leaders. A review of rubrics, professional development tools, and templates will also occur.

### MAXIMIZING THE DANIELSON MODEL FOR EFFECTIVE LEADERSHIP

PRESENTER: DOROTHY DONLON

As a lead evaluator for your school district, you will want to maximize your understanding of the Danielson model. Whether you are using the 2007 or 2011 version, this workshop will help you to understand the domains, components and elements, as well as the basics, for collecting and interpreting classroom evidence for teacher observations.

### CREATING A PROGRAM EVALUATION MODEL THAT WORKS!

PRESENTER: DOROTHY DONLON

Over the years, districts create new programs and services to meet many needs and demands. Eventually, there becomes a need to look at programs systematically to determine what is working and what needs to be modified or eliminated. This workshop will explore the concept of program evaluation and creating a model for your district that is useful and meaningful.

### GETTING THE MOST OUT OF THE NEW APPR

PRESENTER: DOROTHY DONLON

Now that your district has a new APPR in place, it is time to review and reflect. Have the SLOs created by your teachers been written accurately and do they capture the intent of the course? How can you as a school leader extend the meaning of the documents to practice and outcome for all students? This workshop will review components of the new APPR as well as provide tools and strategies for administrators for follow-up with teachers throughout the year.

### SLO REVISION WORKSHOP FOR ADMINISTRATORS

PRESENTER: DOROTHY DONLON

Analyzing your school building SLOs? Are the ones completed in need of improvement? Bring your SLOs to this workshop to reflect, review, and revise. In addition, this workshop will review the HEDI scale and a district’s responsibility for establishing guidelines as well as other aspects of the APPR.

### UNDERSTANDING THE STEPS TO ENSURE SUCCESSFUL COMPLETION AND SCORING OF SLOS

PRESENTER: KAREN BRONSON

This workshop provides a refresher on the purpose and goals of SLOs and focuses upon measures to ensure timely completion and scoring. Participants are welcomed to bring samples of SLOs and questions about steps to complete the post assessment and scoring process.

### OBSERVATION PROCESS AND USE OF THE APPROVED RUBRICS AND MULTIPLE MEASURES

PRESENTER: KAREN BRONSON

This workshop will strengthen understanding of the domains, components, elements, and performance levels of the approved rubrics and provide guidance and examples of evidence-based observation and required multiple measures. Examples of activities to use at faculty meetings to increase teacher understanding of the rubrics will also be shared.

## Instructional Leadership

### ASSESSMENT DEVELOPMENT - REFINING SLOS

PRESENTER: CHRISTINE BARRY

Do you feel that your district needs more guidance in developing assessments that meet the rigor of the APPR regulations? This workshop will examine a step-by-step process for creating high quality assessments that can be used in your district's SLOs. Participants will reflect on test development considerations including:

- SED Guidance Documents - Is the test development process aligned to SED standards and consistent with state assessment guidelines?
- Assessment Development Team - Who can contribute to the process in a meaningful way?
- Test Format - What types of questions - multiple choice, performance based tasks - will best meet your district's assessment goals?
- Timing - How much time will be allotted by your district for test administration? What impact will this have on test questions?
- Copyright - How can your district find material that is in the public domain?
- Supporting Documentation - How will the administration manuals and scoring guides with answer keys and rubrics be produced and kept secure?

An item-writing workshop can be included as a follow-up workshop. Participants will learn practical strategies that will make them better able to write focused questions for the assessments in their districts. Handouts will be provided that can serve as reference tools for the assessment development teams.

### THE BIG TICKET ITEMS AND THE PRINCIPAL'S ROLE IN IMPLEMENTING THE COMMON CORE LEARNING STANDARDS

PRESENTER: KAREN BRONSON

The focus of this workshop will be on the major understanding that leaders need to promote CCLS implementation. Common myths and obstacles to implementation will also be addressed, as will explanation of the leader's role in promoting the six major shifts. An overview of the PARCC assessments will also be provided.

### STUFF THAT'S 'GOTTA GET DONE' IN YEAR TWO

PRESENTER: KAREN BRONSON

This workshop will focus on the must-do's for the next school year with an emphasis on strategies to ensure that somehow they all get accomplished. Aspects of APPR implementation, Common Core learning standard alignment, and foundational steps around data and assessment will all be addressed, with an emphasis on practical strategies to streamline, integrate, and simplify this year's requirements.

### DATA AND ASSESSMENT: BRINGING THE WORDS TO LIFE

PRESENTER: KAREN BRONSON

Data Driven Instruction (DDI) is the glue that binds the other RTTT and APPR components together. It is the essential process to inform your decision making and guide the direction that will ensure continuous growth in student achievement. This workshop will provide basic and practical how-to steps to help you develop a data team and build a shared culture in your building around data. An overview of obvious and less obvious data sources and the ways that you can help your teachers understand high quality assessment and use data to inform their instruction in order to improve student achievement will be provided.

**Instructional Leadership****INTERVENTION STRATEGIES TO SUPPORT STRUGGLING STUDENTS:  
INTEGRATING RTI WITH NEW MANDATES TO IMPROVE STUDENT  
ACHIEVEMENT**

PRESENTER: KAREN BRONSON

The focus of this workshop is on pre-referral strategies within the RTI tiers to support struggling learners in the general education setting in academic and behavioral areas. By using data, including SLO assessments and progress monitoring in the general education classroom, aligning instruction to the Common Core and making instructional decisions within these frameworks, students are supported academically and special education referrals are decreased. Administrators will gain understanding of the means with which to integrate change initiatives to bolster RTI and promote the achievement of struggling students.

**CONVERSATIONS THAT MATTER: PROVIDING HIGH QUALITY  
PROFESSIONAL FEEDBACK TO TEACHERS**

PRESENTER: KAREN BRONSON

The ability to engage teachers in supportive professional conversations that are meaningful and focused on specific areas for growth is an essential skill for today's instructional leaders. In this workshop, we will explore the characteristics of effective collaborative conversations that focus on high quality instruction, view and discuss examples of successful professional conversations, and engage in applying those principles in sample situations.

**OKAY, SO WE GET THE RUBRIC – NOW WHAT DO WE DO?**

PRESENTER: KAREN BRONSON

This workshop will explore strategies to ensure that there is coherence and articulation within the observation process using the agreed upon rubric in your district. Connecting the dots to ensure multiple observers are on the same page and that goals for teacher growth are consistent and articulated will be discussed. Forms that support the observation process: pre-conferences, actual observation, post conferences and summative evaluation will also be shared.

**IMPLEMENTING THE MULTIDIMENSIONAL RUBRIC**

PRESENTER: KAREN BRONSON

This workshop will feature a crosswalk between the Multidimensional Rubric for Principals and the ISLLC Standards. A case study will be the framework to identify sources of evidence and a timely and meaningful process to support implementation of the rubric.

## Organizational Leadership

### LEADING THE COOPERATIVE SCHOOL: HOW TO ENERGIZE STAFF MEETINGS AND WORKSHOPS

PRESENTER: NANCY ANDRESS

This workshop offers school administrators and supervisors practical, cooperative learning strategies to promote collaboration and communication and energize your school. Simple cooperative learning structures can transform all types of meetings and build professional learning communities.

### SHARED DECISION-MAKING AND TEAM BUILDING: GROWN-UP WAYS TO WORK TOGETHER – AND ENJOY IT!

PRESENTER: NANCY ANDRESS

How many meetings, committees, and task force sessions have you attended that are just boring and flat? This interactive workshop will offer tools for creating effective teams and organizing productive meetings. Participants will learn how to develop norms for difference, disagreement, and debate in working together.

### THE FIVE DYSFUNCTIONS OF TEAMS

PRESENTER: DR. MICHAEL JOHNSON

A two- to five-hour session, this workshop is based on Patrick Lencione's best seller, aimed at describing and discussing how teams can be more functional. Effective teamwork is crucial to all leaders because we simply "can't do it all ourselves."

A two- to three-hour session will include reviewing the five dysfunctions (Absence of Trust, Fear of Conflict, Lack of Commitment, Avoidance of Accountability, Inattention to Results) and conducting discussions around the first three areas.

Participants will leave with a strong reminder of the facets of functional teams and some useful strategies.

### RUNNING EFFECTIVE MEETINGS

PRESENTER: DR. MICHAEL JOHNSON

A one- to three-hour session, designed to review the attributes of a well-run meeting, which allows administrators to make meetings more productive.

Administrators spend a tremendous amount of time in meetings taking away, in part, their ability to do other important things. Running an effective meeting, therefore, means a lot to an administrator's life. This workshop will highlight the attributes of an effective meeting and provide an opportunity to reflect on practice. Through group input and presentation, participants will leave with many practical strategies.

### EDUCATIONAL LEADERSHIP

PRESENTER: CHRISTINE BARRY

Every administrator wants to be the force for educational improvement. This workshop will provide practical strategies designed to build a culture that will support continuous improvement. Participants will explore underlying principles that can be useful in developing collaborative techniques to lead their schools through instructional shifts in education.



## Supervision

### WHAT DO WE REALLY KNOW ABOUT EFFECTIVE TEACHING: A FRESH LOOK AT TEACHER EVALUATION

PRESENTER: NANCY ANDRESS

What does research say about the qualities of effective teachers? How does this relate to your teacher evaluation system? Your hiring procedures? This workshop will involve participants in examining teacher effectiveness based on *Qualities of Effective Teachers* (ASCD) by Dr. James H. Stronge.

### HOW TO DEAL WITH DIFFICULT PEOPLE

PRESENTER: NANCY ANDRESS

This workshop will offer practical tools for dealing with angry, hostile, troubled staff (can also be tailored to deal with angry parents). Participants will be able to learn new techniques for handling challenging people and will be able to share/discuss their own experiences.

### DEALING EFFECTIVELY WITH DIFFICULT EMPLOYEES

PRESENTER: DR. MICHAEL JOHNSON

This workshop will focus on changing employee behavior; understanding how to write “counseling memos” for a staff member’s file (Holt letter of counsel); conducting a “counseling” session with an employee and union representative; and effective follow-up to a staff member’s inappropriate behavior.

### UNDERSTANDING THE PROCESS/PROCEDURES FOR FORMAL DISCIPLINE

PRESENTER: DR. MICHAEL JOHNSON

This workshop will focus on understanding 3020A hearings for professional staff; understanding Section 75 hearings for support staff; and using this knowledge to address inappropriate staff member behaviors in a preventative fashion.

### STRATEGIES AND METHODS FOR EFFECTIVELY DEALING WITH COMMUNITY SERVICE AGENCIES IN COMBATING TRUANCY AND CHRONIC ABSENTEEISM

PRESENTER: DAVID B. TORRES

This three-hour session will focus on increasing student attendance rates with the help of positive relationships with probation, child services, and the family court.

Topics include:

- Identifying the “key players” in community service agencies.
- Establishing positive relationships with community service agencies.
- Establishing truancy intervention programs customized for your school.
- Improving collaborative efforts between school and government.

### EFFECTIVE STRATEGIES FOR DEALING WITH CHRONIC ABSENTEEISM AND TRUANCY

PRESENTER: DAVID B. TORRES

This three-hour session will focus on looking at existing school attendance policies and reviewing and revising policies to meet the needs of students.

Topics include:

- Reviewing proven truancy reduction programs and developing programs for your specific school district.
- Reviewing current New York State education laws relating to attendance.
- Developing an attendance handbook explaining key laws and regulations relating to truancy and chronic absenteeism.
- Developing a successful student truancy program in conjunction with the district attorney’s office.

## Supervision

### COURAGEOUS CONVERSATIONS THAT IMPROVE STUDENT LEARNING WORKSHOP SERIES

PRESENTERS: DR. MICHAEL JOHNSON, BONNIE TRYON, AND MARK TURNER

What are the conversations school leaders need to have in order to improve student learning and how can busy administrators find time to have them is the focus of this custom-designed workshop series. Research shows, when there is an understanding of ,and an ability to have, meaningful conversations that grow practice, students are the beneficiaries.

Participants will join the presenters in co-creating a laboratory experience where skills in having courageous conversations will be developed. Learning new courageous mentor coaching conversations and how courageous disciplinary conversations enhance a school leader's ability to engage in growth-oriented dialogue will be demonstrated.

Knowing that meaningful conversations do not take place in isolation in the very busy school environment, participants will explore how their values and beliefs drive their use of time. Tools and tips on how to re-purpose existing workday time will be shared.

Workshops, in half-day formats, include:

#### Session 1 - What are Courageous Conversations and Why We Don't Have Them

Discovering the types of conversations with staff members that will grow their practice as educators and learning how to develop the skills necessary to have them are the focus of this introductory workshop. Acknowledging the reasons why these conversations do not regularly take place in many schools will be explored. A conversational pathway will be presented and modeled for participants.

#### Session 2 - Listening at a Higher Level and Asking Impactful Questions

Many people believe they are good listeners, yet those working around them may disagree. This workshop explores the levels of listening necessary for one to have effective, courageous conversations and then be able to ask the impactful questions that lead to results. Different types of questions will be explored so participants are able to differentiate between questions that lead to growth and those producing little, if any, positive thinking or development.

#### Session 3 - Acknowledgment, Reflection, and Feedback...Building a Learning Culture

Praising in public may be gratifying for one person but very uncomfortable for another. This workshop explores different types of acknowledgement and why different people prefer it be delivered in different forms. Knowing these differences, leaders are better able to support staff in a manner that grows their practice as educational leaders. Likewise, giving quality feedback custom designed to the receiver maximizes results. Participants will practice giving and receiving acknowledgement and feedback that makes a difference.

#### Session 4 - When Disciplinary Conversations are Needed

The focus of this workshop is on changing employee behavior by understanding how to write "counseling memos" for a personnel file (Holt letter of counsel), conducting a "counseling" session with an employee and union representative, and effective follow-up on a staff member's inappropriate behavior. Participants will leave the workshop understanding 3020A hearings for professional staff, Section 75 hearings for civil service staff, and will be able to address inappropriate behaviors in a preventative fashion.

#### Session 5 - Managing to Have the Time

Building on one's strengths, values, and beliefs, participants will clarify how they wish to spend their professional time versus how their time is currently spent. No one can create more minutes in a day, yet we can better understand what drives us to use time in the manner we do. Acknowledgement of the mindset one has around the use of time is where this process starts.

Participants will create and share time management tools that can be used the next day. When used, repurposed time becomes available to have courageous conversations that grow practice.

Each school building and district is unique in its culture and strengths. Custom-designed workshops and consultation sessions are also available.



**Leadership****HOW DO YOU SET HIGH STANDARDS FOR LEADERSHIP?  
ADMINISTRATIVE EVALUATION RE-EXAMINED**

PRESENTER: NANCY ANDRESS

Evaluation systems for administrators should aim at the development and maintenance of quality leadership. This workshop, based on the research of Dr. Douglas Reeves *Assessing Educational Leaders* will address the need for leadership evaluation to be proactive, reciprocal, empowering, standards based, truthful, and objective. Time will be allotted for analyzing your district's system and sharing what's working and what's not.

**SUSTAINABLE LEADERSHIP: WHAT YOU CAN FOCUS ON  
TO ENSURE THAT YOUR ORGANIZATION WILL THRIVE**

PRESENTER: NANCY ANDRESS

Using the ground breaking book, *Sustainable Leadership*, by Andy Hargreaves and Dean Fink (Jossey-Bass, 2006), the presenter will engage participants in an interactive workshop to review techniques for examining change and sustaining leadership in their school districts. What can we learn from business and the reform movement to recharge leaders in our districts? This workshop will help districts look at renewing energy for administrators and supervisors.

**HOW PROFESSIONAL BOOK CIRCLES CAN POSITIVELY  
IMPACT SCHOOL CULTURE**

PRESENTER: KATHY NICKSON

Professional book circles can fulfill the need for professional collegial conversations that foster both faculty and student achievement. This workshop will focus on how to structure, implement, and facilitate book circles. Recommended book titles, sample agendas, and activities to foster participation and discussion during a book circle will be included.

## School Safety

### BEYOND THE V.A.D.I.R. REPORT: BUILDING A SAFE SCHOOL COMMUNITY

PRESENTER: NANCY ANDRESS

Research has found that academic achievement increases when students have a safe and non-threatening school and classroom environment. This workshop will address the key elements of social-emotional learning.

What should your school do about bullying, sexual harassment, and disrespect? This presenter, experienced in successful implementation of bullying prevention programs, will offer tools and practical resources for developing community and a safe environment based on brain-based learning techniques.

### UNDERSTANDING, ADDRESSING, AND PREVENTING SEXUAL HARASSMENT

PRESENTER: DR. MICHAEL JOHNSON

This workshop will cover: what constitutes sexual harassment, dealing with sexual harassment at the lowest level (informal), dealing with sexual harassment at the formal level, effectively conducting an investigation, and presenting to stakeholders on sexual harassment.

### THE PEACEFUL SCHOOL BUS

PRESENTER: JAMES DILLON

This program is now being implemented in many schools across the country. It originated at Lynnwood Elementary School where bus referrals dropped significantly once the program was implemented. It was designed to build a sense of community for those students who ride the school bus. By informing and empowering the students as bystanders, information about bullying that went undetected comes to the surface so that problems can be addressed before they become serious and potentially damaging. It also brings together the staff within the school, the parents, and the bus driver to send a powerful and positive message to the students that what happens on the bus is important and integral to their education.

### DIGNITY FOR ALL: CREATING AN INCLUSIVE ENVIRONMENT FOR ALL STUDENTS

PRESENTER: PETER DEWITT

Dignity for All: Creating an Inclusive Environment for All Students is a presentation given by principal and *Education Week* blogger Peter DeWitt. In his presentation, Peter explains how diverse student needs can be met and how school administrators and staff can help safeguard “at risk” populations. The session will provide academic and teaching resources as well as ways that administrators can set the tone for a more inclusive school environment that will be beneficial for all students.

### DIGNITY FOR ALL STUDENTS ACT – THEORY INTO PRACTICE

PRESENTER: LISA MEADE

The presenter will discuss the implementation of the Dignity Act for All Students, year one and present strategies for integrating the Dignity for All Students Act with other schoolwide initiatives. Sample forms and process to be shared.

### DIGNITY ACT FOR ALL STUDENTS

PRESENTER: DR. MICHAEL JOHNSON

Overview of the Dignity Act legislation (DASA), including the new cyberbullying component; review of the DASA law and bullying definition, hate crimes, and current laws. A model bullying survey will be provided along with a model bullying, harassment, and hazing brochure. Examples of bullying behavior including cyberbullying will be presented with ample opportunity to experience conducting and resolving bullying/harassment complaints at the building level. Recommendations for assisting students on bullying and harassment will be provided to workshop participants.

## School Safety

### DOES PBIS REALLY MAKE A DIFFERENCE?

PRESENTER: LISA MEADE

So, you're thinking of launching PBIS (Positive Behavioral Intervention and Supports)? School culture impacts student learning. Process and products to implement a schoolwide PBIS plan will be shared. Sample lesson plans, teacher PBIS handbook, and implementation schedule developed by the Corinth Middle School PBIS team, will be shared for your use. Data sharing and processes will be modeled and discussed. PBIS has resulted in a 75% decrease in student referrals in our building. Come learn what we've done!

### CIVILITY IN THE WORKPLACE

PRESENTER: MARY CURCIO

The Dignity for All Students Act stresses treating all with dignity. In the press recently, the emphasis has been on how students treat each other: that bullying and cyberbullying need to be addressed. But treating others with dignity begins with oneself. It begins with how I treat my colleagues and coworkers. No one really likes to talk about it, but it is real. There are adults who do mistreat each other and it is "like the white elephant in the room." No one likes to admit it, but there are people at work we are afraid of.

With the growing threat of the economy, there are things you can do to help improve the economics of your district. Civility in the workplace will increase creativity, decrease absenteeism, decrease wasted time, and increase productivity. Incivility and intimidation of employees increases absenteeism and costs companies and schools. A more civil workplace will create a better workplace and increased productivity.

Civility is not about being nice or sickly sweet. It is about making the workplace a better place and a place that employees enjoy working at. Civility fosters a workplace of openness and inclusion that allows schools to become friendly for all. The civil workplace also promotes good community relations. A civil culture promotes a culture of learning for all.

### NO PLACE FOR BULLYING

PRESENTER: JAMES DILLON

Several workshop topic areas can be presented in workshop format by this presenter including:

- Leadership to Motivate the School Community to Action
- Assessing the Problem of Bullying
- Leading Groups in the Analysis of Data
- Leadership in the Development of Effective Practices and Procedures
- Leadership for Empowering Bystanders
- A Three Tiered Intervention Model
- Leadership and Prevention Beyond the Schoolhouse

## Curriculum, Instruction, and Assessment

### BEYOND CURRICULUM BINDERS: BEST PRACTICES IN CURRICULUM DEVELOPMENT

PRESENTER: NANCY ANDRESS

Where is your district in terms of curriculum development? This workshop will offer new strategies for developing curriculum. How do you begin with curriculum mapping and make it part of the learning fabric of your school? This workshop will help participants tie curriculum development and professional development as a force for creating higher learning, cohesion, and networking in a school district.

### TRANSFORMING YOUR CLASSROOM ONE DAY AT A TIME

PRESENTER: MARY CURCIO

This workshop will be based on the work of several authors of classroom management and the best strategies for the most success will be presented. This workshop will focus on making your classroom half-full instead of half-empty. If you have been teaching for one year, ten years, or thirty, and find yourself frustrated and empty, this workshop will help you find a new way to deal with non-responsive, disruptive, and disenchanted students. This workshop will give you practical, hands-on, easy, ready-to-use techniques for transforming your classroom into one that you and your students will love learning in. Participants only need to bring a new frame of mind.

### BUILDING A MASTER VOCABULARY LIST FOR ALL STUDENTS PREK-12

PRESENTER: MARY CURCIO

This workshop will examine the need for a master vocabulary list for your school. Based on the work of Robert Marzano, this workshop will cover how to create and teach the list for grades PreK-12. This workshop will also cover how to get all content teachers involved in understanding and owning the importance of creating and teaching a master vocabulary list at all levels. This workshop is open to all content area teachers, curriculum coordinators, and administrators who wish to increase assessment scores for all students.

### USING DIFFERENTIATED INSTRUCTION IN THE MATHEMATICS CLASSROOM

PRESENTER: MARY CURCIO

Using Differentiated Instruction (DI) in the mathematics classroom will improve the learning of mathematics for all types of learners. This workshop helps teachers understand that using DI in the classroom is a new mindset for teaching. DI moves teachers from thinking about their curriculum to thinking about how students think. This model alone will improve the learning of mathematics for all students and improve state assessment scores for all students. As a teacher of mathematics, using Differentiated Instruction will make the learning and teaching of mathematics engaging for you and your students. Of particular interest is how using DI engages boys and improves classroom management.

This is a two-day workshop designed to get you thinking about Differentiated Instruction and how to begin to implement it in your classroom. During the two days, we will examine some of the following items:

- Reflection in the Classroom – Teacher and Students
- Teaching Students How to Think, Compare, and Contrast
- Use of Technology for the Differentiated Classroom
- Constructivism and Cooperative Learning – How They Are Connected
- Assigning Homework
- Use of Distributed Practice
- The Power of Mathematical Vocabulary for Students
- Understanding Learning Styles for Teachers and Students
- Mapping Lessons to the Standards
- Understanding How the Brain Learns

**Curriculum, Instruction, and Assessment****CLASSROOM MANAGEMENT FOR THE 21ST CENTURY**

PRESENTER: JAMES DILLON

If a goal of education is to prepare students for success in the world today, then our approach to classroom management should be aligned with this outcome. Many schools and classrooms however, still employ methods of discipline and management with an overreliance on rewards and punishments to control the behavior of students. Even if these methods are successful in managing behavior, they do so at the cost of developing students who can make decisions and manage their own behavior based on values and principles rather than rewards or consequences. This workshop will provide practical strategies for a principal to use to promote an approach to management that emphasizes self-discipline, community, and intrinsic motivation.

**CURRICULUM REALIGNMENT**

PRESENTER: CHRISTINE BARRY

Does your district's existing curriculum meet the rigor of the Common Core Standards? Achieving success in accountability measures is linked to developing a properly aligned curriculum. Instructional shifts in the Common Core need to be integrated into curriculum units. Districts will need to review existing curriculum. Instructional programs need to be aligned to the same standards and academic rigor as the state assessments. Participants in this workshop will learn practical strategies that will enable them to lead their districts in effective review and curriculum development.

## Communication

### ON THE BARRICADES: RESPONDING TO PUBLIC ATTACKS ON SCHOOL CURRICULUM AND PRACTICES

PRESENTER: NANCY ANDRESS

This workshop will draw on the experience of the presenter in dealing with public attacks on curriculum materials and instructional practices. Valuable strategies for teachers and administrators for preventing problems and effectively responding to challenges will be shared. Time will be allotted for problem-solving and sharing.

### COMMUNICATION IN THE WORKPLACE

PRESENTER: MARY CURCIO

What communication style do you use at work? Is it working? At work, do you say what you mean and mean what you say, without being mean? These and other tough questions will be examined so that the workplace will be open to and able to survive, succeed, and flourish with good communication habits practiced by all.

This workshop will examine (1) why communication patterns are important, (2) how to remove barriers to communication, (3) assessing what communication skills each participant uses, (4) what body language says about communication, (5) what active listening looks like, and (6) how planning communication will send the message you want to send.

### COMMUNICATING EFFECTIVELY WITH VARIOUS STAKEHOLDERS INCLUDING PARENTS, TEACHERS, COMMUNITY, AND THE MEDIA

PRESENTER: DR. MICHAEL JOHNSON

This workshop will explore: addressing conflict positively, developing key “must air” points to get your message across to various audiences, winning your audience over, and refocusing negative comments.

### DEALING WITH CRITICS AT PUBLIC MEETINGS

PRESENTER: JEFF OLEFSON

In these difficult times, school leaders are often facing challenges from both ends - individuals who are critical of the rising cost of education and those who are concerned or upset about the contraction of programs and initiatives in light of the economic crisis.

This workshop program provides practical strategies to help school leaders handle not just upset, angry, and concerned individuals, but also the chronic critic, persistent gadfly, and anyone else who seeks to use the district's issues as a forum to promote their own agendas. Using best practices from the field of customer service and public education, we will explore ways to effectively interact with upset and angry individuals or groups, handle criticism and sensitive topics at public meetings, and respond appropriately to attacks on administrators. We also will look at ways to restructure practices to minimize the opportunity for critics to use your meetings to play to the audience, or the press.

### COPING WITH UPSET AND ANGRY PEOPLE

PRESENTER: JEFF OLEFSON

One of the central challenges of being an administrator is interacting with upset and angry individuals, whether that individual is a parent, faculty or staff member, community resident, or client in a component school district. Using best practices from industry and public education, we will explore practical strategies for dealing effectively with many of the challenging situations you are likely to face in your role. We also will look at ways that you can coach your faculty and staff members to be more effective in their interactions with stakeholders.



## School Reform

### PROFESSIONAL DEVELOPMENT MODELS THAT WORK

PRESENTER: BONNIE TRYON

What are the models of professional development that make a difference in student learning and how do you build such a model that is sustainable in these tough economic times are the questions this workshop will address. Participants will examine what the research says about various professional development models and how their district's practices compare to what makes for meaningful and lasting successful professional development opportunities.

Immediately useable protocols popularized by the National School Faculty Reform will be modeled so participants can return to their district with structures that can immediately be used in team and faculty meetings, and beyond. This workshop is best conducted in a half-day format.

## Building Relationships

### PROMOTING SUCCESS

PRESENTER: CHRISTINE BARRY

Educators are engaging in comprehensive planning to make great gains for students. Staff members who are working diligently to excel at meeting these goals need to have their efforts reinforced. Participants in this workshop will come away with a thorough understanding of motivational techniques and communications strategies designed to bolster commitment to professionalism and collegiality in their districts.

### HOW TO TURN ANY DISRUPTIVE STUDENT INTO YOUR BEST FRIEND

PRESENTER: MARY CURCIO

This workshop is for any educator who works with emotionally disturbed students, ADHD students, or students at-risk. Teachers are trained to teach students who are ready to learn. This workshop will give you many ideas and techniques that work with students who are troubled and *not* ready to learn. This is a learner-centered workshop where many specific classroom problems will be addressed and solved. Each participant should bring specific problems they have faced in the classroom.

### CHARACTER AND INTEGRITY IN THE WORKPLACE

PRESENTER: MARY CURCIO

Schools teach character education to students, but what about what they teach and practice themselves? With economics as they are and stress as it is, character and integrity is needed. Research documents that ethical behavior improves the working culture, especially when a code of ethics is clearly documented for all employees. Integrity at work builds trust, builds working relationships, decreases absenteeism, and improves communication. So how do you show up at work? What kind of workplace behaviors do you participate in that may or may not add to the culture of your workplace? Do you operate out of respect or rigidity? Studies show that 50 percent of workers report seeing specific ethical and policy violations at work. It's time to know what integrity at the workplace looks like.

### CIVILITY IN THE WORKPLACE

PRESENTER: MARY CURCIO

Civility in the workplace is like "The Emperor's New Clothes." The lack of civility exists in the workplace, but no one is willing to talk about it. Civility is not about being nice or sickly sweet. It is about making the workplace a better place and a place in which employees enjoy working. A civil office is a safe place to work and play. Civility fosters a workplace of openness and inclusion that allows organizations to do well and be more productive. The civil workplace also promotes good customer relations since the quality of service is improved with happy employees. A civil culture promotes employee loyalty and trust. With the growing threat of the economy, there are things you can do to help improve the economics of your school. Civility in the workplace will increase creativity, decrease absenteeism, decrease wasted time, and increase productivity.

### EMOTIONAL INTELLIGENCE IN THE WORKPLACE

PRESENTER: MARY CURCIO

Many of your staff come to work and upon entering the workplace, they leave their minds and hearts in the car. They are disengaged and go about their day's work with little emotional involvement. According to the latest research, only three out of ten people are using their hearts and minds at work. Those three are passionate, but what about the other seven? What happens to a workplace that engages ten out of ten people, where they are all using their hearts and minds at work?

This workshop will look at the work of Daniel Goleman and "How Working with Emotional Intelligence" will dramatically change your school. According to Dr. Goleman, there is a new way to measure intelligence and according to the presenter, the adults who are running the schools "don't want to be left behind." Come and see how being cognizant of your own emotional intelligence level will help you transform your school. See how respect, honor, caring and "smart hearts" will accomplish much more than ever.

## Building Relationships

### DEVELOPING EFFECTIVE RELATIONSHIPS WITH SUPERINTENDENT/CENTRAL OFFICE

PRESENTER: DR. MICHAEL JOHNSON

This workshop will look at understanding superintendent/central office roles and needs, understanding BOE perspective, communicating effectively and in a timely manner with the superintendent, and developing an effective building level administrator-superintendent communication plan.

### PERSEVERE THROUGH ADVERSITY: SETTING AND ACHIEVING GOALS

PRESENTER: PETER CROWLEY

Perseverance, Inspiring, Motivating, that's the Peter Crowley story. Peter has not let his blindness stop him. He shares his stories of perseverance – from climbing Kilimanjaro, to kayaking the English Channel. Peter Crowley speaks on the importance of goal setting, and how to go about setting them.

This presentation is rich with anecdotes, some humorous and others more serious, and even a little sad, all are inspiring. Within his presentation, Peter stresses the need to elevate others. This motivational goal setting presentation can be done in large group setting, or multiple smaller settings. Middle school and high school students respond positively to these presentations as well as administrators and faculty. When presenting to elementary students, the presenter focuses on disability awareness.

### BUILDING A COHESIVE LEADERSHIP TEAM

PRESENTERS: CHUCK AND BARBARA PETTINATO, BCC

What is the secret to building highly effective leadership teams? Why are some teams dynamic, exciting, and effective while others languish despite your best efforts? Is it all about personality and dynamics or is there something much more fundamental involved that achieves buy in and engagement?

This workshop examines the highly successful operating structure proposed by Patrick Lencioni that offers practical solutions to uninspiring team meetings that result in disengagement. Presenters, utilizing the best practices of group and personal coaching, build into the presentation a reevaluation of existing professional practices through comparison to a model that features loyalty and alignment through involvement, accountability, and trust. Learn more about yourself while experiencing a theory that actually works.

### DISCOVERING THE ROLE OF HIDDEN RESOURCES IN BUILDING YOUR STAFF AND ORGANIZATION

PRESENTERS: CHUCK AND BARBARA PETTINATO, BCC

Why is it that some of your staff seem to thrive, excite, inspire, and motivate even after several years, while others perform at the minimum level necessary? What is the secret resource that they have tapped into that others seem to be missing? Is the continuing motivation due to the person, the organization, or both?

This workshop examines the hidden resource of whole person well being in further equipping professionals to add value to and positively influence others over the long haul. Through utilization of the best practices of group and personal coaching, participants will discover and experience the effectiveness of Stephen Covey's *Principle Centered Leadership* combined with Dr. John Travis' *12 Dimensions of Wellness*. Discover how to inspire, engage, and influence your staff by building a fire within them rather than a fire under them.

## Time Management

### SO LITTLE TIME AND SO MUCH TO DO

PRESENTER: BONNIE TRYON

The commonly repeated phrase “what now” echoes throughout many school hallways relative to new student testing requirements, teacher and principal evaluation, fiscal constraints, and leadership challenges. With so many changes to make and more standards to meet, the time to work through each in a manner that supports trusting relationships that build community seems scarce.

This workshop begins with participants coming to understand how what one believes and their values has everything to do with how one uses their time. These values and beliefs, when in conflict with cultural norms and the school climate created by them, wreak havoc in schools. Exploration of how a school builds and maintains a strong school culture that allows for valuing differences will take place. Links between how a strong school culture can save time will be explored. Participants will leave the workshop knowing how to make the best use of their time along with time management tips and tools used by successful school leaders. This workshop is best conducted in a half-day format.

### RUNNING EFFECTIVE MEETINGS

PRESENTER: JEFF OLEFSON

Speak to administrators and they will tell you meetings, though a necessary part of your job, are also their nemeses. How many times did you attend a meeting that you believed was unnecessary, unproductive, ran way too long, or seemed to meander without zeroing in on anything worthwhile. Or those meetings spent responding to naysayers, or re-explaining to others what they were supposed to read but did not. Then there are those “oh by the way” meetings run into on the way to somewhere else or “just a minute meetings” that take a 1/2 an hour or longer.

If that were not bad enough, you have a group in the community that invites you to their meetings to hear from you or share their concerns, but makes you sit through an hour more of their routine housekeeping matters.

Finally, there are those tangentially relevant, everyone is invited (so no one feels left out), meetings that you attend because you don't want offend the organizers. This workshop will focus on strategies to make your meetings more productive.

### TIME MANAGEMENT FOR ADMINISTRATORS

PRESENTER: JEFF OLEFSON

This workshop will provide you with practical approaches to managing your time more effectively. By reflecting on your current practices, you will obtain a richer and deeper understanding of how you waste your own time and how to prevent others from managing their time at your expense. We will look at ways to fix or eliminate unproductive meetings, avoid taking on other people's work, leverage technology and office personnel for optimal efficiency, and effectively delegate tasks. These strategies will enable you to focus on your goals and devote more of your time to what is most important.

### EFFECTIVE MEETINGS

PRESENTER: DR. MICHAEL JOHNSON

This workshop will provide concrete strategies for conducting effective meetings. Ground rules and participant roles will be reviewed and discussed as well as how to effectively evaluate the meeting outcomes. Participants will exit this workshop understanding how to establish and meet key meeting purposes and actively engage participants to meet the goals of the group.

## Technology

### IMPROVING YOUR OWN TECHNOLOGY SKILLS

PRESENTER: DONNA ANDRESS

This workshop would provide “quick and dirty” lessons on how to improve technology use in order to be a better role model for faculty and staff. Focus will be on utilizing electronic calendars, email, and Web 2.0 technologies as well as skills in Word and PowerPoint.

### USING THE WHITEBOARD TO IMPROVE STUDENT INSTRUCTION – WHAT BUILDING LEADERS NEED TO KNOW

PRESENTER: DONNA ANDRESS

Things to look for when teachers are using interactive whiteboards in their classes – especially the interactive piece. Brief lessons on how to create some of these activities will be an important component of this workshop.

### WHAT YOU NEED TO KNOW ABOUT WEB 2.0 AND WHY YOU SHOULD USE IT!

PRESENTER: JEFF OLEFSON

This workshop focuses on many of the free, online, interactive educational technology tools available. Programs like Edmodo, Google Docs, DropBox, YouTube, and many more!

### UNDERSTANDING THE IMPORTANCE OF TEACHER STUDENT DATA LINKAGE (TSDL)

PRESENTER: DONNA ANDRESS

With the requirement that EVERY teacher’s student data linkage must be tracked, and with the advent of scheduling elementary students in much the way secondary students are, principals, especially at the elementary level, need to understand this very important component to the evaluation of teachers.

### FUNCTIONAL IPAD TRAINING FOR ADMINISTRATORS

PRESENTER: JEFF OLEFSON

Using the iPad effectively as an administrative tool requires more than just navigating around the operating system or knowing the best apps. As a new platform, administrators need practical strategies for effectively leveraging the tool and facilitated by someone who understands your work. In this workshop we approach the iPad functionally. What work can you do when out of the office, how the iPad can save you time, make you look smarter, and allow you to be more responsive to your stakeholders and get things done out of the office so you don’t have them piling up when you return.

If you been using the iPad for a while and are wondering if you could do more, the answer is yes and this workshop will show you how.

## Special Education

### CSE CHAIRPERSON TRAINING

PRESENTER: LISA MEADE

This workshop will provide an introductory training to those new to the role of being a CSE chairperson. Sample forms and procedures will be shared.

### PREPARING FOR ANNUAL REVIEWS

PRESENTER: LISA MEADE

The presenter will present a turnkey guidance document for chairpersons to use with their own staff. Sample procedures will be shared.

### PROGRAM EVALUATION

PRESENTER: LISA MEADE

This presentation provides an outside look at a school or district's special education program by reviewing available state education reports, conducting interviews and surveys with stakeholders, and critical review of classified caseloads.

### LAUNCHING A SPECIALIZED READING PROGRAM FOR STUDENTS WITH DISABILITIES

PRESENTER: LISA MEADE

The presenter will share how one district moved from accommodating learning disabilities in reading to actually treating (and improving achievement) for students with learning disabilities in ELA. The presenter will share evaluation, program, and intervention tools.

### FIVE + FIVE: KEY ISSUES BUILDING PRINCIPALS NEED TO KNOW ABOUT SPECIAL EDUCATION

PRESENTERS: DR. RITS LEVAY AND DR. DIANE ALBANO

The purpose of this workshop is to identify five key issues every building principal needs to know about special education students and programs in their buildings.

**Issue 1. Legal** – What do building principals need to know about the legal and regulatory requirements to understand and respond appropriately to the development and implementation of IEPs, CSE meetings, student suspensions, and manifestation hearings?

**Issue 2. Instructional Rigor** – How are you supporting the use of data-driven instruction in all classrooms? What do you know about the special education programs and identified students in your building?

**Issue 3. Classroom and Behavior Management** – How do the supports in your buildings impact student achievement? What should you as the building principal expect from staff members who are responsible for developing functional behavior assessments and behavior improvement plans?

**Issue 4. Communication** – Who are the key players in supporting the students who are struggling in your building? In what ways can you effectively communicate with them? How do you communicate effectively with the parents of these students?

**Issue 5. Resources and Support** – When do you reach out for help? Who do you reach out to? How can you stay abreast of the current research and teaching practices for all students? What websites are essential to stay current in the field of general and special education?

#### PLUS FIVE:

Identify 5 take-away actions you will use as the principal in your building.



## Physical Education

### THE DIGNITY FOR ALL STUDENTS ACT: DEALING WITH BULLYING AND HARASSMENT IN PE CLASSES AND ON ATHLETIC TEAMS

PRESENTERS: DR. MICHAEL JOHNSON

This workshop will provide an overview of the new law and review the responsibilities of athletic directors, directors of PE, and coaches in addressing bullying and harassment quickly on any sports team or in the PE classroom. The workshop facilitator will provide examples of bullying and harassment and demonstrate how to resolve most issues at the athletic director/director of PE and coach level.

### DEALING WITH DIFFICULT PARENTS OF STUDENTS ON ATHLETIC TEAMS

PRESENTERS: DR. MICHAEL JOHNSON

This workshop will focus on effective listening skills to positively engage parents in resolving the issues and concerns presented. The facilitator will take some “real issues” identified by the participants and will role play how to resolve these concerns. A participant discussion on how to address the concerns at the coaches’ level (tips for success) will be a key part of this workshop.

### DEALING WITH DIFFICULT COACHES

PRESENTERS: DR. MICHAEL JOHNSON

This workshop will provide athletic directors and/or directors of PE with specific tools and strategies to address issues that arise with coaches. The facilitator will model a “counseling session” with a coach, and demonstrate how to document the concern, with the goal of positively impacting the coaches’ behavior.

### TEAM BUILDING

PRESENTERS: DR. MICHAEL JOHNSON

This workshop will focus on assisting the athletic director and director of PE in fostering trust and commitment with the coaching staff and PE department. Strategies to build trust and commitment will be presented.

## Legal and Legislative

### LEGAL AND LIABILITY ISSUES FOR SCHOOL LEADERS

PRESENTER: SAANYS LEGAL STAFF

A two-hour workshop designed to review key legal and liability issues all administrators need to explore. The objectives of this workshop are to: (1) Understand the professional protections provided by federal and state laws and regulations coupled with the legal services provided by SAANYS. (Find out why Professional Umbrella Liability Insurance may be a waste of your hard earned money). (2) Learn about a systematic approach to your professional responsibilities that can minimize liability problems and risks for you and your employer. Hear practical suggestions for operating within this framework. (3) Participate in a question/answer/discussion session regarding concerns and issues from you and your colleagues. (4) Review current hot legal topics and issues facing administrators. (5) Review actual scenarios faced by SAANYS members and discuss the practical application of the strategies presented (time permitting).

This workshop was developed by a SAANYS attorney and an experienced administrator. Presenters vary depending on availability.

### NEGOTIATION WORKSHOP

PRESENTER: SAANYS LEGAL STAFF

A two-hour workshop designed to outline the negotiation process and provide effective strategies for preparing to negotiate, as well as bargaining at the table.

## Non-Instructional Supervisors

### LEADERSHIP SKILLS IN FACILITIES MANAGEMENT

PRESENTER: JEFF OLEFSON

The presenter will review practical strategies for being a more effective leader. Topics include supervisory skills, directing and leading a team, dealing effectively with under-performing employees, time management, and more.

### DASA TRAINING FOR BUILDINGS AND GROUNDS, AND TRANSPORTATION SUPERVISORS

PRESENTER: DR. MICHAEL JOHNSON

This workshop will provide an overview of the new DASA law including the cyberbullying component and discuss the non-instructional supervisors' responsibilities to comply with this law. The presenter will review real examples of bullying and harassment in the buildings and grounds and transportation department areas and provide strategies to effectively address and resolve issues and concerns at the departmental level.

### DEALING WITH DIFFICULT EMPLOYEES

PRESENTER: DR. MICHAEL JOHNSON

The presenter will share specific tools and strategies to address and resolve issues that arise with employees in the buildings and grounds and transportation departments. The facilitator will model a counseling session with an employee and provide a model letter of counsel template that can be immediately utilized in your own district to change and improve employee behavior and performance.

### TEAM BUILDING

PRESENTER: DR. MICHAEL JOHNSON

This workshop will focus on assisting the buildings and grounds and transportation directors to build trust and commitment with their respective staff to build a team to support improved performance and positive relationships.

## Mentor Coaching

### BECOMING A MENTOR COACH

PRESENTERS: MIKE DAWKINS, BONNIE TRYON, AND MARK TURNER

“In New York, approximately two-thirds of new principals leave the school in which they started their careers within the first six years.”

“One of the hallmarks of districts that have succeeded in moving from low performing to high performing is an intensive long-term investment in developing instructional leadership capacity at the school and district levels.”  
*Leithwood, Louis, Anderson & Wahlstrom, 2004*

Preparing school leaders for success, and sustaining those successful school leaders, is critical to the future of education. Now more than ever, it is essential that our school leaders be provided with high-quality support as they tackle the difficult, challenging, and rewarding work of educating our children. SAANYS, in collaboration with the Ontario Principals Center, is pleased to offer districts the training their administrators need to become proficient as MentorCoach. Whether part of a district team seeking to build an in-house mentor coach program or as an individual wanting to become an effective mentor coach, this workshop is designed to fill a gap that has existed for too long – the limited opportunity to grow professionally from a mentoring/coaching relationship.

Traditionally, the word mentor is defined as a trusted teacher, counselor, or tutor. Although there are times this definition may be appropriate, this mentor coach model is based more on the concept of coaching. Coaching facilitates desired change through a co-created process and relationship of ongoing support and challenge. The skills and principles of coaching are focused on taking an individual from where they are to where they want to be. It is a tool for building individual and team capacity, developing competency, and self awareness.

Coaching supports current principles of effective professional development that is job-embedded, context specific, and result driven. The Mentee-MentorCoach relationship is a collaboration that offers ongoing support, challenges, and encouragement to the mentee.

- The MentorCoach asks the mentee to be creative and resourceful.
- The MentorCoach supports the mentee in using his strengths and managing around the weaknesses.
- The MentorCoach invites curiosity, discovery, and reflection.
- The MentorCoach fosters awareness, possibilities, and accountability over time.
- The MentorCoach shares his own experiences only when it is in direct and immediate service of the mentee.

To reach a basic level of proficiency, 16-18 hours of training is needed. Presenters will work with participants to custom design a format and timeline that meets their needs.

## Webinars on SAANYS Website

### EXPANDING YOUR TECH VOCABULARY

PRESENTER: DONNA ANDRESS

### UNDERSTANDING SLOS

PRESENTER: KAREN BRONSON

### THE PEACEFUL SCHOOL BUS

PRESENTER: JAMES DILLON

### TEACHING STRUGGLING LEARNERS

PRESENTER: PETER DEWITT

### DEALING WITH DIFFICULT EMPLOYEES

PRESENTER: DR. MICHAEL JOHNSON

### MENTORCOACHING

PRESENTERS: MIKE DAWKINS, BONNIE TRYON, AND MARK TURNER

## LEGAL ONE NEW YORK

### WEBINARS AND ONSITE WORKSHOPS

Legal One New York is a SAANYS initiative to provide comprehensive professional development on legal topics important to building administrators. We recognize the necessity for school administrators to be current on key legal issues they encounter in their demanding administrative positions.

Professional development topics include ongoing and emerging legal issues such as:

- Dignity Act with the addition of the 2013 Amendment including cyberbullying
- Special education legal topics
- Student expression
- Search and Seizure
- Anti-Discrimination
- Student Safety
- Drugs and Alcohol
- Teen Dating Violence

*And more!*

All topics have been thoroughly researched and reviewed for legal accuracy by legal counsel to ensure the most up-to-date legal understandings in our presentations.

Flexibly scheduled, these legal topics will be presented as online webinars as well as face-to-face workshops throughout New York State. We can also consider presenting these workshops at superintendent conference days and regional workshop forums.

DASA and special education professional development workshops and webinars are currently available.

Please look for Legal One New York on the SAANYS homepage.

## Corporate Sponsor



### Developing College and Career Readiness Teams in your School or District

### Evaluate and Increase the Rigor and Intensity of High School Core Courses: An Introduction to ACT's Quality Core Assessment and Resource Program

### What ACT Data Are Telling You About Your Students

Learn how to use the data from a student's ACT High School Report and your annual Profile Summary Report to plan interventions and other college readiness measures at your school.

### Creating Your EXPLORE and PLAN Road Map to Student Success

In this session you will learn how to implement EXPLORE and PLAN in your school or district by communicating with parents and students about the assessments; introduce the assessments, preparation methods, and reports to staff; and develop an action plan to use the data to meet your objectives.

### Getting the Most from Your EXPLORE and PLAN Reporting Package

Bring your reports with you to this hands-on session, where you will review your data, learn about the aggregate report data components, and find out what your EXPLORE and PLAN data is telling you. We will also discuss ideas for using the data to meet your objectives and create an action plan to implement in your school or district.

### Using Non-Cognitive Data in Developmental Interventions: ACT's ENGAGE Assessments

One of the challenges in raising achievement and reducing dropout is early identification of students who would benefit most from interventions. Research shows that measuring key psychosocial factors improves prediction of academic success. Session attendees will learn how schools may use ACT's ENGAGE to help evaluate students' non-cognitive attributes and determine levels of academic risk.



### Using Technology to Focus on Assessments, Curriculum, and Instruction

#### Student Accountability and Parent Involvement in Education

Parental involvement is one of the largest missing pieces for many students today. Many parents want to be active in their child's development, but lack the guidance and knowledge to participate effectively. This workshop will explore the challenges of dealing with various parents and how to bring them back to the educational table. The second part of the workshop revolves around student accountability. It will focus on a student's responsibility for achieving success in and out of the classroom. This includes personal leadership skills and setting goals to reach unexpected levels of accomplishment.



### Learn how technology can be leveraged to support the APPR Process

## Corporate Sponsor



### **Differentiating Instruction and Increasing Student Achievement with iPads:**

#### **Innovative schools are buying iPads for learning**

In a budget-constrained environment, we must ask: what's the impact on student learning? At the same time, many question why we invest so much in assessments – who is acting on this rich data?

- Deploy iPads 1:1 and send them home with students
- Diagnose students learning needs using NWEA data
- Translate scores into common core framework
- Create personal learning plans for students using the best 3rd party educational apps, iBooks & videos – selecting from more than 53,000 apps
- Challenge students to create video projects to demonstrate their understanding by teaching what they learned to their teacher
- Provide a web dashboard for teachers to monitor progress.

Following this session participants will be able to describe the advantages and challenges of deploying iPads; understand a new academic model for using existing data, tables, and educational apps to personalize learning and raise student achievement.



### **School Education Group**

#### **Classroom Conditions for Student Equity, Access, and Influence**

**Leadership That Works: Relentlessly Doing Whatever It Takes to Improve Achievement:** RTI starts with effective leadership. How administrators reach decisions, solve problems, and think creatively determines to a great degree whether or not they are effective leaders. Learn the underlying principles and components of an RTI model initiated at the school and agency level, and improve understanding of critical leadership challenges.

**RTI: Working Blueprints, Blueprints That Work!** This fast-paced working session will explore what it takes to systemically implement RTI. Resources for blueprints for state, district, and school sites will be highlighted, with special emphasis on school-level implementation. Participants will self-assess where they are and discuss where they need to go.



## Corporate Sponsor

PEARSON

ALWAYS LEARNING

**Tutoring the Virtual Summer School Student**

Take the Right Steps Toward 1:1 Computing and Common Core (Jennifer Rojas, Curriculum Specialist, Pearson Digital Learning)

**Help Your Students Be College and Career Ready**

Local school districts have taken steps across the curriculum to meet the needs of the Common Core State Standards (CCSS). Join Pearson for a professional development opportunity to discover research-based digital instructional solutions that meet your students' 21st century learning needs.

Attendees will also have the opportunity to learn about:

- Teaching and learning in a 1:1 environment.
- The impact of CCSS on 21st century skills and ELA curriculum.
- Digital solutions that meet your students' diverse needs.
- Digital implementation and best practices.

**Developing Vocabulary Explicitly and Implicitly in the Classroom**

Before children enter school, a 30 million word gap may be realized between children raised in high verbal households and those raised in low verbal households. This information is critical due to the strong connection that has been found linking vocabulary with language and reading skill development. Engaging classroom ideas to further vocabulary development will be shared, modeled, and discussed.

## Corporate Sponsor



### Closing the Achievement Gap: Transforming Learning and Engaging English Language Learners with Technology

#### Assessment and Data Analysis Using Student Response Systems

Learn how SMART Response software can help teachers create assessments, collect data, and provide comprehensive item analysis. Participants in this session will have the opportunity to see how content is developed, linked to standards, and reported for both individual students and groups.

#### SMART Boards and Differentiated Instruction

Discover how technology, specifically your SMART Board, can help you address the diverse strengths and weaknesses of the students in your classroom. We'll provide background information on differentiated instruction, along with strategies and resources to help you differentiate planning, instruction, management and student assessment.

#### The Twenty Coolest Things You Can Do From a SMART Board

Explore some of the newest and least known uses for a SMART Board. This fast paced session will explore 20 resources; some academic, and some just fun. Following a "count-down" format, we'll delve into topics such as Mixed Reality, Prezi, Ripping Flash, Recognizing Tables and more.

#### Promoting Early Childhood Literacy Using Multimedia Experiences

Inspire and motivate young students to read using the internet, SMART Boards, and the SMART response system. You'll learn how to create differentiated multimedia SMART Notebook lessons for whole class instruction and center use.

#### Using your SMART Board to Support Achievement of Common Core Learning Standards

#### SMART Immersion: How Adding Technology Can Help You Achieve a True Inclusion Classroom

See how SMART solutions are being used to improve learning outcomes for students with special needs, while linking popular new technologies such as the iPad to create a true collaborative environment.



**The Mobility Revolution:** Mobile pedagogy represents a fundamental shift in content access and the role of the traditional classroom. This isn't about trendy technology fads or the latest gadgets...this is about facing the challenges and maximizing the possibilities of a connected world. In exploring the dynamics of this new educational paradigm, we will examine three areas of concern:

- The Why – Do mobile devices have a place in the learning experience?
- The How – How does a mobility rich environment work?
- The What – What is the impact of mobile devices on traditional pedagogy?

#### BYOD (Bring your own Device) Its impacts, Roadblocks, and Benefits

**Mobile Devices in Interactive Classrooms:** Trends in education and the Common Core Standards are moving to a more non-fiction, technology-enhanced and personalized classroom. With mobile devices, students and teachers are presented with unique and personal learning opportunities. Teachers need to provide students with the means to learn, collaborate, share and model. Verizon Wireless Mobile Learning Devices with Interactive Whiteboards are excellent tools to do just that. This session will present participants with different Android and iOS Tablet devices and methods that they can be applied to create the ultimate "learning environment without walls." (Limited to 20 Participants)

Corporate Sponsor



Using a Multi-Tier System of Supports to Achieve Improved Outcomes for ALL Students

Effective Data Based Instructional Strategies: Closing the Achievement Gap with Accelerated Literacy Intervention

## Presenters

**ALBANO, DIANE** — Education consultant and former director of special education and assistant superintendent of schools.

**ADDRESS, DONNA** — a former classroom teacher and presently instructional technologist.

**ADDRESS, NANCY** — Former assistant superintendent for instruction, elementary principal, director of instructional services, and teacher. Nancy is currently working with the Capital Area School Development Association (CASDA).

**BARRY, CHRISTINE** — Ms. Barry is a retired K-8 principal, administrative assistant, and teacher.

**BRONSON, KAREN** — A retired principal, assistant to the superintendent and teacher of English, Karen is an adjunct professor and member of the NYSED Educational Leadership Cadre. She is a frequent presenter on all RTTT components.

**CROWLEY, PETER** — Education consultant.

**CURCIO, MARY** — Superintendent of Schools, former principal, and teacher.

**DAWKINS, MIKE** — Dr. Dawkins is a retired high school principal who received his mentor/coaching certification in 2010 and his coach/facilitator certification in 2011.

**DEWITT, PETER** — Freelance writer, author, and principal of Poestenkill Elementary School

**DONLON, DOROTHY** — A former high school principal, special education administrator, and teacher. Dorothy is currently a faculty member at Capital Area School Development Association (CASDA) in Albany.

**DILLON, JAMES** — former elementary school principal, consultant, and author of *No Place for Bullying, Leadership for Schools That Care for Every Student*.

**JOHNSON, MIKE** — SAANYS director of professional development.

**LEVAY, RITA** — Consultant and former SED employee with extensive background in special education.

**MEADE, LISA** — Middle school principal and director of special education.

**NICKSON, KATHY** — A retired English teacher who has joined the Partnership for Literacy at The University at Albany's Center on English Language and Achievement (CELA).

**OLEFSON, JEFF** — President, Staff Development Associates.

**TORRES, DAVID B.** — David Torres is currently the attendance supervisor k-12 at Saratoga Springs Central School District.

**TRYON, BONNIE** — A former principal, nationally trained mentor coach, consultant, and a past SAANYS president.

**TURNER, MARK** — A former principal, adjunct professor, SAANYS past president, consultant, and a nationally trained mentor coach.



# PROFESSIONAL DEVELOPMENT ON DEMAND PROGRAM

## CALL FOR PRESENTERS

### **Overview**

It's been said that when you are through changing, you are through. As professional leaders, we understand the constant need for administrators to be learners in an ever-changing world and school environment. Professional learning, therefore, will always be connected with effective leadership.

Understanding that our members have intensely busy schedules, SAANYS is working to provide professional development programs, most of which are two to three hours in length, that can be offered locally upon request. Through short, concise professional development programs, members can remain current and engage in professional dialogue without leaving their district or area for extended periods of time.

### **Current Status of Program**

Since its inception in January 2007, over 100 workshop titles have been added to the catalog. The programs have been well received and have played an important role in on-going administrative professional development programs or administrative retreats.

### **Next Steps in Program Development**

Because of the interest that members have shown in the Professional Development On Demand Program, and the success it has seen, SAANYS wishes to expand the program to include an even wider variety of topics to be presented by qualified and knowledgeable professionals. Please see the Call for Presenters form on the following pages.

## Program Details – How It Works

1. Programs will be advertised in SAANYS *News & Notes*, on the SAANYS Website, and through distribution of program brochures, all on a regular basis.
2. Requests for programs and arrangements will come directly to SAANYS.
3. SAANYS will act as an intermediary between units/districts and presenters to coordinate delivery of programs. Once accepted as a presenter, presenters will work directly with SAANYS.
4. Evaluations of each session will be sent to SAANYS immediately following each program.

## Call For Presenters

Selection of future presenters will be determined by a Professional Development On Demand Committee.

*Selection will be based on the following criteria:*

1. Potential interest and/or value of topic.  
(Does the topic help meet the needs expressed by school administrators/leaders?)
2. Proven knowledge of content/topic area.
3. Past presentation experience(s) and references.  
(In some cases, an observation or video may be requested.)
4. Willingness to be available at least 5 days per year on a statewide basis.
5. Willingness to distribute and collect session evaluation forms that will be sent to SAANYS.
6. Willingness to work directly with SAANYS in scheduling sessions.



# PROFESSIONAL DEVELOPMENT ON DEMAND PROGRAM

## CALL FOR PRESENTERS

### PRESENTER INFORMATION:

Name: \_\_\_\_\_ Current Position: \_\_\_\_\_

Current School or District (or role): \_\_\_\_\_

Current School or Business Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

E-mail: \_\_\_\_\_ School or Business Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

E-mail: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

**Topic(s)/presentation(s)** you are interested in delivering, including anticipated length of each session and a 1-2 paragraph description on a separate sheet.

1. \_\_\_\_\_ (Length) \_\_\_\_\_

2. \_\_\_\_\_ (Length) \_\_\_\_\_

3. \_\_\_\_\_ (Length) \_\_\_\_\_

4. \_\_\_\_\_ (Length) \_\_\_\_\_

**Evidence of knowledge** in each topic area (Describe how you have become an expert in each area)

#### Topic/Area 1

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#### Topic/Area 2

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#### Topic/Area 3

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#### Topic/Area 4

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**Past Presentations** (List most recent presentations made on listed topics in the last 5 years.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**References** (List 2-3 people who have first-hand knowledge of your content knowledge and presentation skills with telephone numbers.)

1. \_\_\_\_\_ Phone \_\_\_\_\_
2. \_\_\_\_\_ Phone \_\_\_\_\_
3. \_\_\_\_\_ Phone \_\_\_\_\_

**Agreements**

- I am willing to present a minimum of 5 times per year on a statewide basis, based on availability.
- I will distribute, collect, and forward evaluations for each session.
- I agree to work directly with SAANYS before each session is conducted.
- I understand my continuing status with the program is based on satisfactory feedback and evaluations.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please send to:****Mike Johnson**, *Director of Professional Development***SAANYS****8 Airport Park Blvd.****Latham, New York 12110**

Telephone: (518) 782-0600

Fax: (518) 782-9552

E-mail: [mjohnson@saanys.org](mailto:mjohnson@saanys.org)Questions can be directed to Mike Johnson at [mjohnson@saanys.org](mailto:mjohnson@saanys.org) or **518-782-0600**.





**Magellan**  
FOUNDATION



# SAANYS MentorCoach Service

To support, inspire, and invigorate new and mid-career administrators.

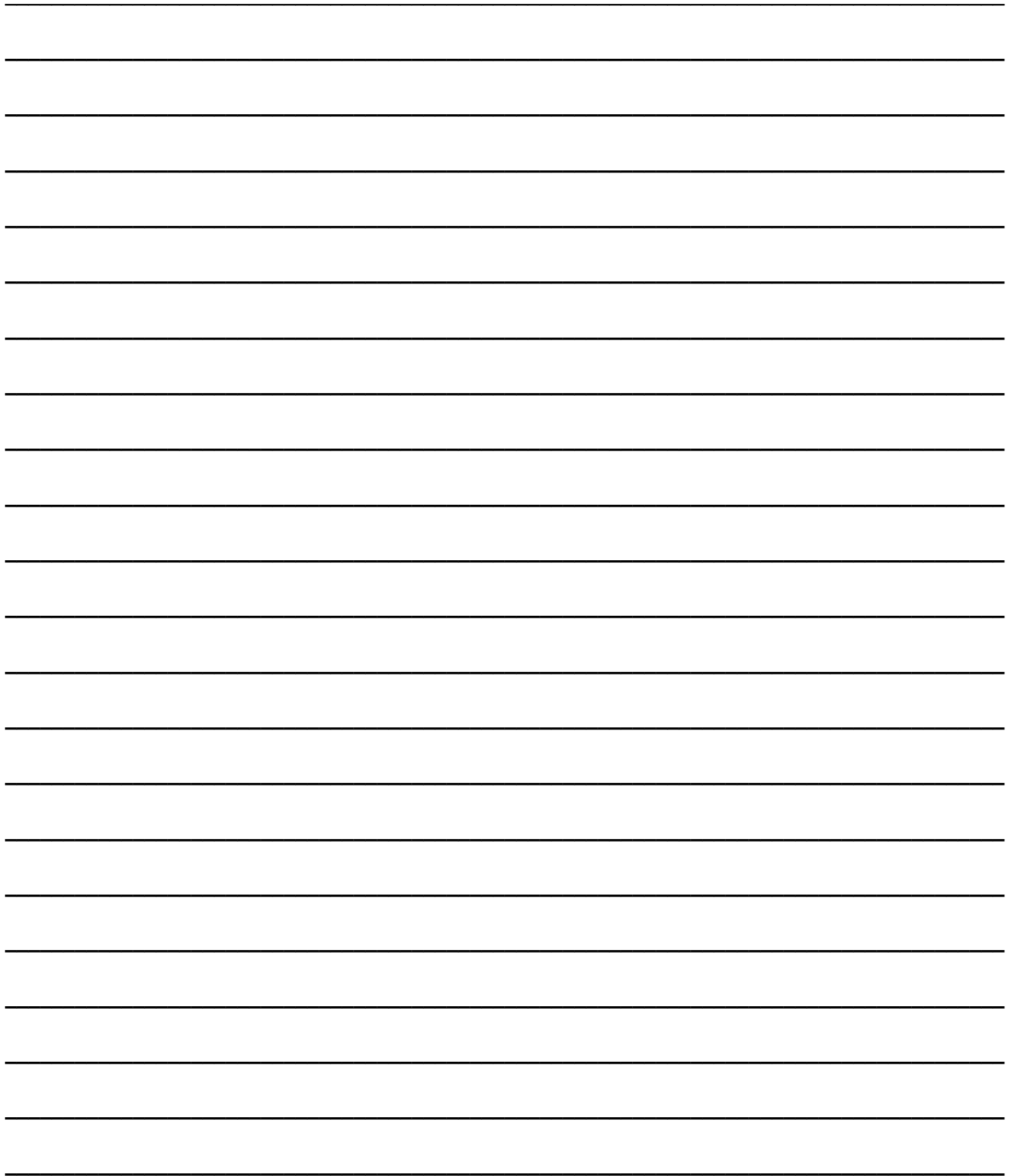


For more information,  
contact:  
**Mike Johnson**  
**518-782-0600**

“One of the hallmarks of districts that have succeeded in moving from low performing to high performing is an intensive long-term investment in developing instructional leadership capacity at the school and district levels.”  
*(Leithwood, Louis, Anderson & Wahlstrom, 2004)*

[mjohnson@saanys.org](mailto:mjohnson@saanys.org) • [www.saanys.org](http://www.saanys.org)





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