

# Network Team Institute Agenda 6-10 Principals

May 13-14, 2014

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

## Tuesday and Wednesday May 13-14, 2014

### 6-10 Math Shaker Lounge

<b>Breakfast/ Registration</b> 7:30-8:30 AM	Network Team Institute Registration in the <b>Fort Orange Courtyard</b> Breakfast - pick up breakfast from the Fort Orange and King Street Courtyards and bring with you to your opening session		
<b>Opening Session</b> 8:45-9:15 AM	Opening Remarks with NYSED in <b>Fort Orange 5, 7, 9</b>		Opening Remarks with NYSED in <b>King Street 2, 4</b>
	<b>Tuesday</b>		<b>Wednesday</b>
<b>Morning session</b> 9:30 AM - Lunch	<b>The Approach to Differentiation in A Story of Ratios and Functions.</b> Participants will be introduced to implementation that accommodates the needs of various subgroups without making modifications that compromise the integrity of the coherence, rigor or focus of the <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.		<b>Module Focus – Grade 8 Module 7 Introduction to Irrational Numbers Using Geometry</b> Participants experience a high-level overview of the mathematical concepts presented within the specified modules. As they review the transcript of an exemplar lesson, participants collect evidence of scaffolding or accommodations made for a specific subset of students, as well as missed opportunities, generating discussion about the balance between the need for accuracy, pacing, and scaffolding, as well as the type of feedback and coaching that supports students' meaningful engagement with the mathematical practices.
	<b>Module Focus – Grades 6 Module 6 Statistics</b> Participants experience a high-level overview of the mathematical concepts presented within the specified modules. As they review the transcript of an exemplar lesson, 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.		<b>Grade 9 Module 5 Synthesis of Modeling with Equations and Functions</b> Participants experience a high-level overview of the mathematical concepts presented within the specified modules. As they review the transcript of an exemplar lesson, 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.
<b>Lunch</b>	<b>11:30 AM – 12:30 PM</b> Lunch provided in the Fort Orange and King Street Courtyards		
	<b>Tuesday</b>		<b>Wednesday</b>
<b>Afternoon session</b> Lunch - 4:30 PM	<b>Module Focus – Grade 7 Module 6 Geometry</b> Participants experience a high-level overview of the mathematical concepts presented within the specified modules. As they review the transcript of an exemplar lesson, 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.		<b>Shared Leadership that Supports Developing Effective Accommodation Practices</b> 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 discussion about the implications for professional development.
	<b>Shifts that Support Teaching, Learning, and Monitoring Student Progress in Mathematics</b> Participants will solidify their understanding of each of the practices and generate concrete examples of what they look like within the classroom. 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 families and, through discussion, work to collaboratively improve the tool.		SED Q&A Office Hours
<b>Dinner</b>	<b>4:30 – 5:30 PM</b> Dinner provided in the Fort Orange and King Street Courtyards		On your own

Evening Sessions: Tuesday Only

	<b>King Street 2, 4</b>	<b>King Street 6, 8</b>	<b>High Street 24, 26</b>	<b>Fort Orange 5, 7, 9</b>
<b>6:30-8:30 PM</b>	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