

## KEYNOTE & WORKSHOP CATALOGUE

All session includes: pre-session consultation, session planning and preparation, day of session set up and final consultation, end of session evaluation, exit interview, and post-session consultation to assess effectiveness and plan future work.



### **1.1 Curriculum Mapping Overview - Steps to Successful Implementation**

Curriculum Mapping is a process in which teachers (schools/teams) organize and utilize curriculum-related data that enables them to plan lessons that align curriculum with appropriate standards; design assessments that provide effective data; and engage in a reflective process that memorializes what was actually taught thus leading to curriculum revision and improvement. This two hour presentation defines the Curriculum Mapping process and how highlights how technology has greatly enhanced the process. Participants will discover the impact that effective use of Curriculum Mapping software (and the data derived from its use) has on improving instruction and student learning. This workshop is appropriate as an introductory offering for School/Network Leaders and/or faculties.

### **2.1 Curriculum Mapping - The First Step for School/Network Leadership Teams**

Leadership teams will discuss key issues related to successful implementation of Curriculum Mapping including identifying and removing barriers to success. Program outcome includes articulation of a clear vision for sustainable use of Curriculum Mapping at their school; creation of an action plan that contains specific responsibilities, timelines, and benchmarks for accountability; and strategies for effective communication that lead to vision efficacy. This session is an essential component of successful curriculum mapping at the school level.

### **3.1 Learning To Use Software to Generate Authentic Curriculum Data**

Mapping software to generate diary maps, essential maps, or targeted maps. This workshop is guided by the vision and decisions made previously by the Leadership Team at the school and Network levels during Session 1.2. Previous attendance at Session 1.1 is suggested to maximize potential for successful implementation.

### **4.1 Beginning Conversations: Curriculum Alignment to Standards and the Revision Process**

Teachers and school leaders participating in this session will ask questions and engage in conversations that are needed to begin the process of aligning curriculum to state and national standards. The process of defining questions that focus on curriculum will guide participants through reflective curriculum mapping processes that lead to appropriate curriculum revision. The central theme of the day is discovering and engaging in an effective curriculum-focused process that leads to plausible revisions. New York State Standards and National Common Core Standards are a focal point for this interactive session.

### **5.1 Using Technology to Upgrade Curriculum**

Twenty-first Century schools do more than use technology to present lessons. In this session, teachers and schools explore a variety of ways that different data types can be used to strengthen and raise the level of curriculum, improve student assessment, and reduce the achievement gap. This session is excellent for subject area, grade level, and vertical teams.

### **6.1 Case-study Analysis Using Multiple Data Sources**

This session teaches participants to access and utilize various types of data (perception, student, achievement, research, environmental, and curriculum) in making informed decisions and analyzing success. Curriculum revisions are developed as data-driven conversations focus on the results and influences that affect their classrooms.

### **7.1 Staying Globally Competitive in the 21st Century**

What is changing in education in America and globally and what do schools need to do to stay competitive? This session revolves around the current status of American and global education. It helps schools discover where they are today and define the scope of work needed to prepare students to be competitive in the 21st century. Breakout sessions following the keynote address allow for group reflection and needs assessment. Curriculum mapping expertise would strengthen this session but is not required.

## **8.1 Essential Questions (EQs) - What They Are and How They Connect To Standards**

In this session teachers learn how using engaging, thought provoking umbrella, and/or overarching questions provides focus for the standards embedded in a lesson or unit of study and helps to reveal a subject's richness and complexity. Developing EQs enables the teacher to have a better grasp of the structure of the competencies embedded within a unit and provides the means for higher order synthesis and application skills. For a teacher, EQs are organizers that help focus units on the big ideas rather than a potpourri of random activities. For students, EQs help make sense of important but complicated ideas, knowledge, and know-how and can light the students' desire to know more. Pairing EQs with the technology available to acquire real time information, facts, and/or opinion can help uncover hidden components of a unit of study.

## **9.1 Professional Learning Communities**

Competitive schools today are more than ten good teachers in classrooms, they are ten good teachers that behave as a collaborative group making decisions and supporting all learners together. This session answers the question: How do we as a faculty becoming a highly functional professional learning community? Teachers will employ Curriculum Mapping software and other technology resources to minimize the work of planning (accumulating data, writing intended outcomes, etc.) and maximize time to engage in conversations relative to their area of focus. There are no limits on the number of Professional Learning Communities that can exist within a school. They are ideal for grade level, subject area, and vertical teams but can be highly useful as forums for addressing the multitude of challenges that today's schools face. Curriculum mapping expertise would strengthen this session but is not required.

## **10.1 Student Mobility**

Today's students and their families are highly mobile. Educators must regularly deal with high mobility that significantly impacts learning. In this session, educators will explore ideas and strategies that schools can use to decrease the negative impact of student mobility and begin the process of designing an action plan designed to address this difficult issue. This session can be specialized for appropriate groups, i.e., Network/School Leadership Teams, faculties, and/or special program groups. Curriculum mapping expertise would strengthen this session but is not required.

## **11.1 Effective Use of the Reports Feature of Curriculum Mapping**

Curriculum Mapping reports allow for effective case-study analysis that leads stakeholders to ask informed questions and make data-driven curricular discussions. This workshop for administrators, Leadership Teams, and/or teachers begins with an informal analysis of a school's or Network's curricular data. In real time, attendees learn to configure reports in various formats that delineate areas of curricular investigation and/or respond to specific curricular questions. Skills gained in this session are essential to effectively accessing the data needed to support the work of Professional Learning Communities.

## **12.1 Assessments as Teaching Tools Rather Than Autopsies**

In this session, teachers will explore the impact assessments have on instruction and student achievement and discover the secrets to designing truly effective summative and formative assessments. Effectively designed assessments provide much needed information for more than just the classroom teacher. Learning how to effectively create and administer various forms of assessment can shed light on a school's instruction. Additionally, analysis of assessment data can provide a focal point for identifying best practices. Assessment related topics of discussion will include levels of assessment, range of student learning styles assessed, styles of assessment, purpose, timing, and frequency. The following questions will be addressed in this session: How do you determine if your assessments are quality assessments? How do you know if they will provide a true picture of understanding? Are they aligned to the standards? Do they integrate higher order thinking?

## **13.1 Using Disaggregated Data to Impact Instruction**

Bringing disaggregated achievement, curriculum, student, and perception data into the faculty discussion illuminates ways to close the achievement gap. The focus of this workshop is how analyzing the disaggregated breakdowns of various types of data can illuminate perspectives and lead to curricular upgrades. When coupled with the reports generated from your current school technology resources and mapping software, powerful facts and perspectives emerge that lead to appropriate curricular alterations /modifications.

### **14.1 Technologies and Authentic Learning**

Today's technologies can turn your classrooms into authentic learning centers.

There is no doubt that today's youth process information differently than those we instructed even 10 years ago. The powerful resources available at their fingertips and their facility with its use make it imperative that today's teachers design lessons that incorporate those skills and resources. The ease of information gathering permits the teacher and students to focus on skills that today's employers and universities require; such as a critical thinking and problem solving, communication, collaboration, work ethic and social responsibility. Lessons that effectively integrate technology have been shown to increase engagement, excitement, and interactivity. This engagement and interaction can spill over into other aspects of the curriculum, especially when deliberately planned by the teacher. From hand-held devices to display panels, technology must enhance content and be applicable to the unit of study. The use of the technology must be evidenced in student products and performances. Teachers in this session will learn how links to other teachers and schools utilizing Curriculum Mapping software will allow them access to other views on technology integration. Curriculum mapping expertise would strengthen this session but is not required.

### **15.1 Understanding by Design (UbD) - Planning Backwards**

Since Understanding by Design effectively begins with the end in mind, teachers in this session will learn to plan backwards. Backward curriculum design helps avoid the twin problems of "textbook coverage" and "activity-oriented" teaching (Jay McTighe). This process can be productively applied to planning a single unit, a yearlong course, or an entire K-12 curriculum. Curriculum Mapping software facilitates educators working smarter in curriculum design by working collaboratively and sharing ideas via their electronic maps. UbD fits perfectly into the mapping process as both are centered on identifying desired results (mastery of standards), determining acceptable results (assessment), and planning learning experiences and instruction (content and student skills).

### **16.1 What To Cut, Keep, Or Create? Decisions Must Be Made About Web 2.0!**

The first decision is made - technology must be integrated in order to enhance content delivery and maximize learning. Additionally, it must be evidenced directly in student products and performances. In this session teachers will learn steps that will guide their efforts to integrate technology by identifying what they will change and why. They will learn to navigate the abundant web resources available to them and find those that are appropriate to their needs. The process they develop will lead them to immediate short-term upgrades and allow them to develop a vision for long-term integration.

### **17.1 Habits of Mind**

When confronted with problems, the solution to which is not immediately apparent, characteristically intelligent, successful people are disposed to mindfully engage skills that lead them to solutions and decisions. Habits of Mind were derived from studies of effective, skillful problem-solvers and decision makers from many walks of life. This session focuses on bringing the curriculum to a peak of learning by fostering skills that impact our student lives and our greater community now and forever. We want students to get into the habit of effective thinking: Not just solving a problem but also becoming an effective problem solver. With Habits of Mind, we are focused on how students behave when they don't know the answer! Curriculum mapping expertise would strengthen this session but is not required.

### **18.1 Sustaining Curriculum Mapping**

Is your school struggling with implementing or sustaining Curriculum Mapping? Resistance, scattered initiatives, time, over-enthusiasm, lack of motivation, and staff mobility are just a few of the obstacles that schools and districts encounter as they strive to effectively implement Curriculum Mapping. In this session, facilitators will share problem-solving strategies that can be used to work through roadblocks and get staff back on track. Participants will have an opportunity to work in teams and develop an action plan that addresses the school's needs. This session is appropriate for school/Network leadership teams, faculties, and struggling PLCs.

### **19.1 Highly Effective Mapping: Form Leads to Function**

When implementing the Curriculum Mapping process, the quality, dependability, consistency of map data directly impacts the curriculum refinement process. Specifically, to effectively examine and improve curriculum, the following must be evident: (1) Data going into the map must consistently follow the agreed upon format; (2) data must maintain a high level of reliability (be authentic), and (3) operational curriculum must be clearly and succinctly written. With those considerations in mind, participants will examine specific aspects of maps, use a common rubric to evaluate adherence to agreed format, and revise maps to improve their quality.

## **20.1 Unpacking and Mapping to the Common Core and New York State Standards**

Schools and districts across the country often struggle with aligning their curriculum to standards. The revision of State Standards and the advent of mandatory National Common Core Standards make this task even more daunting. One of the most challenging components of effective planning is identifying learning targets within standards and then translating them into specific skill statements that lead to quality, day-to-day classroom indicators of achievement. This session will explore the challenges of standards-based classrooms and the role that clearly articulated standards can play in improving student learning. The process of deconstructing or “unpacking” standards and taking them from general statements to specific skills focuses the teacher on identifying and developing the levels of complexity associated with building mastery of the standard. Facilitators will coach participants through a step-by-step process for “unpacking” standards and identifying the core content and critical skills needed to successfully demonstrate the standards. Curriculum mapping expertise would strengthen this session but is not required.

### **1.2 Improving Curriculum through Understanding by Design (UbD)**

Since Understanding by Design effectively begins with the end in mind, teachers in this session will learn to plan backwards. Backward curriculum design helps avoid the twin problems of “textbook coverage” and “activity-oriented” teaching (Jay McTighe). In this session, participants will apply this process to planning a single unit, a yearlong course, or a vertical curriculum within their subject area. Curriculum Mapping software facilitates educators working smarter in curriculum design by working collaboratively and sharing ideas via their electronic maps. UbD fits perfectly into the mapping process as both are centered on identifying desired results (mastery of standards), determining acceptable results (assessment), and planning learning experiences and instruction (content and student skills).

## **2.2 Unpacking and Mapping to the Common Core and New York State Standards**

Schools and districts across the country often struggle with aligning their curriculum to standards. The revision of State Standards and the advent of mandatory National Common Core Standards make this task even more daunting. One of the most challenging components of effective planning is identifying learning targets within standards and then translating them into specific skill statements that lead to quality, day-to-day classroom indicators of achievement. This session will explore the challenges of standards-based classrooms and the role that clearly articulated standards can play in improving student learning. The process of deconstructing or “unpacking” standards and taking them from general statements to specific skills focuses the teacher on identifying and developing the levels of complexity associated with building mastery of the standard. Facilitators will coach participants through a step-by-step process for “unpacking” standards and identifying the core content and critical skills needed to successfully demonstrate the standards. Curriculum mapping expertise would strengthen this session but is not required.

### **3.2 Today’s Technologies - How They Can Impact Your Professional Development**

Mahatma Gandhi said, “We must be the change we wish to see.” As Educational Leaders we must model the strategies and skills we expect to see employed in the classroom. Nowhere is that more important than in using technology to shape professional development delivery. In this session, participants will learn to use emerging technologies as a transformational way to plan, instruct, and assess student achievement; to effectively provide professional development in brief, relevant formats available to them at their convenience; and to seek out and evaluate technologies that can have profound effects on students and educators. Curriculum mapping expertise would strengthen this session but is not required.

### **4.2 Google - Teachers’ New BFF**

Google is so much more than just an information search engine. It is one of the most amazing and empowering tools available to teachers and students today. In this session, participants will explore the world of Google and discover how it can engage students in activities that lead to development of essential higher-order thinking and problem solving skills. Google Maps, Earth, Blogs, Docs, Survey Generators, Calendars, Wonder Wheels, Alerts, and News are a few of the free applications that will be explored in this highly useful professional learning opportunity. Direct applications to student and teacher uses are the essential focus of this session. Curriculum mapping expertise would strengthen this session but is not required.

### **5.2 Organizing Curriculum into Functional Units**

Units that allow for effective organization of curriculum lead to maximized use of instructional time. In this professional learning opportunity, participants will discover how software can facilitate the creation of both subject-based and interdisciplinary units that focus on including standards and skills relative to the content area(s) addressed. This process insures that the appropriate standards

and skills are addressed while the curriculum is organized into groups of lessons that designed to take a larger view of the scope and sequence of the curriculum. This purposeful organization of curriculum content into instructional delivery sequences ultimately leads to improved student performance.

## **6.2 Next Steps - Beyond Maps**

As mapping becomes a normal part of a school's routine this professional learning opportunity moves teachers and PLCs past the accumulation of curriculum data. Participants learn how to have and how to facilitate targeted conversations in order to generate revisions that upgrade lessons, unit plans, and/or instructional methods. "Next Steps" guides teachers through the processes of efficiently reviewing the accumulation of curriculum data to engaging in targeted conversations to generate revision statements that upgrade curriculum.

## **7.2 Active Curriculum Mapping For Special Subject and Support Areas**

This workshop addresses the needs of content areas generally not considered core subjects such as Music, PE, Health, Technology, Choices, and Special Education as well as generalized support areas i.e., Media Center and Student Support Services. Participants learn how to use Curriculum Mapping software to attend to the special needs inherent in these courses or areas. Teachers and support personnel learn to align standards, expectations, and authentic assessments. This technology supported process leads to improvement in teaching and learning.

## **8.2 Case-Study Analysis for Content Enrichment**

Twenty-first Century schools do more than use technology in lessons. In this session, subject area teachers explore a variety of ways that different types of data can be used to strengthen and raise the level of curriculum, improve student assessment, and reduce the achievement gap. For example Curriculum Mapping reports allow for effective case-study analysis that leads stakeholders to ask informed questions and make data-driven curricular discussions. This workshop for subject area teachers or vertical teams begins with an analysis of a teacher's, schools, or Network's curricular data. In real time, attendees learn to configure reports in various formats that delineate areas of curricular investigation and/or respond to specific curricular questions.

## **9.2 Assessments That Truly Enhance Learning**

In this session, teachers will explore the impact assessments have on instruction and student achievement and discover the secrets to designing truly effective summative and formative assessments. Effectively designed assessments provide much needed information for more than just the classroom teacher. Learning how to effectively create and administer various forms of assessment can shed light on subject area or grade level instruction. Professional Learning Communities centered on a course, subject area, grade level, or vertical team, can utilize the data to inform decisions regarding curriculum revision. Additionally, analysis of assessment data can provide a focal point for identifying best practices. Assessment related topics of discussion will include levels of assessment, range of student learning styles assessed, styles of assessment, purpose, timing, and frequency. The following questions will be addressed in this session: How do you determine if your assessments are quality assessments? How do you know if they will provide a true picture of understanding? Are they aligned to the standards? Do they integrate higher order thinking?

## **1.3 Professional Learning Communities**

This professional learning opportunity provides TEN mentors to guide a school's development and implementation of professional learning communities. Mentors will provide expertise in-group facilitation techniques as well as content, grade-level, and/or interdisciplinary support. Mentors can also be helpful to instructional leaders in their efforts to organize faculties into effective professional learning communities. Curriculum mapping expertise would strengthen this session but is not required.

## **2.3 Mentoring Authentic Learning Classrooms**

The process of transforming classrooms into authentic learning centers is often overwhelming for teachers who are not comfortable with the classroom application of today's technology. TEN mentors provide both teams and individuals with the guidance and mentorship necessary for these individuals to enter the realm of technology and convert their previous practices into those aligned with ITSE's Technology Facilitation and Leadership Technology (TF/TL) Standard II - Planning and Designing Learning Environments and Experiences. Working with TEN mentors, participants overcome obstacles regarding the incorporation of technologies in which their students may already be highly proficient and enable them to effectively use today's tools in their instructional endeavors. Curriculum mapping expertise would strengthen this session but is not required.

### **3.3 Sustaining Curriculum Mapping - Effective Implementation**

Is some of your staff struggling with implementing Curriculum Mapping? Are some of your staff working diligently but not to the desired level of competency? Resistance, scattered initiatives, time, over-enthusiasm, lack of motivation, and staff mobility are just a few of the obstacles that schools and districts encounter as they strive to fully implement Curriculum Mapping. This professional learning opportunity provides TEN mentors for individual teachers or a small group as they strive to effectively employ Curriculum Mapping. Working with a mentor is one of the best ways to take those final steps to routine integration of this powerful tool. In these sessions, mentors will employ problem solving strategies that can be used to work through the issues to either get staff back on track, train new staff, or assist teachers with reaching higher levels of expertise. The number of mentoring days/hours needed will be determined in collaboration with school personnel.

### **4.3 Today's Technologies for Professional Development Leaders**

Mahatma Gandhi said, "We must be the change we wish to see." As Educational Leaders we must model the strategies and skills we expect to see employed in the classroom. Nowhere is that more important than in using technology to shape professional development delivery. In this professional learning opportunity, TEN staff mentor professional development leaders while they endeavor to use emerging technologies to get others excited about technology as a transformational way to plan, instruct, and assess student achievement; to effectively provide professional development in brief, relevant formats available to them at their convenience; and to seek out and evaluate technologies that can have profound effects on students and educators. This process should begin with at least one full day for mentor/mentee collaboration. Pre-session collaboration will determine the scope services required. Curriculum mapping expertise would strengthen this session but is not required.

### **5.3 Designing Effective Units**

As teachers endeavor to utilize Curriculum Mapping software to create functional units of study, TEN staff will provide group and individualized mentoring to insure that their efforts lead to effective instructional practices. Content-based and/or interdisciplinary teams as well as individual teachers or instructional leaders will find the expertise and support of TEN mentors a crucial resource in successfully designing and delivering units that incorporate relevant standards and skills.

### **6.3 Mentoring the Implementation of Common Core Standards**

Schools and Districts across the country struggle with aligning their curriculum to standards. The continual revision of State Standards and the advent of mandatory National Common Core Standards make this task even more daunting. One of the most challenging components of effective planning is identifying learning targets within standards and then translating them into specific skill statements that lead to quality, day-to-day classroom indicators of achievement. In this professional learning opportunity, mentors will work with individual teachers or professional learning communities to enhance understanding of the process of "unpacking" standards. Curriculum mapping expertise would strengthen this session but is not required.

### **7.3 Refining Essential Questions (EQs)**

In this session mentors work with teachers and/or teams to enhance their use of engaging, thought provoking umbrella, and/or overarching questions provides focus for the standards embedded in a lesson or unit of study and helps to reveal a subject's richness and complexity. Developing EQs enables the teacher to have a better grasp of the structure of the competencies embedded within a unit and provides the means for higher order synthesis and application skills. For a teacher, EQs are organizers that help focus units on the big ideas rather than a potpourri of random activities. For students, EQs help make sense of important but complicated ideas, knowledge, and know-how and can light the students' desire to know more. Pairing EQs with the technology available to acquire real time information, facts, and/or opinion can help uncover hidden components of a unit of study.

### **8.3 Creating Effective Assessments**

Effectively designed assessments provide much needed information for more than just the classroom teacher. Learning how to effectively create and administer various forms of assessment can shed light on a school's instruction. Teacher groups centered on a course, subject area, grade level, or vertical team, can utilize the data to inform decisions regarding curriculum revision. In this professional learning opportunity, mentors work with teachers and/or small groups to maximize the impact assessments can have on improving instruction. Mentors provide individualized assistance in answering the following questions: How do you determine if your assessments are quality assessments? How do you know if they will provide a true picture of understanding? Are they aligned to the standards? Do they integrate higher order thinking? Curriculum mapping expertise would strengthen this session but is not required.