DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

How to Keep Our Learners ENGAGED and GROWING in Evolving Learning Environments:
Designing Curriculum and Assessment
Presented by Dr. Heidi Hayes Jacobs and Dr. Marie Alcock

Our four sessions will dive into practical and proven approaches to helping school teams make decisions and take action. Recognizing that school faculties must be agile and adapt to various formats whether on-site, on-line, or a hybrid model, our hope is to provide various strategies for each of these approaches.

SESSION	DATE	TIME	TOPIC
1	January 13, 2021	12:00 – 3:00 pm	How to design learning experiences on-site, off-site, and on-line that engage students and parents: Learning targets, curriculum layouts, and instructional approaches
2	January 20, 2021	12:00 – 3:00 pm	How to design assessments that have accountability - even when given off-site.
3	January 27, 2021	12:00 – 3:00 pm	How to teach learners to become Self-Navigators: Monitoring and Goal-setting, Personalized Learning, Project Design
4	February 3, 2021	12:00 – 3:00 pm	How to select instructional strategies that leverage the advantages of different learning environments: Making on-site, off-site, and on-line learning work effectively and efficiently for all learners.

COST: $599 for subscribers / $649 for non-subscribers (per person for ALL 4 SESSIONS)
LOCATION: LIVE ONLINE via ZOOM *(Invite will be sent within 24 hrs of start time)*
AUDIENCE: Grades K-12 Teachers and Administrators
REGISTER: http://webreg.esboces.org

Dr. Heidi Hayes Jacobs is founder and president of Curriculum Designers providing professional services to schools, organizations and agencies to create modern learning environments, upgrade curriculum and support teaching strategies to meet the needs of contemporary learners. Her models on curriculum mapping and curriculum design have been featured in numerous books and software solutions throughout the world. She has taught courses at Columbia University's Teachers College in New York City since 1981. Working with a wide range of organizations, Jacobs has consulted to the College Board, NBC Sunday Today Show, the Peace Corps, the Discovery Channel, Children's Television Workshop, The Kennedy Center, Carnegie Hall, New York City Ballet Education, the International Baccalaureate, and state education departments. In 2014, Jacobs was presented the Award for Outstanding Contributions to Education by the Mediterranean Association for International Schools. The fundamental backbone of Jacobs' experience comes from years as a teacher of high school, junior high school, and elementary children in Utah, Massachusetts, and New York.

As president of Learning Systems Associates (LSA), **Dr. Marie Alcock** serves as a national and international education consultant. She is currently on the faculty of Walden University's School of Education, where she serves as a lead professor in curriculum, instruction, and assessment practices. She has spent the last 23 years working in public and private education as a teacher administrator. Under her direction, LSA specializes in leadership, mapping, professional learning communities, and educational change. LSA works to assist school organizations from the beginning to the end of the process as they evolve into learning organizations. An acknowledged leader in the field of curriculum mapping and 21st century curriculum instruction and assessment practices. Schools benefit from working with Dr. Alcock and her team as they make connections between any number of initiatives and maximize the efficacy of teachers' resources and effort including any of the following: upgrading to 21st century standards, curriculum, instructional practices, assessments, Understanding by Design® framework, differentiated instruction, interdisciplinary units, habits of mind and emotional reading, vocabulary building, essential questions, standards-based learning, formative and summative assessments, and triangulation of data.

SESSION DESCRIPTIONS

SESSION 1: How to design learning experiences on-site, off-site, and on-line that engage students and parents: Learning targets, curriculum layouts, and instructional approaches

How can we design exciting and purposeful learning experiences for our modern learners in both onsite and online environments? What type of learning targets motivate students and help them progress? In laying out a modern curriculum, how do we determine what to cut, keep, and create.

In this interactive and exciting session, participants will explore how to:

- **CREATE** Manageable and purposed learning experiences: curriculum and targets/ learning sets in both online and onsite environments.
- **FORMULATE** Future Forward Learning goals
- **DEVELOP** a decision making process to help you and your school determine what to cut, keep, and create in the curriculum
- **UPGRADE** the curriculum to reflect contemporary problems, issues, themes, and case studies
- **TRANSLATE** Curriculum to a range of learning settings; hybrid, online, onsite
- **CONNECT** with parents through clear communication
- **DESIGN** responsive structures schedules times/ spaces both virtual and physical to support students learning
- **ENGAGE** students as partners in the learning process.

SESSION 2: How to design assessments that have accountability - even when given off-site.

How do we design assessments that have accountability? The solution is in aligning assessments to clear purposes. In this time of evolving learning environments, it has become increasingly important that our assessment designs be intentional and clear.

In this interactive and exciting session, participants will explore how to:
- **CREATE** assessments that provide evidence of learning on four tiers:
    - drill and practice
    - rehearsal
    - authentic performance
    - reflection
- **APPLY** knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., pre-assessment, formative, summative, informal, formal, progress monitoring, and performance) to design assessments, including use of clear success criteria and a focus on accountability.
- **USE** reflection and framing the learning to increase accountability in all assessments
- **DESIGN** demonstrations of learning that reveal what matters most: growth of our learners in mastering standards, growth of our learners in developing self-reliance and accountability, and the growth of our learners in personalized goal setting.
- **IDENTIFY** three types of assessments - evidence of standards, evidence of curriculum, evidence of instruction
    - Assessment evidence of standards – how to guide students using their own data to improve their own performance
    - Assessment evidence of curriculum – how to design identity based contexts that are meaningful and worthy
    - Assessment evidence of instruction – how to design and facilitate the process of learning and give meaningful feedback to learners so they are able to individualize and differentiate their OWN learning strategies
- **CRAFT** modern assessments
- **PLACE** feedback systems on the front burner both from teachers and from learners
- **DEVELOP** meaningful assessments and corresponding feedback approaches

SESSION 3: How to Develop Learners to become Self-Navigators:
Monitoring and Goal-setting, Personalized Learning, Project Design

How do we actually teach students to be self-navigating? This session explores how to teach and support students' Specific attention to self-regulation, self-motivation, and the ability to self-assess.

In this interactive and exciting session, participants will explore how to:

- **CLARIFY** the differences and possibilities of individualized, differentiated, and personalized approach
- **RECOGNIZE** the brain science behind human motivation to action
- **SHARPEN** 16 brain-based learning strategies that align to learning targets
- **CO-CREATE** projects of excellence on student inquiries emerging from the curriculum and their personal interests
- **DEVELOP** a Context - teacher modeled simulations and connections for learning experiences
- **CREATE** teacher Learning Targets of foundational content/skills and context (Student / Family Facing)
- **CREATE** Learning Strategies (Student independence)
- **DESIGN** opportunities for students to write their OWN learning targets
- **EXPLORE** a sample Self-Navigation Tool structure - 3 selfies - how to teach students to be self-navigating learners
  - self -regulation
  - self-motivation
  - self-assessment

SESSION 4: How to select instructional strategies that leverage the different advantages of learning environments: Making on-site, off-site, and on-line learning work effectively and efficiently for all learners.

How do we maximize the advantages of different learning environments? How do we avoid the classic barriers? What instructional techniques are more effective or efficient in each situation? The teachers who develop fluency in "evolving learning environments" have an instructional toolkit to choose from which include: different grouping strategies, modern literacies, and feedback spirals that keep students engaged.

In this interactive and exciting session, participants will explore how to:

- **INTEGRATE** instructional techniques that are effective with each new learning environment presented
- **EXPLORE** six different kinds of instructional strategies
  - Inquiry events
  - Direct instruction
  - Demonstration techniques
  - Presentation formats (reciprocal teaching)
  - Questing structures
  - Strategic grouping instruction
- **CREATE** Heat mapping of Personalized Options to differentiate the performance tasks
- **EXPAND** grouping patterns for learners that best support engagement
- **CREATE** a Birds-eye view (BEV) big picture planning tool to integrate context, standards, and personalized experiences and still have enough time in the year
- **PLAN** assessments throughout the unit instead of having a week of assessment at the end.
- **RECOGNIZE** the Brain science behind remarkable learning environments