

2012 Expeditionary Learning National Conference Master Class Catalog

May 3-5, 2012

Pre-Conference Day: May 2, 2012

Sheraton-Denver Downtown

Denver, Colorado



**EXPEDITIONARY
LEARNING**

Expeditionary Learning Schools: Pre-Conference Day Events

Wednesday, May 2, 2012

Payment: Pre-Conference Day events are not covered by the conference fee. The cost of each offering is \$200 per person. Please make your check payable to Expeditionary Learning and send it to the address listed below. You will receive a confirmation letter when your payment is received. If we do not receive your payment on or before April 15, 2012, you will be removed from the registrant list.

Space is limited - Register on-line at: <http://elschools.org>

If you have questions please call EL at (970) 385-8654 or e-mail PD@elschools.org

Mail payment to Expeditionary Learning, Attn. Accounts Payable, 247 West 35th St., 8th Fl., NYC, NY 10001

PC01 A Day in the Life of a Science-Focused Learning Expedition

Facilitators: EL Staff

In this pre-conference expedition "slice" experience, participants will explore what makes an energy source "good" and investigate whether we should be exploring alternative energy sources. We will explore the pros and cons of varied energy sources, and use informational texts and fieldwork to help us make sense of the compelling issues that surround our energy future. The purpose of this pre-conference session is to introduce participants to learning expeditions through experience; it is not intended to teach people how to plan an expedition. Participants should plan on traveling to a local fieldwork site to meet experts and prepare for presentations of learning.

Everyone who enrolls in this pre-conference slice should also enroll in a master class session (Master Class A01: Science Slice Debrief) on Thursday to debrief and take apart the experience.

Location and Time: Transportation and lunch will be provided. Please meet in the Denver Sheraton Hotel at 8:00 AM and we will conclude by 5:00 PM. See hotel reader board for meeting room location.

PC02 A Day in the Life of a Humanities-Focused Learning Expedition

Facilitators: EL Staff

In this pre-conference session, participants will experience a "slice" of a humanities-based learning expedition. We will integrate content standards through engaging instructional practices and community-based fieldwork. The purpose of this pre-conference session is to introduce people to learning expeditions, the process for creating quality products and engaging instructional practices through experience; it is not intended to teach people how to plan an expedition. Participants should plan on walking to various fieldwork sites within a small local area. Please wear comfortable walking shoes.

Everyone who enrolls in this pre-conference slice should also enroll in a master class session (Master Class A02: Humanities Slice Debrief) on Thursday to debrief and take apart the experience.

Location and Time: Transportation and lunch will be provided. Please meet in the Denver Sheraton Hotel at 8:00 AM and we will conclude by 5:00 PM. See hotel reader board for meeting room location.

PC03 Site Visit: William Smith High School

Facilitators: Symon Hayes – EL staff and Wm Smith HS Faculty

William Smith High School is in its 6th year of partnership with EL, is a Pilot School within the Aurora Public School District, and has been identified as a Mentor school within the EL network.

During the day at William Smith High School, participants will experience Crew and discover how the school wide guiding questions of 'Who am I?' 'Why do my choices matter?' and 'What is my responsibility to the community?' are used as a framework throughout the school to create a culture of citizens. While visiting classrooms, see how William Smith's work on developing students' higher-level thinking and creativity engenders a culture of Scholars. Most students will be engaged in preparation for Passages (9th grade), Defenses of Learning (10th grade), and/or Portfolio Presentations (11th and 12th grades). A structured debrief session with teachers and members of the student leadership team will enable participants to ask clarifying questions and build an understanding of the story behind the success of William Smith High School.

Location and Time: Transportation and lunch will be provided. Please meet at the Sheraton Denver Hotel lobby at 8:00 AM we will arrive back at the hotel by 4:00 PM. See hotel reader board for additional information.

PC04 Student-Centered Coaching

Diane Sweeney, Author [Student-Centered Coaching](#)

Mark Conrad and Corey Scholes – EL staff

Join us for a day with Diane Sweeney, author of *Student-Centered Coaching* (Corwin, 2010), and a national expert in putting student learning at the center of every conversation about instruction, assessment and curriculum. Diane's transformative work has led to powerful new conversations at many Expeditionary Learning schools across the country and is changing how leaders and coaches view their role in our schools. By focusing coaching on goals for student learning, rather than on "fixing" teachers, a coach can navigate towards a measurable impact and increased student achievement. During this pre-conference day workshop, participants will explore the role that effective coaching can play in raising student achievement, learn how to differentiate their coaching strategies based on the needs of their teachers and students, and practice strategies for using data walls and student work in their coaching conversations.

Location and Time: Lunch will be provided. Session will be held at the Denver Sheraton; 8:00 AM-4:00 PM. See hotel reader board for meeting room location.

Master Class Sessions are offered by Strand (Leadership, Teacher, and Student) and by Level (Primary, Elementary, Middle School and High School) in order to best support your interests.

Opening Session: Plaza Ballroom D, E, F

Thursday, May 3, 2012

8:00 AM – 9:15 AM

Crew Meeting

Thursday, May 3, 2012

9:30 AM – 10:15 AM

Crew - a small group of students who meet regularly with a faculty leader - is a structure in Expeditionary Learning Schools that assures that all students are known well and cared for. Crew meetings of conference participants from the same geographic region will provide the opportunity to share and reflect on conference experiences with like-minded colleagues.

Snack Break

Thursday, May 3, 2012

10:15 AM – 10:30 AM

Master Class – Session A

Thursday, May 3, 2012

10:30 AM – 12:30 PM

A01 Science Slice Debrief (Strand: All; Level: All)

Jon Mann, John LeCavalier – EL Staff

In this master class, participants will "un-pack" the learning experiences and projects from the pre-conference day science slice. Participants will use the EL Core Practices to debrief the day - both as learners and as teachers - and will gain a deeper understanding of how the compressed slice experience represents a fully developed Learning Expedition.

A02 Humanities Slice Debrief (Strand: All; Level: All)

Jen Wood, Colleen Stanevich – EL Staff

In this master class, participants from the pre-conference day humanities slice will meet with their facilitators to take apart the layers of their slice experience. Participants will use the EL Core Practices to debrief the day and will make "text to experience" connections. Participants will gain a deeper understanding of how the slice was crafted, how students are directly tied to learning experiences in an expedition, and how each component of a humanities focused slice is a compressed version of what unfolds in a fully developed expedition.

A03 EL 101: Intro to EL (Strand: All; Level: All)

Carrie Fischer – EL Staff

If you've heard about the good work being done by Expeditionary Learning schools and our citizen scholars but can't confidently answer the question, "What is Expeditionary Learning?" this session is for you. You will walk away with increased understanding of the EL model by participating in a series of engaging instructional practices, along with multiple examples of Expeditionary Learning in action.

A04 EL Commons 101 (Strand: All; Level: All)

Cyndi Gueswel, Todd Felton, Tony Altucher, Mary Pat Ament – EL Staff

EL Commons is Expeditionary Learning's suite of online educator tools and resources. If you are new to EL or new to using the Commons, this is the session for you. You'll get an overview of each component: the Student Project Archive, the Library, the Planner, and Groups (our new communication and collaboration tool). Then, you'll have a chance to dig in and use the site in breakout groups, differentiated by need and interest. Experienced users from EL and network schools will be on hand to help you. Please bring your laptop! (iPads will work, but a laptop is preferable.)

Note: EL Commons 201 will be offered during sessions E and F for those who already have experience with EL Commons.

A05 The Common Core and the Corner Store: how inquiry-based projects enrich mathematics and community service (Strand: Teacher; Level: Middle, High)

Jennifer Wu, Annie Neary – Capital City Public Charter School

This workshop is designed for educators in search of information about adopting Common Core standards, particularly math standards, as well as educators in search of methods for designing math projects with a service component that address Common Core standards. The

first half of the workshop will explore steps to rewrite curriculum maps based on Common Core while the second half explores an example of a middle school math project with the guiding question "How can I apply math to make the best buy while purchasing items for a local food bank?"

A06 Student-Centered Coaching with Diane Sweeney (Strand: All; Level: All)

Diane Sweeney, Mark Conrad – Author, EL Staff

Please join Diane Sweeney, author of [Student-Centered Coaching](#) (Corwin Press, 2010), to discuss the theoretical framework and core practices for coaching both teacher and student learning. Student-centered coaching is aligned with the principles of EL, and is about setting specific targets for student learning and working collaboratively to ensure that the targets are met. It maintains a laser-like focus on students, is driven by data, and is established within a culture of learning. Participants will learn how schools have implemented student-centered coaching and will leave the session with specific tools and practices to ensure that coaching directly impacts student achievement.

A07 Making it Work For Your School: CREW, Service Learning, and Authentic Fieldwork (Strand: Leadership, Teacher; Level: All)

Silverton Staff – Silverton School

Sustaining and Thriving – the story of a rural EL school in its 9th year. Learn and discuss how our K-12 school develops citizen scholars through unique CREW structures, service learning, and authentic fieldwork. Visit several "stations" to see these structures from the perspective of multiple age groups.

A08 Coaching Cycles in EL Schools (Strand: Leadership, Teacher; Level: All)

Meg Riordan, Corey Scholes – EL Staff

Do you want to know how to set up sustainable coaching cycles in your school? Are you a leader or teacher-leader interested in using student data to inform coaching and support teachers' practices? If so, come to this Master Class to see and experience structures and plans that have worked to support coaching cycles in other EL schools. This session will allow you to be "in" a coaching cycle to better help you understand how to set them up and sustain them at your school! Please join us to learn and contribute to this exciting session!

A09 Planning for Student Scholars: Teaching Interdisciplinary Argumentative Writing Aligned to the CCS (Strand: Teacher; Level: Middle, High)

Nathaniel Cole, Sean Smith - Validus Prep Academy

The ability to develop and support argument is an essential skill for citizens in a democratic society. It is critical that EL teachers are equipped to support students in exploring compelling topics, analyzing sources, and defending positions on challenging issues. Participants will investigate various pedagogical practices such as mini-lessons, RAFTS, structured academic controversies, notecatchers, and pre-writing with graphic organizers. A guiding theme of the class will be to align with Common Core Standards and incorporate multiple content areas so that students' experiences in the classroom will be consistent with real-world issues they will face in the future.

A10 Pushing our Elementary Kids Further: Ensuring High Quality Products (Strand: Teacher; Level: Primary, Elementary)

Jencille Branen, Jessie Dahlin – Palouse Prairie School

Ever wonder how to engage elementary students in a revision process that leads to high quality work? Participants in this class will gain the knowledge and skills needed to ensure all students achieve high quality products and examine a variety of methods used to deepen students' understanding of content. Participants will also analyze examples of scaffolding plans and the implementation of two high quality products. In addition, you will learn how the Levels of Support (rubrics, self/peer assessments, criteria lists, multiple revisions, expert feedback) are used to give students the tools needed to attain high quality even for our youngest students. All participants will develop a plan to implement in their own expedition with support and feedback.

A11 Math-a-morphosis: Planning inquiry-based lessons using your existing resources! (Strand: Leadership, Teacher; Level: All)

Rachel Wooden, Myra Brooks – Monarch Academy, EL Staff

How can you craft a rich mathematical experience for your students without building a lesson from scratch (or recreating the wheel)? How will you create a student-directed math time with greater opportunities for student discourse and discovery? Learn how to take your current math text and transform the lessons into the 5 E's inquiry-based lesson model! We will discuss the WHY and HOW of making this happen in classrooms to create more meaningful math experiences for your students.

A12 Students Holding the Mirror: Fostering Reflective and Assessment-Engaged Learners (Strand: Teacher; Level: Middle, High)

Bryan Duarte, Adam Litvinoff – The Greene School

This master class will provide participants with tools they can use to increase student ownership and responsibility for learning by fostering self-reflection. After analyzing student reflection sheets for Habits of Work, academic progress, and individual assignments, we will zoom in on the practice of co-creating rubrics with students. Participants will also be given work time to critique, collaborate and create their own documents and plans.

A13 From Fund for Teachers Fellowship to Student Expedition (Strand: Teacher; Level: All)

Ethan Newlin, Toni Wright, Perrin Worrell, Dirk Matthias – WHEELS, Vista Grande High School, Fund for Teachers, EL Staff

More than 350 EL teachers have been awarded Fund for Teachers (FFT) fellowships since 2004. These fellowships have resulted in a number of expeditions ranging from an "Oral History of Genocide Survivors" to "Bridging Borders between the US and Mexico" to "The Legacy of Pablo Neruda." Fund for Teachers Fellows will lead this master class to provide a greater understanding of how an FFT Fellowship can deepen learning expeditions and instructional practices. Everyone, from FFT Fellows, potential applicants, and dedicated EL practitioners (not mutually exclusive!) is invited to learn

more about the variety of fellowships awarded, strategies for transforming the fellowship experience into a rigorous learning expedition, and opportunities to network with like-minded peers.

A14 Human Rights and the Global Economy: A Rigorous Social Studies Expedition (Strand: Teacher; Level: High)

Seth Rader, Marie Lewis – The James Baldwin School

This master class for secondary school social studies teachers will examine the curriculum for an economics and global studies expedition entitled Human Rights and the Global Economy. In this expedition, students attempt to answer the question "What economic policies are best to protect human rights?" Students begin by exploring the concept of human rights and economic systems; then examine case studies about issues such as child labor and health care where they question their economic roots and potential solutions. Participants will engage in several key activities from the course and receive materials outlining the curriculum, assessments, products, and central lessons.

A15 Walk-Throughs: Keep Your Finger on the Pulse of Instructional Practices Building Wide (Strand: Leadership, Teacher; Level: All)

Jill Mirman – EL Staff

In the most effective schools, staff is unified in their commitment to and work on a small number of instructional priorities. The school leadership has to keep those priorities visible and inspire and sustain the on-going efforts of the staff. Regular, brief observations, such as Walk-Throughs are essential to leadership knowing what's going on in the building, what progress is being made on those priorities, and what sort of support is needed to reach the goals.

A16 The Skin We're In Expedition – Engaging Students through High-Quality Teacher Collaboration (Strand: Teacher; Level: Middle, High)

Theresa Funk, Chris Widmaier – World of Inquiry High School

Planning and executing an outstanding expedition requires high quality collaboration among the members of a grade level team. Through the lens of an eighth grade expedition: The Skin We're In, we will explore the components of collaboration and the processes that lead to successful case study and project planning. Teachers of all subjects and administrators looking for both a model expedition and an understanding of how teams of teachers can turn big ideas into a plan for learning will find this workshop useful. Participants will leave with a toolkit of collaboration strategies to use with colleagues.

A17 Student Leadership in Action (Strand: Teacher, Student; Level: Middle, High)

Brooke Stern, Linda Bullock – William Smith High School

This is a class offered to teachers wishing to form a student leadership team within their school. During this class, leadership students will be present to help participants understand their firsthand experiences of the program. These experiences include community building activities, community service, and individual character development.

A18 Character Across the Curriculum (Strand: Teacher, Student; Level: Primary, Elementary)

Becki Mason, Debbie Potter - Genesee Community Charter School

Nurturing productive school citizens requires a common classroom culture with clear expectations for habits of work, character, and scholarship. Thoughtful and intentional protocols, traditions, and routines encourage students to authentically express and demonstrate these habits throughout the day. This session is intended for teachers who want to learn strategies for connecting the social and academic curriculum and practices for infusing character and citizenship into daily classroom life.

A19 Research, Advocacy, Policy: Developing the Citizen Scholar in an Urban Context (Strand: Teacher, Student; Level: High)

Geoff Schutte - Tapestry Charter School

This class will enable high school teachers and administrators to examine one structure to differentiate instruction for high-performing student-scholars that specifically engages them in community-based research and activism. The Tapestry Honors Extension program not only prepares students for the world beyond high school, but it believes and expects that students make an impact in the world they live in while they are there. This master class will share the successes and challenges of engaging high-performing students in authentic community-based activism, and will help teachers and school leaders think differently about the role students have in making substantive community change.

A20 EL 101: Intro to Assessment (Strand: All; Level: All)

Dale Bergerhofer, Enid Dodson – EL Staff

This master class will introduce assessment in EL schools with emphasis on assessment strategies to enhance student achievement. We will examine the differences between assessment OF and assessment FOR learning and why assessment FOR learning is important for all students.

A21 Parent PD: Helping Families “Own” EL Practices (Strand: Leadership; Level: All)

Nicole Bandy - Vallejo Charter School

How do we generate parent buy-in for the EL model? This workshop models a parent training session designed to bring parents into the life of the school. Participants experience hands-on strategies for helping families compare EL practices to the traditional schooling they may have experienced, and participate in activities to help families articulate the roles culture and character play in supporting student learning. Participants leave with complete handouts, an agenda for facilitating a parent learning session, and a readiness to help parents answer the question, “What IS Expeditionary Learning?”

A22 Let Them Lead the Way (Strand: Student; Level: Elementary, Middle, High)

Lisa Wing, Traiva Breedlove, Nolan Bell - Genesee Community Charter School

Who’s better to teach visitors about your school than those who experience it every day? Well-prepared student ambassadors can represent your school with poise, passion, clarity, and wit, and can make a positive lasting impression on guests. The experience of preparing for and delivering guided tours nurtures students’ confidence, public speaking skills, and sense of belonging to their school. This class is intended for teachers or administrators who are interested in developing a cadre of student guides who can effectively

share their school’s philosophy, instructional program, culture, and traditions. The session will feature two students who have served as school ambassadors for several years.

A23 Informing our Worldview: Considering Multiple Perspectives (Strand: Student; Level: Middle, High)

Jeanne Boland - The Odyssey School

This master class is designed to model a few of the structures and strategies used within my classroom to help students develop an understanding of the habit of perspective taking and practice utilizing these skills. I will demonstrate some ways that I layered the habit into humanities content as well as personal experiences and conflict / peace building within students’ own lives. Students will be present to help facilitate activities and share experiences applying perspective taking in our expedition Conflict & Peacebuilding: The Struggle of Israel / Palestine.

A24 Using a reading blog to differentiate reading assignments (Strand: Teacher; Level: Elementary, Middle)

Dawn Beckner - Rocky Mountain School of Expeditionary Learning

Reader’s blogs are a fun and engaging way to build 21st century readers and writers. Reader’s blogs feel like Facebook for kids and many students say they are “addicted” to checking the blog. While this fascinating way of using technology is fun, it’s also an efficient way of monitoring comprehension, engaging students in reading dialogues with one another, and holding them accountable for their reading progress. Participants will learn how to use a blog to track student growth and gather comprehension data. Participants will also learn structures that support using a blog and experiment with setting up a blog for their own classroom. This workshop is geared towards new or novice Elementary or Middle School teachers who want to experiment using a reader’s blog in their classroom.

A25 The Physics of Judo: how a teacher’s passion develops students as scholars and citizens (Strand: Teacher; Level: Middle, High)

Conrad Sparnroft - Gaynor McCown Expeditionary Learning School

In EL schools, Intensives spark teacher passion and promote students’ engagement. Participants in this Master Class will learn about how one high school math teacher merged his expertise in judo and knowledge of physics to create a four-day Intensive focusing on developing students’ self-esteem, skills, and content knowledge. “Judo,” which means, “gentle way,” has much to teach students about character, discipline, and respect – key qualities to carry throughout life.

Lunch

Thursday, May 3, 2012

12:30 PM – 2:30 PM

On your own: There are many restaurants within easy walking distance.

Master Class – Session B

Thursday, May 3, 2012

2:30 PM – 4:30 PM

B01 Collaborative Critical-Thinking, Literacy, and Differentiation for EL Music Curricula (Strand: Teacher; Level: ALL)

John Lydon – EPIC Academy

When many students look at a page of musical notation, they freeze – ending their musical career right there. But what happens if we help them crack the code themselves – even invent it. After all, music was played together first and written later. This course highlights the study of music and collaboration at one urban high school working a music program on a small budget. Perfect for teachers who want to get students of any musical ability to read music together, to invent new systems for music, and use music for the collaboration skills needed for life – beyond the ensemble.

B02 EL Commons 101 (Strand: All; Level: All)

Cyndi Gueswel, Todd Felton, Dale Bergerhofer, Stephanie Aberger – EL Staff

EL Commons is Expeditionary Learning's suite of online educator tools and resources. If you are new to EL or new to using the Commons, this is the session for you. You'll get an overview of each component: the Student Project Archive, the Library, the Planner, and Groups (our new communication and collaboration tool). Then, you'll have a chance to dig in and use the site in breakout groups, differentiated by need and interest. Experienced users from EL and network schools will be on hand to help you. Please bring your laptop! (iPads will work, but a laptop is preferable.)

Note: EL Commons 201 will be offered during sessions E and F for those who already have experience with EL Commons.

B03 Empowering our Scholars: Assessment for Learning as a Tool (Strand: Teacher; Level: All)

Liza Eaton - The Odyssey School

Use of Assessment for Learning Strategies has been one of the highest leverage changes we have made at Odyssey. In addition to improving test scores and student achievement, these strategies have empowered students to take more responsibility for their learning. This workshop is for K-12 teachers just beginning to delve into Assessment for Learning Strategies.

B04 Building a Strategic Crew Curriculum to Support a Culture of Achievement and Citizenship (Strand: Leadership, Teacher; Level: Middle, High)

Lindsay Slabich, Deidre Cuffee-Gray - The Springfield Renaissance School

This course is appropriate for school leaders and teachers interested in school-wide crew structures. In this course, we will examine crew structures and tools used at the Springfield Renaissance School, grades 6-12. Specifically, we will discuss crew learning targets, assessment plans, unit plans, professional development plans, student binders, and student conferencing documents. There will be some time in the second half of the session to work on crew structures for your school and to receive feedback. (Participants may also consider attending the 100% College, Totally Crew! master class for specific crew ideas about preparing students to enter and succeed in college.)

B05 Developing classroom culture with student discourse to create a sense of community in the primary classroom (Strand: Teacher; Level: Primary)

Heather Ventura, Emily Lichtenstein – Brennan Rogers, EL Staff

How do you create a community of student citizens in a primary classroom? In a co-created classroom environment, even very young children are made to feel responsible for their own learning and the learning of their classmates. In this master class, participants will learn how to build a classroom community where students are involved in cooperative learning, collaboration, and discussion. We will share strategies and review examples of student discourse in action through artifacts and video clips. This class would be extremely helpful for beginning teachers of primary students.

B06 Citizen Scholars: Promoting Character Growth and Academic Achievement by Developing School-Wide Data System for Positive Behavior (Strand: Leadership, Teacher; Level: Primary, Elementary, Middle)

Emily Thompson, Nancy Riggs - West Bath School

Data based decision-making is not just about academics anymore. Participants in this master class will learn how this academically high-performing elementary school used a data based, collaborative problem solving approach and embedded Assessment for Learning strategies universally in the school to ensure character growth and academic achievement for all students. Novice and veteran EL participants will examine and adapt, for their own use, a multitude of organizational, leadership, and professional development structures that this school created to build an integrated code of character and RTI/PBIS structure that meets federal regulations and promotes improvement of academic and behavioral outcomes for all students.

B07 Making it Work For Your School: True Differentiation (Strand: Leadership, Teacher; Level: All)

Silverton Staff – Silverton School

Sustaining and Thriving – the story of a rural EL school in its 9th year. Learn and discuss how our K-12 school develops citizen scholars through compelling topics that are differentiated to meet the needs of multi-age classrooms, linguistically diverse, special needs, and gifted and talented students. Visit several “stations” to see these structures from the perspective of multiple age groups.

B08 Building Common Core Literacy in Classrooms (Strand: Leadership, Teacher; Level: All)

Suzanne Plaut – EL Staff

What will the Common Core State Standards mean for teaching and learning in EL schools? This session will update school leaders and coaches about new trends and priorities in efforts across the states to implement the CCSS and in the creation of the new assessments to measure student growth connected to the standards. We will examine how the CCSS can help focus and intensify EL's powerful model of instruction. We will discuss strategies to prioritize areas for implementation, and to engage teachers and students in understanding and integrating standards into their daily work. We will share best practices among participants for getting traction in effective implementation in their own schools.

B09 Sharing the World: Developing Citizen Scholars through International Travel (Strand: Teacher; Level: Middle, High)

Jeff Dyer, Madisen Changose, David DenHartog - Northpoint Expeditionary Learning Academy, Student, EL Staff

What better way to foster student citizenship than to take students to another country? This master class reveals the ins and outs of a two-week educational and service-learning experience in Cambodia. Northpoint Expeditionary Learning Academy has over 75% of its students graduate with an international experience, and this master class will highlight the components necessary to make international travel a reality. Participants will learn from Northpoint's successes and failures and will take away ideas and documents to start developing their own travel plans.

B10 Community Partnership to Build Engagement and Authenticity (Strand: Teacher; Level: Primary, Elementary)

Cesar Jose Batlle, Robin Fountain - Clairemont Elementary

Participants will learn about third graders who were challenged by a deputy city manager to develop informational brochures about a local park. The brochures include information about the park's history, geology, and wildlife, as well as information about the park's challenges and how to protect it. The authenticity of the assignment motivated the students because they immediately understood how their product would help the community, showcase their skills as learners, and enhance the city's green space. This class would be appropriate for educators wanting to uncover motivating learning experiences culminating in assessments that fill authentic needs and measure learning.

B11 Trusting Student Creativity: Mural projects as a service (Strand: Teacher, Student; Level: Middle, High)

Toni Polfus - Arbor Vitae-Woodruff School

How do EL schools empower creative citizen students to enhance their school environment? Creation of large-scale permanent murals facilitates student collaboration, encourages creativity and improves the quality of the school environment. With support and scaffolding, students assume ownership of the project and through the process provide an important service to the school. This workshop will present an opportunity to learn key skills that will facilitate the creation of successful public murals.

B12 Staying Physically Fit the EL Way (Strand: Teacher; Level: Elementary, Middle)

Lisa Tilley, Kristen Burgmaster - World of Inquiry School 58

This class is perfect for people looking to add physical activity into their classrooms/schools. Learn how to make physical fitness fun and manageable for both students and staff and to promote healthy habits for life. Participants will be engaged in real world problem solving experiences through geocaching (treasure hunting). Learn how to design a walking trail in your school where students can log miles during their free time. We have successfully created many clubs that promote physical fitness, are student run, and encourage personal growth, but don't take away from academic time.

B13 EL in Dual Language Schools (Strand: Leadership, Teacher; Level: All)

Amaris Obregon, Romey Pittman – EL Staff

This master class addresses the emerging practice of blending Expeditionary Learning with bilingual education, maximizing students' capacity for global citizenship and enhancing cognitive growth. The presenters will highlight the alignment between EL Core Practices and best practice in bilingual education, especially two-way and full immersion programs. Participants will grapple with the advantages and challenges of such programs through discussion and hands-on application. Models from current successful bilingual EL schools will be available for review.

B14 Skills for Citizen Scholars: for the stage and beyond! (Strand: Teacher; Level: Middle, High)

Sara Cohen-Agha - McCown Expeditionary Learning School

Drama is more than 'method-acting.' In EL schools, performance art develops academic intelligences and builds student character by emphasizing authentic performance, risk-taking, analytical skills, and creativity. This master class focuses on how one high school drama teacher builds students' high level skills through designing engaging learning activities. This class is for all teachers open to exploring how drama might play a deeper role in promoting student engagement in the classroom!

B15 Building Student Investment through Memoir Writing and Critique (Strand: Teacher; Level: Middle, High)

Ellen Gilchrist, Annie Neary - Capital City Public Charter School

This workshop is designed for secondary English, Social Studies, Humanities, and Inclusion educators who are interested in cultivating student investment in community service and academic rigor and/or designing a memoir or oral-history-based expedition. A portion of the workshop is dedicated to best practices for teaching students to critique their writing. Participants will study exemplary student work and the process used in a middle school expedition- The Invisible Hero: Memoirs from World War II.

B16 Structures for Student-Designed Senior Expeditions (Strand: All; Level: High)

Sarah Weimer - Christel House Academy

Student-designed expeditions are an ideal way to develop citizen scholars in your school. This master class will help teachers and school leaders design processes and structures to support their high school seniors in crafting and carrying out their own expeditions. Emphasis will be placed on how student-designed senior expeditions build motivation and ownership of learning in students, and how to ensure that students do high quality, meaningful, and scholarly work. Work time will be provided so school teams are encouraged to attend. This master class is relevant for both new and established high schools and advanced middle schools.

B17 Building Common Core Math in Classrooms (Strand: Leadership, Teacher; Level: All)

EL Staff

How will Common Core State Standards change math instruction in our schools? How can we use the Common Core focus to improve teaching and learning? The Common Core Math Standards require "three key shifts" in the focus of math curriculum and instruction. We will explore the implications of those shifts for modifying and creating curriculum and for instructional practices. We will share strategies for balancing fluency, application and understanding, and using student-engaged assessment practices to build student ownership of growth across these domains.

B18 Harnessing the Potential of the Instructional Guide: Enhancing Student Character Development (Strand: Leadership; Level: All)

Adam Krüsi-Thom - Sierra Expeditionary Learning School

Are you an instructional guide or school leader who wants to expand his/her toolkit to focus instructional guidance on student success? Specifically, how can an IG catalyze student character target achievement at your school? This class explores different ways the IG role can look, as well as technical competencies and relational skills that can help IGs be as effective as possible in supporting teachers to do their best work with students. Take-aways include a set of tools and an IG action plan based on your school's work plan. Recommended EL knowledge/experience level: Beginner to Practitioner.

B19 Expeditionary Learning: What Goes On Behind the Scenes (Strand: Leadership; Level: All)

Mike McCarthy, Derek Pierce – King Middle School, Casco Bay

What defines a good Expeditionary Learning School? What leadership skills are needed to create and sustain a strong focus on Expeditionary Learning? This master class will provide an opportunity for school leaders to look at the behind the scenes work, leadership style, and personal reflection that is essential on the part of school leaders who have chosen to implement the EL design. Challenges and potential barriers such as schedules, budgets, personnel and hiring issues, leadership beliefs, and making time for professional learning will be presented through a mix of presentation and small group activities with related discussion.

B20 Disrupting the Status Quo through Social Justice Projects (Strand: Leadership, Teacher; Level: Elementary, Middle, High)

Thabiti Brown, Patrick McQuillan - Codman Academy Charter Public School

Our global society faces many critical challenges. We believe schools and students must take a central role in addressing these challenges. The world needs "citizen scholars" committed to "getting smart to do good." To nurture this sense of citizenship, students need opportunities to engage with social issues. Our master class provides a pathway for teachers to engage students, and instructional coaches to engage teachers in such actions through the "social justice project" – individual or group endeavors where students define social needs and inequities and undertake actions to address these issues in ways that promote collaboration, enhance students' sense of personal growth, and integrate important academic knowledge and skills.

B21 WHEELS: How One EL School Establishes a Strong School Culture (Strand: Leadership, Teacher; Level: Middle, High)

Nathan Warner - Washington Height Expeditionary Learning School

This master class offers a case study of how one Expeditionary Learning school, WHEELS, builds and sustains a positive and strong school culture and community. Participants will engage in examining key documents developed and refined over the school's six-year 'life-span,' and consider how these documents reflect a culture of high achievement, strong relationships, and character development. The facilitator has conducted in-depth interviews with students and teachers (for doctoral dissertation research) and will share findings and implications about specific structures, school-wide policies, and techniques that promote a strong school community and produce engaged student citizens.

B22 Our Journey Towards Growth (Strand: Teacher; Level: Elementary, Middle)

Sharon Forbes, Chris Occhiuto - Explore Elementary

This class will engage participants as they explore in-depth two of the six principles outlined in the book Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap as they live in a 6th grade classroom and elementary school. Participants will actively interact in two workshops, Setting Big Goals and Investing in Students and their Families, as they identify ambitious and meaningful ways to impact students' academic trajectories.

B23 Setting Sail for Success in the Rough Seas of the Middle Years (Strand: Teacher; Level: Middle, High)

Kate Wright - Monarch Academy Glen Burnie Campus

Do you want to establish strong routines, expectations, and structures at the beginning of the school year? Do you wonder how to establish a positive and productive classroom culture? Do you want to build student leadership in the challenging time of adolescence? If the answer to any of these questions is yes, then this class is for you! Learn how to use classroom structures and a first six weeks product to meet the social/emotional, academic, and independence needs of your students. This class is intended for new and experienced EL teachers of grades 6-8.

B24 Playground Science Creates Student Scholars (Strand: Student; Level: Elementary, Middle)

Cara Sonnemann - Pocatello Community Charter School

“The School as an Ecosystem” is a 7-8 science expedition incorporating service learning with “real” science. By adopting a plot of land on school grounds and performing tests and surveys, students

are empowered to make a difference while learning science. Service is provided when native species in the plots beautify the school’s landscape while improving habitat. This session, designed for K-8 teachers wanting to get their students outside, provides hands-on experience with simple tools, viewing examples of high quality student work, and a discussion of projects initiated by PCCS graduates; evidence that this expedition truly creates Citizen Scholars.

B25 Engineering the World: Using STEM as vehicle for developing citizen scholars (Strand: Teacher; Level: Middle)

Cherisse Campbell, Tasha Roth - Amana Academy

We will guide teachers to use the engineering design process for developing products that protect and preserve the environment and/or improve the quality of life for under-served populations throughout the world. The engineering design process will be integrated with the Expeditionary Learning practices and structures in addressing standards through a project-based curriculum connecting to real-world needs. Finally, teachers will leave with ideas of how this can be immediately implemented in their home schools.

Crew Meeting Friday, May 4, 2012 8:00 AM – 8:45 AM

Crew - a small group of students who meet regularly with a faculty leader - is a structure in Expeditionary Learning Schools that assures that all students are known well and cared for. Crew meetings of conference participants from the same geographic region will provide the opportunity to share and reflect on conference experiences with like-minded colleagues.

Role Alike Groups/Regional Leadership Sessions – Session C Friday, May 4, 2012 9:00 AM – 10:00 AM

Discussion group topics will be presented in the first fifteen minutes of the session and participants will use the remaining time in conversation sharing experiences related to the topic. Sessions noted with a * are limited to principals/school leaders from those regions; these are intended as follow-up sessions from regional leadership institutes/other regionally-based work

- C01 Northeast Principals/School Leaders*
- C02 Mid-Atlantic Principals/School Leaders*
- C03 Midwest Principals/School Leaders*
- C04 Southwest Principals/School Leaders*
- C05 Mountain Principals/School Leaders*
- C06 Northwest Principals/School Leaders*
- C07 Southeast Principals/School Leaders*
- C08 NYC Principals/School Leaders*
- C09 Expeditionary Learning: General Q and A Session
- C10 Special Education
- C11 English Language Learners/World Languages
- C12 Physical Education/Adventure
- C13 Visual Arts/Music
- C14 Media/Technology
- C15 High School Math
- C16 High School Science
- C17 High School Humanities/History
- C18 High School English
- C19 Middle School (6-8) Math
- C20 Middle School (6-8) Science
- C21 Middle School (6-8) Social Studies
- C22 Middle School (6-8) Language Arts
- C23 Grades K/1
- C24 Grades 2/3
- C25 Grades 4/5

Snack Break Friday, May 4, 2012 10:00 AM – 10:30 AM

Master Class – Session D Friday, May 4, 2012 10:30 AM – 12:30 PM

D01 Doing it in Public to Close the Gap (Strand: Leadership; Level: All)

Matt Landahl, Ken Ferguson - Mary Carr Greer Elementary

This is the story of a once failing public school partnering with EL on a transformational journey. Making learning public has been the single most effective school improvement strategy for our school, and this public learning is the basis for good citizenship for students and staff. Student performance data has improved alongside the school culture/climate in our transformational process. In this master class session we will share how we use three strategies for making learning public: student-led conferences, instructional rounds, and transparent feedback through survey use. We will describe how they impact school citizens, as well as successes and challenges with each strategy.

D02 EL 101 Intro to Assessment (Strand: All; Level: All)

Cheryl Dobbertin, Tony Altucher – EL Staff

This master class will introduce assessment in EL schools with emphasis on assessment strategies to enhance student achievement. We will examine the differences between assessment OF and assessment FOR learning and why assessment FOR learning is important for all students.

D03 We are Crew Not Passengers: A 9-12 Crew Curriculum that Works! (Strand: Leadership; Level: High)

Alan Beaulieu, Jenny Seydel - Harborside Academy, EL Staff

Participants will examine and critique a 9-12 Crew Curriculum guide created by the faculty at Harborside Academy. This will be the first time this document, a product of a two year process, will be shared with colleagues beyond our walls. This workshop is designed to

share our work, but also to receive feedback on the next steps... assessment and evaluation...come play with us!

D04 EL 101: Intro to Expeditionary Learning (Strand: All; Level: All)
Suzanne Tillman, Deborah Pinto – EL Staff

If you've heard about the good work being done by Expeditionary Learning schools and our citizen scholars but can't confidently answer the question, "What is Expeditionary Learning?" this session is for you. You will walk away with increased understanding of the EL model by participating in a series of engaging instructional practices, along with multiple examples of Expeditionary Learning in action.

D05 Implementing Common Core State Standards Across the School (Strand: Leadership, Teacher; Level: All)

Ron Berger, Suzanne Plaut – EL Staff

What will the Common Core State Standards mean for teaching and learning in EL schools? This session will update school leaders and coaches about new trends and priorities in efforts across the states to implement the CCSS and in the creation of the new assessments to measure student growth connected to the standards. We will examine how the CCSS can help focus and intensify EL's powerful model of instruction. We will discuss strategies to prioritize areas for implementation, and to engage teachers and students in understanding and integrating standards into their daily work. We will share best practices among participants for getting traction in effective implementation in their own schools.

D06 (Em)power Up: Giving All Students a Voice (Strand: Teacher, Student; Level: Primary, Elementary, Middle)

Traci Horner, Katherine Henries - Vallejo Charter School

By merging Expeditionary Learning protocols with English Language development instructional strategies, we give students of all language levels an empowered voice with which to share their learning. While wearing their 'student hat', teacher participants will experience a 'slice' of our Grade 4 Expedition, "Power Up!", in which students explored energy sources, conservation, and a variety of writing purposes. Through this class, teachers will learn to integrate ELD strategies that encourage the use of high level vocabulary, collaborative research, and passionate writing. When every student accesses curriculum, you'll be amazed at what they are capable of when they are (Em)Powered Up!

D07 All I Really Needed to Know to Get Smart to Do Good I Learned in Kindergarten: Developing character and problem solving, critical thinking, collaboration, and leadership skills in our youngest learners (Strand: Teacher; Level: Primary, Elementary)

Robin White, Lori Franklin - West Bath School

What does rigor look like in kindergarten? Discover how a well-designed kindergarten expedition investigating local trees develops character, problem solving, and critical thinking skills while promoting collaboration and student leadership. Through a lively building-background knowledge workshop, participants will learn successful strategies for building a rigorous expedition for young learners that engages students in authentic, meaningful, and motivating curriculum, instructional, and assessment practices. Whether or not you are new to EL, participants will learn how to best support all young learners to create high quality work in literacy, science, and math while maintaining a focus on character education.

D08 Don't be Driven Dumb by Data (How to Analyze Data Effectively to Inform Instruction) (Strand: Leadership; Level: Elementary, Middle, High)

Marci Elder, Sharon Newman - Rocky Mountain School of Expeditionary Learning, EL Staff

Today's enthusiastic embrace of data may be dulled when the inundation truly begins so that a school can make "data-based decisions" or have "data-informed instruction". Since data is evidence

that can be collected, organized, and analyzed to inform us about student learning, the examples are immense. This class will take participants through a case study of how one school took specific data through a cycle of collection, description, analysis, to implications for classroom practice. Please note: this case study is also used in EL's national institute: Using Data to Improve Student Achievement.

D09 So You Want to Be an EL School Designer? (Strand: Leadership, Teacher; Level: All)

Angela Jolliffe, Deb Otto – EL Staff

If you are interested in finding out more about the work of Expeditionary Learning School Designers, this is the master class for you. The class will examine the role of School Designers and provide a window into this important role in EL schools. Content will include the history of EL, the school designer job description, and models of best practice.

D10 Getting Smart with Hands-on Inquiry Science (Strand: Teacher; Level: High)

Tara Ware – Validus Prep Academy

When students are engaged as learners, thinkers, and doers in the classroom, they develop skills for being participants in the community. This class explores how bringing science alive through hands-on and inquiry-based activities supports the development of students' analytical skills. During this class teachers will participate in activities such as experiments, kinesthetic movement, and strategic questioning to build a tool-kit of strategies that can be transferred back to classroom practice.

D11 Developing Math Teachers' Math Sense (Strand: Leadership; Level: Elementary, Middle)

Myra Brooks, Jamie Stone – EL Staff, Southwest Baltimore Charter

The Common Core State Standards demand a deeper level of mathematical content knowledge from students and thus, teachers. This master class will explore how to expand teachers' content knowledge and understanding of how children learn mathematics. Participants will learn how the brain develops number sense and consider the impact of this learning on developing rigorous mathematics teaching and learning in their schools. Leaders with any level of EL experience, K-8.

D12 Creating New "to EL" Teacher Cohorts (Strand: Leadership; Level: All)

Kristin Saady, Gwyneth Hagan – Robious Middle School, EL Staff

In this class you will learn how one middle school set up a structure to support its new staff. This structure was designed to welcome new staff and create a community of learners who teach students to become both citizens and scholars. Facilitators will lead participants through the time-line of a year in the "New (to EL) Teacher Cohort" at Robious Middle School; from a summer immersion of new staff in an EL slice, to professional development highlighting key EL teaching practices, to linked coaching cycles that put students at the center. In this course school leaders and coaches will have an opportunity to work together to create a plan for a "New (to EL) Teacher Cohort" for their own school in order to create "citizen scholars" in both their students and teachers.

D13 Critical Thinking: Path to Citizen Scholarship (Strand: Teacher, Student; Level: All)

Lily Newman – EL Staff

When students think analytically, they can begin to choose the best course of action in a world of myriad choices. They can analyze and propose quality, effective solutions to challenges in the real world and meet the demands of scholarship central to the Common Core. This master class will support teachers and coaches at all grade levels in implementing specific steps and strategies to ensure and support higher-order thinking from students to prepare them for being active citizen scholars in a complex and demanding world.

D14 On the Ball (Strand: Teacher, Student; Level: Primary)

Jenny Elahi – Genesee Community Charter School

How can one of the simplest objects – a ball – hold such symbolic power that it becomes central to the development of classroom culture? This master class will explore ways in which a ball, or any object, can become a force in social, academic, and character growth. Participants will experience protocols, structures, and activities that demonstrate how a ball can foster the brain/body connection and contribute to building character and community.

D15 Each Student’s Work Tells a Story: Differentiating Support for Young Scientists in Creating Beautiful Final Products (Strand: Teacher, Student; Level: Elementary)

Jenna Gampel – Conservatory Lab Charter School

Creating beautiful, high quality work that boldly presents deep academic learning with young scholars can be a daunting process (particularly without an on-site art specialist). This session will demonstrate a way of thinking about and planning for the different needs of students as they go through the intricate process of capturing their content knowledge and creating a final authentic product. We will examine the final product from a primary grade national expedition exemplar in order to reveal the scaffolded steps to creating a classroom culture of collaboration, craftsmanship, and service to the community.

D16 Creating Assignments and Product Descriptors for Successful Student Achievement (Strand: Teacher; Level: All)

Anne Vilen, Penelope Wong – EL Staff

Creating an effective assignment and product descriptor is the key to successful backward planning and enabling students to take ownership of a successful project. In this class, participants will review, discuss, and evaluate a range of assignment/product descriptors, learn the components of them and then create or refine their own assignment/product descriptor. Participants will also discuss the pitfalls and promise of teaching students how to use a written assignment and/or rubric to guide their revision and production of quality work.

D17 Teach Them Everything (Strand: Leadership, Teacher; Level: Middle, High)

Jack Turner, Sara Dolloff - Tapestry Charter School

Creating a successful high school environment requires enculturating 9th grade students into a caring community with high academic expectations. 9th Grade is the most volatile and vital year. Schools must seize this opportunity to ensure academic success and get them smart to do good in school. Tapestry Charter School has developed a comprehensive 9th grade program that successfully bridges the gap between middle and high school. This master class demonstrates how to create a safe learning environment, provide necessary supports, and hold all students accountable for success both in the classroom and as part of the greater community.

D18 Can One Person Make A Difference? Can One Person Change the World? (Strand: Student; Level: Middle, High)

Rayna Dineen - Santa Fe School for the Arts & Sciences

This master class will condense our year-long expedition into a two-hour experiential workshop. We will follow our expedition from kickoff to quality work projects and service learning. Our students researched and ‘became’ people who have made a positive difference in our world. This expedition also focuses on human rights and the civil rights movement. Our students initiated a community-wide literacy outreach campaign for their service learning component and have been working all year to get kids in our city ‘Hooked on Books.’

D19 Integrating Social Media Into The EL Classroom (Strand: Teacher; Level: Middle, High)

Joshua Boccheciamp, James Dunseith – Validus Prep Academy

We explore ways to integrate balanced use of technology into existing learning expeditions. In order to help our students become

“Citizen Scholars,” we must show them how to make responsible use of the social media that have grown ubiquitous in their lifetimes. Social media can be folded into any learning expedition or case study: whether used to make an interactive fieldwork journal, a creative notebook where peers can comment on each other’s ideas, or a real-time BBK, all without sacrificing the humanity of our classrooms. Please bring your laptop and check Denver2012.wordpress.com or [@elsocialmediaguys](https://twitter.com/elsocialmediaguys) ahead of time for a full agenda.

D20 Small Discourse Groups for Any Subject (including Math!) (Strand: All; Level: All)

Marcy DeJesus, Jenny Henderson – EL Staff

In order to become citizen scholars, students need to be able to work collaboratively with others on challenging academic work. For students to work productively, however, teachers need to know how to design small group structures and processes as well as tasks that are worthy of such an investment of time and energy. In this master class, participants will experience this process, work collectively on solving the “riddles of small discourse groups,” and then have time to begin designing lessons to push their own students toward more rigorous levels of small group work. Although many of the examples in this master class will be mathematically oriented, we will differentiate by both grade level and subject area.

D21 Effective Feedback in the Elementary Classroom (Strand: Teacher; Level: Primary, Elementary)

Kristi Mayer, Molly Dykman – Delaware Ridge Elementary

“You’re so smart!” It’s a common phrase heard in many elementary classrooms, yet it is often ineffective and sometimes even harmful. Effective Feedback in the Elementary Classroom will give participants the skills to analyze, create, and deliver effective feedback to students. Framed by the work of Carol S. Dweck, Ph.D. in her book, *Mindsets*, participants will have developed a “toolbox” of various techniques and prompts to maximize student learning through effective and direct feedback.

D22 Empowering Student Leaders – A Whole School Approach to Community Meetings (Strand: Student; Level: Elementary, Middle, High)

Kristi Amend – Summit School

Sign up to see how Community Meetings are helping students in all grade levels become confident and positive school-wide leaders. Participants will learn about the vision, implementation, challenges, and refinements of Summit School’s Community Meetings. We will discuss transition from staff-led meetings to a core group of student leaders and then to classroom hosted school-wide meetings. Participants will collaborate to plan the framework for a Community Meeting and begin a plan for implementation or revision for their unique buildings that support students as being positive leaders in the process and the school while building stronger school culture.

D23 Occupy High and Howard Zinn: Citizen Scholars through Student Leadership (Strand: Leadership, Teacher; Level: Middle, High)

Ned Dougherty, Josan Perales – Vista Grande High School

Student Activists from Vista Grande High School will help facilitate this class relating their experience with the school’s Leadership program in creating a stronger school and influencing their community. These Citizen Scholars founded Occupy High, an ongoing, student-facilitated, student-driven voluntary Saturday school to protest New Mexico Education policy and budget cuts, and produced a community reader’s theater of Howard Zinn’s *The People Speak*. This class will prepare participants to empower student voice through activism and address leadership opportunities in their school. This class is relevant for all National Conference participants regardless of school level or experience with EL.

D24 The Human Body Institute: Teachers Getting Smart To Do Good (Strand: Teacher; Level: Elementary, Middle, High)

Scott Gill – EL Staff

Is the Human Body a Miracle, a Machine, or a Work of Art? The Human Body Institute is a five-day opportunity for teachers to experience the components of a learning expedition about human anatomy, physiology and the infusion of art, fitness, and healthy living. This master class is designed to give teachers a taste of what the five-day institute, scheduled for July 9-13, 2012 at Eagle Rock School near Estes Park, CO, will include.

D25 The Importance of Quality Learning Targets in Quality Differentiation (Strand: Leadership, Teacher; Level: All)

Lucy Kaempffe, Carrie Fischer – EL Staff

In this master class we will address the need for high-quality, consistent learning targets as the basis for pre assessment and responsible differentiated instruction. When teachers carefully determine learning targets and differentiate students' journey toward meeting them but not the targets themselves, all students achieve at high levels.

Lunch

Friday, May 4, 2012

12:30 PM – 2:30 PM

On your own: There are many restaurants within easy walking distance of the conference center.

Master Class – Session E

Friday, May 4, 2012

2:30 PM – 4:30 PM

E01 Using Experts to Create Citizen Scholars (Strand: Teacher; Level: All)

Aurora Kushner – Science Teacher/Leader

We all know that using experts in the classroom helps our students deepen their own understanding of the content and makes it that much more real. But how do you make these learning experiences have depth and lend themselves to academic rigor? How do you use experts to impel your students to do good work? In this master class, teachers of all disciplines and all grade levels will explore ways to use experts in their classrooms. We will use a case study as a way of diving into possible uses of experts in the classroom.

E02 Supporting Individual Student Accountability and Citizenship Through Crew (Strand: Leadership; Level: Middle, High)

Jaime Stone, Jeremy Smith – Southwest Baltimore Charter School

Where do I start with CREW?! Crew has the ability to be a vehicle for supporting student engagement, setting the vision and tone for the school, and helping create an environment for overall excellence. As a leader you are tasked with setting the vision, and overseeing the implementation of Crew, and this can be daunting. I'm here to share a secret: the payoff is HUGE! Come and learn how we've achieved this heavy lift in our school and reflect on your own implementation of Crew. If you're opening a new school, or are planning to implement or reinvigorate your Crew structure, this master class is for you!

E03 Peer Observations: Taking Your Professional Growth to Another Level (Strand: Leadership, Teacher; Level: All)

Cindy Kapeller, Melissa Kennedy – Delaware Ridge Elementary

Learning Walks with Feedback will provide administrators and teachers with an understanding of how to implement peer learning walks with feedback, a structure that supports the continuous growth and development of those being observed and those doing the observing. Facilitators will establish the value of peer observations and will expose participants to a variety of structures to use for this process. After the facilitators model the Delaware Ridge Elementary process for learning walks and giving feedback, participants will have the opportunity to apply what they have learned to 'observe' a lesson and prepare feedback for their 'peer.'

E04 Fostering a Supportive and Engaging Culture in the High School Mathematics Classroom Through Student-Driven Discourse (Strand: Teacher; Level: Middle, High)

Brooke Craig – Rocky Mountain School of Expeditionary Learning

The focus of the class will be on student-driven questioning and how it promotes a collaborative culture and metacognition. We will engage in a rich mathematical activity together in order to understand the structures that support developing a positive, safe culture and productive mathematical discourse in a heterogeneous high school or middle school math classroom. Our mathematical thinking and discussions will help uncover the various structures teachers can use in

the classroom which allow students to be the ones driving the conversations and the learning, helping each other gain a deeper understanding of the mathematics while still honoring each other's thinking.

E05 Nature is our Teacher, these Parks are our Classrooms: A Tale of Student Citizenship (Strand: Student; Level: Elementary, Middle, High)

Alex Ezzell – Grass Valley Charter School

What happens when students from Grass Valley Charter find out that the Governor of California is planning to close their favorite State Parks and outdoor classrooms? A perfect storm! Years of preparation at an EL school and a dose of courage, allowed these students to quickly mobilize and mount a 30 minute presentation to the Secretary of Natural Resources at the State Capital. This tale is a testament to how Expeditionary Learning prepares students to become citizen scholars. Through this lens, participants will be introduced to an aligned program of service learning standards that can enrich all Expeditionary Learning schools.

E06 The Skin We're In – Tackling Complex Texts with Active Reading Protocols (Strand: Student; Level: Middle, High)

Chris Widmaier, Karena Miller – World of Inquiry High School

An eighth grade expedition "The Skin We're In", and its final products will frame an exercise in using a challenging nonfiction book as the anchor text for an exhibition. Readings on the subject of skin color and evolution from the book [Skin: A Natural History](#) by Nina Jablonski will explore how active literacy strategies can be used to engage students in a text and lead them to grow as citizen scholars. Teachers at the secondary level looking for a model expedition and strategies to help their students make sense of complex texts will find this workshop useful.

E07 EL Commons 201: Beyond the Basics (Strand: All; Level: All)

Cyndi Gueswel, Todd Felton, Emily Lichenstein, Romey Pittman – EL Staff

Are you already a user of EL Commons and hungry to learn more? This is the session for you. We will highlight some new functionalities and significant improvements to the site, including Groups, our new communication and collaboration tool. We'll then break into smaller groups differentiated by need and interest. Besides pushing your learning with functionality, we will delve into discussion about how EL Commons can support teaching and learning. Experienced users from EL and network schools will be on hand to offer support. Please bring your laptop! (iPads will work, but a laptop is preferable.)

Note: EL Commons 101 will be offered during sessions A and B for those who are new to EL Commons.

E08 Mapping a Coherent Curriculum to Develop Citizen Scholars (Strand: Leadership; Level: High)

Alan Beaulieu, Jenny Seydel – Harborside Academy, EL Staff

Participants will examine and critique a comprehensive 9-12 academic expedition map (all content areas and elective courses) created by the faculty at Harborside Academy. This will be the first time this document, a product of a two year process, will be shared with colleagues beyond our walls. This workshop is designed not only to share our work, but also to receive feedback on the next steps...integrating the common core standards! Come and play with us!

E09 Virtual Connections to Long-Distance Experts Create a Global View for Middle School Scientists (Strand: Teacher, Student; Level: Middle, High)

Daniel W. Anderson – McAuliffe Regional Charter Public School

Finding experts to engage students in authentic research is particularly hard when the topic is not local and the best professionals in the field are spread around the globe. In this session, you will go on a journey with 8th grade scientists as they study the most innovative space research projects in the world and interview experts by phone and Skype. We'll explore how to get the right experts; develop a plan for productive use of their expertise; and scaffold the process so students can manage their research project, have ownership of their learning, and create a quality final product. [Applicable even if you don't teach space!]

E10 High-Quality Craftsmanship: The Process As Product (Strand: Teacher; Level: Middle, High)

Julie Younghee, Robert Walters – Health and Science School

At EL schools, high-quality products are often an integral part of learning expeditions. In explicitly defining, embedding, and assessing craftsmanship, the "process" can be considered a product unto itself. Participants will examine high-quality student work and the steps to get there from a variety of disciplines and grade levels, discovering craftsmanship opportunities in the unlikeliest of places. In addition, participants will actively engage in and reflect upon the vital draft, critique and revision process by creating their own craftsmanship notebook, a cross-curricular tool.

E11 Crew Council: School-Wide Collaboration to Support Student Citizenry & Achievement (Strand: Leadership, Teacher; Level: Elementary, Middle, High)

Eric Levine – Tapestry Charter High School

This class will examine Crew Council, a school-wide structure used at Tapestry Charter High School that works to better the Crew program through regular meetings and ongoing assessment of our work as Crew and school leaders. The Crew Council supports the efforts of Crew leaders in teaching the connection between upstanding citizenry and scholarship. Participants will experience and examine the structure by participating in a group initiative, text based and discussion protocols, and examining the role of a Crew Council representative. Participants will have the opportunity to apply their learning to their own school.

E12 Where do we start with Service Learning? (Strand: Teacher; Level: Primary)

Michelle Phillips, Stacey Jones

What are the steps in developing a service-learning project with K-3 students that will last throughout the school year? This class will help you develop ideas to start that process. Presenters will share how teachers in their school developed and integrated student-led service learning throughout the school year. Participants will walk away with a better understanding of the steps to take in developing their own service-learning project in their school to benefit their community.

E13 From Assignment to Assessment: Teaching for Quality and Character (Strand: Teacher; Level: All)

Steven Levy, EL Staff

In this workshop participants will experience a process that helps students produce high quality work and take responsibility for their own learning. Students identify criteria for excellence, assess where they are in relation to the standard, give each other helpful feedback, and define what they need to do to improve their work. Participants in this session will see how to build a culture that inspires all students to complete multiple drafts of assignments as they strive to meet standards of excellence. What happens between the drafts is where the real teaching takes place.

E14 Four Years' Growth: Tackling the Challenge of Urban Readers of Poverty (Strand: Leadership; Level: Middle, High)

Josh Miller, Emily Vallillo – EPIC Academy

Four (4) years behind. That's how far behind in their reading skills many of our students are when they arrive at high school. Before college, we must cover some important ground. See two EPIC Academy teachers work like old-world tailors to develop custom-made reading curricula for our urban high school students who need everything from phonics to fluency to comprehension strategies to college-prep author study and literature circles. We will survey our program from assessment to structures to instruction – focusing mainly on how a battery of data tiers our interventions reading inventory (BRI) and determines our next steps for students.

E15 Rubrics and Scoring Guides and Checklists, Oh My! (Strand: Teacher; Level: All)

Mary Pat Ament, Enid Dodson – EL Staff

Are you confused about what these are and how to use them to help students grow into student scholars? Do you want to learn an effective strategy in helping students create high quality work? Then this class is the one for you. Participants will learn the key differences between and uses for each of these assessment tools. They will have an opportunity to analyze several examples and brainstorm how to implement them with their students. Applicable to teachers new or veteran to EL

E16 A Middle School Model of a Learning Expedition Grounded in Common Core State Standards (Strand: Teacher; Level: All)

Stephanie Owens – Roots & Wings Community School

As states nationwide set deadlines for the adoption of the Common Core State Standards, teachers could easily feel overwhelmed by the task of interpreting the standards for use in our EL classrooms. Superficially, the change will require the revision of Standards-Targets-Assessment Planners already in existence. On a deeper level, the nature of final products and the standards of quality associated with them are also altered. Designed for teachers with experience in implementing EL core practices, this master class will explore the revisions to a classroom, STAs, product plans, rubrics, and student work as a result of embracing the CCSS.

E17 "Tapping" into Local Issues: how high school science students explored tap water and changed minds (Strand: Teacher; Level: Middle, High)

Jared Fox – Washington Height Expeditionary Learning School

This Master Class explores how one 12th grade environmental science class engaged in an extended expedition that investigated its local water supply and wastewater treatment system, and in the process made an impact on the school and local community. The session will provide insights into the use of fieldwork, experts, technology, and products to support and engage students in a compelling topic, and engage participants in considering how to promote authentic student involvement within and beyond the classroom walls.

E18 Primary Revising: Good Writing Through Questioning Strategies (Strand: Teacher; Level: Primary)

Kori Corvino, Kerri Edwards – Kettle Falls Elementary
Primary teachers at Kettle Falls Elementary have blended the Assessment for Learning strategies of Using Strategic Questioning and Teaching Students Focused Revision. Students are taught how to improve their level of questioning to support each other in the revision process. Clear revision lessons that demonstrate the art of questioning will be shared.

E19 A Journey Through Creating Graphic Novel Products (Strand: Teacher; Level: Elementary, Middle)

Kimberly Bakanec, Ryan Hoxie – Springville K-8
Looking for a way to engage your students with a high-interest topic and high quality final product? Work through the process of creating high quality graphic novels with your students. Join the classroom teacher as well as the technology specialist as they reveal the graphic novel process they went through with students; from creating learning targets, to drafts and finally pulling it all together with technology. This class is designed for teachers of elementary and middle school students. Knowledge of EL expedition products is helpful.

E20 EL 101: Creating High Quality Products (Strand: Leadership, Teacher; Level: All)

Scott Gill, Stephanie Aberger – EL Staff
Becoming a citizen scholar in an EL school involves working on authentic projects that offer powerful and motivating learning experiences. These projects imbed standards-based content, literacy skills and craftsmanship. Through critique and revision, students also build character and commitment to high quality work. Participants in this class will examine different product formats, look at examples of successful projects and how they allow assessment of learning targets, and analyze the conditions and scaffolding that made this good work possible.

E21 The Power of Authentic Audiences (Strand: Teacher; Level: Elementary, Middle, High)

Elynn Colaiani, Jeff Dyer - Northpoint Expeditionary Learning Academy
Students do not need to wait until after graduation to become involved in their community! Projects carefully planned to bring student work to an authentic audience and give students a voice in their community are powerful ways to develop Citizen Scholars. At this master class, you will analyze examples of products for authentic audiences and have structured work time to develop your own ideas for how to find authentic audiences for your students. You will also be put on the spot yourself, presenting your ideas to a panel of judges from the Denver community.

E22 Intentional Community Engagement – Framing the Ask Through Digital Initiatives (Strand: Leadership, Teacher; Level: All)

Jarret M. Sharp, David DenHartog – Crockett Elementary, EL Staff
School leaders will explore practical strategies and networking force-multipliers (social networking, branding and choiceful public relations) to craft aligned community engagement messages. Citizen-scholars will identify smart strategies for in-kind, fiscal, and human capital resourcing

E23 A Creative Turn: Teaching Performance Skill Through Musical Projects (Strand: Teacher; Level: Middle, High)

Eric Shieh – Metropolitan Expeditionary Learning School
How might a project-based music program promote broader musical engagement and greater student agency? Through a project on performing songs and remixing testimonies from the U.S. Civil Rights Era (using GarageBand), participants will be immersed in one of the case studies that comprise the entirely project-based instrumental program at the Metropolitan Expeditionary Learning School. This session is primarily directed to music educators, but any educators interested in exploring the musical end of an interdisciplinary case study on the Civil Rights Era are also welcome. Be forewarned: come ready to sing, or if you have an instrument with you—play.

E24 Supporting Middle School Students To Do Their Best Work: Creating a positive culture of achievement through formative assessment (Strand: Teacher; Level: Middle)

Jessica Wood, Nicole Ghaname – The Springfield Renaissance School
We know as adults that there are certain skills our students will need to succeed in life – being prepared, actively and respectfully interacting, assessing and revising their work, and effectively communicating with others. These “Habits of Work” can be explicitly taught and assessed in your classroom and we will offer interactive experience and practical tools for implementation. Based on a middle school expedition for social justice, we will deconstruct how soft skills in the classroom allowed our students to share their learning with the community and get their first taste of being citizen scholars.

E25 So You Want to Start an EL School? New School Supports (Strand: Leadership, Teacher; Level: All)

Scott Mengel, Jon Mann – EL Staff
Over the past year, Expeditionary Learning has expanded the suite of services and supports offered to new schools. This one-hour master class provides a high-level look at the conditions for partnership, tools and services for school planning teams, and a discussion of next steps for school leaders interested in founding an EL school. Though the focus of this session is on planning a new district or charter school, teams charged with transforming existing schools will find benefit in this overview. This session is also helpful for groups exploring partnership with EL.

Opening Session: Plaza Ballroom D, E, F Saturday, May 5, 2012 8:30 AM – 9:30 AM

Snack Break Saturday, May 5, 2012 9:30 – 10:00 AM

Master Class – Session F Saturday, May 5, 2012 10:00 AM –12:00 PM

F01 Changing the Wheels While the Car is Moving (Strand: Leadership; Level: Middle, High)

Pat Tubridy, Craig Dorsi – Channel View School For Research
Channel View School for Research is a successful 6-12 school in Rockaway Beach, Queens. Last year we became an “exploring” school checking out the Expeditionary Learning model. This class explores how one school developed structures to transition to an EL school, including an “X” team of leaders and teachers, and carefully designed professional development, and how one year in, we’ve supported our

school community in making this complex transition. This class is for people interested in transition and transforming schools.

F02 Taking Kindergarten to the Next Level: Citizen Scholars! (Strand: Teacher, Student; Level: Primary)

Anne Moore – Anser Charter School
In this class you will experience the journey of one kindergarten teacher who ventured from the comforts of an established, strong expedition within the four walls of her classroom, into partnerships with nature and the students’ community. We will examine ways to

support young learners using EL protocols, inquiry-based instructional practices, and lots and lots of inspiration. We will brainstorm ways to empower our students in all areas to support our efforts at cultivating young advocates that connect with, and inspire, their community.

F03 EL Commons 201: Beyond the Basics (Strand: All; Level: All)

Cyndi Gueswel, Todd Felton, Anne Vilen, Katie Shenk – EL Staff

Are you already a user of EL Commons and hungry to learn more? This is the session for you. We will highlight some new functionalities and significant improvements to the site, including Groups, our new communication and collaboration tool. We'll then break into smaller groups differentiated by need and interest. Besides pushing your learning with functionality, we will delve into discussion about how EL Commons can support teaching and learning. Experienced users from EL and network schools will be on hand to offer support. Please bring your laptop! (iPads will work, but a laptop is preferable.)

Note: EL Commons 101 will be offered during sessions A and B for those who are new to EL Commons.

F04 100% College & Totally Crew (Strand: Leadership; Level: Middle, High)

Deidre Cuffee-Gray, Lindsay Slabich - The Springfield Renaissance School

This Master Class is for school leaders interested in creating a well-supported college-bound crew curriculum for grades 6-12 that goes beyond simply supporting students to get accepted to college. After achieving 100% college acceptance for its first two graduating classes, school leaders and teachers at The Springfield Renaissance School in Springfield, MA are focused on supporting alums to matriculate, graduate, and lead post-college lives as engaged and productive citizens. We will explore Renaissance's college-bound crew learning target, career exploration and college-bound unit plans, and the school-wide support provided for crew teachers to implement the curriculum.

F05 Making Math Meaningful: how writing about mathematical thinking promotes critical thinking and college readiness (Strand: Teacher; Level: Middle, High)

Aisha Chappell – Washington Heights Expeditionary Learning School

This Master Class explores how a high school math class engages students in inquiry-based learning and process-piece writing in order to promote problem-solving, critical thinking, and college readiness. Participants will engage in “student hat” activities to experience how students think about math and writing, as well as reflect in “teacher hat” to analyze students’ work and consider key strategies to support higher-order thinking.

F06 Student Directed IEP’s (Strand: All; Level: Middle, High)

Laura Weeldreyer, Pat Halle, Joseph Anastasio – EL Staff, MD Disability Law Center, Baltimore City Schools

This Master Class will introduce a new school structure: Student Directed IEP Conferences. Hear from central office staff, an advocate, and a student about how schools can provide structures, planning, and supports that allow students to take a role in directing or leading their own IEP process, thus honing self advocacy and self-determination skills – both of which have been linked to higher educational attainment. This is a natural extension of and enhancement of student-led conferences and a chance to learn from a pilot project underway in Baltimore. Open to all schools – may be most applicable to middle and high schools.

F07 Quality is Never an Accident (Strand: Teacher; Level: Primary)

Jennifer Tonges, Laura Manning – Springville K-8

The focus of this class is to give teachers strategies and tools to use in the classroom to facilitate the development of high quality work in young elementary students. You will experience how to develop and build the foundation for quality, starting the first week of school. In

addition, participants will examine the art of co-teaching, and how to incorporate student active participation in the rubric development and the revision process to create the understanding of quality. Participants will see how students have become engaged learners who pay attention to quality in all aspects of their lives.

F08 Students on Stage: Preparing Students for Public Performances (Strand: Teacher; Level: Middle, High)

Brendan O’Connell – Codman Academy Charter Public School

Public speaking is a valuable tool in the Citizen Scholar’s toolkit, so Codman Academy prepares all of its students to deliver individual Senior Talks to the entire school community before graduation. This master class examines the tenth grade year’s role in preparing students for those Senior Talks. In tenth grade, all students perform a monologue from a play before a large public audience. Using photos, videos, theater activities, and EL practices, this master class instructs attendees on the methods used to prepare students for this high-profile public performance. Educators interested in practices or curricula that build performance skills should enroll.

F09 The Living Museum: A Model for Writing Instruction that Targets Deep Thinking (Strand: Teacher; Level: Elementary, Middle)

Mark Zucker – Manzanita SEED

Using the Change-Makers Living Museum Expedition as a model, teachers will expand their ideas on how to target higher-order thinking while creating a classroom community of writers. Examples, formats, and techniques will be shared on how to integrate ELA, ELD, social studies, science, and art through structured oral language practice, group projects, poetry, and the writing process. The Living Museum example targets historical empathy and significance to produce powerful student presentations incorporating biography, art, and first-person narratives that annually electrify the community at Manzanita SEED, an award-winning Title I school in Oakland, CA.

F10 Sheltered Instruction in the EL Classroom Using the SIOP (Sheltered Instruction Observation Protocol) Model (Strand: Teacher; Level: Middle, High)

Vince Jones, Wendy Orloff – Health and Science School

This master class will focus on applying SIOP strategies within an EL framework in order to reach ESL students. Teacher collaboration as well as a SIOP PLC lesson study, provide the vision for this classroom. Presenters will use an expedition on Heroes to model SIOP components while participants will learn how to create content/language objectives, build background knowledge, construct instructional strategies, and align assessments. Proficiency grading and use of rubrics will be highlighted. Implementing SIOP allows ESL students to have better access and participate more fully in their learning, supporting the Design Principle of The Responsibility For Learning.

F11 Communicating Our Thinking in A Primary Math Classroom (Strand: Teacher; Level: Primary)

Gwyneth Hagan, Lucy Kaempffe – EL Staff

How do we get our K-2 students to share their thinking in a primary math class? Through classroom videos, interviews with students and teachers, participants will learn about different strategies to engage students in sharing their thinking during math class. Structured math talks, math journals and various other strategies will be shared for use in the classroom to help students develop this life-long skill of sharing your thinking.

F12 Building Student Success through Compacting in an Elementary Classroom (Strand: Teacher; Level: Primary, Elementary)

Courtney Brockler, Stacie Wall – Dr. Walter Cooper Academy

This master class is designed to support classroom teachers (general and special education) in preparing, planning, and delivering differentiated lessons in an elementary classroom. Through demonstrations, explanations, and practice educators attending this master class will learn how to identify each student's instructional level using pre-assessment tools, plan differentiated lessons to meet each student's instructional level, and deliver rigorous instructional activities to ensure ALL students consistently working independently at his/her zone of proximal development. Those having attended this master class will be able to return to their students with the knowledge of how to assess and plan a compacted academic activity as well as the ability to deliver differentiated lessons for all students.

F13 Creating Art, Creating Advocates (Strand: Student; Level: All)

Siobhan Nolan – Southwest Baltimore Charter School

In this master class participants will examine a model of an advocacy through art project that built character and empathy in an urban setting, explore oil pastels and watercolors to create a mini-artwork, and brainstorm possible advocacy opportunities in their school communities. The EL Core Practices of Integrating the Arts, Arts Process and Skills, and Fostering Character and the Design Principle of Empathy will be highlighted. This master class is intended for new and experienced EL teachers of all grade levels. Artists of all inclinations and ability levels are welcome!

F14 Talk Amongst Yourselves: Accountable Talk in High School Language Classes (Strand: Teacher, Student; Level: Middle, High)

Sara Batke, David Lenzner – Washington Height Expeditionary Learning School

How can we deepen our students' interactions with each other to promote rigorous learning that fosters deep curiosity about texts and our roles as global citizens? This master class explores how two high school teachers – English and Spanish – engage students in case studies while developing structures to promote 'accountable talk' for strong collaboration, thoughtful exchanges, respectful questioning, and critical thinking. Participants will be guided through the 'accountable talk' process by teachers and two co-facilitator students!

F15 Making Your Work Plan WORK! (Strand: Leadership; Level: All)

Martha Martin, Carri Thomason – Pocatello Community Charter School

Come learn about how to make your work plan come alive at your school! This master class is about making the EL work plan relevant to both staff and students by developing and illustrating clear links between the student achievement goal, professional development, expedition design, high quality student work, and achievement data. Participants will actively engage in a review of authentic student work and, working backwards, socially construct the connections to our school's EL work plan and in-house structure for implementing the EL model. Please bring your school's EL work plan student achievement goal or another school-wide student achievement goal.

F16 Problem-Based Learning (PBL) in Science: Preparing a Diverse High School Population for College and Work (Strand: Teacher; Level: High)

Rayhan Ahmed - Expeditionary Learning School for Community Leaders High School

A science teacher from a diverse public high school offers a window into his problem-based learning (PBL) approach. He will highlight ill-structured chemistry case studies, Fragrance Development, Indian Point Power Plant, and N.Y. Hydrofracking. Each case study will reflect an aspect of PBL – Identifying/ Understanding the Problem, Exploring / Owning the Problem and Resolving /Overcoming the Problem. He will share how PBL provided a context

for students to acquire sophisticated knowledge, problem-solving skills, and become more motivated and responsible for their own learning. Through analysis of products, participants will evaluate the extent to which students were successful problem-solvers. Audience: Science educators, IG's/ instructional leaders, students all levels of experience with EL

F17 Quick, Daily, Low-Tech Formative Assessment: Using Excel functions to individualize for independence (Strand: Teacher; Level: Primary)

Peter Thulson – Rocky Mountain School of Expeditionary Learning

Students taking increasing responsibility for their learning need formative assessment that is frequent, sustainable, specific, and useful. Presenter will share ways he uses spreadsheet functions to create brief individualized daily assessments and ways his first-grade students use the resulting data stream to track their progress toward selected learning targets. Participants will learn the basics of spreadsheet functions and create an assessment that is easy to individualize, then plan classroom routines that help students use the resulting data to track their own progress. Please bring your computer, if possible.

F18 Creating Active Citizens Through Crew (Strand: Leadership, Teacher; Level: Middle, High)

Marcus Bratton – William Smith High School

This Master Class will provide specific information and experiences to teachers and administrators on the structures and support systems William Smith High School has developed through Crew. The class will show how the school has actively incorporated Expeditionary Learning and Facing History to support all students in participating in knowing themselves, knowing and valuing others, recognize what it looks like when a person or institution is not valuing others and how to be an "up-stander" in that situation.

F19 A Poverty of Gratitude (Strand: All; Level: All)

Steven Levy, Cindy Rice – EL Staff

Some schools do "service projects." Others go beyond that and do "service learning." And deeper still is cultivating a "culture of service." In this workshop we will explore the difference. How do we go beyond service projects to service learning? How do we go beyond service learning to actually cultivate an "attitude of service?" What character traits are essential and how do we nurture them? Can we actually change hearts and minds or just promote behaviors? Does it matter? These are the kinds of questions we will explore in this session. Our goal will be to take an honest look into our own hearts, our own classrooms, our own schools and our own society and identify what promotes service, what hinders it, and what we can do to develop it.

F20 Leadership for Achievement: Being an EL Leader (Strand: Leadership, Teacher; Level: All)

Mark Conrad – EL Staff

This session will provide a detailed look at the art and science of leadership in EL schools. The master class will begin with an interactive panel discussion featuring several distinguished school leaders from high-performing EL schools. The session will address how each of them use their partnership with EL to support student achievement, improve teacher effectiveness and create dynamic professional cultures. Following the panel discussion, participants will select from a variety of focused topics and will engage in small group discussions facilitated by our guest leaders. The session will provide valuable insights into the leadership styles and practices that make great EL schools work.

F21 Hitting the Target: School-wide Structures for Student Success (Strand: Leadership; Level: Primary, Elementary, Middle)

Teresa Hill, Val McKern – Kettle Falls Elementary

Kettle Falls Elementary staff has created a system of support for struggling students built on weekly collaboration between the principal, classroom teachers, interventions specialists, and support staff. Clear

protocols ensure that student data and assessments drive the instruction during “Target Time”. Come to learn how your school teams can work collectively and efficiently to support all students.

F22 Process Not Product: EL’s Stance on Differentiated Instruction (Strand: Leadership, Teacher; Level: All)

Cheryl Dobbertin, Colleen Stanevich – EL Staff

In this master class we will explore the importance of maintaining a consistent product when engaging students in projects and expeditions. Differentiating process but not product enables teachers to address all students’ needs while still striving for authentic, quality work.

F23 Hitting The Target: Explicit Teaching of Learning Target Tracking Charts for Primary Achievement (Strand: Student; Level: Primary, Elementary)

Robert Noble – Monarch Academy

Do your students assess themselves as experts, EVERY TIME, no matter the learning target? Through the explicit teaching of learning target tracking charts, students will better understand how to have meaningful and honest interactions with these valuable tools for

tracking their own progress of learning, allowing teachers to engage and support all students in the assessment process. Master class participants will experience workshops, as well as math and literacy activities, that helped primary students understand and use learning targets and self assessment tools. This class is intended for both new and experienced EL primary and elementary teachers.

F24 Visas to South America: Using Differentiation Stations in Spanish (Strand: Teacher; Level: High)

Toni Patton – EPIC Academy

Repete por favor: no quiero estar aburrido en la clase de Español. How do you learn a language? You get practice about what you need when you need it. This is how you probably learned English after all! During this master class, we will demonstrate how to meet the needs of Spanish speakers, Spanish learners – both quick studies and those who need lots of practice. The key is engaged differentiation – getting different learners what they need for their next step. Come see stations for differentiation in action here (and learn some Spanish along the way).