

Summer Institute 2013

Design Sessions

3-hour sessions showcasing broad initiatives

Sessions are repeated on Day 2 - TOTAL 12 sessions



[Analyzing Student Work to Change Teacher Practice](#)

(Student Growth Portfolios for Non-Tested areas)

The Analyzing Student Work to Change Teacher Practice Design Studio Session will feature an overview of the process that has been developed for teachers in Arts Education, Healthful Living, World Languages, and other designated areas to use for Standard 6 of the *North Carolina Educator Evaluation System* (NCEES). Professional development resources and materials designed for local use will be shared for Year 1 implementation (2013-2014), along with a calendar of follow-up events and opportunities to build capacity.

[Building Career Pathways that Lead to College and Career Readiness](#)

(Career-Technical Education focused content)

The purpose of this session is to provide guidance for school districts in developing partnerships and advisory councils to engage business and industry in public education. An emphasis will be placed on 9-14 education that creates additional pathways that combine rigorous academics with strong technical education to equip the majority of young people with the skills and credentials to succeed in our increasingly challenging labor market. The long range goal is to ensure that many more young people complete high school, attain a postsecondary credential with currency in the labor market, and get launched on a career while leaving open the prospect of further education.

[Building Instructional Capacity Utilizing NC's Home Base](#) ©

(Rigor, Student Engagement, Instructional Resources, Teaching and Learning)

Join NCDPI staff for a workshop-based look into building instructional capacity through the use of Home Base assessment and data tools. Participants will explore ways in which Home Base can assist them in identifying students' areas of need, enabling them to create highly focused instruction, remediation, and enrichment opportunities. Participants will experience the capabilities of Home Base from the perspective of a student, a researcher, and a reflective practitioner. Participants will discuss ways in which LEAs can use the assessment and data tools available within Home Base to provide professional development for classroom teachers. A digital device (such as a laptop or tablet) is required for this session.

[Building Professional Development Capacity](#)

(Systems, Processes, PD Planning, Guskey)

This session focuses on participants developing teacher-leaders to plan and deliver high-quality professional development in their LEAs, schools, PLCs, and communities. Key components of successful professional development addressed include establishing participant buy-in, establishing compelling coherence of skills and content, and ensuring the transfer and use of what is learned. Focused planning on standards-based professional learning will be emphasized.

[Connecting to Serve ALL Students](#)

(Exceptional Children, Universal Design for Learning, Multi-Tiered System of Support, ELL)

This session will be an interactive presentation and collaborative discussion on principles of UDL and how to plan and implement strategies to improve student learning outcomes. Participants will explore components of UDL and develop strategies for meeting the needs of all students in the classroom.

Universal Design for Learning (UDL) is a set of principles for curriculum development that provide all learners equal opportunities to learn. In this session participants will apply these principles to curriculum development to plan and implement strategies to improve student learning. Participants will identify resources and develop strategies to meet the needs of all students in the classroom.

[Differentiation and the Power of the P21 Framework](#)

(Differentiation, Global Skills, Digital Teaching and Learning)

What would your classroom and your school look like if student and adult instruction were differentiated to meet the needs of every 21st century learner? In this session, you will engage in conversation and strategies to support the learning needs of both students and adults. Come prepared to explore how to move from the micro-environment of the individual classroom to the macro-environment of endless possibilities for intellectual curiosity and growth.

[Informing Instructional Improvement Through Data Literacy](#)

(Analysis, Assessment, Instructional Decision-Making, Question Posing, Using Title I/II data, Problem-solving, Inclusion practices)

This session will focus on building district, school, and teacher-level leadership capacity to improve instruction by defining data literacy in education and outlining a process that will assist in decision making. The participants will use a cyclical process for data-driven decision-making to determine a focus area for instructional improvement that exists within their current situation. Using data from EVAAS and other sources of data, the participants will create an action plan to address gaps in student achievement. The participants will leave the session with resources that can be shared within their LEA or charter school as they implement the data-driven decision-making process.

[Previewing NC's Home Base ©](#)

(Planning for LEA Use, Demos of PowerSchool and the Instructional Improvement System)

This session will introduce participants to the One Platform to Rule Them All: Home Base. From the perspective of differing roles in the LEA, participants will be able to experience the rich features and functionality offered throughout the system. The experiences will give participants information that will allow them to share how Home Base can be effectively utilized in their LEA. The demonstrations will require use of a personal device for each participant.

[Understanding School-Based Accountability and Supporting a Balanced System of Assessments](#)

(Reporting, Online Assessments, Common Exams, EVAAS, Formative, Summative, SMARTER Balanced Assessment Consortium)

Join NCDPI staff in an interactive presentation and collaborative discussion on assessments and school-based accountability. Participants will explore formative and summative assessments, including common exams, interpreting data and reporting, and the role of each in improving instruction. A fully charged electronic device with wireless connectivity is necessary to participate in this session.

[Using Quality Rubrics to Evaluate Resources](#)

(OER Rubrics, Tri-State Rubrics)

This design session will provide an opportunity for teachers to engage in the process used to select instructional resources for Home Base, review some of these resources and learn to apply rubrics used for Home Base resources in their classrooms.

[Using the NC Educator Evaluation System](#)

(Observations, Educator Growth, Fidelity, Teacher Evaluation Standards)

Participants will analyze the element descriptors within the educator evaluation rubric that address the topics of global awareness, diversity, and technology in the classroom and walk away with specific examples of educator and student behaviors that provide evidentiary support of proficiency. Participants will evaluate levels of proficiency through videos, scenarios, interactive activities, and group discussion.

[Using the TPACK Toolkit to Inform Digital Teaching and Learning](#)

(Digital Teaching and Learning, Embedding ITES Standards)

Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology. At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). In this session, participants will apply this framework to K-12

education, identify resources, develop strategies for evaluating technology integration and explore unique professional learning opportunities.

Curriculum-Based Sessions

90-minute sessions with a deep dive into focused content

(Curriculum, Topic-Based, and Leaders Sessions)

All session choices offered on Day 1 only and repeated twice - TOTAL 18 sessions

English Language Arts

Join the ELA section of NCDPI for an interactive presentation exploring instruction grounded in text, utilizing the book *Teaching Students to Read Like Detectives* (Fisher, D., Frey, N., and Lapp, D., 2011). During 40 ways to read like a detective, participants will explore myriad approaches to a text, approaches which are applicable to or adaptable for learners in all grade levels. This fast-paced, engaging session will offer a wide variety of Common-Core aligned lesson ideas, which address key instructional shifts for ELA. Participants will practice briefly with a few of the lesson ideas, and discuss ways to adapt ideas for varying grade levels. We will be providing a text for participants to use. Participants are asked to bring a copy of the ELA Common Core State Standards.

Math

"Creating Active Thinkers"

In the mathematics world we are all about providing strategies teachers can utilize to increase student's complex thinking and the development of the Mathematical Practices. To develop these 21st century skills, we must move beyond the traditional teaching model. Join us for ***Creating Active Thinkers***, on the "How To" journey to promote change in mathematics instruction.

Science

This session focuses on participants engaging in strategies for empowering teachers to plan and deliver high-quality science instruction. Participants will use principles grounded in *Negotiating Science: The Critical Role of Argument in Student Inquiry* by Brian Hand et al and integrate the Claims-Evidence-Reasoning model to increase educator effectiveness and achievement for all students.

Social Studies

This session will focus on how individual instruction has shifted in the Social Studies classroom to ensure mastery of the conceptual standards. Additionally, this session will provide access to quality resources in order to build capacity for social studies instructional programs.

Arts Education

The **Arts Education Curriculum Remodeling Session** will highlight professional development resources and instructional materials for standards implementation, with an emphasis on the development of Artistic Literacy and building local capacity. Information will be shared about state and national policy, legislation, initiatives, and various projects that support the implementation of the *North Carolina Arts Education Essential Standards*.

Healthful Living

The Healthful Living Curriculum Remodeling Session will feature a tour of the Healthful Living wiki (<http://hlnces.ncdpi.wikispaces.net/Healthful+Living+Home>) showing where professional development resources and materials are located, with an emphasis on continuing to build local capacity. Information will be shared about state policies, national and international initiatives, and various projects that support the *North Carolina Healthful Living Essential Standards*.

[World Languages](#)

The World Language Curriculum Remodeling Session will feature a tour of the World Language wiki (<http://wlnces.ncdpi.wikispaces.net/>) showing where professional development resources and materials are located, with an emphasis on continuing to build local capacity. Information will be shared about state policies, national and international initiatives, and various projects that support the *North Carolina World Language Essential Standards*.

[ESL/ELD](#)

ELD Standards in the Era of Common Core will scaffold participants understanding and utilization of the WIDA ELD Standards in relation to the CCSS/ES and other state led LEP initiatives: SIOP, ExC-ELL and LinguaFolio. The 90 minute interactive session will look at how the WIDA standards have been remodeled (2007/2012) and will include a tour of the ESL wiki (<http://eldnces.ncdpi.wikispaces.net/Home+%28ELD%29>) showing where professional development resources and materials are located. By the end of this session, participants will be able to brush away the dust of remodeling and move into the Era of Common Core with confidence!

[Guidance](#)

The School Counseling/Guidance Remodeling Session will feature a "deep dive" into the School Counseling Evaluation Rubric by reviewing the content of each Standard and Element of this rubric. In addition, we will feature the School Counseling Wikispace and School Counseling LiveBinder (<http://schoolcounseling.ncdpi.wikispaces.net/School+Counseling>) showing where professional development resources and materials are located, with an emphasis on continuing to build local capacity. Information will be shared about state policies, national and international initiatives, and various projects that support the *North Carolina Professional School Counseling Standards and the Guidance Essential Standards*.

["ACCESS for ALL": Sponsored by Exceptional Children](#)

This session is designed to provide General Education and Special Education teachers with methods and strategies that may be used to ensure that students with disabilities and students with varying learning needs have access to the general education curriculum. This session will present strategies using the principles of Universal Design for Learning and available technology resources that will assist teachers in successfully meeting the needs of all students.

[Career and Technical Education](#)

The purpose of this session is to provide professional development resources to districts as they align Career and Technical Education (CTE) standards to the Common Core. Achieve has developed a set of resources leaders can use to plan and execute their own alignment activity. The materials focus mainly on hosting a workshop with mathematics and CTE teachers. However, the process employed can be applied to other professional learning opportunities and could be further developed into integrated activities within Home Base.

[Information and Technology](#)

This session will utilize ITES resources such as the NC Professional Standards and pilot rubrics for school library media coordinators and instructional technology facilitators to enrich district and school level library media and technology programs. Through collaborative activities, participants will apply the NC Professional Standards and pilot rubrics for school library media coordinators and instructional technology facilitators, along with other identified ITES resources, to their practice.

Topic-Based Sessions

[Leaders with Leaders \(Job-Alike Sessions\)](#)

Participants will engage in collaborative discussion of district challenges and successes regarding local professional development initiatives, and explore the role of Professional Learning Networks (PLNs) in building and sustaining capacity within and across districts.

[Transitioning to the Online Evaluation System](#)

During the session, facilitators will review/demonstrate the organization of the platform/program, highlighting the alignment of the workflow to the existing North Carolina Educator Evaluation Process. Additionally, time will be provided for participants to discuss rollout/training implications for their individual districts.

[Understanding Inter-Rater Reliability](#)

During the facilitated training, groups of observers will use a video to view and rank teachers on chosen elements and then participate in discussions about the evidence they collected as well as why teachers were rated at a certain level on the scale. As a practice for continued improvement, teams of observers will use collaborative discussion to grow their inter-rater reliability. To do this, teams of observers, will view a teacher's lesson with the intent to look for evidences of a specific element. The observers mark the evidences and then discuss what they saw together. Again, they talk about the evidences they collect and the rationale they use to assign the score. The intent of using the common lesson is for inter-rater reliability only and is not intended to give feedback to the teacher.

[Understanding Responsiveness to Instruction and the New Standards](#)

North Carolina Responsiveness to Instruction (NCRtl) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRtl employs a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all. The Common Core and Rtl share a common goal: increased rigor and success for ALL students. This session will share with participants how these two initiatives can be combined and complement, rather than compete with each other.

[Comprehending: The Key to NC Read to Achieve](#)

This session will provide an overview of the new NC Read to Achieve state reading law components and will lead teams through the development of plans for implementation during the 2013-14 school year. An emphasis will be on developing the district plan for keeping parents informed as required by the new law. This session will show how all of the components, and especially the parental role component, of the NC Read to Achieve law work together to provide positive student outcomes.

[Using Professional Development to Ensure Improved Student Outcomes](#)

This session focuses on analyzing professional development to ensure student outcomes. Participants will learn about evaluation practices, change theories, and tools to use to increase student achievement based on what is learned through ongoing and embedded professional development.