

## 2009-2010 National Professional Development Catalog

Here is our online catalog for three-day national institutes, three-day leadership institutes, five-day national institutes, Learning Expeditions for Educators, and Site Seminars.

Before you register, please keep the following important information in mind:

### What you need to know about registration

After registering for ELS professional development on-line, you will receive a confirmation email letting you know whether you have been accepted into the course or placed on the wait list. About six weeks before the event, you will receive a logistics letter with information about air and ground travel, location of institute, and other important details. You will also receive travel and special needs forms to complete and email or fax back to ELS.

- **Three-Day National Institutes**
  - All three-day national institutes begin at 8:30 a.m. on the first day and end no later than 3:00 PM on the third day. If you do not live near where the institute is being held, you will need to make your own arrangements to arrive the night before. **ELS does not book your room for you for a 3-day national institute.** You will need to book your own room starting the night before the event begins. ELS will provide coffee/tea and lunch for all participants, but you will be responsible for covering expenses for dinner, lodging, etc.
- **Three-Day Leadership Institutes**
  - All 3-day Leadership Institutes begin at 8:30 a.m. on the first day and end no later than 3:00 PM on the third day. If you do not live near where the institute is being held, you will need to make your own arrangements to arrive the night before. **ELS does not book your room for you for a 3-day leadership institute.** You will need to book your own room starting the night before the event begins. ELS will provide coffee/tea and lunch for all participants, but you will be responsible for covering expenses for dinner, lodging, etc.
- **Five-Day National Institutes**
  - All five-day national institutes begin at 8:30 a.m. on the first day and end no later than 2:00 p.m. on the fifth day. If you do not live near where the institute is being held, you will need to arrive the night before. In contrast to our 3 –day institutes, **ELS does make arrangements for your room at our 5-day national institutes**, starting the night before the event begins. ELS also arranges for all meals, beginning with breakfast on the first day. All five-day national institutes are residential and are offered at the same price regardless of your proximity to the institute.
- **Learning Expeditions for Educators**
  - All five-day Learning Expeditions for Educators begin at 8:30 a.m. on the first day and end no later than 2:00 p.m. on the fifth day. Unless you live near where the institute is being held, you will need to arrive the night before. In contrast to our 3 –day institutes, **ELS does make arrangements for your room at our Learning Expeditions for Educators**, starting the night before the event begins. ELS also arranges for all meals, beginning with breakfast on the first day, except for one evening "out on the town," when you are responsible for your own dinner. All 5-day Learning Expeditions for Educators are residential and are offered at the same price regardless of your proximity to the institute.
- **Leadership Cohort**
  - Leadership Cohort meetings vary in length and are designed by the regional directors within the region in which your school is located. After registering for a Leadership Cohort meeting on the ELS website, you will receive details regarding the meeting, including location details.

- **Site Seminars**
  - Schools hosting site seminars for 2 days are implementing the Expeditionary Learning design at a high level. During site seminar experiences, participants visit classes, meet with administrators and teachers, and enjoy exemplary student work. Site seminar participants discuss theory-in-practice issues and share observations with fellow educators and administrators. **You will be responsible for making your lodging and meal arrangements.** Details regarding site seminars will be sent directly by the school hosting the seminar.
- **Kansas City National Conference and Pre-Conference Day**
  - This year's National Conference will be held in Kansas City, MO on February 25-27, 2010 with a pre-conference day on February 24, 2010. Our three-day conference offers participants a mix of interactive master classes, structured discussion groups, regional gatherings and panel discussions focusing on a wide variety of topics to support and inspire school and classroom leaders. Join us not only for the three days but add the additional pre-conference day as well. Pre-conference events will feature slices of science and humanities-based learning expeditions that will immerse participants in fieldwork, research, and other compelling experiences for educators deepening their understanding of the power of ELS. Schools can purchase slots for the National Conference and Pre-Conference day as part of their MOU.
  - National Conference registration is scheduled to begin in January 2010. Additional information and a full catalog of conference sessions and pre-conference offerings will be available then. Anyone wishing to attend must register on our website: [www.elschools.org](http://www.elschools.org) and click on the "Professional Development" link.
    - For Expeditionary Learning member schools (schools contracted with ELS), refer to your school's Memorandum of Understanding (MOU) to determine the number of national conference slots contracted. Arrangements can be made to purchase additional slots by communicating with your school designer or regional director.
    - For individuals who are not members of the Expeditionary Learning network, please contact the ELS National Headquarters to make arrangements to attend at 212-239-4455.
    - The fee to join the Pre-Conference Day is \$200 per person. Pre-payment is required.
    - National Conference fee is \$1000.00 for out of network schools, \$750 for in network schools.

## Things to consider before registering

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

## A word about our ELS professional development

ELS professional development asks teachers and administrators to be learners and to experience fully what it means to read, write, assess, and do social studies, math, science, and art the "EL way." This means that facilitators model active pedagogy, and participants engage in the social construction of meaning by collaborating in small and large groups. It also may mean that participants experience a slice of a learning expedition that explores significant content in science or the humanities. The slice provides the context--and motivation--for learning specific skills.

The topics covered, while useful for expeditions at various grade levels, are not meant to be "take home" units; instead, they are good models that engage adult learners and model curriculum design, instructional practices, and

skill-building applicable to all grade levels. Typically, participants stay in "learner" hat for most of the institute, but they spend some time in their "teacher" hat, debriefing and applying lessons learned to their own classrooms.

ELS professional development brings together participants who teach (or administer) kindergarten through 12th grade; come from urban, suburban, and rural schools; teach a wide range of content areas; and have been members of the Expeditionary Learning Schools network for varying lengths of time. This diversity of background and experience allows our institutes and summits to become heterogeneous classrooms and offers the opportunity to forge a network-wide professional learning community.

### Please consider these general ELS professional development learning targets

- I contribute to a productive and collaborative professional learning community.
- I can explain why each ELS institute features a slice of a learning expedition.
- I can distinguish when I need to be in "learner" hat vs. "teacher" or "administrator" hat.
- I can apply what I have learned and experienced to my own classroom or school.
- I can communicate and help to make school-wide the active pedagogy and disciplinary knowledge I learned at the institute.

We look forward to seeing you at one of our off-site professional development opportunities.

## Expeditionary Learning Schools (ELS) 2009-2010 Institute Descriptions

### 3-Day National Institutes

#### Differentiation and Assessment:

**Introduction to Assessment** equips teachers and administrators with an understanding of assessments of and for learning in Expeditionary Learning Schools. Participants practice a range of assessment strategies, including crafting learning targets, tracking progress, and providing specific feedback. *Classroom Assessment for Student Learning* by Rick Stiggins of the Assessment Training Institute is the resource book. (Sept 21-23, '09 in Denver; Dec 3-5, '09 in Atlanta and NYCOC; June 17-19, '10 in Milwaukee)

**Creating Quality Assessments** deepens participants' knowledge and understanding of the ELS assessment framework. Facilitators provide modeling and instruction about creating learning experience plans that contain an appropriate and balanced of assessments for and of learning. Participants experience and deconstruct the following: how to create clear learning targets; how to connect learning experience targets to daily lesson plans; how to match the assessment method to the learning target; and how to create accurate and high-quality assessments of learning. (Sept 30-Oct 2, '09 in Denver; Dec 10-12, '09 in Atlanta; March 11-13 in NYCOC; June 23-25, '10 in Milwaukee)

**Grading & Reporting** engages ELS teachers and administrators in examining the role that portfolios, grades, and reporting systems play in communicating student progress to non-school-based audiences. Participants learn how clear learning targets, connected to standards, can be used to tighten and align communication and reporting systems and analyze different parts of the ELS portfolio system to determine intent and audiences for each part of the system. (Oct 26-28, 2009 in Milwaukee; Nov 19-21 in NYCOC; July 21-23, 2010 in Springfield, MA)

**Differentiation in ELS Classrooms** equips participants with the principles and practices of differentiated instruction, an approach to planning, teaching, and assessment through which teachers develop rigorous learning targets for all students to meet required standards, then adjust students' tasks in accordance with individual needs and interests. Significant time is allocated to examining and analyzing the instructional and managerial strategies that enable teachers to design and deliver "just right" work to their learners, and to explain differentiation to parents and kids. Participants will leave with an action plan to support their implementation of differentiation in their classrooms. (Oct 15-17, '09 in Atlanta; Nov 12-14, 09 in Phoenix; Dec 3-5 in NYCOB; August 2-4, '10 in Springfield, MA)

## **Reading and Writing**

**Early Literacy in ELS Schools for Grades K-2** equips primary teachers with powerful instructional practices that prepare them to teach phonemic awareness, decoding skills, fluency, vocabulary, comprehension strategies, and writing to beginning readers and writers. They learn relevant content and pedagogy concerning early literacy and experience a "slice" of a learning expedition in which best practices in early literacy instruction are modeled. This institute includes several learning experiences including reader's theater, fieldwork, and book clubs. Through examples, participants learn to integrate the teaching of early literacy into expeditions and develop reader's and writer's workshops for the primary grades. (NOTE- This institute will be offered in the 2010-2011 school year)

**Reading in ELS Schools for Grades 3 – 12** introduces a research-based framework for teaching reading comprehension in grades 3 – 12 across content areas. Participants learn about their own use of the seven key comprehension strategies as readers. They become aware of and experience the teaching of these strategies in the context of a compelling topic. Facilitators model the reader's workshop, a generative structure for explicitly teaching comprehension strategies, take part in book clubs and are taught how to create their own mini-lessons for teaching comprehension strategies. (Nov 5-7, 2009 in Springfield, MA)

**Writing in ELS Schools for Grades 3 - 12** introduces participants to a research-based framework for teaching the writing process and the 6 + 1 traits of writing across content areas. Participants see, first-hand, how a compelling topic motivates writing to learn and learning to write. Through active participation in and debriefing of writer's workshops, they learn how to teach writing traits and revision techniques in the context of academic content. Participants also have the opportunity to create and revise their own writer's workshop. (March 10-12, 2010 in Richmond, VA)

**Writing at the Primary Level for Grades K-2** is a highly interactive institute introduced in 2008. Through active participation in and debriefing of writer's workshops, participants learn how to teach writing traits and revision techniques in the context of academic content. Participants will be taken through the writing process as they create their own high quality product – a non-fiction picture book. Throughout the institute, they will have opportunities to collaborate with colleagues in creating their own writer's workshops. (March 10-12, 2010 in Richmond, VA)

**Connecting Reading and Writing (listed as Reading & Writing 2 on calendar)** deepens participants' knowledge of the framework for teaching reading and writing introduced in earlier institutes. Participants are exposed to additional techniques for teaching reading and writing and the natural integration of these two frameworks within the classroom. (Oct 22-24 in NYCOB; Nov 6-8, 2009 in Denver)

## Science

The **Elementary Science** institute engages elementary educators in a compelling science-based learning expedition topic that can be taught in many schools across the country and demonstrates how teachers can provide rich context for learning key scientific concepts and processes. Participants experience building background knowledge workshops, fieldwork, the use of experts and several other inquiry-based learning experiences that reveal how teachers can build curiosity, create and sustain a “need to know,” capture student’s thinking, embrace the teaching of literacy while building science content knowledge, and engage students in representing their thinking. (Oct 22-24, 2009 in Kansas City, MO)

The **Secondary Science** institute is designed to meet the needs of middle and high school level educators. The institute immerses participants in a compelling science topic that can be easily taught across the country and provides the context for learning important scientific concepts and processes. The facilitators model active pedagogy and demonstrate how to build curiosity, create and sustain a “need to know,” include the teaching of literacy in science content, and engage students in representing their thinking. (Oct 22-24, 2009 in Kansas City, MO)

## Math

**Primary and Intermediate Math Institute** (K-2<sup>nd</sup>, 3<sup>rd</sup> – 5<sup>th</sup> grade) participants will investigate the use of cognitive strategies to help primary and/or intermediate students develop their ability to reason logically and make mathematical meaning during problem solving. Each learning experience will illustrate how a quality lesson can tap into the learner’s ability to seek and perceive patterns, create meaning, integrate sensory experience, and make connections – becoming more adept at solving problems. Through active participation in and debriefing of the elements of a quality math lesson, participants will learn how to design and scaffold such learning for their own classrooms.

The primary and intermediate math institutes are grounded in the basic principles that underlie human learning and the use of best practices. They are structured in sections to meet the cognitive developmental and content needs of students in K-2 and 3-5. They will directly address the need for skills practice and preparation for high stakes assessments. (Feb 10-12, 2010 on West Coast)

**Middle and High School Math Institute** (6<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>) attendees will examine best-practice cognitive strategies to develop students’ logical reasoning abilities and make mathematical meaning during problem solving. Each learning experience will illustrate how a quality math lesson can tap into the middle or high school learner’s ability to search for and recognize patterns, create meaning, integrate sensory experience, and make connections – becoming more adept at solving problems. Through active participation in and debriefing of the elements of a quality math lesson, participants will learn how to design and scaffold such learning for their own secondary classrooms.

The middle and high school math institutes are structured in sections to meet the cognitive, developmental and content needs of pre-adolescent and adolescent learners. They will also directly address the need for skills practice and preparation for high stakes assessments. (Nov 2-4, 2009 in Baltimore)

## Learning Expedition Design

The **Designing Learning Expeditions and High Quality Products** institute was the most highly requested institute among our network schools according to the March 2009 on-line Professional Development survey. Expeditionary Learning teachers are encouraged to link academic content to adventure, service, and character development through a sequence of connected, interdisciplinary, project-based learning expeditions. Learning expeditions involve students in in-depth studies of compelling topics or themes, which generally persist for a minimum of six weeks and culminate with celebratory events (e.g. exhibits, performances, or publications) where final projects or products are shared with audiences of significance beyond the classroom. Teachers and administrators attending this institute will be immersed in the creative and pragmatic process of learning expedition design from the genesis of an idea to the scaffolding of learning experiences surrounding the creation of high quality products. (Oct 1-3, 2009 in Springfield, MA; Dec 10-12, 2009 on West Coast; Jan 14-16 in NYCOB; June 17-19, 2010 in Charlotte, NC)

## 3-Day Leadership Institutes

**Assessment for Learning for Leaders** applies the core strategies of Assessment for Learning to the coaching, supervision and evaluation of teachers. Leaders will develop strategies for giving descriptive feedback, aligning coaching with professional learning targets, and providing clear models of best practice. (Nov 4 – 6 in Baltimore; July 6-8, 2010 in Kansas City)

**ELS School Leadership Teams** explores the role of the School Leadership Team in guiding implementation of the ELS design. Participants will learn how to ask effective school improvement questions and how to gather and analyze data and create a balanced vision of success that includes evidence related to ELS implementation, traditional measures, student character and high-quality student work. (June 23-25, 2010 in Denver; Jan 27-29, 2010 in New York City)

The **Using Data to Inform Teaching & Learning** institute reveals that highly effective EL Schools use assessment information from a variety of sources to support student and teacher growth. Guided by case studies from network schools with strong data-use practices, participants in this institute will explore how data-informed planning can link the implementation of EL to the outcome of improved student achievement. Specific attention will be paid to: Using results from state or local assessments to plan and tune expeditions and instruction; creating a data-informed and data-friendly whole school culture; looking at student work as evidence of student achievement; and involving students and teachers in data collection and analysis. (Nov 12-14, 2009 in Charlotte, NC; Jan 14-16, 2010 in Phoenix; June 29-July 1 in Kansas City, MO)

## 5-Day National Institutes

The Expeditionary Learning Schools **Secondary Institute** was originally designed as part of the sequence of required professional development for our Gates-funded schools with the purpose of developing an initial understanding of the Expeditionary Learning model, tailored specifically to middle or high schools. As the institute has evolved, we continue to provide this offering to our Gates-funded partners, but we also recognize that our non-Gates ELS partners also desire to experience this powerful institute. **Secondary**

**Institute Week 1** focuses on learning expeditions and embedded literacy practices, specifically reader and writer's workshop models. Participants experience and debrief a "slice" of a science or humanities learning expedition; the crew structure, and other key instructional practices related to the teaching of learning expeditions. **Secondary Institute Week 2** is strategically designed to focus more deeply on other important characteristics and structures of ELS secondary schools related to assessment, grading and reporting, curriculum, and other pragmatic structures unique to our model. While our Gates-funded partners continue to reserve most of the slots at these institutes, we are reserving additional slots at specific locations for anyone who desires to benefit from these powerful institutes. This year's Week 1 sessions are being held in Boston (7/12-7/16), Baltimore (7/12-7/16), and Portland, OR (6/28-7/2). Week 2 sessions are being offered in Denver, Co (7/12-16), Rochester, NY (7/26-30), and New York City (7/26-30). Don't miss out on these wonderful opportunities.

The **Primary Institute** is an extremely popular 5-day institute where participants experience and analyze the structures, culture, and curriculum that are effective in primary ELS classrooms. They take part in a "slice" of a primary learning expedition that includes a compelling topic, fieldwork, and creation of a high quality product. The slice also serves as the vehicle to explore important issues in creating engaging expeditions for primary students. These issues include: topics that build excitement about learning; gathering important background knowledge and schema for subsequent expeditions; active pedagogy; integrating and motivating literacy; encouraging critical thinking skills; and assessment. Participants also examine the structures necessary for creating exemplary primary classrooms including daily and weekly schedules, classroom set-up, classroom management, and crew. They also explore the importance of establishing ritual, repetition, rhythm, and joy in the primary classroom. (July 19-23, 2010 in Kansas City, MO)

## 5-Day Learning Expeditions for Educators

The **Physiology and Fitness Learning Expedition for Educators** is specially designed to meet the needs of 5<sup>th</sup> through 12<sup>th</sup> grade science, math, art, physical education, health and adventure teachers. Eagle Rock School, in the striking setting of Estes Park, Colorado, provides the location for a five-day learning expedition about the human body in general and about participants' own bodies in particular. Participants explore a range of related topics including human physiology, nutrition, and fitness through the integration of science, math, nutrition, physical education, and art. Educators take part in human body measurement and data collection, dissection, drawing, sculpture, and exercise to develop a new appreciation and respect for both the complexity of the human anatomy and the importance of nutrition and fitness. The major investigations and culminating project focus on the respiratory, musculoskeletal, and circulatory systems. In addition to creating drawings and a clay armature sculpture of the human body, participants learn how to design and complete a scientific investigation. (July 6-10, 2010 in Estes Park, CO)

The **Civil Rights Learning Expedition for Educators** is geared to meet the needs of K-12 Social Studies and Language Arts Teachers. The struggle for civil rights is illustrated through the experiences of the Little Rock Nine, the African-American teenagers who found themselves at the center of the maelstrom resulting from the integration of Central High School in Little Rock, AR in 1957. This five-day Learning Expedition takes place in Little Rock and demonstrates how to plan a major investigation using a variety of instructional strategies including observation, crew, and student assessment. It serves as an example of a Learning Expedition that integrates history, writing, and the performing arts. Through the use of primary sources, fieldwork, and experts, participants gain knowledge and understanding of the multiple

perspectives around issues of race and equality. The culminating products will include reader's theater, tableaux, poetry, or fictional biographies. (July 12-16, 2010 in Little Rock, Arkansas)

The **Wildlife Learning Expedition for Educators** captures the power of visual arts and original scientific research of wildlife. The institute models strategies for teaching scientific and experimental methods to all grade levels—high school to kindergarten. The facilitators show how to infuse the arts into expeditions at every level: as a window into scientific content; through art forms used to represent thinking and teach artistic skill; and through arts-informed instructional practices. Science research will include outdoor time in a forest environment and indoor lab work, as well, with final projects that combine scientific work with beautiful artistic representation. Please note: a background in science is not necessary. (July 19-23, 2010 in New England)

## Outward Bound Educator Courses

Outward Bound educator courses offered during 2009-2010 will be five-to-seven days in length for EL teachers and administrators. The courses will be offered during July of 2010 and are most likely going to be canoeing on Ross Lake in the Pacific Cascades and rafting on the Colorado River's Cataract Canyon in Utah. Experience Outward Bound and the pedagogy that informs the practice and principles of Expeditionary Learning. (Whitewater Rafting 7/25-8/1; Canoeing on Ross Lake 7/5-7/11)

## Site Seminars

Schools hosting site seminars are implementing Expeditionary Learning at a high level. Many site seminar participants consider these school visits to be unparalleled and awe inspiring experiences. During site seminars, participants visit classes, meet with administrators and teachers, and enjoy exemplary student work. Site seminar participants discuss theory-in-practice issues and share observations with fellow educators and administrators. Stay tuned for a listing of schools that will be showcased during the 2009-2010 school year. (Rochester Site Seminar (K-6)- Rochester, NY 10/28-29; Evergreen Community Charter School- Asheville, NC 11/16-17; Odyssey School- Denver, CO 1/21-22; Decatur City Schools Site Seminar- Decatur, GA 2/11-12; Robious Elementary and Middle School- Midlothian, VA 4/22-23; King Middle School- Portland, ME 5/13-14; Brooklyn School for Collaborative Studies- Brooklyn, NY 5/26-27)

### **Evergreen Community Charter School (K-8) Asheville, NC**

**November 16-17, 2009**

Experience Environmental Education at Evergreen:

This site seminar will highlight Evergreen's application of the design principle, The Natural World. We will emphasize the integration of environmental education across the curriculum through our learning expeditions, the concepts and values we promote, the initiatives and events we hold and the "green" aspects of our grounds and facilities. Evergreen is well-known for its strong environmental focus locally, in the NC Charter School network, in the EL network and as a founding member of the National Green Charter School network.

Key themes:

- Culture & Character
- Learning Expeditions
- Natural World

An optional day, focusing on using local fieldwork resources will be offered on November 18, 2009. For additional information, contact Susan Gottfried, Principal Evergreen Community Charter School, 828-298-2173 or [susan.gottfried@evergreenccs.org](mailto:susan.gottfried@evergreenccs.org)

### **City Schools of Decatur (K-3<sup>rd</sup> grade)**

**Decatur, GA**

**February 11-12, 2010**

***Clairemont Elementary School, Oakhurst Elementary School, Winnona Park Elementary School***

Visit three EL primary schools in two days. Each of these highly implementing schools will focus on one or more of the following: reading and writing workshops and their relationship to learning expeditions; involving students in assessment using learning targets; collaboration among teachers and schools; and maximizing involvement of community experts in expeditions. Participants will experience and analyze the components necessary to create a primary Expeditionary Learning classroom. They include content and products for primary learning expeditions that are age-appropriate and encourage curiosity, build background knowledge, and foster literacy and critical thinking skills.

For additional information, contact Dianna Watson, Instructional Coach, Winnona Park Elementary, 404 370 4490 or [dwatson@csdecatur.net](mailto:dwatson@csdecatur.net)

### **Brooklyn School for Collaborative Studies (grades 6-12)**

**Brooklyn, NY**

**May 26-27, 2010**

When Brooklyn School for Collaborative Studies opened in September of 2001, Alyce Barr, principal and the BCS community had no idea that their vision and mission were so tightly aligned with that of Expeditionary Learning. Now a partner in the ELS network for several years, see this diverse urban 6-12 school showcase its best practices, including high school performance based assessments, use of technology across curriculum, expeditions that include a rich variety of fieldwork, and the principal's schoolwide literacy initiative to create a culture of reading. Participants will have the opportunity to gain insight into these topics through focused sessions, observations of classes, and meetings with teachers, teacher teams, students, and administrators. There will also be an opportunity to participate in Spring expeditions: The Gowanus Canal, Coloring Our Schools, and a brand new HS Physics Expedition on playgrounds.

For additional information, contact Vicki Madden, Instructional Guide, Brooklyn School for Collaborative Studies, 718-923-4570, [vmadden@gmail.com](mailto:vmadden@gmail.com).

### **Rochester Site Seminar (grades K-6)**

**Rochester, NY**

**October 28-29, 2009; optional workshop day October 30, 2009**

With two exemplary EL elementary schools in one city, the Rochester Site Seminar is an unparalleled experience. There may be no more inspiring story of improved student achievement in the ELS network than that of World of Inquiry School #58, where test scores have risen steadily for six years in working Expeditionary Learning Schools to the very top of the Rochester City School District. The Genesee Community Charter School sets a national standard for high quality student projects, products, and documentation of student work. Both schools feature quality teaching practices, exemplary student achievement on state assessments, celebration of arts, and respectful school cultures.

Join us at the Genesee Community Charter School and World of Inquiry School #58 and experience two different settings and implementations of Expeditionary Learning. Our site seminar will give you a comprehensive vision of Expeditionary Learning in two

urban elementary schools. Participants will explore details of active pedagogy, and learn specific tools and protocols to nurture the quality of teacher and student work. Learning expeditions, school and classroom culture, integration of the arts and assessment will be emphasized.

For additional information, contact Lisa O'Malley, Curriculum Specialist, 585-271-4552 ext. 463, [lomalley@gccschool.org](mailto:lomalley@gccschool.org).

### **ROBIOUS ELEMENTARY AND MIDDLE SCHOOLS (GRADES K-8)**

**Midlothian, VA**

**April 22-23, 2010**

Visit two public schools in Chesterfield - Robious Elementary School (680 students, grades K-5) and Robious Middle School (1200 students, grades 6-8), located on adjacent properties. The close proximity and common vision that all students learn has led to a unique relationship between the two EL schools. School leaders are purposeful in their collaboration to put EL structures in place to help unify and strengthen literacy instruction, character development, student-centered mathematics, and community relationships. This consistency has impacted student achievement as is reflected in the steady gains on state standardized testing in each school.

Each school will showcase learning experiences, product development and on-going assessment practices from expeditions created from narrowly-defined state standards. Participants will personalize their schedules with a mix of participation lessons, teaching and learning labs, interactive workshops, and classroom observations. Opportunities to explore Richmond's rich history will be included, with an optional trip to the Valentine Museum. Participants will be invited to interact with students as they present learning products at Agecroft Hall, a fifteenth century manor house in the city's West End.

For additional information, contact Tammy Hobson, Assistant Administrator, Robious Middle School, 804-378-2510, [tammy\\_hobson@ccpsnet.net](mailto:tammy_hobson@ccpsnet.net).

### **The Odyssey School (K-8th grade)**

**Denver, CO**

**January 21-22, 2010 (Optional half day on the 23<sup>rd</sup>)**

The Odyssey School has been a part of the ELS network for 12 years, and is characterized by high levels of both school-wide implementation of the model and impressive student achievement in academics and character. For three years, the Odyssey staff has worked to implement a range of classroom assessment practices which have contributed to student success. The two-day site seminar includes classroom visits, facilitated analysis of sample lessons and of the scaffolding plans that underlie Odyssey's assessment success. The learning targets will include:

- I can identify assessment for learning practices when I see them in action.
- I can analyze the impact of assessment for learning practices on students.
- I can analyze scaffolding plans for intentional pacing and inclusion of assessment practices.

The optional half-day will focus on documentation. Using Reggio practices of listening to and documenting student thinking has been a strong practice at Odyssey. Participants will create a small documentation panel about one classroom assessment story they see during their visit. Targets will include:

- I can describe the purpose, characteristics and common layouts for three different kinds of documentation panels.
- I can create a documentation panel that tells the story of how classroom assessment practices are affecting student thinking.

For additional information, contact Marcia Fulton, Principal, Odyssey School, 303-316-3944, or [marciafulton@hotmail.com](mailto:marciafulton@hotmail.com)

**King Middle School (6th–8th grade)**  
**Portland, ME**  
**May 13–14, 2010**

King Middle School has an extraordinary story: before principal Mike McCarthy came to King and brought the school into the very first cohort of Expeditionary Learning Schools in 1992, King was a low-performing school with a negative school culture. It is now a gem of the ELS network: sparkling school culture, impressive test scores, and a highly-developed structure of Learning Expeditions with quality student projects and significant fieldwork in every grade-level team. With a diverse student body of one-third recent refugees, there are 29 languages spoken by King students, and yet the school has a unified and inclusive sense of community.

Participants observe classes and meet with teachers, teacher teams, students, and administrators. Topics are wide-ranging and include high quality products; scheduling; planning; the role of community and King's experience as a highly successful Expeditionary Learning School for fifteen years.

For additional information, contact Hiram Sibley, Teaching Strategist, King Middle School, 207-874-8140, [SIBLEH@portlandschools.org](mailto:SIBLEH@portlandschools.org).

## **National Conference and Pre-Conference Day 2010**

The ELS National Conference brings together national and school-based leaders to share practices and strategies that help schools break through the barriers to success for all learners. Our three-day conference in Kansas City, MO will offer participants a mix of interactive master classes, structured discussion groups, regional gatherings, and opportunities for collaboration focusing on a wide variety of topics to support and inspire school and classroom leaders.

Consider attending the National Conference pre-conference day to deepen your understanding of Expeditionary Learning. Events will feature slices of science and humanities-based learning expeditions that will involve participants in fieldwork, research, and literacy in the context of a compelling topic. There will be school site visits and, perhaps, the opportunity for an Outward Bound day of adventure. The conference will take place on February 25-27, 2010 In Kansas City, MO with the optional pre-conference day occurring on February 24. National Conference fee will be \$1000.00 for out-of-network schools, \$750 for in-network schools that need to purchase additional slots beyond those on their contract.

# Expeditionary Learning Schools Professional Development Offerings 2009-2010



**Expeditionary Learning Schools  
Outward Bound**

## **3 Day Institutes**

	<b><u>Course Dates</u></b>	<b><u>Location</u></b>
Creating Quality Assessments	September 30-Oct 2, 2009	Denver, CO
Creating Quality Assessments	December 10-12, 2009	Atlanta, GA
Creating Quality Assessments	March 11-13, 2010	New York City, NY
Creating Quality Assessments	June 23-25, 2010	Milwaukee, WI
Designing Learning Expeditions & High Quality Products	October 1-3, 2009	Springfield, MA
Designing Learning Expeditions & High Quality Products	December 10-12, 2009	West Coast
Designing Learning Expeditions & High Quality Products	January 14-16, 2010	New York City, NY
Designing Learning Expeditions & High Quality Products	June 17-19, 2010	Charlotte, NC
Designing Learning Expeditions & High Quality Products	August 4-6, 2010	Milwaukee, WI
Differentiation in ELS Classrooms	October 15-17, 2009	Atlanta, GA
Differentiation in ELS Classrooms	November 12-14, 2009	Phoenix, AZ
Differentiation in ELS Classrooms	December 3-5, 2009	New York City, NY
Differentiation in ELS Classrooms	August 2-4, 2010	Springfield, MA
Grading & Reporting	October 26-28, 2009	Milwaukee, WI
Grading & Reporting	November 19-21, 2009	New York City, NY
Grading & Reporting	July 21-23, 2010	Springfield, MA
Intro to Assessment	September 21-23, 2009	Denver, CO
Intro to Assessment	October 1-3, 2009	New York City, NY
Intro to Assessment	December 3-5, 2009	Atlanta, GA
Intro to Assessment	June 17-19, 2010	Milwaukee, WI
Math- High School	November 2-4, 2009	Baltimore, MD
Math- Intermediate	February 10-12, 2010	West Coast
Math- Middle School	November 2-4, 2009	Baltimore, MD
Math- Primary	February 10-12, 2010	West Coast
Reading & Writing 2	October 22-24, 2009	New York City, NY
Reading & Writing 2	November 6-8, 2009	Denver, CO
Reading in ELS Schools for Grades 3-12	November 5-7, 2009	Springfield, MA
Science- Elementary	October 22-24, 2009	Kansas City, MO
Science-Secondary	October 22-24, 2009	Kansas City, MO
Writing at the Primary Level for K-2	March 10-12, 2010	Richmond, VA
Writing in ELS Schools for Grades 3-12	March 10-12, 2010	Richmond, VA

## **Leadership Institutes**

	<b><u>Course Dates</u></b>	<b><u>Location</u></b>
Assessment for Learning for Leaders	November 4-6 2009	Baltimore, MD
Assessment for Learning for Leaders	July 6-8, 2010	Kansas City, MO
ELS School Leadership Teams	January 27-29, 2010	New York City, NY
ELS School Leadership Teams	June 23-25, 2010	Denver, CO
Using Data to Inform Teaching & Learning	November 12-14, 2009	Charlotte, NC

Using Data to Inform Teaching & Learning	January 14-16,2010	Phoenix, AZ
Using Data to Inform Teaching & Learning	June 29 - July 1, 2010	Kansas City, MO

**5-Day Institute**

Secondary Institute-Week 1  
 Secondary Institute-Week 2  
 Secondary Institute-Week 1  
 Secondary Institute-Week 2  
 Secondary Institute-Week 1  
 Secondary Institute-Week 2  
 Primary Institute

**Course Dates**

June 28-July 2, 2010  
 July 12-16, 2010  
 July 12-16, 2010  
 July 26-30, 2010  
 July 12-16, 2010  
 July 26-30, 2010  
 July 19-23, 2010

**Location**

Portland, OR  
 Denver, CO  
 Boston, MA  
 Rochester, NY  
 Baltimore, MD  
 New York City, NY  
 Kansas City, MO

**Lee Titles**

Physiology & Fitness LEE  
 Civil Rights LEE  
 Wildlife LEE

**Course Dates**

July 6-10, 2010  
 July 12-16, 2010  
 July 19-23, 2010

**Location**

Estes Park, CO  
 Little Rock, Ark  
 Amherst, MA

**Outward Bound Educator Courses**

Canoeing on Ross Lake in the Pacific Northwest  
 White Water Rafting Cataract Canyon

**Course Dates**

July 5-11, 2010  
 July 25 – August 1, 2010

**Location**

Washington  
 Utah

**Site Seminar**

Rochester Site Seminar (K-6)  
 Evergreen Community Charter School Site Seminar (K-8)  
 Odyssey School Site Seminar  
 Decatur City Schools Site Seminar (K-3)  
 Robious Elementary and Middle School Site Seminar  
 King Middle School Site Seminar  
 Brooklyn School for Collaborative Studies Site Seminar (6-12)

**Course Dates**

October 28-29, 2009  
 November 16-17, 2009  
 January 21-22, 2010  
 February 11-12, 2010  
 April 22-23, 2010  
 May 13-14, 2010  
 May 26-27, 2010

**Location**

Rochester, NY  
 Asheville, NC  
 Denver, CO  
 Decatur, GA  
 Midlothian, VA  
 Portland, ME  
 Brooklyn, NY

**Mark Your Calendars**  
**2010 ELS National Conference in**  
**Kansas City, MO**  
**February 24: Pre Conference Day**  
**February 25- 27: National Conference**