

# **GREATER SOUTHERN TIER TEACHER CENTER FALL/WINTER 2020 TEACHER LEADERSHIP OPPORTUNITIES**

All workshops will be offered virtually until further guidance is provided by the state. We will not be meeting in person this fall. Please read all workshop descriptions carefully before registering.

**\*\*REGISTRATION BEGINS AT 1:30PM ON FRIDAY SEPTEMBER 11\*\***

Please remember to follow your district's protocol for registering. Unless you register through PD Tracker you must email the Teacher Center ([teachercenter@gstboces.org](mailto:teachercenter@gstboces.org)) to confirm your registration. If you register through My Learning Plan you must email the Teacher Center ([teachercenter@gstboces.org](mailto:teachercenter@gstboces.org)) to confirm your registration.

*If you find you are unable to attend a workshop for which you are registered, please let us know, as a courtesy to us and to the presenter who is expecting you.*

## **PRE-K NETWORK**

**Thursdays: September 17, October 15, November 19, December 17, January 21, February 25, March 18, April 22, May 20  
4-6pm**

**Facilitator: Jessica Kittle**

Come join in with a group of pre-k teachers for sharing and collaboration. We will share ideas on lesson planning, engaging activities and classroom management. Throughout the year we will create make and takes in different academic areas to bring back and use in your classroom.

We will also share relevant articles geared toward pre-k to read and discuss as a group.

We still have a few spots in this workshop. If you are interested in participating you will need to purchase the text.

***The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook—What Traumatized Children Can Teach Us About Loss, Love, and Healing***

By Bruce Perry and Maia Szalavitz

**Facilitators:** Brenda Wright & Nina Warriner

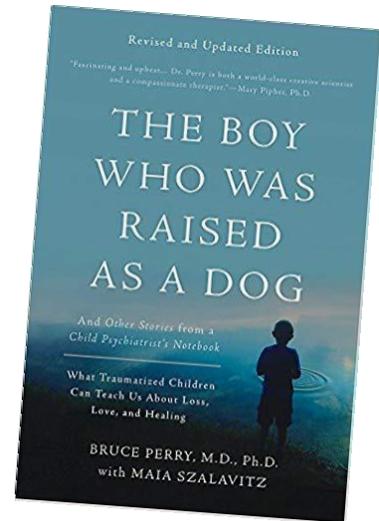
**Dates:** Tuesdays 9/29/20- 12/8/20

**Times:** 4:00-5:00pm

**Location:** ZOOM conference

Adverse childhood experiences (ACEs), traumatic events occurring before age 18, have become widely recognized as an important component of the educational landscape. This book study was created in response to learning more about trauma informed practices and neurosequential development as well as to facilitate meaningful dialogue about the effects on students. ***The Boy Who Was Raised as a Dog*** is a collection of case studies from child psychiatrist, Dr. Bruce Perry, who uses his expertise in brain development and neuroscience to study how traumatic experiences shape behavior in children. Each chapter focuses on an individual case study and will serve as a starting point for group dialogue. We will use the author created study-guide as a systematic way to improve our understanding of development, attachment, the brain and the effects of adversity on children as well as dialogue about the universal applications to school settings.

**This is not a light read.** The stories that Dr. Perry talks about are graphic and (sadly) true, so be emotionally prepared before you venture into this PD course. We will work through the book in small chunks, reading a designated chapter and



**ZOOM Meeting Dates & Chapter Focus:**

Welcome, Overview, Test Zoom- Tues, 9/29

Ch 1 Tina's World- Tues, 10/6

Ch 2 For Your Own Good- Tues, 10/13

Ch 3 Stairway to Heaven- Tues, 10/20

Ch 4 Skin Hunger- Tues, 10/27

Ch 5 The Coldest Heart- Tues, 11/3

Ch 6 The Boy Who Was Raised as a Dog- Tues, 11/10

Ch 8 The Raven- Tues, 11/17

Ch 10 The Kindness Children- Tues, 11/24

Ch 11 Healing Communities- Tues, 12/1

Ch 12 A Picture, Not a Label; Wrap-up

answering study-guide questions prior to each Zoom session. *(Please see the calendar of dates.)*

## **SOCIAL-EMOTIONAL LEARNING IN A BLENDED ENVIRONMENT ONLINE WORKSHOP**

**Monday October 5-Sunday November 15 with Stacie Harris**

This introductory course will guide you in creating a student-centered classroom that incorporates the thoughtful integration of online digital media with traditional classroom instructional methods. We will explore various classroom models to weave together the best aspects of face-to-face and online learning to provide social-emotional support to our diverse learners. Digital tools will be introduced to create academic pathways, that will allow teachers more time to mentor students and provide social-emotional support in learning. Participants will focus on developing concrete strategies and resources to help create and design online learning tasks that engage learners.

This workshop is limited to 15 participants.

**This is a 15-hour online workshop; this workshop requires a time commitment of approximately 2.5-3 hours per week.**

## **TRAUMA, RESILIENCE, AND COVID-19 WITH MONICA RAMINGER**

**Wednesday October 7, 14, and 21**

**4-5pm**

Monica Raminger, LMHC, CATP, is back! A certified Child and Adolescent Trauma Professional through the International Association for Trauma, Monica has worked in the fields of child welfare, case management, and student behavioral support, with experience ranging from group residence to outpatient clinical practice. Monica currently practices clinical work at an outpatient private clinic focusing on mood management, child development and attachment, and affect regulation.

### **Session 1 (10/7): Trauma and Resilience from a School Staff Perspective**

Participants will

- a. develop an understanding of collective resilience and how to implement team-wide skills.
- b. develop an understanding of toxic-stress responses that are typical following a trauma event.
- c. explore human development from the context of students and staff to better address and understand behaviors.

- d. explore ways to improve and increase connection of staff, outside supports, and the students.
- e. explore ways to manage anxiety and stress-responses within themselves and among staff through the use of professional development, self-care, and burnout identification.

**Session 2 (10/14): How to Recognize Disrupted Development and Apply Resilient Strategies for Students and Families K-6**

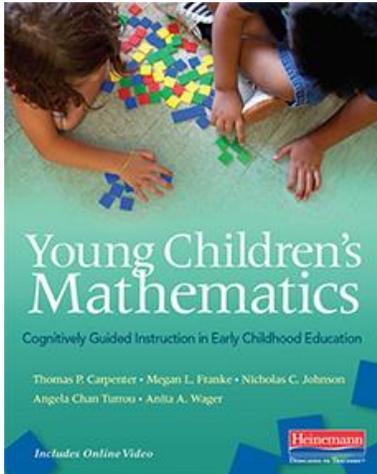
Participants will

- a. develop an understanding of how trauma changes neurobiological development in children K-6.
- b. develop an understanding of non-traumatic development versus typical and atypical developmental in the face of trauma.
- c. develop an understanding of adult support needed to assist in resilient development for children K-6.
- d. review strategies that can be used to increase resilience in children K-6 and their families
- e. compare online strategies with in-person strategies to best fit their educational needs

**Session 3 (10/21): How to Recognize Disrupted Development and Apply Resilient Strategies for Students and Families 7-12**

Participants will

- a. develop an understanding of how trauma changes neurobiological development in children grades 7-12.
- b. develop an understanding of non-traumatic development versus typical and atypical developmental in the face of trauma.
- c. develop an understanding of adult support needed to assist in resilient development for children 7-12.
- d. review strategies that can be used to increase resilience in children 7-12 and their families.
- e. compare online strategies with in-person strategies to best fit their educational needs.



## **KINDERGARTEN NETWORK BOOK STUDY**

### **"YOUNG CHILDREN'S MATHEMATICS - COGNITIVELY GUIDED INSTRUCTION IN EARLY CHILDHOOD"**

October 8, November 12, December 10, January  
14, February 11, March 11, April 15, May 13

4-6pm

Facilitator: **Brad McKinney**

Join us as we explore this researched-based book that provides an in-depth look at how mathematical learning develops, and how teachers can authentically promote understanding. The focus will be on emerging counting skills applied to problem solving, using what children "can do" to build upon partial understanding, and bridging math at home and school. Each chapter is reinforced with video clips from classrooms.

- October 8:           **Chapter 1-** Introduction  
                          **Chapter 2-** Foundational Concepts of Counting and Numbers
- November 12:       **Chapter 3-** The Development of Children's Counting
- December 10:       **Chapter 4-** Extending Counting to Solving Problems
- January 14:           **Chapter 5-** Classroom Spaces that Support Children's Counting
- February 11:         **Chapter 6-** Solving Story Problems
- March 11:             **Chapter 7-** Responding to Young Children's Mathematical Thinking
- April 15:              **Chapter 8-** Designing for Home-School Connections
- May 13:                **Chapter 9-** Extending Counting to Grouping and Base-Ten

## Chapter 10- In Conclusion: Toward Coherence and Understanding

\*\*Books will be provided to the first 25 participants; they will be sent via school courier prior to the start of the workshop.



### **ACTION GROUP**

**Thursday October 15, Thursday January 21, Thursday March 25, Thursday  
May 20**

**4-6pm**

**Facilitators:** Nina Warriner and Brenda Wright

If you have read or participated in a CRT & the Brain workshop and are interested in taking Dr. Hammond's work further, you are invited to join this Professional Action Group. We will meet quarterly to process and support implementation of strategies and tools of CRT & the Brain.

The CRT Action Group is available for those that have participated in at least one the CRT Workshops. However, if you have read the book and are interested in implementing strategies, you are welcome too!

### **LOST AT SCHOOL ONLINE BOOK STUDY**

**Monday October 26-Sunday December 6 with Stacie Harris**

This book study will focus on Dr. Ross Green's *Lost at School* which offers a framework for understanding challenging behavior. Participants will practice the Collaborate and Proactive Solutions model to problem solving which empowers both students and educators to create lasting and impactful change. Dr. Green's CPS approach is backed by years of both practical experience and extensive research.

This is a 6 week (15 hour) online course and is limited to 15 participants!

**This workshop requires a time commitment of approximately 2.5-3 hours per week.**

Books will be sent prior to the start of the workshop via school courier.

# **FOR WHITE FOLKS WHO TEACH IN THE HOOD...AND THE REST OF Y'ALL TOO**

## **ONLINE BOOK STUDY**

**Monday November 2-Sunday December 13 with Stacie Harris**

Drawing on his own classroom experiences as a young man of color, and drawing on more than a decade of teaching and researching in urban America, Dr. Christopher Emdin offers a new lens on and approach to teaching and learning in urban schools. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education. Merging real stories with theory, research, and practice, he demonstrates how by implementing the “Seven C’s” of reality pedagogy in their own classrooms, urban youth of color benefit from truly transformative education.

This is a 6 week (15 hour) online course and is limited to 15 participants!

**This workshop requires a time commitment of approximately 2.5-3 hours per week.**

Books will be sent prior to the start of the workshop via school courier.

