

**HOW DO YOU PROMOTE INNOVATIVE TEACHING AND LEARNING
IN THESE EXTREMELY DIFFICULT TIMES?**

JOIN the GROWING NUMBER of TMI MEMBER SCHOOL DISTRICTS!

Dear Fellow Colleagues in Education:

As a fellow educator, I appreciate the daunting challenges we face daily as we do our very best to prepare our students for their life and work in this extremely fast-paced, unpredictable and competitive world. TMI continues to remain steadfast in its long-standing mission - *to do everything we can to support our fellow teachers and educational leaders in their tireless, dedicated efforts to ensure that all of our students, not just the privileged few, are well-equipped for success.* We believe that in order to best prepare our students, we need "21st century classrooms" – those that energize and excite students through authentic-based, student-centered, collaborative, relevant and engaged learning.

To this end, during the past three years TMI has worked very closely and collaboratively with select teachers and educational leaders representing six Bergen County school districts, including: **the Bergen Academies, Mahwah, Montvale, New Milford, Ramsey and Tenafly.** These visionary educators voluntarily chose to participate in TMI's **Project ABL**, a grant-supported consortium-based initiative providing all participants: 1) a comprehensive professional development program; (2) collegial collaboration and exchange of best practices; and (3) related content, tools and resources – all in support of the aforementioned TMI mission. We publicly commend each of our ABL colleagues for their dedicated and innovative efforts, collaboration, and overall professionalism. The results of their hard work are most impressive, and have had a most positive influence on the students they serve.

Due to the enthusiastic interest expressed by our colleagues and member districts, Project ABL has evolved into a permanent Consortium intended to support the vast community of districts that are bounded by a similar philosophy, vision and mission. **It is with great pride and enthusiasm that we now extend the unique opportunity for you and your educational communities to become TMI Members.** As a **TMI Member School**, your learning community will have access to: the Project ABL Consortium and professional development solution; an extensive collection of TMI workshops and seminars; supportive web-based tools and resources; and domestic and international learning projects.

We are currently accepting applications for 2010-2011 membership in TMI. I strongly encourage you to examine the enclosed time-sensitive information, and submit the TMI Membership Application on behalf of your participating school(s) to Matt Walsh on or before Friday, May 7, 2010. Matt will oversee and support this registration effort; therefore, please contact him at 201.925.0508 or mwalsh@tmieducation.com if you have any questions, concerns and/or additional needs. Of course, I am always available to you at your convenience.

We look forward to the prospect of working with, and being of service to you with great excitement and enthusiasm.

Sincerely,



Dr. Brian P. Chinni
TMI CEO/Founder
973 476 6718
bchinni@tmieducation.com

An Introduction to The Madison Institute

It is TMI's desire to...

...create and provide the education community with a comprehensive, collaborative network that assists teachers and educational leaders in their efforts to energize and engage students through exciting authentic-based learning environments, while empowering teachers through peer collaboration, domestically and internationally.

...create and facilitate a collaborative community for teachers where they enhance their professional development experience, share best practices, create, store and share content, collaborate on domestic and international projects, participate in common authentic-based performance assessments and research-based projects, and have access to safe, secure web-based resources that promote communication and collaboration.

...create and facilitate a collaborative learning community which, through authentic-based learning environments, best serves a student's ability to acquire what we describe as Exponential Century Skills. These are essential skills our students will need throughout their adult life to contribute productively to society and an innovative workforce.

We call this collaborative community the "Project ABLE Consortium" (the Consortium). As a member school in The Madison Institute, your teachers have access to the Project ABLE professional development solution, domestic and international projects and web-based tools and resources; your students, along with those throughout the Consortium, have access to collaborative, authentic tasks and web-based tools and resources.

What are the TMI Membership Rewards?

It has long been the desire of The Madison Institute to create a collaborative community for education professionals where they could enhance their professional development experience, share best practices, create, store and share content, collaborate on domestic and international projects, participate in common assessments and other research-based initiatives, and have access to web-based resources that promote collegial communication and collaboration. We call this collaborative community the "Project ABLE Consortium."

As a member school in TMI and participant in the Consortium, your staff has access to premium rewards including, but not limited to:

Basic Member Services

- **Reward I:** A minimum of **20 TMI Professional Development Seminars** scheduled throughout the 2010-2011 school year – available to your entire school staff
- **Reward II:** Participation in the core, signature "Project ABLE" Collaborative Professional Development Solution (PDS) – available to up to 4 members of your school staff
- **Reward III:** Staff-wide access to the *ableLocker*, a web-based content, collaborative and communication portal serving the Consortium and its member schools

Basic Member Services are described in more detail beginning on page 5.

Sponsored Member Services

Member schools may also receive additional services, above and beyond Basic Member Services, with funding provided through corporate sponsors, local education foundations and other fundraising efforts. TMI is partnering with Project ABLE International, Inc. – a registered 501 (c) 3 organization

– to help solicit funding to support the provision of these services. We refer to these as Sponsored Member Services:

- Participation in collaborative projects, both domestic and international
- Participation in the administration scoring and reporting of common authentic-based performance assessments, as scheduled – available to all students of participating PDS teachers
- Access to local and global education forums

These services are provided to the member schools as funding becomes available. To this end, we invite all member schools to assist both TMI and Project ABLE International in our collective efforts to secure the funding and provide you with these exciting services.

Sponsored Member Services are described in more below.

This collective list of Basic and Sponsored Member Services and the rewards therein will be refined each year based on input from you and your staff! We invite you and your staff to become active stakeholders in the Consortium to ensure your needs within our collaborative community are being satisfied.

Basic Member Services

Membership Reward I: Annual TMI Professional Development Series

All member schools of TMI and their entire staff have full access to the Annual TMI PD Series. TMI has a long-standing history and outstanding reputation for providing its professional constituents with exemplary professional development workshops and seminars (see testimonials on page 9). These highly engaging and collaborative workshops and seminars are determined according to the current desires, interests and needs of the Consortium and are specifically geared to promote innovative, research-based instructional best practices. **A minimum of 20 PD workshops and seminars are scheduled throughout the 2010-2011 school year and they include topics such as:**

- Learning Through Innovative Collaborative Technologies
- Fostering 21st Century Skills Through Authentic-based Learning Environments (ABLEs)
- Educational Leadership for the Innovative Age
- Preparing for NJASK
- Classroom Management Strategies
- Communicating with Parents
- Cooperative Learning
- Differentiated Instruction
- Effective Mathematics Instruction
- Performance Assessment Across the Content Areas
- Emotional Intelligence

The workshops and seminars are offered at regionally located TMI training centers. Each will run from 9:00 a.m. to 2:30 p.m. Teachers earn five (5) professional development hours for each workshop and seminar offering. Refer to Attachment A hereto for workshop descriptions.

In addition, TMI will host 2 large format conferences during the year: one on October 11, 2010 (Columbus Day) and one on January 17, 2011 (Martin Luther King Day). They will be divided into two sessions on each day: a morning session and an afternoon session. Each session will be three hours long and will cover the same topic yet accommodate a different teacher audience. Each session will accommodate 500 teachers, or 1,000 each day for a total of 2,000 teachers across the 2 conference days. Teachers will earn 3 professional development credit hours for attending the session.

To ensure these workshops and seminars remain relevant and applicable, we continually solicit specific feedback from the participants, member schools and the Consortium's Advisory Board. This feedback is

analyzed and applied accordingly. Results and proposed changes to existing workshop topics and creation of new workshops are submitted to the Consortium's Advisory Board for its review and feedback.

A full schedule and program description is provided below as Attachment B. More will be added before June 30, 2010. We welcome your input on additional seminar topics.

Membership Reward II: The "Project ABLE" Collaborative Professional Development Solution (CPDS)

Up to four (4) educators from each member school will participate in TMI's signature program, Project ABLE, in this case the five- (5) session "Project ABLE" Collaborative Professional Development Solution. The solution is appropriate for teachers across all grade levels K-2, 3-5, 6-8 and 9-12. Administrators also welcome to participate. The sessions, which are spread over a seven month timeframe, are as follows:

- Session 1: An introduction to Project ABLE and the essential elements to an ABLE classroom
- Session 2: Assessment to support the ABLE classroom and design/implementation of ABLEs
- Performance Assessment Administration Period: administration of performance assessments in home school and classroom
- Session 3: Learn how to score and evaluate student work
- Session 4: Learn how to utilize performance data to make informed, data-driven decisions
- Session 5: Culminating session

Principals, supervisors and superintendents will have access to all the same information and are invited to attend the Project ABLE CPDS orientation and culminating sessions for a full year review of the Project ABLE CPDS initiative. TMI will issue certificates to teachers participating in the CPDS, earning a total of twenty (20) PD credit hours.

A full schedule and program description for Project ABLE CPDS is provided below as Attachment B.

Membership Reward III: The *ableLocker*

The entire professional staff of the member school will have access to our *ableLocker*, TMI's web-based content, collaborative and communication resource. The *ableLocker* harnesses the power of Web 2.0 tools, providing all participating teachers, and to a certain extent students, with a wide array of offerings, ultimately enabling each to:

- Create and store content in private and public/shared libraries
- Incorporate rich, multi-media content within authentic tasks
- Access content provided by TMI staff and participants, including, but not limited to, authentic tasks, rubrics, and unit/lesson plans;
- Create and store authentic tasks, inclusive of rubrics and lesson plans;
- Communicate with other teachers within the Consortium via email, blogs, threaded discussions, Tweets (Twitter) and other social networking functionalities
- Share best practices across the member community
- Collaborate with other teachers in the creation and facilitation of authentic tasks in the classroom, and sharing of best practices
- "Survey tool" for gathering data, feedback, observations and opinions from teachers within the Consortium
- Access premium web-based, 2.0 resources that further support authentic-based learning environments such as Animoto, Wordle, Twitter, Voicethread, GoogleDocs, and GoogleEarth
- Access hot-topic items and newsletters
- Access student data, data analysis and research reports
- Access online professional development training, webinars and short video content (anticipated 2011)
- Post resumes and access job openings

Participants in the Project ABLE CPDS will be trained in all aspects of the *ableLocker* and will use the *ableLocker* extensively throughout their participation in the program. Non-participating staff of a member school will receive a manual on how to use this user-friendly *ableLocker* for their instructional use.

Sponsored Member Services

As referenced earlier, member schools may also receive Sponsored Member Services which are above and beyond Basic Member Services. The provision of these services will be funded by and through corporate sponsors, local education foundations and other fundraising efforts. TMI is partnering with Project ABLE International, Inc. – a registered 501 (c) 3 organization – to help solicit funding to support the provision of these services. These services include:

1. **Participation in Project ABLE’s signature collaborative projects for the Consortium, both domestic and international.** TMI will facilitate and manage multiple collaborative projects with participating schools within the Consortium, both domestically and internationally. In collaboration with our international strategic partners, TMI will work with interested member schools to participate in international authentic-based projects across grades three through twelve. International schools from the Middle East, Europe, Central America and the Caribbean will initially be targeted for these collaborative projects. Initial projects will focus on historical and pop culture, community for peace and global perceptions.

As part of the collaborative projects students will have access to each other through video conferencing capabilities as well as other communicative portals, affording the students the opportunity to experience each other first-hand. Select projects will culminate with the students and their teachers meeting face-to-face for the final presentation stage of the project. Data from these projects, including student/teacher/administrator/parent feedback, will be incorporated in white paper reports, articles and more for publication and distribution.

2. **Teacher participation in Project ABLE’s signature research-based initiative for the Consortium: Authentic-based Performance Task Administration (“APTA”).** Teacher participation includes the following:
 - **Develop Field Tested Prompts:** A select group of interested participating teachers assists in the development and eventual field-testing of common authentic-based prompts for administration in the classroom. The prompts represent science, mathematics, language arts and social studies for grades 3, 6, 8 and 11.
 - **Administer Prompts in Classroom:** Once Project ABLE declares the prompts to be operational they are administered in the classrooms of participating teachers for a specified period of time. The prompts are sealed and shipped a week before their administration. Teacher guidelines, instruction manuals and the student response booklet (all sealed) accompany the prompts. A student identification label, inclusive of a student identification number, is affixed to the student booklet. This allows for the administering teacher to properly assign the correct booklet for the student; however, it prevents the scorer of said booklet from knowing the identification, school district, gender and race of the student being assessed.
 - **Prompt Scoring Sessions:** Soon after the administration of prompts, participating teachers of the member school districts, including those who may not be directly participating in the development and administration of the prompts, attend centralized scoring sessions facilitated by Project ABLE. Each scorer is provided copies of exemplar prompts previously scored and considered by Project ABLE to be “exemplars” in the scoring of prompts. These help guide the teacher and provide a benchmark as they score.
 - **Synthesize All Relevant Student Data:** Prior to the administration of the prompt all relevant student data, including demographics and such, for students participating in APTA are provided to Project ABLE by the member school district. Scores are then entered, synthesized and stored in the *ableLocker*, using the pre-assigned and confidential student identification number. Once the student data is updated in-full, Project ABLE generates reports, both online and in hard-copy format, summarizing the final student assessments by demographic

categories including, but not limited to: school, district, county, and NJSMART-specific subgroups.

- **Culminating Meeting(s):** Upon completion of APTA, culminating meetings are held for participating teachers and their administrators. These meetings are used to share results of the assessment, gather feedback from participants and, through an evaluative data-driven decision making process, determine necessary enhancements for Project ABLE in the subsequent year.
 - **Generate White Paper Reports/Articles/More:** As a research-based initiative, TMI collects, consolidates, analyzes and offers conclusions on the data generated by the cumulative initiatives facilitated by TMI. White Paper reports, articles and blogs, to name a few, are generated for distribution to the member schools and corporate partners. Summary reports of the findings will be shared with the education community as a whole through New Jersey county superintendent associations.
3. **Teacher access to Project ABLE's signature education forums for the Consortium:** Annual domestic and international education forums will be held each year among member school districts, with invitations to teachers from international schools. Relevant topics impacting authentic-based learning are chosen as themes and keynote speakers are selected based on the theme of choice.

What is the TMI Membership Fee per School?

Basic Membership Fee. The membership fee per school for Basic Member Services is equal to **\$2,950.00** for each year the school chooses to participate as a member school of TMI. This is the only amount a member school pays out-of-pocket.

Sponsored Membership Fee. As referenced earlier, member schools may also receive Sponsored Member Services which are above and beyond Basic Member Services. The provision of these services will be funded by and through corporate sponsors, local education foundations and other fundraising efforts. TMI is partnering with Project ABLE International, Inc. – a registered 501 (c) 3 organization – to help solicit funding to support the provision of these services.

The total cost for Sponsored Member Services is **\$3,250.00**. We invite the member school(s) to volunteer and participate in helping to raise the financial support necessary so that we can deliver these services to you and the Consortium. This can be done through corporate matching programs and other community-based fundraising efforts such as local education foundations, PTOs, etc. Of course, TMI will partner with the member school in all its chosen efforts should said school indeed volunteer.

How Will Membership in TMI Save the School Money?

So how does the Basic Member Fee equate to equivalent PD dollars spent in the marketplace for the same professional development hours accrued under the Basic Member Services? Well, let's consider the potential costs: 1) the Annual TMI PD Series 2) the Project ABLE CPDS and (3) *ableLocker* Teacher Exemplars for a "fictitious member school" with a staff of 60:

- **Annual TMI PD Series:** 60 staff members each attending two PD seminars during the year for a combined 600 PD hours, or a marketplace cost of \$18,000.00.
- **Project ABLE CPDS:** Four teachers attending five workshops (consistent with the model Project ABLE provides for this signature program) for a combined 100 PD hours, or a marketplace cost of \$3,000.00.
- ***ableLocker* Teacher Exemplars:** 60 staff members each submit and have accepted by TMI an authentic task to be included in the *ableLocker* exemplar public library; they earn 3 PD credit hours each for a combined 180 PD hours, or a marketplace cost of \$5,400.00.

The total professional development dollars spent in the marketplace equals \$26,400.00 for a total available PD hours of 880 annually. However, a member school can achieve the same results under the

Basic Member Services for only the \$2,950.00 membership fee. Even if only 20% of the staff above attend the Annual TMI PD Series, the total PD dollars spent in the marketplace equals \$12,000.00, still far exceeding the Basic Membership Fee of \$2,950.00.

Another way to assess the savings is to examine the membership fee on a per PD hour basis. Using our model our membership fee is only \$3.35 per PD hour, or approximately 37% of the average \$9.00 per professional development credit hour most schools incur annually. **THAT'S A SAVINGS OF OVER 60% ON YOUR PD DOLLARS.**

Read What Some Teachers and Administrators Have to Say about TMI and our Project ABLE Consortium

Administrators

Eric Sheninger
Principal, New Milford High School
Legacy Member – Project ABLE Consortium

"My school is a legacy member of The Madison Institute and participant in TMI's Project ABLE Consortium, having served as the initial pilot school in the Consortium during the 2008/2009 school year. We are now entering our third year of membership in TMI and we are proud of this collaborative relationship. TMI and the services provided to the Project ABLE Consortium have helped transform me and my staff into leaders in innovative, authentic-based teaching and learning. The professional development programs preach the importance and power of authentic-based learning environments. My staff thoroughly enjoys working with the ableLocker to create and share authentic content with their peers. As a result of this training and the ableLocker, we have seen first-hand how much more engaged our students have become. Our teachers love the collaborative Project ABLE signature projects TMI facilitates with the many teachers in the various member schools. Next year my teachers and students will be collaborating on some of Project ABLE's international projects and they can't wait.

We have also been impressed with how TMI invites me and my staff to be active, ongoing stakeholders in shaping of the services provided to the Project ABLE Consortium each year. Our feedback has been fully embraced and this has greatly contributed to my staff's eager participation in the many programs offered by Project ABLE. Additionally, my staff loves the premium FREE PD Workshops offered by TMI each year. What a great way to save money in your budget!"

Dr. Paul Semendinger
Principal, Hawes Elementary School
Ridgewood Public Schools

"In my career, I have had the good fortune of working with many outstanding individuals and organizations. Dr. Brian P. Chinni and The Madison Institute stand at the front of that list. Dr. Chinni is a remarkable educator who knows and understands teachers, students, and high quality professional development. Dr. Chinni's professionalism is the guiding principle behind TMI's success. TMI offers real-life practical seminars and workshops that capture teachers' attention and provide them with information, strategies, and materials that can be immediately utilized in classrooms. The TMI workshops are interactive. Teachers and administrators appreciate the fact that their thoughts and ideas are valued. No two workshops are ever alike. Rather, great time, effort, and energy are put into developing programs that meet the needs of the audience. In the realm of professional development, The Madison Institute stands as the pinnacle."

Richard Pannicucci
NJ District Administrator
TMI Specialist

In my sixteen years of experience as a teacher, administrator, and consultant, I have yet to find an organization as committed to the vision of progressive education as my colleagues at the Madison Institute. I have had the privilege to work closely with Dr. Chinni as a presenter and contributor and can personally attest to the passion and research that goes into each and every one of their professional development offerings. Participating in one of their programs provides educators with a laser-like focus on what's essential in preparing our students for this increasingly interconnected world."

Teachers

"It is not everyday that we are offered useful strategies that will help us to better ourselves....the workshop was wonderful."

East Hanover School District

"I found this workshop very helpful. I deal with parents all the time being a special education case manager...we need to be reminded to be empathetic especially when (we) are dealing with parents that have been difficult or adversarial. This gave me a lot of tools to walk away with!"

Hopewell Valley School District

"The seminar was excellent. Many ideas were presented and alternative approaches were considered to various questions. It was interesting and thought-provoking which is what I was looking for."

Ewing Township School District

"Excellent Workshop! An excellent balance between whole group presentation and small group sharing. This workshop provided me with a great deal of new and innovative programs available for students with learning problems. Thank You!"

North Arlington School District

"Excellent seminar...definitely lots of food for thought and application!"

Trenton School District

"You are so knowledgeable about the intricacies of the brain as it functions to aid the individual to comprehend the written word. Thank You for a very interesting workshop. You made the day enjoyable with your easy manner."

East Amwell School District

"Love this - want more! I want my teachers to hear and learn more about this."

Denville School District

"This workshop was very informative. It made me realize that there are so many different techniques for the individual child. It also helped to refresh the fact some kids really do have deficiencies in the brain and that these problems can be corrected."

Hamilton School District

"Great course in focusing in on how the brain learns to read. I liked the way you segmented from anatomy to development to school to strategies that help the students who don't get it. Good materials to review and use to help children who need help and help others to excel!"

Edison School District

"I have gotten a bit rusty in my reading specialist skills BUT this workshop has re-energized me to actually read my Reading Teacher journals. This workshop has motivated me to learn more. I believe that is the ultimate compliment from a teacher to teacher. Thank You."

College of New Jersey

"Wow! What a powerful seminar. The Reading Brain is the most rewarding seminar I have attended in years. The Madison Institute has proven once again its expertise in how to solve learning challenges and show teachers practical applications. I can't wait for the next seminar!"

Montvale School District

"This was the best professional development seminar I ever attended. The information is practical and supported by good educational theory and practice. Very valuable experience."

Immaculate Heart Academy

"Great workshop. The information on Formative Assessment was/is very important to my current position and will help me improve instruction for my students. James (Jim) integrated other areas of educational research and improvement - differentiated instruction/Bloom's taxonomy/co-operative grouping/brain-based research...all of which supports the use of formative assessment. The small group setting was very inductive to discussion and questioning. I would like some models of how to write outcomes/targets with Assessment in Mind."

Hackettstown School District

"I really enjoyed the workshop. The information presented made me feel like I had a better grasp of how to design my instructional strategies and why I should do things that way. I feel a lot more positive about how to manage instruction and assessment now."

Pascack Valley Regional HS District

"The seminar was great! It validated some of the things I already do and gave me a better perspective on what else I can do. Pre-planning beginning with assessment makes sense. I will be using what I have learned!"

Hackettstown School District

"The presenter was excellent. He possesses a wealth of information about the subject matter. The power-point presentation was very helpful because it amplified the information included in the workbook that was distributed. The quality of the information in the workbook was far superior to information that I've received when I attended other workshops. In addition, I enjoyed the small group and memory activities."

Alexandria, Virginia School District

"Very professionally done! Interesting research-based information with good resources given; applicable to our classrooms. One of the better workshops I've taken in 10 years."

Dumont School District

"The presenter had a wealth of knowledge to share. He was interesting and personable and was really able to gear the information towards being meaningful for everyone involved. It was motivating and I am excited to implement some of the learned practices in my classroom. I definitely hope to be back soon to one of these seminars. Thanks so much!"

Oradell School District

"I enjoyed it very much. I wish we had more time...we just seemed to touch on so many interesting ideas. I feel the information I learned will help me in the classroom...I wish all our teachers could attend. I will pass the word."

Roberge School - River Vale

Students

"[Project ABLE] was very fun and interesting. I not only enjoyed all the projects, I also learned a lot...I would love to stay in this class all year!"

NJ Public School Student

"I love that in Project ABLE you get to do fun and exciting things!"

NJ Public School Student

"The 'funnest' part of Project ABLE was learning about (real) things and the fun projects...."

NJ Public School Student

"I love that we got to work in groups...and got to learn...I liked the fun things that we learned and all the projects...I wish this class was a regular class...I loved it!"

NJ Public School Student

How Can My School Become a 2010-2011 TMI Member?

1. "Request for Application and Information on TMI Membership for Your School" online within this website under registrations (www.themadisoninstitute.com/registration.asp).
2. If you received our information packet in the mail or via email, please complete the TMI Membership Application for the 2010/2011 school year and return it to The Madison Institute, LLC, using one of the following methods:
 - o **US Mail to:**
Matt Walsh
The Madison Institute, LLC
Project ABLE Division
100 Paragon Drive, Montvale, NJ 07645
 - o **Scan and Email to:**
Matt Walsh at: mwalsh@tmieducation.com
3. You are cordially invited and encouraged to attend the **Project Able and TMI School Membership - FREE Information Session and Symposium for Educational Leaders** to be held on:

Friday, May 21, 2010
8:30 a.m.-11:30 a.m.
The Madison Institute's Training Facility
Paragon Federal Credit Union
100 Paragon Drive, Montvale, NJ 07645

You can register for the May 21 information session and symposium by visiting TMI online at www.themadisoninstitute.com/registration.asp, or by calling or emailing Matt Walsh at 201.925.0508 or mwalsh@tmieducation.com. Matt is also available to address any questions you may have.

Attachment A

Annual TMI Professional Development Seminar Series: Program Schedule

Month	Date/Seminar Title
September 2010	September 24: Classroom Management Strategies for Effective Instruction
October 2010	October 7: Preparing for NJASK – Language Arts Literacy, Grades 3-8 October 11:..... <i>TBD - Special Large Format Conference</i> October 15: Preparing for NJASK – Mathematics, Grades 3-8 October 28: Differentiated Instruction, K-12: Practical Applications
November 2010	November 2: Communicating with Parents: Interpersonal Skills That Work November 19: Fostering 21 st Century Skills Through Authentic-Based Learning Environments
December 2010	December 14: Cooperative Learning Strategies: It Takes Two...or More!
January 2011	January 13: Innovative and Effective Leadership: Team Building, Community and Communication January 17:..... <i>TBD - Special Large Format Conference</i> January 21: Effective Mathematics Instruction and Assessment, Grades 3-8 January 27: Utilizing Technology to Enhance Student Achievement
February 2011	February 4: Preparing for NJASK – Language Arts Literacy, Grades 3-8 February 18: Preparing for NJASK – Mathematics, Grades 3-8
March 2011	March 3: Emotional Intelligence: The Child’s Emotional Coach March 18: Fostering 21 st Century Skills Through Authentic-Based Learning Environments March 29: Communicating with Parents: Interpersonal Skills That Work
April 2011	April 12: Innovative and Effective Leadership: Team Building, Community and Communication April 21: Differentiated Instruction, K-12: Practical Applications
May 2011	May 13: Utilizing Technology to Enhance Student Achievement May 25: Innovative and Effective Leadership: Team Building, Community and Communication
June 2011	June 7: Fostering 21 st Century Skills Through Authentic-Based Learning Environments

Annual TMI Professional Development Seminar Series: Program Descriptions

Fostering 21st Century Skills through Authentic-based Learning Environments (ABLEs)

It is very important to provide teachers with the skills necessary to meet the needs of the 21st century learner. An awareness of the characteristics and needs of the 21st century learner is essential. It has been documented that we are moving from an information age into a conceptual age. With these facts in mind, educators must reflect upon their practice and consider alternative approaches to instructional design.

Participants in this seminar will learn how to avoid the problems of textbook coverage and activity-oriented teaching in which no clear outcomes are established. Creating essential questions, identifying desired results, determining “acceptABLE” evidence, and engaging the learners are some of the major areas of focus. In addition, an introduction to the components and attributes of authentic performance assessment will be discussed and demonstrated. A brief look at how the integration of new technologies can serve to greatly enhance the instructional program will serve to validate and motivate the 21st century educator.

Major Topics:

- I. 21st Century Learning Environment
- II. Characteristics of 21st Century Learner
- III. Information to Conceptual Age
- IV. Instructional Design for Conceptual Age
- V. Attributes of Performance Assessment
- VI. Integration of Technology Into the curriculum

Classroom Management Strategies for Effective Instruction

Effective classroom management is a critical factor to student success. This seminar provides participants with ideas and strategies that will enhance the delivery of daily lessons that meet the needs of a diverse student population and minimize discipline problems. Utilizing the “peek learning times” and creating the most effective positive learning environments are addressed through demonstrations and role plays. A great opportunity for both beginning and veteran teachers!

Major Topics:

- I. Class Meetings
- II. The Caring Classroom
- III. Classroom Management Style Inventory
- IV. Problem Solving Scenarios
- V. Difference Between Rewards and Celebrations
- VI. Difference Between Discipline and Punishment
- VII. Organizational Strategies
- VIII. Time and Stress Management

Communicating with Parents: Interpersonal Skills that Work

Communicating effectively with parents is a critical factor in fostering student success. This seminar is designed to help all teachers enhance their skills in a very important area of instructional responsibility. Participants will enhance their conferencing skills through practical demonstrations and role plays. Strategies for dealing with difficult family situations are addressed through actual case studies. Whether you are an experienced or a novice teacher, you will learn multiple ways to communicate and strengthen the parent-school connection.

Major Topics:

- I. The Essence of Communication
- II. Active Listening
- III. Preparing for Back-to-School Night
- IV. Written Communications
- V. Talking to Parents on the Phone.
- VI. Email Communications
- VII. Preparing for Parent Teacher Conferences
- VIII. Working with Difficult Parents
- IX. Ongoing Communication Strategies That Work
- X. How to Turn Critics into Allies

Cooperative Learning Strategies: It Takes Two or More

Cooperative and Collaborative skills enhance learning and are essential for success in the 21st century workplace. Are we ABLE to put these instructional techniques into practice and are we effectively preparing our students for their workplace? Research has shown that cooperative learning

strategies promote student learning. This seminar will provide you with the necessary knowledge and skills that will help you to realize this potential in your classroom.

Major Topics:

- I. What is meant by cooperative and collaborative learning?
- II. The 5 essential elements of successful cooperative learning experiences: How to effectively implement them in the classroom?
- III. How to use basic cooperative learning structures to greatly enhance class discussions.
- IV. How to implement specific cooperative and collaborative learning strategies that are designed to enhance classroom instruction and maximize student achievement.
- V. How to use the power of technology to enhance the collaborative process.

Differentiated Instruction K-12: Practical Classroom Applications

The philosophical process of instruction that meets the needs of a diverse group of learners is often described as differentiated instruction. In order to effectively implement this philosophy of instruction, educators at all levels need to be ABLE to utilize multiple strategies at the appropriate times. This offering will specifically serve to guide educators through a systemic and systematic process that, in the end, will foster a culture and philosophy of differentiation throughout their educational community. Differentiated instruction is not a fad or a management system; it is great teaching and truly dispels the notion that one size fits all.

Major Topics:

- I. The Philosophy of Differentiated Instruction
- II. Informal Strategies That Work
- III. Anchor Activities
- IV. The Importance of Feedback
- V. Application of the Multiple Intelligences
- VI. Differentiated Assessment and Evaluation
- VI. Tiered Instructional Strategy

Effective Leadership: Team Building, Community and Communication

Effective leadership is essential to achieving student success. This seminar provides practical information relating to the building of effective and efficient teams that foster a sense of community through ongoing communication. Organizational climate techniques and strategies for improving communication are addressed. Participants will acquire additional insights and skills in reference to creating and maintaining a successful learning organization.

Effective Mathematics Instruction and Assessment: Grades 3-8

This seminar will provide participants with multiple strategies for teaching mathematics to the adolescent learner. Communication and problem solving skills will be emphasized. Applying mathematic principles to real world problems will be demonstrated through the utilization of authentic performance based projects.

Major Topics:

- I. Math strategies That Work
- II. Understanding the Adolescent Learner
- III. Cooperative Learning in Math
- IV. Communication and Mathematics
- V. Practical Applications of Mathematics in the 21st Century

Emotional Intelligence: The Child's Emotional Coach

Research supports the fact that emotional intelligence is even more important than cognitive intelligence. This seminar provides participants with the latest research on the topic and provides strategies and approaches that can be used in the classroom immediately. One of the major principles that relates to the current research on the human brain and learning focuses on the importance of the emotional brain. Specifically, "Emotions are critical to patterning. Learning is influenced by emotions, feelings, and attitudes." Caine & Caine, 1991)

Major Topics:

- I. Emotions are critical to learning.
- II. The Emotional Brain matures first.
- III. Emotions affect learning states.
- IV. The brain does not distinguish between physical and verbal threats.
- V. Chronic stress can affect the immune system.
- VI. Teachers must model appropriate behavior
- VII. Teachers must become the emotional coaches of their students.

Caine, R & Caine, R. (1991) Making connections: Teaching and the human brain. Thousand Oaks, CA: Corwin Press.

Preparing for NJASK, Grades 3-8 (Mathematics and Language Arts Literacy)

The Annual Yearly Progress (AYP) benchmarks continue to go up with the next increase scheduled for 2011. Are you ready to meet the challenges that are presented in this “high stakes” state testing environment? This seminar will provide you with the information and process skills that you need to know about in order to be successful in meeting the NCLB mandate for grades 3-8 and your school district’s instructional goals.

Major Topics:

- I. Creating a Positive Testing Environment
- II. Ongoing Strategies that Facilitate Memory
- III. Test Taking Strategies
- IV. Practice Tests
- V. Utilizing Technology
- VI. Action Planning for Continued Success

Teaching and Learning through Innovative Collaborative Technologies

This seminar serves to increase the individual awareness and competencies of teachers and educational leaders as it relates to the seamless integration of technology. The essential characteristics of the 21st century learner and learning environment provide the rationale of the need for effective technology integration strategies. Participants will receive information and ideas relating to web quests, blogs, wikis, podcasts, etc. that serve to enhance the instructional program. The effective use of multi-media instructional tools are highlighted.

Major Topics:

- I. A Definition for Instructional Technology
- II. The Difference between Infusion and Integration
- II. Technology standards for Students, Teachers, and Administrators
- IV. Professional Development that Works
- V. The Importance of Acceptable Use Policies
- VI. Empowering Students with Safeguards
- VII. Multiple Options for Expanding the Walls of Your Classroom
- VIII. Understanding the Digital Natives
- IX. Teaching and Learning in a Conceptual Age
- X. Procedures for Integrating Technology into the Instructional Program

Attachment B

Project ABLE Collaborative Professional Development Solution: Program Schedule – Five Sessions

<i>Date/Period</i>	<i>Session</i>
March – June 2010	District/school officials will: <ol style="list-style-type: none"> 1. Examine 2010-2011 Project ABLE Application Packet 2. Complete and submit application to TMI on or before May 7, 2010 3. Attend TMI's symposium: <i>Authentic-based Learning Environments: The Path to 21st Century Skills</i> on Friday, May 21, 2010 (8:30 a.m.-11:30 a.m.); 4. Identify individual teacher/administrator participants and plan for 2010-2011 school year.
October 2010	<u>Session 1 (5 hours)</u> Program Orientation: <i>An Introduction to Project ABLE</i> - participants gain important information regarding overall purpose goals, substance and logistics of program. <i>Creating the Authentic-based Learning Environment</i> - participants examine the essential elements of the ABLE classroom and how to design/implement instruction and assessment to support such.
November 2010	<u>Session 2 (5 hours)</u> <i>Instructional Design for the ABLE Educator</i> - participants gain important knowledge and proficiencies regarding authentic-based performance instruction and assessment; develop authentic performance tasks to administer.
December 2010 – February 2011	<u>Authentic Performance Task Administration Period</u> Administration of authentic performance tasks in home district/school.
February 2011	<u>Session 3 (5 hours)</u> <i>Using Student Performance Data to Improve Teaching and Learning</i> - participants examine performance data resulting from the administration of authentic performance tasks, and learn how to utilize this data to make informed, data-driven decisions to enhance teaching and learning.
April 2011	<u>Session 4 (5 hours)</u> <i>Advanced Instructional Design for the ABLE Educator</i> – participants will gain knowledge of a model for an authentic-based learning environment that utilizes a proven project management tool from industry as a guide, one that can be used to ensure that our students develop the types of essential skills that are valued in the workplace.
June 2011	<u>Session 5 (5 hours)</u> <i>Project Management for the ABLE Leadership Team</i> – participants will build their own project management plan for creating authentic-based learning environments in their school/district. <i>2010-2011 Project ABLE Culminating Session: Celebration of Achievements</i>

Project ABLE Collaborative Professional Development Solution (CPDS): Program Descriptions

An Introduction to Authentic Based Learning Environments (ABLEs)

It is very important to provide teachers with the skills necessary to meet the needs of the 21st century learner. An awareness of the characteristics and needs of the 21st century learner is essential. It has been documented that we are moving from an information age into a conceptual

age. With these facts in mind, educators must reflect upon their practice and consider alternative approaches to instructional design. Participants in this seminar will explore the trends that will shape our students' future and brainstorm on what skills will be essential for them to succeed in an increasingly interconnected world. In addition, an introduction to the components and attributes of authentic performance assessment will be discussed as an anchor for a learning environment that develops these essential skills. A brief look at how the integration of new technologies can serve to support this type of instructional program will serve to validate and motivate the 21st century educator. The major topics discussed will include:

1. Trends that will shape our future
2. Essential skills for the 21st Century
3. Using authentic performance and product assessment to inform instruction
4. New technologies to support the ABLE approach

Instructional Design for the ABLE Educator

This seminar builds upon the concepts introduced in *An Introduction to ABLE* by allowing the teacher to apply much of the theory into practice. Teachers will receive step by step support as they build authentic performance and product assessments that can be used in their classrooms. TMI facilitators will use proven samples to guide teachers through all facets of the instructional design process including: defining outcomes, setting assessment criteria, and shaping daily student activities. The major topics discussed will include:

1. Review of the foundational ABLE concepts
2. Unpacking state standards into inquiries and understandings that are relevant to students
3. Identifying the concrete knowledge and skills that will be developed
4. Defining end products and performances
5. Using rubrics as a blueprint for student success
6. Using the latest in technology to expand your students' resources
7. Mapping daily activities into a coherent sequence

Advanced Instructional Design for the ABLE Educator

Advocates of project-based instruction have always lauded the opportunity that it affords students to develop the kinds of management, organization, and communication skills that are essential for success. This advanced seminar for instructors will provide a model for an authentic-based learning environment that utilizes a proven project management tool from industry as a guide. For years, the private sector has been utilizing project management techniques to plan, deploy, monitor, and adapt large scale collaborative efforts. This seminar will not only expose teachers to this proven strategy, but also explain how this can be used to ensure that our students develop the types of essential skills that are valued in the workplace. The major topics discussed will include:

1. An introduction to the PDCA project management tool
2. Helping students draft problem statements and SMART goals
3. Defining your deliverables
4. Showing students how to define in-progress indicators
5. Walking students through the four phases of: planning, doing, checking, and acting
6. Helping students define roles and leverage resources

FOR ALL ADMINISTRATIVE/TEACHER LEADERSHIP TEAMS!

Project Management for the ABLE Leadership Team

Enacting incremental change in a school setting is a challenge that all instructional leaders grapple with on a daily basis. Budgetary concerns, a lack of human resources, and organizational inertia all prevent many schools from realizing the full potential of ABLE environments. For years, the private sector has been utilizing project management techniques to plan, deploy, monitor, and adapt large scale collaborative efforts. These techniques are universal in nature and can be easily adapted for the school environment. This seminar will not only expose instructional leaders to this proven strategy, but also explain how this can be used to facilitate collaborative decision-making in a professional and efficient manner. The goal of this seminar is to support each participant in building

their own project management plan for creating authentic-based learning environments in their school. The major topics discussed will include:

1. An introduction to the PDCA project management tool
2. Drafting problem statements and SMART goals
3. Defining your deliverables
4. Defining in-progress indicators to monitor progress
5. Walking through the four phases of: planning, doing, checking, and acting
6. Defining roles and leverage resources

Attachment C

**APPLICATION FOR 2010-2011 MEMBERSHIP in
The Madison Institute**

If your district is interested in applying for membership in The Madison Institute for the 2010-2011 school year, please complete the following application and return via US Mail to Matt Walsh, The Madison Institute, LLC, 100 Paragon Drive, Montvale, NJ 07645 or scanned email to mwalsh@tmieducation.com **on or before Friday, June 15, 2010.**

Member School Name: _____

(Include member school name here if yours is the only school within your district applying for membership. If more than one school is applying please provide ALL additional district member school names below.)

District Name: _____

Principal's Name: _____

Superintendent's Name: _____

Member School Contact Person Information

To allow for effective and efficient communication, each member school is required to appoint a single contact person. If a district has more than one school applying for membership then the district may designate a single district-wide contact. Please complete the related information below:

Name of Contact Person: _____

Title/Position: _____

Additional Member School's Building Name (if applicable)

School Name 2: _____ (if applicable)

School Name 3: _____ (if applicable)

School Name 4: _____ (if applicable)

School Name 5: _____ (if applicable)

School Contact's Work Phone	School Contact's Cell Phone	School Contact's Email Address
1.		
2.		
3.		
4.		
5.		

