CENTER FOR EDUCATIONAL LEADERSHIP

2019 - 2020 PROGRAMS & SERVICES CATALOG

www.PNWBOCES.org/CEL
Effective Schools
Begin with Great Leaders

The Center for Educational Leadership (CEL) provides high quality professional learning and an array of services that are economical, flexible, and practical by utilizing national, state, and regional consultants, as well as successful practitioners.

CEL has grown substantially over the past several years and takes great pride in annually serving over 800 administrators and 200 various school personnel from nearly 150 school districts. In an effort to respond to the needs of school leaders in the Hudson Valley Region and provide relevant professional development, CEL relies on direct feedback from participants, a representative advisory committee, regional surveys, and program evaluations. The Center for Educational Leadership remains committed to effectively supporting the growth and development of school leaders, and is proud of the broad array of programs and services being offered in the new year.

Please review our brochure to identify programs and services of interest to you or your school district and register on My Learning Plan at your earliest convenience. Please feel free to contact us for more information.

Follow us on twitter at
#CELGROWSLEADERS

Jackie Levine
COORDINATOR OF SCHOOL LEADERSHIP AND MARKETING SERVICES
jlevine@pnwboces.org
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Leadership Development Programs
The 6th Annual Regional Leadership Institute: Students First in Leadership

Join regional colleagues to explore the topic of student engagement and hear what leaders and teachers in surrounding districts are doing to provide personalized learning, develop Makerspaces and innovation labs, and implement the LATIC model. Keynote address by Dr. Nancy Sulla, President of Innovative Designs for Education (IDE) and Student Centered Learning.

New School Building Leader Mentorship Program

The Center for Educational Leadership in partnership with Curriculum & Instructional Services is proud to present a yearlong mentoring cohort for school building leaders that assists in developing their leadership skills and supporting them in a new role or district. Designed for principals and assistant principals in their first three years of leadership or in their first year in a new district, this program combines standards-based regional learning experiences with the benefit of personalized one-on-one support through onsite visits by an experienced mentor. In addition to pairing leaders with a mentor who will customize their support for each mentee’s particular needs, participants will also take part in network meetings of new school building leaders to share experiences and resources.

Participants in this program will engage in 4 regional learning sessions geared toward building leadership capacity in:

- Ethics and professional norms
- Learning and instruction
- Community and external leadership
- Equity, inclusiveness, and cultural responsiveness

Presenters:
Regional Leaders

2019 Date:
July 11 - Brewster HS

time:
8:30 a.m. - 3:30 p.m.

Audience:
District and Building Level Leaders

2019 Dates and Times:
August 23
12:00 p.m. - 2:30 p.m.
October 10
4:30 p.m. - 6:30 p.m.

2020 Dates and Times:
January 9
4:30 p.m. - 6:30 p.m.
March 5
4:30 p.m. - 6:30 p.m.

Audience:
Principals in their first three years or new to a district and assistant principals
REGIONAL FORUM FOR ASSISTANT PRINCIPALS

This forum offers assistant principals the opportunity to cultivate a trusted, collaborative network where they can discuss effective administrative practices and experiences and provide support to fellow leaders with the goal of helping students succeed.

FACILITATORS:
Meg Benedetto, Amelia Carpanzano, and Nicole Mangieri

2019 DATES:
September 27
October 28
November 25
December 16

2020 DATES:
January 30
February 27
March 31
April 27
May 27

TIME:
8:00 a.m. – 10:00 a.m.

AUDIENCE:
Assistant Principals

REGIONAL INSTITUTE FOR SCHOOL BUSINESS LEADERS

Explore the multi-faceted role of the school business leader. This offering is a customized learning experience aimed at the professional and personal growth of regional school business leaders.

Panel and workshop topics include:
- Long range facilities planning for the 21st Century
- Facilities and transportation directors: building a partnership with business leaders through support and collaboration
- Setting up accounting for capital projects and new state procedures
- Accessing aid for STAC and ESY planning
- Coordinating a successful school lunch program
- Motivating staff to embrace the mission

2019 DATE:
October 2

TIME:
8:30 a.m. – 3:30 p.m.

AUDIENCE:
School Business Leaders
LEADING A DEVELOPMENTALLY-RESPONSIVE MIDDLE SCHOOL IN THE 21ST CENTURY

This session is designed to engage middle school principals in a discussion about the developmental changes and unique needs of the young adolescent, as well as the current challenges (school safety, digital learning) facing middle school leaders and their staff. Presenters provide an overview of the research on the period of early adolescence and how middle schools have been designed to be developmentally responsive.

WHAT LEADERS DO TO BUILD A STRONG ADULT PROFESSIONAL CULTURE

A strong Adult Professional Culture (APC) is key to building effective teams and creating an atmosphere of support and collegiality in our schools. Research shows that solid norms of behavior between adults actually impact and improve student results. Research also shows that it all begins with TRUST. So how do successful leaders create a foundation of trust? What do they do in everyday behavior that results in it? And how, in turn, do their actions strengthen culture and lead to trust among colleagues? In this workshop, participants explore these questions, develop tools to self-assess, and learn tips, techniques, and strategies to take their leadership and team-building skills to the next level.

Topics include:
- Interpersonal skills that build trust
- Fostering open and honest communication when dealing with conflict
- Nurturing joint responsibility for student results
- Vulnerability and risk-taking
- Creating an atmosphere of appreciation and recognition

PRESENTERS:
Martin Fitzgerald, Kenneth Mitchell, and Jenny Olsen

2019 DATE:
October 2

TIME:
8:30 a.m. – 11:30 a.m.

AUDIENCE:
Middle School Leaders

PRESENTER:
Deb Reed

2019 DATES:
October 3
November 21

2020 DATE:
January 7

TIME:
8:30 a.m. – 3:30 p.m.

AUDIENCE:
District and Building Leaders
THE HIGH SCHOOL PRINCIPAL INSTITUTE

The role of the high school principal is complex and evolving, a role that is both integral to the shaping of future participating members of the local and global stage and responsible for collaborating with a variety of stakeholders. This two-day institute is designed to support and prepare current and budding high school educational leaders in the various areas of school building leadership.

Using a combination of engagement strategies including presentations, open discussions, breakout sessions, and panel discussions, participants will examine critical areas such as:
- Who/what is a school principal
- Which educational community meets their needs
- The Principalship interview
- Developing an entry plan
- What it means to be an “Instructional Leader”
- Hiring practices
- Leadership styles to engage all stakeholders
- Managing vs. leading
- Organizational wellness
- Suggested topics of attendees

SOCIAL-EMOTIONAL LEARNING (SEL) WORKSHOP FOR SCHOOL LEADERS

This workshop is designed for school and building leaders, teams, and teachers (those new to SEL or with previous experience). Sessions are based on current educational and neuroscientific research on the critical ways emotions affect behavior and success. The instructor will draw from the work of Daniel Goleman, the Yale Center for Emotional Intelligence, CASEL (Collaborative for Academic, Social and Emotional Learning), Harvard Business School, and the Stanford University Leadership Institute. Through an interdisciplinary approach, participants will begin with looking inward at their own leadership styles and behaviors.

Participants are guided through a customized process to:
- Understand, build skill, think strategically, and learn how to utilize Emotional Intelligence to improve personal and organizational effectiveness
- Examine strategies to reduce stress, resolve conflict, and meet challenges
- Parse case studies, analyze research, and use classrooms as living laboratories for transformative work

PRESENTERS:
Vince DiGrandi,
Matthew Lawrence, and
Lou Riolo

2019 DATE:
October 15

2020 DATE:
February 4

TIME:
8:30 a.m. - 3:30 p.m.

AUDIENCE:
High School Principals

PRESENTER:
Jane Sandbank

2019 DATES:
October 17
December 3

2020 DATES:
January 16
February 11
(Snow date: March 12)

TIME:
8:30 a.m. - 11:30 a.m.

AUDIENCE:
District and Building Level Leaders
LEADERSHIP DEVELOPMENT PROGRAMS

PERSUASIVE COMMUNICATION
ONLINE, IN-PERSON, AND UNDER PRESSURE

Learn how to hit the refresh button on communications and present ideas in a clear, persuasive, and impactful manner to local governments, the media, and all stakeholders in good times or when on the hot seat. Participants will practice and receive feedback from colleagues and the instructor, a 6-time Emmy-winning former NBC newscaster, author, and communications professional.

PRESENTER:
Mary Civiello
2019 DATE:
October 24
TIME:
8:30 a.m. – 3:30 p.m.
AUDIENCE:
District and Building Level Leaders

— CORNELL UNIVERSITY —
FUNDAMENTAL NEGOTIATION SKILLS
MANAGING ORGANIZATIONAL CONFLICT SERIES

Negotiation is a general practice for resolving conflict. In this workshop, the first of three offered from Cornell, participants practice fundamental workplace negotiation skills through role-playing and experiential learning situations.

This workshop covers:
• Negotiation fundamentals
• One-on-one approaches to negotiation
• Small-group negotiation situations
• Collective negotiations in a workplace setting

PRESENTER:
Debra Osofsky
2019 DATES:
October 25
November 20
2020 DATE:
(Snow date: May 5)
TIME:
8:30 a.m. – 3:30 p.m.
AUDIENCE:
District and Building Level Leaders

DIGNITY FOR ALL STUDENTS ACT (DASA):
AN OVERVIEW

The Dignity for All Students Act (DASA) is the law that requires school districts in New York State to provide all students with an environment that is free from harassment and discrimination. This workshop takes an in-depth look at the specific provisions of the Dignity Act, including the newer interpretations that address the needs of transgender and nonconforming students. The workshop is a combination of lecture, discussion, and group hypotheticals.

Topics include:
• Types of prohibited conduct
• Classes of protected students
• Hostile environments
• Conduct off school property
• Role and responsibilities of the DASA Coordinator
• Reporting obligations
• Investigation requirements
• Liability for inaction

PRESENTER:
Lois Gordon
2019 DATE:
October 28
TIME:
12:30 p.m. – 3:30 p.m.
AUDIENCE:
DASA Coordinators, Principals, and Assistant Principals
LEADERSHIP DEVELOPMENT FOR SUPERVISORS AND MANAGERS  
(FACILITIES, FOOD SERVICE, AND TRANSPORTATION)

In this workshop, supervisors and managers participate in discussions and learning activities geared toward building their leadership skills in:
• The challenges of staff management
• Motivating team members
• Addressing underperforming staff
• The aspects of employment law every supervisor should know
• Technology tools - effective use of PowerPoint and Google Slides

HAPPINESS BY DESIGN:  
A SIX PILLAR FRAMEWORK FOR EDUCATIONAL LEADERS

In this full-day workshop, educational leaders are introduced to a six-pillar framework for making student and teacher happiness as much a priority as achievement. Learn from research why now is the time to intentionally design for happiness as a fundamental responsibility of school leadership.

Using tenets of Design Thinking, participants are supported and encouraged to reflect on the state of happiness in their school communities and to intentionally design solutions by considering questions such as:
• How do we make connections stronger
• How can we incorporate student and teacher choice
• How can we develop an emphasis on student discovery through structures like Genius Hour and Capstone Projects

Practical implementation strategies are offered for instructional leaders to take action in their school sites.
**ESTEAM ROAD TRIP**

Join regional colleagues on a Road Trip to Yorktown CSD to explore the district’s ESTEAM approach. ESTEAM presents Empathy as the foundation for STEAM, looking at designing solutions by first understanding the needs from an empathetic lens. In this full-day workshop, participants gain the knowledge, skills, and strategies to effectively implement Empathy into STEAM curriculum. The day consists of case studies, tabletop activities, debriefing sessions, and a discussion of best practices.

**PRESENTER:**
Ronald Hattar and Yorktown CSD Faculty

**2019 DATE:**
November 8

**TIME:**
8:00 a.m. – 2:30 p.m.

**AUDIENCE:**
District and Building Level Leaders, Technology Directors, and Teachers (Teams are encouraged to attend)

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**ANSWERING THE CALL:**
BECOMING THE COURAGEOUS LEADER
IN AN AGE OF CHALLENGE

Learn how to advance the skills and strategies necessary to successfully lead with courage in the face of challenging issues and difficult conversations.

In this workshop, participants examine the following:

- How self-awareness and relationship awareness can transform leadership styles and reduce fear and anxiety in leaders and their constituents
- How to address conflict, create calm in a crisis, communicate with honesty and authority, make difficult decisions, and take risks and action
- How Emotional Intelligence and building teams and networks are crucial to leading change
- Handling aggression through assertiveness
- Being an influencer, model, and communicator

This interactive workshop draws from the current and top academic, corporate, and research institutes, as well as neuroscience and psychology research in the fields of leadership, mindfulness, and social-emotional learning. Participants share stories and challenges, review real-world cases, and discuss best practices on topics such as active shooter cases, social media, undocumented youth, increases in adolescent suicide, racial discrimination, and the LGBT culture.

**PRESENTER:**
Jane Sandbank

**2019 DATE:**
November 12

**2020 DATE:**
February 25

**TIME:**
8:30 a.m. – 11:30 a.m.

**AUDIENCE:**
District and Building Level Leaders
Leadership Development Programs

- Pace University -

Data Informed Inquiry for Educational Leaders: A Certificate Program

In this immersive four-day experience, participants learn the Data Inquiry process as a means of addressing real problems of practice from their own districts. Working with other leaders from the Hudson Valley Region, participants will sharpen data collection, analysis, and technology skills and leverage learning to improve outcomes for their districts.

Each participant (or school/district) team is guided through an inquiry project designed to improve learning outcomes for students in their setting. Participants will present their projects to one another and to other educators.

Supporting New Principals

This program is designed to aid and guide superintendents and assistant superintendents in supporting new principals in their districts.

Participants will discuss factors to consider when setting a new principal up for success, including:
- Adapting to a new culture/system
- Empathy for the learning curve
- Office/team management
- Building relationships
- Developing a culture of trust

Navigating the Multigenerational Workforce for School Leaders

In school districts today, there could be four or five generations (Gen Z, Millennials, Gen X, Baby Boomers, and Traditionalists) of employees working together. It is vital to know how to communicate, coach, motivate, and provide feedback for employees in each generation. Participants will discuss strategies to engage and retain employees by generation.

Presenters:
Phil Benante, Greg Brown, Jennifer Hamilton-Wilson, and Mark Samis

2019 Dates and Times:
November 19
December 12
8:30 a.m. - 3:30 p.m.

2020 Dates and Times:
January 28
8:30 a.m. - 3:30 p.m.
March 3
8:30 a.m. - 11:30 a.m.
(Snow day: April 1
8:30 a.m. - 3:30 p.m.)

Audience:
District and Building Level Leaders, and CIO/DDAs (experienced)

Presenters:
Marc Baiocco and Edward Fuhrman, Jr.

2019 Date:
December 3
Time:
8:30 a.m. - 3:30 p.m.

Audience:
Superintendents, Assistant Superintendents, and Human Resource Directors

Presenters:
Michelle Lieblein and Hank Linden

2019 Date:
December 10
Time:
9:00 a.m. - 11:30 a.m.

Audience:
District and Building Level Leaders
THE LEGAL RIGHTS OF TRANSGENDER AND SEXUALLY FLUID STUDENTS:
WHAT EVERY SCHOOL LEADER SHOULD KNOW

The rights of transgender and nonconforming students continue to raise questions for school district officials. This workshop, which contains updated information and resources, is a combination of presentation, discussion, hypotheticals, and group participation.

Topics include:
- Legal definitions
- Current status of State and Federal Law
- Use of pronouns
- Student records
- Other issues of concern, including use of restrooms and locker rooms and participation in interscholastic sports, field trips, and overnights

THE PRINCIPAL AS AN INSTRUCTIONAL LEADER

The demands of the principalship are constantly evolving to take on more and more of an instructional lens. However, principals need to navigate the balance between demands of the building and the role of instructional leader.

In this workshop, participants study ways to:
- Put a professional learning stance to observation and evaluation
- Develop strategies to serve as an instructional coach while supervising the day-to-day building functions
- Nurture the learner within themselves

RESOLVING CONFLICT AND BUILDING TEAMS
MANAGING ORGANIZATIONAL CONFLICT SERIES

Conflict can have constructive or destructive consequences on both individual and team performance. The difference depends on one’s ability to identify and confront these conflicts, resolve them appropriately, and grow wiser and stronger in the process.

This interactive workshop, the second in our Cornell Series, provides participants with:
- An understanding of the nature of conflict in organizations
- Key approaches for managing conflict
- Insights into personal conflict management style and ways to enhance conflict resolution effectiveness
- Strategies and skills to resolve conflicts with individuals and groups
LEADING EMOTIONALLY SAFE SCHOOLS

Safety is a high priority for every school leader, including the emotional safety for all of the students, staff, and adults in their communities. It is the responsibility of leaders to understand what actions threaten emotional safety and seek ways to nurture and protect this through the development and modeling of norms of acceptable interactions between students, between adults, and between students and adults.

This workshop guides school and district leaders in breaking down the neuroscience of stress and its impact on the nervous system, the statistics on stress and trauma, as well as strategies for:
- Having difficult conversations: the three levels of listening
- Emotional dysregulation and regulation
- Self-care: mindfulness, meditation, and maintaining balance
- Setting interpersonal and intrapersonal boundaries

THE SCHOOL LEADER
SURVIVING AND THRIVING

Andrew Marotta, author of The Principal: Surviving & Thriving, shares stories, tips, hacks, and experiences in order to invigorate, challenge, and inspire school principals. In this interactive presentation, participants tap into the power of storytelling, learn how to have more energy and enthusiasm, provide meaningful feedback, and learn to take care of their own well-being while doing their best to serve others.

- CORNELL UNIVERSITY -
FACILITATION SKILLS FOR
CONFLICT MANAGEMENT
MANAGING ORGANIZATIONAL CONFLICT SERIES

This training, the third in our Cornell series, helps participants identify when to take a facilitative approach to helping individuals resolve their conflicts. The program offers a structure for facilitated problem-solving discussions and provides ample opportunity to practice techniques for effective small-group and one-on-one facilitation of workplace conflicts.

Key topics include:
- The potential and limits of the facilitator role in resolving conflict
- Facilitator interventions for dealing with difficult behavior
- Coaching skills to support participants in facilitated discussions

PRESENTER:
Dan Guerra
2020 DATE:
January 31
TIME:
8:30 a.m. – 3:30 p.m.
AUDIENCE:
District and Building Level Leaders

PRESENTER:
Andrew Marotta
2020 DATES:
February 12
(Snow date: March 24)
TIME:
8:30 a.m. – 3:30 p.m.
AUDIENCE:
Principals & Assistant Principals

PRESENTER:
Sally Klingel
2020 DATES:
February 13
April 16
(Snow date: May 8)
TIME:
8:30 a.m. – 3:30 p.m.
AUDIENCE:
District and Building Level Leaders
THE LEGAL RAMIFICATIONS SURROUNDING SOCIAL MEDIA FOR STUDENTS AND STAFF

The proliferation of electronic media in schools, both as a teaching tool and as a means of communication, has been a blessing, as well as a challenge. In addition to all of its well-established positive aspects, it has also blurred the lines of acceptable communication between students, between students and their teachers, and between students and the anonymous populace who frequent “cyberspace.” Wireless access and schools who encourage students to “bring their own devices” has even further complicated the issue as now questions of privacy have surfaced. This workshop, designed for school administrators, introduces participants to the legal issues surrounding social media. Lois Gordon will facilitate a panel to discuss the liability school districts may face for inadequate regulation, as well as the Constitutional limits school districts may face as they create social media policies. The workshop concludes with an opportunity for administrators to begin the process of drafting a legally defensible social media policy.

- YALE CENTER FOR EMOTIONAL INTELLIGENCE—
  THE RULER APPROACH
  COHORT 4 AWARENESS SESSION

This session focuses on RULER, an evidence-based approach for social and emotional learning. In the awareness session, Dr. Marc Brackett will provide an overview of the Yale Center’s work and the Anchor Training. Districts will learn pertinent details for participation in the 2020-21 school year program held in Yale’s CEI satellite location at the PNW BOCES campus.

DASA:
THE INVESTIGATORY PROCESS

This workshop, designed for school administrators and DASA coordinators, provides participants with a step-by-step process for completing DASA investigations in a thorough, timely, and legally defensible fashion. Through examples, role plays, and group discussion, participants receive hands-on experience collecting evidence, conducting an interview, and writing a final report. Participants are also exposed to the legal requirements of the DASA investigation.
WHAT IS BURNOUT AND WHY SHOULD WE CARE?

In a world where the work-life ratio is often a bit out of balance, burnout for administrators and staff is always a possibility.

In this workshop, participants:
• Complete a self-assessment inventory
• Learn to understand the clinical definition, symptoms, and causes of administrator and staff burnout
• Consider how leadership style can cause or mediate the symptoms
• Consider implications to the organizational wellness of the school/district
• Consider the implications to student achievement
• Consider mediations, programs, etc.
• Practice reflection

THE LEGAL ISSUES RELATED TO THE EDUCATION OF UNDOCUMENTED CHILDREN

No topic that impacts schools and their students is more in flux today, than that of undocumented children. This workshop provides participants with the most up-to-date legal requirements for school districts as they educate their undocumented population. This program is a combination of lecture, discussion, and group hypotheticals and focuses on both Federal, as well as New York State law.

Lois Gordon will facilitate a panel of legal experts to discuss:
• The requirements to educate undocumented children
• The rights of undocumented children to participate in extracurricular activities
• The rights of undocumented children to receive special services
• The Do’s and Don’ts of registration and admittance of undocumented children to school
• The rights of unaccompanied undocumented children to receive an education
• The requirements of school districts to respond to Immigration and Customs Enforcement requests
• The role of visas in the education process
• The school district’s responsibilities to assist students whose parents have been detained by Immigration and Customs Enforcement

PRESENTER: Matthew Lawrence

2020 DATE: March 31

TIME: 8:30 a.m. – 11:30 a.m.

AUDIENCE: District and Building Level Leaders

PRESENTER: Lois Gordon

2020 DATE: April 14

TIME: 12:30 p.m. – 3:30 p.m.

AUDIENCE: Superintendents, Assistant Superintendents, Principals, and District Registrars
BEING GENERATIONALLY SAVVY:
WORKING EFFECTIVELY WITH ALL GENERATIONS

Are there communication challenges between colleagues of different ages? Do more teachers/educators want a life-work balance vs. a work-life balance? Generational factors might be coming into play. Who are these four generations in the workplace? What are their strengths and needs? What structures and communication protocols should be designed to work well with them all? And what knowledge do leaders need to help every group thrive? Using Jennifer’s book, The Multigenerational Workplace: Communicate, Collaborate and Create Community, this workshop provides tools and resources on this increasingly intriguing topic.

Learn how to:
• Formulate a better understanding of each generation’s motivations and needs in the workplace
• Prepare tools and structures that will translate into better more effective collaboration for generationally diverse teams
• Become more skilled at creating a climate of inclusion for all generations
• Adapt language skills to communicate effectively with different generations

ASPIRING SUPERINTENDENTS WORKSHOP

This workshop is a one-day program offered through a partnership with the New York State Council of School Superintendents (NYSCOSS) and the Leadership for Educational Achievement Foundation (LEAF). School leaders with an interest in the superintendency are encouraged to attend.

Topics include:
• The superintendency as a career
• Educational and financial leadership roles of the superintendent
• Superintendent and school board relationships
• Professional and personal challenges associated with the job
• The resume, credentials, and interview process
• The rewards of being a school superintendent

PRESENTER:
Jennifer Abrams

2020 DATE:
April 15

TIME:
8:30 a.m. – 3:30 p.m.

AUDIENCE:
District and Building Level Leaders

PRESENTERS:
NYSCOSS, LEAF, and Regional Leaders

2020 DATE:
April 28

TIME:
8:30 a.m. – 3:30 p.m.

AUDIENCE:
District and Building Level Leaders
SPRING 2020 SYMPOSIUM  
HACKING LEADERSHIP  

Water is amazing. It has the ability to form, replenish our system, power equipment, and wipe out entire cities. Leaders have the same properties. Some end up conforming to their environment. Some have the power to wipe out entire populations and others lift the level of the land. The best leaders take little openings and create space for those they lead. They find the smallest cracks of opportunity and create a path. They find a way. Hacking leadership is about finding innovative solutions to issues that have plagued the system for years and implementing them tomorrow. The focus is on practical application. Utilizing the tools in Hacking Leadership allows leaders and their teams to find the openings and create spaces for those they lead. Space to learn, to teach, to thrive.

FINANCIAL LEADERSHIP INSTITUTE  

This one-day, interactive program offered through a partnership with the New York State Council of School Superintendents (NYSCOSS) and the Leadership for Educational Achievement Foundation (LEAF), focuses on long-range planning, capital projects, and how to ensure successful audits. Additional topics include sustainability and collective bargaining strategies.

ANNUAL SPRING LAW UPDATE  

This legal update covers a variety of issues currently impacting school policies, procedures, and litigation risks. The seminar leader, James Girvin, is a partner in the Albany law firm of Girvin & Ferlazzo, P.C. which represents more than 70 school districts in New York State. Specific topics will be determined based on current critical issues in the field of education.

PATHWAYS TO THE SUPERINTENDENCY WORKSHOP  

This one-day workshop follows the Aspiring Superintendents Workshop and provides a deeper dive into critical topics such as board relations, financial leadership/budgeting, communications, human resources/personnel, and district culture/history. Hear from a panel of superintendents discussing “a day in the life of a superintendent” and work through case studies with veteran superintendents. This is a great opportunity to meet new colleagues with a similar interest in pursuing the superintendency as a career and to grow a network while learning more about next steps.
NYS CERTIFICATION FOR LEAD EVALUATORS OF PRINCIPALS

This full-day workshop is intended to share learning from colleagues regarding problems of practice or best practices in implementing the APPR evaluation system. This program fulfills the APPR requirements for lead evaluators of principals. Materials and resources are provided regarding principal observation visits and the use of student learning objectives as required by 3012-d regulations. The requirements of 3012-d are provided in the online material. Additional reading materials are provided to support collaborative evaluations of commitment, support and accountability beyond compliance.

NYS RECERTIFICATION FOR LEAD EVALUATORS OF PRINCIPALS

This training reviews the State’s vision for Lead Evaluators of Principals and addresses the following four State required certification elements:

- ISLLC standards and their related functions
- Evidence-based observation techniques grounded in research
- Application and use of approved teacher and/or principal practice rubric(s) selected by the district or BOCES for use in evaluations
- Application and use of other assessment tools

PRESENTER: Ralph Napolitano
2019 DATE: November 13
TIME: 8:30 a.m. – 3:30 p.m.
AUDIENCE: District Level Leaders

PRESENTER: Mary Fox Alter
2019 DATE: December 16
TIME: 8:30 a.m. – 3:30 p.m.
AUDIENCE: Leaders who have previously been certified
PREVENTING WORKPLACE HARASSMENT & TITLE IX OFFICERS/COORDINATORS TRAINING – PART 1

Workplace Harassment, sexual harassment, and discrimination create unhealthy and unproductive school environments. Training and education are the best protection against potential litigation. In this session designed specifically for Title IX Officers/Coordinators, participants gain a clear understanding of the legal definition of harassment, the new NYS guidelines, and prevention strategies. They also learn how to respond when an employee or student makes a harassment claim and the steps involved in conducting a comprehensive investigation.

HR BOOT CAMP: A CERTIFICATE PROGRAM FOR BUILDING LEADERS

This series assists building level administrators by developing an in-depth understanding of human resources as it relates to their building leadership role, as well as preparation for central office roles.

Sessions address critical topics such as:
- Recruitment
- Interviewing skills
- Selection and appointment
- Induction and orientation
- Contract negotiations
- Conducting investigations

At the conclusion of these six training sessions, participants may choose to be involved in a summer internship of approximately 35 hours and thus be awarded a certificate in Human Resources from the Center for Educational Leadership.

MANAGING UNACCEPTABLE EMPLOYEE BEHAVIOR FOR SCHOOL LEADERS

Every manager at some point in his or her career has dealt with unacceptable employee behavior such as excessive absenteeism, policy violations, inappropriate comments, unprofessionalism, and more. It is one of the most anxiety-provoking situations supervisors encounter. This workshop provides participants with practical strategies for approaching and effectively handling these situations. Interactive group exercises such as role-playing with real-life scenarios help participants gain a sense of confidence when confronted with these issues.
HR ESSENTIALS FOR ADMINISTRATORS

Human Resources is complex and can be overwhelming to anyone new to the role. In addition to providing technical guidance, this series of sessions helps new HR administrators think through the multifaceted variables (some legal, some strategic, and some political) that inform careful decisions and sound professional practices. This highly interactive workshop focuses on several essential topics based on the interests and input of participants.

Topics include:
- HR systems to ensure systematic, efficient, and accurate practices
- Labor relations and the art of communicating with union leadership
- Employee accountability; using leverage to promote effective performance
- Managing compliance requirements to serve strategic goals.

PREVENTING WORKPLACE HARASSMENT
PART 2 INVESTIGATING AND INTERVIEWING

When a claim of harassment is brought to the Title IX Officer, the ensuing actions often determine whether there is a positive outcome. The investigation and interviewing phases related to these cases are often complex and challenging. This course helps participants develop a plan for a thorough investigation of a harassment case. Participants also learn techniques for interviewing the claimant, alleged perpetrator, and witnesses that result in gaining the needed information to come to an informed decision about what transpired and what next steps are necessary.

PRESENTERS:
Michelle Lieblein and Hank Linden

2020 DATE:
April 21

TIME:
9:00 a.m. - 11:30 a.m.

AUDIENCE:
Those who have previously attended Preventing Workplace Harassment - Part 1
PPS AND SPECIAL EDUCATION LEADERSHIP: SURVIVING, THRIVING, AND REAPING PROFESSIONAL & PERSONAL REWARDS

This series is designed to support the new and/or untenured Director in gaining knowledge of general special education job responsibilities that need to be addressed throughout the school year. Job responsibilities such as beginning school year tasks, state reporting, special education grant writing, budget development, staffing, APPR evaluation, annual processes, time management, and ending school year tasks are reviewed in a project-based format. This type of instructional format allows directors to gain hands-on experience through networking with the presenter, as well as other new directors.

EVERYTHING YOU EVER WANTED TO KNOW ABOUT SPECIAL EDUCATION DATA BUT WERE AFRAID TO ASK

This half-day workshop allows participants to conduct a comprehensive hands-on review of disaggregated special education data that assists with driving instructional practices, programmatic decisions, and budget considerations. Using Bambrick-Santoyo’s framework from “Driven by Data”, participants disaggregate their own school district data through reviewing state test and Special Education School District Data Profile information. Participants are encouraged to bring a device to use during the workshop.

PRESENTERS:
Selena Fischer,
Mary Ellen Herzog, and
Lynn Allen

2019 DATES:
October 25
December 5

2020 DATES:
February 6
April 2

TIME:
8:30 a.m. – 11:30 a.m.

AUDIENCE:
Directors of PPS,
Directors of Special Education, and
CSE Chairpersons

PRESENTER:
Selena Fischer

2020 DATE:
February 25

TIME:
8:30 a.m. – 11:30 a.m.

AUDIENCE:
Directors of PPS,
Directors of Special Education, and
CSE Chairpersons
BUSINESS OFFICE PROGRAMS
### Extra Classroom Activity Accounting

A well-run Extra Classroom operation requires all parties involved to be aware of all rules and regulations set forth by NYSED. In this workshop, participants review in detail the roles, responsibilities, and duties of the Board of Education, administrators, advisors, students, and the central treasurer.

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<thead>
<tr>
<th>Presenter: Aimee Skiff</th>
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<tr>
<td><strong>2019 Date:</strong> September 11</td>
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<tr>
<td><strong>Time:</strong> 8:30 a.m. – 11:30 a.m.</td>
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<tr>
<td><strong>Audience:</strong> Central Treasurers, Advisors, and Business Administrators</td>
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### Basic Fund Accounting Continued... Federal and State Grant Management

This year’s workshop delves deeper into Basic Fund Accounting, reviewing topics such as:
- Maneuvering through the Grants Finance Website
- Setting up the approved budget
- Processing amendments
- Understanding the carryover process
- Filing requests for funds
- Closing the books at year-end – booking receivables and deferrals
- Processing the final expenditure reports

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<thead>
<tr>
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<tr>
<td><strong>2019 Date:</strong> October 11</td>
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<tr>
<td><strong>Time:</strong> 12:30 p.m. – 3:30 p.m.</td>
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<tr>
<td><strong>Audience:</strong> Treasurers, Accountants, and Business Administrators</td>
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### Best Practices for Accounts Payable Staff

The accounts payable function is an integral part of the business office. To effectively manage a budget and assure timely payments, boards of education and administrators rely heavily on the accounts payable clerk to have systems in place to ensure that valid claims are paid. This workshop reviews the process in full and provides helpful tips on how to manage the workflow. Participants receive an overview of accounts payable processing, including best purchasing practices, claims auditing, required documentation, maintaining files, and troubleshooting vendor issues.

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<thead>
<tr>
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<td><strong>2019 Date:</strong> November 6</td>
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<tr>
<td><strong>Time:</strong> 8:30 a.m. – 11:30 a.m.</td>
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<tr>
<td><strong>Audience:</strong> Accounts Payable Clerks, Treasurers, and Purchasing Staff</td>
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### Medicaid Processing

Claiming for Reimbursement, Accounting for Revenue, and Preparing the Annual Cost Report

Medicaid reimbursement starts with determining eligibility and ends with documenting the costs involved in serving eligible students. This workshop covers how to finish the rules, regulations (state and federal), and procedures that need to be in place to assure school districts are maximizing Medicaid revenue.

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<td><strong>2019 Date:</strong> November 25</td>
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<tr>
<td><strong>Time:</strong> 8:30 a.m. – 11:30 a.m.</td>
</tr>
<tr>
<td><strong>Audience:</strong> Treasurers, Business Administrators, and Staff involved in Medicaid processing</td>
</tr>
</tbody>
</table>
**FUND BALANCE MANAGEMENT**

Understanding fund balance is a key factor in sound budget management and assists with determining how reserves are funded. This workshop takes an in-depth look at the steps to calculate an initial fund balance projection and simple procedures to update it monthly.

**BEST PRACTICES FOR PAYROLL STAFF**

Payroll is the heart of the business office operation and accurate payments to employees are of utmost importance. In this workshop, participants review the proper rules of salary pro-ration and SWAIM and explore retirement system reporting best practices for maintaining payroll files.

**UNDERSTANDING THE STAC PROCESS**

STAC forms are the mechanism used to generate aid for classified special education students. There are many varieties of forms, each with their own set of rules for filing, verifying, and reimbursement. This session provides both special education and business office staff with a solid understanding of the processes and procedures that should be in place to assure maximization of aid.
Office Support Staff Workshops
OFFICE STAFF WEBINAR SERIES

This lunch and learn webinar series is for participants interested in taking their office skills to the next level.

Topics include:
- Creative approaches to collaboration using technology in the post e-mail era. (Microsoft, Google, or third-party applications.)
- The role of office staff members in school safety
- Establishing strong communication skills to improve customer service
- Introduction to pivot tables in Excel
- Creating effective presentations
- Developing a personal writing style and document look
- Using Google to create an intranet site

HR OFFICE SUPPORT STAFF

The HR Office Support Staff workshop is back with a new line-up of topics including:
- An update on rules and regulations
- Effective use of technology
- Sharing of best practices
- Suggested topics of attendees

Sessions include a panel discussion, breakouts, and activities designed to unpack the unique challenges and opportunities of this vital HR role.

- THE 4TH ANNUAL -

PROFESSIONAL SKILLS UPDATE FOR THE EDUCATIONAL OFFICE PROFESSIONALS

In this day-long experiential institute, participants engage in small and whole group activities, examine and role-play realistic everyday problems, learn new strategies and new research-driven ideas about managing time on the job, and discuss social emotional wellness.

Topics include:
- How feelings guide behavior, focus, and personal/professional success and well-being
- Strategies and mindfulness practices to reduce stress, deal with conflict, and create an optimal office environment
- How to build teams, achieve work/personal balance, deal with challenging workloads, and personalities
- Setting priorities and communicating effectively and assertively
- Sharing of best practices

PRESENTERS:
Erika Fuller, Margaret Muenkel, and Jeff Olefson

2019 DATES:
October 10
December 12

2020 DATE:
March 5

TIME:
8:30 a.m. – 11:30 a.m.

AUDIENCE:
Human Resources Staff
The Future School Leaders Academy (FSLA) is a dual-certification educational leadership program leading to a master’s degree in education. This program, offered as a partnership between Bank Street College of Education and PNW BOCES, has been successful since 2001. Its aim is to develop highly effective and diverse school and district leaders for the Lower Hudson Valley Region in collaboration with its local districts. FSLA has over one hundred ninety graduates, with a vast majority working in leadership positions in the region. Each cohort of students completes 30 credits over 5 semesters. To earn the Ed.M. degree and successfully complete the program, candidates must complete a 600-hour school and district leadership internship and complete a culminating project and standards-based portfolio. Cohort XI begins in Fall 2019.

Cornell University's Managing Organizational Conflict Series is designed to provide individuals with skills, processes and knowledge to handle a variety of conflict and negotiation situations. The program consists of three courses each scheduled on two separate days. In all cases, Cornell follows a mixed lecture/interactive approach where participants practice learned skills in group activities and simulations. In addition, to the greatest extent possible, Cornell uses the participants' actual issues to teach and practice learned skills. Participants who attend two years (6 courses) of this Cornell ILR Program are eligible for a certificate.

This year’s classes include:
- Fundamental Negotiations Skills (October 25 and November 20, 2019)
- Resolving Conflict and Building Teams (January 9 and January 27, 2020)
- Facilitation Skills for Conflict Management (February 13 and April 16, 2020)

More information on each of these sessions is available in the Leadership Development Programs section of this brochure.
CERTIFICATE IN ADVANCED EDUCATIONAL LEADERSHIP (CAEL)

Harvard’s Certificate in Advanced Educational Leadership (CAEL) is offered to Pre-K-12 school and district leaders who wish to advance their current professional knowledge. The online certificate is comprised of four 12-week modules, each led by a Harvard Graduate School of Education faculty member with content that draws from the curriculum of Harvard’s Ed.LD program. All participants seeking the full certificate must complete the Leading Learning module and can select three of the remaining four offerings.

The certificate offers the following modules:
- Developing Myself
- Driving Change
- Leading for Excellence and Equity
- Leading Learning (required)
- Managing Evidence

This asynchronous learning experience brings together education professionals from around the world to create a dynamic community of practice. Leveraging the resources of the Harvard Graduate School of Education, participants develop strategies for system level change that can be implemented both immediately and over the long term. Modules can be taken in any sequence over three semesters: Fall 2019, Spring 2020 and Summer 2020. Participants have the option of taking individual modules without completing the required four modules for the full certificate.

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

The Manhattanville Doctoral Program in Educational Leadership, offered in partnership with the Putnam | Northern Westchester BOCES, is designed for practicing and prospective leaders and experienced educators in P-20 education, serving schools, districts, colleges, universities, community organizations, and entrepreneurial endeavors.

The Doctoral Program in Educational Leadership is a cohort model enabling students to be part of a community of learners during the Ed.D. program. Currently enrolled students and doctoral alumni are highly accomplished individuals who appreciate the importance of having a terminal degree in the field of education.

The Signature Ed.D. Program is designed to meet the needs of practicing and aspiring leaders in any educational context (e.g., schools and districts) who want to be a catalyst to improve student learning, build strong partnerships, influence professional and policy-making communities, and promote the public’s confidence about the educational enterprise.

The Dissertation Completion Pathway (Executive Ed.D.) is designed specifically for those who were enrolled in an accredited educational leadership doctoral program and completed all requirements but the dissertation (ABD).

The Higher Education Leadership Concentration (within the Ed.D.) is designed for practicing and aspiring leaders seeking to further develop their skills to meet the challenges facing two-year, four-year, and graduate colleges and universities, and to help shape educational institutions in the future.

All three program options are designed for mid-career professionals who desire or have leadership experience. The signature pedagogy of problem-based learning is integrated throughout the coursework, field experiences and applied research.
The Pace University School District Business Leader (SDBL) program prepares flexible, visionary, and reflective school business leaders with the skills necessary to create and sustain financial and operational functions within a school district to help ensure the quality of learning for all students. Instruction is provided online and participants will work with a cohort of peers within a professional network. With New York State certification as a School District Business Leader, career possibilities include such roles as Assistant Superintendent for Business, Director of Finance or other roles in public school districts.

The three pathways to a career as School District Business Leader are:

1. For candidates who already have a master’s degree, a 36-credit in MSEd Educational Leadership. The five-semester program (two academic years and a summer), including a 600-hour internship (six credits), prepares participants for the required New York State Certification Examination for School District Business Leader.

2. For candidates who do not currently hold a master’s degree, a 60-credit program resulting in an MSEd in Educational Leadership and a Masters in Public Administration (both awarded at the end of the program). Successful completion of the New York State Certification Examination for School District Business Leader is required for the certificate.

3. For candidates who already hold a School District Leader or School Building Leader certificate, a 24-credit Certificate of Advanced Graduate Study (CAGS) that includes a 600-hour internship and prepares participants for the New York State Certification examination for School District Business Leaders.

**Presenters:** Pace University Faculty

**Date:** Online, Fall 2019
College & University Partnerships

The Anchors of Emotional Intelligence Institute will provide your school with the information and tools necessary to implement change and foster a kind and healthy emotional climate essential to personal growth and academic achievement. This highly interactive institute, led by the Yale CEI team, will consist of 2 full days of training in September, as well as an Implementation Conference held in March. A half day follow-up training in May completes Year 1 of the program. In addition, your school’s Implementation Team(s) will participate in our Regional CEL Support Network, which will provide 2 additional half day training sessions focused on successful implementation. Also included are team-coaching sessions facilitated by Yale and access to the CEI’s exclusive and vast online courses and resources.

Once your school’s Implementation Team has completed Year 1 of the RULER training and is ready to implement within their school, the training and support continues through in-person training sessions along with online resources, coaching sessions and the annual conference. There are currently 2 cohorts of schools, with a third cohort beginning in the fall of 2019.

PRESENTERS: Robert Monson and Lisa Davis

2019 DATES:

**NYC**
- September 13
- November 15
- December 6

Gettysburg and Carlisle, PA
- October 10 - 11

2020 DATES:

**NYC**
- January 24
- February 28
- April 24
- May 8

Washington, D.C.
- March 22-25

The Education Policy Fellowship Program (EPFP) is sponsored by the Institute for Educational Leadership (IEL) in Washington D.C., the Department of Education Policy & Social Analysis at Teachers College, Columbia University, the Westchester Putnam School Boards Association and the Center for Educational Leadership at Putnam | Northern Westchester BOCES. The program, which has been offered through PNW BOCES since 2004, is designed to help superintendents, key administrators and board members develop a deeper understanding of the policy issues that underlie key decisions that are occurring around us. EPFP is a part-time, ten-month professional development experience focusing on education policy analysis at the state and national levels, as well as on strategic leadership development for local school boards and superintendents. This year’s program will concentrate on federal and state policy issues.

Across all of these learning activities, Fellows will be challenged to think about:

- Leadership development and a Fellow’s understanding of his or her own leadership style
- Education policy development at the state and national levels and how these initiatives impact local communities and school districts
- How responsibility for local public education has evolved and devolved over recent decades among and between local, state and federal agencies
- Ways to shape education policy and the legislative process, both regionally and nationally
- Networking opportunities with 200+ Fellows from 13 states

PRESENTERS: Robert Monson and Lisa Davis
All services listed are available upon request. Please contact the Center for Educational Leadership for more information.
EXECUTIVE COACHING

Whether looking to improve communication skills or settle in and assimilate into a new culture, our Executive Coaches can assist. The Executive Coaching service supports the growth of school and district leaders by pairing them with experienced coaches who will work with them one-on-one to hone their skills and help them meet their potential. Coaching is an ongoing relationship between a coach and a person being coached (coachee). It is a process of inquiry that enables coachees to achieve their goals by providing them with support and feedback. The coaching process helps coachees both define and achieve professional goals faster and with more ease than would be possible otherwise. This program is a joint offering with the PNW BOCES Curriculum Center. CEL and the Curriculum Center have gathered an experienced and well-respected group of school and district leaders who have been trained as coaches.

IMPARTIAL HEARING OFFICER SERVICE FOR SUPERINTENDENT’S HEARINGS

The Impartial Hearing Officer Service for Superintendent’s Hearings will provide:

- An experienced impartial hearing officer who will oversee, hear, and adjudicate the Superintendent’s Hearing in accordance with Education Law Section 3214
- Recommendations as to guilt/innocence and, where applicable, the appropriate penalty shall be transmitted to the superintendent upon the completion of the hearing
- A recorded transcript of the hearing on an audio DVD of the proceedings within 5 business days of the hearing
- Other than in the case of a stipulated agreement between the school district and the student’s representatives, the impartial hearing officer will produce a written decision within five business days of the hearing
- The impartial hearing officer shall be available for any conferences that may be required as the result of an appeal filed on behalf of the accused student

CONSULTANT: Joseph Wooley

OPERATION RESPECT

Operation Respect works to advance the social and emotional growth of children and youth and help them develop into compassionate, respectful, ethical and civically engaged adults. Co-founded by Peter Yarrow of the folk group Peter, Paul & Mary and Dr. Charlotte Frank, the organization uses music and educational tools, as well as advocacy strategies that foster peace, harmony, and strong community amongst children and youth, as well as the adults who influence their lives. Operation Respect offers Social and Emotional Learning (SEL), Peer Mediation, Bullying Prevention and Respect for All workshops, classroom presentations, assembly programs, songwriting workshops, staff/professional development, and leadership coaching for K-12 schools and districts.

CONSULTANT: Mark Weiss

STRATEGIC COHERENCE PLANNING

An effective strategic plan must derive support from a broad cross-section of the school community. This service focuses on adaptive change as the lever for a strategic coherence planning process. Moving from an overview of systems thinking and barriers to learning processes for building mission, vision, and beliefs, the program concludes by reviewing data collection and goal setting processes, as well as creating a plan for change.

Topics include:

- Overview of Systems Thinking Barriers
- Tools and Processes for Developing Mission, Vision and Beliefs
- Data Collection and Analysis Processes
- Goals Selection and Planning Part 1
- Planning Part 2/Publication and Follow-up

CONSULTANT: Jonathan Costa
RIGHT REASON TECHNOLOGIES

The RightPath™ system is an integrated student success system that provides solutions to meet the needs of individual students while empowering educators with the tools they need. The system provides customizable solutions in the areas of Student Achievement, Assessment, eLearning, Teacher Performance and Professional Development.

SCHOOL METER

School Meter is a sophisticated suite of services for working with state assessment data. It provides powerful web-based analysis and visualization tools designed for educational leaders and assists superintendents and assistant superintendents to make the most of state assessment data for the benefit of both students and district stakeholders.

School Meter features comparative views of New York State assessment performance, employing subgroup data to highlight how districts are meeting the needs of all students. School Meter’s powerful visualization tools enable users to easily identify patterns and trends in student performance. Users may select comparative districts by county or BOCES region or to dynamically select similar districts based on characteristics such as enrollment, per pupil cost, or percentage of students eligible for free and reduced lunch. School Meter is delivered as a web application. Software and assessment data are updated as part of the service.

STAFF DEVELOPMENT

The Center for Educational Leadership offers customized training for classified school employees. The focus is on practical, job-related techniques, and strategies that participants can take back to their districts and implement.

CONSULTANT: Jeff Olefson

SUPEREVAL

SuperEval is the premier, one-of-a-kind, online evaluation system for school superintendents based on a rubric developed by the New York State Council of School Superintendents (NYSC OSS). The SuperEval platform subscription provides access to the SuperEval tool for the superintendent and all of the districts’ Board of Education members. Access to all of the evaluation tools for school principals, assistant principals and central office administrators is available for an additional annual subscription fee. A variety of training options are offered.

On October 16, 2019, BOCES is offering a User Group Session for current SuperEval users and a Lunch and Learn Awareness Session for those wishing to learn more. Facilitators: Michael Homing, Jr., Executive Vice President of PLS 3RDL and Dr. Edward Fuhrman, Jr.

SUPEREVAL USER GROUP 8:30 A.M. - 10:00 A.M.

This 90-minute interactive workshop is intended for current users of the SuperEval platform. The workshop will explore best practices and strategies for efficiently using this evaluation tool. While many suggestions will be made by the presenters, facilitated conversations will allow participants to share their own practices and experiences with the group leading to an authentic and collaborative learning workshop.

SUPEREVAL LUNCH & LEARN AWARENESS SESSION 11:00 A.M. - 1:00 P.M.

This interactive lunch-and-learn provides an in-depth overview to SuperEval: an online evaluation platform for leadership evaluations. Originally designed for superintendent evaluations, the platform and process was quickly found to have tremendous value to allow all education leaders the ability to be reflective and build a portfolio of leadership practices to assert one’s performance in an evaluation rather than defend it.
While we encourage all of our leaders to attend any of our terrific learning opportunities throughout the year, we know it can be hard to choose!

To guide leaders at all levels toward the professional learning that is right for them, we curated a sampling of some suggested workshops ideal for the skills needed in each role, including learning to develop new skills that will benefit leaders and their districts:

ASSISTANT PRINCIPALS
- Regional Forum for Assistant Principals
- The Legal Ramifications Surrounding Social Media for Staff and Students
- DASA: The Investigatory Process
- The School Leader: Surviving and Thriving
- Social Emotional Learning (SEL) Workshop for School Leaders

PRINCIPALS
- Leading Emotionally Safe Schools
- The Principal as Instructional Leader
- HR Boot Camp
- Aspiring Superintendents Workshop
- Annual Spring Law Update

ASSISTANT SUPERINTENDENTS AND CENTRAL OFFICE LEADERSHIP
- HR Essentials for New HR Administrators
- ESTEAM Road Trip
- Cornell University: Fundamental Negotiation Skills – Managing Organizational Conflict Series
- Happiness by Design: A Six Pillar framework for Educational Leaders
- Pathways to the Superintendency Workshop

SUPERINTENDENTS
- What Leaders Do to Build a Strong Adult Professional Culture
- Financial Leadership
- Persuasive Communication Online, In-Person, and Under Pressure
- Supporting New Principals
- Being Generationally Savvy: Working Effectively with All Generations

The Center for Educational Leadership is proud to present a yearlong mentoring cohort for school building leaders that assists in developing their leadership skills and supporting them in their new role. Designed for principals and assistant principals in their first three years of leadership, this program combines regional learning experiences with the benefit of personalized one-on-one support through individualized visits by an experienced mentor. In addition to pairing new leaders with a mentor who will customize support for each mentee’s particular needs, participants will also take part in network meetings of new school building leaders to connect, learn together, and share experiences and resources.

Plan Your PROFESSIONAL LEARNING!
ALL LOCAL BOCES PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT SERVICES AND YOU SHOULD CHECK WITH YOUR LOCAL BOCES TO SEE WHAT IS OFFERED. THESE OFFERINGS ARE NOT INTENDED TO TAKE THE PLACE OF SIMILAR OFFERINGS PROVIDED BY YOUR OWN BOCES.