

Cooke Institute Presents

ELEVATE

Teaching and Learning Through Multiple Perspectives

Join us for a day of professional learning that brings together educators and innovators leading the charge to provide excellent teaching, learning experiences and success to students with diverse needs and abilities!

DATE: JUNE 27, 2019

LOCATION: COOKE ACADEMY, 60 MACDOUGAL STREET, NY, NY

Conference Schedule

8:45 - 9:30 a.m. – Check in

9:35 - 10:10 a.m. – Welcome and Opening Keynote: Dr. Michael Termini, President, Cooke School and Institute

10:20 - 11:50 a.m. – Morning Workshop Session (Choose 1 workshop session. See descriptions below.)

12:00 - 12:45 p.m. – Lunch / EDcamp round table discussions with presenters (Light lunch will be provided)

12:50 - 2:20 p.m. – Afternoon Workshop Session (Choose 1 workshop session. See descriptions below.)

2:30 p.m. – Check out / pick up your CTLE certificate and PD attendance certificate

*Cooke Institute's professional development services are approved for
New York State Education Department CTLE
(Continuing Teacher and Leader Education) hours.
5 NYSED CTLE hours will be issued.

For all inquiries, contact: institute@cookeschool.org, 212-280-4473 x8137.

Workshop Sessions

Sessions are offered in the morning and afternoon.

Sessions are open to all educators and instructional leaders (general education and special education teachers; reading / learning specialists; other instructional staff) who want to learn ways to address the diverse needs of their students and increase the accessibility of their curriculum to improve student learning.

Equipping Tomorrow's Leaders with Social Emotional Skills (K -12)

Lily Sanabria-Hernandez

As educational leaders, we have a great responsibility to equip future generations. How do we prepare them for this rapidly changing world? Teach them how to lead themselves well, and they will be prepared for any future that comes at them. Leaders of tomorrow need leaders of today to help navigate their social/emotional competencies and become effective influencers. Buckle up...lean in...and make a LeaderShift.

Lily Sanabria-Hernandez has been in education for over 25 years. She has taught students birth-adult and has been a student of leadership for over 20 years. She served as a CEO of an early intervention agency, a director of a charter school, and a program director for a preschool for children with special needs. She taught and supervised students at Hofstra University, where she completed her Advanced Certification in Educational Leadership. Lily is a certified John Maxwell Team Leadership teacher, speaker, and coach; and a certified facilitator for The Color Code Personality Assessment. She is also the creator and host of Master Leadership Podcast, which takes us on a journey towards greater significance as we Master Leadership together.

Neurodiversity and the Impact on Math Instruction (K - 12)

Andy Gael

Advances in brain research are rapidly changing mathematics instruction, but they are also having a profound impact on special education. Learn about emerging ideas, such as neurodiversity, that will shift your understanding of special education and disability. Leave with tools that will help enact these paradigm shifts in your math class right at the start of the school year!

Andy Gael was born and raised in New York City and has worked in education for over ten years. Currently, he teaches math at the Cooke School and Institute, a school for students with developmental, learning, and physical disabilities in Manhattan's lower east side. He also trains preservice math teachers at The City College of New York. Andrew is a nationally-recognized



speaker on advocacy for equitable access to the highest quality math instruction for the typically under-served population of students with disabilities. Andrew was also part of the writing team for the highly-rated Illustrative Mathematics middle school math curriculum. You can find out more about Andrew's work on his blog, The Learning Kaleidoscope (andrewgael.com), where he writes about the intersection of math education, special education, and disability rights.

Embedding Social and Emotional Learning into Your Instructional Routines During Writing: A Powerful Connection that Works! (K - 4)

Emily Levine

Writing offers powerful opportunities for students to grow both cognitively and socially-emotionally. In this workshop, we will examine the research which underlies the move towards classroom SEL learning, break down this concept into easily digested components, and learn how to implement routines and structures that provide opportunities for students to develop self and social awareness. Participants will leave with both recommended materials and ideas they can implement on the 1st day of school and beyond.

Emily Levine is a committed educator and advocate for children currently working as an instructional consultant in Pre-K-8th grade classrooms. In this capacity, she provides professional learning opportunities to teachers, schools, and organizations targeting the cognitive and emotional growth of children. In addition, Emily presents courses for teachers at summer institutes, creates online modules designed to ensure educators meet the rigorous demands of the Common Core standards, and reviews and designs reading and writing curriculum units. Emily received a M.S. Ed. from Bank Street College of Education.

The Power of Reading and Writing Poetry: An Inherently Differentiated Genre Study (K - 4)

Phyllis Stern

Using poetry to engage children in reading and writing is a wonderful way to unlock feelings, imagery, playful use of words, and more. With this premise, this workshop will focus on strategies to implement while reading and writing poetry. To begin, participants will develop an understanding of what poetry is. Following that, they will take a deeper dive into reading poems noticing the craft that some poets use. Then, participants will add these noticings to their toolbox of writing strategies and experience using these strategies themselves. Ultimately, participants will feel confident to begin teaching using poetry right at the start of the new school year!

Phyllis Stern has been an educator for over 35 years. As a Cooke literacy coach, Phyllis has worked with teachers to enhance their practice in teaching reading and writing. Prior to working at Cooke, Phyllis' career began as a classroom teacher in elementary and middle school, then as a literacy coach and teacher trainer. She has taught classes for the UFT and Fordham University, and was a mentor trainer for The University of Santa Cruz as part of the



NYC Mentor Academy. As a national AFT teacher trainee, Phyllis has mentored teachers across the country and continues to mentor and coach teachers today.

Executive Functions and Literacy Development: Not Just Playing Games! (3 - 12)

Beth Sullivan

This workshop will explore the relationship between Executive Functions and literacy development. How can “games” be used to increase the accessibility of your curriculum while targeting content objectives, literacy-based process skills, and components of Executive Functioning? Educators will engage with examples from real classrooms to identify the explicit and hidden demands placed on students during different activities. By exploring literacy instruction through the lens of Executive Functions, educators will be better equipped to design curricula and lessons with the necessary learning supports and routines.

Beth Sullivan is a Reading Specialist with 14 years of teaching experience spanning across grade levels in public schools, private schools, and Masters level literacy courses at Teachers College and New York University. Currently, Beth teaches English Language Arts and Social Studies at Cooke Academy, and she is the Chair of the ELA and Social Studies departments. Beth has presented at NYSAIS and CEC conferences and consulted internationally to promote creative curriculum design and powerful literacy programming.

Meaningful Integration: Using Technology to Support Goals (3 - 12)

Jessie Gardner

The intersections of Universal Design for Learning (UDL), technology, executive functioning and academic goals are complex and nuanced; yet, when understood, can be leveraged to create opportunities to support a diverse group of learners within one lesson and within one space. Universal Design for Learning supports connections between cognitive domains, and means there is an access point for every learner. Technology integration can be seen as one of the ways to create these access points and facilitate these connections. In this workshop, you will make connections between executive functioning, UDL and technology integration to better support academic goals. A focus will be on backwards planning technology integration in the three major UDL principles.

Jessie Gardner is currently the Director of Educational Technology for Cooke School and Institute. She has been a special educator in public and private schools in NYC for over a decade, focusing on working for, and with, people with disabilities. Her primary interest is improving the meaningful integration and application of technology in schools with diverse populations; she has presented on this topic across the US. She also teaches masters-level courses in Educational Technology at Touro College.



Literacy in the Content Areas: Using Comic Books to Access Science Curriculum (4 - 12)

Cassandra Manzo

Think you know comics? Think again! By using comics in your classroom, students are able to access any content and apply their understandings. In this workshop, we will focus on strategies to engage students through the writing process and discuss how to develop storyboards for their comics. Teachers will be provided a variety of comic books and graphic novel recommendations for the start of the next school year! Teachers should attend the workshop with a unit in mind and will be provided time to create a plan to integrate comics within their unit.

Cassandra Manzo currently teaches Science at Cooke Academy. She has recently entered her sixth year of teaching in special education. She is an alumnus of Marymount Manhattan College, where she studied secondary education and students with disabilities. Currently, Cassandra is in her final semester of the Masters Program at Fordham University for School Building Leadership. Her passions include volunteering with New York Cares, street care and invasive species removal with NYC Parks, urban farming, and sustainability education!

Utilizing Middle School Texts with Emergent Readers (5 - 12)

Alyssa Soo Hoo

It is difficult to find texts that fit the complex reading profiles of our students with special needs. Often times, texts may fit a student's decoding level, but fail to motivate the student. This workshop will address utilizing age-appropriate texts with emergent readers. Approaches to introduce, practice, and assess various reading strategies will be discussed. Teachers should have a book or unit in mind for their own classrooms and will have time to apply the workshop to their own curriculum.

Alyssa SooHoo teaches English Language Arts at Cooke Academy and is working on her PhD in the program for Autism/ Intellectual Disability at Teachers College, Columbia University. Alyssa has published research on the effect of respite vacations on families with special needs in *Autism Spectrum News* and the effectiveness of using video modeling intervention during vocational tasks with individuals with autism in the *National Association for Dual Diagnosis Journal*. In her free time, she volunteers as a group leader and as a board member for an organization called Autism on the Seas.



Understanding Disabilities and Managing Challenging Behaviors (5 - 12)

Nichole Kaller

This workshop will explore positive behavior management techniques for all types of students in the classroom. Strategies will focus on challenging teacher thinking as well as how to handle behaviors before they start, during an acting out event and after. Teachers will leave with additional tools they can use to further the success of every student in their classroom.

Nichole Kaller is the Academic Chair at the SKILLS Program where she oversees the implementation and modification of curriculum based on diverse student needs. In addition, Nichole supervises school-wide assessments and spearheads a Regents preparation class for state Regents Competency Tests aimed at students pursuing their local diploma. She created a common core Regents curriculum for the Algebra I state test and is currently developing a Regents preparation class for the English Language Arts exam. Nichole has presented on many topics including integrating Bloom's Taxonomy and Higher Order Thinking for Special Needs Students (to Cooke staff), Behavior Management (to Cooke SKILLS staff), and Integrating Hands-on Science Activities (at the New York State Marine Education Association).

Literacy Through Historical Exploration: Primary and Secondary Resources (5 - 12)

Mary Clancy

Primary and secondary sources provide unique and integral information when exploring history, offering opportunities for students to strengthen literacy skills. By strategically incorporating visuals commonly associated with primary sources, educators can utilize principles of Universal Design to build background knowledge, provide access to content, and to support a diverse range of learners.

Mary Clancy is currently the Division Head of Cooke Academy. She has been an educator in NYC for 15 years in both public and private settings and is interested in creating meaningful, inclusive curriculum and settings for individuals with disabilities. She is also an Adjunct Professor in the Department of Teaching and Learning at New York University. She enjoys yoga and trying to get her 2 year old to sleep past 5a.m.

