

Network Team Institute Agenda

November 12-15, 2013

New York State Museum, 260 Madison Ave, Albany, NY

Day 1: Tuesday November 12, 2013

Grades 9-12 ELA & 6-9 Math

Breakfast/ Registration 7:30-8:30 A.M.	Network Team Institute Registration in the Museum Lobby Breakfast on the 4 th Floor Terrace	
Opening Session 8:30-9:15 A.M.	Opening Remarks with NYSED Commissioner of Education, John B. King, Jr. in the Clark Auditorium	
Grades 9-12 ELA in Clark Auditorium		Grades 6-9 Math in Huxley Theater
Morning session 9:30 A.M. - 12:00 P.M.	<p>Breakout: Introducing Curriculum Materials</p> <ul style="list-style-type: none"> Review the structure, components, and design features of the NY grade 9 ELA curriculum module <p>Breakout: Supporting Curriculum Material Use</p> <ul style="list-style-type: none"> Discuss strategies of implementation for current users of the modules <p>Breakout: How Close Reading can Increase Student Access to Complex Texts</p> <ul style="list-style-type: none"> Explore scaffolds in questioning that increases complex text accessibility <p>Breakout: Homework, Annotation and Accountable Independent Reading</p> <ul style="list-style-type: none"> Review the components, design features and rationale behind CCSS-aligned homework, annotation, and accountable independent reading routines. 	<p>Grade Level Breakouts: Module 2/3 Focus: (6, 7, 8, 9)</p> <ul style="list-style-type: none"> Deepen mathematical content knowledge to assist in instruction and bridging gaps in student learning Using lesson components from the curriculum, illustrate how concepts can be taught in alignment with standards and shifts, <p>**Leaders (during grade-level breakout sessions on both days):</p> <ul style="list-style-type: none"> Participate in guided tour of all included grade levels to prepare for observations of math lesson across multiple grade levels. Collect evidence of instruction in each session, and plan feedback for non-aligned practices in own context
Lunch 12:00-1:00 P.M.	Lunch provided on the 4 th Floor Terrace	
Grades 9-12 ELA in Clark Auditorium		Grades 6-9 Math in Huxley Theater
Afternoon session 1:00-4:30 P.M.	<p>Repeat sessions:</p> <p>Breakout: How Close Reading can Increase Student Access to Complex Texts</p> <ul style="list-style-type: none"> Explore scaffolds in questioning that increases complex text accessibility <p>Breakout: Homework, Annotation and Accountable Independent Reading</p> <ul style="list-style-type: none"> Review the components, design features and rationale behind CCSS-aligned homework, annotation, and accountable independent reading routines <p>Breakout: Teaching Literary Non-Fiction</p> <ul style="list-style-type: none"> Connect literary nonfiction as a primary text to the work of ELA instruction <p>Breakout: Implementation – session for leaders</p> <ul style="list-style-type: none"> Investigate what this curriculum looks like in practice, what good implementation of this curriculum looks and sounds like and red flags to watch for 	<p>Implementation and Practice in a Transition Year</p> <ul style="list-style-type: none"> Explore how to bridge gaps in prior knowledge: how to maintain focus on the major work of the grade as defined by the CCLS Glean strategies for meeting student needs within the unique confines of the school day and year while preserving tight alignment with the Common Core State Standards. This session will consist of a facilitated panel comprised of curriculum writers and educators who are leading successful transitions to the CCSS
Dinner 4:30-6:00 P.M.	Dinner provided on the 4 th Floor Terrace	
Evening session 6:00-8:30 P.M. <i>Clark Auditorium</i>	<ul style="list-style-type: none"> Common Core Performance Tasks and Data Driven Instruction Introduction to High School Transition Courses for preparation of 12th grade students for college placement exams and entry-level college courses 	

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Day 2: Wednesday November 13, 2013

Grades 9-12 ELA, 6-9 Math, K-2 ELA

Breakfast/ Registration 7:30-8:30 A.M.	Network Team Institute Registration in the Museum Lobby Breakfast on the 4 th Floor Terrace		
Opening Session 8:30-9:15 A.M.	Opening Remarks with NYSED in the Clark Auditorium		
	Grades 9-12 ELA in Clark Auditorium	Grades 6-9 Math in Huxley Theater	Grades K-2 ELA in Student Center
Morning session 9:30 A.M. - 12:00 P.M.	Traditional vs. CCSS-aligned approaches to canonical texts <ul style="list-style-type: none"> Distinguish between traditional approaches to canonical texts and a CCSS aligned treatment of those texts. Participants will be able to use NY ELA curriculum materials to approach canonical texts differently 	Grade Level Breakouts: Module 3/4 Focus: (6, 7, 8, 9) Repeat objectives for additional modules <ul style="list-style-type: none"> Deepen mathematical content knowledge to assist in instruction and bridging gaps in student learning Using lesson components from the curriculum, illustrate how concepts can be taught in alignment with standards and shifts, **Leaders: <ul style="list-style-type: none"> Repeat visits for additional modules, following the observation cycle using the evidence guides, allowing for preparation to support across several grades and modules 	The Listening and Learning Experience <ul style="list-style-type: none"> Study a framework for a high quality implementation that emphasizes interactions between the teacher and text, student and text, and student and teacher
	Assessments <ul style="list-style-type: none"> Dive deeply into assessments in the NY ELA curriculum modules Learn the approach to assessment in the modules, strategies for using the assessment data to inform instruction, and how this curriculum supports the Regents exams 		Supporting your interaction with text: Understanding complexity <ul style="list-style-type: none"> Analyze a Listening and Learning text around four dimensions of complexity: knowledge, vocabulary, structure, and literary devices
Lunch 12:00-1:00 P.M.	Lunch provided on the 4 th Floor Terrace		
	Grades 9-12 ELA in Clark Auditorium	Grades 6-9 Math in Huxley Theater	Grades K-2 ELA in Student Center
Afternoon session 1:00-4:30 P.M.	Breakout: Strategies for Adaptation <ul style="list-style-type: none"> Explore strategies for adapting the curriculum with fidelity: "What if my students aren't ready to do this fully? How do I get them there? How do I bridge the gap between where they are and where they need to be? How can I use this curriculum to help me?" 	Coherence: Statistics Across Grades 6-9 <ul style="list-style-type: none"> Examine the development of statistics and probability across the grades, using lesson components from the curriculum to illustrate how these concepts can be taught in a alignment with the standards and the instructional shifts 	Supporting students' interaction with text: GLSs and Questions <ul style="list-style-type: none"> Examine construction of in-text scaffolds and discussion questions within the Listening and Learning strand Work to create own questions and in-text supports and consider how these may vary from those that are written in the curricula
	Breakout: Providing Feedback and Support <ul style="list-style-type: none"> Identify common errors when educators begin implementing this curriculum; prepare to provide feedback that will support educator improvement using the evidence guides. 		
	OFFICE HOURS	OFFICE HOURS	OFFICE HOURS
Dinner	On your own		

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Day 3: Thursday November 14, 2013

Grades 3-8 ELA, K-5 Math, Pre-K ELA

Breakfast/ Registration 7:30-8:30 A.M.	Network Team Institute Registration in the Museum Lobby Breakfast on the 4 th Floor Terrace		
Opening Session 8:30-9:15 A.M.	Opening Remarks with NYSED Commissioner of Education, John B. King, Jr. in the Clark Auditorium		
	Grades 3-8 ELA in Clark Auditorium	Grades P-5 Math in Huxley Theater	Grades PreK ELA in Meeting Room B
Morning session 9:30 A.M. - 12:00 P.M.	Breakout: Problem-Solving Implementation <ul style="list-style-type: none"> Discuss problem-solving strategies based on module usage case studies (users of modules) Breakout: Overview of the 3-8 ELA Modules <ul style="list-style-type: none"> Engage in a comprehensive overview of the structure and content of the 3-8 ELA Modules (new to modules) 	Grade Band Breakouts: Module Focus (K, 2, 4) <ul style="list-style-type: none"> Improve mathematical concepts that are developed within the lessons by preparing for appropriate instructional choices to meet the needs of students while maintaining the balance of rigor that is built into the curriculum Breakout option: Orientation to the Curriculum <ul style="list-style-type: none"> Newcomers explore the overview of <i>A Story of Units</i>, module structure, and how each lesson component maintains the balance of rigor **Leaders (during all grade band breakouts): <ul style="list-style-type: none"> Participate in a guided tour of grade band sessions, practice preparing for each observation, collect evidence of instruction in each session, and debrief each visit, discussing evidence of instruction and feedback for non-aligned practices in own context 	Overview of CKLA-PreK <ul style="list-style-type: none"> Orient to the Preschool CKLA materials and the instructional portions of the daily routine Discover parallels and areas in need of shifts in current practice
	The Speaking and Listening Standards <ul style="list-style-type: none"> Process responses to text-dependent questions and discuss research related to collaboration and speaking and listening in the classroom 		Language stimulation and support strategies <ul style="list-style-type: none"> Examine key reasons for and elements of oral language support within CKLA Learn and practice a variety of Language Facilitation Techniques
Lunch 12:00-1:00 P.M.	Lunch provided on the 4 th Floor Terrace		
	Grades 3-8 ELA in Clark Auditorium	Grades P-5 Math in Huxley Theater	Grades PreK ELA in Meeting Room B
Afternoon session 1:00-4:30 P.M.	Living a Speaking and Listening Lesson, Part I <ul style="list-style-type: none"> Experience a rigorous close reading task from the Modules and be guided through an introductory discussion about the text (grade band versions) 	Continue Grade Band Breakouts: Module Focus (K, 2, 4) <ul style="list-style-type: none"> Improve mathematical concepts that are developed within the lessons **Leaders: <ul style="list-style-type: none"> Continue visits for new modules, following the observation cycle using the evidence guides 	CKLA PreK Starting the Day and Routines <ul style="list-style-type: none"> Examine the general pacing and scope and sequence of Starting-the-Day lesson types for Preschool CKLA and consider how adjustments may be made to support implementation
	Grade Band Breakouts: Living a Speaking and Listening Lesson, Part 2 <ul style="list-style-type: none"> Use protocols to deepen discussion of text Breakout: Feedback on Speaking and Listening Standards <ul style="list-style-type: none"> Develop feedback to provide to a teacher guided by the Instructional Practice Evidence Guides 		Small Group Skills <ul style="list-style-type: none"> Examine the general pacing and scope and sequence of Small Group Skills lesson types for Preschool CKLA and consider how adjustments may be made to support implementation
Dinner 4:30-6:00 P.M.	Dinner provided on the 4 th Floor Terrace		
Evening session 6:00-8:30 P.M.	The Culture of Change: A Panel of School & District Leaders (featuring Ballston Spa CSD) --- in Clark Auditorium		

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Day 4: Friday November 15, 2013

Grades 3-8 ELA, K-5 Math, Pre-K ELA

Breakfast/ Registration 7:30-8:30 A.M.	Network Team Institute Registration in the Museum Lobby Breakfast on the 4 th Floor Terrace		
Opening Session 8:30-9:15 A.M.	Opening Remarks with NYSED Commissioner of Education, John B. King, Jr. in the Clark Auditorium		
	Grades 3-8 ELA in Clark Auditorium	Grades P-5 Math in Huxley Theater	Grades PreK ELA in Meeting Room B
Morning session 9:30 A.M. - 12:00 P.M.	Breakout: Criteria for Speaking and Listening <ul style="list-style-type: none"> Share, critique and revise speaking and listening rubrics from yesterday, rate students in discussion (video), plan feedback for growth Breakout: Case Study of a Change-Focused Culture <ul style="list-style-type: none"> Process a case study of a school leveraged protocols and other collaborative structures to improve implementation and increase student achievement 	Module Focus (Three breakouts: 1, 3, 5) <ul style="list-style-type: none"> Improve mathematical concepts that are developed within the lessons for additional grade levels Prepare for appropriate instructional choices to meet the needs of students while maintaining the balance of rigor that is built into the curriculum **Leaders: <ul style="list-style-type: none"> Repeat visits for new modules, following the observation cycle using the evidence guides 	Listening and Learning <ul style="list-style-type: none"> Explore design principles behind the Listening & Learning strand and how a content rich curriculum supports language and literacy development. Examine the general pacing and scope and sequence of Listening and Learning lesson types for Preschool CKLA and consider how adjustments may be made to support implementation
	Breakout: Using Protocols with Students <ul style="list-style-type: none"> Explore the revised appendix of protocols and assessment techniques that accompanies the modules Breakout: Changing Culture through Protocols <ul style="list-style-type: none"> Practice facilitating protocols that can be used to manage counterculture behaviors 		Interactive Reading Support to Promote Language and Vocabulary <ul style="list-style-type: none"> Investigate read-aloud Guided Listening Supports that facilitate language and vocabulary development and will practice writing their own read-aloud Guided Listening Supports that leverage the techniques
Lunch 12:00-1:00 P.M.	Lunch provided on the 4 th Floor Terrace		
	Grades 3-8 ELA in Clark Auditorium	Grades P-5 Math in Huxley Theater	Grades PreK ELA in Meeting Room B
Afternoon session 1:00-4:30 P.M.	Using Protocols to Adapt the Modules <ul style="list-style-type: none"> Explore how to adapt module tasks without impacting their instructional integrity or alignment to the Common Core 	Implementation and Practice in a Transition Year <ul style="list-style-type: none"> Explore how to bridge gaps in prior knowledge: how to maintain focus on the major work of the grade as defined by the CCLS Glean strategies for meeting student needs when transitioning to the Common Core from curriculum writers alongside educators who are leading successful transitions to the CCSS 	CKLA PreK Additional Features <ul style="list-style-type: none"> Explore additional features of Preschool CKLA that support instruction and learning and how these elements of the program provide flexible support for addressing children's varied needs
	<ul style="list-style-type: none"> OFFICE HOURS 	<ul style="list-style-type: none"> OFFICE HOURS 	<ul style="list-style-type: none"> OFFICE HOURS
Dinner	On your own		