

WINTER/SPRING 2013



# Course Offerings



**COMMON CORE**  
STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

## From the Deputy Superintendent of Teaching and Learning

Greetings,

As you know, Common Core State Standards should guide the work of teaching and learning within the Rochester City School District. Common Core standards help ensure that all students, no matter where they live or what school they attend, receive high quality education in preparation for post-secondary education and the workforce. Exposing our students to CCSS and facilitating their learning to meet set standards will prepare our students for college and careers in an ever evolving global economy. We have a collective responsibility to assure our students are prepared for success.

Through a Common Core focused schedule of professional learning course offerings, we aim to equip our teaching and learning community with the tools needed to fully prepare our children. We encourage you to take part in all that we have to offer so that you may become well equipped participants in our students' success. We are continuing to plan further opportunities, as there is still much for all of us to do – as we, continue to strive for excellence.

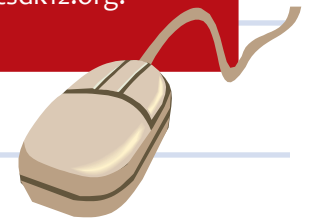
We look forward to working with you to make Rochester City Schools and educators the best that we can be!

Sincerely,

Beverly Burrell-Moore  
Deputy Superintendent of Teaching and Learning

### We Value Your Feedback!

Our goal in creating this catalog was to create one place where faculty and staff could learn about PD offerings provided by the Rochester City School District. Please tell us how we can make the next version of this catalog more useful for you. Send your suggestions/comments/ideas to: [beverly.burrell-moore@rcsdk12.org](mailto:beverly.burrell-moore@rcsdk12.org).





## **Division of Teaching and Learning**

### **CONTACT INFORMATION**

Advanced Placement/College Readiness .....	262-8535
African and African American Studies.....	262-8430
Arts.....	262-8473
Career and Technical Education .....	262-8532
Counseling .....	262-8535
Early Childhood .....	262-8248
English Language Learners.....	262-8234
Health .....	262-8419
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*NOTE: Room numbers are subject to change.*



## Digging Deeper into the Elementary Mathematics of the CCSS: A Focus on Number and Operation

The adoption of the Common Core State Standards for Mathematics in NYS does not mean simply substituting in new standards and conducting “business as usual” in our K-12 classrooms. These national standards for mathematics include rigorous content and application of higher-order skills. Deep learning of concepts is emphasized, and students are expected to be able to apply concepts and skills to new situations. All students are expected to develop both procedural and conceptual understandings of mathematics while exhibiting the Standards for Mathematical Practice.

In this course, participants will have opportunities to engage in mathematical experiences from the Common Core content as well as examine video cases to gain a better understanding of what these new standards expect of our students. Particular attention will be given to the development of number across the elementary grades. There will be ample opportunities for participants to reflect on the issues related to the implementation of these standards. Reading/work is required between sessions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: 3

**Level:** All

**Target Audience:** Administrators, Elementary Teachers, Secondary Math Teachers, Special Education and Support Teachers in Mathematics, Grades 5-8

**Grade Level:** Grades K-5

**Dates:** 2/19/13 8:30-3:30 pm  
2/20/13 8:30-3:30 pm  
2/21/13 8:30-3:30 pm  
2/26/13 4:15-7:15 pm

**Location:** Professional Learning Center, 30 Hart Street

## Digging Deeper into the Mathematics of the CCSS: A Focus on Rational Numbers, Ratio and Proportion, and Linearity

The adoption of the Common Core State Standards for Mathematics in NYS (re-named the NYS PK-12 Common Core Learning Standards in Mathematics) does not mean simply substituting in new standards and conducting “business as usual” in our K-12 classrooms. These national standards for mathematics include rigorous content and application of higher-order skills. All students are expected to develop both skills and an understanding of concepts while exhibiting the Standards for Mathematical Practice. In addition, these new standards call for educators to have a deeper understanding of the mathematics to be taught and a broader understanding of how mathematical ideas are developed. This course will address the mathematics of the NYS P-12 Common Core Learning Standards for Mathematics for the targeted grade levels and will include opportunities for reflection on the implementation of these new national standards. In this course, participants will have opportunities to engage in mathematical experiences related to the development of the concepts and skills of rational number operations and proportional reasoning, which are expected of middle school students. Participants will use the Developing Essential Understandings Series from NCTM and Common Core State Standards Progression documents to ground their experiences as well as examine video to gain a better understanding of what these new standards expect of our students. Reading/work is required between sessions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: 3

**Level:** All

**Target Audience:** Administrators, Elementary Teachers, Secondary Math Teachers, Special Education and Support Teachers in Mathematics, Grades 5-8

**Grade Level:** Grades 5-8

**Dates:** 2/19/13 8:30-3:30 pm  
2/20/13 8:30-3:30 pm  
2/21/13 8:30-3:30 pm  
2/26/13 4:15-7:15 pm

**Location:** Professional Learning Center, 30 Hart Street

## Digging Deeper into the Secondary Mathematics of the CCSS: A Focus on Algebra

The adoption of the Common Core State Standards for Mathematics in NYS does not mean simply substituting in new standards and conducting “business as usual” in our K-12 classrooms. These national standards for mathematics include rigorous content and application of higher-order skills. All students are expected to develop both procedural and conceptual understandings of mathematics while exhibiting the Standards for Mathematical Practice.

In this course, participants will have opportunities to engage in mathematical experiences related to the development of the concepts and skills of the algebra strand that are expected of secondary students. Particular attention will be given to the development of linear, exponential, and quadratic functions. Participants will examine video cases to get a better understanding of what these new standards expect of our students. Particular attention will be given to the content standards from

Grade 8 and Algebra. There will be ample opportunities for participants to reflect on the issues related to the implementation of these standards. Reading/work is required between sessions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: 3

**Level:** All

**Target Audience:**

Administrators, Elementary Teachers, Secondary Math Teachers, Special Education and Support Teachers in Mathematics, Grades 5-8

**Grade Level:** Grades 7-12

**Dates:** 2/25/13 4:15-7:15 pm  
2/28/13 4:15-7:15 pm  
3/4/13 4:15-7:15 pm  
3/11/13 4:15-7:15 pm  
3/14/13 4:15-7:15 pm  
3/18/13 4:15-7:15 pm  
3/21/13 4:15-7:15 pm  
3/25/13 4:15-7:15 pm

**Location:** Professional Learning Center, 30 Hart Street

## Digging Deeper into the Secondary Mathematics of the CCSS: A Focus on Geometry

The adoption of the Common Core State Standards for Mathematics in NYS does not mean simply substituting in new standards and conducting “business as usual” in our K-12 classrooms. These national standards for mathematics include rigorous content and application of higher-order skills. All students are expected to develop both procedural and conceptual understandings of mathematics while exhibiting the Standards for Mathematical Practice.

In this course, participants will have opportunities to engage in mathematical experiences related to the development of the concepts and skills of the geometry strand that are expected of secondary students. Geometry in 8th and 10th grade is not the same old geometry. Ideas of similarity and congruence are developed using the ideas of transformations. There is an emphasis on developing geometric thinking as well as using modeling to solve real-life problems. Participants will examine video cases to get a better understanding of what these new standards expect of our students. There will be ample opportunities for participants to reflect on the issues related to the implementation of these standards. Reading/work is required between sessions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: 3

**Level:** All

**Target Audience:** Administrators, Elementary Teachers, Secondary Math Teachers, Special Education and Support Teachers in Mathematics, Grades 5-8

**Grade Level:** Grades 8-12

**Dates:** 4/8/13 4:15-7:15 pm  
4/11/13 4:15-7:15 pm  
4/15/13 4:15-7:15 pm  
4/18/13 4:15-7:15 pm  
4/22/13 4:15-7:15 pm  
4/25/13 4:15-7:15 pm  
4/29/13 4:15-7:15 pm  
5/2/13 4:15-7:15 pm

**Location:** Professional Learning Center, 30 Hart Street

## Developing Mathematical Ideas: Building a System of Tens

Developing Mathematical Ideas (DMI) is a professional development curriculum designed to help teachers think through the major ideas of K-8 mathematics and examine how children develop those ideas. At the heart of the materials are sets of classroom episodes (cases) illustrating student thinking as described by their teachers. In addition to case discussions, the curriculum offers teachers opportunities: to explore mathematics in lessons led by facilitators; to share and discuss the work of their own students; to view and discuss videotapes of mathematics classrooms; to write their own classroom cases; to analyze lessons taken from innovative elementary mathematics curricula; and to read overviews of related research. DMI courses are designed to bring together teachers from kindergarten through middle grades to: - Learn mathematics content - Learn to recognize key mathematical ideas with which their students are grappling - Learn to support the power and complexity of student thinking - Learn to appreciate the power and complexity of student thinking - Learn how core mathematical ideas develop across the grades - Learn how to continue learning about children and mathematics In Part 1 of the DMI Series, Building a System of Tens, participants explore the base-ten structure of the number system, consider how that structure is exploited in multi-digit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: 3

**Level:** All

**Target Audience:**

Administrators, Elementary Teachers, Secondary Math Teachers, Special Education and Support Teachers in Mathematics, Grades 5-8

**Grade Level:** Grades K-8

**Dates:** 2/25/13 4:30-7:30 pm  
3/4/13 4:30-7:30 pm  
3/11/13 4:30-7:30 pm  
3/18/13 4:30-7:30 pm

-OR-

2/14/13 4:30-7:30 pm  
2/28/13 4:30-7:30 pm  
3/12/13 4:30-7:30 pm  
3/19/13 4:30-7:30 pm

**Location:** Professional Learning Center, 30 Hart Street

## Developing Mathematical Ideas: Making Meaning of Operations

In Part 2 of the DMI series, Making Meaning for Operations, participants examine the actions and situations modeled by the four basic operations. The course begins with a view of young children's counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers. Reading/work is required between sessions. Prerequisite: DMI: Building a System of Tens CCSS addressed:

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: 3

**Level:** All

**Target Audience:**

Administrators, Elementary Teachers, Secondary Math Teachers, Special Education and Support Teachers in Mathematics, Grades 5-8

**Grade Level:** Grades K-8

**Dates:** 4/9/13 4:30-7:30 pm  
4/16/13 4:30-7:30 pm  
4/18/13 4:30-7:30 pm  
4/23/13 4:30-7:30 pm  
4/25/13 4:30-7:30 pm  
5/14/13 4:30-7:30 pm  
5/16/13 4:30-7:30 pm  
5/21/13 4:30-7:30 pm

**Location:** Professional Learning Center, 30 Hart Street

## Developing Mathematical Ideas: Reasoning Algebraically About Operations

As NYS, along with most states in the nation, prepares to implement the Common Core State Standards in Mathematics, students are expected to develop a conceptual and procedural understanding of mathematics while exhibiting the Standards for Mathematical Practices. This requires teachers to have a deep understanding of mathematical ideas and how these develop in the classroom. This third module of the Developing Mathematical Ideas series, Reasoning Algebraically about Operations (RAO), completes the core of the first, three modules that focus on number and operations. The DMI series is not dependent on a specific curriculum program. In this course, using written case studies and video cases, and by engaging in mathematical experiences, participants will examine generalizations that connect algebraic reasoning and computational fluency. Participants will express these generalizations in common language and in algebraic notation, develop arguments based on representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers

to integers. Throughout the course, participants will have opportunities to identify, discuss, and connect this work to the NYS Common Core Learning Standards. Reading/work is required between sessions. Prerequisites: DMI: Building a System of Tens and DMI: Making Meaning for Operations C

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: 3

**Level:** All

**Target Audience:** Administrators, Elementary Teachers, Secondary Math Teachers, Special Education and Support Teachers in Mathematics, Grades 5-8

**Grade Level:** Grades K-8

**Dates:** 3/25/13 4:30-7:30 pm  
4/8/13 4:30-7:30 pm  
4/15/13 4:30-7:30 pm  
4/22/13 4:30-7:30 pm  
4/29/13 4:30-7:30 pm  
5/6/13 4:30-7:30 pm  
5/13/13 4:30-7:30 pm  
5/20/13 4:30-7:30 pm

## Understanding Number Concepts Using Measurement and Data

In this course, participants will engage in experiences that will deepen their understandings about number using the Common Core Content Standards of measurement and data. The ideas of measurement and data will help to strengthen students' understanding of number and to provide opportunities for students to apply their knowledge in context. The new Common Core State Standards expect students to develop understandings about measurement and data from kindergarten through 5th grade. By solving problems and engaging in mathematics discourse, participants will develop strategies to help students make sense of these ideas. Reading/work is required between sessions.

**Regents Reform Agenda Link:** Common Core  
Framework for Teaching Domain: 3

**Level:** All

**Target Audience:**

Administrators, Elementary Teachers, Secondary  
Math Teachers, Special Education and Support  
Teachers in Mathematics, Grades 5-8

**Grade Level:** Grades K-5

**Dates:** 3/7/13 4:15-7:15 pm

3/14/13 4:15-7:15 pm

3/21/13 4:15-7:15 pm

3/26/13 4:15-7:15 pm

**Location:** Professional Learning Center, 30 Hart  
Street



## Teaching Argument Writing

The Common Core demands that student writing move from persuasion to argument. This four-hour course is intended to provide teachers with a framework for teaching argument writing in an ELA classroom. Teachers will experience a model lesson as students where they are asked to solve a brief mystery, and reflect on the lesson. Teachers will then explore other mysteries and resources for teaching students the basics of argument. In the second session teachers will bring back examples of student writing that use argument and discuss their student work.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Planning, Instruction  
**Level:** Secondary  
**Target Audience:** Administrators, Secondary ELA Teachers  
**Grade Level:** 9-12  
**Dates:** March 4, March 7, March 18, April 4, April 6  
**Time:** 4-6 pm  
**Location:** Professional Learning Center, 30 Hart Street

## Close Reading Workshop

This six-hour course is intended for teachers to experience a close reading as students, and then build on the experience to create a model lesson for close reading and reflect on the application. In the first session, teachers will review close reading protocols and discuss a model lesson. In the second session, teachers will have a two-hour workshop to create a model lesson to execute in their classrooms. Finally, in the third session, teachers will share their experiences about executing the lessons and reflect on their execution.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Planning, Instruction  
**Level:** Secondary  
**Target Audience:** Administrators, Secondary ELA Teachers  
**Grade Level:** 7-12  
**Dates:** March 11, April 1, April 8  
**Time:** 4-6 pm  
**Location:** Professional Learning Center, 30 Hart Street

## Academic Conversations

Academic Conversations help students build deeper understandings, yet employing these in classrooms can be challenging. This four-hour course will give teachers practical strategies for building those academic conversations in their classrooms. The course content includes an overview of features of academic conversations, academic conversation skills that students should be taught, how academic conversations can build grammar and vocabulary, and how these conversations can build understanding in deep meaningful ways beyond reading and writing. The second session will require teachers to discuss and reflect on activities they have implemented.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Planning, Instruction  
**Level:** Secondary  
**Target Audience:** Administrators, Classroom Teachers  
**Grade Level:** 7-12  
**Dates:** February 26, March 5  
**Time:** 4:30-6:30 pm  
**Location:** Professional Learning Center, 30 Hart Street

## The Basics of Close Reading in Practice

**Session One:** This first session begins with an overview of Close Reading and then looks at the components of a Close Read. The group will experience Close Reading, just as students do. Then, the session will conclude with a review of selections that could be used for Close Reading lessons.

**Session Two:** This session continues work from the previous session with participants identifying grade level selections for Close Reading lessons. Using the selections, actual lessons will be developed that is classroom ready!

**Session Three:** In this final session, participants will share their Close Reading lessons including the results from the classroom presentation and discuss the positives and any concerns or questions with the lessons presented. Participants will leave with a bank of Close Reading lessons. (2 hours each session)

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Planning, Instruction  
**Level:** Elementary  
**Target Audience:** Administrators, Elementary Teachers  
**Grade Level:** 3-6  
**Dates:** Tuesday, May 28, Mondays: June 3, June 10  
**Time:** 4-6 pm  
**Location:** Professional Learning Center, 30 Hart Street

## A Closer Look: Unpacking A Domain: Grade K

An in-depth look at one of the Grade K Domains that will help teachers identify and clarify the learning targets of a Domain. What standards are addressed and how? Which Rituals, Routines, and Procedures do students need to know and what are the teaching implications? Which reading strategies are utilized? What are the writing tasks in the Domain?

Leave with a better understanding of the Domain, the instructional strategies that can guide teachers as they implement the curriculum, and how this increases student engagement and performance. Time provided for sharing and discussion as well as questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Planning, Instruction

**Level:** Elementary

**Target Audience:** Administrators, Kindergarten Teachers, Specialized Service Teachers (Grade K)

**Grade Level:** Kindergarten

**Dates:** Tuesday, February 26

**Time:** 4-6 pm

**Location:** Professional Learning Center, 30 Hart Street

## A Closer Look: Unpacking A Domain: Grade 1

An in-depth look at one of the Grade 1 Domains that will help teachers identify and clarify the learning targets of a Domain. What standards are addressed and how? Which Rituals, Routines, and Procedures do students need to know and what are the teaching implications? Which reading strategies are utilized? What are the writing tasks in the Domain?

Leave with a better understanding of the Domain, the instructional strategies that can guide teachers as they implement the curriculum, and how this increases student engagement and performance. Time provided for sharing and discussion as well as questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Planning, Instruction

**Level:** Elementary

**Target Audience:** Administrators, First Grade Teachers, Specialized Service Teachers (Grade 1)

**Grade Level:** First

**Date:** Monday, March 4

**Time:** 4-6 pm

**Location:** Professional Learning Center, 30 Hart Street

## A Closer Look: Unpacking a Domain: Grade 2

An in-depth look at one of the Grade 2 Domains that will help teachers identify and clarify the learning targets of a Domain. What standards are addressed and how? Which Rituals, Routines, and Procedures do students need to know and what are the teaching implications? Which reading strategies are utilized? What are the writing tasks in the Domain?

Leave with a better understanding of the Domain, the instructional strategies that can guide teachers as they implement the curriculum, and how this increases student engagement and performance. Time provided for sharing and discussion as well as questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Planning, Instruction

**Level:** Elementary

**Target Audience:** Administrators, Second Grade Teachers, Specialized Service Teachers (Grade 2)

**Grade Level:** Second

**Date:** Monday, March 11

**Time:** 4-6pm

**Location:** Professional Learning Center, 30 Hart Street

## A Closer Look: Unpacking a Module: Grade 3

An in-depth look at one of the Grade 3 Modules that will help teachers identify and clarify the learning targets of a Module. What standards are addressed and how? Which Rituals, Routines, and Procedures do students need to know and what are the teaching implications? Which reading strategies are utilized? What are the writing tasks in the Module?

Leave with a better understanding of the Module, the instructional strategies that can guide teachers as they implement the curriculum, and how this increases student engagement and performance. Time provided for sharing and discussion as well as questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Planning, Instruction

**Level:** Elementary

**Target Audience:** Administrators, Third Grade Teachers, Specialized Service Teachers (Grade 3)

**Grade Level:** Third

**Date:** Tuesday, March 12

**Time:** 4-6 pm

**Location:** Professional Learning Center, 30 Hart Street

## A Closer Look: Unpacking a Module: Grade 4

An in-depth look at one of the Grade 4 Modules that will help teachers identify and clarify the learning targets of a Module. What standards are addressed and how? Which Rituals, Routines, and Procedures do students need to know and what are the teaching implications? Which reading strategies are utilized? What are the writing tasks in the Module?

Leave with a better understanding of the Module, the instructional strategies that can guide teachers as they implement the curriculum, and how this increases student engagement and performance. Time provided for sharing and discussion as well as questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain:

Planning, Instruction

**Level:** Elementary

**Target Audience:** Administrators, Fourth Grade Teachers, Specialized Service Teachers (Grade 4)

**Grade Level:** Grade 4

**Date:** Monday, March 25

**Time:** 4-6 pm

**Location:** Professional Learning Center,  
30 Hart Street

## A Closer Look: Unpacking a Module: Grade 5

An in-depth look at one of the Grade 5 Modules that will help teachers identify and clarify the learning targets of a Module. What standards are addressed and how? Which Rituals, Routines, and Procedures do students need to know and what are the teaching implications? Which reading strategies are utilized? What are the writing tasks in the Module?

Leave with a better understanding of the Module, the instructional strategies that can guide teachers as they implement the curriculum, and how this increases student engagement and performance. Time provided for sharing and discussion as well as questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain:

Planning, Instruction

**Level:** Elementary

**Target Audience:** Administrators, Grade 5 Teachers, Specialized Service Teachers (Grade 5)

**Grade Level:** Grade 5

**Date:** Tuesday, March 26

**Time:** 4-6 pm

**Location:** Professional Learning Center,  
30 Hart Street

## Academic Vocabulary & Close Reading

The CCLS for ELA will require significant changes in instruction. In ELA, the shifts are characterized by an intense focus on complex, grade-appropriate non-fiction and fiction texts that require the application of academic vocabulary and other key college and career readiness skills. Ultimately, each of the six shifts will be evident in the new assessments. For Shift 6: Academic Vocabulary, students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will also be tested indirectly through general comprehension of the text. In this course, participants will have the opportunity to take a deeper look at the ELA Shift 6: Academic Vocabulary by examining sections of the NYS Common Core Standards relevant to vocabulary and by engaging in tasks that will strengthen students' vocabulary skills, as well as, deepen their content knowledge.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain:

**Level:** Beginner - Intermediate

**Target Audience:**

Teachers, Administrators, Coaches

**Grade Level:** K-8

**Dates:** 2/21/2013

**Time:** 9:00– 12:00 and 1:00-4:00

**Location:** Professional Learning Center, 30 Hart St. Room 338 & 340

## Effective Data Conversations

Data is about more than percentiles and Adequate Yearly Progress (AYP). It's about using multiple sources of data to continuously improve instruction and the school environment as a whole. Administrators and teachers must be able to infuse formative student assessment data information into the overall decision making process including

informal conversations, staff meetings, etc. This session will examine the most important pieces of the data puzzle, and provide practical strategies for educators wishing to survey their data-informed decision making efforts.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain:

**Level:** Beginner - Intermediate

**Target Audience:**

Administrators, Teachers and Instructional Coaches

**Grade Level:** K-12

**Dates:** 3/21/2013

**Time:** 3:00-4:30 and 4:30-6:00

**Location:** Professional Learning Center, 30 Hart St. Room 338

## Differentiated Instruction in the Classroom

In this workshop, teachers will learn what differentiating instruction means and why it is important. They will explore a variety of strategies that can be used for differentiation and apply these strategies to a lesson in their curriculum.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain:

**Level:** Beginner - Intermediate

**Target Audience:** Teachers

**Grade Level:** K-12

**Dates:** 5/16/2013

**Time:** 3:00-4:30 and 4:30-6:00

**Location:** Professional Learning Center, 30 Hart St. Room 338

## K-2 ELA Curriculum: Planning for the 2013-2014 School Year

In this workshop, teachers will review the format and expectations of the K-2 State Curriculum. Teachers will be given the opportunity to ask clarifying questions and share successes in their implementation of the curriculum. Teachers will then be introduced to the Skills Strand, which will be implemented district-wide in the 2013-2014 School Year, so that they may begin to familiarize themselves with this additional component of the curriculum throughout the summer.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain:

**Level:** Beginner - Intermediate

**Target Audience:**

Administrators, Teachers and Instructional Coaches

**Grade Level:** K-2

**Dates:** 3/7/2013

**Time:** 3:00-4:30 and 4:30-6:00

**Location:** Professional Learning Center, 30 Hart St. Room 338

## Questioning Techniques Designed to Spur Student Conversations in Math

In this course, participants will have the opportunity to take a deeper look at the Mathematics Shift 4: Deep Understanding by creating Questioning Techniques that promote student thinking and understanding. Participants will create a bank of prompts and strategies to successfully engage students in mathematical conversation. Additionally participants will also engage in experiences that will help to make meaning of rigorous tasks, as well as, deepen their content knowledge.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain:  
**Level:** Beginner - Intermediate  
**Target Audience:** Teachers, Administrators, Coaches  
**Grade Level:** K-5  
**Date:** 2/27/2013 (co-planning with Math Dept. for Citywide)  
**Time:** 3:00-4:30 and 4:30-6:00  
**Location:** Webinar for K-2 and 3-5

## Questioning and Discussion Prompts

In this course we will review questioning and discussion techniques, discuss why questioning matters, the importance of developing various forms of questions and how to build questions from lower level cognitive questions to higher thinking questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain:  
**Level:** Beginner - Intermediate  
**Target Audience:** Teachers, Special Education teachers  
**Grade Level:** K-12  
**Date:** 2/14/2013  
**Time:** 3:00-4:30 and 4:30-6:00  
**Location:** Professional Learning Center, 30 Hart St. Room 338

## Text Based Answers and Writing

In this workshop, participants will have the opportunity to understand and apply Text Based Answers for Writing. Shift Four of the CCSS emphasizes that we impress upon students the importance of not only citing specific evidence to support text, but also engage in rich dialogue surrounding those points of evidence. This course will allow participants to have a hands on task in which questions require rich and rigorous conversation. Additionally, participants will see the extra layer of engagement that surfaces from deeper rather than simplistic definitions associated with an “answer.”

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: 3b, 3c & 3d  
**Level:** Beginner - Intermediate  
**Target Audience:**  
**Grade Level:** K-12  
**Date:** 5/2/2013  
**Time:** 3:00-4:30 and 4:30-6:00  
**Location:** Phyllis Wheatley Library, 33 Samuel McCree Way, Rochester, NY 14608

## Supervising Social Studies: The Big Picture

**Regents Reform Agenda:** APPR

**Framework for Teaching:**

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 4: Professional Responsibilities (Reflection on Teaching)

**Level:** All

**Target Audience:** School administrators supervising social studies

**Grade Level:** K-12

This session is intended for administrators who supervise social studies teachers at any grade level (K-12). Participants will engage in discussion about the essential elements of social studies instruction and how they are related to instructional planning (domain 1), delivery (domain 3) and reflection (domain 4). In looking at the “big picture” of social studies, we will use a framework for historical thinking to link the goals of social studies instruction to classroom practice.

**Location:** Center for Professional Learning

**Dates & Times:** Participants need only sign up for one of the individual sessions below:

February 19	9:00-11:00 a.m.
February 25	3:00-5:00p.m.

## Supervising Social Studies: Looking at Lesson Plans

**Regents Reform Agenda:** APPR

**Framework for Teaching:**

Domain 1: Planning and Preparation

**Level:** All

**Target Audience:** School administrators supervising social studies

**Grade Level:** K-12

This session is intended for administrators who supervise social studies teachers at any grade level (K-12). Participants will gather to analyze and critique written social studies lesson plans. Administrators will examine lesson plans with a social studies lens and generate critical questions and feedback to guide learning focused conversations during a formal observation cycle.

- Participants must bring at least one social studies lesson plan from their building to the session. Multiple copies of the lesson plan can be made for you if the plan is sent in advance to [stephen.lamorte@rcsdk12.org](mailto:stephen.lamorte@rcsdk12.org).
- It is recommended that registrants participate in the session Supervising Social Studies: The Big Picture before taking part in this session, but it is not a prerequisite.

**Location:** Center for Professional Learning

**Dates & Times:** Participants need only sign up for one of the individual sessions below:

February 20	9:00-11:00 a.m.
March 4	4:00-6:00 p.m.

## What is Historical Thinking? Linking Social Studies, Literacy, and the Common Core

**Regents Reform Agenda:** Common Core Standards

**Framework for Teaching:**

Domain 1: Planning and Preparation

Domain 3: Instruction

**Level:** All

**Target Audience:** Elementary Teachers

**Grade Level:** K-6

Participants in this course will explore what it means for students to read, write, and think historically in the classroom. With an emphasis on looking at student work at each session, teachers will focus on specific aspects of historical thinking to understand the functional links between social studies instruction and Common Core reading, writing, listening, and speaking skills. Participants will leave the course with a practical interpretation of these links and document their understandings by compiling a portfolio of student work and learning activities.

**Location:** Center for Professional Learning

**Times:** 4:15-6:15 p.m.

**Dates:** March 20  
March 27  
April 17  
May 1  
May 15

## The Missing Link: Connecting Common Core Reading and Writing to the Social Studies

**Regents Reform Agenda:** Common Core Standards Framework for Teaching:

Domain 1: Planning and Preparation

Domain 3: Instruction

**Level:** All

**Target Audience:**

Secondary Social Studies Teachers

**Grade Level:** 7-12

This course focuses on developing and practicing purposeful classroom activities to elicit improvement in students' written expression. Participants will examine their own practice in terms of the skills articulated in the Common Core Standards for ELA layered with social studies content and competencies.

**Location:** Center for Professional Learning

**Times:** 4:00-6:00 p.m.

**Dates:** This is a four-session course yielding up to 8 hours of professional development. Meeting dates are as follows:

March 6  
March 20  
April 10  
April 24

## Social Studies Book Circles

**Regents Reform Agenda:** APPR and Common Core Framework for Teaching:

Domain 1: Planning and Preparation

**Level:** All

**Target Audience:** Secondary Social Studies Teachers

**Grade Level:** 7-12

Social Studies book circles are designed to help teachers enhance their own content knowledge and incorporate current and relevant scholarly text into their teaching practice. At the conclusion of the circle, each participant is required to submit one lesson plan that utilizes the studied book in a meaningful classroom application. See individual book titles below.

**Location:** Locations vary by circle

**Times:** 4:00-6:00 p.m.

**Dates:** Each book circle below consists of several sessions.

***Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America*** by Peniel E. Joseph

February 26  
March 12

***We Took the Streets: Fighting for Latino Rights with the Young Lords*** by Miguel Melendez

March 26  
April 9  
April 23  
April 30

***The New Jim Crow: Mass Incarceration in the Age of Colorblindness*** by Michelle Alexander

May 14  
May 21  
May 28  
June 4

## Collaborative Unit Planning for Grades 7 & 8

**Regents Reform Agenda:** APPR

**Domain 1:** Planning and Preparation

**Domain 3:** Instruction

**Common Core:** Shift IV

**Required For:** Grades 7 and 8 Science

**Recommended For:** Middle Level Grades 7 & 8 Science Teachers

The purpose of this Professional Learning opportunity is to: (Domains 1 & 3)

- Engage teachers in collaborative planning for the units in the middle level science curriculum
- Consistently increase the level of rigor of questions discussions and assessments
- Focus on the curriculum standards
- Build conceptual depth through making connections
- Prepare students for the NYS assessments in science

In these collaborative sessions designed to enhance planning efficiency we will:

- Task analyze the MU and PI from the RCSD curriculum
- Build concept maps
- Design laboratory activities
- Develop content valid assessment
- Provide each teacher with kits for investigations
- Integrate classroom management strategies (Domain 2)

**Facilitator/s:** Michael Chan

**Contact Information:**

**Email:** Michael.Chan@rcsdk12.org

**Phone:** 262-8364

**Dates:** Tuesdays or Thursdays

**Times:** 3:30 -5:30PM

**Location:** Hart Street or school (based on availability)

(If a location is needed, please contact the Department of Professional Learning: Barbara Hewa)

**Credit Hours:** 15

### **Tuesdays:**

February 26	Developing the assessment
March 5	Questioning and Feedback
March 12	Laboratory Investigations
March 19	Laboratory Investigations
March 26	Data analysis

### **Thursdays:**

February 14	Task analysis and concept mapping
February 28	Developing the assessment
March 7	Questioning and Feedback
March 14	Laboratory Investigations
March 21	Laboratory Investigations
March 28	Data analysis



## 2013 3rd Grade Testing Guide Review

The Grades 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Grade 3 Common Core ELA and Math tests and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Elementary

**Target Audience:** Administrators, 3rd Grade Classroom and Specialized Service Teachers

**Grade Level:** 3

**Date:** Tuesday, February 19

**Time:** 9am-12pm

**Location:** 30 Hart Street

## 2013 4th Grade Testing Guide Review

The Grades 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Grade 4 Common Core ELA and Math tests and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Elementary

**Target Audience:** Administrators, 4th Grade Classroom and Specialized Service Teachers

**Grade Level:** 4

**Date:** Tuesday, February 19

**Time:** 9am-12pm

**Location:** 30 Hart Street

## 2013 3rd Grade Testing Guide Review

The Grades 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Grade 3 Common Core ELA and Math tests and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Elementary

**Target Audience:** Administrators, 3rd Grade Classroom and Specialized Service Teachers

**Grade Level:** 3

**Date:** Wednesday, February 20

**Time:** 1pm-4pm

**Location:** 30 Hart Street

## 2013 4th Grade Testing Guide Review

The Grades 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Grade 4 Common Core ELA and Math tests and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Elementary

**Target Audience:** Administrators, 4th Grade Classroom and Specialized Service Teachers

**Grade Level:** 4

**Date:** Wednesday, February 20

**Time:** 1pm-4pm

**Location:** 30 Hart Street

## 2013 Grade 5 Testing Guide Review

The Grades 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Grade 5 Common Core ELA and Math tests and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Elementary

**Target Audience:** Administrators, 5th Grade Classroom and Specialized Service Teachers

**Grade Level:** 5

**Date:** Tuesday, February 19

**Time:** 1pm-4pm

**Location:** 30 Hart Street

## 2013 6th Grade Testing Guide Review

The Grades 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Grade 6 Common Core ELA and Math tests and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Elementary

**Target Audience:** Administrators, 6th Grade Classroom and Specialized Service Teachers

**Grade Level:** 6

**Date:** Tuesday, February 19

**Time:** 1pm-4pm

**Location:** 30 Hart Street

## 2013 5th Grade Testing Guide Review

The Grades 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Grade 5 Common Core ELA and Math tests and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Elementary

**Target Audience:** Administrators, 5th Grade Classroom and Specialized Service Teachers

**Grade Level:** 5

**Date:** Wednesday, February 20

**Time:** 9am-12pm

**Location:** 30 Hart Street

## 2013 6th Grade Testing Guide Review

The Grades 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Grade 6 Common Core ELA and Math tests and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Elementary

**Target Audience:** Administrators, 6th Grade Classroom and Specialized Service Teachers

**Grade Level:** 6

**Date:** Wednesday, February 20

**Time:** 9am-12pm

**Location:** 30 Hart Street

## 2013 7th and 8th Grade Testing Guide Review

The Grades 3–8 English Language Arts New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Common Core ELA test and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Middle

**Target Audience:** Administrators, 7th and 8th Grade ELA and Specialized Service Teachers

**Grade Level:** 7-8

**Date:** Tuesday, February 19

**Time:** 1pm-3pm

**Location:** 30 Hart Street

## 2013 7th and 8th Grade Testing Guide Review

The Grades 3–8 Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Common Core Math test and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Middle

**Target Audience:** Administrators, 7th and 8th Grade Math and Specialized Service Teachers

**Grade Level:** 7-8

**Date:** Tuesday, February 19

**Time:** 1pm-3pm

**Location:** 30 Hart Street

## 2013 7th and 8th Grade Testing Guide Review

The Grades 3–8 English Language Arts New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Common Core ELA test and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Middle

**Target Audience:** Administrators, 7th and 8th Grade ELA and Specialized Service Teachers

**Grade Level:** 7-8

**Date:** Wednesday, February 20

**Time:** 9am-11am

**Location:** 30 Hart Street

## 2013 7th and 8th Grade Testing Guide Review

The Grades 3–8 Mathematics New York State Testing Program (NYSTP) has been redesigned to measure student learning aligned with the instructional shifts necessitated by the CCLS. This training will provide specific details about the 2013 Common Core Math test and the standards that will be measured. This session will review sample test questions and afford time for collegial conversations focused on the rigor and relevancy of the questions.

**Regents Reform Agenda Link:** Common Core Framework for Teaching Domain: Instruction  
**Level:** Middle

**Target Audience:** Administrators, 7th and 8th Grade Math and Specialized Service Teachers

**Grade Level:** 7-8

**Date:** Wednesday, February 20

**Time:** 9am-11am

**Location:** 30 Hart Street



Rochester City School District  
131 West Broad Street  
Rochester, NY 14614

[www.rcsdk12.org](http://www.rcsdk12.org)

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