

Education

Professional Development Catalog 2018-2019



Eeducation.org

EL Education Professional Development Catalog 2018-2019

For over 25 years, EL Education has been bringing to life a three-dimensional vision of student achievement that includes mastery of knowledge and skills, character, and high-quality student work. EL Education promotes *active* classrooms that are alive with discovery, problem-solving, challenge, and collaboration. EL Education drives *results*: teachers fulfill their highest aspirations and students achieve more than they think possible. EL Education students have both the capacity and the passion to build to a better, more just world.

We provide professional development tailored to meet the needs of different partners. **This catalog features offerings that primarily target our network school partners—those engaging in whole school transformation that is multi-year, comprehensive, and schoolwide.** It also includes a new suite of site-based curriculum institutes, appropriate for our network and literacy partners. See our website, www.ELeducation.org, for more details and information about what we offer and how to partner with us.

EL Education’s Approach to Professional Development

EL Education professional development asks teachers and administrators to be learners and to experience fully what it means to engage with content and skills the "EL way." Our facilitators model effective instruction, and our participants collaborate in small and large groups to build a personal and meaningful understanding of the topic.

The offerings in this catalog bring together participants from across our school network who teach in or lead K-12th-grade schools. They come from urban, suburban, and rural schools and teach a wide range of content areas; they have been partnering with EL Education for varying lengths of time. This diversity of background and experience offers the opportunity to forge a wide professional learning community. Please note that target audiences are indicated to help schools make suitable selections.

For all 5-day and most 3-day institutes, participants experience a “slice” of a learning expedition that explores meaningful content in science or the humanities. Slices provide context and motivation for learning specific skills. The topics covered are not meant to be “take home” units; instead, their intent is to engage adult learners while modeling curriculum design, instructional practices, and assessment strategies applicable to all grade levels. Typically, participants stay in “student hat” for some of the institute, and they also spend significant time in their “teacher hat,” debriefing and considering how to apply what they’ve learned in their own classrooms and schools.



Network Professional Development Calendar 2018-2019

3 day Institutes

Title	Dates	Location
Management in the Active Classroom	October 22-24, 2018	Denver, CO
Instructional Coaching	October 22-24, 2018	Salt Lake City, UT
Building Equitable Classrooms through Restorative Justice Practices	January 16-18, 2018	Chicago, IL
Scaffolding for High-Quality Products	February 7-9, 2019	Providence, RI
Designing Learning Expeditions: Secondary	February 11-13, 2019	Long Island City, NY
Growing Modules into Expeditions	February 25-27, 2019	Denver, CO
Leading Teams	June 27-29, 2019	Detroit, MI
Management in the Active Classroom	August 8-10, 2019	Long Island City, NY
Teaching Toward Equity	March 18-20, 2019	Atlanta, GA

5 day Institutes

Title	Dates	Location
Primary	July 8-12, 2019	Denver, CO
Elementary	July 15-19, 2019	Milwaukee, WI
Middle School	July 15-19, 2019	Milwaukee, WI
High School	July 22-26, 2019	Baltimore, MD
Leadership Induction	July 2019	TBD

Site Seminars

Title	Dates	Location
The Head, Heart, and Hands of a School	October 25 - 26, 2018	Fox Creek Elementary School Centennial, CO
Building a Spirit of Crew	November 29 - 30, 2018	Arbor Vitae-Woodruff School Arbor Vitae, WI
Creating a Culture of Equity and Engagement for High School Students	December 5 - 6, 2018	William Smith High School Aurora, CO
Becoming a Truly Integrated School	April 25 - 26, 2019	Springfield Renaissance Springfield, MA
Structures and Protocols that Support Students to Become Leaders of their OWL (own) Learning	May 2 - 3, 2019	Open World Learning School Saint Paul, MN
Culture of Continuous Improvement	May 16 - 17, 2019	King Middle School Portland, ME

Site-Based Curriculum Institutes: Implementation in Action

Title	Dates	Location
K-2 Skills Block	March 27-29, 2019	Lead Academy Greenville, NC
K-2 Modules and Labs	April 23-25, 2019	Explore Elementary, Mapleton Public Schools Thornton, CO
Grades 3-5 Modules and ALL Block	March 11-13, 2019	Lincoln Heights Magnet Elementary School, Environmental Connections Wake County Public School System Fuquay-Varina, NC

Invest in Shared Leadership: Year-Long Job-Embedded Learning

Title	Dates	Location
Leading for Deeper Instruction	October 10-12, 2018 December 6-7, 2018 February 7-8, 2019	Denver, CO
Leading Schoolwide Improvement	July 23-27, 2018 October 22-24, 2018 January 7-9, 2019	Amherst, MA Washington, DC
Leadership Induction School-year Follow-up Package	Pre-Conference Day National Conference Leadership Site Seminar Regional Leadership Cohort	Philadelphia, PA Philadelphia, PA varies varies

Regional Opportunities

Title	Dates	Location
Regional Leadership Cohorts	September 19-21, 2018	Colorado Springs, CO
	January 23-24, 2019	Greenville, SC
	January 16-18, 2019	Pacific Grove, CA
	January 31-February 1, 2019	Saratoga Springs, NY
	February 7-8, 2019	Chicago, IL

National Conference Pre-Conference Day - November 8

Title	Facilitators
Promoting Educational Equity	Tiffany Fick Kristina Kyles-Smith Genie Kang
Ch-ch-ch-changes: Exploring Paradigm Shifts in Literacy Instruction	TBD
Cultivating a Love of Math: Flipping Your Culture of Mathematics for Schoolwide Success	Linda McAvoy Grein Jeff Heyck-Williams (Two Rivers)
Unleash the Potential of Shared Leadership Through Accountable Teams	Sarah Fiarman Christina Lesh Jon Mann
“I Like Wondering about Language”: Using Language Dives and Conversation Cues to Support English Language Learners in the EL Education Language Arts Curriculum	Rebecca Blum-Martinez (University of New Mexico, and national expert advising on our K-5 curriculum) Kevin Jepson Carrie Cobb Stephanie Clayton (LEAD Academy)
School Site Visit: Eco Charter School (literacy partner)	Cara Cassell Jen Schmidt
A Day in the Life of a Humanities-Based Learning Expedition	Cindy Rice Erin Vaughn
Bringing Physical Science and Engineering to Life: A Slice of a Science-Based Learning Expedition	Ron Berger Dale Bergerhofer

EL Education National Conference

National Conference – Philadelphia, PA – November 9-11, 2018

Pre-Conference Day – November 8, 2018

EL Education’s 2018 National Conference will be held at the Marriott Philadelphia Downtown. Our three-day conference offers participants a mix of interactive master classes, keynote presentations, and discussions focusing on a wide variety of topics to support and inspire educators. Join us for an optional Pre-Conference Day on November 8, 2018. Pre-conference events will feature a school visit, “slices” of science and humanities-based learning expeditions that immerse participants in a compelling topic, and best-practice workshops.

Best-Practice Workshops

Promoting Educational Equity

Research reminds us that many of our most underserved students of color, English language learners, and students who qualify for special education 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 by asking the questions: *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.

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

Come learn with us about how designing and implementing the EL Education K-5 Language Arts 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 language arts curriculum or designing your own curriculum, come grapple with us! Consider strengths in your current literacy instruction, what may need to change, and why.

Cultivating a Love of Math: Flipping Your Culture of Mathematics for Schoolwide Success

"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.

Unleash the Potential of Shared Leadership Through Accountable Teams

Unleash the potential of shared leadership at your school by developing the capacity of teacher teams. Improving student learning isn’t a top-down endeavor. In order to accelerate improvement and help it gain traction schoolwide, school leaders need to empower teachers to lead collaborative work. To do this, leaders need to invest in specific leadership development and build the skills of people 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 skill sets and mindsets needed to help teams make progress along the continuum to become more accountable. This session includes readings and activities from SY17-18 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.

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

Learn how to make the difference for English language learners in the complex content of the EL Education K-5 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), which is seeing compelling results with a 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 coach. Discover ways to support beginning ELLs and transform the lives of routinely “forgotten” higher-proficiency ELLs. These high-leverage approaches support students to meet standards and become proficient and empowered communicators.

School Site Visit

Eco Charter School (literacy partner)

The Environment Community Opportunity (ECO) Charter School is an EL Education literacy partner providing quality urban education to students in grades K-7 in Camden, New Jersey. ECO Charter School’s explorers “learn by doing.” They 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 literacy instruction. Participants will explore the essential components of how students feel valued, respected, and guided towards being leaders of their own learning. Witness first-hand how ECO students create high-quality work that *matters* by inspiring students to become self-motivated, socially-aware, active learners and communicators—empowering students to pursue their own opportunities to create a better world.

Learning Expedition Slices

A Day in the Life of a Humanities-Based Learning Expedition

Take part in a humanities focused “slice” of a learning expedition that includes a compelling topic, fieldwork, and experts. Modeling curriculum, instruction, and assessment practices for grades 3–12, slices allow participants to experience first-hand how it feels to “live the learning” by studying a local topic.

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

Join us for a unique opportunity to live the learning with Ron Berger at the University of Pennsylvania robotics lab with world leaders in robotic engineering. Engage in a science-based “slice” of a learning expedition and leave with a better understanding of how a compelling, local topic or resource can powerfully drive instruction.

Network School Institute Descriptions

3-Day Network School Institutes

Management in the Active Classroom (K–12)

October 22-24, 2018 – Denver, CO -or-

August 8-10, 2019 – Long Island City, NY

This institute will help teachers establish classrooms that are respectful, collaborative, and growth-oriented. Intended for all classroom teachers, whether new to the classroom or looking to deepen their practice, the content will focus on developing thoughtful, proactive, management structures that are implemented in every learning experience; adding strategies to teachers' classroom management toolbox; helping students become self-directed learners; establishing and reinforcing classroom norms; deepening teachers' understanding of restorative practice; and dealing with challenging behaviors.

Instructional Coaching (K–12 coaches and school leaders; see note)

October 22-24, 2018 – Salt Lake City, UT

This institute is designed to support instructional leaders in developing systems, structures, and practices related to effective instructional coaching. Participants build an understanding of how coaching rests on a strong cultural foundation, discover the differences between teacher-centered and student-centered coaching, and learn how to implement coaching structures that address clear goals for teacher practice or student achievement. Participants leave with a plan to implement an instructional coaching practice that fits into schoolwide structures for teacher support.

Note regarding target audience: Ideally, a school sends both a school leader and instructional coach, since the product for the training provides time for teams to plan and design a system of instructional coaching to take back to their sites.

Building Equitable Classrooms through Restorative Justice Practices (K–12)

January 16-18, 2019 – Chicago, IL

Has your school established classroom communities that are respectful, collaborative, and growth-oriented, yet you still have students who are struggling to establish their roots in crew? We will build on previous learning from the Management in the Active Classroom Institute, and then dive deeply into *restorative justice practices* to support all students in developing a sense of belonging and accountability. Believing that all people seek a peaceful social life, this institute will support teachers in developing systems, structures, and practices that are rooted in respect and solidarity with the struggling student, so that s/he is able to move toward taking active responsibility for his/her impact on the larger crew.

This institute will include site-based learning where participants will have the opportunity to observe restorative practices in action.

Scaffolding for High-Quality Products (K–12)

February 7-9, 2019 – Providence, RI

This institute focuses on planning beyond the daily level to support students in achieving high-quality work. Participants use EL Education's [Attributes of High-Quality Work](#) to examine and discuss student work.

Facilitators provide instruction, models, and coaching on creating project plans and rubrics that result in a high-quality product. Participants identify a performance task for their own classrooms and create a scaffolding plan that integrates the use of models, critique, and descriptive feedback.

Designing Learning Expeditions: Secondary

February 11-13, 2019 – Long Island City, NY

Learning expeditions are the signature curricular structure for EL Education network schools. They make both content standards and content-based literacy come alive through long-term, in-depth studies of real-world topics. Participants attending this institute will dive into the whys and hows of learning expeditions, with special consideration for secondary teachers. They will experience design thinking through the process of selecting a topic, developing case studies, and designing authentic final products aligned to ELA and content standards. Additionally, they will learn criteria for worthy anchor texts and begin to consider ways to engage students with experts and fieldwork. Participants will leave with a vision and clear action plan for designing a quality expedition that is standards-aligned, compelling, and leads to quality work.

Growing Modules into Expeditions

February 25-27, 2019 – Denver, CO

The EL Education K-5 Language Arts Curriculum serves as a strong literacy backbone for fuller learning expeditions. But to move from implementation towards fuller expedition design, teachers need to identify localized and compelling topics, to create engaging case studies, and to backwards-design a final product that will support students in producing high-quality work that is complex, authentic, and beautiful. Participants will hone their curriculum design skills by analyzing the 4T's of the modules while using the content connections and optional experts, fieldwork, service, and extensions from the modules to inform their next steps. If you have implemented the K-5 Language Arts modules with integrity and now are ready to move to designing quality learning expeditions please join us!

Leading Teams

June 27-29, 2019 – Detroit, MI

This institute supports grade-level or content-team leaders or others in a position to lead a team of their peers. These teacher leaders will learn specific skills and structures to productively lead meetings, to strategically use protocols to structure conversations, deliberately build and sustain a strong adult culture, and increase their own emotional intelligence and self-awareness. This institute is designed for teacher leaders and those who support them to improve the impact of specific meetings as well as a school's overall approach to collaborative adult work.

Teaching Towards Equity

March 18-20, 2019 - Atlanta, GA

Many teachers realize that the inequities found in society seep into the classroom. A wave of research over the past 10 years has shown the universality of unconscious bias and its power to shape both teachers' interactions with students and the way policies are designed and applied. The EL Education model is predicated on the conviction that all students can learn. For our practices to have maximum impact on the achievement of all students, schools and classrooms must be respectful, safe, and inclusive; educators must work to eliminate the negative impact of the biases ingrained in our society and in ourselves. This institute will build awareness of how our social identities impact our views of the world and how we show up as educators. It will include historical context to help us analyze current educational inequities. While disparities in student learning vary from school to school, in this learning experience, we focus specifically on racial inequities as a way of modeling how to address any form of inequity a school may face. We will make space for compassionate reflection on current practice and explore tools and strategies to make curriculum, instruction, and assessment respectful of the history, culture, and agency of all students. Teachers will leave

with a plan to apply these tools in the service of more equitable and inclusive classrooms and schools.

5-Day Network School Institutes

EL Education Classrooms in Practice

Five-day institutes are designed to be a powerful introduction to EL Education’s *Core Practices* for educators new to our whole school model. In each institute, participants engage as “students” in a slice of a content- and literacy-rich learning expedition. They experience the practices that characterize high-achieving, engaging classrooms throughout our school network. The practices focus on developing a strong classroom culture, engaging students in daily assessment, and using effective instructional practices (e.g., building background knowledge, strategies for helping students read closely, vocabulary work, numeracy, fieldwork, using experts, and scaffolding to create high-quality work).

Primary (K–2)

July 8-12, 2019 – Denver, CO

EL’s [Characteristics of Primary Learners](#) serves as the anchor for the Primary Institute.

Elementary (3–5)

July 15-19, 2019 – Milwaukee, WI

Middle School (6–8)

July 15-19, 2019 – Milwaukee, WI

The Middle School Institute includes a Crew/Advisory component focused on building community and character.

High School (9–12)

July 22-26, 2019 – Baltimore, MD

The High School Institute includes a Crew/Advisory component focused on building community and character.

Please note: These 5-day institutes are not designed to be an introduction to the EL Education Language Arts Curriculum. For those seeking to learn more about how the curriculum was designed or seeking support with its implementation, please visit curriculum.leducation.org.

Leadership Induction (Principals new to the EL Education school network)

Summer 2019 -- location TBD

This institute is an essential induction for all leaders new to the principalship or new to leading an EL Education network school. It introduces leaders to the specific ways the EL model supports student achievement and engagement. Participants examine the school leader’s role in supporting high quality implementation of this model through strategic, instructional, and cultural leadership. They also learn about EL Education’s role as a partner in this work. Participants deepen their understanding of how to leverage the EL Education leadership Core Practices to improve student achievement in all three dimensions—mastery of knowledge and skill, character, and high-quality work. Participants examine exemplary practice and are guided to apply what they learn to their own contexts. **Note:** *We expect all new principals and all principals new to leading an EL network school to enroll in both the Leadership Induction Institute and the Leadership Induction Follow-up Package.*

Site Seminars

Site seminars are carefully structured two-day events that demonstrate implementation of the design principles and core practices of EL Education. Credentialed network schools hosting site seminars implement the EL Education model at a high level and have proven impact in terms of high levels of student achievement. Leaders and staff exhibit teaching and leadership skills that exemplify the EL Education model.

Site seminars are focused, purposeful, and intensive. They highlight the school-wide implementation of critical aspects of the EL Education model that the school does particularly well, in addition to demonstrating strong overall implementation of the EL Education approach.

During the seminar, participants visit classes for long periods of time; meet with administrators, teachers, students, and parents; and examine exemplary student work. They collect observations and make sense of these observations in small and large groups.

Note: *There are **two types** of site seminars—**General** and **Leadership**. General site seminars are designed to address learning targets that are relevant to a broad range of educators and others interested in learning more about EL Education core practices. Leadership site seminars are focused on specific leadership structures used by high-performing EL Education Network Schools to support strong teaching, deeper learning, and effective school culture. The target audience for leadership site seminars is educators who currently hold or plan to hold a leadership position at a school.*

The Head, Heart, and Hands of a School (Leadership, Grades K–6)

Fox Creek Elementary School

October 25-26, 2018 – Centennial, Colorado

Dynamic student achievement is defined by three powerful dimensions: mastery of knowledge and skills, character, and high-quality work. At Fox Creek we express the dimensions of student achievement by educating the head, heart, and hands of children. We also believe that a high-achieving school is defined by these same dimensions working together systemically. Join us as we share how we have grown as a school of intention through deep development of shared leadership structures (head), positive school culture (heart), and intentional instructional practices (hands). By the end of this site seminar you will have explored powerful schoolwide strategies and crafted a plan to further develop your own educational community.

Building a Spirit of Crew (General, Grades PK–8)

Arbor Vitae-Woodruff School

November 29-30, 2018 – Arbor Vitae, Wisconsin

At Arbor Vitae-Woodruff (AV-W) our school foundation has been built to foster a culture of compassion, courage, and integrity. At AV-W, a PreK–8 public school in Northern Wisconsin, students and adults are committed to knowing each other well, building meaningful relationships, and empowering each other to achieve personal greatness. “We are Crew, not passengers!” is embedded in AV-W school structures and traditions such as crew, but also in staff crew, community crews, and data crews that ensure every student is known, cared for, and celebrated. This two-day site seminar is designed to focus on the domain of Culture and Character from the EL Education *Core Practices* and how strategic attention to this domain has led to high student achievement and success. Using AV-W School as the case study, participants will “experience” our

community of learning through established traditions and celebrations. Participants should also be prepared for reflection and adventure as these are key drivers of our strong student and staff culture. Come prepared to be immersed in the “culture” of AV-W!

Creating a Culture of Equity and Engagement for High School Students (Leadership, Grades 9-12)

William Smith High School

December 5-6, 2018 – Aurora, CO

In this leadership-focused site seminar at William Smith High School, we will share how we have created a culture of equity, engagement, and impact by leveraging the EL Education *Core Practices* to align curriculum, instruction, and assessment for student achievement and to cultivate a positive school and professional culture.

Participants will observe and learn about systems and processes that we have built and sustained that have led to high levels of success. These include:

- Design and implementation of an entirely project-based high school curriculum
- Staff collaboration and a co-teaching model for staff members to create our unique cross-grade-level and interdisciplinary project offerings and schedule
- Culture of reflection and revision by staff and students
- Passionate instruction, based on the freedom for teachers to create projects and curriculum and collaborate with other teachers
- Multigrade-level crews
- Shared leadership model and professional development structure
- Intentional team building with staff and students and student induction program
- Teacher-led design and implementation of Habits of Excellence
- Creation of student feedback panels for teacher revision and reflection

Come see why William Smith was awarded the 2016 Gold School of Opportunity award, was in the top 10 for PARCC English and Math growth in the state of Colorado, has a 95% graduation rate, and a 98% average daily attendance rate.

Becoming a Truly Integrated School (Leadership, Grades 6–12)

Springfield Renaissance

April 25-26, 2019 – Springfield, MA

In this Site Seminar, participants and members of the Renaissance community engage together in an exploration of our guiding question: **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?**

Always a “work in progress,” Renaissance does have results about which to be proud: 100% college acceptance for all 7 of our graduating classes, MCAS results that surpass the district by 10 to 30 percentage points depending on the subject and grade, and national recognition for our focus on character and the positive culture of the school. For example, we were highlighted in the American Radio Works Story *Beyond the Blackboard: Building Character in Public Schools*. Even with this success, we continue to grapple with many questions about how to move all of our students to high levels of achievement in the three dimensions. The guiding question for our site seminar captures both the work we have done in the last few years as well as the work we still need to do.

Structures and Protocols that Support Students to Become Leaders of their OWL (own) Learning (General, Grades 6–12)

Open World Learning School

May 2-3, 2019 – Saint Paul, MN

Serving a highly diverse population of 6th–12th grade students in St. Paul, Minnesota, Open World Learning Community (OWL) is a choice magnet school in the St. Paul Public School District that adopted the EL Education model seven years ago. OWL leadership and staff is dedicated to cultivating a culture of engagement and achievement. As a result, OWL students have consistently demonstrated evidence of deeper learning and high achievement. This site seminar will highlight OWL's attention to student achievement through a strong EL Education school culture that is embedded with sustainable structures, such as student-engaged assessment, learning expeditions, high-quality student work, community circles, crew, and a focus on technology that includes a 1-to-1 iPad format. Come and see how we have created a community of learning through thoughtful and caring EL Education implementation at Open World Learning Community.

Culture of Continuous Improvement (General, Grades 6-8)

King Middle School

May 16-17, 2019 – Portland, ME

King Middle School is one of the highest performing middle schools in the state of Maine and serves the most ethnically and economically diverse population in the state. One-third of King's 550 students are foreign born. Students speak 31 different languages. King has been part of the EL Education network for over 20 years and serves as a mentor school. We will share how King transformed over time and delve into how King has maintained a vibrant culture of continuous improvement. The site seminar will showcase model expeditions that are tied to state and Common Core standards, rich with authentic fieldwork experiences, and have high-quality products. Through the lens of expeditions, participants will gain insight into how we use student-engaged assessment practices, including our implementation of standards-based grading. Participants will have the unique opportunity to learn from a veteran staff and an acclaimed leadership team who have built a positive and highly successful school culture.

Site-Based Curriculum Institutes: Implementation in Action

Join EL Education staff for a new type of institute: one that is facilitated by EL but that includes significant chunks of time in classrooms implementing our curriculum. These institutes are under development and will be hosted at select schools across the country that demonstrate high-quality implementation of the EL Education K–5 Language Arts Curriculum. These institutes are open to both network schools and literacy partners implementing our K–5 Language Arts Curriculum.

Come learn how these schools have created a shared vision of quality and student outcomes. Witness how teachers analyze evidence of student progress and are empowered to make instructional choices to address individual student needs. See how highly effective leadership and professional development structures support high-quality implementation. Talk to teachers and leaders about how they’ve addressed common implementation challenges. See first-hand how the EL Education curriculum has led students to be leaders of their own learning who have the skills to contribute to a better world. These institutes are designed for educators already implementing our curriculum and ready to grapple with implementation challenges to take their work to the next level.

Site-Based Curriculum Institutes		
Title	Dates	Location
K–2 Skills Block	March 27-29, 2019	Lead Academy Greenville, NC
K–2 Modules and Labs	April 23-25, 2019	Explore Elementary, Mapleton Public Schools Thornton, CO
Grades 3–5 Modules and ALL Block	March 11-13, 2019	Lincoln Heights Magnet Elementary School, Environmental Connections Wake County Public School System Fuquay-Varina, NC

Developing Leadership Capacity at Your School Through Year-Long Job-Embedded Learning

Our work with schools for 25 years has driven home one point time and time again: when schools invest in developing shared leadership and focus on leading for impact on a daily basis, they significantly increase their overall capacity for improvement. In addition, shared leadership provides an opportunity for aspiring principals to learn and practice skills in the context of authentic leadership, thus creating a pipeline of leaders ready to step into the principal role when needed.

Acting on this understanding, we've designed a set of new offerings that will launch during SY18–19 to both develop future school principals and to support leadership across a range of roles in your schools: team leaders, coaches, assistant principals, and principals. These include a new institute, Leading Teams, and also several new job-embedded professional learning communities where participants engage in intensive learning with a small cohort of peers in multiple sessions over the course of a year. Participants are expected to return to their schools and apply their learning in their job in between each session. All programs include an explicit focus on leading for equity, including understanding how our identity influences our leadership practice and strategies to ensure all students achieve at high levels.

Note regarding eligibility to participate: *Due to a grant that EL Education has received to pilot these offerings, the prices for SY18-19 have been significantly subsidized. By registering for the pilot year, participants agree to share data from their school for research purposes. We don't anticipate being able to offer these PLCs at this discounted price in future years, so we also have indicated the full price for future reference. For Leading Schoolwide Improvement, which has a summer kick-off experience, note that payment spans two contract years. This is an unavoidable reality of EL's fiscal contract year.*

Leading for Deeper Instruction

October 10-12, 2018

December 6-7, 2018

February 7-8, 2019

All sessions take place at the Welby Community School in Denver, CO.

Price: Pilot price is \$900 in SY18-19 due to grant subsidy. Anticipated future price is \$1800.

Join a small group for seven days of professional learning to practice leadership skills that foster deeper learning: instruction that challenges, engages, and empowers students. Quality instruction in the classroom and strong instructional leadership are the two most impactful variables in improving student achievement. Participating in this professional learning community will help you sharpen your saw in both realms. Whether you are an instructional guide, assistant principal, or principal, your ability to confidently describe, recognize, and support deeper instruction is a cornerstone of effective leadership. You will have the chance to collectively practice, discuss, and give one another feedback in a safe, trusting environment. Participants will observe instruction in real classrooms, identify strengths and high-leverage areas for improvement, and design related coaching and professional learning experiences. Implementing these strategies will help ensure equally high levels of achievement for all students across the three dimensions (mastery of knowledge and skills, character, and high quality work).

Note regarding eligibility to participate: *To participate in this professional learning community, participants will need to be able to apply and collect evidence of their skills in an authentic coaching relationship with at least one teacher at their school.*

Leading Schoolwide Improvement

July 23-27, 2018 — Amherst, MA

October 22-24, 2018 — Two Rivers Public Charter School, Washington, DC

January 7-9, 2019 — Two Rivers Public Charter School, Washington, DC

Price: Pilot price is \$1,800 due to grant subsidy. Schools pay \$900 for the SY17-18 contract. The remaining \$900 goes on the SY18-19 contract. Due to a grant that EL Education has received, the price for SY18-19 has been significantly subsidized. In subsequent years, we anticipate the price will be \$2700. By registering for the pilot year, participants agree to sharing data from their school for research purposes.

This intense, cohort experience is designed to simultaneously provide targeted leadership development for one or more members of your staff and support your school's progress on a specific work plan goal. Over multiple months and learning sessions, we will build capacity in four areas of leadership: leading a strategic improvement cycle; engaging a team in shared leadership; cultivating trust among staff members; and understanding how our identity influences our leadership. We seek participants who are committed to boldly confronting and addressing inequities in their schools. While disparities in student learning vary from school to school, in this learning experience, we will focus specifically on racial inequities as a way of modeling how to address any form of inequity a school may face.

In addition to in-person learning, a significant aspect of this offering is its job-embedded nature. After each in-person session, participants will complete follow-up assignments and collect evidence of their work, such as agenda, notes, and video from a meeting they lead; evidence from ongoing data monitoring; and survey feedback from colleagues about their leadership. Participants will give and receive feedback from members of their cohort who will share their own evidence of learning. This experience will involve demanding and rewarding work. Join this cohort of colleagues who share your passion and drive for ensuring all students excel in EL Education's Dimensions of Student Achievement.

Note regarding eligibility to participate: *In order to participate in this yearlong cohort, participants must be authorized to lead one aspect of improvement within their school's work plan. To fully engage in the learning and follow-up assignments, participants will need a clear, designated work plan goal as well as access to a wide array of relevant school data.*

Leadership Induction School-Year Follow-Up Package

Pre-conference day and National Conference November 8-11, 2018 in Philadelphia, PA

Leadership Site Seminar

Regional Leadership Cohort meeting

Price: \$2,225. Includes \$300 discount for purchasing all elements as a package.

Following the Leadership Induction Institute, new leaders and leaders new to EL Education will participate in a series of leadership-specific offerings that serve to induct them into the larger network in which they lead. After building their foundational knowledge of instructional leadership in EL Education schools, new

leaders reconvene at National Conference for a pre-conference day focused on shared leadership and high-performing, accountable teams. National Conference and Regional Leadership Cohort meetings both provide valuable opportunities for new leaders to learn from experienced peers in the context of facilitated learning as well as informal networking. In addition, new leaders attend a Leadership Site Seminar that explicitly ties leadership practice to student outcomes. Based at an exemplary EL Education school, the Leadership Site Seminar provides another opportunity for new EL leaders to connect with other new and experienced leaders, gain concrete skills to integrate into their practice, and build a shared vision of effective leadership at an EL Education school.

Note: *EL Education expects all new principals and all principals new to EL to enroll in both the Leadership Induction Institute and the Leadership Induction Follow-up Package. In FY19 a limited number of new leaders will be eligible to contract for additional leadership coaching based on interest and need.*

Regional Leadership Cohorts

Regional Leadership Cohorts are an opportunity to strengthen and support the capacity of leaders in EL Education network schools to increase student achievement. The cohorts provide opportunities for leaders to learn from each other’s experiences and best practices and troubleshoot roadblocks and obstacles towards comprehensive implementation of EL Education’s *Core Practices*. The cohorts are designed for network school leaders, including principals, directors, and instructional guides.

Regional Opportunities		
Title	Dates	Location
Regional Leadership Cohorts	September 19-21, 2018	Colorado Springs, CO
	January 23-24, 2019	Greenville, SC
	January 31-February 1, 2019	Saratoga Springs, NY
	Jan 16 - Jan 18, 2019	Pacific Grove, CA
	February 7-8, 2019	Chicago, IL

Registration and Logistics: What You Need to Know

We desire to provide the best adult learning experiences for all participants. If you know that you will not be able to stay for the whole professional development offering, please arrange to take it at another time. The success and spirit of our professional development experiences depend on full participation. Late arrivals or early departures interrupt the opportunity to build and sustain a cohesive institute culture and nurture growth in adult learning.

Visit the EL Education website for registration information for all events. If you have questions about registration, please contact Nicole Graziano, Client Services Manager, at ngraziano@eleducation.org or call 413-362-3068.

Registration

For PD events occurring between September 1, 2018 and May 31, 2019, schools with signed contracts and no outstanding balances from the 2017-2018 school year may register for institutes beginning on **Monday, August 13, 2018**.

For PD events occurring between June 1, 2019 and August 31, 2019, schools with signed contracts and up-to-date payments may register for institutes beginning on **Monday, March 11, 2019**.

Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Nicole Graziano at ngraziano@ELeducation.org. Please **do not book nonrefundable airline tickets without confirmation** that your registration has been received and processed.

Logistics

Once registered, you will receive a logistics email from Nicole Graziano with details that include location, start/end times, meals that will be provided, etc. **EL Education does not make travel or lodging arrangements for any event.** If you are not local, you should plan to arrive the night before. Coffee/tea and lunch for all participants each day is provided, but participants will be responsible for covering all other expenses for dinner, lodging, parking, etc.

Cancellation Policy

If you cannot attend an event for which you have registered, please notify Nicole Graziano in writing **at LEAST 14 calendar days** before the event or the school will be charged use of a slot. Applicable slots will be deducted if cancellation occurs less than 14 calendar days before an institute, because EL Education will not be able to fill the spot. After the **14-day timeframe**, you are ineligible for a refund, but you may send a non-registered person in your place, with registration confirmation or written authorization from the school designee.

All institute slots must be used before **August 31, 2019**. No slots can be carried over into the next EL Education fiscal year that begins on **September 1, 2019**. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Education Regional Director as long as the change occurs at least **14 calendar days** before the purchased

institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within **14** days of occurring.

Schools also may register for EL Education events outside of contract and be invoiced later. The 14 day cancellation policy still applies.

EL Education reserves the right to cancel programs because of low registration. Minimum enrollment to avoid cancellation is 15. In the event of cancellation, EL Education will notify participants at least 10 days in advance of the event. EL Education is not responsible for cancellation charges related to travel and lodging.

Special Services

Please notify EL Education at the time you register if you need a sign language interpreter or other special assistance. EL Education must be notified in writing at least 14 days in advance of the event (or sooner, if possible).

Registration and Logistics for the National Conference

Registration for the National Conference **opens on August 13, 2018** and closes when full or on October 5. Visit the [National Conference page of our website](#) for more information.

For EL Education Network School Partners, refer to your school's Cooperation Agreement to determine the number of National Conference slots contracted. Additional slots may be purchased a la carte and your school will be invoiced, or you can add slots via an addendum. To do an addendum, please reach out to your School Designer, PD Specialist, or Regional Director.

Please consider submitting a proposal to teach a master class! The request for master class proposals is available now and is due by June 29, 2018. Access the RFP [here](#).