



CENTER FOR **EDUCATIONAL**  
INNOVATION

**HIGH SCHOOL CHANCELLOR'S CONFERENCE DAY**

**Monday, January 29, 2018**

**PROFESSIONAL DEVELOPMENT CATALOGUE**

Offerings in Brooklyn & Manhattan

*Every Child Deserves a Quality Education*

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### **Brooklyn Location: Madison High School (22K425)**

***3787 Bedford Avenue, Brooklyn, NY 11229***

The Bridge to Social Emotional Learning (SEL) by Way of Restorative Practice

Making Learning Meaningful to All Students through Literacy Discourse

A Data-Driven Analysis and Dialogue Protocol for Secondary Instructional Planning

The Ever Changing Role of the Paraprofessional in Today's Special Education Classroom

Content and Linguistic Objectives for English Language Learners

### **Manhattan Location: Manhattan Center for Science & Mathematics (M435)**

***280 Pleasant Avenue, New York, NY 10029***

Social Emotional Learning - because Educators Need Love Too!

Facilitating ELLs' Progress in Content Area Classes

Common Core: Writing Across the Curriculum

NYC/NYS Reporting and Data Mining

**Attendance Fee:** \$139 per participant / 5 CTLE credits are an additional \$30

**Please visit: [www.the-cei.org/hspd](http://www.the-cei.org/hspd) for additional information and to register**

***Please feel free to contact us via email [CEIServices@the-cei.org](mailto:CEIServices@the-cei.org) or by phone 212.302.8800***



Center for **Educational** Innovation  
 28 West 44th Street, Suite 801, New York, NY 10036  
 Phone: 212-302-8800 | www.the-cei.org

**CEI High School Professional Development Schedule – Monday, January 29, 2018**

**Brooklyn Location: Madison High School (22K425)  
 3787 Bedford Avenue, Brooklyn, NY 11229**

<b>Workshop – Full Day 8:30 am – 2:30 pm</b>	<b>Presenter</b>	<b>Content Area/Audience</b>
<p><b>The Bridge to Social Emotional Learning (SEL) by Way of Restorative Practice</b></p> <p>Is there a “best” way to implement restorative practice in our schools? Where does SEL fit into the big picture? In this session, educators will have the opportunity to participate in a community building circle, where we will explore the foundational tenets behind restorative practice and make our way across the bridge in connection to social and emotional learning in and outside of the classroom. Teachers, administrators, counselors - any school staff is encouraged to attend!</p>	<p><b>Hansol Choi</b></p>	<p><b>Social Emotional Learning (SEL)</b></p> <p><b>Intended Audience: Any/All staff involved or interested in bridging SEL with Restorative Practices are welcomed</b></p>
<p><b>Making Learning Meaningful to All Students Through Literacy Discourse</b></p> <p>To provide high school teachers with engaging instructional tools to implement the NY State Next Generation ELA Learning Standards for reading/literacy experiences; and to support student acquisition of the lifelong practices of reading, writing, speaking and listening.</p>	<p><b>Alice Bartley</b></p>	<p><b>ELA</b></p> <p><b>Intended Audience: Teachers; Grades 9-12</b></p>
<p><b>A Data-Driven Analysis and Dialogue Protocol for Secondary Instructional Planning</b></p> <p>Participants will have the opportunity to engage with a data-driven dialogue protocol to analyze assessment data and to create an action plan for future teach-assessment cycles. This will support instructional planning and academic interventions for student subgroups.</p>	<p><b>Cassandra Hyacinthe</b></p>	<p><b>College and Career Readiness/Data</b></p> <p><b>Intended Audience: All teachers in content area</b></p>

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**Brooklyn Location: Madison High School (22K425)**

<p><b>The Ever Changing Role of the Paraprofessional in Today's Special Education Classroom</b> The PD will explore the changing role of the Paraprofessional as it relates to Inclusion classroom, the Self-contained classroom. The PD will take a closer look at the important role Para play in terms of classroom management, health related issues and 2nd language development. Role Play and article reviews will be supplemented by the former Regional Admin for Special Education Robert Kazanowitz CEI Special Education Consultant. We will also focus on building stronger relationships between the Para Professional and classroom teachers.</p>	<p><b>Robert Kazanowitz</b></p>	<p><b>Paraprofessionals, Special Education</b>  <b>Intended Audience: Paraprofessionals, Special Education Teachers.</b></p>
<p><b>Content and Linguistic Objectives for English Language Learners</b> Participants will walk away with strategies and techniques of how to increase “accountable talk” in all ELLs (from entering, emerging, transiting, expanding and commanding levels). Participants will provide samples of how to improve students’ writing skills, and understanding the difference between BICS and CALP.</p>	<p><b>Lucia Buttarro</b></p>	<p><b>English Language Learners/ Special Education</b>  <b>Intended Audience: Mainstream classroom teachers, Bilingual education and special education teachers</b></p>



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<b>Workshop – Full Day 8:30 am – 2:30 pm</b>	<b>Presenter</b>	<b>Content Area/Audience</b>
<p><b>Social Emotional Learning - because Educators Need Love Too!</b>            Stress is the purveyor of the root of all chronic discomfort and disease. In many cases, the stress of the test has been weakening the link between teachers, students and parents. Educators in this case become frustrated, when they otherwise prefer to feel empowered. The “Stress Trend” in academia has revealed itself in increased incidents of obesity, mis-communications, conflict, alcohol use, high blood pressure and even cancer, to site a few health conditions.</p> <p>If not appropriately addressed, stress can debilitate an educator’s ability to serve their students, schools, families and themselves.</p> <p>Participants will be engaged in a day long series of activities to enhance a healthier, stress reducing mindset and learning environment.</p> <p>Educators will be engaged in a discussion of stress trends amongst educators as well as barriers to personal and professional progress. The discussion will be followed by an exploration of various self transformative and natural healing modalities</p>	<p><b>Pamela Salaam</b></p>	<p><b>Social Emotional Learning (SEL)</b></p> <p><b>Intended Audience: High School Educators</b></p>
<p><b>Facilitating ELLs’ Progress in Content Area Classes</b>            Participants will learn effective strategies to support ELLs’ language acquisition and vocabulary development in the content areas.            Participants will learn how to...</p> <ol style="list-style-type: none"> <li>a. Paraphrase texts to make it more accessible to ELLs (e.g. modifying sentence structure)</li> <li>b. Incorporate Thinking Maps into lessons to promote ELLs oral and written English proficiency</li> <li>c. Create vocabulary resources to support ELLs academic and content specific vocabulary</li> </ol>	<p><b>Marcia Sober-Charles</b></p>	<p><b>English Language Learners</b></p> <p><b>Intended Audience: All teachers in content area</b></p>

Continued

Manhattan Location: Manhattan Center for Science & Mathematics (M435)

<p><b>Common Core: Writing Across the Curriculum</b> Teachers &amp; Writers Collaborative cross-curricular professional development workshop will help you find ways to incorporate creative writing strategies across subjects. Whether you are designing lessons to strengthen students' writing skills in social studies, science, ELA, or another subject area, our writer will inspire you to bring creativity, play, and rigor as you approach writing across the curriculum with your students.</p> <p><b>This workshop will:</b></p> <ul style="list-style-type: none"><li>• Provide strategies for engaging students who are reluctant writers in all phases of the writing process: generating ideas, writing first drafts, and revising and editing work.</li><li>• Offer hands-on experience writing in response to prompts and ideas presented by the T&amp;W writer.</li><li>• Support you in the process of adapting strategies for your own classroom.</li></ul>	<p><b>Teachers &amp; Writers Collaborative</b></p>	<p><b>All Content Areas and College &amp; Career Readiness</b></p> <p><b>Intended Audience: High School Teachers, <i>All Content Areas</i> and College and Career Readiness relating to college entrance essays</b></p>
<p><b>NYC/NYS Reporting and Data Mining</b> How to analysis NYS report cards and the NYC quality report. Also data mine and analysis the results of student tests by topic. Analysis specific NYS report card, NYS quality report. Determine which areas the teacher's need help with by analyzing their test results. The participates will be able to identify what areas the teachers need to improve their instruction by analyzing test results by topic. They will be able to identify which question the class had problems with and review the answers to see why they had problems. They can identify specific children that need help in a specific topic so they individual assign additional help. They will be able to dissect the NYS and NYC reports to help identify areas that need approval.</p>	<p><b>Iris DiLorenzo</b></p>	<p><b>Data</b></p> <p><b>Intended Audience: Teachers, Administrators, Related service staff</b></p>

*Thank you for registering to attend CEI's High School Professional Development Workshops ~ Please note that you can earn 5 CTLE credits for your attendance.*

*For more information on CEI Professional Development Services please contact:*

*Michelle Oliva*

[CEIServices@the-cei.org](mailto:CEIServices@the-cei.org)

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