

2014-15 SUMMER INSTITUTE CURRICULUM LEADERSHIP COUNCIL

Cultivating 21st Century Global Competence for All Students







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



JUNE 23-27, 2014

GENERAL SCHEDULE

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 proficiencybased 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

Devin Hess

10:00 a.m. - 90 minute sessions

Introduction to NGSS for Pre-K and Elementary Grades

Sandi Yellenberg Audience: Grades Pre-K-6

Code: D1-10-090-A

Code: D1-10-090-B

Code: D1-10-090-C

Audience: Grades 6-12

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

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 Re-imagining Education at Bulldog Tech

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. The first New Tech Network school in Silicon Valley, Bulldog Tech implements innovative changes that enhance student learning. As featured on NBC's Today Show, our public middle school provides students with a rigorous project-based learning curriculum that engages, technology that enables, and a culture that empowers. Come hear from the director and staff as we explore our school's mission and vision, signature practices, school culture, and student outcomes. We'll combine discussion and activities that will illustrate how we prepare our students for 21st Century Learning.

Instructional Technology in the CCSS Classroom Code: D1-10-090-D

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.

see next page for more sessions

MONDAY June 23, 2014

10:00 a.m. - Continued

21st Century Toolkit: Blending Live Instruction and Technology to Reach All StudentsCode: D1-10-090-F

Audience: Grades 4-12

Technology is amazing, but even R2D2 could not tackle the instructional demands of the Common Core State Standards alone! Leading every student to navigate the components of literacy requires an expert teacher with top-notch tools. In this session, we will explore instructional methods and digital tools that unlock the world of literacy for struggling students and English Learners

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

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

Sandi Yellenberg, Sylvia Solis

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.

Code: D1-12-180-I

Code: D1-12-180-K

Code: D1-12-180-L

Code: D1-12-090-ADM

Audience: Grades 6-12

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

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?

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 Arts (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.

ELD and the Common Core State Standards Implementation Leadership

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.

MONDAY JUNE 23, 2014

2:05 p.m. - 90 minute sessions

Coding for All - Administrators

Kristi Jud Audience: Administrators

Code: D1-20-090-ADM

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!

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 schoolwide 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

Dr. Kate Kinsella Audience: Grades 3-12

Code: D2-10-DAY-A

Code: D2-10-090-C

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.

Text Complexity is more than a Lexile! Using Analyses of Informational Texts in any Subject Area to Plan for Deeper Thinking

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 IntellectualCode: D2-10-090-D

Disabilities: What's Happening and How to Prepare

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.

SEL and CCSS Series: Code: D2-10-090-ADM1

Social-Emotional Learning and Common Core: An Essential Pairing for Academic Success

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?

TUESDAY JUNE 24, 2014

12:30 p.m. - 3 hour sessions

Continuation of **Tools to Increase Lesson Engagement and Academic Oral Language Proficiency**Code: D2-12-DAY-A for Common Core Readiness

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

Erik Francis Audience: Grades K-12

Code: D2-12-180-I

Code: D2-12-180-J

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

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.



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 proficiencybased 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

Dr. Kate Kinsella Audience: Grades 7-12

Code: D3-10-090-A

Code: D3-10-090-B

Code: D3-10-090-C

Code: D3-10-090-D

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

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

Dr. 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

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

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 school year that focuses on Growth, Rigor, Intent, and Tenacity (GRIT) for teachers. Continue to empower students in a rigorous and supportive environment that encourages risk taking and perseverance.

WEDNESDAY June 25, 2014

12:30 p.m. - 3 hour sessions

Cognitive Rigor Questions: Developing Open-Ended, Text Dependent Questions

Erik Francis Audience: Grades K-12

Code: D3-12-180-I

Code: D3-12-180-J

Code: D3-12-180-K

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

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

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 StandardsCode: D3-12-180-L (CCSS) and College, Career and Community Readiness

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.

WEDNESDAY JUNE 25, 2014

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.

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: Integrated and Designated ELD

Dr. Pamela Spycher, Dr. Rachel Lagunoff

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.

Code: D4-10-090-A

Audience: Grades K-5

Code: D4-10-090-B

Code: D4-10-090-E

Code: D4-10-090-F

Audience: Grades K-12

Audience: Grades K-4

PBL with Gifted and Talented Education

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.

Paper Engineering and Creativity

Esther Tokihiro, Sharon Dahnert

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.

Supporting a Culture of Collaboration

Ricardo Tavarez

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.

THURSDAY JUNE 26, 2014

12:30 p.m. - 3 hour sessions

The Thinking Curriculum: A Framework for Deeper Teaching and Learning for Teachers

Code: D4-12-180-1

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

Dr. Pamela Spycher, Dr. Rachel Lagunoff

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.

Code: D4-12-180-J

Code: D4-12-180-K

Audience: Grades PreK-12

Code: D4-12-180-ADM

Audience: Administrators

Audience: Grades 7-12

Instructional Models to Support CCSS-M Implementation

Kirsten Sarginger

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.

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"

Dr. Patty Swanson, Dr. Jolynn Asato

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.

Pathways of Progress to Common Core Outcomes

Pathways of Progress is a researchbased tool for (a)establishing individual student progress monitoring goals, (b) evaluating individual student progress, and (c) evaluating the effectiveness of support at the classroom, school, or district level. Pathways of Progress provides an accurate evaluation of growth over time as typical, above typical, or below typical compared to other students with the same level of initial skills. This innovative approach empowers educators to set goals that are meaningful, ambitious, and attainable. It increases the precision with which progress is evaluated at the student and classroom levels.

Roland Good, Ph.D.

is President and Associate Director of Research and Development for Dynamic Measurement Group and co-author of DIBELS. Dr. Good completed his undergraduate degree in Elementary and Special Education, and he has two years' experience as a teacher in elementary general education and special education classrooms. He earned his doctorate from Pennsylvania State University in School Psychology and served two years as a school psychologist. In recognition of his contributions to the field of education, Penn State awarded Dr. Good its Excellence in Education Award in 2005. For the past 20 years, Dr. Good has led the program of research and development culminating in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Dr. Good provides professional development DIBELS training to educators and administrators throughout the United States. He has also served on the editorial boards for School Psychology Review, School Psychology Quarterly, and the Journal of Special Education and has presented more than 100 papers at national conferences.

FRIDAY June 27, 2014

10:00 a.m. - 90 minute sessions

Thinking Maps: Bridge to the Common Core

Adrienne Battistone Audience: Grades K-12

Code: D5-10-090-A

Code: D5-10-090-C

Code: D5-10-090-D

Audience: Grades 6-12

Thinking Maps give teachers an understanding of how to visually represent, or map, the critical thinking embedded in the Common Core Standards. The maps provide students with both the scaffold and structure to support deeper levels of understanding to empower them to become college and career ready. In this session, participants learn how students use Thinking Maps to transform information into knowledge. We will focus on how Thinking Maps provide teachers and students with the tools needed to understand the thinking embedded in the Common Core Standard. Included in the session will be information on advanced Thinking Maps training, such as, [1] Write From the Beginning and Beyond, [2] Write for the Future, [3] Path to Proficiency for English Language Learners, and [4] Language for Leading.

The 5R's of Deeper Teaching and Learning

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

Dr. Bernadette Salgarino

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.

see next page for more sessions

FRIDAY JUNE 27, 2014

10:00 a.m. - Continued

Academic Discourse in the Mathematics Classroom

Kirsten Sarginger, Sylvia Solis

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.

Code: D5-10-090-F

Code: D5-10-090-G

Code: D5-10-090-H

Audience: Grades PreK-12

Assembly Bill 123: A Culturally Responsive Curriculum Model

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

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

Erik Francis Audience: Grades K-12

Code: D5-12-180-I

Code: D5-12-090-J

Code: D5-12-090-K

Code: D5-12-090-L

Code: D5-12-090-M

Code: D5-12-090-N

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: Bridge to the Common Core

Adrienne Battistone Audience: Grades K-12

Thinking Maps give teachers an understanding of how to visually represent, or map, the critical thinking embedded in the Common Core Standards. The maps provide students with both the scaffold and structure to support deeper levels of understanding to empower them to become college and career ready. In this session, participants learn how students use Thinking Maps to transform information into knowledge. We will focus on how Thinking Maps provide teachers and students with the tools needed to understand the thinking embedded in the Common Core Standard. Included in the session will be information on advanced Thinking Maps training, such as, [1] Write From the Beginning and Beyond, [2] Write for the Future, [3] Path to Proficiency for English Language Learners, and [4] Language for Leading.

RAFT – Integrated Model Lessons

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

Sheila Walters 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

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

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

Erik Francis Audience: Grades 3-12

Code: D5-20-180-I

Code: D5-20-090-R

Code: D5-20-090-S

Audience: Grades 6-12

Code: D5-20-090-ADM

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

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

Esther Tokihiro, Natalie Mann - Walt Disney Family Museum, Deb Negrete

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 CCSSM and SBAC - Administration

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.







EDUCATIONAL SERVICES BRANCH CURRICULUM AND INSTRUCTION DEPARTMENT

County Board of Education

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Interim County Superintendent of Schools
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