



The New York State Office of Religious and Independent Schools

PROFESSIONAL DEVELOPMENT RESOURCE CENTER (PDRC)

The Upstate PDRC - All NYS Regions North of NYC

Students Are at the Center of All We Do

Newsletter, January 2022 Issue 21

*A NYSED Funded Project for Access and Equity -
Free of cost services through Title II, Part A and Title IV, Part A of ESSA*

*It's **HERE!**
Your All New
Newsletter
For Teachers On the
Go*



Happy New Year!

We are SO excited to be launching Episode Zero of our new podcast, Teacher 2 Teacher. Yes, you read that correctly: Episode Zero. After recording Episode 1: What's Your Teaching Style?, we realized we wanted to give you an idea of what you'll be in for with this podcast. So for your listening entertainment, Episode Zero: What is This, Anyway? is available [HERE](#). In just 17 minutes, get to know who we are, what we do, and what we can offer you every month here on Teacher 2 Teacher. Next month, we'll be launching the official Episode 1: "What's Your Teaching Style?". See you then!

With Wishes for a Great 2022,
Gina and Christina



GINA GUTIERREZ KARP

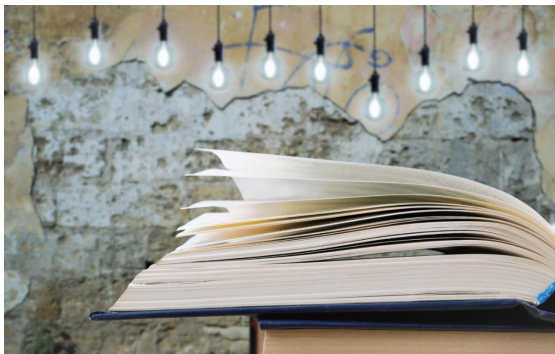
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REGISTER NOW!
Build a Culture of Literacy
and Coaching in Your
School



**A FIVE PART
LITERACY SERIES**

Tuesdays 3pm-4pm
January 18-February 15

*A joint partnership between the
Upstate PDRC and the Long Island
PDRC:*

A five part virtual literacy series focused on increasing the knowledge and skill of educators. Topics will include: Reading in the Brain, Evidence Based Practices and High Leverage Strategies.



**A FIVE PART PEER TO PEER
COACHING PROGRAM**

*Coming in March 2022, a joint
partnership between the Upstate PDRC
and the Long Island PDRC:*

A five part virtual Peer to Peer Coaching Program focused on increasing the knowledge and skill of educators to become peer coaches within their schools.

Participation is limited in this program.

Participation is open to all independent and religious schools in NYS.

Please contact the Upstate PDRC if you are interested in participating in this program and to learn more.

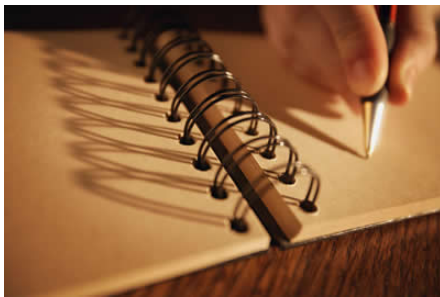
For More Information

[Please Click Here](#)

For More Information...

[Email rshea@measinc.com](mailto:rshea@measinc.com)

What We're Excited for This Month!



Lesson Planning with the End in Mind

January 13, 4pm-5pm

More than ever we need to be aligned and selective in how we use student learning time. Achieving teacher clarity at the beginning of lesson planning is critical to supporting students effectively. Using the backward design model from the UBD framework, learn how to develop a clear pathway for planning that leads to aligned, purposeful, and meaningful student learning. Lesson planning tools will be shared. Participants will be encouraged to bring an upcoming learning standard with them to the session for an in-session activity. This session may be a helpful prerequisite if you plan to attend the Ensuring Alignment: Student Work, Learning Activities & Assessment session.



Powerful Partnerships: Strategies for Building Collaborative Teacher/Administrator Relationships

January 19, 4pm-5pm

Back by Popular Demand! Join us for a session that will help you improve team performance, build coaching relationships, empower teachers and support professional learning communities.

This reboot of a previously offered session provides an opportunity to explore Jim Knight's 7 Partnership Principles and the ways they apply to collaboration in schools. Jim Knight is a nationally known instructional coach, author and speaker whose 7 Partnership Principles have transformed the way teachers and administrators build relationships to inspire mutual respect and professional growth.

Participants will explore the Partnership Principles using a discussion protocol and identify opportunities for implementation of the Principles in their practice and in their schools. This session contains new content and updates from previous session offered in May 2021.



Ensuring Alignment between Learning Standards, Activities & Assessment

January 20, 4pm-5pm

Back by popular demand. This session contains new



Equitable Grading Practices in the Classroom

January 26, 4pm-5pm

content and updates to previously offered session. Teachers, do you feel like you are constantly collecting student work but you are left feeling uncertain at times if they are learning what you intended for the lesson? Do you find yourself implementing formative assessment strategies but not sure why they are not working for your classroom? Are your students not becoming critical, independent thinkers? In this session, we will explore how we can increase clarity between aligning what we collect from students during the formative assessment process and what we want for our students' depth of learning as a result. Using Bloom's Taxonomy framework, we will use classroom examples to dissect the alignment between a selected learning standard, the activities students experience, and the assessments to collect evidence for the desired learning standard. Further, we will examine how to support higher levels of cognition using Bloom's application, analysis, and critiquing students' own learning. Participants will walk away with a critical eye for evaluating the alignment between learning goals, instructional activities, and assessment.

Grading is complex and how we enact our grading practices can affect the equity for students in attaining high levels of student achievement. Additionally, these practices can impact the trajectory of a student's pathway and opportunities in the educational system. Join us to explore common elements of grading practices and how they support or impede the playing field for student learning and achievement in classrooms. Examples will be shared to discuss how they influence their thinking on grading practices and practical strategies to support an equitable approach to working in partnership with students to assess and reassess their learning. The purpose of this session is to explore our own grading practices through self-reflection and leave with some strategies to try out in your own practice.

UPSTATE PDRC: SERVING ALL NYS REGIONS NORTH OF NYC
VISIT OUR WEBSITE

This newsletter is solely intended to be a supplemental resource for NYS religious and independent schools. The Upstate PDRC does not adopt all views and opinions contained in the attached links or resources from other organizations, nor is it affiliated with these sources. The ideas presented here are intended to spark discussion and represent a range of perspectives.