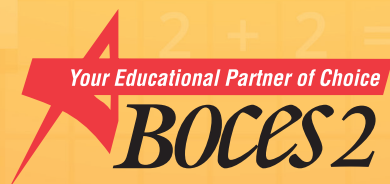


Instructional Services



Office of Curriculum, Instruction,
and Professional Development

Monroe 2–Orleans BOCES is pleased to offer a range of instructional services designed to support districts in achieving high-levels of success in identified areas of need. For more information about how to employ these services in your district, please contact the Office of Curriculum, Instruction, and Professional Development at (585) 352-2773.

Instructional Coaching

~ Math and Literacy ~

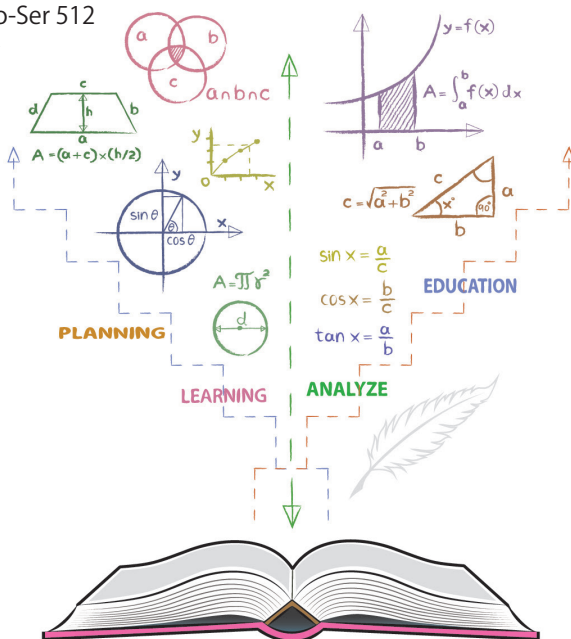
Well-versed in research, theory, and best practices of instruction, our experienced personnel will partner with teachers and building leaders to set goals for improved student achievement. Through this partnership approach, coaches will work with teachers in a job-embedded format as they move through the stages of a coaching cycle, including gathering of data to inform goals, demonstrating new instructional practices, coteaching of lessons, engaging in reflective conversations, providing feedback, and collecting evidence of student achievement.

In addition to 1:1 opportunities, our coaches can model lessons for groups of teachers, conduct group meetings on an ongoing basis, assist with the development and implementation of standards-aligned lessons, and support the deep analysis of student work.

With their expertise in the Next Generation Standards for English Language Arts and Mathematics, our coaches can assist districts in meeting the increasing demands by working collaboratively with teachers to provide high-quality instruction.

2019-20 Co-Ser 512

\$1088/day



Instructional Coaching Services with the Whole Child in Mind

Whole Child Coaching Services is a proactive support for all content areas, K-12, which will address the initiatives within ESSA. Experienced coaches will support teachers with student skill development and purposeful integration of early learning standards, the SEL 5 Core Competencies, and explicit teaching around social emotional skills.

The services will be designed to support teachers and administrators in meeting their students' social and emotional needs; including but not limited to: technical assistance, modeling lessons, best practice resources, job-embedded support, and professional development. Support options include:

- Implementation of the New York State Social Emotional Learning Benchmarks
- Identification and implementation instructional practices aligned with NYSED's P-3 Early Childhood Learning philosophy
- Effective incorporation of play as a strategy (intentional vs exploratory)
- Incorporation of Mindfulness practices
- Character Education
- Complementary support of the work of The Children's Institute and Partners in Restorative Initiatives

2019-20 Co-Ser 512

\$20,910/.2 FTE



Video Coaching

We carry technology around all day to keep our calendars, check our email, and store 2K pictures of our pets. But, can phones and tablets help us become better teachers? They can now.

More than standard observation, video coaching allows teachers to look critically at their own work, self-reflect, and, with the aid of our coach's experience, identify strengths and growth opportunities, set goals and guide them toward realization.

After the initial orientation, participants will meet individually with our expert facilitator via virtual and in-person conferences throughout the process. The cohort will reconvene at the end of the session to reflect as a group on the process. A selfie video tech support meeting is also provided.

The course is 15 total hours.

Please contact our office for more information about this service.



Supporting Civic Readiness in Schools

The Monroe 2–Orleans BOCES office of CIPD is pleased to offer a new service designed to increase student participation and success in rigorous, advanced level high school courses that help support the NYS Social Studies Framework in Civic Readiness.

Our instructional specialists can support teachers, curriculum writers, department leaders, and administrators review existing programs and courses and/or develop new courses that are rigorous and prepare students for college, career and civic life. To this end, this service will use the Social Studies Framework in order to ensure students are engaged in authentic coursework that helps students to lead a civically minded life (12.G3, Social Studies Framework).

Support could take several forms such as: curriculum planning and support related to implementation, classroom coaching and support during implementation, and/or assistance in developing school-wide courses and/or projects.

2019-20 Co-Ser 512
\$20,910/.2 FTE



Active Learning for ALL Content Areas

How do we increase student engagement **and** develop teachers with the newest, evidence-based practices and strategies? With each new generation comes a new set of strengths, challenges, and cultures. In order to reach today's students, we must shift instructional practices from passive to active learning.

Through the roll-out of new standards and ESSA, NYSED continues to focus on fostering student engagement as a means to increase student achievement, safety, and wellness. Research has shown that increasing student engagement in the classroom has a positive effect on dropout rates, classroom management, and the achievement gap. This service can support teachers, building leaders, and administrators in a variety of ways, including but not limited to:

- Growth mindset
- Discourse and discussion techniques
- Breakout box development and implementation
- Authentic and applied task writing and implementation
- STEAM integration (Science, Technology, Engineering, Art, and Math)

2019-20 Co-Ser 512

\$20,910/.2 FTE



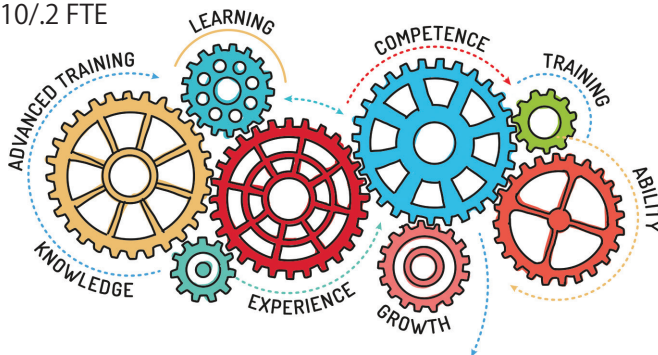
Rtl: Making Systems Work

The Response-to-Intervention model is complex and requires buy-in, cooperation, and collaboration among school and district staff at all levels. To ensure successful Rtl implementation, teachers, administrators, and school districts must adopt new systems and beliefs that may differ from current practices. Successful implementation of an Rtl model promotes high quality instruction to meet the diverse needs of all students, including students at-risk, students with disabilities, and English language learners. Instructional support specialists at Monroe 2–Orleans BOCES can support teachers and administrators in increasing understanding and implementation of Rtl services through a variety of opportunities, including but not limited to:

- A review of current Rtl systems and procedures
- Goal setting and on-going coaching related to the Rtl system
- Providing systems and support for documenting screening and progress monitoring
- Reviewing use of data to determine tiered supports academically or behaviorally
- Supporting implementation of supports and strategies for all Tiers
- Model evidenced based practices within the classroom or AIS setting
- Facilitate collaboration with General Educators, Special Educators, and/or AIS providers

2019-20 Co-Ser 512

\$20,910/.2 FTE



Special Education Instructional Service

The Special Education Instructional service is designed to improve understanding of the academic and behavioral needs of students with disabilities; along with improved instruction in the classroom resulting in an increase in student achievement. Students with disabilities have the right to high-quality instruction to reach the same standards as all students. Our goal is for students to leave school prepared to successfully transition to post-school learning, living, and working. All special education services provide access in order for students to make meaningful connections to their education and future.

Our Special Education Specialist can support teachers and administrators of students with disabilities through a variety of services, including but not limited to: technical assistance, job-embedded support, and district or school systems work. The Special Education Specialist is able to support any work related to the State Performance Plan (SPP) Indicators in accordance with the Individuals with Disabilities Education Act (IDEA).

2019-20 Co-Ser 512

\$20, 910/.2 FTE



Mindfulness Coaching

Monroe 2–Orleans BOCES is now offering coaching to support the use of mindfulness in schools and classrooms. Our certified mindfulness coach will model age-appropriate mindfulness practices in classrooms from K-12.

Through a series of model lessons (minimum of 16 sessions @ 15 minutes each) our mindfulness coach will guide both the classroom teacher and the students towards a more centered and self-aware mindset in the classroom. Mindfulness can be embedded quickly and easily throughout an instructional day. Our coach will help teachers learn to evoke a sense of calm in a high energy classroom or situation, as well as help students learn to self-monitor and access the part of their brain that allows for self-regulation.

Mindfulness practices may also be used in conjunction with SEL approaches already in place in your school or classroom.

This coaching support may be provided for individual classrooms or for whole buildings. Assessment tools will provide data needed to inform the ongoing lessons, as well as measure the impact on students.

2019-20 Co-Ser 512
\$20,910/.2 FTE





$$x + 25 = y$$

$$2 + 2 = 4$$

