

For Information Only

Educational Services Commission of New Jersey



Professional Conference Center
(Professional Development Academy)

2019 – 2020

Catalog of Programs

1690 Stelton Road
Piscataway, NJ 08854
732.777.9848 Ext. 3240
pda@escnj.us
www.escnj.us

All Registration is Online

For Information Only

Welcome to the 2019 – 2020 Professional Conference Center

We are proud to announce the grand opening of ECNJ's Professional Conference Center. Our state of the art facility has its own entrance, a 300-seat capacity (which can be configured for smaller meeting rooms), contemporary lighting and sound systems, and plasma screens.

Professional development continues to be an essential part of improving student performance and building effective professional learning communities throughout our region and state. Since its inception over 20 years ago, the Educational Services Commission of New Jersey's Professional Development Academy (PDA) has enjoyed a solid reputation as a provider of high quality faculty/staff development and programs. Our presenters offer knowledge and best practices in curriculum content and are committed to extending learning beyond the specific program experience. The PDA programs meet or exceed established federal, state, and professional guidelines for staff development.

The Professional Development Academy at ESCNJ has developed a shared service approach on professional development that is affordable. Attendance at ESCNJ Professional Development programming is open to all Public School Districts, Non-Public Schools, and Charters Schools throughout the State of New Jersey.

The PDA Catalog may be viewed on-line at www.escnj.us. All registration for Professional Development programs will take place online. For additional information about the PDA, please contact us by phone, (732) 777-9848 Ext. 3240, or by e-mail pda@escnj.us.

Follow us on Social Media

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For Information Only

Dr. Dale Caldwell, President ESCNJ Board of Directors

Mark J. Finkelstein, Superintendent

Gary Molenaar, Assistant Superintendent

Patrick M. Moran, Business Administrator/Board Secretary

Nadia Romano, Director of Human Resources

The Educational Services Commission of New Jersey (ESCNJ) serves approximately 470 school districts and municipalities throughout New Jersey. Established in 1977, the ESCNJ provides specialized, auxiliary, and remedial services to thousands of eligible special needs students through its six schools and Nonpublic Department. ESCNJ also offers a comprehensive Professional Development Academy (PDA), and the Collaborative Educational Services (CES) program, helping districts offer educational programs for special needs students within their neighborhood schools. Additionally, ESCNJ offers numerous opportunities for the cooperative purchasing of equipment and supplies at reduced costs for New Jersey schools and municipalities.



Dr. Dale Caldwell, President



Mr. Bill Petscavage, Vice President

***ESCNJ Board of Directors
Member Districts***

Belleville	Monroe
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Clementon	Old Bridge
Cranbury	Pemberton
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East Brunswick	Piscataway
Edison	Sayreville
Highland Park	Somerset Hills
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Jackson	South Brunswick
Jamesburg	South Plainfield
Metuchen	South River
Middlesex	Spotswood
Middlesex County Vocational & Technical Schools	Woodbridge
Milltown	

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ESCNJ is Proud to Partner with the Following Consultants and Agencies to bring you Quality Professional Development Programs:

**ESCNJ's Bright Beginnings Learning Center Faculty:
Supervisor Cindy Borell, Teacher Nicole Cornely, Speech Therapist Marisa
Martin-Vargo**

Carol Cherson, Consultant

Dr. Diane Casale-Giannola, Consultant Rider University

Dr. Jason Rodker of Positive Developments, LLC

Comegno Law Group, P.C.

Jamie Saponaro of InTECHgration Consulting

Machado Law Group

Mary Fowler of Positive Difference PD for Educators

Mr. Ian Hockley of the Dylan's Wings of Change

NJ Teacher to Teacher

Rutgers University

SiLAS Founder and CEO Chris Dudick

Stacy Rieger, Administrator, Educational Services Commission of New Jersey

Tamka Educational Products, LLC

Wellspring Center for Prevention

Barbara De Santis, Consultant, Sayreville Public Schools

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Monthly Workshops At-A-Glance Schedule

October 2019

- Applying Differentiated Instruction to Co-Teaching (Grades PreK-5) October 1, 2019
- Role of Visualization & Bar Modeling in Problem Solving Mathematics October 2, 2019
- Inclusion Do's, Don'ts, & Do Betters October 3, 2019
- Paper Engineering October 7, 2019
- Wingman for Schools October 11, 2019
- Automata October 14, 2019
- Current Legal Issues & Updates October 16, 2019
- Overview of Applied Behavior Analysis (ABA) October 25, 2019
- SiLAS (Socially Interactive Learning Avatar Software) Improve Students' Social Skills October 29, 2019
- Orton Gillingham October 30, 2019

November 2019

- Accommodations vs. Modifications November 1, 2019
- Sewn Circuits November 11, 2019
- Interactive Digital Notebooks November 12, 2019
- Gender Identity in Schools November 14, 2019
- Positive Discipline Part 1 of 3 November 18, 2019
- Close Reading Across the Curriculum November 19, 2019

December 2019

- How to write the IEP December 4, 2019
- Informal Algebra in Elementary School December 5, 2019
- Dyslexia; from Code the Classroom December 6, 2019
- Introduction to Makerspaces & Maker Education December 9, 2019
- Building a Literacy Foundation with Phonemic Awareness and Vocabulary December 11, 2019
- Best Practices for Understanding and Managing Challenging Behaviors December 12, 2019
- How to Assess & Document Interventions in Your Inclusive Classroom (Grades K-12) December 13, 2019
- Social Emotional and Behavioral Interventions: Mindful Practices Beyond Compliance December 16, 2019
- Applying Differentiated Instruction & Universal Design for Learning to Co-Teaching in Grades 6-12 December 17, 2019
- "Teachers...Ask Me What I Wish You Knew About Student Engagement" December 18, 2019

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January 2020

- Social Media and Internet Safety January 7, 2020
- Blended Learning – Strategies and Resources for Success January 8, 2020
- Problem Based Learning Made Simple January 9, 2020
- Positive Discipline Part 2 of 3 January 13, 2020
- Designing a Maker Curriculum January 15, 2020
- High Functioning Autism and Anxiety January 16, 2020
- Wilson “Foundations” January 21, 2020
- Building on the Strengths of Students with Special Needs: K-12 January 23, 2020
- All About You! – Differentiated Instruction January 28, 2020
- Building Strength in Inclusive Art Programs January 29, 2020
- Leading Your Classroom January 30, 2020
- School Refusal January 31, 2020

February 2020

- The Nurtured Heart Approach February 3, 2020
- Writer’s & Reader’s Workshop February 4, 2020
- Help Individuals Reach Their Potential through
Assessment & Communication Training February 6, 2020
- Embracing disABILITIES in the Classroom February 10, 2020
- Make Math Magic! February 11, 2020
- Dynamic Duo: Project Based Learning (PBL)
& Design Thinking (DT) in Makerspace Classrooms February 12, 2020
- Speak to Me! February 13, 2020
- Trauma Informed Learning February 21, 2020
- Trust Their Process – Teaching Strategies for
Students with Processing Issues February 25, 2020
- Special Education & Section 504 - Considering the Crucial
Factors of Person, Process, & Progress February 26, 2020
- Inclusion Coaching:
Strategies, Interventions, Collaborations, & Supports February 27, 2020

March 2020

- Pull it Together! March 5, 2020
- Differentiated Instruction and Universal Design (Grades 5-12) March 6, 2020
- Digital Escape Room March 10, 2020
- Introduction to Fusion 360 March 11, 2020
- Suicide Awareness March 12, 2020
- Making our Curriculum Work for ELL’s March 13, 2020
- Positive Discipline Part 3 of 3 March 16, 2020
- Co-Teaching March 19, 2020
- ABA Principles and Strategies for
Skills Acquisition and Generalization March 20, 2020
- Behavior Planning for Students with Challenging Behaviors:
Legal and Clinical Issues March 25, 2020
- Engaging, the Adolescent Learner in the Inclusive
Classroom: Strategies to Support
Behavior & Academic Challenges March 26, 2020
- It’s ALL Write with Me! March 27, 2020

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- Multi-Tiered Systems of Support (MTSS) for K – 5 Mathematics March 30, 2020
- Emotional & Behavioral Challenges
Associated with Learning Disabilities March 31, 2020

April 2020

- Trauma Informed Essentials: A Toolkit for Classroom Teachers April 1, 2020
- Little Kids, Deep Thoughts April 2, 2020
- Designing with Vinyl Cutter April 20, 2020
- From Challenge to Success for Students with
ADHD & LD (Grades 3 – 12) April 21, 2020
- Differentiating Instruction with Technology April 22, 2020
- Can't Wait to Write! April 23, 2020
- Topics in Transition Planning for Students with Disabilities April 24, 2020
- The Paraprofessional as an Instructional
Aide in Inclusive Classrooms April 30, 2020

May 2020

- Mindfulness May 1, 2020
- The Art of Cooperative Learning May 5, 2020
- Social Skills Training Using Evidence-Based Practices May 6, 2020
- Critical Thinking for Success in Life! May 7, 2020
- Self-care & Avoiding Burnout for Those
Working with Challenging Students May 11, 2020
- Specially Designed Instruction for Literacy (Grades K – 12) May 12, 2020
- ADHD in Your Classroom? The 20 Best Strategies for 2020 May 14, 2020

Please note: additional workshops will be added on an ongoing basis throughout the 2019 – 2020 school year, so please be sure to check our website for the latest and greatest professional development offerings at www.escnj.us

For Information Only

Middlesex County College – Office of School Relations

The Office of School Relations at Middlesex County College is the College's link to the public, parochial, and private schools for teachers, counselors, and administrators working in grades K – 12. The Office of School Relations builds partnerships with the K-12 sector (public, private, and parochial schools) to provide professional development for teachers and counselors, academic and career development programs for students, and responds to students' needs by offering programs and support for the seamless transition from high school to college.

- Please look for Middlesex County College's New Creative Classroom presentations during the 2019 – 2020 school year. This will be our annual technology conference for educators from throughout the region. We will be sure to send an email blast out to everyone when the program is set.
- Please look for upcoming AP Summer Institutes.
- New Pathways to Teaching in New Jersey – Alternate Route

For Additional Information Please Contact:

Kimberlee Hooper, Director Office of School Relations
Middlesex County College
2600 Woodbridge Avenue
Edison, NJ 08818-3050
(732) 906-2554

khooper@middlesexcc.edu or MCC website <http://www2.middlesexcc.edu/schoolrelations.html>

Rutgers School of Social Work Office of Continuing Education

The Rutgers School of Social Work, Office of Continuing Education is the largest university-based social work continuing education provider in the country. Built upon more than 30 years of experience, the program offers over 350 workshops per year at multiple sites throughout New Jersey. By offering dynamic workshops and certificate programs for human service professionals, the office seeks to develop an ongoing relationship with participants by becoming a partner in their professional education throughout their career. Our workshops are approved for continuing education hours for social workers, licensed professional counselors, and teachers.

In our work with clients we emphasize the importance of proper self-care, doing what one has to in order to live a healthy and productive life. The requirement to obtain continuing education hours exists because our learning is never done. Since we work with the most difficult social problems in our society, our profession requires lifelong learning. We need to maintain expert knowledge of current research and theories and evolving clinical interventions. Our clients deserve thriving and well-informed professionals – nothing less.

Contact:

Rutgers School of Social Work Office of Continuing Education
390 George Street, 6th Floor
New Brunswick, NJ 08901
P.: (732) 932-8758 or E-mail: ce@ssw.rutgers.edu

Please check our website for upcoming workshops offered throughout the region and in the ESCNJ Professional Development Academy <http://socialwork.rutgers.edu/continuingeducation/ce.aspx>

For Information Only

Frank's Café

At





Piscataway Regional Day School (PRDS)

1670 Stelton Road

Piscataway, NJ 08854

(Located right next door to the Professional Development Academy)

Frank's Café is a full-service student-operated culinary training program:

-  All PRDS classes participate
-  Students prepare coffee daily
-  Students prepare complete lunches
-  Students serve and manage the dining room

Join us for:

Coffee Daily (8 AM - 9 AM)

Lunches Tuesdays through Thursdays

Dine In or Take-out

Daily Lunch Specials

Entrée, Side Dish & Dessert

\$5.00

Advance Reservations Requested. Please contact PRDS office by the Friday prior to your Workshop for the Daily Lunch Special Menu (732) 985-8752.



For Information Only

CST/Special Services Professional Development Series

The Educational Services Commission of New Jersey (ESCNJ) is pleased to announce the continuation of the CST/Special Services Professional Development series for special service directors/supervisors, school psychologists, learning disabilities teacher/consultants, school social workers, speech/language specialists, other related service providers, and special education teachers.

The function of the CST/Special Services Professional Development series is to develop increased competencies in each Child Study Team area while providing opportunities for collaboration, discourse, and exchange of ideas and experiences for Special Services Leaders, CST members, and related service providers. Through collaboration with specialists in the area of special education, the series will provide a professional learning network that promotes best practices for impacting case management and student and teacher learning.

CST PD Series Kickoff Conference October 16, 2019 9:00 AM – 2:00 PM

Current Legal Issues & Updates

Nathanya G. Simon, Partner

Carolyn R. Chaudry, Counsel

Scarinci & Hollenbeck, Attorneys At Law

Morning Sessions: 9:00 AM – 12:00 PM

Session 1: Wednesday, December 4, 2019

How to write the IEP

Isabel Machado, JD

Session 2: Wednesday, February 26, 2020

Special Education and Section 504 - Considering the Crucial Factors of Person, Process, & Progress

John Comegno II, Esq., Comegno Law Group, P.C.

Session 3: Wednesday, March 25, 2020

Behavior Planning for Students with Challenging Behaviors: Legal and Clinical Issues

Rebecca K. Schulman Psy.D., BCBA-D

Session 4: Wednesday, May 6, 2020

Social Skills Training Using Evidence-Based Practices

Michael C. Selbst, Ph.D., BCBA-D

Lunch Provided

Afternoon Sessions: 1:00 PM – 2:00 PM

During the afternoon sessions there will be opportunities for CST networking and discussion based on morning topics, an open forum for discussion on the design, implementation, and a review students' IEP process. Discussion of state mandates for IDEA provisions, as well as assessments utilized to determine eligibility at grade levels.

Yearly Membership:

\$500

(Includes attendance of up to 4 representatives at the Initiation session and each of the 4 sessions)

Non-members \$120 per session per person

For Information Only

The Role of Visualization & Bar Modeling in Problem Solving Mathematics

Date:	October 1, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 2 – 6)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

The Bar Model Method is a problem-solving strategy that was developed by an expert team of curriculum developers in the Singapore Ministry of Education in the early 1980s. In this workshop you will learn about this highly visual tool that can be used to solve arithmetic and algebraic word problems.

Presenter:

Dr. Roya Basu is a Consultant with the Center on Math, Science and Computer Education, Rutgers University. Roya was an educator in a NJ public school prior to retiring in June of 2014. She taught Algebra and Pre-Algebra courses before becoming the K–8 Math Coach for the district.

Roya joined CMSCE at Rutgers University in 2016 and as a member of their consulting team, has facilitated many PD sessions around the State. She is interested in Asian approaches to instructional practices. To this end, and as part of a personal research endeavor, she has traveled to Singapore to visit some classrooms and observe the teaching and learning of mathematics in action.

Roya earned her B.A. (Honors) in Probability and Statistics from Sheffield University, England, her M.A. in Mathematics Instruction and Curriculum from Kean University, NJ, and her Ed. D. in Mathematics Education from Rutgers State University, NJ.

For Information Only

Applying Differentiated Instruction (DI) to Co-Teaching, Grades Pre K – 5

Date:	October 2, 2019
Time:	9:00 AM – 12:30 PM
Eligible Hours:	3 ½ Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades Pre K – 5), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Co-teaching involves collaboration. This includes sharing and *playing nicely* in front of each other, students, related staff, administrators, families, and behind the scenes! Like students, staff presents different levels, interests, motivators, and prior knowledge. Expand your repertoires and classroom approaches to enhance your co-teaching with parity that values differentiation of instruction for learners with and without exceptionality.

Participants will gain knowledge and skills to:

- Develop the co-teaching relationship to *learn about and from each other*
- Discuss and define the *how-to* and *who will* roles and responsibilities
- Apply the DI principles to co-teaching models for planning, instruction, and assessment
- Connect the co-teaching models to PK-5 reading, math, science, social studies, art, music, physical education, and world language lessons
- Honor educator and student skill sets
- Increase student performances with effective collaborative models

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten's first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two "Teacher of the Year" awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten's ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

Inclusion Do's, Don'ts, and Do Betters

Date:	October 3, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades Pre K – 12), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Explore inclusion strategies that connect to the characteristics and struggles that students with specific disabilities encounter in inclusive classrooms. All students can learn; however, all students process information differently and therefore staff needs to know what to do, what not to do, and what to do better. Teachers' anxieties and apprehensions are replaced with responsive inclusion strategies that honor the basic five-positive attitudes, evidence-based practice, specially designed instruction (SDI), collaborative approaches, and administrative supports. The inclusion strategies are applied to PK-12 scenarios across the disciplines for general and special educators, students, families, and related staff. Participants will gain knowledge and skills to:

- establish school environments that have lessons strategically and systematically built on evidence-based inclusion principles
- honor inclusive practices for students with specific learning disabilities, ADHD, autism, and intellectual, behavioral, emotional, social, communicative, sensory, and physical differences
- differentiate the planning and lessons to allow PK-12 students to "show what they know"
- focus on responsive instruction, assessment, and support for whole class, small groups, and individuals
- explore how the collaborative roles of staff, families, and students promote learner successes
- connect the curriculum to student diversity, turning the challenges into successes

Presenter: Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten's first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two "Teacher of the Year" awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten's ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

Paper Engineering

- Date:** **October 7, 2019**
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 2-6), Administrators
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Join us for a fun day of paper engineering. Learn the core elements of “pop-up”- basic and advance folds as well as design mechanisms (such as linkages, wheels, cams, and levers) with paper to make amazing “pop-up” art (moveable books).

Presenter:

Todd Menadier Consultant, Center on Math, Science and Computer Education, Rutgers University. He holds a Master of Science degree from NJIT in Power and Energy systems. He currently consults with school districts in the areas of curriculum design, pedagogy, design and implementation strategies for authentic project based learning, and entrepreneurship.

For Information Only



ESCNJ's
Professional Conference Center
Grand Opening
October 11, 2019
9:00 AM – 3:00 PM
(Free Program – Registration Required)

Wingman for Schools
Social/Emotional Learning Framework
*Youth Leadership Programs Inspiring Children
to Go Above and Beyond for Others*

Lead by Mr. Ian Hockley of the Dylan's Wings of Change

Wingman for Schools is a highly customizable, student-led, Social/Emotional Learning framework created for middle and elementary schools, which runs throughout the school year to change the climate and culture and to create a strong, resilient school community. Mr. Hockley will walk attendees through this unique program and present the research that underpins this wonderful school program.

After the Lunch Break, there will be a panel discussion on the implementation of the Wingman Program in Local Districts.

Presentations by:

Cranbury Public Schools

Dr. Susan Genco, Superintendent

Edison Public Schools

Ms. Beth Moroney, Board Member & ESCNJ Board of Directors

Participating Connecticut Schools via Skype

Automata

Date:	October 14, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General and Special Education Teachers (Grades 2 – 6), Supervisors
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Make your own mechanical sculptures or stories, known as automata, with familiar materials like cardboard. We'll use simple mechanisms (like cams, levers, linkages, gears, pulleys, etc.) to make objects move up and down or back and forth or spin around. Design a scene that you imagine, then build a simple machine to make it work.

Presenter:

Todd Menadier Consultant, Center on Math, Science and Computer Education, Rutgers University. He holds a Master of Science degree from NJIT in Power and Energy systems. He currently consults with school districts in the areas of curriculum design, pedagogy, design and implementation strategies for authentic project based learning, and entrepreneurship.

Overview of Applied Behavior Analysis (ABA)

- Date:** October 25, 2019
- Time:** 9:00 AM – 12:30 PM
- Eligible Hours:** 3 ½ Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Paraprofessionals
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Applied Behavior Analysis (ABA) is a discipline devoted to the improvement of human behavior through the methods of science. Participants will begin this ABA series by learning what ABA is, as well as how it relates to education, skill acquisition, and the reduction of problem behavior. Participants will also learn about the myths of ABA, for whom ABA can be effective, and how to ethically implement ABA strategies.

Presenter:

Dr. Rebecca Schulman, Psy.D., BCBA-D is a licensed psychologist in NJ and a board certified behavior analyst at Behavior Therapy Associates. Dr. Schulman received her Psy.D. in clinical psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. She has extensive experience providing individual, family, and group therapy. Dr. Schulman specializes in evidence-based treatments for children through adults presenting with developmental disabilities, disruptive behaviors, sleep problems, social skills deficits, anxiety disorders, childhood sexual abuse, and sexual problem behaviors. Dr. Schulman also conducts diagnostic evaluations, psychological and psychoeducational evaluations, and functional behavior assessments. She is the Program Director of the Central NJ Campus of HI-STEP® Summer Program. This program is an intensive day program for children to improve their social skills and problem solving ability.

For Information Only

SiLAS (Socially Interactive Learning Avatar Software) Improve Students' Social Skills

Date: October 29, 2019

Time: 9:00 AM – 12:30 PM

Eligible Hours: 3 ½ Professional Development Hours

Learning Community: General & Special Education Teachers, Child Study Team members, Speech Therapists, Transition Staff, School Administrators, Technical Support Professionals

Registration: Free (Registration Required)

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

How do schools provide special needs-students the social skills needed to navigate their home, school, community, and workplace?

This session will provide attendees a brief overview of the how SiLAS has helped students gain social skills that are necessary in all environments. An overview of the research supports the use of computer programs for teaching social skills. Information on avatars and facial/emotional recognition as they apply to social skills will also be discussed as well as the technology needed to implement the program. The session will also provide hands-on experience with the SiLAS Technology.

Presenters:

Join the Bright Beginnings Learning Center at ESCNJ faculty: Supervisor Cindy Borell, SiLAS Founder and CEO Chris Dudick, Case manager/Supervisor Nicole Cornely, and Speech Therapist Marisa Martin-Vargo as they discuss how SiLAS technology SiLAS is helping many students identify and implement appropriate behavior in social situations that reflect real life social situations.

Orton Gillingham

Date:	October 30, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 5), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Teachers, are you looking for new ways on how to help struggling learners? Do you suspect some of your students have dyslexia? This workshop will provide you with an education about dyslexia, interventions for students with dyslexia, and hands on, low to “No prep” reading strategies for your struggling readers. Providing multi-sensory experiences in the early grades will help reach all kinds of learners and may help reduce referrals later. The OG model is a phonics based, multisensory way of teaching reading that is direct and systematic. Learn how to incorporate these strategies into your classroom so you can reach all students, especially those who need it most.

Presenter:

Nancy Frederick is an energetic, charismatic, yet practical staff developer/trainer/coach and has trained thousands of teachers all over the state. She graduated from the University of Delaware with a BA in elementary and special education with an emphasis on reading instruction. She also has her master's degree in special education from Kean University. She has 12 years of teaching experience in Woodbridge Township in grades 1-5 and has over 20 years of experience in the field education. She is trained in Wilson Reading and Orton Gillingham and has developed workshops to provide staff development on both topics. She has worked with children with various learning disabilities in a variety of classroom settings. Nancy's specialties include co-teaching, inclusion, Orton Gillingham, Wilson Foundations and differentiated instruction. She firmly believes that, when given the proper tools and strategies, all students can learn. There is no such thing as a “one size fits all” approach. She is also trained in preparing students with learning disabilities for standardized testing such as PARCC. She loves to collaborate with other educators and is excited to share her ideas and strategies.

Accommodations vs. Modifications

Date:	November 1, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

“Accommodations vs. Modifications: Which is which?”

“Excuse me: Can you modify this math assessment?”

“My student is going to need accommodations in social studies mainstream.”

How many times have you heard this and thought: wait what is the difference between an accommodation and a modification? In this workshop you will understand how to differentiate between an accommodation and a modification. We will talk about what an accommodation should look like in the classroom as well as on an assessment. We will also talk about how modifying an assessment might change the outcome of your students' grades. You will also have the opportunity to bring lessons and/or assessments with you and practice accommodating and then modifying so you can see the difference.

Presenter:

JeanMarie Rinaldi has been a special education teacher for the last 13 years. She has taught grades K-6 in self-contained, resource, as well as in general education class settings. She was a recipient of the 2009 Middlesex County Teacher of the Year award. In her spare time, she is an All-star cheerleading coach and loves spending time at the beach with her two children and husband. JeanMarie first got into teaching to make a difference in at least one child's life. She slowly learned that not only was she able to make a difference in a child's life but their families as well. She strives every day to continue to make that difference.

Sewn Circuits

Date:	November 11, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 2 – 6), Supervisors
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Sewn circuits (or e-textiles) uses conductive thread, batteries, LEDs, and mini micro-controllers to make textiles light-up and blink. This session will go from basics to advanced including: series and parallel circuits, switches, and micro-controllers. Join us to build your sewn circuit skills on a project or two such as: decorative pillow, clothing, belt, hair band, felt jewelry, etc.).

Presenter:

Todd Menadier Consultant, Center on Math, Science and Computer Education, Rutgers University. He holds a Master of Science degree from NJIT in Power and Energy systems. He currently consults with school districts in the areas of curriculum design, pedagogy, design and implementation strategies for authentic project based learning, and entrepreneurship.

Interactive Digital Notebooks

Date:	November 12, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Love interactive notebooks but tired of making all those copies (and not to mention all the gluing!)? What if those interactive notebooks could be digital? And truly interactive. This class will use Google Slides to create interactive notebooks. A variety of templates and step by step implementation directions are included.

Please bring your own device (BYOD) including laptops or Chromebooks.

Presenter:

Barbara DeSantis, is a Tech Integration Trainer at the Sayreville School District. She is a Certified Google Education Trainer as well as a STAR Discovery Educator whose award-winning blog showcases practical use of a wide variety of online tools for teaching and learning. A frequent presenter at education, technology and library conferences, Barbara is also Past President of the New Jersey Science Teachers Association.

Gender Identity in Schools

- Date:** November 14, 2019
- Time:** 9:00 AM – 3:00 PM (*Lunch provided*)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** Superintendents, School administrators (all levels), General & Special Education Teachers (Grades K – 12), Child Study Team Members, Guidance Counselors
- Registration:** Free (Registration Required)
- Location:** Professional Conference Center, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

The workshop will focus on the impact school policies and practices have on students whose gender identity differs from their sex assigned at birth.

Increased awareness and acceptance of transgender people in the United States is reflected in our nation's schools. Unfortunately, educational leaders do not typically receive training related to transgender youth and educators express fear about working with transgender students. As part of this presentation Dr. Mangin will provide examples of school- and classroom-level practices that educators can implement to create accepting school environments for transgender and gender expansive students.

Presenters:

Dr. Melinda Mangin is an Associate Professor in the Department of Education Theory, Policy, and Administration in the Graduate School of Education at Rutgers University. Dr. Mangin's scholarship is informed by her previous experience as a public high school Spanish teacher in New York City. Professor Mangin's scholarly interests fall into two primary categories: teacher leadership and inclusive schools for transgender people. Additional related subfields include instructional leadership, professional learning, education policy, and diverse students and families.

Professor Mangin's work draws upon a variety of theoretical lenses, including queer theories, instructional and distributed leadership theories, learning theories, and organizational theories. These conceptual frames coalesce around a theory of action that posits teachers as key contributors in the improvement process – building the shared knowledge necessary to facilitate improvements in schools.

Dr. Scot Taylor, Superintendent of Highland Park Public Schools, will share how his district engaged the community in the development and implementation of a comprehensive Transgender student policy.

Positive Discipline Series – Part 1 of 3

Introduction to the Positive Discipline Philosophy

Date: November 18, 2019

Time: 9:00 AM – 12:30 PM

Eligible Hours: 3 ½ Professional Development Hours

Learning Community: General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Supervisors, Paraprofessionals

Registration: \$120 Tuition

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

In this highly experiential workshop, participants will be introduced to the Positive Discipline philosophy. Rather than a program for teaching adults to better manage student behavior, Positive Discipline is a system for teaching students to manage themselves. Based on an "encouragement model" for classroom management, Positive Discipline provides many tools for teaching students the life skills that will help them to be effective learners. In this first workshop of the series, we will identify the five criteria for all Positive Discipline interventions. We will discuss common behavioral challenges as well as ways of teaching the skills that will naturally diminish problematic behavior. Teachers will identify their personal Leadership Style and develop insight regarding ways in which their style can be used to encourage student skill development.

Presenter:

Dr. Jason Rodker earned his undergraduate degree, as well as a Master's degree in Counseling Psychology, from Rutgers University, while working in a therapeutic school for children and adolescents at the University of Medicine and Dentistry of NJ. During his doctoral training in Child-Clinical/School Psychology at Pace University, he worked with adolescents and young adults dealing with anxiety and depression, adjustment to life transitions, gender and sexual identity issues, and relationship difficulties. Dr. Rodker further developed specialties in child and play therapy, working with children of all ages and with a variety of presenting issues, including disruptive behaviors, mood deregulation, adjustment difficulties, attachment issues, and trauma. He has worked as a member of Child Study Teams in traditional and alternative school environments. Dr. Rodker currently works in private practice with children, adolescents, and adults, with a primary focus on strengthening parent-child relationships.

Close Reading Across the Curriculum

Date:	November 19, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Close reading is the act of reading closely. Students read and then reread and then read again, using questioning and discussion each time to dig into a text to find meaning using evidence from the text. To quote Tim Shanahan, close reading “is an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means.” Close reading accomplishes what is expected in the NJSLs for literature and informational texts in the domains of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Synthesizing is the key as students take their own ideas, combined with meaning from the text, to then form new connections and ideas and compare those to the text. Using 21st Century skills such as critical thinking, collaboration, and communication, students can comprehend a text on an even higher level through interaction and engagement.

Participants will:

1. Understand the philosophy of close reading
2. Understand and practice the steps involved
3. Use a template to create text-dependent questions based on the complex text that you bring
4. Create a lesson that includes close reading and its components such as annotation, text-dependent questioning, and discourse.

Presenter:

Jamie Saponaro is a former middle school teacher, having taught in Maryland and New Jersey. After teaching for ten years, Jamie became a District Technology Coordinator. She is currently an instructional strategies consultant, providing professional development throughout New Jersey. Jamie is also the author of *Creative Projects Using Popular Computer Applications*.

*Please bring your own computer and a “complex text” that you use in class. A website of all referenced resources will be provided at the workshop as the handout.

Informal Algebra in Elementary School

Date:	December 5, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 2-6), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Learn how young students can be encouraged to think algebraically. In this in-service, participants will solve a series of fun and engaging mathematical problems in which pictures are used to represent equations or systems of equations. The absence of letters as well as mathematical signs and symbols in pictorial representations of algebraic equations make the algebraic problems less abstract and more accessible to younger students who are not yet ready for formal algebra.

Participants will gain knowledge and skills in:

1. Understanding what constitutes algebraic thinking,
2. Learning the importance of algebra and algebraic thinking,
3. Developing algebraic thinking in young learners.

Presenter:

Dr. Roya Basu is a Consultant with the Center on Math, Science and Computer Education, Rutgers University. Roya was an educator in a NJ public school prior to retiring in June of 2014. She taught Algebra and Pre-Algebra courses before becoming the K – 8 Math Coach for the district.

Roya joined CMSCE at Rutgers University in 2016 and as a member of their consulting team, has facilitated many PD sessions around the State. She is interested in Asian approaches to instructional practices. To this end, and as part of a personal research endeavor, she has traveled to Singapore to visit some classrooms and observe the teaching and learning of mathematics in action.

Roya earned her B.A. (Honors) in Probability and Statistics from Sheffield University, England, her M.A. in Mathematics Instruction and Curriculum from Kean University, NJ, and her Ed.D. in Mathematics Education from Rutgers University, NJ.

Dyslexia; from Code to Classroom

Date:	December 6, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 5)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

In this presentation New Jersey legislation related to dyslexia and school accountability will be shared. Interpretation of the code will include research and best practice related to educational responsibilities in the areas of screening, interventions, accommodations and technology. Meaningful strategies to identify and support students with dyslexia during reading and content area instruction will be shared. Success and concern at the school level will be discussed. Application for elementary and secondary educators will be modeled.

Related publication: Giannola, D. C. (September, 2015). New Jersey Dyslexia Legislation: From code to classroom. NJEA Review.

Presenter:

Dr. Diane Casale-Giannola is a dedicated and charismatic educator who has the reputation of engaging and motivating her educators and students. She has many years of professional development experience locally and nationally and is currently a tenured full professor in the School of Education at Rider University in Lawrence, New Jersey. Dr. Casale-Giannola's educational experience includes over 15 years of teaching and administration in the New York City Public School system. In addition, she continues to work in the United States and abroad.

Dr. Casale-Giannola is an active researcher, presenter, and consultant, focusing on how to assess and address the needs of diverse student populations. Her current research interests include inclusive practice and dyslexia.

For Information Only

Introduction to Makerspaces & Maker Education

- Date:** December 9, 2019
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 2-6), Supervisors
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Does your school need help designing the vision for makerspace? Does your school have a makerspace but you have no idea how to use it? This session will share all types of education makerspaces and the different roles they can play, various curricular options and different processes to consider. This will be an opportunity for you to learn about the breadth and depth a makerspace can have in grades K – 12.

Presenter:

Todd Menadier Consultant, Center on Math, Science and Computer Education, Rutgers University. He holds a Master of Science degree from NJIT in Power and Energy systems. He currently consults with school districts in the areas of curriculum design, pedagogy, design and implementation strategies for authentic project based learning, and entrepreneurship.

For Information Only

Building a Literacy Foundation with Phonemic Awareness & Vocabulary

- Date:** December 11, 2019
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Pre K – Grade 2), Paraprofessionals
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Build a solid literacy foundation through no to low prep strategies that can easily be incorporated into your instruction. Learn the real difference between phonics, phonology, and phonemic awareness and why this builds a solid base for your students to learn to read.

Presenter:

Nancy Frederick is an energetic, charismatic, yet practical staff developer/trainer/coach and has trained thousands of teachers all over the state. She graduated from the University of Delaware with a BA in elementary and special education with an emphasis on reading instruction. She also has her master's degree in special education from Kean University. She has 12 years of teaching experience in Woodbridge Township in grades 1 – 5 and has over 20 years of experience in the field education. She is trained in Wilson Reading and Orton Gillingham and has developed workshops to provide staff development on both topics. She has worked with children with various learning disabilities in a variety of classroom settings. Nancy's specialties include co-teaching, inclusion, Orton Gillingham, Wilson Foundations and differentiated instruction. She firmly believes that, when given the proper tools and strategies, all students can learn. There is no such thing as a “one size fits all” approach. She is also trained in preparing students with learning disabilities for standardized testing such as PARCC. She loves to collaborate with other educators and is excited to share her ideas and strategies.

Best Practices for Understanding & Managing Challenging Behaviors – ABA Part 2

Date:	December 12, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Improving the quality of life for children, adolescents, and their families may be accomplished by accurately identifying problems, measuring the severity and nature of the problems, and implementing evidenced-based interventions. This workshop is designed to assist participants in developing and implementing behavioral plans to help children reduce conflict, cope with challenging problems, and reach their potential. Key elements of functional behavioral assessments will be discussed. The focus will also be on evidence-based and function-based behavior supports, including antecedent and consequence-based strategies. Information about progress monitoring, fostering change in different settings, and helping with the transfer and generalization of new skills will be shared. Participants will have the opportunity to discuss the problems they encounter with individuals in order to provide a hands-on approach to guide participants through a systematic process to effectively treat challenging behaviors through empirically based interventions.

Presenter:

Dr. Rebecca Schulman, Psy.D., BCBA-D is a licensed psychologist in NJ and a board certified behavior analyst at Behavior Therapy Associates. Dr. Schulman received her Psy.D. in clinical psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. She has extensive experience providing individual, family, and group therapy. Dr. Schulman specializes in evidence-based treatments for children through adults presenting with developmental disabilities, disruptive behaviors, sleep problems, social skills deficits, anxiety disorders, childhood sexual abuse, and sexual problem behaviors. Dr. Schulman also conducts diagnostic evaluations, psychological and psychoeducational evaluations, and functional behavior assessments. She is the Program Director of the Central NJ Campus of HI-STEP® Summer Program. This program is an intensive day program for children to improve their social skills and problem solving ability.

For Information Only

How to Assess & Document Interventions in Your Inclusive Classroom (Grades K – 12)

Date:	December 13, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Scaffolding allows learners to progress on instructional, rather than frustration levels. However, without monitoring the effectiveness, students develop learned helplessness, rather than skill sets. Explore how observation, authentic standards-based assessments, portfolios, problem-based learning, and cooperative and individual assignments offer insightful instructional roadmaps.

Participants will gain knowledge and skills to:

- Develop systematic ways to monitor and assess student abilities in specific disciplines at set intervals throughout the school year
- Explore how to promote student growth with evidence-based inclusive principles
- Interpret data to guide instruction; e.g., curriculum-based measurement, surveys, behavioral plans
- Create intervention menus across the disciplines and grades
- Differentiate efforts, progress, and achievements
- Learn how to set up positive classroom environments that develop life-long learners, rather than good test-takers

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten's first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two "Teacher of the Year" awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten's ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

For Information Only

Social, Emotional, & Behavioral Interventions: Mindful Practices Beyond Compliance

Date:	December 16, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades Pre K – 5), Child Study Team members, Transition Staff, Supervisors
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This session identifies the impact that social and emotional behaviors have on academic performance. Learn to implement the responsive interventions; e.g., redirection, prompting, encouragement, self-regulation. Explore how to achieve healthy classroom environments within supportive school climates that mindfully acknowledge, validate, and increase students' competencies and capacities to learn.

Participants will gain knowledge and skills to:

- Recognize learners' social and emotional challenges and behavioral triggers
- Apply the appropriate learner specific interventions
- Provide active systematic supervision
- Offer realistic, timely, and specific feedback
- Develop, maintain, and expand positive student-teacher and family relationships
- Strengthen learners' self-efficacy
- Establish mindfulness practices to help students to recognize and attend to surroundings, feelings, and thoughts with increased awareness, non-judgment, and empowerment

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten's first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two "Teacher of the Year" awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten's ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

For Information Only

Applying Differentiated Instruction (DI) & Universal Design for Learning (UDL) to Co-teaching in Grades 6-12: Yes, It Works in Middle Schools & High Schools, Too!

Date:	December 17, 2019
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 6 – 12), Child Study Team members, Transition Staff, Supervisors, Paraprofessionals,
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This session offers co-teaching, DI, and UDL practices for GE and SE educators of learners in middle school and high school classrooms across the disciplines. Co-teaching involves collaboration, which includes a variety of models and strategies for planning, instruction, accommodations, accountability, and assessments. This session explores how to effectively differentiate the roles and responsibilities of the general and special educators. Strategies that value the skill sets of adolescents, without sacrificing the curriculum are offered. The UDL and DI principles are applied to Grade 6-12 co-teaching realities. Participants will gain knowledge and skills in how to:

- Develop the co-teaching relationship to *learn about* and *from each other*
- Discuss and define the *how-to* and *who will* responsibilities
- Plan units of study with shared and differentiated roles
- Apply the DI and UDL principles to MS and HS learners and disciplines
- Implement the collaborative models for planning, instruction, and assessment
- Increase parity and effectiveness with evidence-based instructional practices.

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten's first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two "Teacher of the Year" awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten's ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

For Information Only

“Teachers... Ask Me What I Wish You Knew about Student Engagement”

- Date:** December 18, 2019
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 6 – 12), Child Study Team members, Paraprofessionals
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Reflecting on the writings of Heather Wolpert-Gawron’s strategies for creating a more student-centered, engaged learning environment, which is based on reflections from a national survey of students in grades 6-12, “Just Ask Us,” this course delivers take-away strategies to change your class culture and increase student engagement.

Presenter:

Heather Guas is a 27 year master teacher, with a BA from the College of William and Mary in English, a M.Ed. from The College of William and Mary in Special Education, and has continued on with Doctoral work at Rutgers University in Educational Administration. Her classroom experience includes teaching MS/HS students with Behavioral Difficulties, Resource and Inclusion classes and General Education HS English. She has 12 years of Special Education experience working with elementary students in summer and extended school year programs and she provides professional development courses within her district.



Social Media & Internet Safety

- Date:** January 7, 2020
- Time:** 9:00 AM – 11:00 AM
- Eligible Hours:** Two (2) Professional Development Hours
- Learning Community:** SAC Counselors, Nurses, Guidance Counselors, School Social Workers, School Psychologist, School Administrators, General & Special Education Teachers, Child Study Team members, Transition Staff, Parents
- Registration:** Free (Registration Required)
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Join us for an engaging and enlightening presentation about social media and its growing impact on today's society, specifically today's youth. With how far reaching and accessible social media has become, come and learn about emerging social media platforms and trends.

Presenter:

Nicki Francis has been working in treatment and prevention for over 20 years and working specifically in prevention for 17 of those years. Through this education she has had the honor to work with thousands of youth, school staff & administrators, parents, and community members. She is an Olweus Bullying Prevention Specialist and a trainer of trainers for SBIRT. She is currently the Coordinator of Program & Professional Development at Wellspring Center for Prevention. She has a bachelor's degree from Ohio State University in Social and Behavioral Sciences, and is currently in the process of receiving her CPS certification. Nicki believes that there is nothing more powerful than educating and sharing knowledge and is committed to instilling life skills for individuals to make healthy life choices.

For Information Only

Blended Learning – Strategies and Resources for Success

Date:	January 8, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Blended learning comes in all shapes and sizes! This approach includes a mix of instructional strategies where the outcome is personalized learning. The goal is to engage students with interactive and meaningful digital and traditional learning experiences while simultaneously collecting formative data that informs instructional decisions. Consequently, teachers can then be properly informed as they work with students in small groups or one-on-one, providing the differentiation and personalized learning that are the great benefits of this well balanced approach.

Come and attend this workshop to:

- Learn about the variety of instructional strategies that support blended learning.
- Explore technology resources for blended learning and virtual learning environments.
- Engage in activities to see blended learning in action!

**Please bring your own computer.*

**A website of all referenced resources will be provided at the workshop.*

Presenter:

Jamie Meola Saponaro is a former elementary and middle school teacher, having taught in Delaware, Maryland and New Jersey. After teaching for eight years, she became a District Technology Coordinator. Jamie is currently an instructional strategies consultant and educational technology trainer providing professional development through coaching, mentoring, and presenting to New Jersey teachers. Her graduate work has been focused on curriculum and instruction, educational technology, and supervision. She is also the author of the book *Creative Projects Using Popular Computer Applications*.

Problem-Based Learning Made Simple

Date:	January 9, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This workshop will address how to create a Problem-based Learning (PBL) unit for all grade levels and how to create rubrics for PBL activities. Participants will understand the importance PBL units can play to make learning more relevant and interesting for all students, through differentiation.

Presenter:

Matthew Marciano is a sixteen year veteran teacher. He has a MA in Educational Leadership from Centenary University and has experience teaching at the elementary, middle school and college levels. Matthew has taught most recently Gifted & Talented in addition to Social Studies, Language Arts and Reading. Twitter: @mattmarciano4

Positive Discipline Series – Part 2 of 3

Tools for Addressing the Mistaken Goals of Problem Behavior

Date: January 13, 2020

Time: 9:00 AM – 12:30 PM

Eligible Hours: 3 ½ Professional Development Hours

Learning Community: General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Supervisors, Paraprofessionals

Registration: \$120 Tuition

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

In part two of this experientially-based Positive Discipline series, participants will learn about the basic neurobiology of emotional regulation, and how to apply this knowledge in order to encourage students' social-emotional development. Toward this end, teachers will learn how to create “Positive Time-out” areas for use by students and teachers. We will discuss the importance of being both “kind and firm” when setting limits, while avoiding the problems inherent in being either overly permissive or overly punitive. Special focus will be given to learning about the underlying mistaken goals of misbehavior and ways of addressing each kind of mistaken goal, helping students to move from a state of discouragement to one of encouragement.

Presenter:

Dr. Jason Rodker earned his undergraduate degree, as well as a Master’s degree in Counseling Psychology, from Rutgers University, while working in a therapeutic school for children and adolescents at the University of Medicine and Dentistry of NJ. During his doctoral training in Child-Clinical/School Psychology at Pace University, he worked with adolescents and young adults dealing with anxiety and depression, adjustment to life transitions, gender and sexual identity issues, and relationship difficulties. Dr. Rodker further developed specialties in child and play therapy, working with children of all ages and with a variety of presenting issues, including disruptive behaviors, mood deregulation, adjustment difficulties, attachment issues, and trauma. He has worked as a member of Child Study Teams in traditional and alternative school environments. Dr. Rodker currently works in private practice with children, adolescents, and adults, with a primary focus on strengthening parent-child relationships.

Designing a Maker Curriculum

Date:	January 15, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 2 – 6), Supervisors
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Join us as we explore how you can integrate Maker skills, tools, and mindset into your curriculum. Participants will develop a curricular unit that infuses these maker elements and meets curricular standards. Participant takeaways from the day:

- Understanding of Maker mindset, skills, tools (that are suitable for Elementary grades)
- Threading maker into your curriculum and classroom
- Maker infused lesson plan ready for implementation in the classroom
- Unpacking Design Thinking

Design thinking for educators is a creative process that helps you design meaningful solutions in the classroom, at your school, and in your community. Please join us to experience the school design thinking process and to learn some innovative strategies.

Presenter:

Todd Menadier Consultant, Center on Math, Science and Computer Education, Rutgers University. He holds a Master of Science degree from NJIT in Power and Energy systems. He currently consults with school districts in the areas of curriculum design, pedagogy, design and implementation strategies for authentic project based learning, and entrepreneurship.

High Functioning Autism & Anxiety

Date:	January 16, 2020
Time:	9:00 AM – 12:30 PM
Eligible Hours:	3 ½ Professional Development Hours
Learning Community:	General & Special Education Teachers Grades (K – 6)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Individuals with high functioning autism often struggle with significant anxiety, fears, obsessive compulsive symptoms and ritualistic behaviors. These symptoms can greatly impact their learning environment and can lead to disruptive behaviors in the classroom and to school avoidance.

Participants will learn how to recognize the symptoms of anxiety among students with high functioning autism and learn strategies to better manage their anxious symptoms.

Presenter:

Dr. Debra G. Salzman, Ph.D. is a Clinical Psychologist and is licensed in NJ. Dr. Salzman has extensive experience in the assessment and treatment of children, adolescents and adults. She has a special interest in anxiety disorders, social skills deficits, past and present childhood sexual abuse, disruptive behavior disorders, depression, coping with trauma, Obsessive Compulsive Disorder, selective mutism, social phobia and training parents on behavior management strategies to improve child behavior.

Wilson “Foundations”

Date:	January 21, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
Eligible Hours:	Four (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 3), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Are you curious about Wilson Foundations? Or are you teaching it but you are still a little unsure about how or why it all works? This workshop provides the practice and guidance needed to effectively teach the curriculum in a hands-on, interactive way. Participants will learn the basis of the program, why and how it works, identify the skills taught in each level and understand the principles of instruction. Teachers who use this program have seen tremendous growth in their students. You will learn rules of the English language and incorporate them in a carefully designed, multisensory and highly integrated manner.

Presenter:

Nancy Frederick is an energetic, charismatic, yet practical staff developer/trainer/coach and has trained thousands of teachers all over the state. She graduated from the University of Delaware with a BA in elementary and special education with an emphasis on reading instruction. She also has her master's degree in special education from Kean University. She has 12 years of teaching experience in Woodbridge Township in grades 1 – 5 and has over 20 years of experience in the field education. She is trained in Wilson Reading and Orton Gillingham and has developed workshops to provide staff development on both topics. She has worked with children with various learning disabilities in a variety of classroom settings. Nancy's specialties include co-teaching, inclusion, Orton Gillingham, Wilson Foundations and differentiated instruction. She firmly believes that, when given the proper tools and strategies, all students can learn. There is no such thing as a "one size fits all" approach. She is also trained in preparing students with learning disabilities for standardized testing such as PARCC. She loves to collaborate with other educators and is excited to share her ideas and strategies.

Building on the Strengths of Students with Special Needs: K – 12

Date:	January 23, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This session offers K – 12 general and special educators and related school staff ways to focus on learner strengths. Inclusive curriculum scenarios in elementary, middle, and high schools are shared for teachers of students with dyslexia, ADHD, emotional, communicative, intellectual, physical, developmental, and sensory differences. Challenges are acknowledged with the appropriate inclusion strategies that collaboratively investigate how to successfully involve learners with and without IEPs in the general education classroom to the maximum extent appropriate. Professional resources are shared for administration, classroom teachers, related staff, families, and learners with and without exceptionalities. Problem solving session included as a time for collaborative teams to focus on plans for specific inclusion grade level, student, and curriculum concerns.

Participants will gain knowledge and skills in how to:

- Organize classrooms that honor student strengths
- View learners through positive inclusion lenses
- Spin presented challenges into opportunities to reach and teach to learner strengths
- Tap into student/staff strengths, by communicating a growth mindset
- Delineate the instructional steps, supports, and resources

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten’s first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two “Teacher of the Year” awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten’s ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

All About You! – Differentiated Instruction

- Date:** January 28, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 3 – 12)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Focus on a Teacher Inventory, Student Inventory ~ Class Diversity Profile, Differentiated Learning Plan, Criteria for Well Designed Tiered Task Assignments, Three-Tier Task Planning Framework, Tiered Assignment Design Template

Presenter:

Geralyn Gerhart is a Language Arts Literacy teacher. She enjoys working with all levels of educators maximizing their individual effectiveness. She works with principals and educators across the state of New Jersey designing and developing programs that are beneficial to their individual school’s climate and culture. Join Geralyn in any of these sessions or simply discuss your needs and she will create a program to suit your specific requirements.

Building Strength in Inclusive Art Programs

- Date:** January 29, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades Pre K – 5), Paraprofessionals
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Examine the inclusive interventions that ensure that the art knowledge and practices strengthen learner skills in the arts and other disciplines. Collaboratively explore "the do's, don'ts and do betters" to proactively motivate students with increased observation, imitation, production, inquiry, appreciation, creativity, and research.

Participants will gain knowledge and skills to:

- Honor student diversity through the arts
- Assist students to use the arts to better organize, attend, comprehend, follow rules and procedures, communicate appropriately, and interact with peers
- Apply inclusion practices of collaboration, assessment, SEL, and instruction to the arts
- Connect art, music, theatre, and dance to learner strengths and interests across the disciplines

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten's first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two "Teacher of the Year" awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten's ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

Leading Your Classroom

Date:	January 30, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

**Please bring your own computer.*

A website of all referenced resources will be provided at the workshop.

Do you feel disorganized? Are students not engaged in your lessons? Would you like to try some new instructional strategies? Are you frustrated with the behavior of your students? Does that seem to throw you off your game? These feelings can happen to novice and veteran teachers alike! Spend a day exploring a variety of techniques that foster classroom management considering such topics as instructional strategies, classroom set up, using space and time appropriately, and proper use of classroom guidelines. Additionally, take time to explore the huge collection of behavior management tips, behavior modification suggestions, and mindfulness exercises for any situation - and how to properly implement them. Come to enjoy a day getting rejuvenated!

Presenter:

Jamie Meola Saponaro is a former elementary and middle school teacher, having taught in Delaware, Maryland and New Jersey. After teaching for eight years, she became a District Technology Coordinator. Jamie is currently an instructional strategies consultant and educational technology trainer providing professional development through coaching, mentoring, and presenting to New Jersey teachers. Her graduate work has been focused on curriculum and instruction, educational technology, and supervision. She is also the author of the book *Creative Projects Using Popular Computer Applications*.

For Information Only

School Refusal: Interventions & Coordination of Care between Schools, Families, & Clinics

Date: January 31, 2020

Time: 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)

Eligible Hours: Five (5) Professional Development Hours

Learning Community: General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Supervisors, Paraprofessionals

Registration: \$120 Tuition

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Students with significant anxiety may refuse to attend school. Schools are left with the challenging task of educating those students. Schools and families struggle to find the best ways to help these students return to school. This workshop will identify the various anxiety disorders that may lead to school refusal and the best strategies to help a student reenter the school. The workshop will identify best strategies for coordinating care between schools, parents, families and treatment providers to lead to the most success.

Presenter:

Dr. Debra G. Salzman, Ph.D. is a Clinical Psychologist and is licensed in New Jersey. Dr. Salzman has extensive experience in the assessment and treatment of children, adolescents and adults. She has a special interest in anxiety disorders, social skills deficits, past and present childhood sexual abuse, disruptive behavior disorders, depression, coping with trauma, Obsessive Compulsive Disorder, selective mutism, social phobia and training parents on behavior management strategies to improve child behavior.

The Nurtured Heart Approach

Date:	February 3, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Supervisors, Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

The Nurtured Heart Approach is specially designed to support teachers in coping with difficult students, helping create an environment of learning success where all children can thrive. During this full-day workshop, you will learn how to build healthy relationships that celebrate the intensity of the people in your life. Learn tools that help create Inner Wealth® in others, which guides them to transforming their behavior from negative and destructive to successful and positive. The workshop is aimed at people who wish to learn at an entry level and seeks to inspire and inform you how to successfully transform challenging and intense behavior while putting you back in control of your relationship with the children you live or work with. The workshop is a relaxed and interactive event that professionals have found inspirational in transforming their professional practice.

The Nurtured Heart Approach offers a highly effective approach to the challenging behaviors of children, teens, and young adults that are often associated with diagnoses such as ADHD, Oppositional Defiant Disorder, Autism Spectrum Disorders, Fetal Alcohol/Drug-Related disorders, Reactive Attachment Disorder, and many other neurological and emotional difficulties.

Presenter:

Patricia Williams is a Certified Advanced Trainer for the Nurtured Heart Approach as well as a Certified Teacher of the Handicapped. Her extensive experience in working with children with behavioral disabilities began in 1984, when she was required to observe a self-contained behavioral classroom in an out-of-district school to fulfill a course requirement for her BA in Special Education from Kean University. Patti fell in love with the energy, tenacity, and creativity with which these children navigated their challenges. She went on to do her student teaching with the program, and is proud to say, she has been a teacher there ever since. In relentless pursuit of tools and strategies that would improve the success of her students, her journey led her to Tucson, Arizona in 2005, where she attended her first of four Certified Training Intensives and became one of the first of two Certified NHA trainers in New Jersey. She received her Advanced Trainer Certification in 2015, and served as an Advanced Trainer for the first NHA training held in NJ for the SAMSA grant awarded that summer, requiring all who work in New Jersey's Children's System of Care to be trained in the Nurtured Heart Approach. As the mother of two intense children of her own, the Nurtured Heart Approach has not only transformed her classroom, it has transformed her family. Her passion is sharing her knowledge and the stories of success she has had through the use of this approach, in the hopes that all who encounter it may experience the intense people in their own lives in new and inspiring ways.

Writer's & Reader's Workshop

Date:	February 4, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 8)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Best practices in literacy instruction are grounded in the fundamentals of the gradual release of responsibility from Teacher to students, with the ultimate goal of independence. In this workshop, teachers will explore the most important rituals and routines of workshop teaching; these include building community, utilizing the reading and writing notebook, and the power of the mentor text in both reading and writing workshop. Teachers will explore the components of the read-aloud, the shared reading/writing lesson, and the mini-lesson model of instruction. Then, the key elements of choice and independence will be explored, and hints and strategies for making this the most important instructional time of the workshop will be examined. Throughout this interactive workshop, teachers will experience the power of the gradual release model, as they participate and become readers and writers themselves during this session, and truly understand the processes of writing and reading.

Presenters:

Nicole Pepe is a co-founder and C.E.O. of NJ Teacher to Teacher, LLC, founded in 2005 with the goal of providing high quality professional development and consulting to educators. She is an experienced classroom teacher for over 7 years, in elementary and middle schools. She received a BS from the University of Wisconsin-Madison and holds a NJ Standard Teaching Certificate K-8. Nicole is Highly Qualified in the state of New Jersey as a Language Arts teacher. She obtained a Master of Elementary Education from Rutgers University in 2001, with a concentration in Instructional Technology.

Darlene Farrace-Prot is a co-founder and president of NJ Teacher to Teacher, LLC, established in 2005, with a mission of providing teachers with high quality professional learning and development. She received both her bachelor's and master's degrees from Kean University. Darlene holds Elementary Education, Supervision, and Principal Certificates. She has over 15 successful years of Elementary Education experience. Her vocation as a staff developer and educational consultant includes traveling to many districts throughout NJ and providing best instructional practices and support in the areas of Mathematics and Literacy.

For Information Only

Help Individuals Reach Their Potential through Assessment and Communication Training – ABA Part 3

- Date:** February 6, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Paraprofessionals
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Conducting assessments to further understand an individual’s strengths and needs is one of the most important components of ABA. Assessments help educators identify an individual’s current skills /abilities, competing behavior contingencies, and potential reinforcers. Participants of this workshop will gain an understanding of various assessment procedures used in ABA, including preference assessments, functional assessments, curriculum-based assessments, developmental assessments, and social skills assessments. Additionally, individuals often experience frustration and may exhibit challenging behaviors as a way to communicate their needs or wants when they lack functional communication skills. Therefore, this workshop will also help participants learn how to assess an individual’s verbal behavior. ABA helps educators assess an individual’s level of communication, after which they can use the strategies of ABA to teach individuals to communicate across a variety of modalities.

Presenter:

Dr. Rebecca Schulman, Psy.D., BCBA-D is a licensed psychologist in NJ and a board certified behavior analyst at Behavior Therapy Associates. Dr. Schulman received her Psy.D. in clinical psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. She has extensive experience providing individual, family, and group therap. Dr. Schulman specializes in evidence-based treatments for children through adults presenting with developmental disabilities, disruptive behaviors, sleep problems, social skills deficits, anxiety disorders, childhood sexual abuse, and sexual problem behaviors. Dr. Schulman also conducts diagnostic evaluations, psychological and psychoeducational evaluations, and functional behavior assessments. She is the Program Director of the Central NJ Campus of HI-STEP® Summer Program. This program is an intensive day program for children to improve their social skills and problem solving ability.

Trauma-Informed Learning

- Date:** February 21, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Supervisors, Paraprofessionals
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

In this workshop participants will learn about the ways in which trauma affects students' ability to learn and to engage productively with others. Relational trauma in particular interferes with one's ability to accurately perceive the intentions of others. Many challenging students have developed poor patterns of relating to adults and authority figures such as teachers. This makes teaching such students very challenging, as they are likely to react negatively to interventions that might work with more typical students. The workshop will involve direct teaching regarding the nature and effects of trauma on students, as well as experiential activities and group discussion in order to encourage the development of greater insight into the ways in which we can help students to change their patterns of responding in order to be more available for learning.

Presenters:

Dr. Jason Rodker earned his undergraduate degree, as well as a Master’s degree in Counseling Psychology, from Rutgers University, while working in a therapeutic school for children and adolescents at the University of Medicine and Dentistry of NJ. During his doctoral training in Child-Clinical/School Psychology at Pace University, he worked with adolescents and young adults dealing with anxiety and depression, adjustment to life transitions, gender and sexual identity issues, and relationship difficulties. Dr. Rodker further developed specialties in child and play therapy, working with children of all ages and with a variety of presenting issues, including disruptive behaviors, mood deregulation, adjustment difficulties, attachment issues, and trauma. He has worked as a member of Child Study Teams in traditional and alternative school environments. Dr. Rodker currently works in private practice with children, adolescents, and adults, with a primary focus on strengthening parent-child relationships.

Embracing disABILITIES in the Classroom

- Date:** February 10, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades Pre K – 5)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Inclusion is no longer a philosophy or a buzzword, but a classroom reality. Focus of this session will be to embrace students' strengths and potentials. Learn ways to foster disability awareness and inclusive mindsets in students, colleagues, and families. This includes activities that promote positive attitudes toward inclusion, creating opportunities for social and academic acceptance, teacher preparation, appropriate scaffolding, content-rich differentiated lessons, peer interactions, data documentation, reflections, and collaborative home and school support systems.

The ultimate goal of inclusion classroom practices is to correlate individualized student profiles with heterogeneous classroom dynamics to yield societal dividends that embrace and honor not only the principles of inclusion, but most important the abilities of all learners.

Participants will gain knowledge and skills to:

- Look beyond student labels.
- Foster positive inclusion attitudes in students, colleagues, and families.
- Determine effective strategies to differentiate instruction.
- Focus on individual learner profiles to reinforce, enrich, and challenge learners
- Maximize successes for all students by honoring high expectations for all learners

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten’s first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two “Teacher of the Year” awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten’s ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

Make Math Magic
Making the Math Classroom Come Alive with Games & Activities

- Date:** February 11, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 2 – 5), Paraprofessionals
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Hands-on activities for teachers grades 2 – 5 to help their students build conceptual understandings of math. While having fun!

Presenter:

Catherine Ionata is a 20-year veteran teacher with a Masters in Childhood Education (with a focus on TESOL), and a M.Ed. in Education Leadership from Monmouth University. She has taught 3rd - 7th grades and has experience working with students from Pre-K - 12. Catherine co-founded a Middle School in Brooklyn, NY (Achievement First East New York Middle School), and served as their Academic Dean before working in consulting.

For Information Only

Dynamic Duo: Project-Based Learning (PBL) & Design Thinking (DT)

- Date:** February 12, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 2 – 6), Supervisors
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Join us as we explore the power of using Problem-based Learning (PBL) in conjunction with Design Thinking (DT) in your makerspace or classroom. If you want to increase student engagement and autonomy, the combination of PBL and DT strategies will make it happen!

Presenter:

Todd Menadier Consultant, Center on Math, Science and Computer Education, Rutgers University. He holds a Master of Science degree from NJIT in Power and Energy systems. He currently consults with school districts in the areas of curriculum design, pedagogy, design, and implementation strategies for authentic project-based learning and entrepreneurship.

For Information Only

Speak to Me! - “Sketchnoting” Grades 3 – 12

Date:	February 13, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 3 – 12), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Are you curious about what Sketchnoting is and how you might use it?

Sketchnoting is a form of note-taking, hence the “noting” part of it, but as you might guess it involves bringing more visuals into the process compared to typical note-taking, hence the “sketch” part.

Most of what we’ll be doing within Sketchnoting is introducing you to a variety note-taking tools, and letting you experiment as you combine them in different ways to help students take better notes in class, study better outside of class, plan projects more effectively, and ultimately become better at working with and presenting ideas.

In this workshop GERALYN will present various forms of note-taking. Sketchnoting for all subjects identifies the strengths of all learners. Ink, images, and learning bonded together.

Presenter:

Geralyn Gerhart is a Language Arts Literacy teacher. She enjoys working with all levels of educators maximizing their individual effectiveness. She works with principals and educators across the state of New Jersey designing and developing programs that are beneficial to their individual school’s climate and culture. Join GERALYN in any of these sessions or simply discuss your needs and she will create a program to suit your specific requirements.

**Trust Their PROCESS:
Successful Teaching Strategies for Students with Processing Issues**

- Date:** February 25, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers, Supervisors
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This workshop would focus on the various processing disorders that exist under Specific Learning Disability and provide teachers a “toolbox” of strategies that they could use to accommodate these students. Most of the strategies are going to be familiar to teachers, as some of us do them already in our classes (especially inclusion classes). Grades K-12 can benefit from this training.

Presenter:

Joe Cremona is a graduate of Fairleigh Dickinson University’s Metropolitan Campus in Teaneck, NJ, where he earned his Bachelors of Science degree in Biology in 2013 and his Master of Arts in teaching degree in 2014. Joe has been teaching middle school science for the last five years, ranging from grades 6-8. Since 2017, Joe has been teaching seventh-grade integrated science at John H. Walker Middle School in Nutley, where he has had a total of three inclusion classes over the last two years. Aside from teaching seventh-grade integrated science, Joe co-founded both the Gay-Straight Alliance and the CSI: Nutley Forensics Science club in the 2018 – 2019 school year.

Currently, Joe is completing his second master's degree in Special Education and Inclusive Education from Montclair State University. He was motivated to go back for this third degree after having 20 students with IEPs last year and felt that he needed more resources to best accommodate these students. Additionally, Joe was recently sworn in as a Court Appointed Special Advocate (CASA) for abused and neglected children in Passaic County in March 2019. This new appointment has inspired him to further his knowledge of Child Advocacy and Policy through a graduate certification program at Montclair State University, which he will be starting this upcoming September.

For Information Only

Inclusion Coaching: Strategies, Interventions, Collaborations, and Supports

Date:	February 27, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades Pre K – 5)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Participants will gain knowledge and skills to:

- Be school leaders who coach general and special educators to share student/inclusion needs, communicate co-teaching concerns, apply strategies and interventions, evaluate effectiveness, and outline future plans
- Establish inclusion norms and expectations
- Responsively collaborate with staff, students, and families.
- Promote a culture of data based inquiry, continuous learning, and shared accountability
- Offer specific and immediate feedback that connects to staff realities
- Plan, instruct, and use data to inform decisions and resolve conflicts
- Build professional inclusion cultures with shared staff responsibilities

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten’s first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two “Teacher of the Year” awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten’s ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

For Information Only

Pull It Together! – Enhanced Writing Skills

Date: March 5, 2020

Time: 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)

Eligible Hours: Five (5) Professional Development Hours

Learning Community: General & Special Education Teachers (Grades 3 – 8)

Registration: \$120 Tuition

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Focus on preparing writing portfolios integrating formal writing process pieces. Prepare SMART Goals for Writing.

Presenter:

Geralyn Gerhart is a Language Arts Literacy teacher. She enjoys working with all levels of educators maximizing their individual effectiveness. She works with principals and educators across the state of New Jersey designing and developing programs that are beneficial to their individual school’s climate and culture. Join Geralyn in any of these sessions or simply discuss your needs and she will create a program to suit your specific requirements.

For Information Only

Differentiation & Universal Design for Learning (UDL)

- Date:** March 6, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General Education & Special Education Teachers (Grades 5 – 12)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Two buzz terms! What does it all mean? Supporting students with diverse needs is essential to all teacher preparation and positive student outcomes. Differentiating Instruction and Universal Design for Learning allow teachers to develop meaningful instruction to support both academic and social diversity in the classroom. The main concepts of Differentiated Instruction including how to design lesson content, product and process will be shared. Concepts and application for Universal Design including multiple means of representation, engagement, and action/expression will be discussed. Application for all content areas and grade levels will be addressed.

Notes: The following author publications are outcomes of the presenter's work on inclusive practice and active learning:

Presenter:

Dr. Diane Casale-Giannola is a dedicated and charismatic educator who has the reputation of engaging and motivating her educators and students. She has many years of professional development experience locally and nationally and is currently a tenured full professor in the School of Education at Rider University in Lawrence, New Jersey. Dr. Casale-Giannola's educational experience includes over 15 years of teaching and administration in the New York City Public School system. In addition, she continues to work in the United States and abroad.

Dr. Casale-Giannola is an active researcher, presenter, and consultant, focusing on how to assess and address the needs of diverse student populations. Her current research interests include inclusive practice and dyslexia.

Digital Escape Room

Date:	March 10, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

An escape room is a physical game where a team needs to solve puzzles to escape the room before time runs out. These are high energy events that require teamwork, collaboration, and critical thinking. What if you could take the excitement of an escape room and create a digital one for your students? First, we will try to escape from some pre-made rooms. Based on what you need to have your students demonstrate, we will then learn to create our own. This application works for all grade levels and any content. You can make a straightforward escape and, based on your students, add twists and turns to make the escape more complicated. The digital escape room is designed using a variety of Google Apps such as Sites, Docs, Forms, and Sheets.

**Please bring your own device (BYOD) including laptops or Chromebooks.*

Presenter:

Barbara DeSantis, is a Tech Integration Trainer at the Sayreville School District. She is a Certified Google Education Trainer as well as a STAR Discovery Educator whose award-winning blog showcases practical use of a wide variety of online tools for teaching and learning. A frequent presenter at education, technology and library conferences, Barbara is also Past President of the New Jersey Science Teachers Association.

Introduction to Fusion 360

Date:	March 11, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 2 – 6), Supervisors
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Fusion 360 is a free cloud based 3D CAD/CAM design software by Autodesk for students, educators, and academic institutions. Learn how to navigate this powerful tool and how to integrate it into your classroom.

Presenter:

Todd Menadier Consultant, Center on Math, Science and Computer Education, Rutgers University. He holds a Master of Science degree from NJIT in Power and Energy systems. He currently consults with school districts in the areas of curriculum design, pedagogy, design and implementation strategies for authentic project based learning, and entrepreneurship.

Suicide Awareness

Date:	March 12, 2020
Time:	9:00 AM – 12:30 PM
Eligible Hours:	3 ½ Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12), Child Study Team members, Guidance, Supervisors, Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

In this workshop, participants will gain exposure to differing perspectives on this critical topic. Participants will gain practical skills for dealing with potentially suicidal students. Environmental/societal factors that contribute to this growing problem will be explored. Risk factors that increase the likelihood of an individual resorting to suicide, as well as protective factors will be discussed. This training will emphasize the way in which we conceptualize the phenomena of suicide as being crucial to our ability to interact with students in ways that support and develop such protective factors. The connection between bullying/victimization and suicide will be addressed as well. This workshop will utilize direct instruction and group discussion in order to address these topics.

Presenter:

Dr. Jason Rodker earned his undergraduate degree, as well as a Master's degree in Counseling Psychology, from Rutgers University, while working in a therapeutic school for children and adolescents at the University of Medicine and Dentistry of NJ. During his doctoral training in Child-Clinical/School Psychology at Pace University, he worked with adolescents and young adults dealing with anxiety and depression, adjustment to life transitions, gender and sexual identity issues, and relationship difficulties. Dr. Rodker further developed specialties in child and play therapy, working with children of all ages and with a variety of presenting issues, including disruptive behaviors, mood deregulation, adjustment difficulties, attachment issues, and trauma. He has worked as a member of Child Study Teams in traditional and alternative school environments. Dr. Rodker currently works in private practice with children, adolescents, and adults, with a primary focus on strengthening parent-child relationships.

For Information Only

Making Curriculum Work for English Language Learners; Curriculum Mapping Grades 3 – 12

- Date:** March 13, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 3 – 12)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Catherine is an ESL teacher with a great deal of experience adapting mainstream curricula for English Language Learners. Teaching students to speak, read, and write English has always been challenging. But the challenges are worthwhile when it is clear that students are learning and succeeding. Join Catherine as she shares best strategies so you can make your current curriculum work (with some adjustments) for your ELLs. She will offer several strategies that will help you tackle the day-to-day job of bringing comprehension to students who are struggling to master a second language.

Presenter:

Catherine Ionata is a 20-year veteran teacher with a Masters in Childhood Education (with a focus on TESOL), and a M.Ed. in Education Leadership from Monmouth University. She has taught 3rd - 7th grades and has experience working with students from Pre K – 12. Catherine co-founded a Middle School in Brooklyn, NY (Achievement First East New York Middle School), and served as their Academic Dean before working in consulting.

Positive Discipline Series – Part 3 of 3

More tools and strategies for Teaching Self-Discipline

Date: March 16, 2020

Time: 9:00 AM – 12:30 PM

Eligible Hours: 3 ½ Professional Development Hours

Learning Community: General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff, Supervisors, Paraprofessionals

Registration: \$120 Tuition

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This discussion will aim to increase teachers' self-awareness regarding their personality strengths and liabilities, and ways of using this information in order to connect with students and to respond thoughtfully to student needs rather than react emotionally to student behavior. We will discuss how to take advantage of mistakes as opportunities for learning. The concepts of punishment and “logical consequences” will be discussed, and alternatives to these methods will be highlighted, such as “focusing on solutions” and “natural consequences.” Teachers will also learn about conducting class meetings, including creating a class meeting structure and avoiding common class meeting pitfalls. In keeping with the spirit of experiential learning of parts 1 & 2, this final installment of the Positive Discipline series will focus on “learning by doing.”

Presenter:

Dr. Jason Rodker earned his undergraduate degree, as well as a Master’s degree in Counseling Psychology, from Rutgers University, while working in a therapeutic school for children and adolescents at the University of Medicine and Dentistry of NJ. During his doctoral training in Child-Clinical/School Psychology at Pace University, he worked with adolescents and young adults dealing with anxiety and depression, adjustment to life transitions, gender and sexual identity issues, and relationship difficulties. Dr. Rodker further developed specialties in child and play therapy, working with children of all ages and with a variety of presenting issues, including disruptive behaviors, mood deregulation, adjustment difficulties, attachment issues, and trauma. He has worked as a member of Child Study Teams in traditional and alternative school environments. Dr. Rodker currently works in private practice with children, adolescents, and adults, with a primary focus on strengthening parent-child relationships.

Co-Teaching

Date:	March 19, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Make teaching twice as much fun and twice as effective when there are two! That's two...as in collaborative teaching. During this full day workshop, you and your co-teaching partner will gain valuable information about the six co-teaching models and how to successfully implement the approaches into your classroom. You will be sure to improve your classroom practices and meet your student's needs in practical ways that can be utilized immediately between the two of you. Two heads are definitely better than one and with the knowledge of co-teaching models you will see how the two of you can best support the students in your shared classroom.

Presenters:

Nicole Pepe is a co-founder and C.E.O. of NJ Teacher to Teacher, LLC, founded in 2005 with the goal of providing high quality professional development and consulting to educators. She is an experienced classroom teacher for over 7 years, in elementary and middle schools. She received a BS from the University of Wisconsin-Madison and holds a NJ Standard Teaching Certificate K-8. Nicole is Highly Qualified in the state of New Jersey as a Language Arts teacher. She obtained a Master of Elementary Education from Rutgers University in 2001, with a concentration in Instructional Technology.

Darlene Farrace-Prot is a co-founder and president of NJ Teacher to Teacher, LLC, established in 2005, with a mission of providing teachers with high quality professional learning and development. She received both her bachelor's and master's degrees from Kean University. Darlene holds Elementary Education, Supervision, and Principal Certificates. She has over 15 successful years of Elementary Education experience. Her vocation as a staff developer and educational consultant includes traveling to many districts throughout NJ and providing best instructional practices and support in the areas of Mathematics and Literacy.

For Information Only

ABA Principles & Strategies for Skill Acquisition & Generalization

- Date:** March 20, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades K – 12), Child Study Team members, Transition Staff
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

One of the goals of ABA is to identify socially significant behaviors that individuals are lacking and help them to *acquire* these specific skills, *perform* the specific skills that have been learned, *generalize* the specific skills across situations / environments, and display the specific skills with greater *fluency*. Participants will first learn about different models of ABA instruction (e.g., Discrete Trial Instruction and Incidental Teaching). They will also gain knowledge about important ABA principles and strategies to consider when teaching new skills, including prompting and fading procedures, stimulus control, discrimination training, contingencies of reinforcement, shaping, chaining, and the maintenance and generalization of skills. This workshop will also introduce participants to the essential components of a written skill acquisition plan, as well as appropriate data collection procedures.

Presenter:

Dr. Rebecca Schulman, Psy.D., BCBA-D is a licensed psychologist in NJ and a board certified behavior analyst at Behavior Therapy Associates. Dr. Schulman received her Psy.D. in clinical psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. She has extensive experience providing individual, family, and group therap. Dr. Schulman specializes in evidence-based treatments for children through adults presenting with developmental disabilities, disruptive behaviors, sleep problems, social skills deficits, anxiety disorders, childhood sexual abuse, and sexual problem behaviors. Dr. Schulman also conducts diagnostic evaluations, psychological and psychoeducational evaluations, and functional behavior assessments. She is the Program Director of the Central NJ Campus of HI-STEP® Summer Program. This program is an intensive day program for children to improve their social skills and problem solving ability.

For Information Only

Engaging the Adolescent Learner in the Inclusive Classroom: Strategies to Support Behavior & Academic Challenges

Date:	March 26, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 5 – 12), Paraprofessionals
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

The most creative and dedicated teachers can struggle with differentiation and effective inclusive practice. Sometimes we just run out of ideas in our toolbox. This workshop will highlight and address diverse learner needs often found in the inclusive classroom. Different learner characteristics such as low attention, poor memory, learning disabilities, processing deficits, etc. will be discussed. Active learning strategies that help teachers differentiate instruction while engaging and supporting such learners in multiple grade levels and subject areas will be modeled and shared. Participants will learn by doing, and be able to adapt the strategies into their own classroom instruction the very next day.

Participant Goals:

1. Participants will identify the inclusion challenges in secondary schools.
2. Participants will identify adolescent (ages 12 to 17) learner characteristics.
3. Participants will identify the greatest academic and social needs of the adolescent learner in the inclusive classroom.
4. Participants will identify and apply different strategies and models to support the adolescent learner in the inclusive classroom.

Notes: The following author publications are outcomes of the presenter's work on inclusive practice and active learning: Giannola, D.C. and Green, L. S. (2012) *41 Active Learning Strategies to Engage Students in the Inclusive Classroom, 6-12*. Thousand Oaks, CA: Corwin/Sage Publications.

Presenter:

Dr. Diane Casale-Giannola is a dedicated and charismatic educator who has the reputation of engaging and motivating her educators and students. She has many years of professional development experience locally and nationally and is currently a tenured full professor in the School of Education at Rider University in Lawrence, New Jersey. Dr. Casale-Giannola's educational experience includes over 15 years of teaching and administration in the New York City Public School system. In addition, she continues to work in the United States and abroad. Dr. Casale-Giannola is an active researcher, presenter, and consultant, focusing on how to assess and address the needs of diverse student populations. Her current research interests include inclusive practice and dyslexia.

For Information Only

It's ALL Write With Me! Writing Across the Curriculum

- Date:** March 27, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 3 – 12)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Enhance the writing skills of your students as you integrate writing across the curriculum (Social Studies, Science, Art, Music, etc.). Writing across the curriculum is designed to ensure that students have opportunities to write, revise, and discuss their writing across all subject areas. Learning to write, and write well, is a crucial life skill. Not only does it help one succeed in school, but it's vital to success in the "real" world.

Presenter:

Geralyn Gerhart is a Language Arts Literacy teacher. She enjoys working with all levels of educators maximizing their individual effectiveness. She works with principals and educators across the state of New Jersey designing and developing programs that are beneficial to their individual school's climate and culture. Join Geralyn in any of these sessions or simply discuss your needs and she will create a program to suit your specific requirements.

For Information Only

Multi-Tiered Systems of Support (MTSS) for K – 5 Mathematics

- Date:** March 30, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades K – 5)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This session explores how learners with math differences experience successful outcomes with instruction that includes multi-tiered systems of support. This includes whole class core instruction, small group interventions in Tier 2, and more intensive instruction in Tier 3. Explore how to implement mathematics strategies to honor each learner’s specially designed instruction, while honoring the K-5 mathematics standards.

Participants will gain knowledge and skills in how to:

- Implement multi-tiered K-5 math interventions
- Design proactive, evidence-based representations, expressions, and engagements to strengthen math fluency
- Apply concrete, representational, abstract, and virtual math instruction
- Offer whole class, small group, and individualized tiered instructional models
- Provide direct skill instruction, guided practice, critical thinking skills, and math centers
- Use math data to guide instructional tiers

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten’s first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two “Teacher of the Year” awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten’s ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

Emotional & Behavioral Challenges Associated with Learning Disabilities

- Date:** March 31, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades K – 12), Child Study Team members, Guidance
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

There are many emotional and behavioral challenges that students experience associated with learning difficulties and disabilities. These may include low self-esteem, social skills deficits, anxiety, depression, peer rejection, substance abuse, health complaints and more. Learning Disabilities may increase or exacerbate existing social-emotional or behavioral issues. In some cases, social-emotional and behavioral issues may mask a child's learning disability whereas in other cases these issues may exacerbate a child's learning disability. This workshop will discuss key symptoms, resiliency factors, positive coping strategies for the student and family, and evidence-based interventions and supports to consider.

Presenter:

Dr. Rory A. Panter is a licensed psychologist in NJ at Behavior Therapy Associates, P.A. Dr. Panter has a special interest in the assessment and treatment of children and adolescents with Autism Spectrum Disorder, disruptive behavior disorders, anxiety disorders, and training parents on behavior management strategies to improve child behavior. She provides behavioral consultation to schools, conducts Functional Behavior Assessments and Psychoeducational and Program Evaluations, develops Behavior Intervention Plans, and runs social skills groups. She is the Program Director of the North NJ Campus of HI-STEP® Summer Program. This program is an intensive day program for children to improve their social skills and problem solving ability.

For Information Only

Trauma Informed Essentials: A Toolkit for Classroom Teachers

Date:	April 1, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12), Child Study Team members, Guidance, Supervisors
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Some students come to our schools and classrooms with adverse childhood experiences, trauma and traumatic stress. These problems can cause significant educational performance problems. As educators, we may or may not be aware of a student's life story details. Nor are educators expected to be mental health professionals. Still, we do need to know how to reach and teach learners with these challenges.

The Trauma Informed Toolkit for Teachers equips classroom teachers and support staff with essential tools and strategies to help you reach and teach your students with adverse childhood experiences and traumatic stress.

Participants will learn tools and techniques to:

- Recognize and Respond to the Traumatized Learner Mindset
- Create Connection and Belonging through Relationship Strategies
- Develop Physically and Emotionally Safe and Secure Learning Environments
- Stabilize Emotional Reactions
- Scaffold Strategies for Addressing Student Specific Needs and Concerns

Presenter:

Mary Fowler has trained thousands of teachers in the best strategies to know and use for students with ADHD. She is the author of numerous books and articles on ADHD and related disorders. Ms. Fowler also trains educators on childhood adversity and traumatic stress using strategies that foster resilience and create emotionally safe classrooms. Her articles have appeared in the NJEA Review and numerous publications of the Association for Supervisors of Curriculum and Development (ASCD). A former educator, Ms. Fowler has been providing training for educators and parents internationally for over twenty-five years.

Little Kids, Deep Thoughts Socratic Seminars for Deeper Thinking about Texts

- Date:** April 2, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 3 – 6)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

How to facilitate a Socratic Seminar based on a grade-appropriate text. The workshop would run as a Seminar itself with teachers learning through example. In a Socratic Seminar activity, students help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students are responsible for facilitating their group discussion around the ideas in the text; they shouldn’t use the discussion to assert their opinions or prove an argument. Through this type of discussion, students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.

Presenter:

Catherine Ionata is a 20-year veteran teacher with a Masters in Childhood Education (with a focus on TESOL), and a M.Ed. in Education Leadership from Monmouth University. She has taught 3rd - 7th grades and has experience working with students from Pre K – 12. Catherine co-founded a 5-8 Middle School in Brooklyn, NY (Achievement First East New York Middle School), and served as their Academic Dean before working in consulting.

Designing with Vinyl Cutter

Date:	April 20, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 2 – 6)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Desktop vinyl cutters are a great entry point for digital fabrication. In this workshop, you will learn how to incorporate image and font resources into simple designs to a more complicated two layered design. You will also work with different types of vinyl and create different projects from vinyl decals to small fabric project with an image of your choice.

Presenter:

Todd Menadier Consultant, Center on Math, Science and Computer Education, Rutgers University. He holds a Master of Science degree from NJIT in Power and Energy systems. He currently consults with school districts in the areas of curriculum design, pedagogy, design and implementation strategies for authentic project based learning, and entrepreneurship.

For Information Only

From Challenge to Success for Students with ADHD & LD (Grades 3 – 12)

Date:	April 21, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades 3 – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Learn about the signs, symptoms, and interventions for students with ADHD and LD. Proactively set up classroom environments that allow students to capitalize on their strengths to excel in academics. Look beyond students' labels to explore practical classroom strategies and interventions that invite students, school staff, and families to achieve successes, not frustrations. Academic, emotional, social, and behavioral interventions will be explored.

Participants will gain knowledge and skills to:

- Identify the signs and symptoms of ADHD; e.g., inattentiveness, hyperactivity, impulsivity
- Learn about the different types of LD; e.g., dyslexia, dyscalculia, dysgraphia
- Explore how to teach behavioral, organizational and study skills to develop self-regulated learners
- Apply instructional and assessment adaptations and interventions for students with ADHD and LD
- Recognize the obstacles students present with proactive responsive instruction that differentiates the methods, materials, and classroom designs
- Explore ways to infuse visual, auditory and kinesthetic instructional approaches
- Collaborate with students, staff, and families
- Compile a list of ADHD and LD technology supports, tips, and resources

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten's first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two "Teacher of the Year" awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten's ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

Differentiating Instruction with Technology

Date:	April 22, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Students come in all shapes, sizes, and colors. We are all different and we all learn differently. “One size fits all” is not a motto used in education. As teachers, we must determine what works best for our learners. There are many factors that need to be considered when teachers determine what to teach, how to teach it, and how students should perform - all based on the students themselves. In order to reach all learners, differentiation needs to take place with respect to content, process, and product according to learning styles, levels, and interests. This workshop provides how this can be done and resources to support teachers in doing so. It also focuses specifically on technology tools to address the visual, auditory, and kinesthetic learners in our classes.

Participants will:

- understand “what to do” in order to differentiate the content, process, and product for students
- understand “how to do it” with respect to specific instructional strategies
- learn about their own learning style and how to access their students’ learning styles
- explore technology tools to support the visual, Auditory, and kinesthetic learners their class.

**Please bring your own device (BYOD).*

**A website of all referenced resources will be provided at the workshop.*

Presenter:

Jamie Meola Saponaro is a former elementary and middle school teacher, having taught in Delaware, Maryland and New Jersey. After teaching for eight years, she became a District Technology Coordinator. Jamie is currently an instructional strategies consultant and educational technology trainer providing professional development through coaching, mentoring, and presenting to New Jersey teachers. Her graduate work has been focused on curriculum and instruction, educational technology, and supervision. She is also the author of the book *Creative Projects Using Popular Computer Applications*.

Can't Wait to Write!
Strategies to Improve Writing Using Mentor Tests

- Date:** April 23, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades K – 5)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This workshop will address the value of using mentor texts to teach students to be strong writers and have a greater passion for writing. Specific writing strategies will be modeled that focus on the use of The Six Traits of Writing. The Six Traits of Writing are rooted in more than 50 years of research. This research reveals that all “good” writing has six key ingredients – ideas, organization, voice, word choice, sentence fluency, and conventions.

Presenter:

Terri Griffin is a Reading Specialist who spent 35 years teaching at all grade levels from K – 6. She is an energetic presenter who now provides professional development in all areas of literacy and is also a professor at Rowan University, working in the Education Department. She has a passion for helping other teachers and has also presented literacy workshops for the NJ DOE LRC-South.

Topics in Transition Planning for Students with Disabilities

Date: April 24, 2020

Time: 9:00 AM – 1:00 PM

Eligible Hours: Four (4) Professional Development Hours

Learning Community: General & Special Education Teachers (Grades 9 – 12), Child Study Team members, Transition Staff, Parents

Registration: Free (Registration Required)

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Transition planning for students with disabilities can be a challenging process and a complicated journey for everyone involved. Having knowledge about the process as well as some of the key factors associated with successful transitioning can help to make this journey a little easier to navigate. This workshop will address some of the current issues/topics related to successful transition planning.

Panel Moderator:

Stacy Rieger is the Vice Principal of the Academy Learning Center (ESCNJ), a school serving students with autism and multiple disabilities from ages 3 – 21. She serves as the Chairperson for the Educational Services Commission of New Jersey Advisory Council, which focuses on improving the transition process for students with disabilities as they move from school into adult life. Ms. Rieger holds a BA in Communications, a MAT in Special Education, and is a Board Certified Behavior Analyst (BCBA).

Panel Profile:

Representatives from key agencies specializing in transition issues for adults and students with disabilities. Presentation titles and information on the scheduled presenters will be made available in the late fall.

For Information Only

**The Paraprofessional as an Instructional Assistant vs. Aide:
Increase Your Effectiveness as a Paraprofessional in Inclusive & General
Education Classrooms**

- Date:** April 30, 2020
- Time:** 9:00 AM – 2:30 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** 4 ½ Professional Development Hours
- Learning Community:** General & Special Education Paraprofessionals & Teachers (Grades K – 12)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

How do you perceive your role as a paraprofessional? This workshop will give you the opportunity to learn a variety of approaches and techniques to expand your professional contribution. We will discuss your individual concerns after taking a survey. We will discuss communication methods and practice these skills throughout the day. You will come away from this experience with resources and ideas that will improve your overall effort to help and assist all students that you encounter. This will be time to learn and grow.

**Please bring your own device (BYOD) laptop or Chromebook.*

Presenter:

Carol Cherson is a veteran, highly acclaimed teacher and educational trainer/coach. She spent most of her more than 38-year career primarily as a Special Education teacher in urban settings in New Jersey. Carol spent the later part of teaching career (2001 to the present) involved in educational technology, serving as a trainer and program developer. She graduated from Kent State University with dual certification in both General and Special Education. She later received a Master of Educational Technology from Nova Southeastern University. Carol has taught graduate level courses for Temple, Rutgers, and Drew universities. Carol trained in mindfulness techniques at the age of 19 and her understanding of the benefits of helping the mind to calm and concentrate has always been a feature of her teaching career. She has most recently been influenced by workshops with Dr. Dan Siegel, Dr. Deepak Chopra, Dr. Judy Willis and others, including Jon Kabat-Zinn.

Mindfulness

Date: May 1, 2020

Time: 9:00 AM – 12:30 PM

Eligible Hours: 3 ½ Professional Development Hours

Learning Community: General & Special Education Teachers (Grades K – 8), Child Study Team members, Transition Staff, Supervisors

Registration: \$120 Tuition

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Why balance the mind, body and heart for optimal learning and well-being? To enjoy life more, build confidence, learn with ease, increase creativity, improve self-esteem, overcome challenges, enhance performance, release learning blocks, process information faster, manage stress productively and collaborate successfully with other. This workshop will help you understand how the mind, body and heart integration process works. You will practice using 26 specific developmental movements to enhance whole brain/body integration. You will also learn how to incorporate a five-step protocol to improve focus, centering and communication, recognize ways to shift stuck patterns and how to maintain a positive energy for desired goals.

Presenter:

Dr. Jason Rodker earned his undergraduate degree, as well as a Master's degree in Counseling Psychology, from Rutgers University, while working in a therapeutic school for children and adolescents at the University of Medicine and Dentistry of NJ. During his doctoral training in Child-Clinical/School Psychology at Pace University, he worked with adolescents and young adults dealing with anxiety and depression, adjustment to life transitions, gender and sexual identity issues, and relationship difficulties. Dr. Rodker further developed specialties in child and play therapy, working with children of all ages and with a variety of presenting issues, including disruptive behaviors, mood deregulation, adjustment difficulties, attachment issues, and trauma. He has worked as a member of Child Study Teams in traditional and alternative school environments. Dr. Rodker currently works in private practice with children, adolescents, and adults, with a primary focus on strengthening parent-child relationships.

The Art of Cooperative Learning

Date:	May 5, 2020
Time:	9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
Eligible Hours:	Five (5) Professional Development Hours
Learning Community:	General & Special Education Teachers (Grades K – 12)
Registration:	\$120 Tuition
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Arguing. Bitterness. Not accepting of others’ ideas... there seems to be too much of this in society. The classroom is the perfect place to cultivate cooperation. Group work tends to be the “get-in-a-group” scenario that includes the “work hogs” and the “slackers” and causes groups to argue, parents to complain, and teachers to vow to never do it again! Cooperative Learning, on the other hand, is carefully structured by the teacher with individual accountability by the students and a main focus on every voice being heard. Students don’t have to agree, they just need to take all ideas into consideration - consensus is always the end result of any discussion. This is a life skill that takes time and patience to develop. Isolated activities don’t often stick with students. Instead, a routine of short-term and long-term teamwork that is embedded into the curriculum is what creates a culture of cooperation that will stick with them as they grow into productive citizens. Cooperative learning provides higher-order experiences for students to internalize their learning.

**Please bring your own computer.*

**A website of all referenced resources will be provided at the workshop.*

Presenter:

Jamie Meola Saponaro is a former elementary and middle school teacher, having taught in Delaware, Maryland and New Jersey. After teaching for eight years, she became a district Technology Coordinator. Jamie is currently an instructional strategies consultant and educational technology trainer providing professional development through coaching, mentoring, and presenting to New Jersey teachers. Her graduate work has been focused on curriculum and instruction, educational technology, and supervision. She is also the author of the book *Creative Projects Using Popular Computer Applications*.

Critical Thinking for Success in Life!

- Date:** May 7, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades 4 – 12)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Critical thinking is essential for students to be successful in reading and in life! Many students have the ability to read a text but fail to comprehend the importance of what they read. Participants in this workshop will learn strategies for teaching critical thinking in the content areas. Some of the strategies from Beers and Probst, authors of Reading Nonfiction, will be utilized and practiced.

Presenter:

Terri Griffin is a Reading Specialist who spent 35 years teaching at all grade levels from K-6. She is an energetic presenter who now provides PD in all areas of literacy and is also a professor at Rowan University, working in the Education Department. She has a passion for helping other teachers and has also presented literacy workshops for the NJ DOE LRC-South.

For Information Only

Self-Care & Avoiding Burnout for those Working with Challenging Students

Date: May 11, 2020

Time: 9:00 AM – 12:30 PM

Eligible Hours: 3 ½ Professional Development Hours

Learning Community: General & Special Education Teachers – Elementary (Grades K – 12), Child Study Team members, Transition Staff, Supervisors, Paraprofessionals

Registration: \$120 Tuition

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This workshop will help participants to focus on ways of maintaining their own well-being so that they can continue to get enjoyment out of their work and be as effective as possible with their students. Participants will identify their strengths in terms of self-care, as well as areas in need of further attention. This will be accomplished through group discussion and the use of surveys. Participants will also take part in guided imagery and mindfulness meditation exercises that they can then implement in their daily lives.

Presenter:

Dr. Jason Rodker earned his undergraduate degree, as well as a Master's degree in Counseling Psychology, from Rutgers University, while working in a therapeutic school for children and adolescents at the University of Medicine and Dentistry of NJ. During his doctoral training in Child-Clinical/School Psychology at Pace University, he worked with adolescents and young adults dealing with anxiety and depression, adjustment to life transitions, gender and sexual identity issues, and relationship difficulties. Dr. Rodker further developed specialties in child and play therapy, working with children of all ages and with a variety of presenting issues, including disruptive behaviors, mood deregulation, adjustment difficulties, attachment issues, and trauma. He has worked as a member of Child Study Teams in traditional and alternative school environments. Dr. Rodker currently works in private practice with children, adolescents, and adults, with a primary focus on strengthening parent-child relationships.

For Information Only

Specially Designed Instruction for Literacy (Grades K – 12)

- Date:** May 12, 2020
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank’s Cafe)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Teachers (Grades K – 12)
- Registration:** \$120 Tuition
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

This session explores how learners with literacy differences experience successful outcomes from systematic evidence-based instruction. Levels of literacy instruction intensity with opportunities for whole class, small groups, and individualized instruction are outlined. The session explores how literacy strategies need to honor each learner’s specially designed instruction (SDI).

Participants will gain knowledge and skills to:

- Implement SDI literacy interventions across the curriculum
- Strengthen student skills with fluency, phonemic awareness, vocabulary, decoding, encoding, reading comprehension, and written expression
- Design proactive, evidence-based literacy representations, expressions, and engagements
- Reach learners with differentiation of literacy instruction
- Offer whole class, small group, and individualized instructional models; e.g., direct skill instruction, guided practice, literacy centers

Presenter:

Toby Karten, a staff developer, instructional coach, educational consultant, author, adjunct professor and inclusion specialist, has taught populations of learners ranging from preschool to graduate level. Ms. Karten’s first publication, *Inclusion Strategies That Work! Research-Based Methods for the Classroom*, is an international best seller, now in its third edition. In addition, Toby Karten has designed online courses and PD units for preservice and practicing educators and related staff in school districts across the country. She has collaborated with administrators, general and special education elementary and secondary staff, students, and their families at local, national, and international school sites and educational conferences as an invited speaker and inclusion coach. Throughout her professional career, Ms. Karten has helped staff translate the inclusion research into practical applications for PreK-12 classrooms. Ms. Karten has been recognized by the Council for Exceptional Children and the NJ Department of Education as an exemplary educator, receiving two “Teacher of the Year” awards. Ms. Karten received an honorary doctorate from Gratz College for her extensive work in the field of Special Education since 1975. Ms. Karten’s ongoing professional goal is to collaborate with school staff to help them effectively deliver the curriculum standards to students within their least restrictive environments, looking at inclusive placements as viable first options.

For Information Only

ADHD in Your Classroom? The 20 Best Strategies for 2020

Date: May 14, 2020

Time: 9:00 AM – 3:00 PM (Lunch hour on your own or through Frank's Cafe)

Eligible Hours: Five (5) Professional Development Hours

Learning Community: General & Special Education Teachers (Grades K – 12)

Registration: \$120 Tuition

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3240

Description:

Teaching students with ADHD can be difficult and challenging yet also rewarding. These students want to do well. When ADHD gets in the way of students doing what they know, having teachers who know what to do makes a positive difference.

In this workshop you will learn 20 strategies to improve attention and focus, reduce impulsivity, and direct hyperactivity.

Participants will gain knowledge and skills in:

- How to Get and Keep Attention and Focus
- How to Manage Impulsivity
- How to Work with Not Against Hyperactivity
- How to develop When-Then goals with and for student-specific behaviors.

Presenter:

Mary Fowler has trained thousands of teachers in the best strategies to know and use for students with ADHD. She is the author of numerous books and articles on ADHD and related disorders. Ms. Fowler also trains educators on childhood adversity and traumatic stress using strategies that foster resilience and create emotionally safe classrooms. Her articles have appeared in the NJEA Review and numerous publications of the Association for Supervisors of Curriculum and Development (ASCD). A former educator, Ms. Fowler has been providing training for educators and parents internationally for over twenty-five years.

For Information Only

The ESCNJ Professional Development Academy offers an extensive selection of on-site programs and technical assistance to your district or school to support the provision of K – 12 inclusion and special education programs. Please contact us for a free consultation to discuss your schools' unique staff development needs at 732.777.9848 Ext. 3240 or pda@escnj.us

Behavior Related Topics

❖ *Behavior Management – Overview of Applied Behavior Analysis (ABA)*

Description: Workshops on behavior management can be customized to address any or all of the following topics: Defining behaviors and developing behavioral definitions; collecting and graphing data; writing a behavior plan; conducting functional assessments; reinforcement procedures; proactive strategies for behavior management; using token economies; and basic principles of behavior. Participants will learn what behavior management means and how to address challenging behaviors in specific settings using best practices. Please note that physical restraints/interventions with students will not be discussed within any behavior management workshop.

❖ *Conducting Preference Assessments*

Description: Workshop participants will learn to define the difference between a preference assessment and a reinforcement assessment. A hands-on approach to learning the differences among three preference assessments, such as Paired Choice Preference Assessment, Single Operant Preference assessment, and Multiple Stimulus without Replacement Preference Assessment, will be implemented.

❖ *Data Collection Assessment of Basic Language/Learning Skills*

Description: Teachers and paraprofessionals will learn to understand that data guides the decision-making process in students' educational and behavioral programs. This workshop introduces different types of data collection, and broadens the understanding of knowing which methods to use in gathering information on behaviors of interest.

❖ *Defining Behavior and Collecting Data*

Description: Participants will learn how to correctly define and collect relevant data on challenging behaviors. Accurate and consistent data collection is key to implementing an appropriate behavior management plan. Graphing data using Excel can be added to this workshop.

❖ *Developing Behavior Intervention Plans for Students with Autism*

Description: This workshop will teach staff best practices in conducting a functional assessment that leads to the development and implementation of a solid behavior intervention plan. Learn why a functional assessment helps to determine what factors contribute to challenging behaviors, and why a good behavior plan starts with data from a variety of functional assessment techniques. Participants will also gain a better understanding of how to plan for more effective treatments and better outcomes for learners.

❖ ***Functional Behavior Assessments***

Description: This workshop will teach staff best practices in conducting a functional behavior assessment (FBA). Participants will learn why a functional behavior assessment helps determine what factors contribute to challenging behaviors. Additionally, participants will gain a fuller understanding of how to plan for more effective treatments and better outcomes for learners.

❖ ***Non-Violent Crisis Intervention***

Description: This training is a program developed by the Crisis Prevention Institute (CPI) to provide organizations with a safe and effective way to manage individuals in their care who may present disruptive and/or dangerous behavior. This is a generic program used by schools, hospitals, mental health organizations, law enforcement, as well as a variety of other human service organizations. CPI teaches staff to identify the various levels of crisis development and provide an appropriate intervention. The program is divided into two components which are covered during the two (2) full-day sessions. The first day focuses on verbal interventions. It has been demonstrated that when staff effectively address individuals while they are at a verbal level of crisis development they rarely escalate to physical aggression. The second day of the program provides instruction in physical techniques. This includes release techniques which enable staff to free themselves from various types of grabs and physical restraint techniques for both children and adults. The focus of the program is always the care, welfare and safety of individuals at all levels of crisis development. (**Please note that CPI does not provide take-down or floor restraint training*).

❖ ***Proactive Behavior Strategies or Positive Behavior Supports***

Description: Participants will learn how to proactively address behaviors in the classroom. Factors such as the environment, general classroom management strategies, instructional and curricular modifications, reinforcement strategies, and changing the consequences to a behavior will be discussed.

Communication Related Topics

❖ ***Basic Sign Language***

Description: Participants will learn some of the basic signs that students may use throughout the instructional day. Generally, around 30 signs that target students' basic needs will be covered over the course of the presentation.

❖ ***Using Augmentative and Alternative Communication (AAC) in the Classroom***

Description: Communication supports can be created to help students participate in many different types of activities, including reading, music, games, and cooking. The focus will be on targeting functional skills and developing programming to teach students how to learn and generalize these skills throughout their daily routine using a variety of augmentative alternative communication systems. Participants will learn how to create an AAC Library, modify the physical environment, and identify functional communication goals for their students. Knowledge of AAC is key to developing functional communication skills for students with developmental disabilities. Participants will learn what AAC is and how to utilize AAC with students to expand their ability to communicate with others.

❖ *Verbal Behavior Methods*

Description: The workshop will discuss the Verbal Behavior Classification System, ABA techniques associated with Verbal Behavior, and administering the ABLLS-R assessment and its use in IEP development and lesson planning. Participants will learn about The Assessment of Basic Language and Learning Skills - Revised (ABLLS-R). The focus will be on how to implement the ABLLS-R protocol and how to use the results for educational planning for students. The workshop will describe the implementation of these methods in self-contained classrooms for students with moderate to severe disabilities using strategies of Natural Environment Training (NET). The program will also provide sample forms for data collection.

Multiple Disabilities

❖ *Techniques for Improving Feeding Skills/Food Repertoires*

Description: This workshop is an interactive presentation addressing safe feeding skills for students who have difficulty biting, chewing or swallowing. Participants will also learn to foster feeding skills for those with difficulty using a cup or straw, along with techniques for increasing the repertoire of students who are selective eaters.

❖ *Including Students with Disabilities*

Description: Participants will learn the difference between mainstreaming and inclusion. The referral process will be discussed as will the support system what should be in place to foster the successful inclusion of students with severe disabilities into the general education school setting.

❖ *Teaching & Assessment of Direct Instruction in the Applied Behavior Analysis Classroom*

Description: Provides the theoretical basis for Direct Instruction (DI). Included are the “how to’s” of lesson presentation, correcting, grouping, environment and scheduling. DI is a highly structured instructional approach, designed to accelerate the learning of at-risk students. DI programs are designed to control all the variables that make a difference in how students learn-how fast new material is introduced, the amount of practice provided on applying concepts, the feedback teachers provide students, and the sequence of skills utilized to teach complex skills like reading, language, and mathematics.

❖ *Practical Application in the Administration of the Alternate Proficiency Assessment (APA)*

Description: This program is for staff members working with students with moderate to severe levels of multiple disabilities and/or autism. The program will be customized for specific school populations and can include small group or individual consultation.