School of Education to host session on graduate offerings

On Thursday, March 26 the University at Albany’s School of Education will host an informative session on accredited graduate offerings. The event starts at 6:30pm and free parking and giveaways will be included.

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emerged over the past ten years that a new concept on human diversity has been introduced. Dr. Armstrong conveyed to the audience that a strength-based approach can help students with special needs. He explained that by embracing the strengths of such neurodiverse students, educators can help them thrive in school and beyond.

The agenda focused on five categories of special needs: learning disabilities, attention deficit disorder, autism, intellectual disabilities, and emotional and behavioral disorders. Dr. Armstrong, using power points, experiential/interactive small group work, and large group discussion, presented content about strengths and positive attributes associated with each category of special needs and how to incorporate them into IEP's. He emphasized the importance of honoring the diversity of brains among individuals, in nature and cultures, we need to embrace the strengths of such neurodiverse students to help them behave differently.

About co-sponsor: Tinsley Institute
Tinsley Institute for Human Services is a nonprofit organization founded in 1988 in upstate New York with the purpose of providing research-based consultation services and professional development to schools and community agencies.

CASDA and the Tinsley Institute host Neurodiversity Conference
with author Dr. Thomas Armstrong

CASDA and the Tinsley Institute joined together to bring Dr. Thomas Armstrong to the Crossings in Colonie to speak on Neurodiversity on March 15.

Dr. Armstrong touched on many points from his latest book, Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Achieve Success in School and Life.

He conveyed to the audience that a new concept on human diversity has emerged over the past ten years that promises to revolutionize the way educators provide services to students with special needs. He argued that as we celebrate diversity in nature and cultures, we need to honor the diversity of brains among our students who learn, think, and behave differently.

Dr. Armstrong suggested that we should embrace the strengths of such neurodiverse students to help them and their neurotypical peers thrive in school and beyond.

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Save These Dates

<table>
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<tr>
<th>Implementing the MPPR</th>
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<td>For Administrator Evaluation</td>
<td>April 2, 2013 UAlbany East Campus 9am-3:00pm</td>
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This full day conference, facilitated by Multidimensional Principal Performance Rubric: authors Joanne Picone-Zecchini and Giselle Martin-Knap, provides practical strategies, structures, and tools for supporting MPPR implementation inside a coherent professional evaluation system.

Register: http://www.surveymonkey.com/s/implementingthemppr

Register: www.surveymonkey.com/s/OMCONF2013

Register: www.surveymonkey.com/s/DEFUSE

Scholars’ Recognition program is now accepting nominations, all schools encouraged to participate

Plans are almost complete for the 27th Annual Capital Region Business and Education Partnership Scholars’ Recognition Program.

The Scholars’ Recognition Program is part of the innovative business-education partnership formed by the School of Education at the University of Albany, State University of New York, to honor excellence in education. This year, Price Chopper Supermarkets, Freihofer’s, CSArch, P.C., Whitman Osterman & Hanna LLP, CapComm, and the Capital Area School Development Association are sponsors of the program.

The Scholars’ Recognition Dinner will be held on Wednesday, May 8, 2013 at The Albany Marriott Hotel at 6:00 p.m.

The speaker will be Dr. Susan S. Scribner, President of the Sage Colleges.

We look forward to having your school participate. On this occasion, we will have an opportunity to recognize the student(s) selected in your senior class who have distinguished themselves as outstanding scholars along with their selected teacher(s).

The Times Union will be preparing a newspaper insert with the picture and biographical sketch of each scholar and teacher selected.

The program is intended to honor outstanding scholastic achievement by members of the graduating classes of the public, private, and parochial secondary schools in Albany, Columbia, Fulton, Greene, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Warren and Washington counties. In addition to the program is intended to honor those teachers nominated by each student scholar for having had a significant and beneficial influence on his/her education.

Student representatives should be chosen on the basis of scholarship as well as leadership and service to school and/or community. Local grades, Regent scores and other formal measurements may be used. Local school administrators will be given considerable leeway in choosing those to represent their school. Schools are asked, where possible, to include both boys and girls.

All registration information is being collected online at the following link: www.surveymonkey.com/s/scholars2013

CASDA performs School Studies and Reviews

School efficiency reviews and operational studies have become two of the most requested CASDA services. As resources for schools have diminished, the capacity for districts to complete self-assessments has also declined. CASDA helps these districts with efficiency, organizational and institutional support studies.

In recent weeks, CASDA faculty has worked with districts on collaborative models for sharing services and programs, coaching and training in literacy, and professional evaluation and school reviews with the State Education Department.

The CASDA faculty are assigned to a school study or review based on educational expertise and understanding of the district’s needs. Many CASDA faculty members have also been trained to use the new SED model for school evaluations. CASDA faculty are currently assigned to thirty-six school reviews in the region.

The CASDA team will meet with superintendents and board members to refine a list of goals and priority areas for the area of focus. Planning sessions then generate a timeline for the study and identify specific areas of concentration.

CASDA team leaders visit each district involved and conduct interviews and or focus groups. They also use document and consulting data and current research findings to form the basis for any recommendations.

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Sponsors of the program:
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Dr. Armstrong makes a point while visiting with a breakout group.

63rd Annual Operations and Maintenance Conference
April 2, 2013
Burnt Hills Balston Lake
Middle School
8am-2pm
This conference provides a professional development day for school buildings and grounds staff. Participants enjoy a keynote, workshops and time with vendors throughout the day.

Register:
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Defuse and Manage Problem Students and Confrontational Parents
April 26, 2013
UAlbany East Campus
9am-3pm
This conference will convey school and police tactics that are proven and lawful ways to defuse and manage problem students and confrontational parents.

Register:
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Another group consults with Dr. Armstrong during a break out workshop.

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Federal, state and district policies tend to ignore this incontrovertible fact. You simply can’t mandate motivation. It must be kindled or rekindled by healthy school cultures and professional teachers. Each student is different and will respond in her own time to become an engaged learner on the path to success. Young people are nurtured and engaged learner on the path to success. Young people are nurtured and engaged learner on the path to success, where teachers can do their best work as professionals.

Student Motivation

In its quest to improve pupil performance, the Regents Reform Agenda has mandated APPR and related SLOs, CCLS, DDI, DASA among other programs with odd acronyms. Since the advent of government accountability systems twenty years ago, districts have changed their curricula, assessments, materials, use of time, professional development and budget priorities in pursuit of better student achievement. Yet, teachers know that you can address all these factors and still not succeed if a student lacks the motivation to benefit from instruction.

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