

Designing and Using Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment

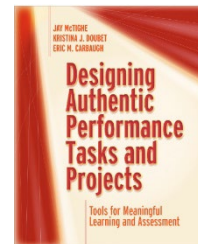
Presented by Jay McTighe

The New York State Board of Education has recently published its Portrait of a Graduate (POG) that identifies key “real world” competencies, including creativity, critical thinking, communication, reflection, and global awareness. The release of the P.O.G. is coupled with a call for increased use of Project-Based Learning and Performance-Based Assessment Tasks and encourages “school networks to use a project-based learning approach and practitioner-developed performance-based assessment tasks to determine student progress toward these competencies.”

The workshop will directly address this initiative. Based on the recent ASCD book, *Designing Authentic Performance Tasks and Projects* (ASCD, 2020), lead author Jay McTighe will present a set of ideas for designing authentic tasks and projects to engage students in meaningful learning and to assess important learning outcomes, including the New York State Portrait of a Graduate competencies. Participants will review sample tasks and projects, preview four practical and proven design tools for creating rich tasks, and review a set of criteria to use in evaluating high-quality tasks and projects. A part of this workshop will explore ways of responsibly differentiating performance tasks and projects to honor students’ varied interests, cultures and skill levels, and allow “voice and choice” opportunities for students.

Participation will enable participants to:

- identify the characteristics of, and distinctions between, authentic performance tasks and projects (PBL);
- apply a set of practical and proven tools (including AI) for designing authentic performance tasks that integrate one or more P.O.G. competencies with disciplinary content;
- appropriately differentiate performance tasks based on varied skill levels and interests of students;
- apply success criteria when reviewing prospective tasks; and
- access excellent web-based resources to support the design and use of performance tasks and projects.



DATE/TIME: March 23, 2026 / 8:30 am – 2:30 pm

COST: \$349 for subscribers* / \$399 for non-subscribers (book not included; buffet lunch included)

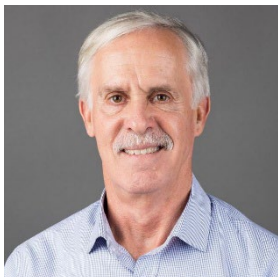
*For those districts who **subscribe** to the ESBOCES Comprehensive Curriculum Development Service – FREE for a maximum of 1 participant. Additional registrations are discounted at a rate of \$349.

For those districts who **do not subscribe to the ESBOCES Comprehensive Curriculum Development Service the cost is \$399 per participant.

AUDIENCE: District and Building Administrators; Educators

LOCATION: Instructional Support Center at Sequoya, 750 Waverly Avenue, Holtsville

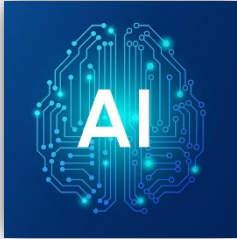
REGISTER: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=10057&I=5278319>





Jay McTighe is a veteran educator and accomplished author, having co-authored 18 books, including the award-winning and best-selling *Understanding by Design*® series with Grant Wiggins. His books have been translated into fourteen languages. Jay has also written more than 60 book chapters, along with articles and blogs for leading journals, including *Educational Leadership* (ASCD) and *Edutopia*. Jay has an extensive background in professional development and is a regular speaker at state, national and international conferences. He has made presentations in 48 states within the United States, in 7 Canadian provinces, and internationally in 39 countries on six continents.

AI-Powered Curriculum Reflection & Design

With Dr. Krystle Hernandez-Barnett, Divisional Administrator for Educational Support Services



These two half-day professional learning workshops support district and school-based teams in using artificial intelligence (AI) as a strategic tool for curriculum reflection, revision, and design. Participants will explore practical AI tools and prompting strategies that enhance—rather than replace—educator expertise, with a focused emphasis on aligning curriculum and instruction to the **New York State Portrait of a Graduate (PoG)**.

| DATE | SESSION TITLE AND DESCRIPTION |
|--|---|
| Monday, April 13, 2026  | Session 1: AI for Curriculum Reflection & Analysis Participants will build foundational skills for using AI to support structured, collaborative curriculum reflection. Using the NYS Portrait of a Graduate as a guiding framework, teams will learn how to: <ul style="list-style-type: none">• Develop foundational understanding of using AI tools in curriculum design and alignment• Identify bright spots and gaps in instructional strategies and learning experiences• Use AI-generated questions and protocols to support team-based curriculum discussions |
| Thursday, May 21, 2026  | Session 2: AI for Curriculum Design, Revision & Alignment Building on the reflective work of Session 1, participants will apply AI tools and advanced prompting techniques to actively design and revise curriculum. With continued emphasis on the NYS Portrait of a Graduate, teams will: <ul style="list-style-type: none">• Revise or design units aligned to PoG competencies• Strengthen assessments and performance tasks for authenticity and relevance• Develop next steps and workflows for ongoing curriculum improvement |

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| TIME: | 8:30 – 11:30 am |
| COST: | \$75 per person per session <i>*For those districts who subscribe to the ESBOCES Curriculum Development Service – 1 FREE seat at each session.</i> |
| AUDIENCE: | Audience Curriculum leaders, instructional coaches, administrators, and teacher leaders |
| LOCATION: | Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville, OR, live online via Zoom (link to be sent the day prior) |
| REGISTER: | Click or scan the QR code (must register for each session) |

CURRICULUM PLANNING COLLABORATIVE

Designing Meaningful Learning: Foundations of Curriculum Writing

With Dr. Krystle Hernandez-Barnett, Divisional Administrator for Educational Support Services

Lay the Groundwork for **Portrait of a Graduate Implementation!** Learn how to design meaningful learning experiences, and explore strategies for aligning assessments and instructional experiences. By the end of the series, participants will be equipped with the core understandings needed to begin designing curriculum that prepares all students to thrive as future-ready graduates.

| DATE • TIME | TOPICS |
|---|---|
| April 15, 2026 8:30 – 11:30 am | <u>Session 1 – Designing with Purpose: Defining Learning Outcomes</u> <ul style="list-style-type: none"> Discover strategies for creating Driving Questions that anchor curriculum around meaningful, real-world challenges across subject areas. |
| April 29, 2026 8:30 – 11:30 am | <u>Session 2 – Assessing What Matters: Evidence of Student Learning</u> <ul style="list-style-type: none"> Explore how to design performance tasks that provide students with multiple pathways to demonstrate their learning. |
| May 6, 2026 8:30 – 11:30 am | <u>Session 3 – Engaging All Learners: Planning Instructional Experiences</u> <ul style="list-style-type: none"> Explore approaches for designing interdisciplinary units with project-based learning elements that unify content, concepts, and skills across disciplines. |
| May 20, 2026 8:30 – 11:30 am | <u>Session 4 – From Planning to Practice: Preparing for Implementation</u> <ul style="list-style-type: none"> Explore approaches to implementing curriculum that support collaboration, reflection, continuous improvement, and the use of project-based, interdisciplinary learning experiences. |

COST: \$75 per person / per session*

*For those districts who subscribe to the ESBOCES Curriculum Development Service – 1 FREE seat at each session.

AUDIENCE: Administrators leading Curriculum Writing and their teams; Teachers who work on Curriculum Writing Projects

LOCATION: Suffolk Cooperative Library System, 627 Sunrise Hwy, Bellport OR Live Online via Zoom (link to be sent the day prior)

REGISTER: <http://webreg.esboces.org> or click the session title above or scan the QR code below

*separate registration is required for each session



Advancing NY Inspires Through Financial Literacy Curriculum Design

With Dr. Krystle Hernandez-Barnett, Divisional Administrator for Educational Support Services

Financial literacy is a critical component of the **NY Inspires Plan** and an essential part of New York State's effort to redesign learning experiences that prepare students for future success. As districts engage in instructional transformation, there is a need to intentionally plan for financial literacy through thoughtful curriculum design.

In this 90-minute workshop, district teams will examine approaches for implementing financial literacy within redesigned learning experiences, including integration across content areas and the development of stand-alone financial literacy courses. Participants will explore state-aligned resources and tools that support financial literacy instruction and curriculum writing at the district and school levels.

The session will focus on practical planning considerations, including where financial literacy fits within existing programs, graduation requirements, and local priorities. Participants will leave with a clearer understanding of financial literacy expectations within the NY Inspires framework and with actionable next steps to support curriculum development and implementation in their districts.



DATE: Tuesday, April 28, 2026

TIME: 8:30 – 10:00 am

COST: \$50 per person

For those districts who **subscribe to the ESBOCES Curriculum Development Service –
1 FREE seat at each session.*

AUDIENCE: Audience Curriculum leaders, instructional coaches, administrators, and teacher leaders

LOCATION: Live Online via Zoom (*link to be sent the day prior*)

REGISTER: Click or scan the QR code above