

2011 Expeditionary Learning National Conference Master Class Catalog

March 17-19, 2011

Pre Conference Day: March 16, 2011

Hilton Portland and Executive Tower

Portland, Oregon



EXPEDITIONARY
LEARNING

Expeditionary Learning Schools Pre-Conference Day Events

Wednesday, March 16, 2011

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 March 1, 2011, 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: Meg Riordan, Gladys Graham, John LeCavalier – EL Staff

In this pre-conference session, participants will experience a “slice” of a learning expedition. By using the local community as our context, we will integrate content standards through engaging instructional practices and fieldwork. The purpose of this pre-conference session is to introduce people to learning expeditions; it is not intended to teach people how to plan an expedition. Part of the slice experience will include a bike ride. The ride will be mostly flat - no steep hills - and we can accommodate all ranges of experience - from the beginner to the expert. We will provide bikes, helmets, and rain gear, but if you have a rain jacket and/or pants it would be good to bring them along. The cycling will NOT require any special equipment or clothing. We have made arrangements for participants who are unable to ride a bike.

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 Hilton Hotel at 8:00 AM and we will conclude by 5:00 PM. (See hotel reader board for meeting room location.) We will be outside for part of the day so wear appropriate clothing and shoes that will keep you comfortable and dry.

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

Facilitators: Deb Otto, David DenHartog, Cyndi Gueswel – EL Staff

In this pre-conference session, participants will experience a “slice” of a humanities based learning expedition. By using the local community as our context, we will integrate content standards through engaging instructional practices and fieldwork. The purpose of this pre-conference session is to introduce people to learning expeditions; it is not intended to teach people how to plan an expedition.

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 Hilton Hotel at 8:00 AM and we will conclude by 5:00 PM. (See hotel reader board for meeting room location.) We may be outside for part of the day so wear appropriate clothing and shoes that will keep you comfortable and dry.

PC03 Site Visit: The Health and Science School

Facilitators: Tony Altucher and Amaris Obregon, EL staff

The Health and Science School (HS2) in Beaverton, Oregon, in its fourth year of existence, has completed its expansion to become a 6-12 Expeditionary Learning (EL) school. The school community invites participants to experience EL in a secondary school context, and to explore the growth of HS2 through classroom visits, conversations with students, and discussions with teachers and school leaders.

During their day at HS2, participants will have the opportunity to learn about the school’s proficiency-based assessment and dual credit systems, their engineering and medical sciences pathways, and their work in recruiting and supporting student populations generally underrepresented in science schools, including English-language learners.

Location and Time: Transportation and lunch will be provided. Please meet in the Hilton Hotel at 7:30 AM. (See hotel reader board for meeting location.) The session will have participants back at the Hilton by 5:00 PM.

PC04 Differentiation in EL Classrooms

Facilitators: Cheryl Dobbertin, Colleen Stanovich and Lily Newman, EL Staff

Engaging, yet supporting, all students in the heterogeneous classroom is one of the most challenging aspects of teaching. In this pre-conference offering, participants will experience differentiated instruction within the context of EL. Participants will explore a compelling topic through a variety of differentiated strategies, including Howard Gardner’s “entry points,” a method that differentiates EL’s traditional “building background knowledge workshop.” Participants will experience flexible grouping and instruction designed to meet the needs of a variety of learners all working towards the same learning targets. Through these experiences, participants will begin to examine the integral relationship of assessment and differentiation. Background knowledge of learning expeditions, learning targets, and EL active pedagogy practices is helpful for this pre-conference experience.

Location and Time: Lunch will be provided. Please meet in the Hilton Hotel at 8:00 AM. (See hotel reader board for meeting room location.) The session will conclude by 5:00 PM.

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: Grand Ballroom

Thursday, March 17, 2011

8:00 AM – 9:15 AM

Crew Meeting

Thursday, March 17, 2011

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

Thursday, March 17, 2011

10:15 AM – 10:30 AM

Master Class – Session A

Thursday, March 17, 2011

10:30 AM – 12:30 PM

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

John LeCavalier, Gladys Graham, Meg Riordan – 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 Practice Benchmarks 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)

David DenHartog, Deb Otto – 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 Practice Benchmarks 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 2011 (Strand: All; Level: All)

Dirk Matthias, Suzanne Tillman – EL Staff

If you've heard about the good work being done by Expeditionary Learning schools 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 The Public Life of Data: Using Shared Data to Energize Student Achievement (Strand: Teacher; Level: Middle)

Adam Driggers, Jackie Xuereb - The Washington Heights Expeditionary Learning School

Is data dead in your math classroom? Bring student achievement data from all your different types of assessment back to life by going through the cycle of creating, sharing, and reflecting on data with students. Find out how you can revitalize student motivation and achievement by actively using data with students and their families.

A05 EL Commons 101 (Strand: All; Level: All)

Cyndi Gueswel, Todd Felton, Ron Berger – EL Staff

After years of design and construction, EL has just launched its powerful web-based suite of tools for EL schools – the privileged section of the EL website called EL Commons. At this session, participants will get an overview of what is there – The Archive, The Library, and The Planner and will get immediate access to EL Commons. They will also be supported by trained staff and teachers to use it. Participants will learn to browse and download student work from our archive of hundreds of model projects; to search, view, download and upload useful resources; and to explore planning tools for lessons, projects and expeditions. Please bring a laptop if you have one.

A06 Using Assessments to Guide Primary Authors (Strand: Teacher; Level: Primary)

Wanda Nesbitt, Marcia Fowler – Oakhurst Elementary

How do you differentiate conferences to meet the needs of all your writers and how do you assess to make sure students follow through on the skills you've taught? The answer can be found in this class for K-2 teachers who want their students' writing to reach its full potential. The presenters will share a variety of diagnostic and formative assessments that can be used to drive instruction and enhance conferences in the Writing Workshop. Participants will walk away with a richer understanding of how to use this information to differentiate their instruction and transform the Writing Workshop in their own classrooms.

A07 Putting the "EL" in ELL Instruction: Fresh thinking about pedagogy and structures to support student success (Strand: Teacher; Level: Middle, High)

Jessica Kruse, Michelle Herbowy – Kurt Hahn EL School, EL Staff

The top 3 challenges facing secondary teachers of English Language Learners include: 1) communicating with ELLs about academic, social, and personal issues; 2) encouraging and motivating ELLs; 3) addressing individual and diverse needs of ELLs in academic skills and English-language acquisition. Learn how one teacher effectively used EL tools and practices to incorporate 6 researched-based strategies to address these challenges, ensuring a rigorous, engaging learning experience for her students. Inspired by her students' immigration experiences from Haiti to New York City, this case study offers practical examples of skillfully scaffolded experiences that you can apply in your own context.

A08 From Targets to Rubrics: Focusing Teaching, Defining Learning (Strand: Teacher; Level: Elementary, Middle, High)

Sidney Shepherd, Nikki Hurtado – Health and Science School

Have you ever created the best rubric ever, only to realize you've identified more expectations for the activity than the learning target being assessed? How do we move from creating activity-based rubrics to learning target rubrics? This class is not for the novice rubric writer, but for the teachers who want to challenge themselves to write focused rubrics, pinpointing learning expectations around targets. EL background for this class is not essential, but experience in writing rubrics and learning targets will be important. Participants are encouraged to bring learning targets for developing rubrics and the opportunity for receiving feedback.

A09 Creating Classroom Culture to Support Academic Success (Strand: Leadership, Teacher; Level: Primary, Elementary Middle)

Martha Martin, Carri Thomason - Pocatello Community Charter School

Some cultural practices are designed to build relationships and make connections, but how do you know when a cultural practice is also powerful enough to support academic success for all students? Participants in this master class will experience cultural practices

commonly used in EL schools and socially construct an understanding of the common elements that make these practices powerful tools for equitable academic success. This master class is intended for teachers and school leaders who have some familiarity with the EL model. Educators of any level are welcome, but all examples are from K-8.

A10 Common Ground - Urban and Rural: Using Digital Tools to Teach Environmental Literacy (Strand: Teacher, Student; Level: Primary, Elementary, Middle)

Stacy Bender-Fayette, Nan Rice - Schoolcraft Learning Community, EL Staff

Educators often blame technology as the reason their students are not spending time outdoors. Many complain, "Our students are always plugged in." Schoolcraft Learning Community has found innovative ways to enhance the outdoor learning experience through the use of digital tools such as digital cameras, video cameras, GPS units, digital microscopes, iPods, and laptops. Working in the context of "Common Ground - Urban and Rural," participants will view student technology projects, explore ways to integrate digital photography into expeditions, and investigate Web 2.0 tools to share student work online. Who should come? Technology Novice to Tech Expert!! Bring Your Laptop!!

A11 EL Parents Day: Engaging Parents in Support of Student Success (Strand: Leadership, Teacher; Level: All)

Diana Garcia, Jennifer Rightmyer – Cooperstown Middle School

Do your students' parents have an understanding of the EL model, learning expeditions, formative assessment and cultivating school culture? Helping parents better understand EL enables them to better support their children. This class presents a successful model for an Expeditionary Learning Parents Day, in which parents are involved in the active pedagogy of EL, and guided classroom observation to better understand what EL is all about. Class participants will leave with a workable template and materials for planning their own school's EL Parents Day.

A12 The Power of Debriefs (Strand: Teacher; Level: Primary, Elementary)

Kerri Edwards, Traci Price – Kettle Falls Elementary

Debriefs can be one of the most powerful "assessment for learning" practices. Learning targets will support the meta-cognitive thinking for the anchor chart, self-assessment, and goal setting. The debrief will support all students in meeting their targets, therefore increasing student achievement. Participants will use a peer-critiquing protocol to analyze reading, writing and math lesson debriefs in elementary classrooms. They will see clear examples of student engagement in the debrief.

A13 From King to President: Meeting the Needs of All Students in an Inclusion Classroom (Strand: Teacher; Level: Elementary)

Judith Locicero, Rebecca Chase – Russell Byers Charter School

Participants will examine learning experiences from an expedition on the Civil Rights Movement in an inclusion classroom. The lessons and topics that the instructors considered for this study were differentiated to meet the varying needs of the students, while also making the content relevant and engaging. Students were provided an opportunity to represent their understanding of expedition content through a variety of performance arts. Participants will leave the presentation with a variety of strategies/techniques that can cross other content areas.

A14 Let's Get Your Community Circle Started (Strand: Leadership, Teacher, Student; Level: Primary, Elementary, Middle)

Bridget Maio, Cathy Henzel – World of Inquiry School 58

Want a more effective community circle? This class will help you improve upon or develop a lively community circle that promotes student ownership and leadership. World of Inquiry has hosted four national site seminars in which its community circle has been a highlight. Come and experience World of Inquiry's community circle

and learn how to incorporate these successful practices in your own school.

A15 Science and Physical Education Join Forces: helping all students to achieve (Strand: Teacher; Level: Middle, High)

Joseph Martone, Marianna Christophe – The James Baldwin School

Science meets physical education! This master class explores a two-semester expedition that marries the scientific method and physical education. Participants will learn about a science case study entitled Man vs. Machine that focuses on fundamentals of fitness and science through a guided experiment process. Participants will also learn how students acquired advanced skills in both areas to design their own fitness experiment. Through this unique approach, participants will gain insights into how to promote students' healthy living habits and engagement in scientific practices. This active Master Class will offer participants opportunities to share ideas.

A16 Differentiation Techniques for Secondary Math Classes (Strand: Teacher; Level: Middle, High)

Karen Crouse, Marcy DeJesus – Codman Academy Charter Public School, EL Staff

Bringing students of varying levels together allows students to learn from each other. But, how do you manage to challenge all students when they bring different backgrounds and skills to class? The focus of this master class is on tools and techniques used to meet the needs of all students in secondary mathematics classes, from the highest skill level to the students who need more support. Through the development of questioning strategies that focus on key ideas, using flexible groupings for inquiry and practice, and tiered problems, teachers can support and challenge every student to move their learning forward.

A17 Deepening Student Understanding through Structured Conversation (Strand: Student; Level: Primary, Elementary)

Lari Kay Smith, Kori Corvino – Kettle Falls Elementary

How can we teach students to deepen their understanding of complex topics and how to share their thinking? Learn about the wood duck's ecosystem as you use "Best Oral Language Practices" as identified by Ellin Keene in "To Understand". Using structured oral language practices, students increase their understanding of complex topics. This session will demonstrate structured conversation protocols that build equity into a readers' workshop. Participants will come away with a planning tool to help implement structured oral language structures into their own readers' workshop.

A18 Open Spaces in the Elementary Classroom (Strand: Leadership, Teacher; Level: Elementary)

Molly Dykman, Corey Scholes – Delaware Ridge Elementary, EL Staff

Participants will experience Open Spaces as a protocol that encourages student engagement and offers a unique way to assess all students. Through videos that show both 1st and 5th grade students taking part in Open Spaces, participants will learn the components of the protocol. After debriefing, the group will use the Open Spaces protocol to further explore thoughts, and ideas about what Open Spaces looks like in an elementary classroom.

A19 JOLT (Jump on Learning Targets): Intervention Tools for Struggling Students (Strand: Leadership, Teacher; Level: Middle, High)

Pamela Payne – Health and Science School

Do you feel like some of your students aren't working to their potential; that their behavior and academic performance is not what it could be? Using an independent educational plan that is created by the student and supported by staff, students learn to acknowledge their personal strengths and weaknesses, self-assess against behavior and academic learning targets, and use SMART goals to craft a realistic plan for their own success. This Master Class will provide participants with the tools and resources that empower students to take control of their behaviors and take ownership of their academic achievement!

A20 Smart Programming for all Students: Scheduling beyond the Constraints (Strand: Leadership, Teacher; Level: Middle, High)

Jessica Bruck – Validus Preparatory Academy

How can the creative programming of the Master Schedule ensure that alternative needs students get the extra support they need, while also engaging the entire student body? This master class provides an opportunity for teachers, programmers, and school leaders to share out best practices for creating a dynamic and data/student-driven school program. Not limiting ourselves to the perceived constraints of our governing bodies, facilities and human capacity, the school's Master Schedule provides an exciting opportunity for us to take control of our students' learning in a different way. Participants should bring a copy of their school's Master Schedule or a variety of individual student and teacher schedules and plan to take away new ideas to better serve their own student population.

A21 The Power of the Debrief: Making the Most of Math (Strand: Teacher; Level: Elementary, Middle, High)

Kari Bangtson, Symon Hayes - Minturn Middle School, EL Staff

This session will dive into the ability of debrief to support students for success. Come experience the workshop model in a middle school math class, focusing on the capability of debrief to promote student learning. We will define the critical attributes of debrief. Teachers will take their new knowledge about debriefing and commit to a change in their instructional practice that will positively impact their students' achievements.

A22 For the Love of Maine Lobster: Experience how third graders crafted their amazing lobster placemats (for Becky's Diner in Portland, Maine) through mindful work, careful scaffolding, critique sessions, and group collaboration (Strand: Teacher; Level: Primary, Elementary)

Brandi Surace – Presumpscot Elementary School

Participants in this master class will be engaged in the actual steps and protocols used by a third grade class during their lobster expedition last spring. Participants will experience the acquisition of background knowledge about the expedition through a gallery walk and learn the scaffolding strategies for the project (creating placemats for a restaurant in Portland Harbor) that helped all students engage successfully in this academic experience. Teachers “new to project work” will experience exciting and fresh ways to teach students to reflect, revise, and upgrade the overall quality of their projects.

A23 Challenging All Minds: Differentiating Instruction and Assessment for Success in High School and Beyond (Strand: Teacher; Level: Middle, High)

Elizabeth Butler – Codman Academy Charter Public School

Codman Academy is an urban high school with a 100% college acceptance rate despite the fact that many students entering 9th grade have math and reading skills that are well below grade level. In our mixed-readiness, inclusion classrooms, differentiating instruction and assessment are essential to lifting achievement across the board. In this master class you will see a practical process for developing a differentiated learning cycle that creates a culture of rigor for all students. We'll also examine how to develop student ownership in monitoring their own progress by evaluating data with the students and encouraging meaningful, targeted revision.

A24 EVERYBODY on the bus! Intensive study of Washington, DC (Strand: All; Level: Middle, High)

Kelly Grier, Anita Ware – Cleveland Early College High School

This session, intended for secondary administrators and teachers, will illustrate the process a high school used to design and implement an intensive study of Washington, DC. Participants will take part in small group work and discussions of how this intensive, which included fieldwork in Washington, DC, was planned and implemented to give students a rigorous learning experience, and multiple opportunities to make choices and receive individual instruction suited to their interests, learning modes, and special needs. Participants will see sample student work and leave with EL templates demonstrating the intensive focus group work and a process for structuring their intensives.

A25 Prioritizing, Mapping, and Monitoring the EL Curriculum: Fresh Thinking about Active Pedagogy That Works (Strand: Leadership, Teacher; Level: Middle, High)

Ryan Patterson, Molly Appel – Bronx Expeditionary Learning High School

How do teachers and leaders ensure student success on high stakes standardized tests, while meaningfully engaging students in Expeditionary Learning? See how one school from the South Bronx made a commitment to strategically use EL practices to leverage a 50% increase in state exam pass rates. Learn how to: • Use data analyzed from state standardized tests to prioritize curricular decision-making and create a guaranteed and viable curriculum; • Make intentional decisions about compelling topics, materials, pacing, and pedagogy to meet student needs and support achievement; • Analyze how strategic use of EL structures and pedagogy informs case study selection and daily planning that engages students in deep learning while ensuring success on high stakes exams.

Lunch

Thursday, March 17, 2011

12:30 PM – 2:30 PM

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

Master Class – Session B

Thursday, March 17, 2011

2:30 PM – 4:30 PM

B01 EL 101: Intro to EL 2011 (Strand: All; Level: All)

Mary Pat Ament, Barbara Benson – EL Staff

If you've heard about the good work being done by Expeditionary Learning schools 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.

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

Cyndi Gueswel, Todd Felton, Ron Berger – EL Staff

After years of design and construction, EL has just launched its powerful web-based suite of tools for EL schools – the privileged section of the EL website called EL Commons. At this session, participants will get an overview of what is there – The Archive, The Library, and The Planner and will get immediate access to EL Commons. They will also be supported by trained staff and teachers to use it. Participants will learn to browse and download student work

from our archive of hundreds of model projects; to search, view, download and upload useful resources; and to explore planning tools for lessons, projects and expeditions. Please bring a laptop if you have one.

B03 Leadership for Achievement: Becoming an EL Leader (Strand: Leadership; 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, using 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.

B04 Supporting the Ferment of Ideas: Structuring and Scaffolding Classroom Discussion Protocols (Strand: Teacher, Student; Level: Middle, High)

Alli Poirot – Codman Academy Charter Public School

Class discussion is one of the messiest, but most exciting class activities, and one of the most difficult for teachers to effectively manage. In classroom discussions, students can try out ideas and see them challenged and developed. Discussions allow the deepening and refining of student understanding and are an engaging formative assessment tool. This class will explore and practice several original discussion protocols, from small groups to debates to seminar-style discussions, and discuss how to use them in a classroom, including methods of assessment, methods of differentiation, and structures to scaffold within each discussion over the course of a school year.

B05 Critique, Revision and High Quality Work (Strand: Teacher; Level: Primary, Elementary, Middle)

Symon Hayes – EL Staff

Participate in a workshop to create multiple pieces of work and then use this work to experience a critique session in a safe environment. Participants will provide and receive feedback that supports and encourages revision, and understand the criteria, processes, and protocols employed that can be replicated in their own classroom to support and promote critique and revision so all students can do their best work.

B06 Digital Expedition Process Boards (Strand: Teacher, Student; Level: Primary, Elementary, Middle)

Lori Davis and Audrey Hight – Grass Valley Charter School

We are in the middle of our maiden voyage of creating digital, interactive, expedition process boards. We are documenting this year's Earth Expedition, from immersion to final product and all the steps in between. Come see our progress and imagine the possibilities. Bring your laptop, see what we've completed thus far, and start your own! Bring your digital photos that document student work, fieldwork, and investigations. Bring along your guiding questions.

B07 Educating Your Community on the Value of Expeditionary Learning (Strand: All; Level: All)

David DenHartog – EL Staff

Participants will both experience and be given all the tools necessary to help them tell the story of how EL supports success for all students. The two "slices" shared can be easily adapted to any region of the country. Helping the participants figure out how to inform their communities about their innovative work, and how this is impacting student achievement, will be the focus of this master class.

B08 Faces of Learning: Re-Imagining Public Education -- One Person at a Time (Strand: All; Level: All)

Sam Chaltain, Educator/Author – Consultant

How do people learn? What is worth learning? What does the ideal learning environment look like? How do we create more of them? And how will we know if we've been successful? In this session, noted educator and author Sam Chaltain will facilitate an experiential exploration of those essential questions, equip attendees with strategies for engaging their students and colleagues back home, and help EL schools think about how best to amplify their stories nationwide, and help bring about a palpable shift in the tenor of the national conversation about public education, such that the primary focus stops being on what is broken or who is to blame, and starts being on how to create schools for children that are more challenging, engaging, relevant, supportive, and experiential.

B09 Let the Students Drive: Facilitating a Student-Led Community Circle (Strand: All; Level: All)

Sydney Chaffee – Codman Academy Charter Public School

All-school community meetings are an ideal forum for students who do not usually experience success at school to feel successful. In this session, hear from students at Codman Academy (a high school in Boston, MA) about their experiences planning and leading our weekly Community Circle, then share strategies for implementing a similar structure at your own school. We will focus on how to engage a diverse group of students in planning, implementing, and evaluating a community meeting, and will discuss ways to capitalize on each student's strengths so they all have a chance to shine and give back to the community.

B10 Differentiating Lessons in an Integrated Elementary Classroom (Strand: Teacher; Level: Primary, Elementary)

Stacie Wall, Courtney Brockler – Dr. Walter Cooper Academy

This master class is designed to support classroom teachers (general and special education) in preparing, planning and delivering math compacted 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 are consistently learning at his/her zone of proximal development.

B11 Strategic Reading in Urban Schools: Part I (Strand: Teacher; Level: Elementary, Middle, High)

Corey Scholes, Carrie Fischer – EL Staff

This is a DOUBLE session! Please come join us for a peek into strategic urban reading instruction. We will look at explicit strategy instruction, word work, leveled reading, vocabulary practices, differentiation and workshop instruction. All participants will have an opportunity to craft, teach and receive feedback on a lesson by attending a second master class session/Part II (Session D09). Each teacher will need to bring a piece of text to the class that they will use to craft a reading workshop. All content area teachers from third to twelfth grade are welcome.

B12 Storytelling and Argument in Math Investigations (Strand: Teacher; Level: Middle, High)

James Dunseith – Validus Preparatory Academy

The beauty of math is that with appropriate framing, it's impossible not to think about it. In this master class, we will look at ways to frame mathematical case studies that students find irresistible. We will explore how students can use data to support an argument, how the best math problems are easy to understand but infinite in scope, and how pure mathematics tell a story that offers multiple entry points for all sorts of learners. This class will be appropriate for new and experienced EL math teachers.

B13 Nurturing Young Minds: Designing expeditions and gauging student achievement in an early literacy environment (Strand: Teacher; Level: Primary)

Janel Sunde, Jennifer Babcock, Kimberly Martinez – Grass Valley Charter Preschool

Wearing student hats, participants will experience highlights of an expedition designed for three- through five-year-olds, including developmentally appropriate assessments. In teacher hats, participants will see examples of EL elements in a pre-literacy classroom, including BBK the Pre-K Way, the Expeditionary Learning Design Principles, process boards, fieldwork, final products and portfolios. In small groups, attendees will create a plan to show student achievement in an early literacy classroom.

B14 Fresh Thinking: The Role of Experts, Fieldwork and Authentic Audiences in a Feedback System for Student Learning and Quality Work (Strand: Teacher; Level: Middle, High)

Scott Henstrand, Michelle Herbowy – Brooklyn School for Collaborative Studies, EL Staff

What makes a strong feedback system that ensures high quality student work? Feedback is a powerful way to affect student

achievement, consistently ranked in research among the strongest interventions at teachers' disposal. See how one Brooklyn Physics teacher leverages hallmarks of expeditions -authentic audiences, experts and fieldwork - as components of a coherent feedback system that ensures students take responsibility for learning and produce professional work in an expedition on physics, "play and playgrounds."

B15 Engineering Student Achievement: How a school partnership supports student achievement in mathematics and sustains support beyond the partnership! (Strand: Teacher, Student; Level: Elementary, Middle, High)

Giabrielle Smith and Blue Engine Corps Member – MS 348

Through an experiential approach, this workshop will illustrate how a partnership sparked creative thinking about student achievement, supporting student motivation, accountability and growth in math classrooms at the Washington Heights Expeditionary Learning School. Participants will experience and investigate how strategic classroom structures, including assessment for learning, tracking-progress tools, flexible grouping strategies and systems for providing students with meaningful feedback has taken student achievement to new depths. Participants will have the opportunity to consider how they will transfer and apply this approach to student achievement to their own content area and school context.

B16 But Where Do We Start With Kindergarten? (Strand: Teacher, Student; Level: Primary)

Celeste Tibbets, Brooke Nation – Clairemont Elementary

This hands-on session will demonstrate how technology can successfully be incorporated into an EL classroom with young learners (specifically kindergarten and first grade students). Assessment methods using technology (examples: digital cameras and Voicethread.com) will also be demonstrated. Participants will understand how technology can encourage students to be responsible for their learning by reflecting on their work, making sense of experiential learning, and analyzing their interactions and collaboration. (Please note that participants will need a personal laptop that allows wireless connection and for this session. If possible, please bring a digital camera.)

B17 Intensives: Mini expeditions that demand critical thinking, problem solving, and creativity and yield high quality work. (Strand: Leadership, Teacher; Level: High)

Ben Donaldson, Nancy Hagstrom – Casco Bay High School

Explore how rigorous 1-week courses energize students to invest deeply in material and build new skills to create beautiful and often functional final products. Intensives are offered twice per school year at Casco Bay High School (Portland, Maine) and range from kite design/building to winter camping to an all-class service-learning trip. Students have the opportunity to pursue an interest or passion for a week, with a clear final goal or product in mind that is often shared with the school community. Other topics include how to use intensives to support students struggling academically and how intensives can be used as a service component of an expedition culmination. Experience how you can create demanding intensives or improve existing offerings.

B18 Huh?? Why did that happen?? Making sense by learning through inquiry! (Strand: All; Level: All)

Scott Gill – EL Staff

Often the most powerful learning comes from the struggle to make sense. This master class is designed to cause the participants to ponder – "Huh, I wonder why that happened." The process of offering ideas, explanations, and solutions grows from an inquiry based experience. Participants will be engaged in adventure - a series of science experiments that create the sense of wonder, of questioning, of seeking explanations.

B19 Supporting Teachers for Instructional Improvement to Enhance Student Achievement (Strand: Leadership; Level: Middle, High)

David Ward, Lisa Ray, Ryan Scallon – Bronx Expeditionary Learning High School

Effective use of EL structures, and a "twist" on assessment (teacher-engaged assessment of instruction and learning), has become a hallmark of teacher coaching and support to 32 teachers at the Bronx EL High School, where leaders ensure that teachers and students alike are growing and achieving. Key aspects of the school's approach will be highlighted: weekly all-staff professional development grounded in the EL work plan; focused teacher observation rubrics aligned to EL and used to engage teachers in assessing teaching and learning; and weekly one-on-one meetings that focus on students' results and teachers' professional growth. Intended audience: any teacher or school leader with basic understanding of EL who is working to improve instructional pedagogy and student achievement.

B20 Restoring Justice in Schools (Strand: Leadership, Teacher; Level: Primary, Elementary, Middle)

Cindy McLeod, John McLeod – Rio Gallinas Charter School for Ecology and Arts

How do punishment, anger, shame, and fear impede learning? Research has shown restorative justice improves the school environment; increases student learning; and emphasizes values of respect, empathy, honesty, acceptance, responsibility, and accountability. Through restorative justice practices, student achievement is enhanced by providing effective ways to address behaviors in and out of the classroom. How can restorative justice practices improve the climate to enhance learning in your classroom? What initial steps can you take to implement restorative justice in your class? How does EL align with restorative justice practices? Join us.

B21 Working Backwards to go Forward (Strand: Teacher; Level: Elementary, Middle, High)

Rachel Gruner, Theresa Caraher – Robious Middle School

Participants in this master class will enhance their schema on the importance of backwards planning in order to create a successful product/project. Whether or not participants come with a project or product in mind, they will leave with self-created foundational documents that should be in place for student success. Through critique protocols, participants will be guided in distinguishing between poor and high quality rubrics and RAFTS. They, in turn, will be creating and customizing their own.

B22 Creating Engaged Professional Learning Communities (Strand: Leadership; Level: All)

Marcia Fulton, Liza Eaton – The Odyssey School

Creating a professional development program that counts is difficult work. As is true with students, teachers learn more when they are engaged and motivated, so how can school leaders structure PD to foster these qualities? We have found success by experimenting with some professional development structures that we will share in this master class. Namely, we have applied Daniel Pink's thinking about intrinsic motivation to improve our school's Professional Development program, and while our structures are still a model, these ideas can help leadership teams think about how they can promote intrinsic motivation for their staff. Experience on a leadership team or as a principal/instructional coach is necessary.

B23 EL 101: Creating High Quality Products in Expeditionary Learning Schools (Strand: All; Level: All)

Jenny Seydel, Nan Rice – EL Staff

In Expeditionary Learning schools, the work of expeditions often includes projects leading to products. These projects offer powerful and motivating learning experiences from which students learn standards-based content, literacy skills, and craftsmanship in a particular medium. Through multiple drafts, and critique and revision of their products, 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.

B24 Investigate the Myth of King Tut through Differentiated Instruction (Strand: Teacher: Middle)

Jesse Ann Smith, Joanna Padula – Marsh Avenue Expeditionary Learning School

Instill pride and accountability in your students through high-interest activities and accessible materials. Be a history detective and engage in an expedition investigating the death of King Tut using critical thinking, problem solving, and Costas' Levels of Questioning. Participants will engage in differentiated learning through the lens of a case study entitled "The Death of the Boy King". Participants will analyze ways students gain critical thinking skills while documenting their experience with the use of an interactive notebook. Through this

approach, participants will gain insights into how to promote student responsibility while differentiating instruction for all learners.

B25 Teaching Analytical Writing Products in All Subjects (Strand: Teacher; Level: Middle, High)

Viviana Perez, Ethan Newlin – The Washington Heights Expeditionary Learning School

This master class will use the Gradual Release of Responsibility model to give teachers tools to guide all students to success in creating analytical writing products in all subjects. Teachers will then have time to create their own instructional materials focusing on analytical writing. Specific attention will be paid to the use of strategies to support students' learning: analytical frameworks (sentence starters and prompts), teacher modeling, metacognitive strategies (direct teaching of common mistakes/monitoring for mastery), and scaffolded organizers. Teachers are encouraged to bring materials they would like students to analyze.

Crew Meeting Friday, March 18, 2011 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, March 18, 2011 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

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|---|--|
| C01 Northeast Principals/School Leaders* | C15 Foreign Language |
| C02 Mid-Atlantic Principals/School Leaders* | C16 Instructional Guides |
| C03 Midwest Principals/School Leaders* | C17 High School Math |
| C04 Southwest Principals/School Leaders* | C18 High School Science |
| C05 Mountain Principals/School Leaders* | C19 High School Humanities/History |
| C06 Northwest Principals/School Leaders* | C20 High School English |
| C07 Southeast Principals/School Leaders* | C21 Middle School (6-8) Math |
| C08 NYC Principals/School Leaders* | C22 Middle School (6-8) Science |
| C09 Special Education | C23 Middle School (6-8) Social Studies |
| C10 English Language Learners | C24 Middle School (6-8) Language Arts |
| C11 Physical Education/Adventure | C25 Grade K/1 |
| C12 Visual Arts/Music | C26 Grade 2/3 |
| C13 Charter Networking | C27 Grade 4/5 |
| C14 Media/Technology | |

Snack Friday, March 18, 2011 10:00 AM – 10:30 AM

Master Class – Session D Friday, March 18, 2011 10:30 AM – 12:30 PM

D01 Your Awesome Body - a Machine, a Miracle, or a Work of Art? (Strand: All; Level: All)

Scott Gill – EL Staff

Come and discover elements of a learning expedition based on the human body. This master class samples the experience of the Human Body Learning Expedition for Educators held in July at Eagle Rock High School near Estes Park, CO. A Learning Expedition For Educators (LEE) goes beyond an institute and unpacks the multiple aspects of a well-designed learning expedition. Participants will experience the elements of a learning expedition from the immersion or kick-off to the production of a quality product.

D02 EL Commons 101 (Strand: Leadership, Teacher, Student; Level: Primary, Elementary, Middle, High)

Cyndi Gueswel, Todd Felton, Ron Berger – EL Staff

After years of design and construction, EL has just launched its powerful web-based suite of tools for EL schools – the privileged section of the EL website called EL Commons. At this session,

participants will get an overview of what is there – The Archive, The Library, and The Planner and will get immediate access to EL Commons. They will also be supported by trained staff and teachers to use it. Participants will learn to browse and download student work from our archive of hundreds of model projects; to search, view, download and upload useful resources; and to explore planning tools for lessons, projects and expeditions. Please bring a laptop if you have one.

D03 Don't Think, Just Imagine: Awakening Writers with Reader's Theatre (Strand: Teacher; Level: Middle, High)

Ned Dougherty - Vista Grande High School

All too often a successful education in middle or secondary schools is evaluated through measurables: data points, grades, growth over time, class rank and standardized tests. What about the imagination, a student's character or the expressions of a maturing set of morals, ethics and ideals? Teachers can actually promote traditional, measurable academic achievement by creating projects and space for

students to explore their talent for creative writing. Buried deep within the tentative writer of weak essays and boring reports is a voice waiting to express its authentic self without fear of failure or complacency.

DO4 Communications (Strand: All; Level: All)

Lili Brown, Libby Woodfin, Todd Felton – EL Staff

Have you wondered how to talk to parents, community members, or educational leaders about Expeditionary Learning? Have you wondered how to access and use EL's new branded materials? This workshop will cover the ins and outs of marketing your school and EL to your community and beyond. In addition to discussing various elements of a communication plan, participants will receive a variety of resources and the training on how to use them.

DO5 Never Again is Now: Examining Our Humanity, Our Community and Ourselves (Strand: Student; Level: Middle, High)

Diane Williams and ANSER students - ANSER Charter School

Reach beyond the four walls of your classroom to instill the character traits of courage, compassion and commitment, and connect your students to their learning. Using the Universal Declaration of Human Rights, we will focus on connecting human rights violations of the past to current violations within our own communities and in our students' personal experiences. Through inquiry, we will examine ways to support our students in developing critical thinking skills and their voices as both writers and active members of their communities. We will identify patterns of persecution, and examine the roles of individuals in society during conflict and resolution, with the intent that students will be empowered to give back to their own communities by becoming advocates for social change.

DO6 Democratic Structures in an EL School: building and sustaining structures to support student achievement (Strand: All; Level: Middle, High)

Jamie Munkatchy, Emily Haines – Validus Preparatory Academy

Engaged and empowered students are successful students. Working from this premise, participants in this master class will reflect on the benefits and challenges of using democratic structures in our classrooms and our schools. We will explore how students and teachers can have meaningful voices in decision-making processes. We will read about, discuss, experience, and reflect on best practices that increase egalitarian participation in our classrooms and our schools including student-designed courses, town halls, restorative justice (alternatives to punishment), and shared committees.

DO7 Early Primary Research Process: How Can They Show What They Know? (Strand: Teacher; Level: Primary)

Lori Laliberte, Katie Shenk – The Odyssey School, EL Staff

Even the youngest students can create work reflecting mastery of writing skills, compelling content, and extraordinary craftsmanship. Participants will look closely at two products: second/third grade literary non-fiction picture books integrating science content and visual arts on the topic of butterflies; and kindergarten list books about various insects. How do non-readers find the answers they are looking for? How are their approximations of pictures and words honored equally as they work to share new learning in meaningful ways? How does the classroom environment support independence? Through examination of student work, planning documents, and video, participants will build a deeper understanding of how to scaffold for successful research projects.

DO8 Into the Woods...Out of the Woods (Strand: Leadership, Teacher; Level: Middle, High)

Deborah Pinto & Cynthia Grapel – Grass Valley Charter School

Trust and communication built outside the classroom walls promotes individual student achievement, recognition of diversity, and academic risk-taking back inside those walls. Outdoor experiences, such as backpacking, foster character development. In outdoor crews, students set personal SMART (Specific, Measurable, Attainable, Realistic, Timely) goals, craft personal learning targets, practice a variety of crew roles, establish norms and work as a crew to "survive."

In this master class, participants will simulate crafting outdoor adventures (like backpacking) with middle school students and practice strategies for risk management and trust building.

DO9 Strategic Reading in Urban Schools: Part II (Strand: Teacher; Level: Elementary, Middle, High)

Corey Scholes, Carrie Fischer – EL Staff

Participants who register for this session must have attended Strategic Reading in Urban Schools: Part I (B11). Part II is a follow up class where participants will receive feedback on a specific reading lesson they have crafted after experiencing the first session.

DO10 Effort and Excellence: Cultural Competence in the Urban EL Classroom (Strand: Leadership, Teacher; Level: Middle, High)

Charlie Maciejewski, Michelle Herbowy – Kurt Hahn EL School, EL Staff

Engaging students meaningfully in urban classrooms involves establishing an environment where teachers address students' cultural, social, emotional, and cognitive needs. This master class explores culturally responsive pedagogy in urban classrooms by delving into research and literature on culturally responsive classrooms; comparing these successful practices to EL core practice benchmarks; and sharing how one high school teacher supports success for all students in demonstrating how he has adapted EL structures, rituals, routines, and pedagogy to establish a productive learning environment for his diverse learners. Appropriate for secondary level teachers and school leaders.

DO11 Powerful Voices for Kids: Connecting Media and Technology to Expeditionary Learning (Strand: Teacher; Level: Primary, Elementary, Middle)

John Landis, Russell Byers, David Cooper Moore - Russell Byers Charter School, Temple University

Are you looking for new ways to use media and technology in the classroom? Do you want to integrate media and technology into expeditions and final products? The Powerful Voices for Kids program at Russell Byers Charter Elementary School in Philadelphia combines the benchmarks of Expeditionary Learning with media analysis and production. This workshop, designed for teachers with all levels of comfort with technology, will build your confidence in integrating media analysis and production into expeditions. Learn techniques for analyzing media, producing a multimedia final product, and using online tools to share work with K-8 students.

DO12 Expeditions Made Simple (Strand: Teacher; Level: Primary, Elementary)

Holly Sidebottom, Laurie Schoepflin – Niagara Charter School

Immerse yourself in an engaging science based expedition with strong social studies connections that encouraged students to become leaders of their own learning. Through discovery and hands-on experiences, techniques of differentiated instruction were utilized across the core subject areas. You will experience the journey of how students actively campaigned for a solution to a problem they discovered by reaching out to members of their community. Discover how the students turned this problem into a community service project and celebration.

DO13 Using Science Notebooks to Support Student-engaged Assessment of Scientific Inquiry and Literacy (Strand: Teacher; Level: Elementary, Middle)

Dirk Matthias, Dale Bergerhofer, John LeCavalier – EL Staff

This session will focus on the use of science notebooks to engage elementary and middle school students to think and act like scientists. Often science classes are designed for students to become engaged in an interesting topic, but the real depth of understanding and knowledge are never assessed. The good work of science notebooks challenges the student to develop the skills and techniques to communicate his/her new learning and acquired knowledge in the same way that a scientist communicates new discoveries and theories. Participants will examine different ways to incorporate science

notebooks as assessments "for" and "of" learning within science inquiry and literacy.

D14 What Drives Our Instruction...Not a Car! (Strand: Teacher; Level: Primary, Elementary)

Susan Horne, Jane Peavy, Rachel Sigmon, Jill Tolsma, Cutia Blunt – Winnona Park

Delve into what drives our instruction...assessment! Teachers will learn to assess students for the purpose of flexible grouping and ongoing differentiation within those groups. See how teacher collaboration and planning for differentiation can empower student learning at all levels. This class is appropriate for regular classroom teachers in grades 1-5.

D15 Hackles and Fangs: Using Assessment for Learning to Promote Student Achievement (Strand: Teacher; Level: Middle, High)

Erica Swenson, Megan McMahon - The Washington Heights Expeditionary Learning School

Are you looking for ways to boost classroom morale and maximize student learning? Do you like werewolves and vampires? Two energetic and experienced teachers invite you to bare your fangs and raise your hackles as you sample formative assessment methods that engage, motivate, and challenge English Language Learners, students with special needs, and the apathetic. Please bring a sense of humor and an interest in the "transformative" power of assessment for learning.

D16 Revise, Reflect, Revise Some More (Strand: Leadership, Teacher; Level: All)

Lisa Wing, Shannon Hillman, Becki Mason – Genesee Community Charter School

Well-designed expeditions have great potential to engage students in rigorous interdisciplinary learning and motivate them to produce quality work. Expedition planning can be a lonely endeavor, but when colleagues collaborate to provide supportive feedback, the result is a stronger plan that reflects the power of collective thought. This session will prepare school leaders and teachers to lead three different staff critique protocols that provide focused examinations of different elements of the expedition plan. The protocols are appropriate at different stages of planning and can be used with large or small groups of colleagues.

D17 Learning Walks: Keeping Your Finger on the Pulse of Instructional Practice Building-Wide (Strand: Leadership; Level: All)

Jill Mirman, Lily Newman – 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.

D18 Expeditionary Learning in the Fitness Classroom: Growth in the Fitness classroom guided by Assessment for Learning Strategies (Strand: Teacher; Level: Middle, High)

JH Sava – Rocky Mountain School of Expeditionary Learning

This master class will demonstrate how traditional PE components can be enriched and transformed through EL design and practices, specifically Assessment for Learning strategies. Participants will experience a fitness workshop, collect personal data to set goals, and examine student data and reflections to understand how AFL strategies can engage and motivate students. Participants will leave knowing how to incorporate AFL strategies into physical education routines and rituals and should be prepared for an active workshop.

D19 Math-a-Morphosis: learn ways to change your math text's lessons into inquiry-based workshops! (Strand: Leadership, Teacher; Level: Primary, Elementary, Middle)

Rachael Wooden, Myra Parks Brooks – Monarch Academy, EL Staff

How can you create a student-directed math block with greater opportunities for student talk and discovery? Learn how to take your current math text and adapt the lessons into the 5 E inquiry-based lesson model! We will explore how this looks in current classrooms and learn how to use existing resources to implement a more meaningful math block. Participants will need to bring the Teacher's Edition of their current math text for the workshop session.

D20 Building Background Knowledge Workshop: Reaching all Students (Strand: Teacher; Level: All)

Joy Lynn Broughton – ANSER Charter School

This master class demonstrates how the Building Background Knowledge (BBK) Workshop engages students in a topic, builds background knowledge, and helps them to become stronger, more informed readers of difficult text. The BBK Workshop adapts easily to content in all disciplines, provides a structure to meet numerous Core Content Standards, provides opportunities for differentiation, and the design of the workshop ensures that all students read, think, and contribute. The BBK Workshop is particularly useful in introducing a topic because it builds immediate feedback about learning and assessment for learning for both students and teachers. Participants will take on the role of the student to experience the BBK Workshop firsthand.

D21 EL 101: Intro to Assessment (Strand: All; Level: All)

Enid Dodson, Tony Altucher – EL Staff

This master class will introduce the terrain of 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. Participants will reflect on assessment practices that lead to the production of meaningful good work by all students.

D22 Custom Planning for Crews that Cruise! (Strand: Teacher, Student; Level: Middle, High)

Megan Olivia Hall, Thomas Totushek – Open World Learning Community

Using backward design principles, Crew Structures for EL Schools and Developmental Designs (Origins) ideas, the presenters have planned a comprehensive 7-12 plan for Crew at Open World Learning Community (OWL). The presenters will share their journey and methodology to help participants start planning longitudinal Crew learning targets and supporting lessons consistent with EL and the Developmental Designs model. Templates, resources, and sample standards-based lessons will be provided, including rigorous character and community-building activities as well as strategies for developing strong scholarship habits that promote student achievement (such as students organizing a "messy backpack," learning about attribution, and using reading and writing strategies to learn about racism).

D23 Hitting The Target: Explicit Teaching of Learning Target Tracking Charts for Primary Achievement (Strand: Teacher; Level: Primary, Elementary)

Robert Noble – Monarch Academy

Have you found your students assess themselves as experts, EVERY TIME, no matter the learning target? Through the explicit teaching of learning target tracking charts, primary and elementary 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 support all students in the assessment process. Master class participants will engage in workshops, as well as math and literacy activities, that helped primary students understand the use of learning targets and self assessment. Participants will view artifacts showcasing the successes these ideas brought to a first grade classroom.

D24 Hope in the Unseen: Ensuring College Readiness for All Students (Strand: Leadership, Teacher; Level: High)

Joshua Steckel – Brooklyn School for Collaborative Studies

What ensures that a diverse body of students in an EL secondary school have a nearly 100% acceptance rate to college? This master class goes beyond the obvious in setting the stage for a College Guidance program that harnesses the best of EL's culture of "knowing students well" to ensure equity and high expectations for its diverse community of learners. Based in Brooklyn, this EL school has designed a comprehensive program that addresses the heart of the matter for his students: shifting their attitudes from "doubt" to "belief". This four-year program utilizes EL structures and pedagogy across all grade levels to ensure that students are given the strategic supports and challenges to believe in themselves, taking responsibility for their learning and acceptance to college.

D25 Carnival: Creating a Math-Centered Interdisciplinary Project that is Rigorous and Engaging (Strand: Student; Level: Middle)

Ainslee Riley – Thomaston Grammar School

This master class will take you through the process used to create an exciting, authentic, math-centered interdisciplinary project entitled, "Carnival." You will learn how we determined learning targets, aligned assessments with those targets, created rubrics, used assessment for learning strategies, and created ways for students to present their learning to their peers, teachers, family members, and the community. Throughout the class, you will be given the opportunity to use this information to begin to plan a math-centered project. You will also view final products and student performances to see student engagement brought to life by an authentic learning experience.

Lunch

Friday, March 18, 2011

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, March 18, 2011

2:30 PM – 4:30 PM

E01 EL Commons 101 (Strand: All; Level: All)

Cyndi Gueswel, Todd Felton, Ron Berger – EL Staff

After years of design and construction, EL has just launched its powerful web-based suite of tools for EL schools – the privileged section of the EL website called EL Commons. At this session, participants will get an overview of what is there – The Archive, The Library, and The Planner and will get immediate access to EL Commons. They will also be supported by trained staff and teachers to use it. Participants will learn to browse and download student work from our archive of hundreds of model projects; to search, view, download and upload useful resources; and to explore planning tools for lessons, projects and expeditions. Please bring a laptop if you have one.

E02 EL 101: Creating High Quality Products in Expeditionary Learning Schools (Strand: All; Level: All)

Kippy Smith, Penelope Wong – EL Staff

In Expeditionary Learning schools, the work of expeditions often includes projects leading to products. These projects offer powerful and motivating learning experiences from which students learn standards-based content, literacy skills, and craftsmanship in a particular medium. Through multiple drafts, and critique and revision of their products, 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.

E03 Defining Success Through Character: How to develop a Student Code of Character that is Integral to the Success of Students and a School (Strand: Leadership, Teacher; Level: Primary, Elementary, Middle)

Emily Thompson, Nancy Riggs – West Bath School

Is a student Code of Character really that important in a school? Is it worth the time it takes to develop a Code with students? Whether or not you are new to EL, this master class will actively engage participants in the process in which one academically high performing elementary school used to develop a student Code of Character. Participants will learn about the rituals that this school has established to keep the Code alive and relevant, and ways to connect your Code of Character to PBIS and RTI, while improving academic achievement.

E04 Socratic Seminars to Support ALL Students' Success (Strand: All; Level: All)

Marcy Dejesús, Steven Levy – EL Staff

How can we support ALL students to use higher level thinking skills? By participating in a differentiated Socratic Seminar themselves, participants will experience how structured discourse pushes students,

teachers, and school leaders to think more deeply about their work in ANY content area. The question for this Socratic Seminar will be: What does "supporting success for all students" mean? The text should be read in advance; copies will be available at the Registration Desk.

E05 Digital Citizens: Helping Our Students Understand the Worlds They Live In (Strand: Student; Level: Middle, High)

Elizabeth Spruill – Rocky Mountain School of Expeditionary Learning

Participants will consider the role they play in developing the character of their students by encouraging students to become thoughtful, appropriate digital citizens. They will examine student work and create questions that push students to internalize digital citizenship. Participants will examine scenarios of digital interactions and determine appropriate steps for their students and schools. They will discuss ways to proactively engage students in examining virtual identity, rather than reactively enforcing consequences. Participants will leave with goals for opportunities they can create to grow positive digital citizens through integrating virtual interactions into their instruction.

E06 Standards-Based Grading and Reporting - OWL's Journey (Strand: Leadership, Teacher; Level: Middle, High)

Hans Ott, Tom Totushek – Open World Learning Community

From a study of theory to implementation school-wide, learn how one inner-city school has transformed its grading and reporting practice 7-12 by switching to a Standards-Based Grading and Reporting (SBG&R) system. Whether you're a teacher interested in integrating this practice in your class or a principal who wants to change your whole school, this class can start you down the path of SBG&R and explain why doing so is in the best interest of increasing the achievement of your students.

E07 Protocols for Primary Grades (Strand: Teacher; Level: Primary)

Katie Shen, Sharon Newman – EL Staff

Active pedagogy is a core tenant of Expeditionary Learning. As primary teachers we know that protocols can support student achievement through engagement, the co-construction of knowledge and equity of voice, yet sometimes we're stumped by HOW to implement them with emergent readers and writers. Join us as we give classic protocols a primary twist and arm you to transform protocols you experience into powerful structures for your young learners.

E08 Screeners, Interventions, and Data Collection: Oh, My (Strand: Leadership, Teacher; Level: All)

Dr. Thomas Van Soelen - City Schools of Decatur

The problem-solving function of Response to Intervention is certainly an enigma in many schools. This unfunded mandate puzzles talented educators and the families they support. City Schools of

Decatur has taken a bold step to create an Innovation Configuration to describe levels of performances for various job functions (e.g., principal, teacher, instructional coach, paraprofessional) in an effort to make public what RtI is – and what it isn't. Come and learn how to build an Innovation Configuration and look at our RtI work thus far. Your feedback is desired to improve our work – and thus, improve yours.

E09 Extreme Math Makeover (Strand: Leadership, Teacher; Level: Primary, Elementary)

Myra Brooks, Gladys Graham – EL Staff

What does an EL math classroom look like, sound like, and feel like? This master class will answer that guiding question by diving deep into the new EL Terrain of Math and exploring the structures and intentional planning necessary to foster a math culture that supports all students' success. The focus will be on designing quality math environments, including both the physical and intellectual space. Participants will view models of math classrooms from across our network for the physical environment and analyze lesson models for the intellectual environment we are striving for in EL math classrooms. They will then have time to plan what structures they will take back and implement into their own math classroom.

E10 The Geography of Hope: Creative Activism to Engage Students (Strand: Teacher; Level: Elementary, Middle)

John McLeod, Corrine Sieser – Rio Gallinas Charter School for Ecology and Arts

Geography of Hope will introduce elementary and middle school teachers to activist-based expeditions that can engage students in meaningful and relevant learning and increase student achievement. Positive and active responses to real world problems can be at the heart of learning expeditions and can be the impetus for deeper investment in learning for all students, especially at-risk students. The co-creation of a game, Geography of Hope, will provide an experience in curriculum construction that demonstrates how integrated EL processes can build hope and activism in students.

E11 Co-Teaching Done Right: The Power to Support Every Student (Strand: Leadership, Teacher; Level: Middle, High)

Emily Barbara - Codman Academy Charter Public School

This master class is intended for teachers and administrators at the secondary level who want to implement co-teaching in inclusion classrooms so that it works at the most productive and efficient levels given numerous constraints. The different models of co-teaching will be discussed and modeled, and strategies on how to effectively use available time and resources will be shared. Additionally, resources to make planning periods productive and informative will be used so that teams are keeping students' strengths and achievement at the forefront of the agenda.

E12 So, You Think You Want to be an EL School Designer (Strand: Leadership, Teacher; Level: All)

Tom Van Winkle, 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, school designer job description, and models of best practice.

E13 Rock'n the Block: Reaching All Students Through Interdisciplinary Structures (Strand: Teacher; Level: Middle, High)

Joshua Boccheciamp, Bryan Wu, Nate Cole, Christina Parisi – Validus Preparatory Academy

The "Rockin' the Block" Master Class will provide a simulation of our "block" structured teaching model at Validus Preparatory Academy. Learning Expeditions are taught through collaboratively integrated investigations and non-traditional scheduling to provide multiple entry points for student achievement. Our class will focus on three areas: 1) How we facilitate content in integrated structures that

result in higher student achievement and increased "real-world" relevance; 2) High levels of teacher collaboration to develop and teach both daily lessons and long-term expedition plans; 3) Developing high-quality, interdisciplinary student products that allow students to demonstrate mastery in our core content areas.

E14 Supporting Distributive Leadership Through a Differentiated Professional Development Plan (Strand: Leadership; Level: All)

Jessica Jenkins - Marsh Avenue Expeditionary Learning School

In this master class, participants will analyze the MAELS distributive leadership model and the school's differentiated professional development plan that supports teacher leadership and movement along a continuum of learning with a sharp focus on academic achievement. Participants will be provided with resources and a framework for planning that supports teacher growth while simultaneously training teachers to be effective leaders. As teachers continuously build upon the premise that each learner comes to the classroom with different strengths/learning styles and plan their lessons accordingly, a professional development plan must do the same for its teachers. The intended audience for this class includes instructional guides, school designers, and building leaders.

E15 Using Descriptive Feedback to Support All Learners (Strand: Teacher; Level: All)

Jon Exall – The Odyssey School

Effective feedback can promote powerful achievement for all students. Research suggests that descriptive feedback, if utilized well, can be as effective as one-on-one tutoring. This workshop explores what makes descriptive feedback powerful and offers opportunity to create and learn from routines for offering descriptive feedback. This workshop would be helpful for all audiences.

E16 Intensives: Enhancing Your School's Curriculum & Community (Strand: Leadership, Teacher; Level: High)

Lauren Victor, David Roll – William Smith High School

Whether you want to start intensives or enhance already established intensives at your school, this master class is for you! Our student surveys show that the majority of students enjoy Intensives, feel that Intensives provide them with the opportunity to demonstrate creativity and curiosity and believe that Intensives are a worthwhile use of time, money and effort. We'll share our own school's experiences, steps for planning and logistics, and analysis of feedback and success, as well as discuss how Intensives can channel student creativity, critical thinking and problem solving.

E17 From Crew to College-Bound (Strand: Leadership, Teacher; Level: High)

Deidre Cuffee-Gray - The Springfield Renaissance School

This master class will offer an exploration of how to effectively use Crew to prepare students for a rigorous college prep academic program and the college application process.

E18 Guided Reading: Tightening Your Teaching Points Using Formative Assessments (Strand: Teacher; Level: Primary, Elementary)

Carla Stanford, Amelia Copp – Winona Park Elementary

Are you always wondering... I have the guided reading text but now what? What should I teach? The possibilities are endless... If you are, this is the master class for you. Together we will examine real student data and use that data to tighten teaching points for guided reading to make our differentiated instruction more effective. You will go through the process of looking at student data, determining tight teaching points, examining a leveled text, and planning an effective guided reading lesson. The class is best suited for K-5 teachers.

E19 Ways to Make Full Inclusion Work in EL (Strand: Teacher; Level: Primary, Elementary)

Elizabeth A. Lopez – Rio Gallinas Charter School for Ecology and Arts

Creating a classroom environment and routine to help students with sensory needs, behavior problems, and learning disabilities succeed in all settings can be challenging. However, integration of simple strategies into a regular class routine can minimize teacher stress and reduce student distractions/interruptions during instruction. This master class is for anyone seeking strategies to assist special needs students and who is interested in new ways of learning.

E20 School-wide Structures for Ensuring Success Through Differentiation (Strand: Leadership, Teacher; Level: Primary, Elementary)

Teresa Hill, Sally James – Kettle Falls Elementary

Using the lens of the "Healthy Forest" expedition, participants will analyze the school-wide strategies used at Kettle Falls Elementary to support all students through differentiation. Our school has created a support system for struggling students. This process supports the belief that ALL students can be held to high standards. Students are intentionally scaffolded through pre-loading and differentiated practices. There are specific, school-wide strategies like grade-level meetings with the intervention specialist where a planning document is created and then stored and shared through GoogleDocs. Participants will study several weeks of the "Healthy Forest" expedition to help understand this process.

E21 Pop-Up Book Structures as a format for Arts Integration (Strand: Teacher; Level: Primary, Elementary, Middle)

Maureen Lockner, Jenny Elahi - Genesee Community Charter School

Explore the possibilities of arts integration through the use of pop-up book structures that incorporate specific academic content and art concepts. Participants will learn several techniques for creating pop-up art and will make connections between this art form and their expedition content.

E22 Nourishing Student Achievement: how using your passion and engaging students in compelling case studies can inspire their achievement. (Strand: Teacher; Level: Middle, High)

Isabelle Renot, Gabrielle Smith -- The Washington Heights Expeditionary Learning School

When teachers are inspired, students are inspired. This class will show how two teachers used their personal experiences to inspire a year-long interdisciplinary 9th grade expedition, "What Nourishes Us?" Using school food as a compelling case study, students investigated the many relationships between food and health. We will share the process that led to the development of the expedition, discuss components of the expedition (including fieldwork, experts, and rigorous products), and examine concrete examples of how students who are inspired demonstrate a high level of achievement.

E23 Academic Notebooks as an Assessment and Instructional Tool to Improve Achievement for All Students (Strand: Student; Level: Elementary, Middle, High)

Alison Rheingold, Caitlin LeClair - University of New Hampshire, King Middle School

This master class is inspired by the 2010 National Conference King Middle School student keynote speakers who took part in an extraordinary learning expedition on Civil Rights - inspired by the EL Civil Rights Learning Expedition for Educators in which they investigated the historical contributions of local community members. A key instructional strategy was the use of academic notebooks to build background knowledge, do research and assess progress. Artifacts from the expedition, including a range of notebooks, will provide material for an active session of analysis and discussion illuminating the power of academic notebooks. Students who participated in this expedition will be a part of this master class.

E24 Environmental Science Data Visualization – Possible Partnership Work with the National Geographic Society (Strand: All; Level: Middle, High)

Anna Switzer – EL Consultant

In this class we will explore the idea of Public Participation in Science Research (PPSR). PPSR has a long-standing tradition of enabling scientists to utilize data that is contributed by people who are geographically distributed but interested in the same issue/question. In this master class, we will look at Fieldscope, which is a web-based data visualization tool due to be expanded by the National Geographic Society over the next few years. We will talk about some opportunities that exist for partnering with NGS and Fieldscope through expedition work. Grades 5-12. [Bring your laptop.](#)

E25 Uncovering Geometry through Urban Garden Design (Strand: Teacher; Level: Middle, High)

Justin LeWinter - Expeditionary School for Community Leaders

Does participation in an authentic geometry expedition boost the engagement and achievement of students who struggle with understanding geometry? During this session a second year geometry teacher from the Expeditionary School for Community Leaders High School in Brooklyn shares his teaching journey and the impact of his work on students' learning. Session participants will examine artifacts from the Urban Garden Design expedition, including 3 case studies: Crime Scene Investigation, Modeling Sunlight and Conducting a Hydrologic Analysis. The expedition plan and calendar, plus lesson plans, assessments for learning, final products, rubrics with student and teacher reflections will be shared and analyzed. Session participants will discuss implications for their own practice.

Opening Session: Grand Ballroom

Saturday, March 19, 2011

8:30 AM – 9:30 AM

Snack

Saturday, March 19, 2011

9:30 – 10:00 AM

Master Class – Session F

Saturday, March 19, 2011

10:00 AM –12:00 PM

F01 Using Rubrics for Diagnostic, Formative, and Summative Assessment in a Math Classroom (Strand: Teacher; Level: Middle, High)

John Schaefer – The James Baldwin School

What does it look like to support all students with quality assessment practices in a math class? Be part of a collaborative master class that will reflect on how rubrics can be created to both direct and assess students' learning. In this class, we will analyze the rubrics used in one high school math classroom and build a common understanding of ways to effectively use rubrics to drive and support instruction. We will also develop and critique rubrics together and craft implementation plans to carry our work back to classroom practice to support students' success!

F02 EL 101: Intro to Assessment (Strand: All; Level: All)

Dale Bergerhofer, Colleen Stanovich – EL Staff

This master class will introduce the terrain of 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. Participants will reflect on assessment practices that lead to the production of meaningful good work by all students.

F03 EL Commons 101 (Strand: All; Level: All)

Cyndi Gueswel, Todd Felton, Ron Berger – EL Staff

After years of design and construction, EL has just launched its powerful web-based suite of tools for EL schools – the privileged section of the EL website called EL Commons. At this session, participants will get an overview of what is there – The Archive, The Library, and The Planner and will get immediate access to EL Commons. They will also be supported by trained staff and teachers to use it. Participants will learn to browse and download student work from our archive of hundreds of model projects; to search, view, download and upload useful resources; and to explore planning tools for lessons, projects and expeditions. Please bring a laptop if you have one.

F04 Making Fieldwork Meaningful (Strand: Teacher; Level: All)

Paula J Russo – Gaynor McCown Expeditionary Learning School

Fieldwork in Expeditionary Learning Schools is used to build curiosity and background knowledge for our students. This session is designed to immerse participants quickly in a fieldwork experience to show how to make lasting meaning of fieldwork opportunities. Participants will also discuss and analyze strategies to support access to fieldwork opportunities for all students, thus ensuring increased engagement with curriculum and success for all. The information presented will be appropriate for all grade levels, but will use secondary specific examples. Participants should bring a coat to this session for outside fieldwork.

F05 Debriefing for Fun and Successful Learning (Strand: Leadership, Teacher; Level: All)

Myra Brooks, Topaz Terry – EL Staff, Monarch Academy

Debriefing is defined as "the structured evaluation process of a group that follows an action (e.g. an activity, an experience, an attempt)" and is an essential component of effective instructional practices. Despite its importance, too often debrief is the part of a lesson that's rushed or dropped due to time. This master class will explore the theory and foundational concepts of debrief, offer firsthand experiences with various ways to debrief and reach multiple learning styles, practice skills and techniques to promote group and individual reflection and learning. Time will be provided for teachers and leaders to consider how to transfer this knowledge back to their schools.

F06 Wonderful Writing: Creating Wonder and Inspiring Young Writers (Strand: Teacher; Level: Primary)

Kate Wilson, Toni Teeples - Pikes Peak School of Expeditionary Learning

This class is designed for primary teachers and will demonstrate how to create an environment of wonder for young children and how to use those wonders to inspire research and writing in your students, especially in the area of non-fiction writing. Participants will create their own wonder boxes and participate in a variety of activities that will help them create these wonder centers in their own classrooms. We will show how to differentiate for individual student achievement.

F07 Zenith! A schoolwide program to support student success. (Strand: Leadership, Teacher; Level: Elementary, Middle, High)

Janet McDonald – Summit

Are you thinking about implementing a schoolwide program to support and recognize student effort and success over time? This master class will provide you with an overview of a current program that has worked in an EL school along with the necessary tools to begin drafting your own program.

F08 The Road to Opportunity: The College Process at Codman (Strand: Leadership, Teacher; Level: High)

Nora Dowley and Thabiti Brown - Codman Academy Charter Public School

Are you part of an urban school community that serves a student population that will be the first in their family to attend college? At Codman Academy in Boston, we have developed a successful college

counseling program that results in 100% of our students' accepted to college. In this session, you will learn about our "4-year College Expedition", in which students are immersed from the moment they walk into school as 9th graders. We will provide a detailed roadmap, including College "speed dating", off-campus college fieldwork visits, curriculum from our junior and senior seminars, and the topic of financial aid through partnerships.

F09 Experiencing Open Spaces (Strand: Teacher; Level: All)

Corey Scholes, David DenHartog – EL Staff

Do you have a burning question in your EL work that you have always wanted answered? Is there a master class that you wish would be offered, but never has? If so, come join us to experience a protocol where the participants will drive the learning. If you sign up to attend, please have questions you want answered (or answers to provide to others) and also bring any material you may need to help you with your questions. Bringing your expertise, intrigue, and excitement to this class of both experts and novices will be educational for all.

F10 Communication and Leadership Structures for Student Success (Strand: Leadership; Level: Middle, High)

Peter Garbus – Four Rivers Charter Public

Faculties are only as effective as they are able to work together towards common goals. At Four Rivers, we've been working for years on a number of leadership and communication structures to help us function as a team. When we function well as a team, we are more likely to help all students achieve success. This class will introduce these structures and help participants reflect on and plan for their own setting.

F11 Comprehension Strategies for Mathematicians Through a Science Expedition (Strand: Teacher; Level: Elementary)

Amy Martin, Karen Morris - World of Inquiry School 58

Comprehension strategies are not just for reading anymore. Elementary teachers will learn how to apply the reading comprehension strategies that they already utilize in their literacy instruction to teach math within a science expedition. Join us in taking the journey our 5th grade students traveled during their study of wolves. Teachers will also have an opportunity to see how math has been incorporated in a meaningful way in other science- and social studies-based expeditions and to explore ways to incorporate math into their own expedition.

F12 Interim Assessments: Development to Evaluation (Strand: Leadership; Level: Middle, High)

Denise Miles - LEAD Academy

This class is designed to review the process of implementing interim assessments in a meaningful way in the context of Expeditionary Learning. Participants will have the opportunity to learn about all phases of planning and development to evaluation. The class includes the condensed versions of the professional development sessions held to build and evaluate the assessments, including the building of a staff culture around data analysis. This class is designed for people in leadership positions interested in data and assessment practices.

F13 Assessment of Culture & Character in EL Schools (Strand: Leadership; Level: All)

Brian Martinez, Alex Ezzell - Grass Valley Charter School

The importance of Culture and Character is often emphasized as one of Expeditionary Learning's Core Practice Benchmarks, but rarely is the assessment of this essential practice explored. In this class, we will explore the approach to assessment of character traits at Grass Valley Charter School. Through the lens of GVCS's Adventure Benchmark experiences, which are designed to instill specific character traits in K-8th grade students, participants will examine both quantitative and qualitative data. The role of data in driving decision-making on multiple levels will also be discussed. Appropriate for all EL levels.

F14 Visualizing Across the Curriculum (Strand: Teacher; Level: Primary, Elementary)

Kathy Berg, Sue Gaston – Kettle Falls Elementary

Elementary students love to use their imagination. But they can also increase their understanding of new information by using mental imaging to create representations. This meta-cognitive strategy is used in both reading and math at Kettle Falls Elementary. Instructional practices for teaching mental imaging in reading and math will be showcased. Strategies to document student thinking and share that thinking with others will be shared. This session demonstrates the strength of focusing instruction on one comprehension study across the curriculum and is based on the work of Ellin Keene in To Understand and Arthur Hyde in Comprehending Math.

F15 Creating Culture the EL Way (Strand: Leadership, Teacher; Level: Elementary, Middle, High)

Tobie Baker Navarre, Stephanie Owens - Roots and Wings Community School

Often, teachers "control" problem behaviors in class with rewards and punishments in an effort to manage classroom behavior. If behaviors are not handled in a way that fosters moral reasoning, the classroom can often be marked by chronic behavior issues and a punitive atmosphere, characteristics that can impede student academic and socio-emotional achievement (Charney, Ruth). This class will address creating and consistently applying authentic consequences for problem behavior, holding social conferences, and dealing with bullying.

F16 Instructional Rounds: How Our School Links Adult Learning to Student Achievement (Strand: Leadership; Level: All)

Ken Ferguson - Mary Carr Greer Elementary School

Children aren't learning in Expeditionary Learning Schools. With an emphasis on the leadership of student learning, adults in our school are committed to making teaching a public act so that we can discover together the critical instructional moves needed to support success in all of our students. Our adapted Instructional Rounds aim to focus on what successful instruction looks, sounds, and feels like within our walls - and begs the question, "What is success?" A culture of trust is imperative for us to feel safe in going under the microscope together and has been our focus for the first half of the 2010-11 school year. We cannot support success in our 450 PreK-5 students without aggressively supporting the success of our adult learners as well.

F17 Using Differentiation Strategies in Math Class (Strand: Leadership, Teacher; Level: Primary, Elementary, Middle)

Jennifer Goldin, Lucia Kaempffe – Tapestry Charter School, EL Staff

How are assessment and differentiation connected for math instruction? During this master class, participants will learn the importance of pre-assessment in developing compacting and tiered experiences in math class. The differentiation strategies of questioning, compacting and tiered experiences will be provided for direct participation by those attending. Participants will also experience different active pedagogy structures, practice, and learning of skills in math. Time will also be provided to begin planning a compacting or tiered experience for the students in their own classroom.

F18 An Introduction to A Model of the United Nations Conference (Strand: Student; Level: Middle, High)

Courtney Dayhuff, Marisela Sosa – Children First Academy Tempe

This master class is designed to take charge of their individual learning through structured arguments and discussions on focused and current, controversial topics. Participants will be exposed to the basic framework of holding a Model UN conference, while also experiencing the social skills and integral development of self. The true value of quality work performed will enable students to acquire detailed knowledge experienced only through this powerful activity, showing how a professional conference functions successfully.

F19 Think Aloud or Talk Aloud? (Strand: Teacher; Level: All)

Liza Eaton - The Odyssey School

There are many different ways to implement a mini-lesson. One tried-and-true method is using a think aloud. In this master class, we are going to identify key instructional moves that help a think aloud 'count' for students. In addition, we will examine how this format of mini-lesson supports student achievement and engagement. Familiarity with the workshop model /the role of mini-lesson within that model will be helpful to get the most out of this master class. There will be time for application, so please come with an idea in mind for a future lesson that will include a think-aloud!

F20 Celebrating and Motivating Student Achievement through School-Wide Exhibitions (Strand: Leadership, Teacher; Level: All)

Ona Armstrong - Evergreen Community Charter School

This session will demonstrate how to plan and prepare for a school-wide exhibition that benefits all students, teachers, and the school community. Participants will view and discuss exemplars of quality student work from many ability and grade levels, teachers' documentation panels, and logistical artifacts such as schedules, planning tools, and a pre-event critique protocol. Find out how you can inspire all students to strive for growth and quality and how your school community can recognize student achievement through a shared celebration of authentic learning.

F21 Supporting Achievement Both In and Outside the Classroom Through Service Learning (Strand: Teacher; Level: Elementary, Middle)

Stephanie Nickell, Cara Sonnemann – Pocatello Community Charter School

Service learning is not an additional program, it is a core component of our learning expeditions. Find out how our school-wide commitment to service learning has inspired our students to achieve greater success and feelings of accomplishment both in and out of the classroom. This master class is intended to give participants the tools necessary to implement service learning within their own school where high quality products are used as a benchmark of learning. Review an expedition plan and use the PCCS proficiency criteria to assess the quality of the service learning components in our expeditions. Then, identify potential service learning projects you can implement in your own school.

F22 Showcasing Student Learning Through Student Work Displays (Strand: All; Level: All)

Penelope Wong, Michelle Herbowy – EL Staff

Have you ever wondered how to best showcase student learning, not just their work? If yes, this master class is for you. Whether you are interested in making student learning visible for a bulletin board, a parent night presentation, or an exhibition of student work, come and learn about the different purposes and ways in which to do this so that the instructional and learning process is well documented, educating your school community about student growth and the Expeditionary Learning model.

F23 Using the 3 Modes of Intelligence to Support Student Achievement (Strand: Teacher; Level: Elementary, Middle, High)

Noel Falk, Stephanie Gallegos – Minturn Middle School

Just as students learn differently, students process information differently. This class will introduce you to Robert Sternberg's Triarchic Theory of Successful Intelligence and how to use the 3 types of intelligence to support student achievement. By the end of the class, you will be able to define the 3 types of intelligence, and explain how understanding the 3 types of intelligence can impact your instruction and support the success of all students.

F24 Schools Collaborate: Students as Citizen Scientists (Strand: Student; Level: Middle, High)

Aurora Kushner, Laura Stamas - Springfield Renaissance, Four Rivers Charter Public

Inquiry-based science prepares students to be critical thinkers, an essential skill for success in the 21st century. Two Expeditionary Learning Schools, one urban, one rural, teamed up to push their students to develop an 'ethic of excellence' by becoming citizen scientists in studying their local watershed and sharing the results. In this master class, participants will learn how to create rigorous learning experiences that teach authentic science methods as students critique each others' work, compare data, prepare presentations to assess the health of their shared watershed and result in high quality student work.

F25 Infusing the Arts into Historical Content (Strand: Teacher; Level: Elementary)

Carrie Haymond-Hesketh, Stacey Cicero – Genesee Community Charter School

The arts can be an integral part of a school's culture. Discovering underlying concepts of content and exploring it through the arts makes learning more meaningful. While exploring different levels of arts integration that goes beyond thematic, elementary teachers will learn strategies for using the arts to deepen the understanding of expedition content. Participants will learn how to enhance instructional practices and prepare all students to represent their thinking and learning in highly creative and unique ways. Experiences will include music making, a poetry cafe, and an arts "dig" using quality student created products.