

Network Team Institute Agenda K-5 Principals

May 15-16, 2014

The Desmond, 660 Albany Shaker Road, Albany, NY 12211

Thursday and Friday May 15-16, 2014

K-5 Math High Street 24

Breakfast/ Registration 7:30-8:30 AM	Network Team Institute Registration in the Fort Orange Courtyard Breakfast - pick up breakfast from the Fort Orange and King Street Courtyards and bring with you to your opening session		
Opening Session 8:30-9:15 AM	Opening Remarks with NYSED in Town Hall		Opening Remarks with NYSED in Town Hall
Thursday		Friday	
Morning session 9:30 AM - Lunch	Differentiation in A Story of Units Participants will be introduced to implementation that accommodates the needs of various subgroups without making modifications that compromise the coherence, rigor or focus built into <i>A Story of Ratios and Functions</i> . A shared text that includes specific examples of accommodation strategies for various subgroups, ELL, students with IEP's and 504 plans as well as gifted students, grounds the introduction. Participants explore examples and non-examples to become clear on the difference between instruction that accommodates and that which modifies.	BEGINS WITH A 20 MINUTE SED Q&A Implementation in a Transition Year In triads participants discuss their experience with beginning implementation through a series of three reflective questions. Using the questions as tools for reflection, they identify and share needs, successes and possible next steps within their small groups. Participants may choose to incorporate the artifacts from work sites they brought for homework (e.g., math journals, photos, etc.) into this portion of the session. After work in small groups, the discussion becomes more open-ended and opens to the whole group. The session closes with an idea exchange in which participants share their artifacts of success with the whole group.	
	Module Focus – Grades K and 1 Participants experience a high-level overview of the mathematical concepts presented within the specified modules. As they view a video of Grade 1 instruction, participants collect evidence of scaffolding or accommodations made for a specific subset of students, as well as missed opportunities. Participants then develop the feedback they might deliver to the teacher.	Module Focus – Grades 4 and 5 Participants experience a high-level overview of the mathematical concepts presented within the specified modules. As they view a video of Grade 4 instruction, participants collect evidence of scaffolding or accommodations made for a specific subset of students, as well as missed opportunities. Participants then develop the feedback they might deliver to the teacher.	
Lunch	11:30 AM – 12:30 PM Lunch provided in the Fort Orange and King Street Courtyards		
Thursday		Friday	
Afternoon session Lunch - 4:30 PM	Shifts that Support Teaching, Learning, and Monitoring Student Progress in Mathematics Participants will solidify their understanding of each of the Mathematical Practices and identify concrete examples of what they look like within the classroom. Discussion centers on developing students' meaningful engagement with each Practice, including the shifts in adult behavior that facilitate it. Participants analyze a sample report card and discuss the tool's strengths and limitations for documenting student progress in terms of both content and practice standards. They analyze the usefulness of the information that the tool provides to various stakeholders, and through discussion, work to collaboratively improve the tool.	Shared Leadership that Supports Developing Effective Accommodation Practices Participants engage in an exploratory conversation based on the question: "What does shared leadership that supports developing effective accommodation look like?" Discussion is facilitated using the National School Reform Faculty's <i>Affinity Mapping Protocol</i> . The session closes with a share about the implications for professional development.	
	Module Focus – Grades 2 and 3 Participants experience a high-level overview of the mathematical concepts presented within the specified modules. As they view a video of Grade 3 instruction, participants collect evidence of scaffolding or accommodations made for a specific subset of students, as well as missed opportunities. They then develop the feedback they might deliver to the teacher.	Office Hours	
Dinner	4:30 – 5:30 PM Dinner provided in the Fort Orange and King Street Courtyards		On your own

Evening Sessions: Thursday Only

	King Street 2, 4	King Street 6, 8	High Street 24, 26	Fort Orange 5, 7, 9
6:30-8:30 PM	DDI and Assessments in ELA: Analyzing and Tracking Data	DDI and Assessments in Mathematics: Analyzing and Tracking Data	Sustainability Planning - Brainstorming needs for 2014-15 Metrics	Video Professional Development: Common Core in Action