

 Education

**2018
National
Conference**
Educating for
a Better World

November 9th–11th | Philadelphia, PA

Course Catalog

Join more than 1,000 educators and practitioners dedicated to helping students become great scholars and active, ethical citizens with the capacity to build a better world.

Lift your practice alongside experts in nearly 100 master classes and build community during premier events for EL Education partners and friends.

Welcome to Philadelphia

The 2018 National Conference will be held in Philadelphia. Reserve hotel rooms for your team at the Philadelphia Marriott Downtown, November 9th-11th. Take advantage of the EL Education discounted rate while it lasts!

If you plan to attend pre-conference day events on November 8th, make sure to include an extra night in your booking. Please use this link: <http://tiny.cc/ELNC18-Hotel> to make your hotel reservation. EL Education has negotiated a discounted rate for conference guests (\$209/night +tax, single or double occupancy).



Educating for a Better World

From building an accessible playground, to documenting immigrant stories for an award-winning exhibit, student leaders across our network have proved what's possible when character and scholarship come together. We can't wait to build on that work at #ELNC18.

Leading Voices

This year, we are privileged to hear from Angela Duckworth, Founder and CEO of Character Lab and bestselling author of *Grit: The Power of Passion and Perseverance*, as our Keynote Speaker. She'll be joining us on Sunday, November 11th for Closing Session.



Connecting to Our Curriculum

We've also added more support than ever before to our National Conference for those implementing our curriculum. We invite you to gather with fellow curriculum users and get in-person coaching to strengthen your understanding and implementation of the EL Education K-8 Literacy Curriculum.

Conference Schedule

Pre-Conference Day | Thursday, November 8

8:30–4:30 Pre-Conference Day Sessions
7:30–10:00 pm Registration

Day 1 | Friday, November 9

8:30–10:00 Opening Session
10:00–10:30 Refreshments/Networking
10:30–12:30 Session A
12:30–2:30 Lunch
2:30–4:30 Session B
7:00–9:00 .. Reception | Reading Terminal Market

Day 2 | Saturday, November 10

8:30–10:00 Saturday Discussion Groups
10:00–10:30 Refreshments/Networking
10:30–12:30 Session C
12:30–2:30 Lunch
2:30–4:30 Session D

Day 3 | Sunday, November 11

8:30–10:00 Sunday Discussion Groups
10:00–10:30 Refreshments/Networking
10:30–11:30 Closing Session

Conference Pricing

The EL Education Partner price (for schools and districts that have a contract for in-person services with EL during the 2018-19 school year) is \$900 per person. EL Education partners may have pre-paid conference slots as part of their Cooperation Agreement. Registration codes will be sent to all in-network schools with signed Cooperation Agreements to guarantee Partner Pricing. Codes will be sent prior to August 13th. If payment is made by Cooperation Agreement, registrations that exceed the number of purchased slots must be paid for with an addendum to the Cooperation Agreement, by credit card, check, or PO by September 26, 2018. Slots in Cooperation Agreements do not guarantee attendance. You will still need to register before the conference fills.

The EL Education Explorer price (for those not affiliated with a school that has a contract with EL Education) is \$1,000 per person.

The pre-conference day fee of \$275 per person is not included in the general conference fee.

Payment Information

Payment is part of the registration process and registration cannot be completed, nor can it be confirmed, without payment. Payment options include slots in Cooperation Agreements, credit card, check, and purchase orders.

Checks and payment for purchase orders must be received by the EL Education Amherst office (EL Education, 7 North Pleasant Street, Suite 3A, Amherst, MA 01002, Attn: Nicole Graziano) no later than September 26, 2018. If payment is not received by that date, your registration will be cancelled. Please contact Nicole Graziano at ngraziano@ELeducation.org with inquiries related to payment.

Cancellation Policy

Cancellation for National Conference requires written notification of no less than 30 days prior to the event in order for a refund to be issued. Written notification must be sent to EL Education Client Services Manager,

Nicole Graziano (ngraziano@eleducation.org) before October 8, 2018. Any cancellations after this date will receive no refund. Please contact Nicole Graziano with any questions.

How to Register

Refer to this catalog to choose your Master Class preferences for sessions A-D and two Discussion Groups, as well as a Pre-Conference Day Session (for an additional \$275) if you plan to join us a day in advance of the full conference.

Registration opens here: <https://ELeducation.org/news-and-events/national-conference> on August 13, 2018. Space is limited; please register early.





Class Levels

EL Education's National Conference attracts a diverse audience interested in our work. In response to participant feedback, this year facilitators were asked to design Master Classes with an intended audience in mind. Our goal is for all conference attendees - from EL Education principals to individuals exploring EL Education for the first time - to be able to select classes that address their learning needs.

Class Levels are determined by participant level of familiarity with EL Education structures, philosophy, and pedagogical approach, as described below:

100 level classes

100 level classes are designed for those who have a beginning level of familiarity with the EL Education model. Participants might know about EL Education in the context of the K-5 Language Arts Curriculum, or work in schools that are in partnership development/early stages of implementation of our network school model (EL Education Network School Partners in year 0-1 of implementation, for example). 100 level classes are also appropriate for participants who have just begun teaching in an established EL school.

200 level classes

200 level classes are well suited for those who are familiar with EL structures (such as Crew, engaging students as leaders of their own learning, high-quality work, or have deeper experience with the K-5 Language Arts Curriculum). Participants in 200 level classes may be from schools that are in the early stages of implementing (years 2-5 as an EL Education Network School partner).

300 level classes

300 level classes are primarily geared toward those with deep understanding of EL Education school design. Participants in these classes may be veterans at EL Education Credentialed Schools or Mentor Schools, and are deeply familiar with EL Education's Dimensions of Student Achievement.

Icons Used in this Catalog

EL Education Credentialed Schools



EL Education Credentialed Schools have demonstrated that they are implementing the EL Education model with fidelity and achieving corresponding gains across all three dimensions of EL Education's expanded definition of student achievement—evidence of strong and improving student work and character in addition to high assessment performance. Classes offered by EL Education Credentialed Schools are indicated by this icon.

EL Education Mentor Schools



Credentialed Schools who have expressed interest and willingness to formally mentor another school may serve a Mentor School Term. Mentor Schools stand shoulder to shoulder with some of the highest performing schools in the nation because of their students' mastery of academic skills and content, attention to culture and character, and focus on high-quality work. Classes offered by EL Education Mentor Schools are indicated by this icon.

Fund for Teachers



Since 2004, it has been our great pleasure and pride to partner with Fund for Teachers (FFT), which awards grants for self-designed summer professional development for teachers to help them grow in and out of the classroom. EL Education teachers have won over 500 fellowships since 2004, and these teachers have become leaders in the network and beyond. This symbol indicates Master Classes led by one of these extraordinary educators.

Educator Awards



Each year, EL Education recognizes exemplary educators with the *Klingenstein Teacher Award* and the *Silverberg Leadership Award*. These are awarded to an outstanding teacher and a distinguished school leader from within the EL Education community. Recipients exemplify the spirit and values of EL Education. Classes offered by Educator Award recipients are indicated by this icon.



2018 National Conference Pre-Conference Day

PC01

Promoting Educational Equity

Focus Area: Diversity and Equity

Grade Level: All

Class Level: 100

Facilitators:

Fick, Tiffany

Kyles-Smith, Kristina

Kang, Genie

Research reminds us that many of our most underserved students of color, English Language Learners, and students with disabilities do not receive the same quality of education as white students and those of greater socio-economic means. We, as educators, are in a unique position to leverage our power and privilege to promote equity for all learners. In this pre-conference session, we will engage participants first in examining themselves—what are your biases and social identities? Where does your power, privilege, and allyship emerge? We will then build upon this greater self-awareness to identify school and classroom practices that can create and sustain a more equitable culture for adults and students at school—one that promotes deeper learning for all, helping us to create a more just and inclusive society.

PC02

"I Like Wondering about Language": Using Language Dives and Conversation Cues to Support English Language Learners in EL Education's Language Arts Curriculum

Focus Area: Supporting All Students

Grade Level: All

Class Level: 100

Facilitators:

Jepson, Kevin; Cobb, Carrie

Blum-Martinez, Rebecca
*University of New Mexico, and national expert
advising on our K-5 curriculum*

Clayton, Stephanie
Lead Academy

Learn how to make the difference for English language learners in the complex content of the EL Education Language Arts Curriculum. Go deep with Language Dives, daily student conversations about the language in a key sentence from complex text. Broaden support with Conversation Cues, questions teachers can ask students to promote productive and equitable discussion. Why should you invest the time to master Language Dives and Conversation Cues? Hear directly from a teacher and her students at Lead Academy (South Carolina), seeing compelling results with their large ELL population. Glean insight from our national ELL expert, Rebecca Blum Martinez, who helped guide the development of the curriculum's ELL support system, and collaborate with our ELL curriculum designer and coaches. Discover ways to support beginning ELLs and transform the lives of routinely "forgotten" intermediate-proficiency ELLs. These high-leverage approaches support students to both meet standards and become proficient and empowered communicators.

PC03

Ch-ch-ch-changes: Exploring Paradigm Shifts in Literacy Instruction

Focus Area: Literacy

Grade Level: Primary, Elementary

Class Level: 100

Facilitators:

Riley, Christina

Come learn with us about how designing and implementing the K-5 ELA curriculum has pushed our organization's thinking on big paradigm shifts in the field of literacy learning (e.g. Guided Reading, Writer's Workshop, Reader's Workshop). What have we learned about literacy instruction that promotes equity and excellence? And perhaps more importantly, what have we had to unlearn, based on our own prior beliefs or practices? Whether you are implementing our curriculum or designing your own, come grapple with us! Consider strengths in your current literacy instruction, what may need to change, and why.

PC04

Cultivating a Love of Math: Flipping Your Culture of Mathematics for School-Wide Success

Focus Area: Mathematics
Grade Level: All
Class Level: 100

Facilitators:

Heyck-Williams, Jeff
*Director of Curriculum and Instruction,
Two Rivers Public Charter School*

McAvoy Grein, Linda

“I’m not a math person” is a pervasive and destructive belief plaguing American schools and causing the U.S. to place fortieth amongst developed nations (on the most recent international PISA assessment). In this one-day workshop, participants will deepen their understanding of how to transform school culture, for leaders, teachers, students, and families, toward higher mathematical understanding and achievement. Teachers and leaders will be supported to construct strategic plans aimed at flipping the culture of mathematics in their districts, schools, and classrooms.

PC05

Unleash the potential of shared leadership

Focus Area: Leadership
Grade Level: All
Class Level: 100

Facilitators:

Fiarman, Sarah
Lesh, Christina
Mann, Jon

Unleash the potential of shared leadership at your school through developing the capacity of teacher teams. Improving student learning isn’t a top-down endeavor. In order to accelerate and help improvement gain traction schoolwide, school leaders need to empower teachers to lead collaborative work. To do this, leaders invest in building the skills of educators across roles. In this session, you’ll assess the work of teams at your school on a continuum. You’ll gain a vision of what is possible: accountable teams where members bring a laser-like focus to student learning and a willingness to hold each other accountable to shared commitments. Through reading case studies and sharing ideas with each other, you’ll learn about the skillsets and mindsets needed to help teams make progress along the continuum to become more accountable. This session includes readings and activities leaders engaged in at Regional Leadership Cohort meetings last year (SY17-18), and it is open to educators across roles with particular relevance for members of schoolwide leadership teams.

PC06

Bringing Physical Science and Engineering to Life: A Slice of a Science-Based Learning Expedition

Focus Area: Learning Expeditions
Grade Level: Elementary, Middle, High School
Class Level: 100

Facilitators:

Berger, Ron
Bergerhofer, Dale

Join us for a unique opportunity to live the learning with Ron Berger and Dale Bergerhofer at the University of Pennsylvania Robotics Center and meet with world leaders in robotic engineering. Engage in a science-based “slice” of a learning expedition and leave with a better understanding of what schools should focus on in our increasingly more automated world, and more generally, how a compelling local topic and resource can powerfully drive instruction.

PC07

Exploring the Human Experience in the "City of Brotherly Love: " A Slice of a Humanities-Based Learning Expedition

Focus Area: Learning Expeditions
Grade Level: Elementary, Middle, High School
Class Level: 100

Facilitators:
Vaughn, Erin
Rice, Cindy

Dive in to this Humanities-focused "slice" of a learning expedition as we partner with Philadelphia community organizations to experience first-hand how it feels to "live the learning" of an expedition. Engage as both a student and a teacher in exploring a compelling topic, rich fieldwork, and knowledgeable experts; leave with a better understanding of how to craft and use expedition instruction and assessment practices to help your students master standards and contribute to a better world.

PC08

Site Visit: ECO Charter School

Focus Area: EL Education Language Arts Curriculum
Grade Level: Elementary, Middle
Class Level: 100

Facilitators:
Schmidt, Jennifer

The Environment Community Opportunity (ECO) Charter School is an EL Literacy Partner providing quality urban education to students in grades K-7 in Camden, New Jersey. ECO Charter School's explorers "learn by doing" and are taught to think critically and creatively, to problem solve collaboratively, and to make positive contributions to their local and global communities. This visit is designed to showcase how ECO Charter School's beliefs in joyful learning, teaching, and school-family partnership have supported the implementation of EL Education's Language Arts Curriculum in grades K-7 and transformed instruction. Participants will explore the how ECO uses EL's Literacy Curriculum to create a whole school learning experience where students are guided towards being leaders of their own learning. Witness first-hand how ECO students are inspired to become self-motivated, socially-aware, active learners and communicators — empowered to pursue their own opportunities to create a better world.



2018 National Conference Master Classes

A01

Introduction to EL Education

Focus Area: EL Education

Grade Level: All

Class Level: 100

Facilitators:

Plaut, Suzanne
Browne, Cameron

School/Organization:

EL Education

If you've heard about the good work being done by EL Education but can't confidently answer the question, "What is EL Education?" this session is for you. By participating in a series of engaging instructional practices and examining examples of EL Education in action, you will walk away with increased understanding of how the EL model supports student engagement and achievement.

A02

Crew as an Engine for Equity: How Teachers and Students Lead the Charge to Foster Inclusivity and Build Character

Focus Area: Culture and Character

Grade Level: Middle, High School

Class Level: 200

Facilitators:

Lee, Alison
Riordan, Meg

School/Organization:

EL Education

How can we support teachers and students to investigate and improve Crew as an engine for equity? What are key conditions, practices, and structures we can use in Crew to drive student belonging and character development for all students? This session shares findings and processes from EL Education's "Building Equitable Learning Environments" project. We explore how six different secondary schools across the country used an improvement science framework to identify areas of growth and inequities in student experience, and tested change ideas through rapid cycles of inquiry.

A03

Leveraging the Power of Close Read Alouds

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary

Class Level: 100

Facilitators:

Gutfreund, Erin
Palmer, Shaneka

School/Organization:

EL Education

This class will focus on the role and purpose of the close read aloud process. We will look at how this strategy deepens student thinking and discourse. We will also look at how this process grows across the grade levels. Additionally, we will discuss and review how the close read aloud process sets the students up to closely read independently. We will discuss strategies on how to maximize this process to benefit student comprehension.

A04

How to manage large district change through curriculum implementation

Focus Area: Leadership
Grade Level: All
Class Level: 100

Facilitators:
Hodgson, Wendy
Bailey, Amy
Miller, Sherri

School/Organization:
EL Education; K-12 Literacy Director
Wake County Public Schools

Change Management is a complex undertaking for both district and school-based leaders. This Master Class will be focused on the vision and partnership that developed between the Wake County Public School System and the Curriculum Implementation Team at EL Education and how the process of curriculum adoption was created through preparation and communication. By engaging with the multiple stakeholders in Wake County and positioning the inclusive process of change set up a successful and powerful curriculum choice in Wake County, the 15th largest school district in the country. This partnership is focused around the curriculum implementation of EL Education's Language Arts Curriculum in grades 3-8.

A05

(Re)Designing School: An Introduction to the School Design Process

Focus Area: Leadership
Grade Level: All
Class Level: 200

Facilitators:
Conrad, Mark

School/Organization:
EL Education

“To start a school is to proclaim what it means to be a human being.” These words open the concept paper for what grew into what we now know as EL Education and in this master class we'll explore the school design process by listening to the stories of inspiring school founders and immersing ourselves in the basics of EL Education's school design process. This course is intended for anyone who's ever dreamed of designing or redesigning a school based on deeper instruction, an expanded definition of student achievement and a belief in the potential of human beings.

A06

Identity, Equity, and Inclusion in the Classroom

Focus Area: Diversity and Equity
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Ramsey, Rachel
Spencer, Elissa

School/Organization:
Grass Valley Charter School

We are two white, queer, privileged teachers grappling with the hugely important but often elusive task of social justice teaching through modeling inclusive practices and self-reflection to our students. We believe this is our duty and obligation as educators. This class is for teachers who want to integrate anti-bias training and social justice into their classrooms. We will focus on four broad categories: identity, diversity, justice, and action. We will dig into our own identity and biases while modeling protocols that you can implement in your classroom. We will provide additional online resources, videos, and literature.



A07

Designing Community Meetings for Doing Community

Focus Area: Culture and Character
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Shieh, Eric
Hanlon, Paco

School/Organization:
Metropolitan Expeditionary Learning School

Community Meetings across the network of EL schools enact the truism that we build community by doing community. But what does it mean, exactly, to “do community” and what practices most purposefully reflect this engagement? In this master class, we will investigate a framework for doing community based on principles of sharing culture, taking ownership, and valuing community that underpin Community Meetings at the Metropolitan Expeditionary Learning School in NYC. We also provide participants with a broad inventory of practices built from this framework. Come prepared to plan a Community Meeting with us for your school, and to think together on how these resources might be adapted for different school contexts.



A08

High Quality Work Starts With Your Staff

Focus Area: High-Quality Work
Grade Level: All
Class Level: 100

Facilitators:
McMahon, Lisa
Smith, Perry
Oxley, Cathy

School/Organization:
Arbor Vitae - Woodruff School

If you seek a way to kick off high-quality work or get a shift in the high-quality work practices in your school, this class is for you. Find out how Arbor Vitae Woodruff school staff moved from varied understandings of high-quality work and how to support it to a shared understanding of the process, which resulted in a high-quality product produced by the entire school crew and a school wide celebration. This is a revised version of a 2017 master class, with a deeper focus on the use of models, critique, and descriptive feedback in the process of creating high-quality work.



A09

Communicating Student Achievement: Standards-Based Grading

Focus Area: Student-Engaged Assessment
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Barnhart, Trent
Haithcock, William

School/Organization:
Harborside Academy

Communicating Student Achievement (Core Practice 31) is an essential component for schools to create students who are “Leaders of Their Own Learning”. Implementing standards-based grading (SBG) in a meaningful way can be challenging, but it can be the driving force that creates meaningful focus and academic growth. In this session, we will share how Harborside Academy has taken on the challenge of implementing SBG and provide guidance for schools who are at any stage of their own implementation process.

Note: There is an optional “part 2” of this master class (see B09) relating to how Harborside utilizes our SBG system to promote healthy Habits of Success.



A10

Engaging in Historical Content Through Drama

Focus Area: Learning Expeditions
Grade Level: Elementary, Middle
Class Level: 200

Facilitators:
Mason, Becki
Morales, Jenna

School/Organization:
Genesee Community Charter School

Have you ever struggled to engage your students with historical content to which they have a hard time relating? In this class, we will share how we made the American Revolution come alive for our 4th grade class through the Broadway musical 1776. You also will get to meet some of the 4th grade cast and hear from them directly about how this final product made a positive impact on their learning and inspired them to learn more. See how using drama as a final product can give opportunities for deeper learning and character building within a learning expedition.



A11

Show, Don't Tell: Engaging the Imagination

Focus Area: Culture and Character
Grade Level: Primary
Class Level: 300

Facilitators:
Levy, Steven

School/Organization:
Consultant

Once upon a time there was a teacher who prepared a daily feast for his students. He explained how appetizing the salad was, the scrumptious entree, and of course, the mouthwatering desert. The children's heads got bigger and bigger. After many days he noticed all their heads were laying on their desks. Their chests and limbs were not strong enough to support them! He went to visit the old grandmother who lived at the edge of the woods. She gave him something that would strengthen their bodies and hearts to hold their strong heads up. Come see what it was.

A12

The Layered Cake of Leading Professional Learning

Focus Area: Leadership
Grade Level: All
Class Level: 200

Facilitators:
Pick, Katie
Andruski, Katryna
Harrington, Jessica

School/Organization:
Capital City Public Charter School

Leading Professional Learning (Core Practice 36) is a powerful practice to simultaneously enhance the well-being of all students and ensure sustainability of growth. Too often, Professional Learning (PL) is put together ad hoc or as an addendum to school priorities, rather than as a direct line to student growth. Our teachers and students deserve more. At Capital City, we prioritize teacher growth. We've established a framework for planning for and leading high quality PL that has ensured alignment between the school vision and the EL Core Practices. In this session, participants will explore and apply that framework, refining their plans for strategically leading PL.



A13

Using a Local Case Study to Build Community and Dismantle Racism

Focus Area: Diversity and Equity
Grade Level: Middle, High School
Class Level: 200

Facilitators:
Slabich, Lindsay
2018 Klingenstein Teacher Award Winner

School/Organization:
The Springfield Renaissance School

How do we create a truly integrated school: one that moves all students to academic achievement, ensures a sense of belonging for all students, teaches students to dismantle racism, and fosters an appreciation of diversity in thought and in people? In this master class, we will explore this important question as we engage in a case study of historical race issues in our home city of Springfield, Massachusetts. We will think together about our role as educators in dismantling racism and what our local communities can offer us in this work.



A14

Caring for the Caretaker

Focus Area: Leadership
Grade Level: All
Class Level: 200

Facilitators:
Kutnow, James

School/Organization:
Graham Elementary and Middle School

Teaching students who have experienced trauma is important work, yet also very difficult. The challenges with implementing trauma-informed practices takes its toll on our teachers; it is important for administrators to help provide the necessary supports for them to continue to be empowered. We will take time to review the impact of trauma on students and then explore the impact of these students' trauma on their teachers. We will also begin to develop a professional learning development plan (Core Practice 36) for providing supports to staff with the purpose of building skills inside and outside of the classroom.

A15

Mathlympics: Building a Culture of Collaboration and Competition

Focus Area: Mathematics
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Chawansky, Adam
Skrivanos, Claire

School/Organization:
Brooklyn Collaborative

Learn how to use the structure of Crew to hold a full-day MS or HS math competition! Students compete in various activities: free throw/soccer shoot-outs, logic puzzles, coding challenges, BreakoutEDU, head-to-head competitions (e.g., nim, dots & boxes, chess), reflection circles, and a schoolwide award ceremony. This master class will demonstrate some of our most popular activities and then participants will have time and help planning the logistical aspects of hosting Mathlympics at your own school. Please bring a computer or tablet so you can interact with digital activities.

A16

Beyond the Norms Poster: Creating a Community of Learning

Focus Area: Culture and Character
Grade Level: Elementary, Middle
Class Level: 100

Facilitators:
Murphy, Sarah
Beckhusen, Amy

School/Organization:
Christa McAuliffe Charter School

We've heard that "effective management is built on relationships." Teachers typically create norms to try and build community and relationships within our classrooms. These norms even hang on the wall all year! But is this enough? What else can you do to build community and then keep it strong throughout the year? Join us if you're looking for concrete activities to build real relationships in your classroom and seeking powerful teacher language to keep the cooperative community feeling strong throughout the year.



A17

Creating a Culture of Critique through Respectful Discourse and Descriptive Feedback

Focus Area: Culture and Character
Grade Level: All
Class Level: 200

Facilitators:
Longbottom, JoJo

School/Organization:
Tollgate Elementary of Expeditionary Learning

This class features an out-of-the-box approach to achieving a culture of critique where students and adults feel comfortable giving and receiving critical feedback. Specifically looking at EL Core Practices 18, 20 and 21 participants will discover a culture of critique permeates disciplines and transforms the learning experience for all involved. This class will showcase how to create such a culture through thrilling and adventurous lessons that extend from your personal passions and can easily exist within your crew plans. This session is perfect for participants of all levels, especially those with an open-mind and an affinity for growth mindsets.

A18

Making Multiple Microphases Manageable: Differentiated Instruction and Practice in the K-2 Reading Foundations Skills Block

Focus Area: EL Education Language Arts Curriculum
Grade Level: Primary
Class Level: 200

Facilitators:
Will, Allison
Cicero, Stacey
Hurst, Jean

School/Organization:
Roberto Clemente School 8
Genesee Community Charter School

How do I plan and implement differentiated instruction and practice in the K-2 Reading Foundations Skills Block? It can feel overwhelming to make sure that all instructional bases are covered for every microphase. Over the past two years, we have developed a system that works well for us. In this master class, participants will do the following: a) experience what daily instruction, rotations and independent work looks like for students in four different microphases b) learn how we access, use, and adapt practices and materials from the curriculum to plan teacher-directed small group and independent work in our general and self-contained special education classrooms and c) consider applications to their own work.



A19

Navigating the Nuances of Gifted Programming in EL Network Schools

Focus Area: Supporting All Students
Grade Level: Primary, Elementary, Middle
Class Level: 200

Facilitators:
Pittman, Romey

School/Organization:
Southwest Baltimore Charter School

Gifted and Talented Programs are required or key to retention of students in many school systems across the country. Educators in EL network schools believe that all students should receive the kind of education that gifted programs traditionally provide. So is it even appropriate to cluster and provide “enrichment” for gifted learners? Explore the components of our (underfunded, urban) school’s new “Learning in Depth” Program, inspired by the work of Egan, Van de Walle, and Adler and the ways we have addressed equity, money, and philosophical quandries in our program design. This class will include opportunities to share successes and challenges across schools.

A20

Integrating Technology into Your Expedition (FOR FREE)

Focus Area: High-Quality Work
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Dodd, Bryan
Townsend, Cynthia

School/Organization:
Fox Creek Elementary

This class is designed to help educators consider ways to integrate technology instruction into expeditions. Teachers will be introduced to the Common Core Technology standards and identify places they can enhance their tech instruction. We will use examples of student work to demonstrate how the tech standards can be taught and assessed. We will feature Chrome extensions that are free on all platforms, and participants will learn to assess which extensions would best fit their needs. Throughout this master class, we will use EL protocols digitally, to model and let participants experience how they might do the same in their own classrooms.



A21

Leader to Leader: Tackling Challenges in EL Network Schools

Focus Area: Leadership
Grade Level: All
Class Level: 300

Facilitators:
Navarre, Michelle
2018 Silverberg Leadership Award Winner

School/Organization:
Polaris Charter Academy

“Leadership is the art of giving people a platform for spreading ideas that work” - Seth Godin

In this master class, school leaders (i.e., heads of school, principals) will have multiple opportunities to hear from and engage with peers, addressing common concerns and sharing ideas about leading EL Education network schools. Participants will engage with a panel of EL network school leaders and participate in triad consultancies to support a current leadership challenge participants are facing in their schools. This master class will provide a much needed space for EL Education network school leaders to connect with and learn from one another.



A22

Fostering Student Voice in the Age of Protest

Focus Area: Leadership
Grade Level: Middle, High School
Class Level: 200

Facilitators:
Smith, Brady

School/Organization:
The James Baldwin School

Student voice is essential to democratic governance in schools, but fostering student voice takes more than just creating structures and making space. Students benefit from coaching from adults, mentoring in leadership, and scaffolding of facilitation. But students are understandably sensitive to adults exercising too much control. This master class will take participants through the process that The James Baldwin School used to support students in making their voice known around the issue of metal detectors in schools, and then to partner with the New York Civil Liberties Union to create video and presentations to share at various conferences around NYC.

A23

Bringing the Standards Alive Through Expedition

Focus Area: Learning Expeditions
Grade Level: Elementary, Middle
Class Level: 100

Facilitators:
Erickson, Dr. Jamie
Talev, Amber

School/Organization:
Expeditionary Learning Middle School

What do the three dimensions of student achievement, critical thinking, problem solving, and engaging with interdisciplinary content all have in common? EXPEDITION! In this master class, participants will learn how to bring ELA, math, social studies, NGSS, and PE standards alive and take an active role in promoting stewardship in their community by experiencing the components of an engaging, interdisciplinary micro-expedition. Throughout their experience, participants will debrief how each segment of the expedition they experienced promoted critical thinking and problem solving through the three dimensions of student achievement.

A24

Fieldwork, Experts and Service: Raising Student Engagement while Deepening Understanding

Focus Area: Learning Expeditions
Grade Level: All
Class Level: 200

Facilitators:
Bloom, Katie
Krusi-Thom, Adam

School/Organization:
Tahoe Expedition Academy

As Steinbeck noted, ““People don’t take trips, trips take people.” This master class will explore the power of embedding local experts, fieldwork, and service (Core Practice 7) into your teaching. We will cover exemplars to inspire educators to take their teaching to the next level, as well as creative solutions to overcome obstacles that may stand in the way. Watch student engagement, character development and content knowledge soar with this EL Core Practice.

B01

Beautiful Student Work: Transforming Teaching and Learning with Models of Excellence

Focus Area: High-Quality Work

Grade Level: All

Class Level: 100

Facilitators:

Berger, Ron

School/Organization:

EL Education

This introductory session to EL Education with a focus on models, critique, and high-quality work will showcase remarkable K-12 student work from across the country. Together, we will examine how analyzing and critiquing student work models can provide a powerful structure for classroom lessons, and can be used to inspire and clarify students' vision for the quality and depth of their schoolwork and boost their academic success. Creating beautiful work can be transformational in a student's identity, motivation, and confidence. We will consider together how to make that experience possible for all students in all settings.

B02

Remarkable Grant Funds for Teacher Growth: Fund for Teachers Fellowships

Focus Area: EL Education

Grade Level: All

Class Level: 200

Facilitators:

Norris, Sarah

Fund for Teachers

School/Organization:

EL Education

Fund For Teachers (FFT) fellowships offer EL Education teachers the financial means to lead their own learning, through research, site visits, conferences, and purposeful travel—and turn that learning into transformational experiences for their students and school communities. Creating a high-quality proposal often involves deep collaborative thinking between the applying teacher and his/her school-based or EL coach. This master class is designed to support interested teachers, and coaches who may collaborate with them, to shape proposals with the greatest chance of being awarded. We will pool the wisdom of FFT staff, EL Education school designers, and past FFT Fellows to illuminate what is key to producing fundable proposals that are accepted and result in meaningful school change.



B03

Tale of Two Schools: In-Depth Stories of Multi-year School Improvement through Empowered Leadership

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Maxwell, Ryan

Rossetto, Penny

Miller, Sarah

School/Organization:

EL Education

How did two schools serving historically underserved communities reach high achievement through implementation of the EL Education network school model? Through empowered leadership! During this master class, we will journey through case studies of Jefferson Elementary School and Vernon Elementary School in Kenosha, Wisconsin. We will explore how these schools took aim and reached high levels of impact, implementation and leadership through developing an empowered leadership team. Participants will examine each school's multi-year process of school improvement that took aim at developing a team, empowering teacher leaders in those teams, and leveraging the work plan as the driver of school improvement.



B04

How to Get the IRE out of Your Classroom Discussions: Why Protocols Matter

Focus Area: EL Education

Grade Level: All

Class Level: 100

Facilitators:

Altucher, Tony
Switzer, Anna

School/Organization:

EL Education

EL classrooms are ideally a place where “teachers talk less, and students talk and think more.” But how do you get your students ready to take on more ownership of their learning? And how can you recognize and avoid the pitfalls that come from more traditional ways of running a classroom? This session will help you assess classroom practices using the “Initiate-Respond-Evaluate” framework, and give you the opportunity to explore the high-leverage protocols that shift the responsibility for learning to students, and that yield quality assessment information for you.

B05

EL Education Dimensions Data Platform: Tools for Tracking Implementation and Outcomes

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Friedman, Ben

School/Organization:

EL Education

The EL Education Dimensions data platform is a web application dedicated to tracking data on implementation and impact through high-leverage data tools. These tools include brief classroom visits called Walkthroughs, surveys, the Implementation Review, and a 3-dimensional data profile that can be used to track outcomes across multiple years. Data is reported through visually-based real-time reports to drive analysis and decision making. Leaders can attend this session to learn how Dimensions can facilitate evidence-based improvement work at the school level.

B06

Leaders of Color Master Class and Networking Luncheon: Empower, Sustain, and Drive Impact

Focus Area: Diversity and Equity

Grade Level: All

Class Level: 100

Facilitators:

Cox, Laina
Kyles-Smith, Kristina

School/Organization:

Capital City Public Charter School
EL Education

This master class will bring together leaders of color to learn, share, and network. Participants will join a conversation that will unify their collective voice and power towards a shared commitment to equity and student achievement. This session is designed to equip leaders of color at every level with a platform to share their story, a coalition working towards a shared goal, and an opportunity to discuss ways to best sustain ourselves as leaders of color within EL Education.



B07

Becoming ROCBelievers: Fostering Character to Contribute to a Better World

Focus Area: Culture and Character
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Stubbe, Alexis
Dolgos, Chris
2017 Klingenstein Teacher Award Winner

School/Organization:
Genesee Community Charter School

As part of their Better World Project, 6th graders at Genesee Community Charter School had to explore, confront, and define their own identities before they could understand and appreciate the gifts and needs of the diverse neighborhoods of Rochester, NY. Join GCCS teachers Alexis Stubbe and Chris Dolgos as they describe the process of developing students' character in their year-long expedition and the impact that the ROCBelievers project had on their students' understanding of self and community. Participants will engage in ready-to-use activities and create work documents to support and foster habits of character at their own schools.



B08

Movement with Intention: Teaching Reading Foundational Skills through the Body

Focus Area: EL Education Language Arts Curriculum
Grade Level: Primary
Class Level: 200

Facilitators:
Centola, Christine
Gonzalez, Keri
Hurst, Jean

School/Organization:
Roberto Clemente School 8
Genesee Community Charter School

As primary teachers, we are well aware that students need to move. But did you know that young children process learning through their movement and we can intentionally plan for that movement to positively impact their reading? Get ready to transform your practice! In this master class, participants will learn about the sensory processes that support academic learning and see how to plan for and apply movement that activates those processes. We will share many examples from primary classrooms and also call attention to the effective intentional movements that are already built into the K-2 Reading Foundational Skills Block.



B09

Communicating Student Achievement: Habits of Scholarship

Focus Area: Student-Engaged Assessment
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Haithcock, William
Barnhart, Trent

School/Organization:
Harborside Academy

Implementing standards-based grading and communicating Habits of Scholarship are independently challenging. However, doing both components well together can create students who can articulate who they are both academically and personally. In this session, the second of two master classes focused on the SBG process at Harborside Academy, we will share how Harborside communicates Habits of Scholarship within our standards-based gradebook. We will provide guidance for schools at any stage of reporting or creating dialogue about Habits of Scholarship.

Note: Participants may choose both sessions of this master class series, A09 and B09, or choose the one session that best fits your needs.



B10

The Power of Developing a School Wide Authenticity Rubric

Focus Area: High-Quality Work

Grade Level: All

Class Level: 300

Facilitators:

Noble, Robert

Vaughn, Erin

School/Organization:

Monarch Academy Public Charter School

EL Education

At Monarch Academy, when Quality Work Protocol data and student work samples showed limited growth in our ability to help students produce high quality work, school leaders engaged staff in deeper learning and collaborative conversations that shifted teachers' thinking around their design of daily lessons, projects, and products. This collaborative approach to creating an Authenticity Rubric, used as a schoolwide planning tool, helped teachers create a shared common language and understudying of high quality work. Find out how this learning process made a significant impact on teacher design and facilitation of tasks that resulted in increased quality in their student work.

B11

Mastering the Art of Modification: Creating Equal Access for Special Education Students When Using the K-2 Language Arts Curriculum (focus on Module Lessons)

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary

Class Level: 100

Facilitators:

Taylor, Kady

Babcock, Sarah

School/Organization:

Castle Hills Elementary School

Kuumba Academy Charter School

Experience the art of curricular modification as participants dive deep into EL Education's K-2 Content-Based English Language Arts curriculum to explore how access can be created for our special student populations during module lessons. A deeper understanding of maintaining rigor and integrity of the curriculum while creating modifications that meet students' varying needs will result in participants taking a skillful lens to their future planning sessions; building a deeper desire to create equal access and opportunities for all students to create high quality work. Additionally, participants will leave with a strengthened practice in planning and implementing activities that yield stronger student outcomes for students in special education.

B12

Internalizing EL Education's K-5 Language Arts Curriculum Through Deep Study

Focus Area: EL Education Language Arts Curriculum

Grade Level: Elementary

Class Level: 100

Facilitators:

Ballard-Blair, Tiffany

Schmidt, Jennifer

School/Organization:

Environment Community Opportunity (ECO)

Charter School

EL Education

Getting your hands on a high-quality literacy curriculum like ours is an important step to improve academic achievement at your school. But what matters most for student learning and achievement is how the educators use the resources from the curriculum to thoughtfully and strategically plan to deliver the instruction. This master class will give educators an Internalization Protocol to help them internalize and deepen their understanding of the curriculum in order to deliver high-quality instruction and increase academic achievement.

B13

What's Behind the Mask? Character Building through Mask Making and Reflection

Focus Area: Culture and Character
Grade Level: Middle, High School
Class Level: 200

Facilitators:
Worster, Lorenzo
Stevenson, Jill
Manahan, David

School/Organization:
Sierra Expeditionary Learning School

Encouraging students to reflect deeply during character building can often be a difficult process. Over the past several years, we have used mask making to facilitate insightful and meaningful reflections by students. Through a multi-step process, including building “natural” masks to let go of, reflecting on their core values, and then crafting plaster masks for personalized expressions, students feel empowered to share their stories of growth and change. The masks align with the purpose of our Passages structure and also can be used to support general character development and to ritualize change of grades (i.e., from middle to high school). Participants will experience a modified mask-making process, and take with them the tools needed to implement mask making in their own programs.



B14

The Power of Collaborative Word Study

Focus Area: Literacy
Grade Level: Primary, Elementary, Middle
Class Level: 200

Facilitators:
Griggs, Whitney
Reinhardt, Catherine

School/Organization:
Pocatello Community Charter School

EL Education’s Core Practice 19 (Differentiating Instruction) states “differentiation is a philosophical belief and an instructional approach through which teachers proactively plan instruction...to meet student’s varied needs.” In this master class, participants will discover the simplicity of using word study to scaffold and challenge learners at varying levels. Participants will dig deep into word study as they learn that it fosters independence, increases fluency, builds curiosity for language, and strengthens connections between literacy and expedition content. Word study can be used to build background knowledge as well as integrate explicit, systematic phonics instruction into the daily routine for all students. Facilitators will demonstrate instructional practices that can be implemented at all grade levels and provide time for participants to plan for instruction in their own classrooms.



B15

Engaging and Partnering with Families: Developing a Community of Effective Learners and Active Citizens

Focus Area: Culture and Character
Grade Level: Middle, High School
Class Level: 100

Facilitators:
Matthews, Imani

School/Organization:
Brooklyn Collaborative

Children succeed when teachers and leaders intentionally work together with families as a team to build school culture and foster character. By partnering with families, we foster student efficacy to become active citizens and leaders of their own learning. In this master class, we will examine and discuss practices and programs that effectively engage families in learning experiences that parallel the pedagogical practices that students experience in EL schools and classrooms. Participants will evaluate their family engagement practices and build out structures to strengthen their school’s own initiatives around building relationships with families.

B16

Growing Inclusion: From the Classroom to the Garden

Focus Area: Supporting All Students
Grade Level: Primary, Elementary
Class Level: 200

Facilitators:
Nesselrode, Maureen
O'Connor, Shannon

School/Organization:
Campbell Elementary

From engaging instruction in the classroom to a robust outdoor learning program, discover how schools can enhance inclusion to meet the needs of students and complement the EL model. This master class will walk you through some strategies to support flexible learning environments through scheduling, space utilization, and grouping. With a strong focus on developing inclusive environments to meet the needs of all students, this school has established a variety of structures to include students with emotional disabilities and behavior disorders in a countywide program. Participants will walk away from this session with identified next steps to take in your own school.

B17

Uncovering the Progression of Mathematical Models

Focus Area: Mathematics
Grade Level: Elementary, Middle
Class Level: 200

Facilitators:
Isbell, Giselle

School/Organization:
Boise State University

In the Common Core State Standards for Mathematics, the mathematical practices ask students to model with mathematics and to use tools precisely. Teachers realize that models have a special role in mathematics but do not always know where to start or where to go next. What do these practices look like beyond numbers and symbols? In this session, participants explore three types of models used to represent thinking and the progression of models from informal to formal representations. Through math problems and interactive experiences, teachers will gain a better understanding of how to use the three types of models to improve mathematics instruction.



B18

Structures that Facilitate High-Quality Writing

Focus Area: High-Quality Work
Grade Level: All
Class Level: 100

Facilitators:
Fidler, Mica Macks

School/Organization:
Metropolitan Expeditionary Learning School

This class exposes teachers to several structures that scaffold towards high-quality student writing. By making their own writing journals, analyzing how an author elicits empathy, imitating sentence gems, collecting verbs, and exploring teacher-written exemplars, teachers will experience structured opportunities for brainstorming and revision that, in the end, lead to increased craftsmanship, authenticity, and complexity in student writing. While the students' artifacts all come from narrative writing in a 10th grade English class, these structures could be applicable to any writing task.



B19

Sentence Sculpting: Writing with Ownership for All Students

Focus Area: Literacy

Grade Level: All

Class Level: 200

Facilitators:

Lowenstein, Callie

Dircz, Grace

School/Organization:

Melrose Leadership Academy

Washington Heights Expeditionary Learning School (WHEELS)

Our students' writing is only as good the sum of its sentences. In this master class, we share "Sentence Sculpting": a writing practice that supports students in both literacy and content classrooms to craft richer, more varied sentences and higher quality work. This equity-based practice levels the playing field in writing instruction, so that even struggling readers and writers develop tools to play with language and take ownership of their choices as authors. Participants will learn the research behind Sentence Sculpting and design both Sentence Sculpt lessons and content integrations to support all students in writing with intentionality and artistry.

B20

What's the Right Data and What Does It Mean?: Core Practice 33 (Leading Evidence-Based Strategic Improvement)

Focus Area: Leadership

Grade Level: Elementary, Middle, High School

Class Level: 100

Facilitators:

Kussell, Efrat

School/Organization:

Launch Expeditionary Learning Charter School

Data. It's a hot topic in education and means many things to many schools. What is the purpose of data and how can schools collect the right data to continuously improve? Launch's story may sound familiar: we want to grow our practices across all dimensions of student achievement and to do so, we need to know what to prioritize and how. Determining the information we need, how to collect it, organize it, analyze it, share it with our community, and most importantly, respond to it strategically and intentionally is part of the exhilarating work we get to do each day. In this master class, we will share our work and the progress we have made through a study of Core Practice 33, share our current data practices, and reflect with participants about how improve data practices at our schools. This session is designed for school administrators and teacher leaders.

B21

Making Literacy FUNdamental: Strategies for Teaching Reading and Writing in the Content Areas

Focus Area: Literacy

Grade Level: Elementary, Middle, High School

Class Level: 100

Facilitators:

Ecaruan, Leah

Eckenrode, John

School/Organization:

Graham Elementary and Middle School

According to Rupaul, "Reading is FUNdamental". At this master class, we will discuss how to incorporate reading and writing practices into science, social studies, and specials classrooms. Participants will learn multiple strategies for meaningful implementation of reading and writing Common Core standards into daily instruction. This master class will allow participants to create or re-vamp a current case study or project to include literacy. Please bring a computer or tablet so you can interact with online artifacts.

B22

Building Crew and Character through the Arts

Focus Area: Culture and Character

Grade Level: Primary, Elementary

Class Level: 200

Facilitators:

Holyfield, Annie

Wood, Jen

Haller, Kourtney

School/Organization:

Joe Shoemaker School

EL Education

Crew time is one of the most important times of day in our classroom community and a huge component of the philosophy of EL Education. With the current reality of arts programs being cut around the country, how can classroom teachers be intentional to leverage art opportunities within the framework of crew? In this session, participants will see examples of how teachers have used the arts to build habits of character, strengthen collaboration skills, and make time to build on a variety of students' artistic strengths.



B23

Make Your Walls Come Alive with Student Learning: Moving Beyond Displays of Final Products

Focus Area: Culture and Character

Grade Level: Primary, Elementary, Middle

Class Level: 200

Facilitators:

Hazel, Lisa

Ames, Cheryl

School/Organization:

Springville K-8 School

Pacific University (Retired Principal of Springville K-8 School)

In this master class, participants will discover the power of creating high quality documentation panels for their classrooms and school hallways. Effective documentation goes beyond simply displaying students' work and instead highlights the learning process behind the work in the students' own words. Experience the professional development that transformed our school hallways into a showcase of learning for our students and community!



Discussion Groups | Saturday

Join colleagues attending the conference to contemplate a question and engage in a lively, facilitated discussion to share best practices. Please sign up for two different discussion groups – one on Saturday and another on Sunday.

- DGSa01**..... How can we deepen and sustain the partnership between EL and your school?*
- * This session is intended for leaders of EL Network Schools, and will be facilitated by Scott Hartl, CEO and Mark Conrad, Chief Schools Officer.*
- DGSa02**..... How can EL Education help amplify your school stories?
- DGSa03**..... How do leaders support their school communities' response to local or national acts of intolerance, hatred, and/or injustice?
- DGSa04**..... How do I help students stay active, engaged and excited to learn?
- DGSa05**..... What structures and strategies will be most effective in helping me build an active and collaborative classroom culture?
- DGSa06**..... What makes crew "crew"?
- DGSa07**..... What matters most to create strong school culture?
- DGSa08**..... What empowers students to become global citizens?
- DGSa09**..... How do we help students want to contribute and be agents of change?
- DGSa10**..... How do we respond to the struggle for educational equity?
- DGSa11**..... What are we doing to keep adventure and play experiences beyond the classroom alive?
- DGSa12**..... In what ways do we foster physical and emotional fitness and wellness for students?
- DGSa13**..... What strategies best support students to create high-quality work?
- DGSa14**..... How do we set students up for success to work independently for sustained periods of time?
- DGSa15**..... How can I ensure that ALL students have equitable access to high-level work?
- DGSa16**..... What matters most to promoting sustainability for teachers?
- DGSa17**..... What are high-leverage coaching practices for supporting teachers?
- DGSa18**..... How do we use the arts to challenge and empower learners?
- DGSa19**..... What approaches foster a love of reading and writing for all students?
- DGSa20**..... How do we foster a love of mathematical thinking in order to encourage learning?
- DGSa21**..... How do we improve students' perseverance with challenging tasks in the face of initial difficulty?
- DGSa22**..... How do we know when student-engaged assessment impacts achievement?
- DGSa23**..... How do we empower students with special needs to self-advocate?
- DGSa24**..... What high-leverage instructional practices support the success of ELLs?
- DGSa25**..... How is Crew an engine for equity in EL schools?*

***This session is for the leaders and teachers of the 6 EL Network Schools that are participating in the Building Equitable Learning Environments Crew-Equity project.*

C01

Strengthening Curriculum through Character

Focus Area: EL Education Language Arts Curriculum
Grade Level: Elementary
Class Level: 100

Facilitators:
Hodgson, Wendy
Calderon, Sandra

School/Organization:
EL Education

With a focus on curriculum implementation, this Master Class will dive more deeply around the embedded structures of character and social/emotional learning components within the design of EL Education's Language Arts Curriculum. This session will feature the importance of using Learning Targets, Classroom Norms, Discussion Protocols, and the concept of Crew in building relationships to ensure the strength of the curriculum in tandem with supporting all learners with a focus on supporting English Language Learners. Dr. Sandra Calderon and Wendy Hodgson from the Curriculum Implementation will co-facilitate this course through the lens of their experience in large district partnerships and building capacity in teachers and leaders.

C02

Plan the Work, Work the Plan: Learning and Leading with PDSA Cycles for Continuous Improvement

Focus Area: Leadership
Grade Level: All
Class Level: 200

Facilitators:
McClure, Wanda
Lesh, Christina

School/Organization:
EL Education

Are you managing change in your school? Implementing data cycles of inquiry? Looking for ways to focus on impact and achievement? This workshop is designed to help leaders develop and/or refine their strategy for continuous school improvement using structured improvement tools and processes like the Plan, Study, Do, Act (PDSA) model. This scientific-based, strategic continuous improvement process will help school leaders identify high-priority goals and strategies then create clear timetables to guide targeted actions with evidence-based data. We want you to fulfill the vision of your school - join us!

C03

Flipping the Coin: Meeting the Needs of Introverts and Extroverts

Focus Area: Supporting All Students
Grade Level: All
Class Level: 100

Facilitators:
Kaminski, Ann
Henderson, Jenny

School/Organization:
EL Education

Classrooms are filled with introverts, extroverts and ambiverts! In this session we will explore personality types and learn more about the theory and characteristics that shape these students and their school experiences. Participants will unpack protocols and energizers while considering the advantages and potential barriers for introverts as well as extroverts. Learn how to balance the power of quiet with the typical Turn and Talk. Back in your classroom you will consider ways in which to best support both types of students with a new set of Guiding Questions and key elements to remember!



C04

Using Common Core Aligned Assessments within EL Education's Grades 6-8 ELA Curriculum

Focus Area: EL Education Language Arts Curriculum
Grade Level: Middle
Class Level: 200

Facilitators:
Gutfreund, Erin
Briggs, Kristen

School/Organization:
EL Education

This session is designed to provide guidance and resources for leveraging the assessments within our curriculum to monitor student progress and respond with instruction. Through the use of guiding questions teachers and leaders will learn how to determine priority standards, create common-core standards aligned rubrics and identify key assessments to monitor student progress. (Recommended audience: instructional coaches, school leaders, teachers).

C05

Making the Natural Bridge Visible: Culturally Responsive Teaching and EL Core Practices

Focus Area: Diversity and Equity
Grade Level: All
Class Level: 200

Facilitators:
Kushner, Aurora
Seessel, Jessica

School/Organization:
EL Education

Zaretta Hammond's 2015 Culturally Responsive Teaching & the Brain offers powerful insights about how brain science and culturally responsive teaching are essential in creating safe, welcoming, academically rigorous classrooms, which describes the EL classroom. In this masterclass, we'll explore Hammond's claims and discuss how her ideas about the brain and culturally responsive teaching align with - and enhance - EL Core Practices. Together, we'll do a crosswalk between Core Practices, brain science, and culturally responsive teaching. Participants will leave with strategies to apply this learning in their schools and classrooms.



C06

King Middle School's Six Steps of Expedition Planning

Focus Area: Learning Expeditions
Grade Level: All
Class Level: 100

Facilitators:
LeClair, Caitlin
Hill, Peter

School/Organization:
King Middle School

We often celebrate successful expeditions through the high quality work that students produce and the student engagement the expedition generates. But we rarely examine the steps teachers take to plan for that success. Pull back the curtain on expedition planning by analyzing how King Middle School's 6-steps of Expedition Planning – a framework for creating compelling, rigorous, and high-quality learning expeditions – can be used to create exemplary learning expeditions. Participants will synthesize key planning processes with a case study of the ReVOLT expedition to see how teachers at King plan expeditions. We will collaborate to apply the learning to participants' own schools to improve everyone's practice.



C07

Developing High Quality IEPs aligned to EL Education Core Practices

Focus Area: Supporting All Students
Grade Level: Middle, High School
Class Level: 200

Facilitators:
Blouse, Katie

School/Organization:
Metropolitan Expeditionary Learning School

Grounding IEPs in EL Education Core Practices and student work can shift the culture and quality of IEP writing in a school. In this master class, we will explore resources for high quality IEP writing as well as protocols and practices teachers can use to create a holistic picture of a student that honors student strengths and self-advocacy. Participants will consider how discussing both mastery of knowledge and skills and character development in IEPs is relevant to student learning and instruction. Participants will leave with tools and an action plan for shifting the culture of IEP writing in their school.



C08

It's Time For An Adventure!

Focus Area: Fitness, Wellness, Adventure
Grade Level: All
Class Level: 200

Facilitators:
Jorgensen, Erin
Jorgensen, Jeremy

School/Organization:
Arbor Vitae Woodruff School

EL Core Practice 26 (Promoting Courage and Adventure) defines adventure as “any physical, artistic, or academic experience that involves risk, challenge, and discovery.” All schools can promote courage and adventure because it can happen anywhere! Adventure opportunities build culture and character, giving individuals avenues to achieve personal greatness. Find out how Arbor Vitae Woodruff School incorporates adventure Pre-K through 8th grade with activities ranging from short crew initiatives to multi-day experiences. Participants will engage in an adventure activity and have time (using shared resources) to develop a plan for their own school. Are your staff and students ready for an adventure?



C09

Engaging Students through Co-Creation of Rubrics

Focus Area: Student-Engaged Assessment
Grade Level: Middle, High School
Class Level: 200

Facilitators:
Clark, Samatha

School/Organization:
Capital City Public Charter School

When students are actively involved in their own learning, engagement and achievement soar. Yet often, teachers don't involve students in the way we use rubrics to assess student understanding. Only by giving students a voice in how their work is assessed do students feel empowered to be leaders of their own learning. But how do we achieve this, and where do we begin? This master class will explore the process of co-creating rubrics with students. Participants will examine artifacts from a mathematics classroom, evaluate their current practices, and create an action plan to involve students in the creation of effective assessment tools.



C10

Learning Expeditions for All

Focus Area: Supporting All Students
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Huissen, Kenneth
Cline, Lisa

School/Organization:
Harborside Academy

All students deserve compelling curricula. This master class, aligned to Core Practice 19 (Differentiating Instruction), will examine concrete strategies and systems used at Harborside Academy to meet the needs of all learners. Participants will engage in enhancing Learning Expeditions based on case study student profiles and walk away with practical applications for their own classrooms.

C11

Learning Through K-2 Labs in the EL Language Arts Curriculum: Playful, Purposeful Engagement with Content

Focus Area: EL Education Language Arts Curriculum
Grade Level: Primary
Class Level: 100

Facilitators:
Taylor, Kady
Schmidt, Jennifer

School/Organization:
Castle Hills Elementary School
EL Education

Experience a world of wonder, exploration, and collaboration as we take a deep dive into K-2 Labs, a key component of our K-2 Language Arts Curriculum. Analyze how students are given the opportunity to interact with academic content in a safe, hands-on, playful environment. Participants will build a deeper understanding of K-2 Labs and take powerful practices back to their own classrooms, implementing joyful, rigorous activities that will yield strong student outcomes with both content knowledge and habits of character. Participants will gain key insights from Kady Taylor, who piloted the curriculum in the 2017-2018 school year.

C12

Differentiated Learning Strategies: Pathways and Choice

Focus Area: Supporting All Students
Grade Level: Primary, Elementary, Middle
Class Level: 300

Facilitators:
Breithart, Kevin
Cobb, Carrie

School/Organization:
Summit View Elementary School
EL Education

In this master class, participants will experience a model class/case study of an elementary music learning environment and unpack innovative music lessons so they can take the concepts and tools back to their own classrooms. They will learn how this teacher created a model of differentiated, personalized, accountable, and innovative music experiences for students that works as a great model of assessment and differentiation across all content areas. Participants will learn how to provide students various pathways to meet rigorous standards using Google Classroom and through differentiated small group strategies. Please bring a computer or tablet and be sure you can access Google.



C13

DO Sweat the Small Stuff: Cultivating a Culture that Promotes High Quality Work

Focus Area: High-Quality Work
Grade Level: Elementary
Class Level: 200

Facilitators:
Levy, Steven

School/Organization:
consultant

Culture is the root of continuous improvement. Various strategies come and go, but culture keeps us coming and going. Many classes spend significant time defining habits of heart and mind. Our students know what it means to be Crew. But not as many define what it means to “work.” How do we cultivate a culture that supports quality work in the various assignments that come and go? A culture that inspires excellence in everything we do? I will share a process to teach students what it means to work, and how excellence is built on the foundation of details.

C14

Finding the Art in Science

Focus Area: Learning Expeditions
Grade Level: Middle, High School
Class Level: 200

Facilitators:
Sonnemann, Cara
Roberts, Teresa

School/Organization:
Pocatello Community Charter School

In our middle school classes, students have been using art to enrich their understanding and appreciation of scientific content. Creating “masterpieces” allows them to make an emotional connection to their learning and gives them an opportunity to show authentic thinking. Experience firsthand how the Elements of Art (building blocks of art) provide a structure which can soften the potentially scary risk-taking aspect of visual art. Participants will leave our master class with a plan for doing a project in your own classroom that adds another tool for all learners, and may empower students who do not identify as scientific thinkers to achieve success.



C15

Creating an Effective Social- emotional Support Team in an EL Network School

Focus Area: Supporting All Students
Grade Level: All
Class Level: 100

Facilitators:
McCortney, Michele

School/Organization:
Roberto Clemente School # 8 - Rochester City
School District

Student behavior can often interfere with the best intentions for implementing your school’s work plan. This master class will give attendees insight into creating an effective and efficient social-emotional support team for dealing with high behavioral/mental health needs in an EL Education school. The class will highlight the importance of becoming data-driven, reducing suspensions/absenteeism, and how to move teams from ineffective towards collaborative and accountable levels.

C16

Making Modules Meaningful

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary

Class Level: 200

Facilitators:

Fike, Brittany
Johnson, Moana
Svingos, Mary Beth

School/Organization:

Explorer Academy

How can we make modules more meaningful? This master class will examine how schools can begin to enhance and contextualize the EL Education Language Arts Curriculum with various pedagogic structures found in Learning Expeditions. Connecting to Core Practices 1, 7, and 8, participants will analyze multiple case studies from Explorer Academy and walk away with concrete next steps on how to “expeditionize” modules through aligned field work and engagement with experts as well as performance tasks that contribute to a better world for community-based authentic audiences. (Please bring your computer to this session.)

C17

The Tricky Business of Measuring Character

Focus Area: Culture and Character

Grade Level: Middle, High School

Class Level: 200

Facilitators:

Garbus, Peter
Slabich, Lindsay
Ben, Alison, Jen Wood

School/Organization:

Four Rivers Charter Public School
The Springfield Renaissance School
EL Education

Many of us are searching for the right data to match the student outcomes we most value. But how exactly do we find, select, and use valid measures of character? Join school leaders and EL Education researchers as we present some examples from the field regarding selecting and using the right character measures. We will share how the new EL research resources can support your own character measurement process. Please bring to this session examples of outcomes you most want to get data on and any tools you are currently using to gather such data.

C18

How to Thrive through the EL Credentialing Process

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Rodda, Brian
Wolf, Angel

School/Organization:

Fox Creek Elementary

An EL network school’s credentialing presentation is a celebration of learning for the entire community. But building a school portfolio and crafting a credentialing presentation can be an intimidating project to take on. In this session you will learn about a shared leadership approach to credentialing that will help you identify the potential pitfalls, challenges, and gifts of this process for your school. You will come away from this session with the beginnings of a credentialing organizer that will help you navigate your credentialing based on the unique story of your school. Please bring a laptop or tablet to this session.



C19

Setting the Conditions: Engaging Student Mathematicians Through Total Participation

Focus Area: Mathematics
Grade Level: Elementary, Middle, High School
Class Level: 100

Facilitators:
Farrell Muller, Cassie
Malachowsky, Joanna

School/Organization:
Graham Elementary and Middle School

There is always one student who would rather sleep in class than tackle the day's math challenge. How do we get that student to take ownership over his/her own mastery of skills and knowledge? How can we use thoughtful planning to set the conditions for EVERY student to learn? In this class, teachers of mathematics will use the texts Management in the Active Classroom and Total Participation Techniques: Making Every Student an Active Learner to problem-solve around these questions. We will explore protocols and strategies to support student engagement, buy-in and accountability when grappling with challenging math content.

C20

Pushing Through Bias: Selecting Texts that Reflect Our Students

Focus Area: Diversity and Equity
Grade Level: Primary, Elementary, Middle
Class Level: 200

Facilitators:
Heise, Jillian
Miller, Sarah

School/Organization:
Jefferson Elementary
EL Education

The books we select to share with our students make an impact on them. We choose books with the best of intentions to connect with students, yet sometimes our love of books gets in the way of our ability to be discerning. Recognizing our biases and perspectives allows us to more critically evaluate books in order to support our students' identities through positive representations. Join us in examining our own biases in service of making text selections that are reflective of, and respectful to, our students as citizens of our diverse world.



C21

Rethinking Summer School

Focus Area: Learning Expeditions
Grade Level: Primary, Elementary
Class Level: 200

Facilitators:
Franklin, Lori
Marco, Kelsey

School/Organization:
West Bath School

How do you provide a highly, engaging, authentic, summer learning experience for your most challenged learners? Join two teachers who have effectively designed and implemented STEM expeditions that significantly reduced summer reading loss. Participants will be active learners while investigating a process for weaving standards across several grade levels to create a multi-grade expedition for grades 1 to 5. Participants will explore three model STEM expeditions designed to support and enhance students' literacy skills. Participants will take away a framework for designing multi-level STEM expeditions plus several "idea outlines" created during the session.

C22

Restorative Practices: Eliminating Blame and Shame from Conflict and Lifting up Equity and Positive Interpersonal Skills in Your Community

Focus Area: Culture and Character
Grade Level: Elementary
Class Level: 200

Facilitators:
Clarke, Lindsay
Campbell, Linda

School/Organization:
Joe Shoemaker Elementary School

What are Restorative Practices and how might this approach benefit your school community? Research shows that punitive approaches to behavior and conflict resolution have detrimental effects on students, especially students of color. In this session, participants will learn the basic verbiage and concepts of Restorative Practices and explore how and why this approach can impact their community and the lives of their students in a positive way. Participants will investigate how a restorative approach aligns with EL Core Practice 22 (Fostering Habits of Character) and how this approach can encourage a positive school-wide mindset focused on social emotional health.

C23

Planning for and Supporting High Quality Work: What's Developmentally Appropriate in the Early Childhood Classroom?

Focus Area: High-Quality Work
Grade Level: Primary
Class Level: 100

Facilitators:
Barry, Joleen
Thoreson, Amy; Richards, Bridey
Starck, Sara; Kim, Kamei

School/Organization:
Atwater Elementary School

What does high quality work look like in the early childhood classroom? This class offers an overview of how to implement high quality work in the early childhood classroom through the use of goal setting, rubrics, and drafting. Examples of student work will highlight the three aspects of high quality work (complexity, craftsmanship, and authenticity) and demonstrate how quality can be achieved in developmentally appropriate ways. This session includes planning time and resources for next steps on your EL high quality work journey.

C24

Using Guiding Questions to Drive Transformational Expeditions

Focus Area: Learning Expeditions
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Beckhusen, Amy
Murphy, Sarah

School/Organization:
Christa McAuliffe Charter School

“I think differently about shopping now.” “I will try to buy less and wear it for longer.” “I wanted to buy a shirt, but I asked myself, “Do I really need it?”” These are some of the authentic reflections that students shared at the end of their 6th grade learning expedition, “Me, My Stuff, and Why.” This master class will explore the shifts we made to take this expedition from educational to transformational, including the development of relevant resources that made the learning personal and regular reflection on well-crafted guiding questions. Participants will have time and support to dream about and apply these ideas to your own curriculum.



C25

Using Multiple Data Points to Drive Literacy Instruction

Focus Area: Literacy

Grade Level: Primary, Elementary

Class Level: 200

Facilitators:

Venier, Kristin

Llorens, Kimberly

School/Organization:

University Preparatory Academy- Mark Murray

Literacy is a multifaceted discipline. How, then, can you use one or two indicators to drive instructional decisions? In this session, elementary teachers and administrators will learn how to use multiple data points to plan for small-group instruction for students. This session will be particularly helpful for educators who have a high percentage of students performing below grade level.

D01

Surviving and Thriving in Your First Years of the Principalship at an EL School

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Fiarman, Sarah

Kyles-Smith, Kristina

School/Organization:

EL Education

Are you in your first few years as a principal? Come join others in the same boat. We'll hear from leaders who have successfully transitioned into their roles as new principals at EL Education schools. They'll address common challenges all new leaders have felt. Now that I'm a principal, why do I feel so powerless? Am I a fraud? With too much to do, how and what do I prioritize? How do I take care of myself? New leaders will also have time to meet with each other to discuss common challenges and use a text-based protocol to analyze leadership practices.

D02

The Sound of Silence: Promoting Solitude and Reflection for Adults in the School Community

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Manzella, Dave

Passchier, Jaime

School/Organization:

EL Education

The Design Principle of Solitude and Reflection asks students and teachers to take time alone to explore their own thoughts, make their own connections, and create their own ideas. How do the adults in the school community model this for students? This master class lets teachers and leaders experience Solitude and Reflection by taking time to deeply reflect on your experience at EL's National Conference. We also will encourage you to consider how you can bring these practices back to your school community and your life.

D03

Break into the EL Education Blogosphere

Focus Area: High-Quality Work

Grade Level: All

Class Level: 200

Facilitators:

Vilen, Anne
Schultz, Casey

School/Organization:

EL Education

Facilitated by EL Education staff writers, this class will introduce participants to the basics of blogging for online education forums. Participants will analyze features of high-quality education blog models, explore their own blog-worthy opinions and expertise, and begin writing a piece that invites (or provokes) readers to engage with likes, shares, and follows. Teacher-writers will have an opportunity to get feedback from other participants and, after class, earn their by-line in a future EL Education sponsored post in EdWeek's Learning Deeply or Learning is Social and Emotional blog spaces, or on the EL Education Curriculum Q&A blog.

D04

Student Voice Leads to Student Achievement

Focus Area: EL Education Language Arts Curriculum

Grade Level: Elementary

Class Level: 100

Facilitators:

Hodgson, Wendy
Driver, David

School/Organization:

EL Education

This session will be taking a deeper dive into how the framework of "Read, Think, Talk, Write" supports the engagement of students in pursuit of their agency, voice, and commitment to creating their own contribution to a better world. We will focus on the equity of protocols and how these structures create student voice, student movement, checks for understanding, and deeper development of vocabulary within any curriculum. Co-Facilitators will include Wendy Hodgson, a Director of Curriculum Partnerships and David Driver, a Curriculum Support Specialist focusing on how the Three Dimensions of Student Achievement provide focus to the areas of character and high quality work to promote success for all students through gains in both reading and writing.

D05

Curriculum Loves PD: The Peanut Butter and Jelly of Successful Curriculum Implementation

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary, Middle

Class Level: 100

Facilitators:

Bailey, Amy
Riley, Christina

School/Organization:

EL Education

Great curriculum transforms student achievement and great professional development transforms teacher practice. For successful implementation of high-quality curricula it is crucial that teachers and leaders are carefully guided in a deep dive into the design principles, intentions and decisions at the heart of the curriculum to be able to make well-informed decisions to implement with integrity. Join EL's curriculum implementation expert, Amy Bailey, and curriculum content expert, Christina Riley, to learn more about how EL Education marries great curricula and high-quality professional development to transform literacy classrooms.

D06

More Than You Think Possible: Lessons on Leadership from the National Teacher of the Year

Focus Area: Leadership
Grade Level: All
Class Level: 100

Facilitators:
Chaffee, Sydney

School/Organization:
Codman Academy Charter Public School
2017 National Teacher of the Year

As teachers, we champion our students' limitless potential. But we don't always have that same confidence in ourselves, especially when it comes to being teacher leaders. In this session, teachers will hear from Sydney Chaffee, 2017 National Teacher of the Year, about her journey from the classroom to the national stage. You'll draft your own definition of teacher leadership, explore anxieties around stepping into leadership, and learn how to use storytelling as a powerful leadership tool. If you think you aren't yet enough of a leader to sign up for this class, then it's probably the perfect session for you.



D07

How Student-Driven Discussion On Suicide Led to Designing a Case Study on School-Wide Initiatives

Focus Area: Culture and Character
Grade Level: Middle, High School
Class Level: 200

Facilitators:
Gardner, Mark

School/Organization:
Entheos Academy (Kearns Campus)

Learn how one class' discussion on suicides in a nearby school evolved into a case study (Core Practice 6) that fostered the Mastery of Skills and Knowledge through research and writing, Character through kindness and compassion, and High-Quality Student Work through product and presentation. Create and take home tangible plans to conduct a similar case study with your own students about any compelling topic! Delve into two such initiatives already currently used in schools, and collaborate with master class participants on a school-wide, prosocial initiative of spreading kindness to be on the proactive, and not reactive, side of the issue.

D08

Expeditionizing EL Education's Modules

Focus Area: Learning Expeditions
Grade Level: Elementary, Middle
Class Level: 200

Facilitators:
Forbes, Sharon

School/Organization:
Explore Academy

Are you wanting to make EL Education's curriculum modules more like a full expedition? Participants will wrap their brains around the relationship between a module and an expedition as they dig into 6th grade Module 1 regarding the hero's journey, specifically a group of teachers' enhanced version of Unit 3. This will help participants learn how to personalize (expeditionize) learning for students. They then will dip into three other modules that teachers strategically altered. Participants will leave with at least three options to "expeditionize" EL's Language Arts curriculum so that they are as joyful, authentic, and locally relevant to students as possible.

D09

Story Pathways: The Power of Narrative in the Classroom

Focus Area: Supporting All Students
Grade Level: Primary, Elementary
Class Level: 300

Facilitators:
Elahi, Jenny
Lee-Davis, Steven

School/Organization:
Genesee Community Charter School

This workshop weaves together current brain science, evolutionary biology, and EL Education's Characteristics of Primary Learners. Participants will be immersed in the world of one specific story as a case study of how narrative can be used to set the rhythm of a classroom, build lasting emotional connections, and deliver content. Far from being mere entertainment, storytelling takes advantage of hardwired evolutionary cognitive pathways, ultimately leading to an increase in memory, expanded critical thinking skills, and overall academic achievement for students of all abilities. Participants will take away practical tools with which to incorporate story into curriculum and lesson plans.



D10

Inquiry-Driven Professional Development

Focus Area: Leadership
Grade Level: All
Class Level: 200

Facilitators:
Bachman, Hadley

School/Organization:
Graham Elementary and Middle School

One of the greatest challenges of leading professional learning is how to design adult learning experiences that engage and challenge adult learners at all levels, while pushing the educational practice forward. In this master class, participants will examine the principles of adult learning in order to design long-term inquiry-based professional development plans that will motivate and develop all staff. This master class will help you banish “one-and-done” professional development for good, and you will walk away with your own inquiry cycle plan that you can implement right away when you return to your school.



D11

Diving into Digital Citizenship

Focus Area: Literacy
Grade Level: All
Class Level: 200

Facilitators:
Liesch, Jacqueline

School/Organization:
Harborside Academy

At EL Education schools, a central goal is to create students who are active citizens. But how do we teach students the ways in which their digital citizenship can impact and empower their lives? From social media to copyright, students do not automatically know how to responsibly navigate their lives online. Our world is increasingly connected, which presents powerful opportunities and potential problems for our students. Come join the discussion of how to incorporate digital citizenship standards into your current practices. Please bring a computer to access resources.



D12

It Takes Two: Teachers and Students Work Together to Problem Solve Behavior

Focus Area: Culture and Character
Grade Level: Primary, Elementary, Middle
Class Level: 100

Facilitators:
Teasdel, Ama
Owens, Rachel

School/Organization:
Two Rivers Public Charter School

As educators, we are constantly working with a wide range of students. Without the right supports, some students can test our skills. In order to best serve and educate ALL students, Two Rivers Public Charter School developed a five step routine that is rooted in building relationships with students to determine appropriate responses and supports for certain behaviors. In this master class, participants will learn how to explain the “what” and “why” of this routine and then apply the routine to their practice. They will leave with a tool to use in their individual classrooms or share with their school-based teams.



D13

Deeper Learning through Projects that Matter: Beyond Basics with Primary Students

Focus Area: Learning Expeditions
Grade Level: Primary
Class Level: 200

Facilitators:
Walter, Jolene
Gonzalez, Keri

School/Organization:
High Tech Elementary North County
Genesee Community Charter School

Primary learners are capable of amazing things. Many adults assume that young students must master the basics before they can tackle projects that matter to a real-world audience and produce professional-level work. But a thoughtfully designed project can simultaneously support early skills development while challenging, engaging, and empowering students. Participants will look at an ambitious first grade project and consider how teachers scaffolded the project to support primary learners, built valuable partnerships with local experts, and balanced teacher guidance with student voice. Participants also will have time to begin their own project plans or deepen their own learning with further research.



D14

Crew and Quality Work: Using Crew meeting to Build a Culture of Quality and Revision in the Primary Grades

Focus Area: Culture and Character
Grade Level: Primary
Class Level: 200

Facilitators:
Casper, Sarah
Tyson, Jeanne

School/Organization:
Pocatello Community Charter School

In this class, participants will investigate the structure of Crew and how it can be used to build a culture of quality and revision in the Primary classroom. Our work will be anchored in the Characteristics of Primary Learners as we discuss ways to make revision a joy-filled, playful endeavor for our youngest learners. Participants will come away from this class with ideas and specific crew plans to create a culture of quality in their own classroom that is rooted in EL Core Practices and honors the learning needs of young students.



D15

Using Continuous Improvement to Support All Students in Crew: how one EL Education School used inquiry cycles to serve historically underserved learners

Focus Area: Diversity and Equity
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Krings, Nora
Medin, Brie Anna
Riordan, Meg; Lee, Alison

School/Organization:
Open World Learning
EL Education

In EL Education, Crew is a culture and a structure to promote character and academic development. We believe Crew is an engine for equity to support students from across backgrounds and abilities to succeed. Two-years ago, in collaboration with 6 network schools, EL began investigating how improvement practices promote equity through Crew. the Carnegie model for Improvement Science highlights how educators can use six principles to analyze students' data, identify gaps, experiment with practices to close gaps, and measure impact on students. Using a case study from one school (Open World Learning), we share how this improvement process created more equitable outcomes through Crew.



D16

Grappling in Math Class: A Problem-Based Approach to Curriculum Planning

Focus Area: Mathematics
Grade Level: Elementary, Middle, High School
Class Level: 200

Facilitators:
Hanlon, Paco

School/Organization:
Metropolitan Expeditionary Learning School

Math teachers often feel frustrated with teaching students to develop a conceptual understanding. The process of grappling with rich problems has been proven to develop students' critical thinking skills and conceptual understanding, but it can be difficult to ensure that student effort pays off as new, long-lasting learning. This master class brings together two years of targeted inquiry work in math classes at MELS. It will help teachers develop a problem-based (not project-based) approach to math curriculum planning, and consider how to design tasks and lessons to maximize the learning students gain from grapple problems.



D17

Building a School's Capacity for Turnaround: Mining EL Education Structures and Processes

Focus Area: Leadership
Grade Level: All
Class Level: 100

Facilitators:
Hyatt, Candice

School/Organization:
Welby Community School

Utilizing the concept of the Instructional Core “where teachers, students, and the content interact every day” (Learning That Lasts, p. 17) this class will explore how Welby Community School (a Title I school) leveraged EL Education's support for instruction, high quality curriculum, and student engagement in a herculean effort to dramatically improve all three dimensions of student achievement.

D18

Pump It Up! Draw It Out! Integrating PE and Art into Expeditions

Focus Area: Fitness, Wellness, Adventure

Grade Level: Elementary, Middle

Class Level: 100

Facilitators:

Turner, Audra
Mortensen, Ann

School/Organization:

Venture Academy

Art and Physical Education provide powerful opportunities for students to experience challenge and joy in learning. Students LOVE Art and PE and look forward to it! Integration facilitates deeper understanding of an expedition, especially for students with different learning styles. When students create high-quality visual artwork or connect their study to a physical challenge, they become vested in their learning, find joy in personal expression, and learn content in ways they will retain in long-term memory. Tried and tested ideas for high quality products, fieldwork, character building and daily instruction will be presented. You will leave this class with fresh ideas to energize your upcoming expeditions.

D19

Making the K-2 Reading Foundations Skills Block Work for You and Your Students

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary

Class Level: 100

Facilitators:

Doty, Crissy
Kurpanek, Katie

School/Organization:

Downtown Denver Expeditionary School

Many schools are working to roll out the K-2 Reading Foundations Skills Block in a meaningful, sustainable way for all students. While the curriculum is packed full of important resources crucial for student learning, educators may feel daunted by how to best launch, maintain, and effectively use the curriculum to support the many students needs in a classroom. During this master class, you will dig into components of a successful Skills lesson and build tools to help you support the diverse needs in your classroom. You will walk away with plans for making this curriculum work for you and your primary learners.



D20

Making with Meaning: Engineering in the Classroom

Focus Area: High-Quality Work

Grade Level: All

Class Level: 200

Facilitators:

Cimini-Samuels, Jessica

School/Organization:

Marsh Avenue Expeditionary Learning School

When students are active participants in their learning, the learning becomes more meaningful and lasts longer. Using the engineering design in the classroom learning process gives students the opportunity to think outside the box, be creative, and engage in work that hits most of the indicators of “deeper instruction” and lets them have fun and be creative. Any content area can use engineering design. In this master class we will explore engineering design, consider how it fits within the indicators of deeper instruction, participate in design challenges, and begin to restructure units to incorporate engineering design.



D21

Making Grades Meaningful: Standards- Based Grading to Drive Student Achievement

Focus Area: Supporting All Students
Grade Level: Middle, High School
Class Level: 200

Facilitators:
Prince, Christina
Schmitt, John

School/Organization:
Brooklyn Collaborative

How can we best track student progress on learning targets? Standards-based grading is a designed for teachers and students to more clearly evaluate progress by keeping our classrooms transparent. In this master class we will learn how to plan out assessments for your curriculum units. We will use work time to ensure that students have multiple chances to achieve learning targets, while discussing how to increase student-led learning. By empowering students with a knowledge base on how they will be evaluated, we can lead them to success.

D22

Unlocking the Possibilities

Focus Area: Learning Expeditions
Grade Level: All
Class Level: 200

Facilitators:
Bereza, Jessica
McKinnon, Meaghan

School/Organization:
Cordelia Harvey Elementary School

Do your students currently struggle with perseverance, collaboration, and thinking outside the box? Breakout Boxes bring learning and fun together through competition and teamwork while using the case study/expedition topics students are studying. Breakout Boxes allow students to problem-solve, use logical thinking skills, and access prior knowledge in order to achieve the power of “yet” (growth mindset). This class will help participants create their own Breakout Box lesson plan tailored to their own curriculum. Participants will engage as both students and teachers. Please bring a laptop or tablet.



D23

The Role of Reflection: An Inventory of Opportunities

Focus Area: Student-Engaged Assessment
Grade Level: Primary, Elementary, Middle
Class Level: 200

Facilitators:
Authement, Melissa
Lydon, John

School/Organization:
Polaris Charter Academy

John Dewey noted, “We do not learn from experience. We learn from reflecting on experience.” In this master class, we will examine the five types of reflection - describing, evaluating, connecting, envisioning, and integrating - that cultivate a culture of engagement and achievement (Core Practice 27). Participants will see video reflections, analyze the alignment and design of reflection opportunities, and walk away with new practices to enhance their Student Reflection Inventory.



D24

Cultivating a Positive Culture: Analysis of Middle School Consistencies and Structures

Focus Area: Culture and Character
Grade Level: Middle
Class Level: 100

Facilitators:

Footit, Elizabeth
Fanolis, Verba

School/Organization:

The Springfield Renaissance School

Join us in a success analysis of the consistencies and structures implemented by a sixth-grade team to help support the middle school brain and move students toward academic and character success. Build background knowledge on the developmental challenges adolescents face and how to best support them through expert texts, participate in a gallery walk of successful structures and artifacts, and uncover how these consistencies have fostered achievement in academics, character, and the creation of a positive community of learning. We will facilitate the working using the same protocols, expectations, and consistencies put in place in our classrooms.



D25

Maximizing Content and Character: Purposeful Integration of Social Emotional Learning in Academics

Focus Area: Culture and Character
Grade Level: All
Class Level: 200

Facilitators:

Gaskill, Whitney
Barszcz, Elizabeth

School/Organization:

Silverton Public School

Intentional integration of social emotional learning (SEL) has been proven to lead to greater student engagement, while also building real world skills that empower students to be change makers. As a 2018 Better World Project School, the staff from Silverton School will share how the integration of SEL into an expedition allowed students to approach sensitive content with empathy and create a project that told an underrepresented piece of local history. This class will help any educator set SEL targets that align with content, develop mini SEL skill lessons, and create a school environment where content and SEL reinforce each other.



Discussion Groups | Sunday

Join colleagues attending the conference to contemplate a question and engage in a lively, facilitated discussion to share best practices. Please sign up for two different discussion groups – one on Saturday and another on Sunday.

- DGSu01 "How can we provide support as you implement EL's Language Arts Curriculum?
*** This session is intended for principals and district leaders of schools implementing EL's Language Arts curriculum, and will be facilitated by Scott Hartl, CEO and Kathleen Schwille, Chief Curriculum Services Officer.***
- DGSu02 How can EL Education help amplify your school stories?
- DGSu03 How do leaders support their school communities' response to local or national acts of intolerance, hatred, and/or injustice?
- DGSu04 How do I help students stay active, engaged and excited to learn?
- DGSu05 What structures and strategies will be most effective in helping me build an active and collaborative classroom culture?
- DGSu06 What makes crew "crew"?
- DGSu07 What matters most to create strong school culture?
- DGSu08 What empowers students to become global citizens?
- DGSu09 How do we help students want to contribute and be agents of change?
- DGSu10 How do we respond to the struggle for educational equity?
- DGSu11 What are we doing to keep adventure and play experiences beyond the classroom alive?
- DGSu12 In what ways do we foster physical and emotional fitness and wellness for students?
- DGSu13 What strategies best support students to create high-quality work?
- DGSu14 How do we set students up for success to work independently for sustained periods of time?
- DGSu15 How can I ensure that ALL students have equitable access to high-level work?
- DGSu16 What matters most to promoting sustainability for teachers?
- DGSu17 What are high-leverage coaching practices for supporting teachers?
- DGSu18 How do we use the arts to challenge and empower learners?
- DGSu19 What approaches foster a love of reading and writing for all students?
- DGSu20 How do we foster a love of mathematical thinking in order to encourage learning?
- DGSu21 How do we improve students' perseverance with challenging tasks in the face of initial difficulty?
- DGSu22 How do we know when student-engaged assessment impacts achievement?
- DGSu23 How do we empower students with special needs to self-advocate?
- DGSu24 What high-leverage instructional practices support the success of ELLs?
- DGSu25 What are school leaders doing to promote equity in EL Education network schools and what can we learn from each other's experiences?

 Education