

## CFN 107's Schedule of PD Events for Election Day

1:00-2:30	12:00-1:00	10:30-12:00	9:00-10:30
		<b>Teaching About Emotional &amp; Mental Health - Grades 6-12</b> HealthSmart 104	
		<b>Awarding Transfer Credit &amp; Evaluating Foreign and Out-of-NYC System Transcripts (HS Guidance Counselors and Academic Advisors)</b>	
		<b>Avoiding and De-escalating Conflicts</b>	
		<b>Managing Difficult Student Behavior</b>	
		<b>Paraprofessionals in the Inclusive Classroom</b>	
		<b>Preparing Your Teacher Tenure Portfolio (for teachers of 3 or more years)</b>	<b>Preparing Your Teacher Tenure Portfolio (for teachers of 3 or more years)</b>
		<b>Considerations for ELLs in Common Core Aligned Tasks in ELA</b>	<b>Considerations for ELLs in Common Core Aligned Tasks in ELA</b>
		<b>Task Design: Increasing Intellectual and Social Competence (English or History Teachers)</b>	<b>Task Design: Increasing Intellectual and Social Competence (English or History Teachers)</b>
		<b>Improving Students' Time Management and Executive Functioning Skills</b>	<b>Improving Students' Time Management and Executive Functioning Skills</b>
		<b>Using the Danielson Framework: Assessment in Instruction (Component 3d)</b>	<b>Using the Danielson Framework: Questioning and discussion (Component 3b)</b>
		<b>Circles: Using Peacemaking Circles to Build Community and Repair Harm</b>	<b>Student Voice: What is it? Why does it matter?</b>
		<b>What Does A Common Core Aligned Math Unit Look Like?</b>	<b>Preparing Students for the Algebra I Common Core Exam</b>
		<b>Functional Behavior Assessments &amp; Behavior Intervention Plans Clinic</b>	<b>Functional Behavior Assessments &amp; Behavior Intervention Plans Clinic</b>
		<b>New Teacher Quick Backwards Curriculum Planning via Chunking Units (Teachers of 3 years or less)</b>	<b>Preparing for Cognitively Productive Discourse in the Classroom</b>
		<b>Quality IEP Writing: Focus on PLOP (SpEd teachers)</b>	<b>Planning for Our IEP Students to Show Educational Benefits (SpEd teachers)</b>
	<b>LUNCH</b>		
		<b>Planning for your ICT Class (ICT pairs)</b>	
		<b>CCLS Unit Design for ELLs (must have attended one of the above ELL sessions)</b>	
		<b>Task Design: Increasing Intellectual and Social Competence (English or History Teachers)</b>	
		<b>Tools for the Visual Learner</b>	
		<b>Using the Danielson Framework: Managing Classroom Procedures (Component 2c)</b>	
		<b>Circles: Using Peacemaking Circles to Build Community and Repair Harm</b>	
		<b>Preparing Students for the Algebra I Common Core Exam</b>	
		<b>Functional Behavior Assessments &amp; Behavior Intervention Plans Clinic</b>	
		<b>Preparing for Cognitively Productive Discourse in the Classroom</b>	
			<b>Morning Session 1</b>
			<b>Morning Session 2</b>
			<b>Afternoon Session</b>
			<b>All-Day Workshop</b>

**November 5th 2013: Election Day Professional Development**  
**Chelsea High School, 131 6<sup>th</sup> Avenue (between Broome Street and Dominic Street), Manhattan**

**For All Teachers (and Paras):**

Name of Session	About this Session	Time
CCLS Unit Design for ELLs <i>(for teachers who attended one morning session of 'Considerations for ELLs in Common Core Aligned Tasks in ELA,' see below)</i>	English Language Learners need modified instruction. During this session, teachers will be working in groups with sample ELA units to design modifications for ELLs.	1:00-2:30
Considerations for ELLs in Common Core Aligned Tasks in ELA	ESL/Bilingual teachers are invited to participate in this PD to strengthen instruction for ELLs via rigorous curriculum planning. During this session, we will look at a sample ELA instructional unit and modifications for ELLs.	9:00-10:30 <b>OR</b> 10:30-12:00
Improving Students' Time Management and Executive Functioning Skills	Many of our students, whether General Ed or Special Ed, have trouble with time management and organization. The <i>Seeing My Time</i> program takes an innovative approach to building the Executive Function skills of time management, planning and organization through concrete visual tools.	9:00-10:30 <b>OR</b> 10:30-12:00
Managing Difficult Behavior	Learn practical and strategic techniques for managing and minimizing difficult behavior, through leading positively, building healthy relationships with youth, structuring difficult situations and intervening actively and assertively when necessary.	9:00-12:00
Preparing for Cognitively Productive Discourse in the Classroom	This workshop will help answer the following questions: What is cognitively productive discourse? What skills do we need to teach students in order to do it well? How can we assess students' discourse skills and cognitive content mastery? How can we differentiate discourse skills and content? This work is related to Danielson's 2b, 3b, and 3d. <b>**NOTE: Teachers who took Lisa's summer PD on Student Discourse should NOT sign up for this workshop.**</b>	9:00-10:30 <b>OR</b> 1:00-2:30

Teaching about Emotional & Mental Health - Grades 6-12 HealthSmart 104	Adolescents encounter certain psychosocial developmental events that take them from adolescence into adulthood. During this session, teachers will learn how to increase students' knowledge of mental, emotional, and psychosocial health; foster self-esteem; and identify supportive adults who can help young people cope with stresses and overcome challenges.	All Day (9:00-2:30)
Tools for the Visual Learner	Teachers will learn how to use Thinking Maps to support a deeper level of understanding which will empower students to become college and career ready. Teachers will leave the training with an understanding of how to visually represent, or map, the critical thinking skills embedded in the Common Core Learning Standards.	1:00-2:30
Using the Danielson Framework: Assessment in Instruction (Component 3d)	Teachers will view a lesson implementing a Socratic seminar protocol. In groups, teachers will track the strategies used for assessment, and discuss how they might implement them in their own classrooms.	10:30-12:00
Using the Danielson Framework: Managing Classroom Procedures (Component 2c)	Teachers will dive deep into the component, view a video of a lesson in Geometry to see some best practices in this component, identify insights for their own practice, share them with the group and reflect on the steps required to adapt such insights into daily lessons.	1:00-2:30
Using the Danielson Framework: Questioning and discussion (Component 3b)	Teachers will view a video highlighting successful practices in questioning AND discussion techniques, view a video of a 7th grade class using text based evidence to prompt a student led discussion and push one another's thinking.	9:00-10:30

**Subject-Specific PD for Teachers (and Paras):**

Name of Session	About this Session	Time
Planning for Our IEP Students to Show Educational Benefits <i>(SpEd Teachers)</i>	Through the use of a case study, participants will learn how to utilize the Ed Benefits form to plan services, program recommendations, and accommodations for a student when writing an IEP. The purpose of the Ed Benefits form is to show alignment in services being provided to a student's needs.	9:00-10:30
Planning for Your ICT Class <i>(ideally for ICT pairs)</i>	ICT teams will be exposed to the six models of ICT. Then, teams will work together to plan lessons on given topics using the various models. Special Ed teachers and Gen Ed teachers each bring a different knowledge base to lesson planning. Both are integral in planning well for ICT classes.	1:00-2:30
Preparing Students for the Algebra I Common Core Exam <i>(Algebra 1 Teachers)</i>	How do I prepare students for the Algebra I Common Core exam if I don't know what to expect? Participants in this workshop will explore differences between Integrated Algebra questions and sample Algebra I questions. Together we will construct meaning and discuss effective techniques to engage students in productive struggle.	9:00-10:30 <b>OR</b> 1:00-2:30
Quality IEP Writing: Focus on the PLOP <i>(SpEd Teachers)</i>	The Present Levels of Performance, or the PLOP, is the foundation of every IEP. This workshop will focus on developing a well-written, thoughtful, and insightful PLOP for every IEP we write. <b><u>**Note: Participants are asked to bring an annual review that they are currently working on**</u></b>	10:30-12:00
Task Design: Increasing intellectual and social competence <i>(for English or History Teachers)</i>	The merit of any instructional technique, whether conventional or innovative, must be judged on its capacity to improve the intellectual quality of student performance. On what grounds should we judge intellectual quality? Participants will explore a framework for constructing meaningful, authentic tasks.	9:00-10:30 <b>OR</b> 10:30-12:00 <b>OR</b> 1:00-2:30
What Does A Common Core Aligned Math Unit Look Like? <i>(Math Teachers)</i>	Using a variety of resources, teachers will engage in the creation of a Common Core aligned unit. Special attention will be paid to the effective integration of the 8 Standards of Mathematical Practice. <b><u>**Note: Please bring a unit you are planning to teach this year**</u></b>	10:30-12:00

**For New (three years or less) Teachers**

Name of Session	About this Session	Time
New Teacher Quick Backwards Curriculum Planning via Chunking Units	Planning Backwards does not require a workbook from Grant Wiggins! This workshop uses the philosophy of Backwards Planning and the reality of a teacher's life to create curriculum maps that are not only aligned to the CCLS, scaffolded for success, timed around marking periods and focused on units, but also teacher and student-friendly.	10:30-12:00

**For Teachers Applying for Tenure (3 or more years):**

Name of Session	About this Session	Time
Preparing Your Teacher Tenure Portfolio	Are you a teacher applying for tenure this year? Do you have questions about the teacher tenure process and your tenure portfolio? Come and get personalized assistance with developing your tenure portfolio!	9:00-10:30 <b>OR</b> 10:30-12:00

**For H.S. Guidance Counselors & Academic Advisors:**

Name of Session	About this Session	Time
Awarding Transfer Credit & Evaluating Foreign and Out-of- NYC System Transcripts	We will review and discuss regulations and best practices for evaluating transcripts and other student records in order to award transfer credit, as well as options for students to receive credit for work completed at other educational or cultural institutions.	9:00-12:00

**For Guidance Counselors, Deans, Paras and Classroom Teachers:**

Name of Session	About this Session	Time
Avoiding and De-escalating Conflicts	Participants will learn to recognize triggers in young people and strategies for preventing power struggles that cause a situation to escalate. The conflict cycle will be analyzed and strategies discussed for intervening and proactively approaching situations to keep conflict situations from getting out of control. Techniques and skills for setting limits and using consequences as a learning experience are discussed and individual behavior management planning is addressed.	9:00 - 12:00
Circles: Using Peacemaking Circles to Build Community and Repair Harm	Participants will learn the elements of peacemaking circles, experience and practice community building.	10:30-12:00 <b>OR</b> 1:00-2:30
Functional Behavior Assessments & Behavior Intervention Plans Clinic	Come in with a “student” and leave with the beginning of a plan.	9:00-10:30 <b>OR</b> 10:30-12:00 <b>OR</b> 1:00-2:30
Student Voice: What is it? Why does it matter?	Participants will study and reflect on student voice using a text based protocol. <b><u>**Registrants will receive materials via email prior to session**</u></b>	9:00-10:30

**For Paras:**

Name of Session	About this Session	Time
Paraprofessionals in the Inclusive Classroom	Paraprofessionals will have the opportunity to learn strategies that support both academic and positive behavior goals for students with disabilities in an inclusive environment.	9:00-12:00