2014-15 Summer Institute

Curriculum Leadership Council

Cultivating 21st Century Global Competence for All Students

Santa Clara County
Office of Education

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Curriculum Leadership Council

Cultivating 21st Century Global Competence for All Students

This summer we will explore the Common Core State Standards (CCSS) Mathematics and English Language Arts (ELA)/Literacy, Next Generation Science Standards (NGSS), English Language Development (ELD) Standards, and the ELA/ELD Framework. Exploration will be through the lens of 21st century learning and its rigorous instruction, hands-on learning, and integration of content areas related to real-world application.

Teachers Can Earn Credits!

University of Pacific - Professional Development Programs for Educators

Teachers can receive up to two (2) credits of study for attending the CLC Summer Institute. Fifteen (15) hours equals one (1) credit. Credits can be in either Common Core – Math, Common Core – ELA, and/or Common Core – Science. $60/semester unit.

Questions: Melisa Wonch - 408-453-6688

January 23-27, 2014

◄ **General Schedule**

Time	Event
7:30 a.m.	Registration and Coffee
8:00 a.m.	Welcome & Keynote
9:45 a.m.	Break
10:00 a.m.	Morning Breakout Session
11:30 a.m.	Lunch (On Your Own)
12:30 p.m.	Afternoon Breakout Session
1:55 p.m.	Break
2:05 p.m.	Late Afternoon or Continuation of Afternoon Breakout Sessions
3:30 p.m.	End of Day

Customize Your Schedule   3 Easy Steps

1. Browse the catalog and choose your sessions. Due to limited space, we ask that you please pick your top two (2) choices. We will try our best to accomodate your top choice.

2. Register at www.sccoe.org/clc by June 15. Enter your Personal information and your choices for each day.

3. By June 18, you will be sent a confirmed schedule to the email you provided during registration.

Social-Emotional Learning and Common Core Series

This strand can be found on Tues-Thurs under **SEL and CCSS Series:**

Presenters from the SJSU Collaborative for Reaching & Teaching the Whole Child will focus on supporting school district and site administrative and instructional leaders to help teachers integrate the Social-Emotional Dimensions of Teaching and Learning (SEDTL) into core curricula and the creation of a safe and productive classroom and school environment. Each of the presentations will provide participants with the opportunity 1) to understand the knowledge base related to social-emotional learning (SEL) and how SEL is integral to the achievement of Common Core State Standards; and 2) to work with professional development materials created by the SJSU Collaborative for Reaching & Teaching the Whole Child, including teaching videos and written teaching scenarios, that provide practice in connecting SEL and CCSS. Activities will be provided that can be used by leadership teams with their staff.

Are You Ready for College & Career? Three Research-Based Skill Sets to Pay Attention to

Karin will share her research findings and a new conceptual framework for thinking about how to design curriculum and instruction that actually equips students with the deeper thinking skills necessary to succeed in the Common Core, college, and career. You can download the executive summary and full report.

Karin Hess, Ed.D.

Is nationally recognized for her work applying cognitive rigor and learning progressions in designing formative, interim, and performance assessments. Dr. Hess has distinguished herself as a content and curriculum and assessment expert in multiple content areas and has effectively guided many states in the development of grade level expectations and test specifications for both general education and alternate assessments for significantly cognitively disabled students. Dr. Hess facilitated Maine's early work in graduation exhibitions and Rhode Island's development and implementation of proficiency-based graduation requirements.

Dr. Hess has been a classroom teacher, district curriculum director, building principal, Title I director, and NJ state director of gifted education. She has also worked as a program evaluator for the Vermont Mathematics Project; as a content specialist for development of the New England Common Assessment Program for ELA, math, and science; and as member of several VT state committees: Vermont Local Comprehensive Assessment System Validation Panel, Vermont's Strategic Reading Initiative, Vermont's Early Literacy Task Force, and VT Reading First Literacy Coach. With Dr. Linda Darling Hammond, she co-led development of the SBAC content specifications for assessment of the Common Core in ELA and mathematics.

MONDAY
JUNE 23, 2014

10:00 a.m. - 90 minute sessions

Introduction to NGSS for Pre-K and Elementary Grades	Code: D1-10-090-A
Sandi Yellenberg	Audience: Grades Pre-K-6

This introduction to the Next Generation Science Standards (NGSS) will give elementary teachers an overview of California's new science standards. Learn about the three dimensions that make up these very different standards, how well they integrate with the Common Core Standards, and ways to start slowly integrating them into your teaching.

Using Problem-Based, Inquiry-Based, Project-Based Learning in History and Social Studies	Code: D1-10-090-B
Erik Francis	Audience: Grades K-12

Learn how to develop lessons and units aligned to the state academic standards for history and social studies and the Literacy Common Core State Standards for History and Social Studies using problem-based, inquiry-based, and project-based learning. Participants will learn how to provide teaching and learning experiences that has students develop historical knowledge, understanding, thinking, and awareness by thinking critically and creatively about issues, problems, and situations that have occurred and persisted throughout history; respond to open-ended, text dependent questions that prompt deeper examination and exploration of historical events, information, issues, and situations; and demonstrate and communicate their deeper knowledge, understanding, thinking, and awareness through oral, written, creative, and technical expression.

Mathematics in the Real World: Problem-Based Learning	Code: D1-10-090-C
Dr. Bernadette Salgarino, Kirsten Sarginger, Sheila Walters	Audience: Grades 3-12

Application is highly emphasized in the CCSS-M. This session will focus on ways to connect the real-world to the mathematics classroom.

Instructional Technology in the CCSS Classroom	Code: D1-10-090-D
Devin Hess	Audience: Grades 6-12

Experience the integration of digital tools in the classroom. Avoiding technology for technology sake, the emphasis is on supporting teachers' curriculum and building Common-Core aligned literacy and critical thinking skills among students.

Coding for All	Code: D1-10-090-E
Kristi Jud	Audience: Grades K-12

Supporting the Common Core through interaction, critical thinking, collaboration, and perseverance. Explore how inquiry-based instruction in coding creates learning environments that require reasoning, strategic thinking and precision. Join in to learn how to engage students through coding as the vehicle to comprehensive, rigorous computing and relevant technology education. How-To steps and resources for getting started coding this fall.

Voyager	Code: D1-10-090-F
TBA	Audience: Grades K-5

Finalizing - To be updated by May 30.

English Language Arts (ELA)/English Language Development (ELD) Framework Overview for Administrators	Code: D1-10-090-ADM
Dr. Yee Wan	Audience: Administrators

One of the goals of the ELA/ELD framework is to provide a road map for instructional planning and to support the implementation and integration of the ELA/Literacy and ELD standards. This session will highlight the key features in the ELA/ELD framework, the rationale of a combined ELA/ELD framework, the interrelationship between the ELA and ELD standards, the goals, contexts, and themes of ELA/ELD instruction. Administrators will leave the session with key issues that they can address to support the implementation of the CCSS and ELD standards.

Monday
June 23, 2014

12:30 p.m. - 3 hour sessions

Introduction to NGSS for Secondary Grades
Code: D1-12-180-I

Sandi Yellenberg, Sylvia Solis
Audience: Grades 6-12

This more in-depth introduction to the Next Generation Science Standards (NGSS) will give 6-12 grade teachers a brief overview of California's new science standards and the rationale for the state's preference for integrating middle school science standards. A teacher developed model NGSS lesson which incorporates ELD strategies, will be demonstrated. Expanded ways to use models when teaching, strengthening academic discourse and science literacy for ALL students.

P.I.P.E.S.: Problem-Based + Inquiry Based + Project-Based + Expeditionary + Service Learning
Code: D1-12-180-J

Erik Francis
Audience: Grades K-12

Learn how to develop lessons and units aligned to the Common Core State Standards that challenge and engage students to think critically and creatively, examine and explore deeply, work collaboratively and responsibly, and communicate clearly their depth of knowledge, understanding, thinking, and awareness through active learning strategies such as problem-based, inquiry-based, project-based, expeditionary, and service learning. Participants will learn how to design lessons that teach students how they can use what they are learning to address real world issues, problems, and situations; respond to open-ended, text dependent questions that prompt research, investigation, and experimentation; demonstrate and communicate deeper knowledge, understanding, thinking, and awareness through oral, written, creative, or technical expression; and extend learning experiences beyond the classroom and into the real world.

The Changing Curricular Context for Students with Significant Cognitive Disabilities: Developing 21st Century Skills for All
Code: D1-12-180-K

Mariel Zeller
Audience: Grades K-12

This session is designed to introduce participants to how the curricular context is changing for students with significant cognitive disabilities and provide an overview of the relationship between 21st century skills addressed in the CCSS and functional skills. Participants will be provided with current information on the field of practice and discuss how this impacts instruction. Participants will brainstorm strategies for promoting the development of 21st century skills for all students at the individual, building and district level, as well as develop an action plan for facilitating change.

What is High-Quality Assessment?
Code: D1-12-180-L

Dr. Karin Hess
Audience: Grades K-12

In this session, you will learn the 5 key research-based criteria for analyzing or developing high-quality formative, interim, or summative assessments: clarity, content & Depth of Knowledge (DOK) alignment, reliability, engagement, and fairness. You'll practice using the Hess validation toolkit protocols to examine sample assessments. For optimum learning, bring 3 copies of your own on locally-designed assessment for small-group, collaborative analysis and constructive feedback.

English Language Development (ELA)/English Language Development (ELD) Framework Overview
Code: D1-12-180-M

Dr. Yee Wan
Audience: Grades K-12

One of the goals of the ELA/ELD framework is to provide a road map for instructional planning and to support the implementation and integration of the ELA/Literacy and ELD standards. This session will highlight the key features in the ELA/ELD framework, the rationale of a combined ELA/ELD framework, the interrelationship between the ELA and ELD standards, the goals, contexts, and themes of ELA/ELD instruction. Participants will explore the implications of the new ELA/ELD framework in the classroom and their professional learning.

Literacy for ALL: Starting with a Strong Foundation
Code: D1-12-180-N

Rhonda Beasley
Audience: Grades K-12

The CCSS present wonderful opportunities for students to engage in rich and rigorous reading activities. Our students will not be able to achieve these demands if they are illiterate. Join me for a journey that will take you from print awareness to fluency and all stops in between.

ELD and the Common Core State Standards Implementation Leadership
Code: D1-12-090-ADM

Lorena Tariba
Audience: Administrators

Participants will gain ideas about how to facilitate their school staffs' understanding and implementation of these standards. Key features of the new California ELA/ELD curriculum framework and the Active Implementation Framework will be discussed to guide district key leaders in planning for Common Core and ELD Standards LEA implementation simultaneously. The context of Local Control Accountability Plans will also be discussed.

12:30 p.m. - 90 minute sessions

Coding for All - Administrators	Code: D1-20-090-ADM
Kristi Jud	Audience: Administrators

Heard about "coding" and want to find out more about it? Explore what coding is, why it is important to our students and how it supports the Common Core standards and principles. See coding in action. Simple ways to start integrating coding curriculum at all grade levels and supporting your teachers in doing so!

Keynote

Disrupting Classroom Discourse:
Preparing Students and Teachers for Common Core Academic Language Demands

From kindergarten to high school graduation, students in mixed-ability linguistically diverse classrooms must have successful experiences engaging in structured, accountable academic interaction across the school day to meet the performance expectations of Common Core assessments. Dr. Kinsella details how schools can establish school-wide academic discourse norms and practices. She provides practical ways in which teachers can expand students' command of vocabulary and sentence structure through mindful, precise language modeling and consistent use of academic register. Without daily exposure to eloquent delivery from teachers in every class and opportunities for advanced interaction, English learners and under-resourced peers will never develop the communication skills to actualize their personal and academic goals.

Kate Kinsella, Ed.D.

is an adjunct faculty member in San Francisco State University's Center for Teacher Efficacy. Her extensive national consultancy, training, and publications focus upon improving achievement of less proficient readers and immigrant youth. She provides guidance to state departments and districts on evidence-based instructional practices to promote gains for English Learners and under-resourced students in states as varied as New York, California and Texas. A teacher's teacher, Dr. Kinsella has maintained active classroom involvement by teaching high school English Learners in her University's Step to College Program and providing regular in-class coaching and model lessons. Her areas of particular professional interest are academic oral language, vocabulary, reading and writing development for career and college readiness.

Tuesday
June 24, 2014

10:00 a.m. - 90 minutes sessions

Tools to Increase Lesson Engagement and Academic Oral Language Proficiency for Common Core Readiness	Code: D2-10-DAY-A
Dr. Kate Kinsella	Audience: Grades 3-12

This is an all day session. Using expert modeling and illustrative classroom video footage, Dr. Kinsella details the research-based features of planned, explicit, advanced language instruction and structured interaction necessary for students in mixed-ability linguistically diverse classrooms to develop a confident command of academic discourse, appropriate spoken and written classroom language. She distributes a detailed training booklet including instructional routine guidelines, reproducible templates, sample lessons, and practical lesson-planning tools to facilitate school-wide implementation.

Using Problem-Based, Inquiry-Based, Project-Based Learning in History and Social Studies	Code: D2-10-090-B
Erik Francis	Audience: Grades K-12

Learn how to develop lessons and units aligned to the state academic standards for history and social studies and the Literacy Common Core State Standards for History and Social Studies using problem-based, inquiry-based, and project-based learning. Participants will learn how to provide teaching and learning experiences that has students develop historical knowledge, understanding, thinking, and awareness by thinking critically and creatively about issues, problems, and situations that have occurred and persisted throughout history; respond to open-ended, text dependent questions that prompt deeper examination and exploration of historical events, information, issues, and situations; and demonstrate and communicate their deeper knowledge, understanding, thinking, and awareness through oral, written, creative, and technical expression.

Text Complexity is more than a Lexile! Using Analyses of Informational Texts in any Subject Area to Plan for Deeper Thinking	Code: D2-10-090-C
Dr. Karin Hess	Audience: Grades 3-12

We've all heard about the need to use more complex texts, but what does that really mean in a classroom with diverse learners? Karin will model a quick protocol for analyzing the 8 qualitative factors that make informational texts increasingly more complex. Then you can try analyzing one of your own informational texts and creating a range of DOK-level questions and scaffolds for that text (or texts). Bring an informational text you'd like to analyze.

The Changing Curricular Context for Students with Intellectual Disabilities: What's Happening and How to Prepare	Code: D2-10-090-D
Mariel Zeller	Audience: Grades K-12

This session will introduce participants to how the curricular context is changing for students with diverse instructional needs (including intellectual disabilities). Participants will be provided with current information on the field of practice and discuss how this impacts instruction. Participants will discuss how to ensure access to academic instruction for students with intellectual disabilities.

Math Framework Overview	Code: D2-10-090-E
Sheila Walters	Audience: Grades K-12

The 2013 California Mathematics Framework provides a guide to support instruction and student learning of the CCSS-M. Learn about the key content of the Framework and how it can be used to further your professional development in mathematics.

10:00 a.m. Continued

SEL and CCSS Series: Social-Emotional Learning and Common Core: An Essential Pairing for Academic Success	Code: D2-10-090-ADM1
Dr. Nancy MarkowitzWendy Thowdis	Audience: Administrators

This session will provide an overview of social emotional learning (SEL) and the process of integrating the social-emotional dimensions of teaching & learning (SEDTL) into the classroom and school setting to foster student achievement and ability to thrive. Presenters will describe the parallel process created by faculty at San Jose State University to integrate the dimensions of social-emotional learning into the teaching practice for teacher candidates and teachers already in the field. The session will help build a common language related to SEL that can then be shared with teachers. Questions explored will be: What are these SEL dimensions? How are they connected to the Common Core Standards? How do they translate to student success in the classroom? How can administrators support this work in their districts?

Leading Your staff into the Next Gen in 3-D	Code: D2-10-090-ADM2
Dr. Frank Wells, Sandi Yellenberg	Audience: Administrators

This introduction to the Next Generation Science Standards (NGSS) will give K-12 administrators an overview of California's new science standards. Learn about the three dimensions that make up these very different standards, how well they integrate with the Common Core Standards, and systematic ways to start thinking about transitioning to them.

Tuesday
June 24, 2014

12:30 p.m. - 3 hour sessions

Continuation of **Tools to Increase Lesson Engagement and Academic Oral Language Proficiency for Common Core Readiness**

Code: D2-12-DAY-A

Dr. Kate Kinsella

Audience: Grades 3-12

This is an all day session. Using expert modeling and illustrative classroom video footage, Dr. Kinsella details the research-based features of planned, explicit, advanced language instruction and structured interaction necessary for students in mixed-ability linguistically diverse classrooms to develop a confident command of academic discourse, appropriate spoken and written classroom language. She distributes a detailed training booklet including instructional routine guidelines, reproducible templates, sample lessons, and practical lesson-planning tools to facilitate school-wide implementation.

Questions 4 Cognitive Rigor

Code: D2-12-180-I

Erik Francis

Audience: Grades K-12

Learn how to develop lessons and units aligned to the Common Core State Standards that challenge and engage students to think critically and creatively, examine and explore deeply, work collaboratively and responsibly, and communicate clearly their depth of knowledge, understanding, thinking, and awareness through active learning strategies such as problem-based, inquiry-based, project-based, expeditionary, and service learning.

Developing Accessible Academic Instruction for All Students: Common Core and College, Career, and Community Readiness

Code: D2-12-180-J

Mariel Zeller

Audience: Grades K-12

This session will provide participants with an overview of how Common Core State Standards (CCSS) and College, Career and Community Readiness relate to the development of accessible academic instruction for all students. Participants will be provided with a framework for addressing individual needs within the context of academic instruction. Participants will discuss how to use the framework and related resources to develop accessible academic instruction, as well as develop an action plan for facilitating change.

Developing Performance and Formative Assessments for Deeper Learning in all Subjects

Code: D2-12-180-K

Dr. Karin Hess

Audience: Grades K-12

In this "coaching" session, you will review uses of the Hess Cognitive Rigor Matrix and common misconceptions about DOK. Then you'll have guided practice using the Hess DOK and validation toolkit materials to analyze a few videos and sample formative and performance assessments. Participants should come with a topic or focus of a unit of study in mind where they want to develop or refine their current formative and/or performance assessment tasks. There will be plenty of time for you to work collaboratively to get feedback and design or refine unit assessments.

CCSS/NGSS Modeling Distance/Time

Code: D2-12-180-L

Sandi Yellenberg, Dr. Bernadette Salgarino

Audience: Grades K-12

Do your students truly understand what the graphs of their data mean? We'll model a teacher-created STEAM lesson that builds student understanding of what the slope of a line means. This mathematics-science lesson highlights distance/time and speed/time graphs and highlights ways to help students make meaning in other areas of math as well.

Learning in the 21st Century: Creating Conditions to Foster Globally Competent Bilingual/Multilingual Students AND Integrated ELD in Action

Code: D2-12-180-M

Dr. Yee Wan, Lorena Tariba

Audience: Grades 3-12

12:30 p.m. - Learning in the 21st Century: Creating Conditions to Foster Globally Competent Bilingual/Multilingual Students
The development of 21st century skills is one of four overarching goals of ELA/Literacy and ELD programs set forth in the ELA/ELD Framework. This session will discuss instructional practices for developing 21st century learning that will create conditions for growing bilingual and multilingual students who possess the capacities and disposition to act on issues of global competence. Ideas for instructional planning and building language programs that will nurture 21st century skills and literary experiences for students will be shared.

2:05 p.m. - Integrated ELD in Action
The development of 21st century skills is one of four overarching goals of ELA/Literacy and ELD programs set forth in the ELA/ELD Framework. This session will discuss instructional practices for developing 21st century learning that will create conditions for growing bilingual and multilingual students who possess the capacities and disposition to act on issues of global competence. Ideas for instructional planning and building language programs that will nurture 21st century skills and literary experiences for students will be shared.

What are Learning Progressions and How Can They be Used to Scaffold Instruction and Design Assessments?

Karin will share her work with learning progressions (LPs)—descriptive continuums of how students develop and demonstrate more sophisticated understanding over time. We'll contrast Common Core standards (endpoints) with LP "instructional steps" to get there and how the two can be used in conjunction with each other to design instruction and monitor progress.

Karin Hess, Ed.D.

is nationally recognized for her work applying cognitive rigor and learning progressions in designing formative, interim, and performance assessments. Dr. Hess has distinguished herself as a content and curriculum and assessment expert in multiple content areas and has effectively guided many states in the development of grade level expectations and test specifications for both general education and alternate assessments for significantly cognitively disabled students. Dr. Hess facilitated Maine's early work in graduation exhibitions and Rhode Island's development and implementation of proficiency-based graduation requirements.

Dr. Hess has been a classroom teacher, district curriculum director, building principal, Title I director, and NJ state director of gifted education. She has also worked as a program evaluator for the Vermont Mathematics Project; as a content specialist for development of the New England Common Assessment Program for ELA, math, and science; and as member of several VT state committees: Vermont Local Comprehensive Assessment System Validation Panel, Vermont's Strategic Reading Initiative, Vermont's Early Literacy Task Force, and VT Reading First Literacy Coach. With Dr. Linda Darling Hammond, she co-led development of the SBAC content specifications for assessment of the Common Core in ELA and mathematics.

WEDNESDAY
JUNE 25, 2014

10:00 a.m. - 90 minute sessions

Tools for Launching a Common Core Academic Vocabulary Campaign	Code: D3-10-090-A
Dr. Kate Kinsella	Audience: Grades 7-12

Dr. Kinsella provides research-based instructional principles and routines to prepare mixed-ability classes for the vocabulary demands of complex text analysis, discussion and response. She explicates and models a productive process for introducing focal lesson concepts at the beginning of a unit or text using a customized graphic organizer. She then demonstrates an evidence-based interactive routine for teaching high-utility word families (e.g., analyze, analysis) that prepares students for competent lesson comprehension and constructed response. Dr. Kinsella additionally provides a detailed protocol for assisting students in analyzing context to understand an author's word choice or identify sentence-level clues to word meaning.

PBL with Gifted and Talented Education	Code: D3-10-090-B
Erik Francis	Audience: Grades K-12

Learn how to develop rigorous and relevant lessons and units that not only challenge and engage students identified as gifted and talented to demonstrate but also communicate their deeper knowledge, understanding, thinking, and awareness of what they have been taught and learned using oral, written, creative, and technical expression. Participants will learn how to provide challenging and engaging learning experiences by using active learning strategies such as problem-based, inquiry based, and project-based learning to support students' individual strengths and skills as well as challenge them to express and share their thought process as well as learn how to work both independently and with their peers to answer, address, or accomplish difficult and complex questions, problems, and tasks.

Student Work Analysis: A Cool Tool for Making Instructional Decisions	Code: D3-10-090-C
Karin Hess	Audience: Grades K-12

This interactive workshop will provide practice in knowing what to look for in student work across a unit of study (formative or performance assessments are best) using the Hess SWA tool. Samples of student responses will be used to identify strengths and needs of the whole class and targeted groups and suggest next steps for instruction.

Students with Significant Cognitive Disabilities and the CCSS: How to Prepare and What Resources are Available	Code: D3-10-090-D
Mariel Zeller	Audience: Grades K-12

This session will introduce participants to how the common core state standards has impacted instruction for students with significant cognitive disabilities. Participants will be provided with current information on the field of practice and discuss how this impacts instruction. Participants will discuss how to ensure access to academic instruction for students with significant cognitive disabilities.

GRIT for Teachers	Code: D3-10-090-E
Dr. Christina Arpante, Rhonda Beasley, Sheila Walters	Audience: Grades K-12

Get your groove back with teaching. Revitalize your passion for teaching, and do something you love with purpose and understanding. This session previews a progressive workshop series being offered during the 14-15 that focuses on Growth Rigor Intent Tenacity (GRIT) for teachers. Continue to empower students to take hold of their learning through a rigorous and supportive environment that help them have a willingness to take risks, learn from failure, and accomplish goals and value performance.

Becoming a Focus Academy	Code: D3-10-090-ADM
Cecilio Dimas	Audience: Administrators

Focus Academies (i.e. STEAM, STEM, PBL) provide additional options and learning opportunities for students. This session will provide an overview of how to begin planning for the implementation a focus academy.

Wednesday
June 25, 2014

12:30 p.m. - 3 hour sessions

Cognitive Rigor Questions: Developing Open-Ended, Text Dependent Questions	Code: D3-12-180-I
Erik Francis	Audience: Grades K-12

Learn how to develop open-ended, text dependent questions that address the cognitive rigor imbedded in the Common Core State Standards. Participants will learn how to design questions that are factual, analytical, hypothetical, reflective, argumentative, affective, and personal that will drive instruction, assessment, and evaluation. By end of this seminar, participants will walk away knowing how to use the Cognitive Rigor Question framework to deepen students' knowledge, understanding, thinking, and awareness of what they are being taught and learned and challenge and engage them to demonstrate and communicate their learning using oral, written, creative, and technical expression.

Tools for Launching a Common Core Academic Vocabulary Campaign	Code: D3-12-180-J
Dr. Kate Kinsella	Audience: Grades 3-6

Dr. Kinsella provides research-based instructional principles and routines to prepare mixed-ability classes for the vocabulary demands of complex text analysis, discussion and response. She explicates and models a productive process for introducing focal lesson concepts at the beginning of a unit or text using a customized graphic organizer. She then demonstrates an evidence-based interactive routine for teaching high-utility word families (e.g., analyze, analysis) that prepares students for competent lesson comprehension and constructed response. Dr. Kinsella additionally provides a detailed protocol for assisting students in analyzing context to understand an author's word choice or identify sentence-level clues to word meaning. Participants will observe video footage and review sample lessons, note-taking guide formats, and prioritized word lists to establish a school-wide academic vocabulary initiative.

Arguments, Opinions, and UGs, Oh My! Applying LP Research to Lesson and Unit Planning for Teaching Argument/Opinion/Critique	Code: D3-12-180-K
Dr. Karin Hess	Audience: Grades K-12

Traditionally, persuasive writing has not been taught in any consistent way before middle and high school; nor have we done a very good job of considering HOW best students will develop schemas for and learn to write in this genre. In this interactive workshop, you will use Hess' learning progressions planning tools to examine the research behind the K-12 opinion-to-argument continuum, explore instructional steps (and sample lessons) along the continuum, and create a new or more effective unit for opinion/argument/critique writing. Participants should come with a topic or focus of a unit of study where they want to develop or refine how they teach opinion/argument writing.

Developing Accessible Academic Instruction for All Students: Common Core State Standards (CCSS) and College, Career and Community Readiness	Code: D3-12-180-L
Mariel Zeller	Audience: Grades K-12

This session will provide participants with an overview of how Common Core State Standards (CCSS) and College, Career and Community Readiness relate to the development of accessible academic instruction for students with significant cognitive disabilities. Participants will be provided with a framework for addressing individual student needs within the context of academic instruction. Participants will discuss how to use the framework and related resources to develop accessible academic instruction for students with significant cognitive disabilities, as well as develop an action plan for facilitating change.

Literacy Across the Curriculum Claims-Evidence-Reasoning Writing	Code: D3-12-090-M
Sandi Yellenberg	Audience: Grades K-12

Claims-Evidence-Reasoning writing is the basis of Common Core writing Standard #1, and much of Writing Standards #2 for all grades and in all content areas. Learn strategies to improve this type of writing and learn to use a new Graphic Organizer that will help students' writing as well as increase their understanding of content.

12:30 p.m. - Continued

SEL and CCSS Series: Teaching Cases: Real life scenarios to practice using an "SEL lens" AND Code: D3-12-090-ADM
Common Core Math Practices and SEL: An Overview

Dr. Collette Rabin, Dr. Nancy Markowitz, Wendy Thowdis   Audience: Grades 3-12

12:30 p.m. - Teaching Cases: Real life scenarios to practice using an "SEL lens"
Participants will be introduced to the benefits of using teaching cases that integrate the social-emotional dimensions of teaching and learning as one way to practice using an "SEL lens" to best meet the needs of students, especially with the introduction of the rigorous Common Core State Standards.   A demonstration teaching case will be modeled where participants will have a chance to practice applying social-emotional knowledge and skills to potential real life situations that deal with the behavior and actions of both teachers and students.

2:05 p.m. - Common Core Math Practices and SEL: An Overview
Participants will be introduced to the benefits of using teaching cases that integrate the social-emotional dimensions of teaching and learning as one way to practice using an "SEL lens" to best meet the needs of students, especially with the introduction of the rigorous Common Core State Standards.   A demonstration teaching case will be modeled where participants will have a chance to practice applying social-emotional knowledge and skills to potential real life situations that deal with the behavior and actions of both teachers and students. This session will introduce the intersection of the Common Core Standards in both Math and English Language Arts with the dimensions of social-emotional learning (SEL). Participants will take a look at the Mathematical Practices through an "SEL lens" where skills such as perseverance, communication, and active listening will be discussed as important tools for both teachers and students engaged in teaching, learning, and doing mathematics.

Keynote

Expanded Disruption!

The education system is experiencing massive changes at the local level. What does that mean for your after school or summer program? What is the role and purpose of expanded learning programs in this time of massive change? You might be surprised what you hear from the California Department of Education.

Michael Funk

is the Director of the After School Division for the CDE. In the past year, under Michael's direction, the After School Division, in collaboration with a highly diverse group of K-12 educators, program practitioners and support providers, developed "A Vision for Expanded Learning in California, Strategic Plan: 2014 – 2016" and laid out a strong roadmap to guide the work of both the After School Division and colleagues throughout the state.

Prior to his current role, Michael was the Founder and Executive Director of the Sunset Neighborhood Beacon Center (www.snbc.org) in San Francisco. Established in 1996, SNBC provides engaging programs to approximately 1,500 youth and 300 adults each year. While serving at SNBC, Michael founded Experience Corps Bay Area and represented Community Based Organizations on the California Utilities Commission, Teleconnect Fund Administrative Committee. Additionally, Michael was appointed by the California Senate to the California Before and After School Advisory Committee and served in that role for six years. Michael also co-led the Learning In Afterschool and Summer (LIAS) initiative, a partnership with Temescal Associates (www.learninginafterschool.org).

Post college, he was a middle-school science teacher and basketball coach. Following that, Michael became an ordained minister, whereas for 16 years he worked locally and internationally to create social justice ministries to serve the urban and immigrant communities in North America.

Thursday
June 26, 2014

10:00 a.m. - 90 minute sessions

Bringing the CA ELA/ELD Curriculum Framework to Life: Code: D4-10-090-A
Integrated and Designated ELD

Dr. Pamela Spycher, Dr. Rachel Lagunoff   Audience: Grades K-5

California's new ELA/ELD Curriculum Framework (ELA/ELD Framework) represents our state's strong commitment to ensuring that all students are successful in school, can pursue their dreams, and contribute to the well-being of California and the global society. The ELA/ELD Framework places a special emphasis on the learning needs of English learners and provides guidance on and illustrations for implementing the Common Core State Standards for ELA/Literacy and the CA ELD Standards in tandem. This session provides an opportunity to explore how the CA ELA/ELD Framework provides guidance on "integrated" and "designated" ELD to ensure that all English learners engage in a comprehensive approach to English language development.

PBL with Gifted and Talented Education   Code: D4-10-090-B

Erik Francis   Audience: Grades K-12

Learn how to develop rigorous and relevant lessons and units that not only challenge and engage students identified as gifted and talented to demonstrate but also communicate their deeper knowledge, understanding, thinking, and awareness of what they have been taught and learned using oral, written, creative, and technical expression. Participants will learn how to provide challenging and engaging learning experiences by using active learning strategies such as problem-based, inquiry based, and project-based learning to support students' individual strengths and skills as well as challenge them to express and share their thought process as well as learn how to work both independently and with their peers to answer, address, or accomplish difficult and complex questions, problems, and tasks.

CCSS Unit Planning for Dual Immersion Settings   Code: D4-10-090-C

Maritza Salcido   Audience: Grades K-8

Creating balanced and integrated standards-based curriculum and assessment frameworks for Dual Immersion Programs has been an on-going challenge for many schools. The transition to the new CA Common Core State Standards and ELD Standards offers new opportunities to tailor instructional planning for biliteracy outcomes. This presentation will feature a district's approach to unit planning and development of performance-based tasks in two languages. Essential components of this process include analyzing Depth of Knowledge levels (DOK) and selecting appropriate instructional resources. Student work and instructional tools will also be shared.

Anchoring Engagement and Literacy on a RAFT of Captions   Code: D4-10-090-D

Dr. Christina Arpante   Audience: Grade 6-12

This hands-on workshop will provide strategies, activities, and effective resources that foster students' engagement through recognizing, understanding and enjoying useful captions. Participants will put their student hats while developing and integrating imagery and language to improve reading and writing.

Paper Engineering and Creativity   Code: D4-10-090-E

Esther Tokihiro, Sharon Dahnert   Audience: Grades K-4

Combine paper engineering with VAPA elements, the Common Core and the coolest apps/ web 2.0 tools /technology - you have set your class up for a creative breeding ground for project-based learning. Discover how to have even the youngest students involved in STEAM learning.

Thursday
June 26, 2014

10:00 a.m. - Continued

Supporting a Culture of Collaboration	Code: D4-10-090-F
Ricardo Tavarez	Audience: Grades K-12

In this session, participants will use the Seedlesson platform to build Common Core based lessons. Workshop time will include hands-on curriculum development and strategies. Participants will work in grade specific teams and generate cross-content lessons. Online tools will focus on streamlining resource gathering and effective close reading. Rapid assessments will demonstrate the benefits of instant feedback. Sessions will repeat and build on previous information. Participants can access materials at http://seedlesson.com/user/register/sccoe.

Voyager	Code: D4-10-090-G
TBA	Audience: Grades K-5

Finalizing - To be updated by May 30.

The Look and Sound of Math Practices for Administrators	Code: D4-10-090-ADM
Sheila Walters	Audience: Administrators

The Standards for Mathematical Practice provide the foundation for the CCSS Math content standards and highlight the level to which math is understood by students.   This session will focus on the strategies we can use in our classrooms to promote student engagement in the math practices to improve their communication, application and reasoning in math.

THURSDAY
JUNE 26, 2014

12:30 p.m. - 3 hour sessions

The Thinking Curriculum: A Framework for Deeper Teaching and Learning for Teachers   Code: D4-12-180-I

Erik Francis   Audience: Grades K-12

Learn how to develop lessons and units that challenge and engage students to develop deeper domain-specific knowledge, understanding, thinking, and awareness in the core academic disciplines. Participants will learn how to teach for literary thinking, mathematical thinking, historical thinking, and scientific thinking that will challenge and engage students to examine and explore concepts, ideas, subjects, and topics more deeply and communicate their deeper knowledge, understanding, and awareness using oral, written, creative, and technical expression. By the end of this seminar, participants will walk away how to incorporate the thinking curriculum use the thinking curriculum as an instructional framework for deeper teaching and learning.

Bringing the CA ELA/ELD Curriculum Framework to Life: Integrated and Designated ELD   Code: D4-12-180-J

Dr. Pamela Spycher, Dr. Rachel Lagunoff   Audience: Grades 7-12

California's new ELA/ELD Curriculum Framework (ELA/ELD Framework) represents our state's strong commitment to ensuring that all students are successful in school, can pursue their dreams, and contribute to the well-being of California and the global society. The ELA/ELD Framework places a special emphasis on the learning needs of English learners and provides guidance on and illustrations for implementing the Common Core State Standards for ELA/Literacy and the CA ELD Standards in tandem. This session provides an opportunity to explore how the CA ELA/ELD Framework provides guidance on "integrated" and "designated" ELD to ensure that all English learners engage in a comprehensive approach to English language development.

Instructional Models to Support CCSS-M Implementation   Code: D4-12-180-K

Kirsten Sarginger   Audience: Grades PreK-12

Several different instructional models will be required for successful Common Core- Mathematics implementation, and these lesson delivery models will vary according to the needs of students and the nature of the mathematics being addressed. This session will focus on the different instructional models defined by the CA Mathematics Framework and how these instructional models can be implemented in the CCSS-M classroom.

After School Common Dimensions in the CCSS   Code: D4-12-180-L

Rhonda Beasley, Sandi Yellenberg   Audience: Grades K-6

Support students and the increased academic rigor of the Common Core State Standards (CCSS) by engaging students in before and after school programs (ASP) and summer learning programs. Learn how assistance, planning and the implementation of meaningful CCSS activities and experiences in ASP reinforce the main concepts and competencies embedded in the curriculum while also building students' confidence in and out of the classroom.

SEL and CCSS Series: Math Practices & CCSS: Integration of SEDTL into Core Curricula AND Reciprocal Vulnerability: How both teacher & student must develop the "SEL lens"   Code: D4-12-180-ADM

Dr. Patty Swanson, Dr. Jolynn Asato   Audience: Administrators

12:30 p.m. - Math Practices & CCSS: Integration of SEDTL into Core Curricula
The Common Core Standards for Mathematical Practice describe the variety of expertise that mathematics educators at through an "SEL lens." Teachers will learn strategies for helping their students develop emotional awareness and regulation when faced with "scary" math problems, as well as engage in a series of hands-on skill builders designed to develop the social norms essential for communication and questioning in the mathematics classroom.

2:05 p.m. - Reciprocal Vulnerability: How both teacher & student must develop the "SEL lens"
The English Language Arts Common Core Standards have provided an opportunity for a renewed focus on writing in classrooms. The standards can propel teachers and students to engage in academically rigorous writing practices. In this session, we will engage in examining the social and emotional dimensions of writing that also need to be attended to in order to enable the demanding and rigorous work asked of students as writers.

FRIDAY
JUNE 27, 2014

10:00 a.m. - 90 minute sessions

Thinking Maps and the CCSS	Code: D5-10-090-A
TBA	Audience: Grades K-12

Understanding how to visually represent students' critical thinking is not only embedded in the Common Core State Standards, but in Thinking Maps as well. Thinking maps help students organize their thoughts and see all the possibilities in front of them. This session will help provide teachers with scaffolds and structures Thinking Maps provide to support rigor.

Explore Expanded Use of Models for Teaching	Code: D5-10-090-B
Sandi Yellenberg	Audience: Grades K-12

Experience a science lesson using RAFT materials. Explore how models can be used to extend and deepen student understanding, as prescribed by the Next Generation Science Standards.

The 5R's of Deeper Teaching and Learning	Code: D5-10-090-C
Erik Francis	Audience: Grades K-12

Learn how to plan develop grade level and subject specific lessons and units aligned to the Common Core State Standards that are aligned to the 5 R's: Rigor: What are students expected to know, understand, and be able to do?; Relevance: Why is it important for students to know, understand, and be able to do?; Relationships: Who or what can help students acquire and develop deeper knowledge, understanding, and awareness?; Results: How will students demonstrate and communicate deeper knowledge, understanding, thinking, and awareness?; and Reflection: How can students take this education and experience and develop it into expertise that will help them in their personal and professional lives? They will also learn how to teach active, student-centered learning strategies such as problem-based, inquiry-based, and project-based learning to support the high levels of educational rigor.

Formative Assessment Lesson/Classroom Challenge for Secondary	Code: D5-10-090-D
Dr. Bernadette Salgrino	Audience: Grades 6-12

Help assess and improve students' understanding of mathematical concepts and problem solving by engaging in a classroom-ready lesson. Experience a way to enhance student learning and performance by allowing students to demonstrate their prior knowledge, employ the mathematical practices and resolve their own misconceptions through structured discussion. Research shows these lessons secure long-time learning and reduce the need for re-teaching.

DIBELS	Code: D5-10-090-E
Dr. Roland Good	Audience: Grades K-4

Understand the conceptual and research foundations of DIBELS Next® with an overview of how to administer and score DIBELS Next®. Dynamic Indicators of Basic Early Literacy Skills builds capacity as teachers position themselves to be data-informed with benchmark and progress monitoring assessment.

10:00 a.m. - Continued

Academic Discourse in the Mathematics Classroom
Code: D5-10-090-F

Kirsten Sarginger, Sylvia Solis

Audience: Grades PreK-12

The CCSS ELD and Mathematics classroom is language rich where reading, writing, listening, and speaking are practiced. It's a classroom that has students communicate and collaborate with others. This session will examine some of the protocols and procedures needed to foster meaningful mathematics discourse, including Number Talks.

Assembly Bill 123: A Culturally Responsive Curriculum Model
Code: D5-10-090-G

Ricardo Tavarez

Audience: Grades K-12

In November 2013, the California Assembly approved AB 123, a bill requiring schools to educate students on the contributions of Filipinos in the Farm Labor Movement. This title was created as a collaboration with community leaders, graduate students and Santa Clara County Office of Education. Participants will learn to develop culturally responsive content by observing the Seedlesson model. We will examine how to incorporate primary sources, multimedia and historical documents. Facilitators will discuss how to implement the curriculum throughout the school year. Participants can access materials at http://seedlesson.com/user/register/sccoe.

Supporting the Shift to the CCSS-M and SBAC for Elementary
Code: D5-10-090-H

David Foster

Audience: Grades K-6

The shift to the CCSSM calls for sweeping changes in teaching and learning. The new SBAC assessments will require higher cognitive performances by students. In this session, with a focus on the role of teachers, strategies and leadership tools will be shared that support this transition. Included will be suggestions for changes in instruction, student engagement, and assessment practices with a focus on research and support for ongoing professional learning to accomplish the shifts in teaching and learning.

FRIDAY
JUNE 27, 2014

12:30 p.m. - 3 hour sessions

Creating a Problem-Based Learning Environment	Code: D5-12-180-I
Erik Francis	Audience: Grades K-12

Learn how to design problems that range in levels of difficulty and complexity. Participants will learn what are the categories of problems included in Jonassen's Typology of Problems and how they can challenge and engage students to demonstrate and communicate deeper knowledge, understanding, thinking, and awareness. Participants will also learn how to develop a problem-based learning environment that is highly active, student-centered, and teacher facilitated. By the end of this training, participants will also learn how to develop engaging lessons that incorporate essential 21st Century skills such as research, design, and communication into their instruction, assessment, and evaluation.

12:30 p.m. - 90 minute sessions

Thinking Maps and the CCSS	Code: D5-12-090-J
TBA	Audience: Grades K-12

Understanding how to visually represent students' critical thinking is not only embedded in the Common Core State Standards, but in Thinking Maps as well. Thinking maps help students organize their thoughts and see all the possibilities in front of them. This session will help provide teachers with scaffolds and structures Thinking Maps provide to support rigor.

RAFT – Integrated Model Lessons	Code: D5-12-090-K
Sandi Yellenberg	Audience: Grades 3-12

Experience a science lesson using RAFT materials. Explore how models can be used to extend and deepen student understanding, as prescribed by the Next Generation Science Standards.

Formative Assessment Lesson/Classroom Challenge for Elementary	Code: D5-12-090-L
Dr. Bernadette Salgrino	Audience: Grades K-6

Help assess and improve students' understanding of mathematical concepts and problem solving by engaging in a classroom-ready lesson. Experience a way to enhance student learning and performance by allowing students to demonstrate their prior knowledge, employ the mathematical practices and resolve their own misconceptions through structured discussion. Research shows these lessons secure long-time learning and reduce the need for re-teaching.

Animation Studio: Look out Pixar	Code: D5-12-090-M
Esther Tokihiro, Natalie Mann - Walt Disney Family Museum, Deb Negrete	Audience: Grades 6-12

Imagineer the possibilities with your students - learn how to create your own animation studio right in your classroom with low cost equipment and integrate your amazing curriculum. This session will help you easily engage your students with CCSS, ELD & VAPA standards without even knowing it.

Supporting the Shift to the CCSS-M and SBAC for Secondary	Code: D5-12-090-N
David Foster	Audience: Grades 6-12

The shift to the CCSSM calls for sweeping changes in teaching and learning. The new SBAC assessments will require higher cognitive performances by students. In this session, with a focus on the role of teachers, strategies and leadership tools will be shared that support this transition. Included will be suggestions for changes in instruction, student engagement, and assessment practices with a focus on research and support for ongoing professional learning to accomplish the shifts in teaching and learning.

FRIDAY
JUNE 27, 2014

2:05 p.m. - 3 hour sessions

Continuation of Creating a Problem-Based Learning Environment	Code: D5-20-180-I
Erik Francis	Audience: Grades 3-12

Learn how to design problems that range in levels of difficulty and complexity. Participants will learn what are the categories of problems included in Jonassen's Typology of Problems and how they can challenge and engage students to demonstrate and communicate deeper knowledge, understanding, thinking, and awareness. Participants will also learn how to develop a problem-based learning environment that is highly active, student-centered, and teacher facilitated. By the end of this training, participants will also learn how to develop engaging lessons that incorporate essential 21st Century skills such as research, design, and communication into their instruction, assessment, and evaluation.

2:05 p.m. - 90 minute sessions

Learning in the 21st Century: Creating Conditions to Foster Globally Competent Bilingual/ Multilingual Students	Code: D5-20-090-R
Dr. Yee Wan	Audience: Grades 3-12

Learning in the 21st Century: Creating Conditions to Foster Globally Competent Bilingual/Multilingual Students
The development of 21st century skills is one of four overarching goals of ELA/Literacy and ELD programs set forth in the ELA/ELD Framework. This session will discuss instructional practices for developing 21st century learning that will create conditions for growing bilingual and multilingual students who possess the capacities and disposition to act on issues of global competence. Ideas for instructional planning and building language programs that will nurture 21st century skills and literary experiences for students will be shared.

Animation Studio: Look out Pixar	Code: D5-20-090-S
Esther Tokihiro, Natalie Mann - Walt Disney Family Museum, Deb Negrete	Audience: Grades 6-12

Imagineer the possibilities with your students - learn how to create your own animation studio right in your classroom with low cost equipment and integrate your amazing curriculum. This session will help you easily engage your students with CCSS, ELD & VAPA standards without even knowing it.

Anchoring Engagement and Literacy on a RAFT of Captions	Code: D5-20-090-T
Dr. Christina Arpante	Audience: Grades 7-12

This hands-on workshop will provide strategies, activities, and effective resources that foster students' engagement through recognizing, understanding and enjoying useful captions. Participants will put their student hats while developing and integrating imagery and language to improve reading and writing.

CTE Academic Alignment Matrix	Code: D5-20-090-U
Cecilio Dimas	Audience: Grades 7-12

Learn how to integrate CTE pathways with general education courses utilizing the CTE Academic Alignment Matrix. This session will show teachers and administrators how to strengthen the alignment of content by anchoring it in contexts found in CTE courses.

Supporting the Shift to the CCSSM and SBAC – Administration	Code: D5-20-090-ADM
David Foster	Audience: Administrators

The shift to the CCSSM calls for sweeping changes in teaching and learning. The new SBAC assessments will require higher cognitive performances by students. In this session, with a focus on the role of administrator research, strategies and leadership tools will be shared that support this transition. Included will be suggestions for changes in instruction, student engagement, and assessment practices with a focus on research and support for ongoing professional learning to accomplish the shifts in teaching and learning.

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