

2019 National Conference
One Vision, Three Dimensions
Atlanta, GA | October 16–19

Course Catalog





#ELNC19

Join educators from across the country in Atlanta, Georgia from October 16th–19th for professional development and community building as we expand the definition of student achievement and empower all students to achieve high expectations—as scholars and community members.

Here's a peek into the #ELNC19 experience:

One Vision, Three Dimensions

Together with thousands of educators, you'll learn how to prepare students for high achievement across three dimensions—mastery of knowledge and skills, character, and high quality work—to help students achieve more than they thought possible.

Educating for a Better World

Meet students who are changing our world with exemplary, authentic contributions to their communities. These students will teach you how to better nurture students' passion and capacity to become curious, ethical citizens who contribute to a better world.

Educational Equity

Education and literacy are civil and human rights. At #ELNC19 you'll work with educators to create a future where every child can access the same complex learning and contribute their best to the world.

Expanded Programming

At #ELNC19 you'll engage with more thought leaders and subject matter experts than ever before, explore new pathways for literacy curriculum partners and math teachers, and dive into innovative programming, including 4-hour intensives and more pre-conference day sessions to deepen learning.

Conference Schedule

Pre-Conference Day Wednesday, October 16

8:30 am–4:30 pmPre-Conference Day
7:30–9:00 pm Registration opens

Day 1 | Thursday, October 17

8:30–10:00 am..... Opening Session
10:00–10:30 am..... Refreshments
10:30 am–12:30 pmSession A
12:30–2:30 pm..... Lunch
2:30–4:30 pmSession B
6:30–9:30 pm Reception at National Center
for Civil and Human Rights

Day 2 | Friday, October 18

8:30–10:00 am..... Friday Discussion Groups
10:00–10:30 am..... Refreshments
10:30 am–12:30 pmSession C
12:30–2:30 pm..... Lunch
2:30–4:30 pm Session D

Day 3 | Saturday, October 19

8:30–10:00 am..... Panels & Networking
10:00–10:30 am..... Refreshments
10:30–11:30 am..... Closing Session

Conference Pricing

The EL Education Partner price (for those affiliated with schools or districts that have a contract with EL) is \$900 per person. EL Education partners may have pre-paid conference slots as part of their Cooperation Agreement. Partner pricing is available to all partners regardless if they have purchased conference slots in their Cooperation Agreement. Registrations that are not part of a Cooperation Agreement or exceed the number of pre-paid conference slots must be paid for during the scheduled invoicing cycle which will occur after National Conference. **NC 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 or district that has a Cooperation Agreement with EL Education) is \$1,000 per person. Payment is due by September 23, 2019 for all Explorer registrations.

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 23, 2019. 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.

**Register now at:
ELeducation.org/national-conference**

How to Register

Refer to this catalog to choose one master class each for sessions A-D, plus panels, discussion groups, and networking sessions. Please also select 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 \(ELeducation.org/national-conference\)](https://ELeducation.org/national-conference) on August 12, 2019. Space is limited; please register early.

Then book your hotel rooms at our host venue [here \(book.passkey.com/event/49822868/owner/321/home\)](https://book.passkey.com/event/49822868/owner/321/home).

Cancellation Policy

For a full refund, cancellations must be made in writing and sent to Nicole Graziano at ngraziano@ELeducation.org no later than September 16, 2019. Cancellations received after September 16, 2019 are not eligible for refund. Please contact Nicole Graziano with any questions.



Class Levels

EL Education's National Conference attracts a diverse audience interested in our work. 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 participants' 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 and/or the EL Education Language Arts Curriculum. Participants might be exploring the curriculum or in year 1 of implementation, or work in schools that are in partnership development/early stages of implementation of our network school model (for example, EL Education Network School Partners in year 0-1 of implementation). 100 level classes also are 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 the 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 and Core Practices.

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 academic 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 knowledge and skills, attention to culture and character, and focus on high-quality work. Classes offered by EL Education Mentor Schools are indicated by this icon.



Student Facilitation

EL Education values student voice and contribution. We are honored to have students present alongside educators and demonstrate how they are contributing to a better world. Classes co-facilitated by students are indicated by this icon.



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.



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.



Mural at The National Center for Civil and Human Rights, site of this year's reception.

New This Year

#ELNC19 will feature more learning opportunities than ever before. We'll engage new audiences, host more thought leaders and subject matter experts, and role out new offerings including:

Expert Panels

Join guest experts from across the country for a panel discussion on a wide range of topics. See page 62 for more information.

Pathways

Coming to the conference hoping to get some professional development around the EL Education Language Arts Curriculum? Consider registering for intensives and/or master classes that are part of the Curriculum Pathway. We've sequenced these courses specifically for those interested in gaining a foundational understanding of the curriculum. There's even a pathway for those who have been using the curriculum already and are looking for 200 level classes!

This year we've responded to participant feedback by sequencing a series of classes to make up a Math Pathway. Consider signing up for these classes presented by Guest Experts and teachers in EL Education Network Schools. See page 12 for more information.

Networking

We heard you! Our participants have been asking for some less-structured time to connect with other conference-goers from across the country. Join colleagues for informal networking to meet and greet others on Saturday morning. See page 63 for more information.

Intensives

Looking for a deeper dive into a particular topic? This year we are offering double-session "Intensives." These groups will meet for two sessions on either Thursday or Friday. See the Master Class section, starting on page 11, for more information.



2019 National Conference Pre-Conference Day

PC01

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

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary, Middle

Class Level: 100

Facilitators:

Riley, Christina
Shenk, Katie

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 members of EL Education's curriculum design and implementation teams to learn more about how EL Education marries great curricula and high-quality professional development to transform literacy classrooms.

PC02

Unleash the Potential of Shared Leadership Through Accountable Teams

Focus Area: Leadership

Grade Level: All

Class Level: 100

Facilitators:

Lesh, Christina
Wood, Jen

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, teachers need to be empowered 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 a team you lead at your school. 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 towards being more accountable teams. This is a repeat session from 2018 National Conference and is open to educators across roles, with particular relevance for members of schoolwide leadership teams.

PC03

Leading District-Wide Implementation of the EL Education Language Arts Curriculum

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary, Middle

Class Level: 100

Facilitators:

Stanko, Rebecca
Lightfoot, Shanta
Gutfreund, Erin

Is your district considering the EL Education Language Arts Curriculum in grades K-8, or are you newly implementing the curriculum in one or more grade bands? Change Management is a complex undertaking for both district and school-based leaders, and is essential when adopting and initially implementing the curriculum. Join EL's directors and senior professional development specialists at this pre-conference day where we will focus on visions and partnerships that developed between district literacy partners and EL Education with a special emphasis on the process of curriculum adoption. Join us to hear leaders (from various large districts across the nation) share how they positioned an inclusive change process that helped lead to deeper impact.

PC04

Student-Engaged Assessment as a System for Creating Equitable Learning Communities

Focus Area: Student-Engaged Assessment
Grade Level: All
Class Level: 100

Facilitators:

Henderson, Jenny
Andrew, Erika Nielsen

Student-engaged assessment is a series of practices that puts students in the driver's seat to become leaders of their own learning. This pre-conference day will provide a taste of eight different student-engaged assessment practices which can each have the power to increase student motivation and ownership of learning. Participants will consider how each of those practices alone or as part of an integrated system helps students take charge of their learning order to meet their academic goals and achieve at high levels. Time will be provided for action planning including how to use student-engaged assessment to foster equity. This session is an introductory level offering and is suitable for all partner types.

PC05

Curriculum Implementation as the Gateway to EL's Vision: The Scintilla Case Study

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

PLEASE NOTE: This session has been cancelled.

PC06

StoryCorps: Learn How to Bring Oral History Into the Classroom

Focus Area: High-Quality Work
Grade Level: Middle, High School
Class Level: 300

In this pre-conference day, join staff from StoryCorps, the national oral history and media nonprofit heard on NPR, to learn how to bring their model and tools into your middle or high school classroom. We will explore lesson plans designed to help students discover the power of their own voice, and gain empathy and understanding of those who are different from them. StoryCorps staff will share their best practices for eliciting great stories, recording, and archiving recordings. Discover free resources you can use in order to design authentic final products. Learn how to use free technology to record and archive conversations with StoryCorps and the Library of Congress. Leave this day with tools to challenge, engage, and empower your students in both the classroom and the community through conversation.

PC07

City Schools of Decatur | Decatur, GA Westchester, Clairemont, and Oakhurst Elementary Schools

Focus Area: EL Education
Grade Level: Primary
Class Level: 200

City Schools of Decatur (CSD) is a high performing school system with 5 lower elementary schools (K-2), 2 upper elementary schools (3-5), one middle school and one high school. The district uses the International Baccalaureate framework in grades 3-12, while all 5 lower elementary schools implement the EL Education Network School model. This site visit will focus on how the district has leveraged the EL Education Dimensions Platform and related tools to improve progress monitor across all lower elementary schools. Participants will have the opportunity to visit three schools and hear how district level leaders have collaborated with EL partners and school leaders to meet each school where it is and narrow their focus for growth based on the data collected in the Dimensions platform.

PC08

Brighten Academy | Douglasville, GA

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

Brighten Academy is a K-8 public charter school located west of Atlanta serving students in Douglas County, Georgia. We believe in educating the whole child through project based learning and growing our students' character with our 7Cs. Brighten began partnering with EL Education in 2014 as a Network School and began implementing the K-8 ELA literacy curriculum (first edition) in 2017. This site visit is designed to showcase how our school has begun to make the move from implementing the Language Arts modules to interdisciplinary learning expeditions this past year. Come and see our students in action, from research and design to implementation of expeditions that are making an impact in our community. Teacher and student focus groups will share their experiences of getting smart to do good. Participants will leave with ideas and resources for connecting the modules to their own community.

PC09

Michael R. Hollis Innovation Academy Atlanta, GA

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

Michael R. Hollis Innovation Academy is an EL Education Network School within Atlanta Public School District providing quality urban education to students in grades PK-8. This visit is designed to showcase how building an environment for learning through shared leadership can transform a turnaround school environment to improve student outcomes across all dimensions. Participants will observe classroom instruction to see first hand how students are supported to think critically with compelling, real-world content aligned to standards with the EL Education Language Arts curriculum. Participants will participate in PLCs designed to build teacher capacity to use data to drive instruction and will engage with the Hollis leadership team to understand how Hollis uses accountable shared leadership within EL's network school model to create a rich learning environment. Come witness a school that empowers students to dream bigger and equips them to lead choice-filled lives as they become self-confident, poised global citizens changing the world.

PC10

Amana Academy | Alpharetta, GA

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

Amana Academy is both an EL Education Credentialed Network School and a Certified STEM (science, technology, engineering, math) public charter school providing a robust Expeditionary STEM education to students in grades K-8 in Fulton County, Georgia. Amana serves one of the most diverse student populations in the county, if not the state, with students claiming over 40 countries of heritage, more than 26 different languages spoken in their homes, and no majority race or ethnicity represented. This diversity is a direct contributor to student success, as global awareness builds empathy and provides context for the historical and contemporary issues that students are exploring in their learning. Amana Academy implements the EL Education Language Arts curriculum in grades K-8. Participants will observe how students are challenged to think critically and apply the standards they learn in the classroom to solve problems and make contributions to their local and global communities. Witness how STEM is integrated across all subjects and woven throughout Learning Expeditions to empower students to develop authentic solutions and create high-quality products that matter. Come see the next generation of scientists, engineers, technologists and thought leaders who are getting smart to do good.

PC11

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

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

Facilitators:
Rice, Cindy
Vaughn, Erin
Sartor, Donya

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.



2019 National Conference
Master Classes

Pathways

Conference pathways #1-5 below are for participants attending the conference who hope to get professional development around the EL Education Language Arts Curriculum. We've sequenced these courses specifically for those interested in gaining a foundational understanding of the curriculum. There's even a pathway for those who have been using the curriculum already and are looking for 200 level classes! And based on feedback, we've also added Pathway 6, specifically for participants who want to focus on mathematics. Consider signing up for these classes presented by Guest Experts and teachers in EL Education Network Schools. Look for the numbered  icon throughout the catalog for courses that are part of a pathway.

Pathway	Session A	Session B	Session C	Session D
EL Education Language Arts Curriculum Pathway				
Pathway 1 Teachers- New	AB01 Intensive: Intro K-5		CD01 Intensive: Introduction to K-2 Skills Curriculum CD02 Intensive: Language Dives: Diving Deep to Discover the Secrets of Language	
Pathway 2 Leaders	A25 Diving into the Deep End: A District-Wide Implementation of EL Curriculum	B09 Collaborative Walkthroughs to Build Capacity in Instructional Leaders - Grades 3-8	C23 Cultivating Climate and Culture for EL Curriculum Implementation	D06 Impacting Students' Literacy Outcomes and Teachers' Practices: How EL Education's Teacher Potential Project Promotes Equity and Excellence
Pathway 3 K-2 Teachers: 2nd Year and Beyond	A27 Integrity and Flexibility: Purposeful Planning in the K-2 Foundational Skills Block	B27 Blast Off With Skills Block: Microphases The Hollis Way	C08 Mastering the Art of Modification: Creating Equal Access...	D13 Movement in Mind
Pathway 4 Coaching	A08 How to Plan to When the Planning Has Been Done For You?		C10 Maximizing Professional Development with EL's Virtual Offerings	D05 The How to Guide: Supporting & Coaching Skills Block Implementation
Pathway 5 K-5; Level 200	A07 The A, B, Cs of K-2 Labs: Managing Space, Students and Materials to Foster High Quality Work and Thinking	B26 Uncovering the academic language of the modules: providing access for English learners through intentional planning	C31 Curriculum Adoption AND Teacher Creativity: Leveraging the EL K-5 Language Arts Curriculum to Spark "The Having of Wonderful Ideas"	D07 Building a Tower of Knowledge: A Deeper Dive into ALL Block
Math Pathway				
Pathway 6 Math	AB02 Following the Progression: Unpacking student's models and strategies to deepen our teaching of key math concepts		C13 Diving Deeper into Math Models of Multiplication C15 Extending Understanding of Mathematical Models in the Ratio and Proportion Domain	D25 Minding the Gaps: Benchmark Assessment to Promote Number Sense Development in the Primary Grades D26 Reaching All Math Learners: Planning for Differentiation through Student Thinking

SESSION A

Thursday, October 17
10:30 am–12:30 pm

AB01

INTENSIVE

Introduction to the K-5 EL Education Language Arts Curriculum

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary

Class Level: 100

Facilitators:

VanHuystee, Corey
Horn-Lehman, Kari

School/Organization

EL Education

This offering provides guidance for those who are planning to implement the EL Education Language Arts curriculum. Participants will walk away with an understanding of the research and principles behind the curriculum and specific ways the curriculum meets all students' needs; creating educational equity for all students. Participants will discover how students can be engaged in meaningful work that fosters BOTH rigor and joy in learning. Additionally, participants will be able to explain the structure and key features of the curriculum and begin planning for implementation in their schools and classrooms.

***Note: This is a double session intensive, and will take place over both sessions A and B.**

AB02

INTENSIVE

Following the Progression: Unpacking student's models and strategies to deepen our teaching of key math concepts

Focus Area: Mathematics

Grade Level: All

Class Level: 100

Facilitators:

Isbell, Giselle
Wong, Ingrid

School/Organization

Boise State University
NYC Outward Bound Schools

One of the biggest challenges facing math teachers is using students' thinking to unpack understanding and drive instruction. By analyzing and interpreting students' intuitive reasoning and use of representations, teachers can provide more effective instruction by scaffolding appropriate learning opportunities to guide students to more formal understanding. This session will focus on increasing awareness of the progression of models and strategies, using addition as a lens, as the standards call for this focus. This session will exemplify a central theme of the math work at this year's national conference: the power illuminated from student thinking exhibited in models and strategies.

***Note: This is a double session intensive, and will take place over both sessions A and B.**

AB03

INTENSIVE

Using Culture as a Scaffold to Accelerating Learning and Support Academic Mindset

Focus Area: Diversity and Equity

Grade Level: Elementary, Middle

Class Level: 100

Facilitators:

Zaretta Hammond; Author of *Culturally Responsive Teaching and the Brain*

School/Organization

Transformative Learning Solutions

As part of our equity efforts, we aim to engage all students in daily lessons that require critical thinking around complex and worthy ideas. But often diverse students come to us without the cognitive stamina that helps them take on this rigor. Using the Ready for Rigor frame from *Culturally Responsive Teaching and the Brain*, we will examine the core practices and principles of culturally responsive pedagogy that build cognitive stamina and strengthen academic mindset for under-prepared students. We will use protocols to understand how CRT design principles work within the EL Education framework.

***Note: This is a double session intensive, and will take place over both sessions A and B.**

AB04

INTENSIVE

Exploring the Spiral: Designing learning experiences which integrate mastery, identity, and creativity

Focus Area: High-Quality Work
Grade Level: Middle, High School
Class Level: 100

Facilitators:
Mehta, Jal (Harvard GSE)
Fine, Sarah (High Tech High GSE)

School/Organization
HTH, Harvard GSE

During this interactive workshop, participants will work with Jal Mehta and Sarah Fine to explore the pillars which undergird deeper learning experiences in school and in life: mastery, identity, and creativity. For the first half, participants will engage in a series of activities designed to unpack what these pillars mean, why they matter, how they relate to each other, and how they play out in classrooms. During the workshop's second half, participants will use the pillars as a tool for deepening the learning that happens in their own classrooms and/or schools. We will close with a provocative discussion about what it would entail to shift deeper learning from the exception to the rule.

***Note: This is a double session intensive, and will take place over both sessions A and B.**

A05

Introduction to EL Education

Focus Area: EL Education
Grade Level: All
Class Level: 100

Facilitators:
Browne, Cameron
Plaut, Suzanne

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?", then 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 in our network schools, professional services partnerships, and literacy partnerships.

A06

The Path Ahead for EL Education

Focus Area: EL Education
Grade Level: All
Class Level: 200

Facilitators:
Hartl, Scott
Schwille, Kathleen

School/Organization
EL Education

EL Education will be creating our next strategic plan this winter; this plan will inform our organizational priorities through 2025. This master class is designed to engage you in our current thinking about EL's organizational direction and priorities for the next four years and to get your reactions and input to inform our upcoming strategic planning work. Strategic plans matter. As we create our next plan, we want to hear from you. If you have ideas and opinions about EL Education's organizational direction and priorities for the next four years, then this master class is for you.

* also offered C05

A07

The A, B, Cs of K-2 Labs: Managing Space, Students, and Materials to Foster High Quality Work and Thinking

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary
Class Level: 200

Facilitators:

Shenk, Katie
Hodgson, Wendy

School/Organization

EL Education

This master class is designed for teachers and leaders eager to deepen implementation of the K-2 Labs block of our English Language Arts curriculum. Participants will consider the question: How can I manage space, students, and materials during K-2 Labs to maximize student learning, engagement, and high-quality work? Participants will engage in a variety of protocols as they analyze classroom artifacts, videos, and student work related to Labs. Participants will reflect on their current successes and challenges and plan key next steps to enhance implementation of Labs in service of a rigorous and joyful learning environment in primary classrooms.

A08

How to Plan When the Planning Has Been Done For You

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary, Middle
Class Level: 100

Facilitators:

Gutfreund, Erin
Palmer, Shaneka

School/Organization

EL Education

The EL Education Language Arts Curriculum is rich with teacher-facing support materials and resources. We aim to position you to leverage these resources in a way that supports both effective and efficient planning. We will teach you how to unpack a module so that you are grounded in the arc and progression of the units (i.e., identifying the heart of each unit, and how the learning targets progress and repeat). This process will set you up for purposeful and focused curriculum implementation that leads to greater student achievement.

A09

"Where Are We and Where Are We Going?" Using Root Cause Analysis to Drive Continuous Improvement

Focus Area: Leadership

Grade Level: All
Class Level: 200

Facilitators:

Lee, Alison
Intrilligator, Staci
Riordan, Meg
Lesh, Christina

School/Organization

EL Education

Join us as we introduce and practice a framework for root cause analysis. Root cause analysis let you “see the system that produces the problem,” using multiple data sources and perspectives. This systems understanding allows your team to identify the highest-leverage areas within your power to improve, translating into theories of change and action. Come prepared to dig in with a problem of practice, a thought partner, and any data across the three dimensions of student achievement! You will walk away with a root cause analysis that you can then use to drive evidence-based strategic improvement within your school or district context.

A10

The Color of Silence: Addressing Unconscious Bias in Schools

Focus Area: Diversity and Equity

Grade Level: All

Class Level: 100

Facilitators:

Fiarman, Sarah

Benson, Tracey

School/Organization

EL Education

Every hour in schools, educators make frequent decisions that have consequences for students. Many of these decisions -- often quick and instinctive -- are unconsciously influenced by racial bias. In this interactive master class, school leaders will learn about the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students. Using examples from our own work as school principals and our recently published book on this topic, we'll describe the conditions necessary for educators to address racial bias directly in ourselves and our school communities.

A11

Thanks for the Feedback: Building a Culture of Professional Feedback

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Miller, Sarah

White, Heather

School/Organization

EL Education

As leaders we aspire to build relational trust and set in place the language and structures that support a culture of professional feedback and growth. This is no small undertaking! In this master class, we will discuss obstacles to effective feedback and hear some success stories of leaders who have learned from these challenges and created structures and language for effectively giving and getting feedback to/from staff. We will share resources for setting up structures for giving/getting feedback in your school, and participants will have time to start planning to cultivate a culture where “thanks for the feedback” is a common phrase.

A12

Leading With Passion: Learning to Lead While Being Unapologetically You

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Cox, Laina (2018 Silverberg Awardee)

School/Organization

Capital City Public Charter School

Leading is an extremely passionate and reflective practice. This workshop is designed for those who are ready to own who they are as leaders by pushing their thinking about their leadership style, their ability to promote shared leadership, and the work it takes to gain the trust of their staff. Participants will give voice to their leadership narrative and strategize ways to bring this narrative back to their staff in a way that will strengthen their school's culture.



A13

Tiny Houses: Integrating STEAM and Social Justice

Focus Area: High-Quality Work
Grade Level: High School
Class Level: 300

Facilitators:

Shirk, Britt
Kruglyak, Regina
Wilson, Kelly
& High Tech High Chula Vista students

School/Organization

High Tech High Chula Vista

Through the Tiny House Project, students at High Tech High Chula Vista explored housing instability in San Diego and how to restore dignity to those who have become invisible. Students designed and built tiny homes for their community, investigating how to engineer modular designs in order to help as many people as possible. In this interactive, hands-on master class, participants will unpack how to integrate STEAM outcomes into projects that lead to deeper learning for all students, and apply your learning to your own classroom.



A14

Using Expeditions with Adults to Challenge Bias and Bridge Difference

Focus Area: Diversity and Equity
Grade Level: All
Class Level: 100

Facilitators:

Husain, Khizer
Waddy, Alison (former Two Rivers parent)
Wodatch, Jessica

School/Organization

Two Rivers Public Charter School

At the heart of most of the conflict and violence tearing apart our nation and the world is an inability to see the humanity in someone who is different from us. At Two Rivers, we decided to tackle this challenge by offering a parent/staff expedition called Share Your DC. This initiative was so successful that we have now had five cohorts, which are co-led by parents. In this master class, co-facilitated by a Two Rivers staff member and parent, we invite participants to learn from our experience using the EL model with adults to inspire community members to connect across difference.



A15

Let's Talk About Text: Building Student-Centered Dialogue Through Socratic Seminar

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

Facilitators:

Brady, Lana
Diamond, Bonnie

School/Organization

Conway Elementary

Engaging students in academic discussion in one of the most rewarding yet challenging components of a robust classroom culture. In this master class, you will discover how to facilitate text-based discussions by using the Socratic method. Help deepen student thinking through close examination and discussion of text, which gives students meaningful opportunities to develop both intellectually and socially.

A16

Using Checks for Understanding in Order to Create Intentional Stations for Differentiation in Secondary Classrooms

Focus Area: Supporting All Students
Grade Level: Middle, High School
Class Level: 100

Facilitators:
Moore, Andrea
Gibbons, Jennifer

School/Organization
River Bluff High School

As teachers, we use informal checks for understanding daily to see what our students know and understand. In this master class you will have an opportunity to think about using formative assessments in high school math in order to develop stations of learning. During this class, we will share our journey of using data to drive the development of stations in a high school Algebra I class. You will get a chance to plan a way to intentionally gather data and work on creating scaffolded/differentiated stations for an upcoming unit of instruction.

A17

Crafting, Curating, and Communicating Crew Curriculum

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

Facilitators:
Hall, Megan Olivia

School/Organization
Open World Learning Community

Crew is an essential component of all EL Education network schools; but implementing Crew successfully can be challenging! When all Crew leaders commit to common Crew curriculum, school culture is transformed. This master class will give participants numerous opportunities to interact with and explore the tools and strategies used at Open World Learning Community (OWL) for supporting schoolwide Crew implementation, including an extensive Crew curriculum library. Please bring a laptop or tablet so that you can harvest OWL's tools and begin building your own.



A18

Creating a Culture of Feedback in the Elementary Classroom

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

Facilitators:
O'Donnell, Katie

School/Organization
Detroit Achievement Academy

This session is designed for ELA teachers to learn about systems for students to incorporate feedback as they create high-quality work. Participants will view examples of how feedback systems (including self-assessment and reflection, peer-to-peer feedback opportunities, and teacher-student descriptive feedback sessions) can work in elementary classrooms using the EL Education Language Arts Curriculum. Participants also will plan to implement one or more of these systems in an upcoming module. Please bring a laptop or tablet to interact with online artifacts.

A19

Peer Mediation: Students at the Center of Restorative Practices

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

Facilitators:
Mears, Kevin

School/Organization
Leaders High School, NYC Outward Bound Schools

Peer mediation has been essential in creating a caring and restorative culture at Leaders High School, where students have ownership over how their school feels and works. This practice puts students at the center of the school, particularly when things aren't going well. Students will take you through the process of a peer mediation and reflect on that process. Learn from our students about how peer mediation has reduced incidents at Leaders, and has improved the overall school culture. Problem solve with students about how peer mediation could work in your school.

Interested in learning how to establish peer mediation school-wide with younger students? See A20.



A20

Peer Mediators: Getting to the Heart of the Problem

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

Facilitators:
Peck, Francesca

School/Organization
Polaris Charter Academy

Conflict in classrooms is unavoidable. Conflict itself isn't bad, but when unresolved, conflicts become barriers. What happens when schools teach students to lead conflict resolution and mediation procedures and skills? The result is the creation of a school-wide discipline structure that empowers students to regulate and control their own and their classmates' actions. Constructive conflict resolution is student-led, improving the quality of relationships, learning, and overall culture. In this session, Polaris Charter Academy Student Peer Mediators will facilitate skill training and share resources, with the ultimate goal of helping educators begin the creation of a peer mediation program in their schools.

If you're interested in using peer mediation with older students, please see A19.



A21

Engaging and Responding to All Learners

Focus Area: Supporting All Students
Grade Level: All
Class Level: 200

Facilitators:
Watt, Alexis
Berry, Ryan

School/Organization
Washington Heights Expeditionary Learning School (WHEELS), NYC Outward Bound Schools

When students aren't getting it, we often assume there's an issue with access (lacking the necessary knowledge or skills). Instead we need to ask ourselves, "What is the overall purpose of this lesson? Is it attainable by everyone? Is it interesting/useful/valuable? Is it challenging enough for everyone?" This master class will provide a framework for in-the-moment differentiation in the active classroom. Participants will analyze protocols for clarity, access, rigor, and relevance and determine how to support students across these four domains. Please bring a laptop or tablet to interact with on-line artifacts.

A22

Got Partners? How to Develop and Sustain Strong School Partnerships

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Jack Ford, Dr. Diamond M.

Pearson, Dr. Tamara

School/Organization

Michael R. Hollis Innovation Academy; Georgia Institute of Technology

We all know that schools can benefit from the support and expertise of local businesses, organizations, and individuals; yet as school leaders, we often lack the time or struggle with the process of fostering successful business and community partnerships. Using the Design Thinking Process, we will help you hone your “why” and generate strategies to encourage partners to support your school’s vision. Participants will walk away with a strategy toolkit to develop, build, and engage partners to drive greater student impact in your school.

A23

It’s Not Just Apples and Teddy Bears: Going Beyond Thematic Units and Diving into the Pedagogy of PLAY!

Focus Area: Supporting All Students

Grade Level: Primary, Elementary

Class Level: 100

Facilitators:

Haller, Kourtney

School/Organization

Joe Shoemaker School

All of our learners, even our youngest ones, deserve to be a part of the EL movement. We have moved past thematic units of apples in the fall and are digging into the pedagogy of in-depth and meaningful expeditions. This master class will give educators a glimpse into what an expedition can look like for preschoolers with a video recap of “A year in an ECE classroom.” We will use the ECE Workshop Model 2.0 and Play Rubric as we look at an example of an ECE Expedition that our teachers and students took part in which culminated in a final project of collaboration and adding beauty to our school’s community. This class will open up elementary school teachers’ eyes to the importance of play and joy into their own expeditions while also showing how we can give ownership of learning back to the students.

A24

Rites of Passage: 8th Grade Passages Year and the Transition to High School

Focus Area: Culture and Character

Grade Level: Middle, High School

Class Level: 200

Facilitators:

Brenman, Hannah

Thomas, Kimron C.

School/Organization

Metropolitan Expeditionary Learning School, NYC Outward Bound Schools

At MELS, we mark the transition from middle to high school with a series of rituals known as Passages. These unique traditions create space not only for celebration, but for students to reflect on growth and character. Passages involves delivering a formal presentation, writing a personal narrative, testifying during a Crew-family ceremony, and performing the annual whole-grade Choreopoem. Passages happens in May and June, but we prepare all year long: with thoughtful reflection and skill-building in classes, and through courageous conversations and intentional practice in Crew. This session emphasizes the class, Crew, and grade-team structures that make it possible.



A25

Diving into the Deep End: A District-Wide Implementation of EL Education's Language Arts Curriculum

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

Facilitators:
Castro, Carmen C.
Betten, Pam

School/Organization
Sunnyside Unified School District

Diving in to a district-wide curriculum implementation that closely attends to both fidelity and integrity requires a systemic approach that includes teacher voice. This master class will focus on systematic implementation of the EL Education Language Arts curriculum in grades K-5, district-wide, and will highlight the journey from the pilot year to present day. Intersections with EL Curriculum and our Coherence Framework provides a lens to the work around student agency, identity and equity. This class focuses on supporting the development of systems and processes in curriculum roll-out and implementation of the curriculum that empowers students to be leaders of their own learning.

A26

Full S.T.E.A.M Ahead: Designing an Expedition with Authentic Connections Using the EL Language Arts Modules

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

Facilitators:
Vaglia, Linda (FFT)
Combs, Patrice
Russell, Cami

School/Organization
Amana Academy

Authentically integrating subjects and special areas into an expedition is not just possible; it strengthens students' learning and builds stronger working relationships among staff members. We will demonstrate how to integrate the EL Language Arts modules with other academic subjects (science, technology, art, Arabic, and physical education) and field work to create an engaging expedition. Come explore our resources and brainstorm with your peers ways to incorporate all academic disciplines into an expedition. Please bring a laptop or tablet to research/interact with on-line artifacts.



A27

Integrity and Flexibility: Purposeful Planning in the K-2 Reading Foundational Skills Block

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

Facilitators:
Marthens, Carolyn
Schmidt, Jennifer

School/Organization
Pittsburgh Lincoln PreK-5 STEAM Academy;
EL Education

In the K-2 Skills block, how can we create routines and systems that support the goals of the curriculum yet also honor what we know our students need? A teacher who has used the curriculum since 2016 at a pilot site shares her process for gaining a deep understanding of the Skills block to meet the needs of different learners. Participants will examine the original intentions of the Skills block and its research base, find the best practices, and work to make the curriculum accessible to themselves while maintaining its rigor for all students.

A28

Building a Meaningful Culture of Critique in the Elementary Classroom

Focus Area: Student-Engaged Assessment
Grade Level: Primary, Elementary
Class Level: 100

Facilitators:
Philhower, Dave
Alaka, Kelsey

School/Organization
Lodestar, a Lighthouse Community Public School

It takes many microsteps to build a safe and collaborative culture of student-engaged assessment in the elementary classroom. For many students, it is not easy to learn how to give and receive kind, helpful and specific feedback - so we have to have a plan. Join us for an introduction or refresher of how to engage students in critiquing models and exemplars. Participants will dive deep into Core Practice 12 (Planning for and Supporting High-Quality Student Work), participate in Academic Choice to examine a case study, and have work time to develop a plan to build a culture of critique in their school or classroom.

A29

Social-Emotional Learning Through Data-Driven Instruction

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

Facilitators:
Schwarz, Jessica
Lehrer, Emilie

School/Organization
Tollgate Elementary School of EL Education

Social-emotional learning (SEL) has the greatest impact when it's purposefully connected to all aspects of a student's school day. Tollgate Elementary staff have addressed this challenge by creating a school-wide framework for SEL. In this master class, educators will learn about assessment and progress monitoring tools that can drive SEL programming at your school. Participants will leave with an understanding of how to leverage SEL data to inform planning for crew and EL module content, including high-quality models from the classroom. Join this session to plan crew and also see how to integrate SEL into EL's Language Arts modules, maximizing student engagement and participation in their own growth.

A30

Podcasts as Service Products

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

Facilitators:
Worster, Lorenzo
Manahan, David

School/Organization
Sierra Expeditionary Learning School

Podcasting is a mainstream media format that directly supports many Core Practices, especially Service, High-Quality Work, and Writing. Students develop a multitude of skills when creating meaningful podcasts: research using valid sources; narrative and/or informative script and dialog design; collaboration in recording, editing, and production processes; and critique of own and others' work. But facilitating podcasts as products can be intimidating. In this master class, participants will write and record a podcast using Soundtrap (a free, collaborative online platform) and create a classroom-ready rubric. Time will be provided for collaborative troubleshooting issues such as technology limitations and recording space.



A31

Beyond Tolerance: Strengthening LGBTQ Inclusion in Schools

Focus Area: Diversity and Equity

Grade Level: All

Class Level: 100

Facilitators:

Markward, Heather

Dixon, Rosa

School/Organization

Graham Elementary and Middle School

Many LGBTQ students report feeling unsafe at school because of their sexual orientation or gender expression. This master class will serve as a starting point for teachers and administrators to support LGBTQ students, families, and staff in their schools. Participants will learn how to be allies and create inclusive environments for members of the LGBTQ community through curriculum choices and school culture initiatives. Participants will leave the session with resources and lesson plans to implement and share in their schools: best practices that reinforce a positive school culture for all students.

SESSION B

Thursday, October 17
2:30–4:30 pm

AB01

INTENSIVE

Introduction to the K-5 EL Education Language Arts Curriculum

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary

Class Level: 100

Facilitators:

VanHuystee, Corey
Horn-Lehman, Kari

School/Organization

EL Education

This offering provides guidance for those who are planning to implement the EL Education Language Arts curriculum. Participants will walk away with an understanding of the research and principles behind the curriculum and specific ways the curriculum meets all students' needs; creating educational equity for all students. Participants will discover how students can be engaged in meaningful work that fosters BOTH rigor and joy in learning. Additionally, participants will be able to explain the structure and key features of the curriculum and begin planning for implementation in their schools and classrooms.

***Note: This is a double session intensive, and will take place over both sessions A and B.**

AB02

INTENSIVE

Following the Progression: Unpacking student's models and strategies to deepen our teaching of key math concepts

Focus Area: Mathematics

Grade Level: All

Class Level: 100

Facilitators:

Isbell, Giselle

School/Organization

Boise State University

One of the biggest challenges facing math teachers is using students' thinking to unpack understanding and drive instruction. By analyzing and interpreting students' intuitive reasoning and use of representations, teachers can provide more effective instruction by scaffolding appropriate learning opportunities to guide students to more formal understanding. This session will focus on increasing awareness of the progression of models and strategies, using addition as a lens, as the standards call for this focus. This session will exemplify a central theme of the math work at this year's national conference: the power illuminated from student thinking exhibited in models and strategies.

***Note: This is a double session intensive, and will take place over both sessions A and B.**

AB03

INTENSIVE

Using Culture as a Scaffold to Accelerating Learning and Support Academic Mindset

Focus Area: Diversity and Equity

Grade Level: Elementary, Middle

Class Level: 100

Facilitators:

Zaretta Hammond; Author of *Culturally Responsive Teaching and the Brain*

School/Organization

Transformative Learning Solutions

As part of our equity efforts, we aim to engage all students in daily lessons that require critical thinking around complex and worthy ideas. But often diverse students come to us without the cognitive stamina that helps them take on this rigor. Using the Ready for Rigor frame from Culturally Responsive Teaching and the Brain, we will examine the core practices and principles of culturally responsive pedagogy that build cognitive stamina and strengthen academic mindset for under-prepared students. We will use protocols to understand how CRT design principles work within the EL Education framework.

***Note: This is a double session intensive, and will take place over both sessions A and B.**

AB04

INTENSIVE

Exploring the Spiral: Designing learning experiences which integrate mastery, identity, and creativity

Focus Area: High-Quality Work
Grade Level: Middle, High School
Class Level: 100

Facilitators:
Mehta, Jal (Harvard GSE)
Fine, Sarah (High Tech High GSE)

School/Organization
HTH, Harvard GSE

During this interactive workshop, participants will work with Jal Mehta and Sarah Fine to explore the pillars which undergird deeper learning experiences in school and in life: mastery, identity, and creativity. For the first half, participants will engage in a series of activities designed to unpack what these pillars mean, why they matter, how they relate to each other, and how they play out in classrooms. During the workshop's second half, participants will use the pillars as a tool for deepening the learning that happens in their own classrooms and/or schools. We will close with a provocative discussion about what it would entail to shift deeper learning from the exception to the rule.

***Note: This is a double session intensive, and will take place over both sessions A and B.**

B05

Character and Crew: Cultivating a Culture of Crew; Sustaining a Structure of Crew

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

Facilitators:
Berger, Ron
Woodfin, Libby

School/Organization
EL Education

In EL Education, “crew” means two things: a culture of teamwork and collaboration among staff and students, and a structure that engages staff and students to meet regularly to support growth in character and learning. In this master class, participants will analyze readings and videos from EL’s upcoming book, Character and Crew, and consider application to your school settings. We welcome new EL Schools who are looking to bring crew to their community, as well as veteran EL Schools who want to refresh or improve their crew culture or crew meetings.

B06

Credentialing: Telling Your School’s Unique Impact Story

Focus Area: EL Education
Grade Level: All
Class Level: 300

Facilitators:
Brooks, Myra (FFT)
Nielsen Andrew, Erika

School/Organization
EL Education

This master class is required for network schools applying for a credential in 2019-20, but also is open to schools within 1-2 years of applying. Credentialing is an important milestone on your school’s journey and will give a chance for deep reflection and celebration. We recognize that each EL Education network school, while guided by the same vision and framework, has its own unique impact and implementation story to tell. This master class will guide schools in identifying and collecting evidence of impact, clarify expectations for the credentialing portfolio, build understanding of the application process, and give leaders time to ask questions and plan for a successful journey.



B07

Empowering Clarity in Using EL Education Supports for Multilingual Students

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

Facilitators:

Calderon, Sandra
Wilhelmi, Melissa

School/Organization

EL Education

Educators recognize our responsibility to hold all students, including multilingual students, to high expectations. This means applying the same rigorous standards to our multilingual students. Students who are acquiring a second language while learning how to master reading face unique challenges: multilingual students designated as English Language Learners (ELLs) are simultaneously building oral proficiency, writing skills, and content knowledge. This session explores ways to provide additional instructional supports so that multilingual students can master rigorous English Language Arts (ELA) standards.

B08

Remarkable Grant Funds for Teacher Growth: Fund for Teachers Fellowships

Focus Area: EL Education
Grade Level: All
Class Level: 200

Facilitators:

Norris, Sarah (FFT)
DeRitter, Megan (FFT)

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.



B09

Collaborative Walkthroughs to Build Instructional Leaders' Capacity - Grades 3-8

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

Facilitators:

Driver, David
Miller, Sherrill
Toma, Kathryn
Johnson, Shawn

School/Organization

EL Education, Wake County Public Schools

Wake County Public Schools is now moving into year three implementing the EL Education Language Arts curriculum. During year two of implementation, part of the process was to create opportunities for school leaders to engage in classroom walks throughout the county and collaborate about notices/wonders regarding curriculum and instruction. Leaders first learned more about the design and instructional practices within the curriculum. They then visited schools to see the curriculum in action and reflect together about next steps in their buildings. Participants will hear how to build a culture of leadership collaboration around curriculum and instruction in the implementation process.

B10

Levers for School Improvement: What Matters? EL's Research Findings on Years of Partnership across the Network and What It Means for Leaders "In It To Win It" for our Students

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

Facilitators:
Maxwell, Ryan
Lee, Alison

School/Organization
EL Education

This master class is designed for school leaders and leadership teams. We know that in order to have an impact on our students, we need to cultivate and harness the power of our adult crew. This session reveals the findings of our own action research here at EL Education -- and what years of partnership data on implementation and school conditions tell us about the greatest levers for school improvement, including key elements of vision-setting, shared leadership and strategic planning. In this interactive session, participants will learn from our findings to your school improvement efforts.

B11

"I Notice... I Wonder...?"

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

Facilitators:
Bergerhofer, Dale
Smith, Catharine

School/Organization
EL Education

EL Education schools strive to "Challenge, Engage, Empower" every student to deeper learning! Educators need to challenge students to make critical observations and generate thought-provoking questions, becoming more engaged in the curriculum and empowering them in their own learning. This master class will focus on the powerful protocol of "I Notice... I Wonder..." and how this deceptively simple tool can provide numerous opportunities to experience and practice "I Notice/observation" skills and develop deeper more thoughtful "I Wonder/questions." Come experience this interactive session, designed for all grade levels. Leave with tools and techniques to immediately use with all learners.

B12

Empathy, Caring, and Controversy: Navigating Tough Political Topics

Focus Area: Culture and Character
Grade Level: High School
Class Level: 300

Facilitators:
Sydney Chaffee (FFT)

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

In EL Education schools, we believe that students learn best in communities built on mutual trust and respect. Yet it can feel difficult to foster empathy and caring among students while navigating controversial topics in a polarized political climate. In this session, using debates over recent legislation on abortion as our case study, we will develop classroom protocols to facilitate civil discourse, critical thinking, and community activism while honoring students' diverse perspectives. We also will consider what conditions must be in place within schools and classrooms to make this kind of work meaningful, productive, and safe for students and staff.



B13

Leader to Leader

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

Facilitators:
Navarre, Michelle
Vivit, Roel Mason

School/Organization
Polaris Charter Academy
EL Education

“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 creating and sustaining shared leadership models within EL Education schools. Participants will engage with a panel of EL school leaders and participate in triad consultancies to support a current shared leadership challenge participants are facing in their schools. This master class will give EL Education school leaders much needed space to connect with and learn from one another.



B14

The 3 C's of Planning Crew: Character, Content, and Creativity

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

Facilitators:
Holyfield, Annie

School/Organization
Joe Shoemaker Elementary School

Crew is one of the most significant and unique components of EL. But with the increasing demands on teachers and the limited amount of time we have in a day, how can we use the structure of Crew to support character development in our students AND simultaneously increase academic achievement and high-quality work? In this master class, participants will explore high-quality work and instructional plans from a primary classroom that showcase how Crew, when designed intentionally, can support all three dimensions of student achievement. Through analysis, discussion, and reflection, participants will acquire ideas to leverage Crew to extend content learning in modules and expeditions, build character skills, and support the creation of high-quality work—all while maintaining the structure and intention of Crew. Although the artifacts are from a K/1 classroom, this session is applicable to any K-5 teacher or instructional leader.



B15

Structures and Strategies to Engage Your Staff in Race and Equity Work

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

Facilitators:
Dresden, Karen
Duque, Carlos

School/Organization
Capital City Public Charter School

Learn about the structures and strategies that Capital City Public Charter School uses to engage our entire staff in work around race and equity. School leaders will share about the school's journey with this work and the philosophies underpinning our approach. Participants will get to review key documents (including professional development agendas, protocols, and resources). Experience some of the protocols first hand, and plan first (next) steps to bring the work back to your school community. Please bring a laptop or tablet to this session to view resources and engage in a virtual discussion.



B16

Explore, Lean In, and Polish: Achieving School-Wide Improvement (That Lasts!) Using Multi-Year Professional Learning Cycles

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Pick, Katie

Andrusik, Katryna

School/Organization

Capital City Public Charter School

High quality professional learning (PL) is the vehicle through which the EL Core Practices become part of a school's fabric. But how do you continue to improve that fabric while maintaining focused priorities AND adding new teachers to the school community every year? At Capital City Public Charter School, we do this primarily through purposeful PL cycles focused on our Theory of Action (TofA). In this session, participants will explore our cycle, lean into a new model, and polish structures at their own school for planning for and strategically leading high quality PL.



B17

Scientific Research Articles and Authentic Collaborations

Focus Area: Learning Expeditions

Grade Level: Middle, High School

Class Level: 200

Facilitators:

Patari, Andy

School/Organization

Four Rivers Charter Public School

For the past five years, juniors at Four Rivers have collaborated with the UMass Analytical Chemistry department to conduct original research on arsenic testing. Their work is centered on improving detection of inorganic arsenic, a known carcinogen. The culmination of their efforts are research articles written for a professional audience. In this master class, we will look at student work and examine practices that support students in creating these articles as a final product for an expedition in science. Participants then will identify potential research partners near their school.



B18

Turning Character Data into Actionable Data!

Focus Area: Culture and Character

Grade Level: Elementary, Middle

Class Level: 200

Facilitators:

Campbell, Cherisse

Bloom, Annaleah

School/Organization

Amana Academy

MESA (Mapleton Expeditionary School of the Arts)

How do you select and implement the right measures of character to drive school improvement? Join school leaders as we tell the story of measuring and improving character through two case studies: Mapleton Expeditionary School of the Arts (Thornton, CO), and Amana Academy (Alpharetta, GA). Come learn how these two schools leveraged newly available character measurement tools (from EL's Dimensions Data Platform) to identify areas for improvement and track progress on character and crew. Be ready to ask questions and think through your own school improvement initiatives related to character!



B19

Building Secondary Expeditions That Ensure Development of Students' Literacy Skills

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

Facilitators:
Haithcock, William
Underwood, Dave
Pederson, Melissa

School/Organization
Harborside Academy

Teachers appreciate the freedom of having the autonomy to embed teaching and learning into compelling topics (expeditions). EL Education encourages us to select complex and compelling texts, and to plan engaging tasks including field work and expert speakers, in order to design learning experiences that engage students' hearts and minds. Yet with this autonomy comes a responsibility to ensure the effective delivery of a well-planned curriculum. This master class will walk you through what Harborside Academy has learned from using the 4Ts (Topic, Targets, Task, Text) to plan and revise expeditions that teach and assess the required standards and support you in identifying next steps to designing compelling and rigorous learning expeditions at your school.



B20

Structuring Shared Leadership for Strategic Schoolwide Improvement

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

Facilitators:
Kussell, Efrat
Haynes, Asha

School/Organization
Launch EL Charter School,
NYC Outward Bound Schools

Shared Leadership is one of the central practices of EL Education and certainly one of its most complex. Core Practice 35: Promoting Shared Leadership calls on schools to set up the necessary structures to promote “high-functioning, data-informed, impact-oriented teams of educators [to] drive improvement across the school.” While many structures exist for shared leadership, selecting the right ones and then doing the work to lift them off the ground is where things get complicated! In this master class, we will share our work at Launch and the progress we have made through a study of Core Practice 35. Participants will reflect on how improve shared leadership practices at our schools. This session is designed for school administrators and teacher leaders.

B21

Pass the Mic: Promoting Student Discourse to Deepen Mathematical Thinking

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

Facilitators:
Olson, Chelsi
Fry, Tim

School/Organization
Park Elementary

“Whoever is doing the talking is doing the learning.”
–David Geurin

Do you hope to increase student discourse and provide access and equity to all of your students? Do you want your students to take a greater role in their learning? Encouraging students to talk through their problem solving process, debate answers, and defend their work gives students an invaluable opportunity to go deeper with their mathematical thinking. In this master class, we will give you engagement strategies and tools to support student discussion of math concepts and use of academic vocabulary in your math class.

B22

Balancing Divergence and Convergence in Leading Schoolwide Improvement

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

Facilitators:

Rochowicz, Tom (FFT)
Kushner, Aurora (FFT)

School/Organization

Washington Heights Expeditionary Learning School (WHEELS),
NYC Outward Bound Schools

School leadership requires creating shared vision and common practices while also encouraging innovation, initiative, and problem-solving. How do schools leaders navigate the challenge of driving towards a singular focus and encouraging teacher autonomy to determine different pathways towards a goal? As the principal and School Designer of a PreK-12, we aligned our Work Plan around one goal and developed inquiry cycles to promote distributed problem-solving. Participants will see a few incrementally successful attempts to align beliefs and practices, and will leave with their own plan to balance convergence and divergence.



B23

Building a Culturally Responsive Learning Community: Structures + Practices

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

Facilitators:

Rodriguez, Magen

School/Organization

Brooklyn Collaborative Studies,
NYC Outward Bound Schools

Many teachers have been exploring what it means to be a culturally responsive educator, but are unsure of how to build this approach into an entire learning community. In this master class, we will build from shared knowledge of what it means to be a thoughtful practitioner towards a vision of a culturally responsive learning community. We will explore the structures and practices that build towards that vision, and then brainstorm what is possible for every member of a school community. Participants will walk away with a checklist of next steps towards building culturally responsive communities at their school.

B24

Getting the Most Out of Your Students: Planning Case Studies and Projects

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

Facilitators:

Brayman, Keith
Clamp, Lucas
Bradford, Grant (student)

School/Organization

River Bluff High School
University of South Carolina (Grant Bradford)

This master will focus on the planning aspect of case studies and projects to bring out student growth and potential. Our vision is to inspire educators to dream big when thinking about student achievement. We will lay out guidelines for effective planning and management of case studies and projects, beginning with the end in mind. Participants will leave with a better toolbox of skills to build case studies towards authentic and meaningful products. We encourage participants to bring a copy of a case study that they would like others to review and provide feedback.



B25

Say Hola to HOTS: Scaffolding for Higher-Order Thinking in World Language

Focus Area: High-Quality Work
Grade Level: Middle, High School
Class Level: 100

Facilitators:
Dao, Karim
Bitgood, Barbara

School/Organization
Christa McAuliffe Charter School

How much higher-order thinking can learners do in a language class when all they know is “Hola” or “Bonjour”? Is the rigor of higher-order thinking out of reach to novice language students? You might be surprised to find that when given the right scaffolds, even novices can engage in analysis, evaluation, and synthesis in the target language. In this master class, participants will examine what higher-order thinking looks and sounds like in world language, explore structures that support novice language learners in rigorous thinking, and create their own scaffolded higher-order thinking task. Please bring a laptop or tablet.



B26

Uncovering the Academic Language of the Modules: Providing Access for English Learners through Intentional Planning

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

Facilitators:
Chavez, Carla
Cobb, Carrie

School/Organization
Tollgate Elementary School of EL Education
EL Education

When teachers understand the academic language within the modules, they can intentionally plan to provide equitable experiences for English learners. In this master class, teachers will put on a “student hat” to understand the academic language from one of the EL modules. They then will unpack how one school is providing intentional language supports in a model ELL curriculum to help students with language functions, language forms, and vocabulary. Participants will unpack this additional curriculum model aligned with EL’s modules. Through this experience, teachers will leave empowered to find the hidden language of the curriculum for their students.

B27

Blast Off with Skills Block: Microphases the Hollis Way

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

Facilitators:
Lofton, Erika
Vance, Dana
Dixon, Adella

School/Organization
Michael R. Hollis Innovation Academy

It is your turn to put on the student hat with this fun, engaging, and informative session! Have you struggled with implementing the K-2 Skills block? Have you had challenges with differentiation? Well, you’ve come to the right place! You will meet three seasoned teachers from an Atlanta Public Schools Turnaround Title I school, who have successfully improved student academic growth using the EL Education Reading Foundations Skills Block. In this master class, experience hands-on learning that will grow your confidence in using cycle lesson and implementing differentiated small group instruction using microphases to meet students’ needs. Join us!

B28

Thinking Routines: What Makes You Say That?

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

Facilitators:
Teasdel, Ama
Baecker, McKenzie

School/Organization
Two Rivers Public Charter School

“Our students need to be critical thinkers and problem solvers.” Educators hear this phrase over and over again, but what tools do we have in our toolbox to get students there? Thinking routines provide an avenue to lead students to develop effective reasoning skills and become critical thinkers. In this master class, participants will unpack and experience how thinking routines and Habits of Academic Discussion (HAD) can be infused into teaching practice. Participants will leave with tools added to their toolbox and a clear plan for using thinking routines in their classrooms.



B29

Authentic Choice in the Culturally Responsive High School English Classroom

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

Facilitators:
Fernandez, Danny
Batista, Sara Boeck

School/Organization
Leaders High School,
NYC Outward Bound Schools

When students are given meaningful choices to make, they develop decision-making skills and produce their best work. The most culturally responsive classrooms are the ones that involve students in all aspects of the curriculum. We will introduce methods for authentic choice that lift student voices, allow a student-driven curriculum, and offer diverse paths to achievement while taking advantage of standards-based grading practices. We will focus on student choice in assessment (for example, through unique thesis creation and thoughtfully selected portfolio work) and give teachers time and tools to reflect on your own practice.



B30

Bringing Positive Change to School Community through Positive Discipline

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

Facilitators:
Auguste, Alan
Ecaruan, Leah
Kutnow, James

School/Organization
Graham Elementary and Middle School

Restorative Practices in schools have revolutionized school discipline policies, reframed classroom norms, and helped introduce a language of restoration that moves from just punitive consequences to intentional interactions that help students take more responsibility in the discipline process. In this session, learn how to help students make things right, identify areas in which they need support, and take responsibility for their part in the future is a powerful impact to discipline and school culture.

SESSION C

Friday, October 18
10:30 am–12:30 pm

CD01

INTENSIVE

Introduction to the EL Education K-2 Reading Foundation Skills Block

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

Facilitators:
Lewis, Monica
Hurst, Jean

School/Organization
EL Education

This offering provides guidance for those who are planning to implement EL Education's Skills Block within the K-5 Language Arts curriculum. The Skills Block is a structured phonics program and this institute supports this approach to teaching young children how to read. Participants will walk away with a deeper understanding of the research and principles behind the Skills Block and specific ways the Skills Block meets all students' needs through differentiated and targeted instruction.

***Note: This is a double session intensive, and will take place over both sessions C and D.**

CD02

INTENSIVE

Language Dives: Diving Deep to Discover the Secrets of Language

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

Facilitators:
Rebecca Blum Martinez (University of New Mexico, and national expert advising on our K-8 curriculum); Kevin Jepson (ELED ELL Curriculum Specialist and West PD Specialist); From Lead Academy: Grade 5-7 students; Sarah Mitchell, Instructional Coach; Scarlett Sawyer, Grade 5 ELA teacher; Bess Pinson, Grade 6-7 ELA teacher

School/Organization
EL Education

Why should you master Language Dives and Conversation Cues? Observe two teachers from Lead Academy doing Language Dives with their students in person, and follow up with Q&A. Try your own hand at Language Dives by developing the questions and Conversation Cues that drive them, whether or not you teach ELA or use the EL Education curriculum. Glean insight from our national ELL expert, Rebecca Blum Martinez, who guided ELL support for the curriculum, the Lead Academy coach, and our ELL curriculum specialist. Discover ways to support beginning ELLs and transform the lives of "forgotten" intermediate ELLs. These high-leverage approaches support students to meet standards and become proficient and empowered communicators.

***Note: This is a double session intensive, and will take place over both sessions C and D.**



CD03

INTENSIVE

Equitable Learning Environments: What are they, and how do you know if you are building them?

Focus Area: Diversity and Equity
Grade Level: Middle, High School
Class Level: 100

Facilitators:
Farrington, Camille

School/Organization
University of Chicago Consortium on School Research

Developing character, producing high quality work, and mastering knowledge and skills all require young people to be fully present and engaged. Yet too often, schools systematically create structural or psychological barriers to engagement for students of color, diverse learners, English language learners, LGBT youth, or other socially or educationally marginalized groups. Building an "equitable learning environment" means creating the conditions for all students to bring their full selves into learning. This session explores what it means for a learning environment to be equitable, and considers ways to measure progress in creating conditions that allow all students to thrive.

***Note: This is a double session intensive, and will take place over both sessions C and D.**

CD04

INTENSIVE

Making Sense in Writing: Working With the Writing for Understanding Approach

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

Facilitators:
Hawkins, Joey
Leddy, Diana

School/Organization
Vermont Writing Collaborative

Writing is hard work for kids! This session will explore how the principles of Writing for Understanding can help. We will concentrate on the “Rule of Three” using examples from the EL Education ELA curriculum. Working with both content and structure (including the Painted Essay), we will explore how students move from highly-guided to independent writing – so that writing becomes a tool for understanding for all. Whether you want a deeper understanding of EL’s ELA curriculum, or want to design your own text based writing units, this session will help you become a more effective teacher of writing.

***Note: This is a double session intensive, and will take place over both sessions C and D.**

C05

The Path Ahead for EL Education

Focus Area: EL Education
Grade Level: All
Class Level: 200

Facilitators:
Hartl, Scott
Schwille, Kathleen

School/Organization
EL Education

EL Education will be creating our next strategic plan this winter; this plan will inform our organizational priorities through 2025. This master class is designed to engage you in our current thinking about EL’s organizational direction and priorities for the next four years and to get your reactions and input to inform our upcoming strategic planning work. Strategic plans matter. As we create our next plan, we want to hear from you. If you have ideas and opinions about EL Education’s organizational direction and priorities for the next four years, then this master class is for you.

* also offered A05

C06

Leaders of Color: Foster a Culturally Sustaining and Empowering School Community

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

Facilitators:
Kyles-Smith, Kristina
Cox, Laina

School/Organization
EL Education
Capital City Public Charter School

This master class will bring together EL leaders of color to learn, network, and build upon the momentum of our collective voice and power towards a shared commitment to equity and achievement. In this session, leaders of color will explore ways to foster a culturally sustaining and empowering school community. Participants will learn from leaders of color who use EL practices in ways that weave equity more deeply into the fabric of their school, increasing expectations and support for student social-emotional growth, college and career readiness, and cultural identity.



C07

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

Wood, Jessica

School/Organization

EL Education

This introductory session, 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 students' identity, motivation, and confidence. We will consider how to make that experience possible for all students in all settings.

C08

Mastering the Art of Modification: Creating Equal Access for Students with Disabilities with the K-2 Module Lessons

Focus Area: Supporting All Students

Grade Level: Primary, Elementary

Class Level: 100

Facilitators:

Taylor, Kady

Babcock, Sarah

School/Organization

Tollgate Elementary School of EL Education

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 who qualify for special education services.

C09

What Do You Hope for Your Students? Use the Credentialing Process to Make Those Hopes a Reality

Focus Area: Leadership

Grade Level: All

Class Level: 200

Facilitators:

Brown, Sara

Kang, Genie

School/Organization

EL Education

This master class is for network school partners that are approximately 3 years from beginning the formal credentialing process. How can you align your strategic planning process to the story you hope to tell about your students' remarkable outcomes in the three dimensions of achievement? Participants will examine the credentialing process to develop a vision of the story they will tell, and reflect on how to align annual strategic plans and progress monitoring tools to that vision. Getting clarity around student outcomes early on will naturally set up network partners to pursue credentialing later. Participants should attend with at least one other member from their school.

C10

Virtual Professional Development, Real Learning: Experience EL Education's Virtual PD Offerings

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary, Middle
Class Level: 100

Facilitators:

Tylek, Karen
Lyons, Sue

School/Organization

EL Education

Explore EL Education's online tools and virtual PD to support your professional learning, with an emphasis on implementing the EL Education Language Arts curriculum. Learn how to incorporate resources (ranging from PD Packs to videos to online courses) in your professional development plans. Engage in a (simulated) virtual PLC experience. Apply your learning by drafting a PD plan to use with your school or a personalized learning plan to use on your own. Please bring a laptop or tablet.

C11

Creating Safer Spaces: Supporting LGBTQ Youth in Schools

Focus Area: Diversity and Equity

Grade Level: Elementary, Middle, High School

Class Level: 100

Facilitators:

Arredondo, Sophia

School/Organization

GLSEN

Educators play a critical role as adult allies and advocates for LGBTQ students. This master class helps schools to begin conversations about fostering adult-allyship for LGBTQ students. According to GLSEN's national research on the experiences of LGBTQ youth in schools, 8 in 10 LGBTQ middle and high school students experience anti-LGBTQ verbal harassment, and over 33% miss school for feeling unsafe or uncomfortable. This session presents national data on LGBTQ student experiences and explores resources, strategies, and ideas for building or enriching learning environments that foster inclusive schools for LGBTQ students.

C12

Leadership Teams- Dismantling the Deficit Model

Focus Area: Diversity and Equity

Grade Level: All

Class Level: 200

Facilitators:

Briggs, Kristen
Nurse, Briana
Foster, Xiania

School/Organization

EL Education
Teaching Matters

Having identified the need for all students to be seen through a strength-base model, participants will explore what happens when conversations about school data are deficit-based or offensive. This master class offers a foundation of understanding the complex relationship existing between power, pedagogy, and social dynamic of personal beliefs when the adult school culture is predominately mirroring the societal culture of power and is different from the student and family population. This session will: examine the historical context of systemic racism; build knowledge and skills for meeting structures that promote examining data from a strength-based approach; and engage in ally work and shared accountability in service of children

C13

Diving Deeper into Math Models of Multiplication

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

Facilitators:
Cochrane, Addie (FFT)
lehl, Mona

School/Organization
Polaris Charter Academy

Have you considered how your young mathematicians' thinking progresses in multiplication? Through knowing the trajectory of student thinking, we as teachers can masterfully plan to guide students to higher levels of thinking. In this master class, we will explore how students' math thinking develops along a trajectory from kindergarten play grouping through fifth grade multi-digit and decimal modeling. Participants will dive into student work, sorting and sequencing students' strategies & models. Using that knowledge, we then will develop a deep understanding of the progression of multiplication models in order to guide students on their independent quest to solving life's challenging math problems. This session is intended for those who are working to implement "grapple tasks" with their students in math.



C14

Dreaming Big with Celebrations of Learning

Focus Area: Student-Engaged Assessment
Grade Level: All
Class Level: 200

Facilitators:
Jones, Mari

School/Organization
High Tech High Graduate School of Education

Our belief in students' capacity to do work that matters is what takes our celebrations of learning to new heights. How might students present their learning in an authentic way? In this interactive master class, we will dig into the connection between high quality student work, authentic audiences, and venues. This session is ideal for educators who have some experience with celebrations of learning and who have a project idea in mind, since we will be moving our ideas into plans and prototypes. Join us in unlocking the potential of our celebrations of learning!

C15

Extending Understanding of Mathematical Models in the Ratio and Proportion Domain

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

Facilitators:
Banuelos, Heather

School/Organization
Anser Charter School

In the Common Core State Standards for Mathematics, students are asked to use "ratio and rate reasoning to solve real-world and mathematical problems, by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations." Teachers know that it is important to use models when helping students work with ratios and proportions, but do not always know how to connect the models to one another. In this session, participants explore the specific models related to the ratio and proportion domain and how the progression of these models can help students to understand the connections from one model to another for a deeper conceptual understanding.



C16

With Love From the Library: Supporting Expeditions with High-Quality Resources

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

Facilitators:

Chase, Chip
Harley, Kishanna
Duque, Carlos

School/Organization

Capital City Public Charter School

Identifying high-quality, age-appropriate, multicultural resources to support classroom libraries, case studies, and expeditions is an essential yet time-consuming endeavor. At Capital City Public Charter School, the library team works closely with teachers to develop a robust collection of online and print resources for our Pre-K to 12th grade learning expeditions. Regardless of whether or not your school has an on-site library, all participants in this session will benefit from the tips, tricks, and resources that our library team will share to enhance your collection of learning resources.



C17

Dynamic Partners in Achievement: How School Leaders and EL Staff Can Collaborate to Leverage Implementation and Impact

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

Facilitators:

Tina Meglich
Adam Krusi-Thom

School/Organization

Conway Elementary School
EL Education

Powerful, effective collaboration between leaders (Core Practice 35) is critical to student achievement, specifically the partnership between the school leaders and EL coaches in cultural transformation, program design, strategic planning, and progress monitoring. At Conway Elementary, leaders and EL staff take time to cultivate deep relational trust, show up consistently as their best selves, and choose to embrace a culture of evidence. Practices like work planning or learning walks become more meaningful. Come explore resources, communication methods, structures, and agendas that help leaders partner shoulder-to-shoulder with EL coaches in empowering, inspiring ways that directly impact staff capacity and student achievement.

C18

High-Quality Fieldwork and Why It Matters

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

Facilitators:

Durkee, Susan (FFT)

School/Organization

Four Rivers Charter Public School

Authentic and meaningful fieldwork can be a game-changer when it comes to deepening student engagement in projects and enhancing their understanding of how and why the content they are learning matters in the world outside the classroom. In this master class, we will construct a shared understanding of what high-quality, purposeful fieldwork looks like, and then apply that to designing fieldwork for our students. Come with a project in mind and leave with a fieldwork plan! We also will discuss what gets in the way of fieldwork, and brainstorm strategies for work-arounds that help make fieldwork happen more regularly and effectively.



C19

Robust Interactive Vocabulary Lessons

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

Facilitators:
Allen, Julie

School/Organization
Glenwood Springs Elementary School

Have you ever wondered how to engage students in deeper vocabulary instruction? At Glenwood Springs Elementary, we have been using robust interactive vocabulary lessons to help students acquire academic and domain specific words. This explicit vocabulary lesson can be used across any content area and gets 100% participation with fun, interactive, and collaborative activities that promotes listening, speaking, reading, and writing skills. Participants will examine and create robust interactive lessons that helps boost student engagement and support all learners to develop vocabulary knowledge needed to achieve academic success. Please bring a laptop or tablet to interact with on-line resources.

C20

Self-Advocacy Now and In the Future

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

Facilitators:
Cline, Lisa
Johnson, Susan

School/Organization
Harborside Academy

It's not all about the academics! For individuals with disabilities, self-determination and self-advocacy can significantly impact the degree of success that an individual learner experiences. Harborside Academy has created a protocol to engage students, staff, and parents in a collaborative process that creates a students' self-awareness of personal strengths and challenges through real-life application. Individuals are given a voice, allowing them to begin the self-advocacy process they need in order to leverage their strengths. Participants will leave with an array of resources and a protocol to equip their students for future success.



C21

Critical Thinking about Race: Letting Students Lead

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

Facilitators:
Baer, Peter
Clapp, Ryan (FFT)
Student facilitators: Jesus Garcia (12th), Taniya Mills (2019 graduate), Cynthia Nava (12th), Jasmine Ntori (12th), and Dominique Wortham, Jr. (12th)

School/Organization
William Smith High School

Every day, our students face challenges that are rooted in race and inequity. As educators, we wrestle with these same challenges, yet we often struggle even to discuss them openly. What if we let our students take the lead? In this master class, student facilitators will guide participants as they learn to identify equity blind spots, examine privilege, and expand their understanding of equity. Participants will analyze and apply this model - based on work our students have done over the past three years - to consider how schools can work towards equity by empowering their students to become leaders.



C22

Creating a Culture of Meaningful Reflection

Focus Area: Student-Engaged Assessment
Grade Level: All
Class Level: 200

Facilitators:
Habecker, Kelly (FFT)
Anderson, Molly

School/Organization
Silverton School
Novare Education

Reflection is a powerful tool for academic and personal growth. When students learn to think metacognitively, they begin to think more deeply and connect learning to create high-quality work. This master class will help participants tap into the power of reflection and create a culture of meaningful reflection in their own school settings. Participants will have shared and individual opportunities to experience different reflection protocols for both academic and CREW activities. Participants also will analyze a variety of reflection tools from grades K-12 and then get to design their own reflection tool.



C23

Cultivating Climate and Culture for EL Language Arts Curriculum Implementation

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

Facilitators:
Clayton, Cynthia
Jordan, Tawana
Johnson, Elyon

School/Organization
Burns Elementary Middle School

Come join the school leaders of Burns ES/MS, one of Detroit's ModEL schools, to learn how to create a school environment of joy, enthusiasm, and celebration about implementing the EL Education Language Arts curriculum. Participants will dive deep into the school, leadership, and teacher readiness conditions needed for successful implementation, and then craft a roadmap for cultivating a climate and culture to support the transformative change of curriculum implementation at their school. Come join the seasoned educators and leaders from a school that achieved rapid student growth during our first year of implementation, and learn why climate and culture is key to implementing transformational change!

C24

Mathematical Argumentation

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

Facilitators:
Muller, Cassie
Vaughan, Colleen

School/Organization
Graham Elementary and Middle School

Is an integer squared larger than a fraction squared? The answer to this question can stretch students' minds and dive into many mathematical truths. This master class will help you help students to ask and answer two central questions about mathematical concepts and models: "Is this always true?" and "How do we know it's true?" This class will explore mathematical argumentation -the collaborative search for mathematical truth. We will study the four part model of argumentation (generate cases, conjecture, justify and conclude), practice argumentation ourselves and plan a lesson to implement in our classroom using various helpful resources.

C25

Focused Coaching Towards High-Quality Work

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

Facilitators:

Chan, Scill
Kushner, Aurora (FFT)

School/Organization

Brooklyn Collaborative Studies
NYC Outward Bound Schools

How can you maximize co-planning time across a teaching team at regular intervals during the school year to support students to produce high-quality work? Learn how Brooklyn Collaborative Studies, a public 6-12 school in NYC, structures Case Study Coaching days in partnership with our School Coach in service of the schoolwide goals. Case Study Coaching days give co-teaching partnerships and teams an intense day of support through planning, reflection, and curriculum development. Participants will consider how to support teachers to plan towards high-quality student work.



C26

It Takes Two to Make a Lesson Go Right; It Takes Two to Teach it Out of Sight

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

Facilitators:

Larry, RJ
Cook, Mackenzie

School/Organization

The Graham School

Despite being surrounded by 25 humans for the majority of your day, teaching can be a lonely profession. Inclusive, co-taught classrooms are an important feature in today's schools. This master class will give general/special educators the opportunity to explore co-teaching strategies and plan for effective co-teaching, and administrators/school leaders insights about how to promote and plan for effective co-teaching school-wide. Bring your co-teacher, laptop or tablet, or any lesson plans that need a co-teaching tune up!

C27

Get Proactive! Engaging Your Board of Trustees to Strengthen Your School

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

Facilitators:

Cornell-Feist, Marci
Wodatch, Jessica

School/Organization

BoardOnTrack
Two Rivers Public Charter School

Do you dread working with your Board of Trustees? Does your Board interfere or spend all of their time reacting? In this master class, participants will plan how to transform their board into a proactive, strategic team that supports the school leader in carrying out the school's mission. We will examine criteria for excellent board governance and hear from a veteran school leader about lessons learned and best practices with a board at an EL network school. Participants will use tools and resources to help them assess their board and work together to determine next steps to transform their board. You will walk out the door with practical action steps that you can put to use right away. Come join us and discover the power of an engaged board!



C28

Trauma-Informed Practices in an EL Education School

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

Facilitators:
Elmblad, Elise

School/Organization
Jefferson Elementary School

Many children come to school carrying chronic stress from a life plagued by trauma, abuse, and neglect. According to the National Survey of Children's Health (2011), over 35 million U.S. children have experienced at least one type of childhood trauma. Teachers are held accountable to reach all students, including those impacted by trauma, and to close achievement gaps. Through this master class, participants will learn trauma-informed practices we've put in place at our school that can be applied to the EL model in order to create a safe and predictable learning environment for all students to grow and achieve at high levels. Please bring a laptop/tablet to reference online materials.

C29

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 (Av-W) School

Are your students ready for an adventure? EL Core Practice 26 ("Promoting Courage and Adventure") defines adventure as "any physical, artistic, or academic experience that involves risk, challenge, and discovery." These experiences build culture and students' character, giving individuals avenues to develop courage and achieve personal greatness. Learn how AV-W incorporates adventure Pre-K through 8th grade with activities that range 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 school. Come experience how adventure can happen at any school, anywhere, anytime!



C30

A School's Path to Passage: How to Implement School-Wide SLC and Passage Presentations

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

Facilitators:
Dahlin, Jessie
Kuhle, Andrika

School/Organization
Palouse Prairie Charter School

How is student-engaged assessment working at your school? Student-engaged assessment is key to academic achievement and college and career readiness, making effective student-led conferences (SLCs) and passage presentations essential. Join us on PPCS' journey of creating, implementing, and revising our school-wide SLCs and passage practices. This master class will focus on the process of making key school-wide decisions; aligning a vision and value system to process and practices; and lifting up student, teacher, and community engagement. You will leave with an action plan for your school designed specifically to meet your school's needs.





Curriculum Adoption AND Teacher Creativity: Leveraging the EL K-5 Language Arts Curriculum to Spark "The Having of Wonderful Ideas"

Focus Area: EL Education Language Arts Curriculum

Grade Level: Elementary

Class Level: 200

Facilitators:

Hesla, Kate

Smith, Pam; Lantzer, Erin

Carter, Katie; McDonnell, Holly

School/Organization

Webster Central School District

Adopting a high-quality, standards-based instructional program like the EL Education K-5 Language Arts curriculum provides equity and alignment from grade level to grade level. But this does NOT mean that teachers lose the opportunity to be creative! Our team will showcase and share a variety of ways we have used digital tools, engineering practices, and community connections to ramp up student engagement and curiosity. Examples highlighted will come from the 3rd, 4th, and 5th grades content-based literacy modules and ALL Block lessons. Please bring along a laptop or tablet to access online tools and resources.

SESSION D

Friday, October 18
2:30–4:30 pm

CD01

INTENSIVE

Introduction to the EL Education K-2 Reading Foundation Skills Block

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary

Class Level: 100

Facilitators:

Lewis, Monica
Hurst, Jean

School/Organization

EL Education

This offering provides guidance for those who are planning to implement EL Education’s Skills Block within the K-5 Language Arts curriculum. The Skills Block is a structured phonics program and this institute supports this approach to teaching young children how to read. Participants will walk away with a deeper understanding of the research and principles behind the Skills Block and specific ways the Skills Block meets all students’ needs through differentiated and targeted instruction.

***Note: This is a double session intensive, and will take place over both sessions C and D.**

CD02

INTENSIVE

Language Dives: Diving Deep to Discover the Secrets of Language

Focus Area: Supporting All Students

Grade Level: All

Class Level: 100

Facilitators:

Rebecca Blum Martinez (University of New Mexico, and national expert advising on our K-8 curriculum); Kevin Jepson (ELED ELL Curriculum Specialist and West PD Specialist); From Lead Academy: Grade 5-7 students; Sarah Mitchell, Instructional Coach; Scarlett Sawyer, Grade 5 ELA teacher; Bess Pinson, Grade 6-7 ELA teacher

School/Organization

EL Education

Why should you master Language Dives and Conversation Cues? Observe two teachers from Lead Academy doing Language Dives with their students in person, and follow up with Q&A. Try your own hand at Language Dives by developing the questions and Conversation Cues that drive them, whether or not you teach ELA or use the EL Education curriculum. Glean insight from our national ELL expert, Rebecca Blum Martinez, who guided ELL support for the curriculum, the Lead Academy coach, and our ELL curriculum specialist. Discover ways to support beginning ELLs and transform the lives of “forgotten” intermediate ELLs. These high-leverage approaches support students to meet standards and become proficient and empowered communicators.

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CD03

INTENSIVE

Equitable Learning Environments: What are they, and how do you know if you are building them?

Focus Area: Diversity and Equity

Grade Level: Middle, High School

Class Level: 100

Facilitators:

Farrington, Camille

School/Organization

University of Chicago Consortium on School Research

Developing character, producing high quality work, and mastering knowledge and skills all require young people to be fully present and engaged. Yet too often, schools systematically create structural or psychological barriers to engagement for students of color, diverse learners, English language learners, LGBT youth, or other socially or educationally marginalized groups. Building an “equitable learning environment” means creating the conditions for all students to bring their full selves into learning. This session explores what it means for a learning environment to be equitable, and considers ways to measure progress in creating conditions that allow all students to thrive.

***Note: This is a double session intensive, and will take place over both sessions C and D.**

CD04

INTENSIVE

Making Sense in Writing: Working With the Writing for Understanding Approach

Focus Area: Literacy

Grade Level: Elementary, Middle

Class Level: 200

Facilitators:

Hawkins, Joey

Leddy, Diana

School/Organization

Vermont Writing Collaborative

Writing is hard work for kids! This session will explore how the principles of Writing for Understanding can help. We will concentrate on the “Rule of Three” using examples from the EL Education ELA curriculum. Working with both content and structure (including the Painted Essay), we will explore how students move from highly-guided to independent writing – so that writing becomes a tool for understanding for all. Whether you want a deeper understanding of EL’s ELA curriculum, or want to design your own text based writing units, this session will help you become a more effective teacher of writing.

***Note: This is a double session intensive, and will take place over both sessions C and D.**

D05

The “How To” Guide: Supporting and Coaching K-2 Skills Block Implementation

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary

Class Level: 200

Facilitators:

Freitag, Liz

Palmer, Shaneka

School/Organization

EL Education

Take a look at Skills Block from a different angle. This master class is designed for Instructional coaches, school administrators, teacher leaders, and teachers with 2+ years of experiencing implementing the K-2 Skills Block component of our Language Arts curriculum. Learn all about Skills Block instructional practices, what to look for when observing a Skills Block lesson, what structures to put in place to ensure quality differentiation, how to use data effectively using the Skills Block assessments, and intentional coaching moves to support teacher development at your school.

D06

How Curriculum + PD Impact Students’ Achievement and Teachers’ Practices: findings from EL Education’s Teacher Potential Project

Focus Area: EL Education Language Arts Curriculum

Grade Level: Elementary, Middle

Class Level: 200

Facilitators:

Lesh, Christina

McKenzie, Caitlin

School/Organization

EL Education

Schools and teachers across the country use EL Education’s Language Arts curriculum and coaching supports. But how do we know that this combination has an impact on teachers and students? Explore key findings from EL Education’s federally funded Teacher Potential Project: a randomized control trial with 70 schools across 18 districts that studied the impact of our curriculum and coaching services. Discover key instructional practices that make a difference in student outcomes. Participants will consider how to leverage curriculum and coaching in their own contexts.

D07

Building a Tower of Knowledge: A Deeper Dive into the ALL Block

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

Facilitators:
Riley, Christina
Calderon, Sandra

School/Organization
EL Education

In our Language Arts curriculum, the Additional Language and Literacy (ALL) Block responds to upper elementary students' need for greater independence and mastery as learners. It gives students in Grades 3-5 an additional hour per day to work with the module texts, ideas, and skills, in order to practice and reinforce learning that was introduced in the module lessons. This session will give participants a deeper dive into the routines and structures in the ALL Block, so that you can prepare to successfully implement this additional hour of instruction alongside the Grades 3-5 module lessons.

D08

Starting from Scratch: The Basics of the Self-Managed Classroom

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

Facilitators:
Lightfoot, Shanta
Hodgson, Wendy

School/Organization
EL Education

Classrooms should be lively and learning-centered, where students feel a sense of independence and responsibility for their learning. This master class will deliver ideas for promoting a respectful, active, collaborative, and growth-oriented classroom where students' growth and potential is acknowledged and valued. Participants will discuss teacher practices that promote successful classroom environments by establishing norms for learning and collaboration, protocols for student engagement, and enhanced teacher presence to support their students. Participants will identify, analyze, and experience different strategies and then create a plan for implementing specific practices in their classroom.

D09

Hustling Up Community Connections to Academic Learning

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

Facilitators:
Martinez, Becky
Otto, Natalie

School/Organization
EL Education

Hustle (verb) - to work relentlessly and innovatively towards a goal, refusing to accept any obstacle or rejection

One important thing that sets EL teachers apart is the hustle needed to connect students with real-world experts and opportunities to apply their academic learning towards an authentic community purpose. So how does this mysterious hustle work? What communication and community connection approaches help engage our students with the most compelling and relevant experts related to our academic content? This master class will help classroom teachers strategize how to hustle up the impactful community connections related to module and/or expedition topics.

D10

The Sound of Silence: Promoting Solitude and Reflection in Service of a Culture of Continuous Improvement

Focus Area: Culture and Character

Grade Level: All

Class Level: 200

Facilitators:

Passchier, Jaime

Manzella, Dave

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, in service of bringing back new learning to your community. We also will encourage you to consider how you can make reflection practices a hallmark in your school community and in your own life.

D11

Addicted to You: Using Somatic Intelligence and Awareness for Self-Care

Focus Area: Fitness, Wellness, Adventure

Grade Level: All

Class Level: 100

Facilitators:

Akinsanya-Rose, Kemi

McClure, Wanda

School/Organization

EL Education

The word “somatic” comes from the Greek “somatikos,” which means pertaining to the body, experienced and regulated from within. We invite you to join this class aimed at raising your awareness regarding the important link between your body, heart, and mind. You will learn about and experience practical self-care techniques to work on yourself or support others in your work and life outside of work. We to help you disrupt unhealthy patterns of stress and burn out through focus on healing through the mind-body connection.

D12

What's Whiteness Got To Do With It? Racial Identity Development in the Lives of Deeper Learning Educators

Focus Area: Diversity and Equity

Grade Level: All

Class Level: 100

Facilitators:

Weisberg, Katie

Fine, Sarah

Kelly, Ratha

School/Organization

High Tech High Graduate School of Education

In this interactive master class, participants will examine their own racial identity development and explore how this influences their work as educators. In particular, we will focus on Robin DiAngelo's notion of “white fragility”: the silence, discomfort, and/or defensiveness that many white folks feel when talking about issues of race and racism. How might our racial identities help or hinder our ability to form meaningful relationships with colleagues and students? What structures might allow us to engage with each other productively about race? We will explore these and other questions and, in the process, experience some tools and texts which can be used to bring this work to a range of contexts.

D13

Movement in Mind: Using Rhythm, Movement, and the Senses in the K-2 Skills Block

Focus Area: EL Education Language Arts Curriculum

Grade Level: Primary, Elementary

Class Level: 200

Facilitators:

Elahi, Jenny
Schmidt, Jennifer

School/Organization

Genesee Community Charter School
Flint Cultural Center Academy
EL Education

This master class opens and explores EL Education's Characteristics of Primary Learners: Young children understand the world first through their bodies. More specifically, young children learn through the senses of movement and touch. Brain research confirms that what makes us move is also what makes us think. Movement builds the framework for cognition and brain development. Explore how to intentionally pair specific movements with EL Education's K-2 Skills block, to help organize and prepare the brain for learning. See how teaching through rhythm, movement, and the senses ultimately leads to an increase in memory and overall academic achievement.



D14

All the Feels: Addressing Student Stress and Trauma

Focus Area: Culture and Character

Grade Level: All

Class Level: 200

Facilitators:

Minder, Lindsey
Millor, Tiffany

School/Organization

Codman Academy Charter Public School

Supporting students emotional well-being, while also promoting their academic learning, may be one of the most challenging parts of our job as educators. With increasing exposure to stress and trauma, it can be difficult to bring students to a state where they are fully present and prepared to learn. Participants will explore the impact of stress and trauma on the brain and the consequences for students' learning. With a focus on neuroscience and the function of student behavior, participants will explore trauma-informed strategies that directly address students' emotional needs.



D15

The Arts and EL: Designing an ARTspedition

Focus Area: Learning Expeditions

Grade Level: Elementary, Middle

Class Level: 200

Facilitators:

Dorsey, Cynthia
Cummings, Nicole (FFT)

School/Organization

Capital City Public Charter School

Take a look into The Children's Voices of Protest, a 3rd and 4th grade ARTspedition, from Capital City Public Charter School. In this master class, you will delve into the design process of our ARTspedition. See how students curated music and theater performances to highlight current issues they were passionate to protest about. Participants will leave this session understanding how to structure their arts programming using scaffolds and protocols to help students be leaders of their own learning. Participants also will leave with the tools necessary to develop their own art and activism ARTspedition in their schools.



D16

Integrating Tech 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

In this master class, participants will see how the integration of free, easy to use tech apps can deepen students' engagement and increase the quality of work. We will introduce technology standards and specific tools for integrating tech into expeditions. Participants will create and collaborate in a virtual space to share resources, products, and ideas that they can access after the conference. We will provide examples of student work as a model for accessing and assessing standards. We will use some EL protocols digitally, so that participants can experience how these protocols can be used in the classroom.



D17

Don't Be Afraid to Try Something Big - Bringing the Real World into Your Classroom

Focus Area: Learning Expeditions

Grade Level: Middle, High School

Class Level: 200

Facilitators:

Boren, Lu

School/Organization

Escalante Middle School

Want to bring the real world into your classroom? Want to design authentic learning experiences for your students that empower them to change the world? Take a glimpse into an Agriculture classroom, where we grow hydroponic lettuce for Farm-to-School; care for newborn orphan lambs; and collect data on beetle-infested trees, hydrophobic soil, and ash-ridden river water. This master class will enable you to draft guiding questions for authentic, relevant learning in your classroom.

D18

Comfort, Confidence, and Contribution: Using Outdoor Education to Enhance the Culture of Your School

Focus Area: Culture and Character

Grade Level: All

Class Level: 200

Facilitators:

Przystawik, Christy

Croce, Nicole

School/Organization

Campbell Elementary School

Campbell Elementary has over two decades of experience with outdoor education; as a result, students have become active environmental citizens. Come learn how Campbell fosters and promotes student comfort, confidence, and contribution through strategic outdoor learning. Skills and character habits developed outdoors can add another dimension to all classrooms and to school culture. There is no outdoor space too small! This master class empowers educators to take their students outdoors in ways that will seamlessly align with EL's design principles.

D19

Student-Led Service Learning: Empowering Students to Be the Change They Want to See in Their Communities

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

Facilitators:
Saha, Preeti
Koerber, Chris

School/Organization
Heritage Xperiential Learning School of India

HXLS develops students' skills and deep commitment to make the world a better place by giving them the opportunity to choose, design and implement service learning projects embedded in Learning Expeditions in the middle grades and independently in the senior level. Students choose an area of focus, organize a group of students, and implement a project with a positive outcome in their Indian context. In this master class, you will see exemplars of student work, explore the importance of student choice and agency, and learn how we structure the process so that students create, plan and implement their service-learning project.

D20

Facilitating Student-Led Math Investigations

Focus Area: Mathematics
Grade Level: High School
Class Level: 200

Facilitators:
Chen, Kai Xin
Afghahi, Arash

School/Organization
Leaders High School,
NYC Outward Bound Schools

Math investigations are a powerful tool to generate learning, build math skills, and integrate routines into the classroom. Investigations -- an integral part of the Realistic Mathematics Education workshop model -- engage students in inquiry, sense making, and developing mathematical meaning in various contexts. In this master class, we will engage in a math investigation, and explore how the various components of this practice lead to students' deeper learning, creating context for future math problems and support a problem solving mindset. Participants will leave with a plan to incorporate math investigations into any STEM class!



D21

Contributing to a Better School: Developing Accountable Teams

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

Facilitators:
Lydon, John (FFT)

School/Organization
Polaris Charter Academy

We know that when teams lead, schools succeed. So how do we create the conditions for teams to truly take charge? In this master class, we will define the attributes of accountable teams and examine ways to design systems and structures that allow teams to contribute to a better school. Connecting to Core Practice 35 (Promoting Shared Leadership), participants will delve into Daniel Pink's motivation theory, analyze a case study of developing teams at Polaris, and walk away with a set of concrete tools aligned to meet your school's specific needs.



D22

Out of the Red and onto the Path to Credentialing

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

Facilitators:
Morgan, Michael
Rossetto, Penny

School/Organization
Milwaukee Environmental Sciences Academy
EL Education

How does a school with a profile of a typical struggling urban school make a turnaround? In 2017, Milwaukee Environmental Sciences Academy served 100% students who qualify for FRL, 97% students of color, and experienced significant staff culture challenges. Thanks to some key moves, MESA is now on the path to become a credentialed EL network school. Come see a model and share in a success analysis of MESA and identify levers of change regarding staff and student culture, MKS growth, character development, and targeted leadership team shifts. Through structured collaboration and planning time you will be empowered to apply takeaways to your own context where you can make an impact.

D23

Playing with the Design Principles to Build a Culture of Crew

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

Facilitators:
Welch, Diane (FFT)
Griggs, Whitney

School/Organization
Sierra Expeditionary Learning School
Pocatello Community Charter School

Come prepared to move, sing, and play in this class designed to leverage the EL Education Design Principles to support the culture and structure of crew. As a participant, you will have fun engaging in readings, songs, and activities for each of the ten Design Principles and curate a “tool kit” to use with your crew. Excellent resources for any level of EL teacher to build and support your work with the character dimension of student achievement.



D24

Critical Lenses for Critical Thinking: Using Literary Theory To Drive Complexity in the High School English Classroom

Focus Area: Literacy
Grade Level: High School
Class Level: 300

Facilitators:
Plath, Leah (FFT)

School/Organization
Four Rivers Charter Public School

Texts are complex, mirroring a complex world; the literacy work we do with students needs to prepare them for this complexity. Literary theory empowers students to engage actively with higher-level texts, freeing them from trying to find the “right” interpretation of a text and encouraging them to take analytical risks. By looking at texts through these critical lenses, students consider multiple perspectives and increase the complexity of their analysis. This master class will teach you how to make literary theory accessible to high schoolers through instructional activities, teacher resources, and assessment ideas. No previous study of literary theory required!



D25

Minding the Gaps: Benchmark Assessment to Promote Number Sense Development in the Primary Grades

Focus Area: Mathematics
Grade Level: Primary
Class Level: 200

Facilitators:
Smith, Anne
Ryan, Nora

School/Organization
Polaris Charter Academy

Young students with number sense gaps will struggle with more complex math tasks as they grow older. How can educators close these gaps? Join us to dive deeply into building number sense in our K-2 students. Learn how Polaris Charter Academy successfully shifted its math practices to build confident and proficient counters. In this master class, we will explore number sense practices that engage our young learners, and help teachers and school leaders track students as they grow in their understanding of numbers. This session includes time for discussion, observation, and planning to aid participants in improving their own practices.



D26

Reaching All Math Learners: Planning for Differentiation through Student Thinking

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

Facilitators:
Barnhart, Trent

School/Organization
Harborside Academy

Planning lessons in mathematics to reach all learners is a never-ending challenge for educators. This struggle is often amplified the farther students go along their math journey, since the breadth of skills can become quite wide in the middle and high school grades. In this master class, participants will dive into math as if they were students themselves. Through grappling and discoveries, witness how strategic planning can lead to productively moving all student thinking and guide differentiated classroom conversations. Have fun with mathematics, and also walk away with strategies/tools for our toolbox that will impact the range of student learners through strategic differentiated instruction.



D27

Do I Implement EL's Language Arts Curriculum or Implement Expeditions? You Don't Have to Choose!

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

Facilitators:
Marco, Kelsey
Beal, Ida
Goulet, Kaitlin

School/Organization
West Bath School

Are you at a fork in the road and feel you need to decide between implementing modules or expeditions, and you're not sure which road to take? Take the road that combines the two! Using EL's Design Principles and Core Practice #9 (Designing Learning Expeditions), we worked to enhance EL's modules to become more like expeditions. This increased the local connections to the modules; even better, we have seen increased student achievement! This master class will help you prepare for an upcoming module and will give you a tool to use to enhance it to become a fuller expedition. Please come with a specific module in mind, and bring a laptop or tablet.



D28

Service Learning for a Better World

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

Facilitators:
Hollyday, Emily
Randolph, Ayesha
Zernone, Nikki

School/Organization
West End Secondary School,
NYC Outward Bound Schools

Through case studies driven by service learning, students engage with community partners near and far as they contribute to a better world. Teachers design curriculum that integrate academic standards with community service, breaking down boundaries between school walls and the world beyond. When students practice civic responsibility and reflect on their actions, their learning deepens and their actions become more effective. In this master class, you will explore how teachers design case studies grounded in service learning and the creation of authentic products. During this session, you will envision a service learning case study and take a first step in making it a reality.

D29

The Power of Peer Observation

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

Facilitators:
McKay, Jamie
Branen, Jeneille
Martin, Martha

School/Organization
Promontory School of Expeditionary Learning
Palouse Prairie Charter School
EL Education

Come explore the intersection of staff culture and student achievement through the practice of teacher peer observation cycles. Discuss potential problems and difficulties and brainstorm solutions. Hear from leaders who have experienced many highs and lows of starting and maintaining this practice. They will share their stories and guide you through troubleshooting issues that may arise. Participants will leave with a solid understanding of what your staff and school need to launch this highly impactful practice that improves relationships and drives strong instruction and student achievement.



D30

Leap into Video-Based Coaching

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

Facilitators:
Leclair, Kathleen
Sigala, Alyssa

School/Organization
Rosemary Elementary School

Love the idea of video-based coaching, but not sure how to get started? Get ready to roll up your sleeves as we learn protocols to analyze video, explore technology, and problem solve barriers to implementation. Imagine being able to accelerate the process of giving and receiving meaningful feedback to peers and students. In this master class, you'll see examples of various uses of video-based coaching and learn how we laid the cultural foundation for successful peer coaching. The session will include time for participants to choose from a menu of activities to practice video-based coaching.

D31

How Empowering a Student Transformed Us All: The Making of Gay-Straight Alliance

Focus Area: Diversity and Equity

Grade Level: Elementary, Middle, High School

Class Level: 100

Facilitators:

Ward, Liam Elijah

Cannon, Lizz

Noble, Robert

School/Organization

Monarch Academy Public Charter School

“Everyone wants a safe place where they are welcome...” With these words, an eighth grade student embarked on a journey to transform his school’s climate to a more inclusive place for everyone. Join us as we share the story of how a simple email to school administrators became a driving force for student leadership, advocacy, and transformation. Participants will hear from the student founder of the Monarch Academy Student Alliance, his mother, and a former first grade teacher, as they share artifacts and lessons learned from inception to Better World Day Outreach Program. Come collaborate on strategies for equity and inclusion!





2019 National Conference

Additional Offerings

Discussion Groups

Join colleagues attending the conference to contemplate a question and engage in a lively, facilitated discussion to share best practices. All discussion groups will meet Friday, October 18th, from 8:30–10:00 am.

- DG01** | How can we deepen and sustain the partnership between EL and your school?
- DG02** | How do we sustain ourselves as leaders of color while trying to culturally sustain our communities?
- DG03** | How do we respond to issues around digital character and citizenship (specifically around cell phone use in schools)?
- DG04** | How do we foster empathy and caring among students while navigating controversial topics in a polarized political climate?
- DG05** | How do we address the systems that maintain the “Opportunity Myth” for students of color?
- DG06** | What are we learning about how to support students impacted by trauma?
- DG07** | How do leaders support their school communities’ response to local or national acts of intolerance, hatred, and/or injustice?
- DG08** | What support mechanisms (school-wide and classroom level) should we consider in order to ensure all students feel accepted at our school?
- DG09** | How are you making Labs work for primary learners?
- DG10** | How can we continue to create culturally inclusive schools that build partnerships with our students and families?
- DG11** | What’s our role in creating an equitable crew culture?
- DG12** | What makes crew “crew”?
- DG13** | How do we respond to the struggle for educational equity?
- DG14** | What structures and strategies will be most effective in helping me build an active and collaborative classroom culture?
- DG15** | How do we help students want to contribute and be agents of change?
- DG16** | What matters most to create strong school culture?
- DG17** | What empowers students to become global citizens?
- DG18** | What are we doing to keep adventure and play experiences beyond the classroom alive?
- DG19** | What strategies best support students to create high-quality work?
- DG20** | How do we set students up for success to work independently for sustained periods of time?
- DG21** | What matters most to promoting sustainability for teachers?
- DG22** | How do we improve students’ perseverance with challenging tasks in the face of initial difficulty?
- DG23** | How can I ensure that all students have equitable access to high-level work?
- DG24** | How do we use the arts to challenge and empower learners?
- DG25** | What approaches foster a love of reading and writing for all students?
- DG26** | How do we foster a love of mathematical thinking in order to encourage learning?
- DG27** | How do we empower students with special needs to self-advocate?
- DG28** | What high-leverage instructional practices support the success of ELLs?

Panels

Join guest experts from across the country for a panel discussion on a topic below.

P01 | Inspiring Student Activism: A Panel Discussion

Merrit Jones, Executive Director of Student Voice (EL Education/River Bluff High School class of 2016)
Megan Simmons, Director of Strategy Student Voice, (EL Education/River Bluff High School class of 2017)
Evon Mahesh Program Coordinator, Student Voice (Big Picture Learning/Gibson EK High School class of 2019)

P02 | Student Leaders of Color

Cynthia Clayton, Principal, Burns Elementary and Middle School, Detroit, MI
River Bluff Students

P03 | Social and Mental Health Needs of Middle School Learners

Michelle Dunstan, Education Director/Principal, Anser Charter School
Heather Dennis, Organization Director, Anser Charter School
Elizabeth Barszcz, Principal, Silverton School
Danika Woods, Assistant Principal, Michael R. Hollis Innovation Academy

P04 | Character and Equity: Making the Connections

Camille Farrington, Senior Research Associate and Managing Director, University of Chicago Consortium on School Research
Anthony Voulgarides, Teacher, Washington Heights Expeditionary Learning School (WHEELS), NYC Outward Bound Schools
Belicia B. Reaves, High School Principal, Capital City Public Charter School

P05 | Model Schools, Detroit Public Schools Community District

Kaitlyn Billops, Detroit Public Schools Community District
Akeya Murphy, Detroit Public Schools Community District
April Imperio, Detroit Public Schools Community District
Beth González, Detroit Public Schools Community District

P06 | Failing Forward: Authentic Leadership Means Falling on Your Face—a Lot

Arria Coburn, Principal, The Springfield Renaissance School
Michelle Navarre, Head of School, Polaris Charter Academy
JoJo Longbottom, Principal, Tollgate Elementary

Networking

Participants have given feedback that they would love more opportunities for networking at ELNC. Join one of the groups below for informal networking before the Closing Session.

- N01** | Networking with Teachers in Years 1 or 2 in the Classroom
- N02** | Networking with LGBTQ+ Educators and Leaders
- N03** | Networking to Share Best Practices for Implementing Modules, Labs, AND Skills Block
- N04** | Networking with Small and Mid-sized Districts Implementing the EL Education K-8 Language Arts Curriculum
- N05** | Networking Fun with Social Media: Sharing What Works for You and Your School; Tips and Tricks
- N06** | Networking to talk about Measuring Character--Sharing Challenges and Solutions
- N07** | Networking with Others Who Work in Rural School Context
- N08** | Networking with Others Who Work in Charter School Context
- N09** | Networking related to Continuous Improvement Efforts and Learning
- N10** | Networking among School-based Coaches
- N11** | Networking with Leaders and Teachers in the Midst of School Startup
- N12** | Networking with Educators in International Contexts
- N13** | Networking with Teachers with 10+ Years of Teaching Experience
- N14** | Networking with Teachers Who Are Passionate about Math Instruction
- N15** | Networking: Open Conversation in Collaboration in Support of Newcomers to the United States
- N16** | Networking with Secondary Science Teachers
- N17** | Networking with Teachers in Special Education

 Education