



Orleans-Niagara Teacher Center

Winter/Spring 2022 Course Catalog – [Register Online by January 28](#)

Keep your brain active this winter with professional learning!

ALL CLASSES COUNT FOR CTLE CREDIT.



TECHNOLOGY CLASSES

T22-01 Google Slides: Tips and Tricks

Google Slides is one of the easiest and best google products you can add to your teacher toolkit. This 3-hour workshop will get you started but also take you to the next level by looking at interactive activities that can be used at all levels.

1/12-1/26/22, (3 hours, \$15), Kathy Halter

T22-02 Fun with Google Draw

During this 3 hour workshop, we will explore various ways you can use Google Draw to make engaging activities for your students. Learn to use Google Draw to make games, graphic organizers and share other fun classroom ideas. Note: Templates will be provided for many of the activities.

2/2-2/16/22, (3 hours, \$15), Kathy Halter

FREE ELL COURSES!

ELL-6 Classroom Practice for ELLs

Teachers will read and synthesize classroom practices appropriate for ELLs including classroom design, co-teaching, general and specific scaffolds for various proficiency levels.

2/9-3/16/22, (7.5 ELL CTLE hours, FREE), Katie Leven

ELL-7 Enhancing Instruction to Support ELLs

Learn more about your ELL(s) to enhance YOUR instruction to meet his/her needs! This is the stuff you want to know about having an ELL in your classroom! Topics include: proficiency levels, appropriate supports, scaffolds, assessment, language objectives aligned with your current instruction, co-teaching, and lots of ideas to inspire!

3/23-5/18/22 (15 ELL CTLE hours, FREE), Katie Leven

ONLINE BOOK STUDIES – ALL COURSES ARE ASYNCHRONOUS. Learn at your own pace while collaborating with colleagues!

B22-01 Culturally Responsive Teaching & the Brain (K-12)

This book, by Zaretta Hammond, promotes authentic engagement and rigor among culturally and linguistically diverse students. This online book study provides a brain-based teaching approach to culturally responsive instruction that is based on neuroscience research. It covers information on how the brain processes data and affects learning relationships, how to prepare students to become independent learners, and provides prompts for valuable self-reflection.

1/10-1/30/22, (15 hours, \$75), Tina Oddy

B22-02 Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success (K-12)

Through practical strategies Baruti Kafele makes the case that the "attitude gap" that often affects under performing students can only be closed if educators first help students develop the will to strive for excellence. Through Schoology and the book Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success, participants will explore five key areas. Participants will gain valuable insights that educators at all levels can use to fire up their students' passion to learn.

1/17-2/2/22, (15 hours, \$75), Kelly Zimmerman

B22-03 The Epic Classroom: How to Boost Engagement, Make Learning Memorable, and Transform Lives (K-12)

If learning is not memorable, should it even be considered learning? For too long, traditional education has used outdated practices to deliver complex and well-intended content to students with very little hope of that subject matter being retained. It often looks like this: Lectures are given --->Students write the information down ---> Students take a test on that information ---> Information is discarded from the brain ---> Repeat. In this book, Trevor Muir presents a project based learning method that uses the power of storytelling and brain science to give educators practical and proven practices to achieve real student engagement. In return, learning that is permanent and memorable. Any teacher, in any subject area, and in any grade level can use the story-centered project based learning framework presented in the book.

1/24-2/18/22, (15 hours, \$75), Audrey Stafford

B22-04 Decoding Autism and Leading the Way to Successful Inclusion (K-12)

Decoding Autism and Leading the Way to Successful Inclusion, by Barbara Boroson, is a valuable resource that provides practical and research based strategies to ensure all students are welcome and supported in a differentiated, equitable, and inclusive learning environment. This online book study describes common aspects of behavior, social, and communication challenges that students on the autism spectrum may exhibit as well as strategies to address their areas of need to ensure success in the general education setting.

1/31-2/20/22, (15 hours, \$75), Tina Oddy

B22-05 What Makes a Star Teacher: 7 Dispositions That Support Student Learning (K-12)

How do some teachers expertly engage students in deep learning, harmonize mandated standards with individual student needs, and create trusting relationships in the classroom? What typically sets these "Star Teachers" apart from other teachers? In "What Makes a Star Teacher: 7 Dispositions That Support Student Learning," Valerie Hill-Jackson, Nicholas D. Hartlep, and Delia Stafford provide a framework that can help ensure that you are your students' greatest asset--a star teacher in their classroom.

1/31-2/21/22, (15 hours, \$75), Michael Bollinger

B22-06 Writers ARE Readers (K-5)

Oftentimes, a teacher may feel that there aren't enough hours in the school day to get everything accomplished. This may leave some subjects (e.g., writing) unintentionally neglected. Utilizing the book as a discussion platform, we will look at ways to incorporate writing opportunities into any time--whether it is 10 minutes or 40--throughout the day. We will discuss and develop mini- and full lesson plans that you can utilize in your classroom the next day! Freebie resources including app suggestions and link libraries will be shared.

2/7-3/4/22, (15 hours, \$75), Lisa Fletcher

B22-07 Cultivating Knowledge, Building Language Literacy Instruction for English Learners in Elementary School (K-6)

A book study to help improve academic vocabulary and a knowledge base approach to literacy instruction for our students. "Unless we support educators to design instruction to match the demographics of today's students, as the EL population continues to grow and grow up,

so too will the number of students experiencing difficulties.” The book by Nonie K. Lesaux and Julie Russ Harris is required reading. Join me on a journey to improve our literacy instruction for our English Learners. 2/7-3/28/22, (15 ELL CTLE hours, \$75), Anne Kent-Kwasniewski

B22-08 Teaching with Clarity: How to Prioritize and Do Less So Students Understand More (K-12)

This book, by Tony Frontier, focuses on three fundamental questions to help reduce curricular and organizational clutter in the interest of clarity and focus: What does it mean to understand? What is most important to understand? How do we prioritize our strategic effort to help students understand what is most important? By prioritizing clear success criteria, intentional design, meaningful feedback, and a shared purpose, teachers can begin to clear away the curricular clutter that overwhelms the profession—and embrace the clarity that emerges. 2/21-3/14/22, (15 hours, \$75), Kyle Hurtgam

B22-09 Don't Ditch that Tech (K-12)

Daunted by differentiation and devices? Ditching tech isn't the answer—understanding how to find the right tool, for the right teacher, for the right moment is! This book, provides practical ideas to help you find the sweet spot where classroom devices meet students' needs. In this teacher-tailored guide, you'll find tips on how to handle cart/lab scenarios, develop attention-grabbing strategies, build metacognitive practices, and more—all with differentiation in mind. Whether you're a tech newbie or the school's device guru, you'll walk away with new understandings and strategies for transforming and diversifying your approach to teaching in a twenty-first-century world. Authors Matt Miller, Nate Ridgway, and Angelia Ridgway, PhD, bring a diverse range of perspectives to this useful guide. From their own classroom experiences they share practical suggestions for working within your classroom walls—and ultimately, transforming your students' lives. 2/28-3/18/22, (15 hours, \$75), Dana Thompson

B22-10 Understanding ADD (K-12)

Attention Deficit Disorder has been described in medical history for about one hundred years. We are currently seeing an increase in the population. The research of Dr. Daniel Amen, psychiatrist and brain imaging expert, has influenced much of our understanding of ADD and the future for children, teens, and adults with ADD. From his book, we will consider how educators and support staff can better serve their students, students' parents, and others with ADD. 2/28-4/8/22, (10 hours, \$50), Jeanne Frazer

B22-11 Strength in Diversity: A Positive Approach to Teaching Dual Language Learners in Early Childhood (K-6/ELLs)

Using the book by Lea Ann Christenson, teachers will learn to address basics of second-language learning, discuss and develop effective teaching and engagement strategies for these learners, and find ways to find ways to engage the families of ELLs. This course will be taught online using Schoology. 3/7-3/16/22, (12 ELL CTLE hours, \$60), Erin Kozerski

B22-12 Reading, Writing, and Rigor: Helping Students Achieve Greater Depth of Knowledge in Literacy (K-12)

What does rigor really mean? How does it relate to standards-based assessments? In this book study, we will be discussing Nancy Boyles's book and the framework used to answer these questions. Participants will examine how rigor aligns with standards, text complexity, close reading, student interaction, and formative assessment, and explore useful teaching tools and resources, and encouragement methods to help students achieve and demonstrate true rigor in reading and writing. 3/7-3/21/22, (15 hours, \$75), Jessica Bruno

B22-13 Cultural Competence Now: 56 Exercises to Help Educators Understand and Challenge Bias, Racism, and Privilege

What will it take to create equitable educational opportunities for all students? Teachers and school leaders need to learn how to recognize culturally embedded narratives about racial hierarchy and dismantle the systems of privilege and the institutions that perpetuate them with knowledge, action, and advocacy. This book provides a structure to begin meaningful conversations about race, culture, bias, privilege, and power within the time constraints of an ordinary school. The 56 exercises include activities, discussions, and readings in which to engage during the school year using the four steps—awaken and assess; apply and act; analyze and align; advocate and lead. 3/14-3/30/22, (15 hours, \$75), Maura Bruno

B22-14 What We Know About Grading: What Works, What Doesn't, and What's Next (K-12)

Grading is a hotly debated topic in education. Practices are largely based on tradition, instinct, or personal history or philosophy. To be effective, grading practices must be based on trustworthy research evidence. In this book, edited by Thomas R. Guskey and Susan M. Brookhart, we will learn how to create clear learning goals, focus on feedback function of grades, limit the number of categories, and provide multiple grades that reflect product, process, and progress criteria. 3/21-4/1/22, (20 hours, \$100), Karen Pax

B22-15 The Knowledge Gap (K-12)

Natalie Wexler reveals fundamental flaws in the education system. Her straightforward approach to ways teachers tackle subject matter may seem controversial; however, she uses the facts provided by countless educators, school districts, and instructional organizations to highlight why and how teachers should change their ways to fit the science of today. Regardless of whether you agree or disagree with her remarkable research, your time-tested thoughts of what teaching should look like will be challenged. 4/4-5/2/22, (15 hours, \$75), Lisa Fletcher

B22-16 Why Are We Still Doing That? Positive Alternatives to Problematic Teaching Practices (K-12)

This book by Persida and William Himmel provides straightforward, research-informed accounts of 16 problematic educational practices that can undermine student learning. In addition, this book study will provide easy-to-implement instructional, assessment, and classroom management strategies that can use to meet the goals those problematic practices are intended to achieve. 4/25-5/16/22, (15 hours, \$75), Kyle Hurtgam

B22-17 Blended Learning with Google (K-12)

Say goodbye to boring lectures, sit and get, and the same old, tired projects. In her second book, Kasey Bell shows you detailed ways you can use Google tools to create dynamic, blended learning experiences for your students! No matter if you are online, remote, hybrid, or something in between, this book will give you tips and tricks to thrive! This course is not about Google, but how you can use Google tools to support dynamic learning in your classroom. *This course requires some activities to be completed with students. 4/25-5/20/22, (15 hours, FREE), Cheryl Herman

B22-18 Assessing With Respect: Everyday Practices that Meet Students' Social and Emotional Needs (K-12)

Participants will examine the critical intersection between assessment and social and emotional learning (SEL), particularly as it affects students of color and other marginalized groups. The book addresses the five SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL)—self-awareness, self-

management, social awareness, relationship skills, and responsible decision making—and explains how teaching students to develop their abilities in these areas can help them improve their learning and assessment experiences.

5/2-5/23/22, (15 hours, \$75), Michael Bollinger

B22-19 The Wild Card: 7 Steps to an Educators Breakthrough

Have you ever wished you were more creative... or that your students were more engaged in your lessons? In the book, *The Wild Card: 7 Steps to an Educators Creative Breakthrough*, Wade and Hope King show you how to draw on your authentic self—your past experiences, personality quirks, interests, hobbies, and strengths—to deliver your content creatively. Through Schoology participants will discuss the seven steps that will give you the knowledge and the confidence to bring creative teaching strategies into your classroom.

5/23-6/10/22, (15 hours, \$75), Kelly Zimmerman

ONLINE ASYNCHRONOUS COURSES (NO BOOKS REQUIRED)

O22-01 Improve Every Lesson Plan with SEL

Based on the Book by Jeffrey Benson (not required reading) this course will get acquainted with the basics of SEL and how to build these strategies into all pk-12 lessons without a separate curriculum. We will identify SEL skills into 3 separate categories (skills for self, interpersonal skills and skills as a community member) and identify ways in which all teachers can incorporate these skills in their classroom.

2/2-2/16/22 (3 hours, \$15), Karen Waugaman

O22-02 Supporting Your Emotional Well-Being as an Educator

We talk and hear about it every day. In the face of a pandemic even the veteran teacher is feeling the pressure. Your social well-being is important as we move through the changes of these times. During this 12 hour workshop we will get the conversation started by discussing what districts are doing for their staff, what you can do to help your colleagues and what you can personally do to bounce back from difficulties and be the resilient person that we all strive to be.

3/2-3/16/22 (12 hours, \$60), Kathy Halter

O22-03 Mental Health: Helping Students with Anxiety and Depression

As mental health problems among adolescents continue to climb, schools are seeing the importance and need for mental health education. This course will improve your knowledge and understanding of anxiety and depression. We will dispel common myths about these disorders and learn how to identify risk factors and warning signs of mental health concerns.

3/16-3/30/22, (15 hours, \$75), Mark Hanes

O22-04 Teaching in an Age of Stress

Stress is defined as our reactions to change. Like everything else, we can learn how to master our stress in the classroom and improve our professional practice. Participants will view episodes of the documentary *Mismatched: Your Brain Under Stress* by the American Institute of Stress and learn how to teach their own students about stress and cultivate understanding regarding the following topics: Stress and Health, Mind/Body Connection, Neurological Approaches to Self-Regulation, The Power of Play, & Unlocking the Power of Creativity.

4/4-5/15/22, (15 hours, \$75), Mykal Karl

**To register for any course, please [click here](#).
Registration will close on January 28.**

ANNUAL LEARNING THROUGH LITERACY CONTEST FOR K-12 STUDENTS!



“I Can Make a Difference”

Teachers, are you looking for a fun, creative way to encourage literacy with your students? Look no further - our annual literacy contest is your solution! This year's theme provides students an opportunity to share how they, someone they know, or someone they read about can or has made a difference, whether it be at school, home, in the community or the world! Students' entries can be focused on such things as (but not limited to): an act of kindness, friendship, good neighbor, cultural acceptance, volunteerism, fund raising or community service. Entries can include things such as a Google or Word document with images, Google or PowerPoint Slideshow, Flipgrid video with written narration, Book Creator story, multimedia poster, a comic strip or any other format of their choice. Whatever the format of the entry, **creativity is highly encouraged!** Entries must be submitted electronically by March 17, 2022 using this [Google Form](#). Each teacher may submit up to 5 entries per class. Please visit our website for complete details.

ONTC Policy Board Members

Albion, April Patti, apatti@albionk12.org and Jen Lamont,

jlamont@albionk12.org

Barker, Sara Thibault, sthibault@barkercsd.net

Lewiston-Porter, Ashli Dreher, adreher@lew-port.com

Lockport, Heather Bitka, hbitka@lockportschools.net

Lyndonville, Laurel Pitzrick, lpitzrick@lyndonville.wnyric.org

Medina, Morgan Jackson, mjackson@medinacsd.org

Newfane, Lisa Fletcher, lfletcher@newfanecentralschools.org

Niagara Wheatfield, Rene Brock, rbrock@nwcsd.org

North Tonawanda, Ben Ladik, bladik@ntschoools.org

O/N BOCES, Mary Kuhn, mkuhn@onboces.org

Roy-Hart, Jen Lesniowski, jlesniowski@royhart.org and Mike Rowcroft,

mrowcroft@royhart.org

Starpoint, Erin Bennett, ebennett@starpointcsd.org

Wilson, Karen Aloisio, kaloisio@wilsoncsd.org

Holy Ghost Lutheran, Maggie Gildersleeve, margogilder@gmail.com

NCCC, Michele Hamilton, mhamilton@niagaracc.suny.edu