

Network Team Institute Agenda - Principals

July 7-11, 2014

New York State Museum, 222 Madison Ave, Albany, NY

Days 1 & 2: Monday-Tuesday, July 7-8, 2014			Grades K-2 ELA, K-5 Math		
Breakfast/Registration 7:30-9:00 AM		Network Team Institute Registration in the Museum Lobby Breakfast on the 4 th Floor Terrace			
Opening Session		Monday: 9:00-9:30 AM		Tuesday: 8:45-9:15 AM	
Opening Remarks with NYSED Commissioner of Education, John B. King, Jr. in the Egg, Hart Theater.					
Morning Session					
The Essentials: K-2 ELA <i>Concourse 7</i>			The Essentials: K-5 Math <i>Concourse 1</i>		
MONDAY: 9:45 AM – Lunch		<u>Session 1: CKLA and the Three Pillar Model-</u> Identify the Three Pillars of a comprehensive ELA program and name the two strands of CKLA and connect these to the Three Pillar Model.		<u>Session 1: Creating Teaching Sequences for Extended Interventions:</u> In this session leaders learn a process for coaching teachers to leverage the coherence of A Story of Units to plan extended teaching sequences for intervention. The process includes student error analysis using the Standards for Mathematical Practice, and using tools in the curriculum to craft a systematic sequence for intervention. Participants move through abbreviated steps of the full process to understand and discuss implications for professional development.	
TUESDAY: 9:30 AM- Lunch		<u>Session 2: Design Principles of CKLA-</u> Learn how explain the significance of starting instruction with the most frequent or least ambiguous sounds; describe how the Skills strand provides students with intensive practice that enables them to build reliability and automaticity; describe the domain structure of the Listening and Learning strand supports children’s comprehension and background knowledge.			
Lunch	MONDAY: 12:00-12:45 PM	TUESDAY: 11:30 AM-12:30 PM	MONDAY: 12:00-12:45 PM	TUESDAY: 11:30 AM-12:30 PM	
Afternoon Session					
MONDAY: Lunch – Dinner		<u>Session 3: Quality Implementation of Listening and Learning-</u> Define quality and fidelity of implementation as general constructs; identify evidence of quality practice within implementation of the Listening and Learning strand.		<u>Session 2: Creating Teaching Sequences for Short-Term Interventions</u> In this session leaders experience a structure for site-based professional development to support teachers with making on-the-spot and short-term interventions that are anchored within the focus and coherence of <i>A Story of Units</i> . Participants consider the implications of such interventions on implementation issues such as pacing, and creating shifts in classroom culture. They refine their ability to recognize effective use of these interventions, as well as their ability to support teachers with understanding when to use them and how to craft them.	
TUESDAY: Lunch - 4:30 PM		<u>Session 4: A Close Look at the Skills Strand-</u> Identify evidence of quality practice within the implementation of the Skills Strand			
Dinner- MON. ONLY		<u>Session 5: Tools for Working with Parents-</u> Identify key points that should be discussed with parents at back-to-school night to support information sharing and messaged to parents about CKLA.			
	4:30-5:30 PM		4:30-5:30 PM		
Evening Session-MONDAY, JULY 7, 2014					
<i>Student Center</i>		<i>Clark Auditorium</i>		<i>Huxley Auditorium</i>	
6:30-8:30 PM		Action Planning Around 2014-15 Metrics and Expectations: Explore the 2014-15 Metrics and Expectations document, how the new document has evolved from last year, and plan what needs to be in place for each role to be successful		Tips and Tools for Intensive Family Engagement Around the Common Core: Reflect and plan on communication needs – both content and strategy; consider resources and strategies used by educators from around NYS	
				Leveraging Resources: Release ENY 1.8 Video Professional Development- Articulate concrete approaches to leverage the video project to: lead professional development for small group of educators using instructional video, generate conversations around instruction, and calibrate around effective practice.	