



# February 2024

## Digital Newsletter

### This month we continue exploring **Artificial Intelligence in Schools.**

We share a few of our favorite AI resources and offer some ways that AI can help teachers with planning and management.



#### **Bringing AI to School: Tips for School Leaders**

A mini e-book that explores AI implementation through 3 questions: • *How can schools use AI to support student learning?* • *How can schools prepare students with the skills to thrive in an AI infused world?* • *How can AI support educators, both with teaching and by freeing up time to allow them to focus on students?*

#### **Teaching Students How to Use AI Responsibly**

A gem from Edutopia that outlines 7 tips from an English Teacher who showed students how to use AI to support their learning.

#### **Lesson Planning with AI**

Tech guru, Matt Miller from *Ditch that Textbook*, walks you through several simple and efficient ways to enhance existing lessons or design new lessons using AI.

**JOIN US FOR A HANDS-ON OPPORTUNITY TO EXPLORE AI  
TOOLS IN A SAFE, SUPPORTIVE ENVIRONMENT!  
CHECK OUT THE FLYER ON PAGE 3**



**Visit Our Website Here!**



# Getting Started with AI

As you embark on your AI journey in the classroom, here are some things to consider:

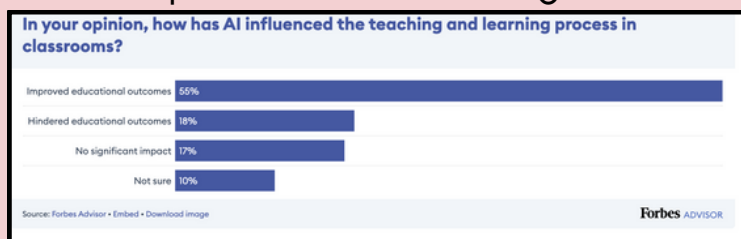
- **Begin by exploring AI-based educational tools and platforms that align with your curriculum goals and teaching philosophy.** The PDRC Team has had some fun using *Magic School AI*. You can sign up for a free trial and play around with AI for report card comments, generating rubrics, lesson planning, and even teacher jokes! (*Note that we have no affiliation with Magic School AI and are not endorsing its use—just sharing a free resource that could serve as a starting point.*)
- **Collaborate** with fellow educators to share best practices and lessons learned from implementing AI in the classroom. Develop school-wide guidelines for using AI in the classroom.
- **Help students learn to use AI responsibly.** Consider giving an assignment that requires them to use AI and then help them critique it to identify the accuracy, biases, strengths, weaknesses, limitations, etc. in AI use.
- **Continuously reflect and evaluate** the impact of AI on student learning to ensure its effectiveness and refine your instructional strategies accordingly.
- **Engage in professional development** opportunities to enhance your understanding of AI and its practical applications in education.

**JOIN US for an AI Workshop on February 29 at 4pm.**



## AI by the Numbers

Early, limited research on AI in schools reveals positive impacts on teaching and learning. Check out this [research done by Forbes Media](#) for more information on the promise and challenges of AI in classrooms.



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# EXPLORING AI TOOLS TEACHER WORKSHOP

Hosted by the Upstate Professional  
Development Resource Center

**Thursday, February 29, 2024**

**4:00 - 5:00pm**

**Facilitated by Rebecca Shea**

***Are you curious about AI?***

*Have you ever wondered how it could enhance your teaching practice and make your job easier? If so, join us for a hands-on workshop to explore AI tools geared for teachers.*



In this workshop, **we will test out an AI tool** that offers exploration for areas such as unpacking standards, leveling text, scaffolding lessons, creating sentence starters or guiding questions, segmenting units, generating accommodations, drafting email language, and much more.

Participants will have the chance to **see practical examples of how AI tools can be used** and will have dedicated time to **explore an AI tool in a collaborative environment**. Engage with us as we share insights, critiques, experiences, and best practices to effectively leverage AI in your daily work.

Click **HERE** to reserve your spot. Don't miss out on this chance to **discover the potential of AI in education** for your classroom first-hand!



Click **HERE**  
or  
scan below  
to register!



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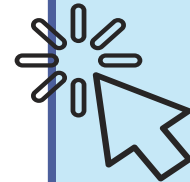
# ICYMI

## In case you missed it...

*Click below to listen to the RISE keynote speaker Dr. Steven D'Agustino on the topic of AI in Schools!*



The flyer features a central graphic of a glowing blue head with a gear inside, surrounded by various icons representing technology and education. Below this graphic, the text reads "equity, access, and effectiveness". To the right, a photo of Dr. Steven D'Agustino is shown next to his name and title: "Keynote Speaker Dr. Steven D'Agustino, Director of Online Learning, Office of the Provost, Fordham University". The event details are listed as "RISE Leadership Conference, Religious & Independent Schools, November 2023, presented in partnership with NYSCIRS and NYS PDRCS". At the bottom, logos for MI Measurement Incorporated, Fordham University, Catapult Learning, and the New York State Education Department are displayed.



## Calling all Art Teachers!

**Mark your calendars for February 8, 4-5pm**



Art Educators in NYS Religious and Independent Schools are invited to join us for the first meeting of our newly formed

### **ART EDUCATOR NETWORK**

where creativity, collaboration, and innovation converge!

This Network is designed specifically for Art Educators in NYS Religious and Independent Schools, at all levels of experience, who would like to connect with fellow art teachers, exchange ideas, and build a supportive community.

**Our first meeting** will be an opportunity to get to know each other and do a brief exploration of how AI is being used in Art Classrooms.

*Check out the flyer on page 6 for more information.*

**[CLICK HERE to REGISTER](#)**



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# ON THE CALENDAR FOR FEBRUARY AND MARCH

## THE RISE EXTENSION SERIES CONTINUES


RISE Extension Series sessions recap and build upon the knowledge shared by our stellar presenters at the RISE conference held in November to help you deepen your understanding and turn ideas into practice.

### February 6 and 27

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#### Integrated Curriculum: Leverage Teacher Collaboration & Solve Common Challenges




With Mr. Josh Kaplan  
Director at the Randolph School

**Join us!**

Learn how an integrated curriculum improves teacher collaboration, efficiency, retention, and instructional quality. This series will help you get started within your school's current context, leveraging the people you already have to establish a workable plan toward a more integrated curriculum. Join us to explore practical implementation tips and ways to assess the impact of these changes.

<b>January 23, 2024</b> 4:00-5:00 pm	<b>February 6, 2024</b> 4:00-5:00pm	<b>February 27, 2024</b> 4:00-5:00 pm
 <b>Making Connections: Enhancing Program Function with Integrated Curriculum</b>	 <b>Practical Implementation at Work: Nuts and Bolts of Moving to an Integrated Curriculum</b>	 <b>Checking In: Assessing What You Tried and Next Steps</b>

Questions? Contact Rebecca Shea, Upstate PDRC Director [rshea@measinc.com](mailto:rshea@measinc.com)

Click or Scan  Register Here!



### February 13 and March 5

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#### Elevating Conversations to Drive Instruction




With Dr. Noelle Beale, Regional Superintendent, Catholic Schools of Westchester in the Archdiocese of NY

**Join us!**

One key to improving student learning outcomes is to elevate the conversation between teachers and instructional coaches. This series will help you examine how to use data to focus conversations that help teachers align their practice with their instructional goals. Learn practical strategies from fellow principals and coaches who have implemented this framework.

<b>January 24, 2024</b> 9:30-10:30 am	<b>February 13, 2024</b> 9:30-10:30 am	<b>March 5, 2024</b> 9:30 -10:30 am
 <b>Observation &amp; Assessment Data with Danielson</b>	 <b>Next Steps: Digging into Implementation</b>	 <b>Principal Panel: Success Stories and Overcoming Challenges</b>

Questions? Contact Rebecca Shea, Upstate PDRC Director [rshea@measinc.com](mailto:rshea@measinc.com)

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### February 15 and March 6, 13, 20

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


#### Strategies to Support Student Learning Gaps: Multi-Age Classes and Creative Scheduling




With Patti Vitale, Head of School and Nicole Fatato & Sara Knaggs, Multi-age Classroom Teachers from The Brown School

**Join us!**

Growing gaps in student achievement have forced schools to re-evaluate the use of time and staff expertise. Join us for a four-part exploration of how The Brown School redesigned their schedule to bring teachers together in multi-age classrooms to provide increased support for students. Hear from the Head of School about the logistics of reimagining the school schedule and classroom configurations, and learn from the classroom teachers about collaborating to provide targeted instruction, build community, and increase students' progress toward grade-level outcomes.

<b>February 15, 2024</b> 4-5 pm	<b>March 6, 2024</b> 4-5 pm	<b>March 13, 2024</b> 4-5 pm	<b>March 20, 2024</b> 4-5 pm
 <b>The Move to Multi-age: Logistics and More</b>	 <b>Multi-age Classrooms: Why? and the Benefits Behind This Model</b>	 <b>Multi-age Classrooms: Preplanning and Taking the First Steps</b>	 <b>Multi-age Classrooms: In Practice and Delivery</b>

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# SPRING 2024

## PROFESSIONAL DEVELOPMENT SERIES

In addition to the RISE extension series, check out our courses on **Supporting Struggling Readers, Art Education, Coaching, and Assessment in Differentiated Classrooms**

Coming  
February 8

Coming  
February 28

Coming  
March 12 & 27

Coming  
March 26

**Art Educator Network**  
Facilitated by Diana Straut with Visual Arts Educators from across NYS



**Join us!**

The Art Educator Network provides a forum for art professionals in NYS religious and independent schools to connect and collaborate. Each session will focus on a current topic in art education, with time for open-ended discussion and resource sharing.

Whether you are a seasoned art teacher or a new educator just starting out, the Art Educator Network is a valuable resource for advancing your classroom practice. Join us to connect with other art professionals, share ideas and resources, and stay up-to-date on the latest developments in art education.


February 8, 2024 4-5 pm	March 14, 2024 4-5 pm	April 18, 2024 4-5 pm	May 16, 2024 4-5 pm
Using AI in Art Instruction	Inter-Disciplinary Connections	To be determined with group input	To be determined with group input

Questions? Contact Rebecca Shea, Upstate PDRC Director, rsh@measinc.com

Click or Scan  Register Here!






**Support for Struggling Readers**  
Data, Lessons & Progress  
With the Upstate PDRC




**Join us!**

Learn how to plan for successful and engaged reading instruction in your classroom with your current group of students. We will explore the science of reading and how to use certain facets to inform teaching through lesson design and delivery. Discuss and pose questions related to the issues you face in supporting your students who struggle to read. Turn the science of reading into practical instructional strategies to successfully reach all of your students!


January 10, 2024 4:00-5:00 pm	Jan 31 (K-2) Feb 7 (3-6) 4:00-5:00 pm	February 28 4:00-5:00 pm
 Gathering Baseline Data and What To Do With It	 Creating Engaged Science-Based Reading Lessons	 Monitoring Student Progress in Reading

Questions? Contact Rebecca Shea, Upstate PDRC Director, rsh@measinc.com

Click or Scan  Register Here!





**Coaching Conversations with Student Work at the Core**  
With Rebecca Shea




**Join us!**

Are you a coach or mentor for other teachers but need help facilitating meaningful discussions to support student learning through instructional practice? Come join us for a plan-do-study-act series where participants will learn a protocol for examining student work (plan), implement it with one teacher (do), and come back to share what they learned about supporting teachers and ultimately student work (study & act). No experience with coaching teachers is required but participants will need to be able to work with one teacher for this PDCA cycle. This could be any colleague who is willing to partner with you to learn more about how to support both student learning and teacher practice.


March 12, 2024 4:00-5:00 pm	March 27, 2024 4:00-5:00 pm
 Plan & Do: Learn & Use Student Work Protocol	 Study & Act: Share Your Learning

Questions? Contact Rebecca Shea, Upstate PDRC Director, rsh@measinc.com

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




**Assessment and Grading in Differentiated Classrooms**  
Text-based Discussions with Diana Straut




**Join us!**

Are you moving to a more differentiated classroom and wondering how that might impact your grading practices? Join us to explore how to align assessment and grading in differentiated classrooms. Participants will read brief essays (5-70 pages) by various practitioners in the field, then come together to reflect on how to connect the ideas to their own classroom practice. This series is designed for teachers or leaders who are interested in rethinking their grading systems to make them more equitable and beneficial for teachers, students, and their families.

March 26, 2024 4:00-5:00 pm	April 16, 2024 4:00-5:00 pm	May 1, 2024 4:00-5:00 pm
 A Call to Action for Equitable Grading by Joe Feldman	 Selected Reading: Grading and Differentiation: Paradox or Good Practice? by Carol Ann Tomlinson	 The Right Way to do Re-Dos by Rick Wormell

Questions? Contact Rebecca Shea, Upstate PDRC Director, rsh@measinc.com

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Click on each flyer to learn more and register!

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# New PD Courses On-Demand

## Supporting Struggling Readers

### Series: Data, Lessons, & Progress

#### *Course 1: Gathering Baseline Data & What To Do With It*

In this first course for the Supporting Struggling Readers Series, participants will learn about gathering and using baseline data to include: universal and diagnostic screening tools, diving deeper and differentiating using data, monitoring student progress, and engaging students in setting goals and celebrating their successes as readers.

[Click HERE to access the course](#)

## Co-Creating Classroom Norms & Expectations with Students

In this course, participants will learn tangible strategies to introduce and engage students in the co-creation of classroom expectations and norms. Participants will examine the difference, and benefits, of establishing both rules and norms. Learn strategies for including student voice and consider elements that contribute to a positive and supportive classroom climate. This is intended to be a general course, helpful for all grade levels.

[Click HERE to access the course](#)

## Elevating Conversations to Drive Instruction

### *Course 1: Observation & Assessment Data with Danielson*

In this first course, participants examine overarching components of Danielson's framework concerning instructional leadership. Participants reflect on cultivating a culture of learning with teachers by examining how to engage with teachers in ongoing reflective practice. Participants will consider the role of the school leader as the lead learner in developing continuous learning communities of practice with staff regularly; examining ways to collaborate to solve problems and take ownership of student learning. Discussion from the course focuses on how leaders can prioritize instruction at their school through continuous, focused conversations.

[Click HERE to access the course](#)

## Leveraging Teacher Collaboration to Solve Common Challenges

### *Course 1: Building Connections to Address Staffing Shortages*

*Do you feel like you are "holding it all" together on your own? Does your staff feel that way too?* This series offers an opportunity to hear from a school leader who wanted to figure out how to hold it all together more equitably, leveraging staff talents and expertise.

Participants can gain insights from how one school took the common problem of staff shortages that many experience all too often, and redesigned how they would come together differently to carry the load more evenly, allowing for time, money, and energy back.

[Click HERE to access the course](#)

[Visit Our Website Here!](#)



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NOW

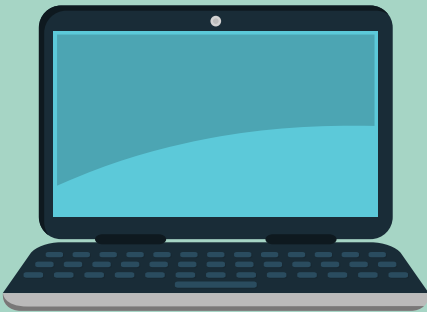
PD On-Demand

NEW!

## *Small Group Instruction Series*

*When implemented well, small group instruction enhances individual development, equity in instruction, and academic and social-emotional growth, while increasing retention and building community.*

This series helps teachers learn strategies for making small group instruction an integral and efficient part of their instructional practice.



### Here's what participants are saying...

*"This course gave me new ideas on how to engage my students."*

*"I'll be able to do more with them (my students) now that I can put them in groups with intention."*

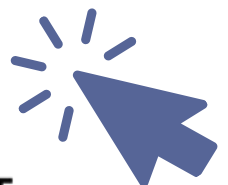
*"[These strategies] empower kids to take ownership over their learning, collaborate with each other, and they will get better and more specific feedback from me."*

***This series includes the following courses. Click the title below to access each course directly:***

- ***Flexible Grouping Strategies***
- ***Peer-to-Peer Collaborative Learning***
- ***Station Teaching and Learning Centers***

*\*Although the content of each course is connected, each session can be taken separately. Take one, two, or all three--on your time, on your terms!*

**[Click here for On-Demand Catalog](#)**



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# Standards-Based Learning 3-Part Series: Now On-Demand!

**Standards-Based Learning** provides transparency to your students, their families, and your administration in order to communicate clearly what students have learned and need to practice. In this series, participants will consider how to implement standards-based learning through the lens of a secondary math-content teacher; however, the concept of leveled learning is applicable to teachers in all content areas and grades.

**Course 1**

**Unpacking Standards into Learning Levels**

**Identifying Levels to Differentiate for  
Deeper Learning**

**Course 2**

**Course 3**

**Assessments for Leveled Learning**

Click the course titles to learn more!



**Book Study Now On-Demand**  
*Standards-Based Learning in Action:  
Moving from Theory to Practice*  
By Tom Schimmer, Garnet Hillman,  
& Mandy Stalets

Thinking about exploring the concepts of standards-based (or standards-referenced) learning and assessment? Well, look no further! We can help guide you in your search to refine your current strategies in standards-based learning or help you explore your first steps in the journey. This book offers a comprehensive look at what standards-based learning looks like in action, from creating formative assessments, to using data to inform instruction, and transitioning to standards-based grading systems. Read and join the discussion!

Here's what participants who read the book said they'd take into their classroom practice right away . . .

"Having students help unpack the learning standards into levels."  
"Doing more peer and self-assessments."  
"Providing levels for summative assessments."  
"Checklists for teachers will be helpful."  
"Formative assessments, unpacking standards, and creating proficiency scales."

**Participants in this course will learn:**

- Step-by-step guidance, and an exploration into the culture of standards-based education.
- Research-based strategies and resources you can implement right away.
- Strategies to support the communication of these practices for your entire educational community (including parents and students).

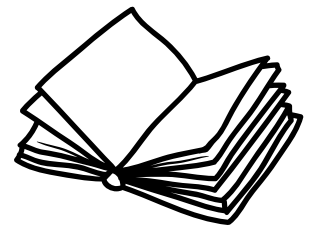
**Read the book with a colleague!**

[Learn More Here](#)

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**Book Study**



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**Supporting Struggling Readers:  
Data, Lessons, and Progress**

*Wednesday, January 10 | 4pm - 5pm*

Gathering Baseline Data and What To Do With It

*Wednesday, January 31 | 4pm - 5pm*

Creating Engaged Science-Based Reading  
Lessons (Grades K-2)

*Wednesday, February 7 | 4pm - 5pm*

Creating Engaged Science-Based Reading  
Lessons (Grades 3-6)

*Wednesday, February 28 | 4pm - 5pm*

Monitoring Student Progress in Reading

**Strategies to Support Student Learning  
Gaps: Multi-Age Classes and Creative  
Scheduling**

*Thursday, February 15 | 4pm - 5pm*

The Move to Multi-Age: Logistics and More

*Wednesday, March 6 | 4pm - 5pm*

Multi-Age Classrooms: Why? and Benefits and  
Challenges Behind this Model

*Tuesday, March 13 | 4pm - 5pm*

Multi-Age Classrooms: Preplanning and Taking  
the First Steps

*Tuesday, March 20 | 4pm - 5pm*

Multi-Age Classrooms: In Practice and Delivery

**Integrated Curriculum: Leverage Teacher  
Collaboration & Solve Common Challenges**

*Tuesday, January 23 | 4pm - 5pm*

Making Connections: Enhancing Program  
Function with Integrated Curriculum

*Tuesday, February 6 | 4pm - 5pm*

Practical Implementation at Work: Nuts and  
Bolts of Moving to an Integrated Curriculum

*Tuesday, February 27 | 4pm - 5pm*

Checking In: Assessing What You Tried and Next  
Steps

**Assessment and Grading in Differentiated  
Classrooms: Text-Based Discussions**

*Tuesday, March 26 | 4pm - 5pm*

A Call to Action for Equitable Grading by Joe  
Feldman

*Tuesday, April 16 | 4pm - 5pm*

Grading and Differentiation: Paradox or Good  
Practice? by Carol Ann Tomlinson

*Wednesday, May 1 | 4pm - 5pm*

The Right Way to do Re-Dos by Rick Wormeli

**Elevating Conversations to Drive Instruction**

*Wednesday, January 24 | 4pm - 5pm*

Observation & Assessment Data with Danielson

*Tuesday, February 13 | 4pm - 5pm*

Next Steps: Digging into Implementation

*Tuesday, March 5 | 4pm - 5pm*

Principal Panel: Success Stories and Overcoming  
Challenges

**Coaching Conversations with Student Work  
at the Core**

*Monday, March 12 | 4pm - 5pm*

Plan & Do: Learn & Use Student Work Protocol

*Wednesday, March 27 | 4pm - 5pm*

Study & Act: Share Your Learning

**Exploring AI Tools Teacher Workshop**

*Thursday, February 29 | 4pm - 5pm*

Click [HERE](#) or scan to learn  
more and register!



Our goal is to provide valuable and accessible learning opportunities for teachers and leaders in NYS religious and independent schools, at all stages of their careers.

Reach out to Rebecca Shea at [rshea@measinc.com](mailto:rshea@measinc.com) to let us know how we can support your professional needs (or if you need survival chocolate!)



## TEACHING IN FEBRUARY SURVIVAL HACK:

Buy up all the chocolate that goes on sale after Valentine's Day.

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