Dear Friends,

Welcome to the celebration of 30 Years of Common Principles and Uncommon Schools!

When the organizing committee for this year’s Fall Forum sent me this year’s theme I must admit that my eyes misted up just a bit. Could it really be 30 years of CES? And then I began to recall all the colleagues and friends that make up my memories of Fall Forum and the work of CES. All the schools that I know of that are, in their uncommon ways, making the world a better place for children and their families. The exhibitions of learning I have seen, portfolios I have read, advisory meetings I have sat in on, graduates I have heard give testimony to their school, and teachers telling me about the love they have for their work. Honestly, I get choked up again just writing those sentences.

When our founder, Ted Sizer, began CES it was, I believe, in an elevator with several school leaders who shared a common belief. They shared belief that public education in our nation is absolutely vital to the preservation and advancement of our republic. Further, they knew that such an education required schools that were engaging, child centered, honored the work of teachers, and made students stand and deliver when it came time to show what they know. Beyond that they knew, from their years of experience, that reforms at the time (remember A Nation At Risk?) were not going to get us to those schools.

This small network of schools launched CES, and held an annual gathering they called Fall Forum. Ted called Fall Forum a ‘conversation among friends,’ because he knew sometimes this would be a difficult conversation, we might press each other a bit, disagree on an approach or strategy or policy, but we were, more than anything else, friends. Friends on a common path to build the uncommon schools that are represented here this weekend.

So welcome to the 30th conversation among friends, we are glad you are here.

George Wood
Chair, CES
(Superintendent of Schools, Federal Hocking Local, Stewart, Ohio)
# Fall Forum 2014 at a Glance

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Greetings Fall Forum 2014 Attendees:

The San Francisco Coalition of Essential Small Schools welcomes you BACK to San Francisco for Fall Forum 2014: 30 Years of Common Principles and Uncommon Schools. This year’s theme is focused through our essential question, “What has our 30-year commitment to the Common Principles taught us and how can that inform our approach to (or around) the Common Core?” As our CES network comes together to share effective practices - and share hope, we hope your cumulative experiences from this conference will help you to answer this question in a manner that best supports each of the students you serve.

As an affiliated CES Center whose work has been steeped in the 10 Common Principles, SF-CESS’ own learning related to this question has found that all our efforts – regardless of what they are called - are greatly impacted by the extent to which we are willing to emphasize and infuse our 10th Common Principle in all we do:

“The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity.”

Within our own work, we have learned that an explicit commitment to equity – which, in the context of education in America always includes a commitment to Anti-Racism, must be constant and continuous. So whether you are attending the Fall Forum to seek information and ideas about how to improve your teaching, how to design effective professional learning spaces, how to facilitate data-based inquiry, or how to develop an Advisory program, SF-CESS believes you must also take the time to examine, reflect on and be willing to shift your own beliefs and values not only about these strategies for our work, but also as about education, schools and our students themselves.

SF-CESS’ Framework for Transformation starts with deepening our awareness – awareness of the history and current reality of community, schools and the system in which they are situated, AND also awareness of ourselves - our own individual and collective histories and our related/resulting schemas of how we make sense of our schools and related systems.

So, as you seek lessons learned from these past three decades, we challenge you to consider them in the context of BOTH the core beliefs and values held by you and the system in which you work AND the beliefs, values and experiences of your least reached students and their communities.

• What is “the system” in which you work? How does the history of your district, school and community show up in your current reality? To what extent is this history relevant or irrelevant to your least reached students?

• Who are you? How would you describe yourself “in the skin you are in”? What formative experiences have influenced how you make meaning of your world, education and your students (especially those least like you)? How would those students describe you – how do they see and experience you? Why does this matter?

• Who are your least-reached students? How would they describe themselves and their experiences? ...in their communities? ...in school? ...in your classroom? Who – specifically – do you consider to be your least reached student this year (can you hold her/his name and face with you throughout your Fall Forum experience)? Why does this matter?

Have A Great Conference!

Gregory Peters, Ed.D.
Executive Director, SF-CESS
**Student Leadership Forum**

8:00am – 3:00pm  
Community Room

Each year, students who participate in the Student Leadership Forum spend the day under the guidance of a trained facilitator developing workshops around an Essential Question aimed at the benefit of educators. This year’s Essential Question: *What can students teach their teachers about what works when they are teaching them?*

The objectives for this day will be for each student to:

1. Learn tools and strategies to identify culturally responsive teaching when they see it
2. Engage in and practice using a workshop model
3. Collaborate to develop workshops on advocacy related topics that they feel are important for adult/educators to know

Students who participate in the Student Leadership Forum will have the option to present up to three of their developed workshops at the Fall Forum on Saturday, November 8, 2014.

Be sure to check out one of these workshops and support our student voices!

**Facilitator’s Workshop**

1:00pm – 4:00pm  
Room A

All Fall Forum facilitators are invited to 3-hour workshop on Friday, November 7th during our Pre-Conference day. Each facilitator will be given the opportunity to hone her or his workshop plan and/or agenda by taking it through a “Looking at Adult Work” protocol with other Fall Forum facilitators serving as participants. A trained SF-CRESS Coach or a National Facilitator will facilitate each protocol.
Pre-Conference Events
Friday, November 7th

School Visits
8:00am – 3:00pm

School Visits have been a long-standing feature of the Fall Forum. What better way is there to make our practice public and to demonstrate what the 10 Common Principles look like in action than to open our doors to each other? Visitors will begin the day by reviewing each school’s visit agenda and their current Problem of Practice before visiting classes and collecting observational feedback to help the school answer a related, focusing question.

Welcome and Social Event
6:00pm – 9:00pm
The Auditorium

Take time to network and get to know your fellow participants while eating and drinking delicious food and wine. This Friday evening event will include a local DJ and guests from the San Francisco education community. The event takes place inside the beautiful and historic Women’s Building – a women-led community space that advocates self-determination, gender equality and social justice.

SF-CESS is excited to be partnering again with Do Good Vines to cater this special event. Not only do they provide delicious food and wine, they donate 50% of their profits to social justice causes – including SF-CESS. Make sure to “selfishly” support SF-CESS by joining their wine club during the event!

Arise High School
Oakland, CA

Everett Middle School
San Francisco, CA

June Jordan School for Equity
San Francisco, CA

Leadership High School
San Francisco, CA

MetWest High School
Oakland, CA

Oceana High School
Pacifica, CA

SF Community K-8
San Francisco, CA

The Women’s Building
3543 18th Street
Welcome and Keynote
Saturday, November 8th – Auditorium, Mission High School

Pedro Noguera is the Peter L. Agnew Professor of Education at New York University. He holds tenured faculty appointments in the departments of Teaching and Learning and Humanities and Social Sciences at the Steinhardt School of Culture, Education and Development at NYU. He is also the Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools. Dr. Noguera is the author of eight books and over 150 articles and monographs. His most recent books are “School for Resilience: Improving the Life Trajectory of African American and Latino Boys”, “Creating the Opportunity to Learn” with A. Wade Boykin (ASCD, 2011) and “Invisible No More: Understanding and Responding to the Disenfranchisement of Latino Males” with A. Hurtado and E. Fergus (Routledge, 2011). Dr. Noguera appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. From 2009 - 2012 he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor. He serves on the boards of numerous national and local organizations including the Economic Policy Institute, the Young Women’s Leadership Institute, The After School Corporation and The Nation Magazine. In 2013 he was appointed to the Kappa Delta Pi Honor Society and in 2014 he was appointed to the National Academy of Education and an award for exemplary scholarship on urban education by the Advanced Center for Behavioral Sciences. Noguera recently received an award from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.
Block I Overview
10:15am – 12:00pm

Session A: 10:15 – 11:05
Room 201  Advisory
Room 202  Critical Pedagogies of Love: Moving Towards Love as Practice
Room 203  The Power of the F-Word: Failure
Room 234  Student Workshop #1
Room 235  Motivate our students: Increase Student Involvement for Creating a Vibrant Learning Community
Room 237  The 4 C’s: Critical Thinking, Communication, Collaboration and Creativity
Room 238  Performance Assessments: The Second Time Around

Session B: 11:10 – 12:00
Room 201  Saviors and Scapegoats: What We All Need to Know About Hiring, Developing and Retaining Black Teachers in the 21st Century
Room 202  Disciplinary Literacy: Where Common Principles and the Common Core Meet in Uncommon Ways
Room 203  Collaborative Learning Spaces for Community Action
Room 235  Beyond the Prom: Exploring Student Advocacy and Leadership in a Progressive Context
Room 237  Educational Rounds: A Progressive Approach for Professionalizing Teaching
Room 206  Teach Like a (CES) Champion
Room 207  Learning By Heart: The Power of Social Emotional Learning in Secondary Schools
Room 208  Facilitating Authentic Learning
Room 209  How Is Math Beautiful?
Room 211  Community Schools: Fulfilling SFUSD’s Commitment to School Quality
Room 216  The History of Critical Friendship and its Place in Transformational Learning 30 Years Later
Room 218  Real Science, Not “Rocket Science”: Empowering Students Do Hands-On, Inquiry-Based, Authentic Science Themselves
Room 224  Creating and Improving an Internship Program at Your School
Room 227  Personalized PD is About Self-Directed Professional Growth
Block I: Session A

10:15am – 11:05am

Motivate our students: Increase Student Involvement for Creating a Vibrant Learning Community
Room 235

In looking to improve student attendance and excitement, we will share strategies used at Landmark High School targeting students with low motivation and poor participation. This workshop will look at specific initiatives implemented to foster a sense of community and increase ‘buy-in’ for students. Participants will share initiatives they’ve tried and speak of its success or reflect on things that can be improved. The discussion will also look into the challenges of their school community and how they have overcome them. Participants will then create the beginning of an ‘action plan’ to bring back to their school community.

Performance Assessments: The Second Time Around
Room 238

Two decades ago, performance assessments gained considerable visibility as a means to help all of us become clearer about what students know and are able to do. After some brief popularity, interest waned in the face of increased high stakes testing, and a narrowing of accountability that resulted in almost 15 years of NCLB. In spite of a sizeable and compelling body of research – and more than fifteen years of demonstrated success of the New York Performance Standards Consortium – attention to performance assessment languished for over a decade.

Those days may be over. Triggered in part by the growing national recognition that high stakes tests have done little to improve actual student accomplishment in areas that most educators and families value, performance assessments are drawing substantial attention once again. This session will share efforts by organizations in the Deeper Learning Student Assessment Initiative that complement the work of the Consortium and Center for Collaborative Education in performance assessment, and share strategies for possible collaboration between and among groups.
Block I: Session A  
10:15am – 11:05am

Advisory as Equity Pedagogy  
Room 201

Whether your Advisory program just getting started or it is in need of a jumpstart, participants in this introductory workshop will learn from an Advisory model that serves to assure each and every student is provided the emotional and academic support needed to succeed. Too frequently, student success is tied to her or his social capital – which is tied to the cultural norms of school. Participants will hear about and take examples of artifacts (from design to curriculum to pedagogy) to exemplify how Advisory can create more equitable access to success by bridging relationships and support across school, student and community.

The Power of the F-Word: Failure  
Room 203

In education, we often see failure as a negative. In this workshop, we will embrace the power of the F-word, failure, and its role in learning, growth and success. Through examining text and discussion, participants will explore how becoming more comfortable with risk-taking and failure might produce surprising results both inside and outside of the classroom.

Do-Good Vines

Every Drop Radiates Good  
50% of profits go to charity

www.DogoodVines.com  
Lafayette, CA

Beth Silbergeld  
Leadership High School  
SF-CESS

Holli Hanson  
Abeo School Change
Block I: Session A

10:15am – 11:05am

The 4 C’s: Critical Thinking, Communication, Collaboration and Creativity
Room 237

Workforce skills and demands have changed dramatically in the past 40 years. Today's young people will be competing for jobs that require non-routine complex thinking and interactive communication skills. For students to be successful in their future, we must focus on student outcomes that support learning to use their minds well. The 4 C’s - Critical Thinking, Communication, Collaboration and Creativity - have been defined as the foundational habits of mind for the 21st century and are at the heart of CES Common Principles. This session will focus on deepening your understanding of the 4 C’s and for using these as the focus of your common core lessons.

Critical Pedagogies of Love: Moving Towards Love as Practice
Room 202

This workshop explores the relationship between love and critical praxis. Despite the culture of lovelessness, violence, and dehumanization students and teachers encounter in urban contexts, it will draw upon critical pedagogies of love as a means to offer new pedagogical strategies to articulate, understand, and practice liberatory forms of love within school and community settings. This workshop imagines the ways in which love can be used as a tool to work towards spiritual healing and social justice. It explores how the praxis of love informs the pedagogies within various teaching and learning spaces. This workshop offers new pedagogical visions in how we articulate and understand love within educational environments. Additionally, this presentation highlights the foundation of love within dialogue and justice-oriented practices within schools and communities.

2014 Theme: What Can Students Teach Their Teachers About What Works When They Are Teaching Them?
Room 234

Twenty students from around the country spent their preconference day learning about facilitation and planning a series of workshops around the above theme. You can find the titles and descriptions for each one at the registration table. Come support student voice!
Block I: Session B
11:10am – 12:00pm

Beyond the Prom: Exploring Student Advocacy and Leadership in a Progressive Context
Room 235

It only makes sense that the students receiving an education should have an active voice in determining what that learning looks like. Additionally, students should play a large role in shaping the community that they are a part of. Join us for a workshop on encouraging self-advocacy in students, as well as empowering them to take on leadership roles including:

- Hiring teachers
- Identifying funding priorities
- Lending student voice and perspective to creating the school’s calendar
- Providing critique during the curriculum design process

Educational Rounds: A Progressive Approach for Professionalizing Teaching
Room 237

Teachers improve practice by learning from peers in a non-evaluative setting. Practice does not improve when a principal observes a few times and rates teachers on a 4-point scale. The primary purpose of educational rounds is to observe peers to compare ones own instructional practices with those of peers. The chief benefit resides in the discussion that takes place among observing teachers at the end of the observation as well as in self-reflection. The discussion focuses on two prompts: What were students doing? What will I take back to my classroom? Teachers talk openly about how powerful it is to be the learner in the observer role and how much their practice improves as a result.
Block I: Session B
11:10am – 12:00pm

Disciplinary Literacy: Where Common Principles and the Common Core Meet in Uncommon Ways
Room 202

Thinking critically and developing enduring understandings, while engaging in authentic learning experiences, is key to student motivation and achievement. Elementary educators at Fountaindale School for the Arts and Academic Excellence have applied the lens of Disciplinary Literacy to motivate and engage students in this rigorous, purposeful learning. Participants will investigate work where students no longer read as second graders, but rather analyze texts as scientists, historians and mathematicians, all while building the Capacities of Literacy. Come discuss how these uncommon methods of instruction can lead to greater student engagement and achievement, helping students find a higher purpose for using their minds well.

Collaborative Learning Spaces for Community Action
Room 203

Participants will learn about how YouthBuild Charter School of California draws from critical pedagogy, authentic assessments, authentic care, participatory action research, critical hope, and positionality theories to develop the "Community Action Project" model at their school. Facilitators will share lessons learned from their own best practices and engage participants in a dialogue to build ideas for developing collaborative community projects in their own school communities.

Saviors & Scapegoats: What we all need to know about Hiring, Developing and Retaining Black Teachers in the 21st Century
Room 201

This workshop will explore the complex role of Black teachers in 21st century schools. Participants will examine their philosophy and intentions around hiring, developing and retaining Black teachers. Participants will also be provided and share best practices for hiring, developing and retaining Black teachers for their schools & districts.
**Block I: Session C**

10:15am – 12:00pm

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**Teach Like a (CES) Champion**  
*Room 206*

Teach Like a Champion is one of the most popular education books of the past 5 years—but many CES teachers feel that book’s vision of effective teaching does not match our progressive values. So what does a good CES classroom look like? In this session, participants will review video clips of what June Jordan School for Equity believes to be high-quality teaching in support of a social justice agenda. We will ask participants to analyze the teaching practices and decide to what extent they reflect the CES common principles and a social justice approach to schooling.

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**Learning by Heart: The Power of Social Emotional Learning in Secondary Schools**  
*Room 207*

In the era of Common Core and high-stakes testing, the CES Common Principles offer an alternative to dichotomous views of learning as “cognitive” and “noncognitive” — a more capacious view that appreciates the complex interplay between academic and social-emotional skills. Through the voices of youth and adults, this workshop explores the effective practices of “uncommon schools” that prioritize trust, respect, and belonging as they foster the learning and development of adolescents.

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**How is Math Beautiful?**  
*Room 209*

In order to help students see and appreciate that math is everywhere, this session will explore how math is beautiful through the avenues of art, nature, and architecture. Participants will engage in algebra and geometry projects including:

- Creating pictures by graphing functions, and spiral designs by using Pythagorean theorem
- Designing tessellations and mandalas
- Finding real-world geometric shapes and parabolas and modeling them mathematically
Block I: Session C
10:15am – 12:00pm

Facilitating Authentic Learning
Room 208

It seems easy to talk about being a “guide on the side,” but what does it really mean to design and facilitate lessons that allow the teacher to act as coach rather than instructor? How can we balance learning goals, our students’ interpersonal needs, diverse learning styles and the desire to put students at the center of the work? How can we be sure that the students are doing the hard intellectual work in our classrooms? This session will focus on the fundamentals of classroom facilitation, from lesson design to coaching and assessment. Come ready to work!
Block I: Session C
10:15am – 12:00pm

Community Schools: Fulfilling SFUSD’s Commitment to School Quality
Room 211

SFUSD is taking a stand on what it means to be a successful student, school and district; we’re expanding on a traditionally narrow focus on instruction and test scores, and adopting a more comprehensive approach to ensure high levels of learning. We recognize that we can’t do it alone – we need the trust, expertise, partnership, and shared commitment of students, families, community organizations, and civic leaders in order to achieve our vision. In this workshop, learn more about how SFUSD’s community school framework is a synthesis of these commitments, programs, and best practices, and using a structured reflection protocol (developed as part of a community schools professional learning community), think about how your school can develop and implement a community school strategy that creates meaningful and authentic opportunities for distributed leadership, invests in student and community assets, and focuses on equitable student outcomes.

Real Science, Not "Rocket Science": Empowering Students Do Hands-On, Inquiry-Based, Authentic Science Themselves
Room 218

Across the country educators are struggling to boost student engagement and participation in the sciences. Conventional classroom and outdoor experiments often feel canned to students and fail to gain their attention. This session will share strategies on how to promote students asking open-ended, original questions and using their curiosity to involve students in authentic scientific experiences. We believe that high school students are able to engage in, and understand, scientific research on track to be published in peer-reviewed journals, and that their participation in such a project offers a highly meaningful scientific experience.
Block I: Session C

10:15am – 12:00pm

The History of Critical Friendship and its Place in Transformational Learning 30 Years Later
Room 216

Adult learning that will not only improve schools but also reinvent them can be described as self-authoring, because the work of reinventing schools is directly connected to uncomfortable conversations about unequal, unproductive practices and conditions in districts, schools, and classrooms. Transformational learning theory suggests that the engine that propels transformational (as opposed to informational) learning is reflective discourse. In this session, we will explore the history of reflective discourse in CES, and consider the ways in which reflective discourse can be the engine that drives the transformational learning that moves adults to more complicated ways of knowing, and equips them for the adaptive work needed to reinvent schools.

Creating and Improving an Internship Program at Your School
Room 224

Many schools want to offer internships to their students, but don’t know how. Others have internship programs, but want to expand them or create better systems to support them. And others have students in internships, but they want to get more learning out of the experiences, connect the learning to traditional academics, or better document or assess what students are doing and learning. Participants in this workshop will walk away with systems, structures, strategies, tools and assessment rubrics that will help them develop or improve their internship program. This workshop is facilitated by a seasoned principal who has led a Big Picture internship-based school for 8 years.

Personalized PD is About Self-Directed Professional Growth
Room 227

Schools are still using 20th Century “sit and get” professional development (PD) methods for infusing 21st Century teaching and learning skills. Through the use of "Tell Your Story" and digital technology, teachers are able to capture, curate and share the real-time teaching and learning practices. Come find out how your school can bring back more personalized PD focused on individual teachers sharing their best practices as evidence of their professional growth.
### Block II Overview

**1:10pm – 2:55pm**

<table>
<thead>
<tr>
<th>Session D: 1:10 – 2:00</th>
<th>Session F: 1:10 – 2:55</th>
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</thead>
</table>
| Room 201 | Room 206<br>**Problem Posing, Diabetes, and Health Disparities:** Taking a Critical Approach to Science Education to Engage Youth and Community<br>Room 202 | **Project Based Service Learning through the Lens of Social Justice Theory**<br>Room 207 | **Strategic Communications in Support of African American Male Achievement**<br>Room 209 | **Hand it Over: Student Ownership and Personal Empowerment of Learning**<br>Room 211 | **Proficiency Based Learning Simplified**<br>Room 216 | **Where, Exactly, is "Where they are?" A Look at Competency Based Learning**<br>Room 218 | **How Can Schools Guide, Mentor and Empower Disengaged Adolescent Students to Embrace Educational Engagement and Achievement?**<br>Room 222 | **"But Is It Going to Be On the Test?" How Grading Practices Constrain Teaching and Inhibit Learning, and What We Can Do About It**<br>Room 224 | **Stay the Course! A Few Tweaks Can Align Your Practice of Project Based Learning with CCSS & Test Performance Tasks**<br>Room 227 | **Taking Math Outside the Box. Integrating with Backbone. Less is More in STEM**<br>Room 228 | **Building a Democratic School: What does that really mean?**<br>Room 229 | **Systems Thinking**<br>Room 234 | **Student Workshop #2**<br>Room 235 | **Equitable and Engaging Student Activities: What Must We Rethink for a Student Activities Program to Model a Commitment to Educational Equity?**<br>Room 237 | **High Quality Rubrics: A Foundation for Equitable, Responsive, and Rigorous Instruction**<br>Room 238 | **Advisory**<br>Room 231 | **Critical Pedagogies of Love: Moving Towards Love as Practice**<br>Room 235 | **Secondary and University Learners: A Partnership for Democracy**<br>Room 237 | **"But Is It Going to Be On the Test?" How Grading Practices Constrain Teaching and Inhibit Learning, and What We Can Do About It**<br>Room 224 | **Stay the Course! A Few Tweaks Can Align Your Practice of Project Based Learning with CCSS & Test Performance Tasks**<br>Room 227 | **Taking Math Outside the Box. Integrating with Backbone. Less is More in STEM**<br>Room 228 | **Building a Democratic School: What does that really mean?**<br>Room 229 | **Systems Thinking**<br>Room 234 | **Student Workshop #2**<br>Room 235 | **Equitable and Engaging Student Activities: What Must We Rethink for a Student Activities Program to Model a Commitment to Educational Equity?**<br>Room 237 | **High Quality Rubrics: A Foundation for Equitable, Responsive, and Rigorous Instruction**<br>Room 238 | **Advisory**<br>Room 231 | **Critical Pedagogies of Love: Moving Towards Love as Practice**<br>Room 235 | **Secondary and University Learners: A Partnership for Democracy**<br>Room 237 | **"But Is It Going to Be On the Test?" How Grading Practices Constrain Teaching and Inhibit Learning, and What We Can Do About It**<br>Room 224 | **Stay the Course! A Few Tweaks Can Align Your Practice of Project Based Learning with CCSS & Test Performance Tasks**<br>Room 227 | **Taking Math Outside the Box. Integrating with Backbone. Less is More in STEM**<br>Room 228 | **Building a Democratic School: What does that really mean?**<br>Room 229 | **Systems Thinking**<br>Room 234 | **Student Workshop #2**<br>Room 235 | **Equitable and Engaging Student Activities: What Must We Rethink for a Student Activities Program to Model a Commitment to Educational Equity?**<br>Room 237 | **High Quality Rubrics: A Foundation for Equitable, Responsive, and Rigorous Instruction**<br>Room 238 | **Advisory**<br>Room 231 | **Critical Pedagogies of Love: Moving Towards Love as Practice**<br>Room 235 | **Secondary and University Learners: A Partnership for Democracy**<br>Room 237 | **"But Is It Going to Be On the Test?" How Grading Practices Constrain Teaching and Inhibit Learning, and What We Can Do About It**<br>Room 224 | **Stay the Course! A Few Tweaks Can Align Your Practice of Project Based Learning with CCSS & Test Performance Tasks**<br>Room 227 | **Taking Math Outside the Box. Integrating with Backbone. Less is More in STEM**<br>Room 228 | **Building a Democratic School: What does that really mean?**<br>Room 229 | **Systems Thinking**
MAKE YOUR PROFESSIONAL LEARNING MORE PRODUCTIVE AND SUSTAINABLE

The School Reform Initiative (SRI) is the premier source for materials, resources, and professional development related to Critical Friendship, Facilitative Leadership, and Collaborative Learning. We support educators to address issues of educational equity and excellence for all students through building and sustaining of transformational professional learning communities.

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- SRI seminar participant reflection

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**Block II: Session D**

1:10pm – 2:00pm

**Powerful Rubrics: A Foundation for Equitable, Responsive, and Rigorous Instruction**

Room 237

Rubrics are often thought of as a tool for the end of the unit. In order to foster responsive teaching and student ownership, rubrics must be considered a tool throughout the unit, including the beginning. Using the workshop model, participants will learn about the qualities of a high-quality rubric, apply that learning to rubrics, plant seeds for their own rubric development, and reflect to cement understanding, all in the effort to make learning, and its gradations, clear to both the teacher and the learner.

**We are Family! Using Attachment Theory to Support Urban Students**

Room 202

In a large, urban high school, care takes many forms. At Lincoln High School, time spent with students goes beyond academics. Students find a culture where teachers and students talk with each other, not at each other. Teachers hold high standards, yet provide safety and security for students in school, at home, in their passions and their struggles, giving them the tools to succeed. In this workshop, staff and students from Lincoln will share the uniquely successful approaches taken to foster transformational relationships founded upon honesty, trust and Attachment Theory. Participants will reflect on their own context and engage in conversation about next steps.

**Be Seen For Who You Are, Being Who You Are, Developing in What You Are!**

Room 203

Working with children has to be from the heart and is always based on a relationship. (Stevens, Luc) Participate in a presentation/workshop where you can experience and talk about a school’s development where the voices of teachers (group leaders), children and their parents have been a part of this development.
Problem Posing, Diabetes, and Health Disparities: Taking a critical approach to science education to engage youth and community

Room 201

The focus of this workshop is to examine the ways in which diabetes affects communities of color in disproportionate ways. In this workshop we will ask participants to partake in a critical analyses of diabetes and will share the way this model has been used in the classroom to engage youth in science. We will examine diabetes through three different lenses, including biological, health disparity, and family/cultural. This workshop is based off a 6 week biology unit. We will share with participants the way in which students experienced this unit and will have a model presentation from a high student who completed the project last Fall. We will cover science standards that this project meets and will also share more about critical education theory used to develop this curriculum, including problem posing, funds of knowledge, and community cultural wealth.

Equitable and Engaging Student Activities: What must we rethink for a Student Activities Program to model a commitment to educational equity?

Room 235

For whom is the Student Activities Program at your school designed? What about your program reinforces or interrupts inclusive or exclusionary engagement? This workshop will provide participants prompts and opportunities to reflect on their own programs, celebrate their successes and consider intentional strategies to increase equitable representation and engagement in a Student Activities Program.

2014 Theme: What Can Students Teach Their Teachers About What Works When They Are Teaching Them?

Room 234

Twenty students from around the country spent their preconference day learning about facilitation and planning a series of workshops around the above theme. You can find the titles and descriptions for each one at the registration table. Come support student voice!
Critical Pedagogies of Love: Moving Towards Love as Practice
Room 202

This workshop explores the relationship between love and critical praxis. Despite the culture of lovelessness, violence, and dehumanization students and teachers encounter in urban contexts, it will draw upon critical pedagogies of love as a means to offer new pedagogical strategies to articulate, understand, and practice liberatory forms of love within school and community settings. This workshop imagines the ways in which love can be used as a tool to work towards spiritual healing and social justice. It explores how the praxis of love informs the pedagogies within various teaching and learning spaces. This workshop offers new pedagogical visions in how we articulate and understand love within educational environments. Additionally, this presentation highlights the foundation of love within dialogue and justice-oriented practices within schools and communities.

Advisory as Equity Pedagogy
Room 201

Whether your Advisory program just getting started or it is in need of a jumpstart, participants in this introductory workshop will learn from an Advisory model that serves to assure each and every student is provided the emotional and academic support needed to succeed. Too frequently, student success is tied to her or his social capital – which is tied to the cultural norms of school. Participants will hear about and take examples of artifacts (from design to curriculum to pedagogy) to exemplify how Advisory can create more equitable access to success by bridging relationships and support across school, student and community.

Systems Thinking
Room 237

In order for our students to have competitive 21st century skills, we need to foster their innate ability to make deeper and broader connections. Participate in a workshop that fosters a community of learners that encompass the ability to problem solve by understanding how individual parts interact and are part of an overall system to be considered.
Block II: Session E
2:05pm – 2:55pm

Secondary and University Learners: A Partnership for Democracy
Room 235

The CARE Partnership (Creating Active and Reflective Learners) is a collaborative effort between Federal Hocking Secondary School and Ohio University’s Patton College of Education. This partnership, one of the first in Ohio, connects teaching candidates with classroom experience that focuses on democratic education. OU students take classes from Fed Hock teachers, spend over 300 hours in Fed Hock classrooms, partner with FH teachers, and complete their professional internships at FH as a capstone to this experience. At this session, participants will learn how the program works, the benefits it has to both FH students and the school community, and how your school can use the techniques we use to enhance the experience of pre-service teachers and secondary students within your school. Participants will engage in discussion (both large and small group), engage in hands-on community building activities, and take part in a model CARE/FH class.

Ann Cell,
Caroline Bresnahan, Robin Hawk, and Ben Warner
Federal Hocking Secondary School
**Block II: Session F**

1:10pm – 2:55pm

**Strategic Communications in Support of African American Male Achievement**
Room 207

This session will tell the story of how the Oakland Unified School District (OUSD) has leveraged communications and engagement in the context of a district-wide effort to improve outcomes for African American males with an emphasis on student voice and the partnership needed between families and teachers. Participants will leave the workshop prepared to develop a communications program in support of African American male achievement and will have a plan for using digital media to shift the narrative about African American males in the school district and larger community. Resources will include: a strategic plan outline, key message themes, talking points, organizational descriptions, family engagement calendar, and more.

**Project Based Service Learning through the Lens of Social Justice Theory**
Room 206

In this session participants will first engage in discourse that explores the theoretical, historical and contemporary roots of social injustice. We will then share how South Valley Academy students and teachers move from theory to practice, connecting to the larger community, to address issues of social injustice through various grade level projects. Participants will have an understanding that youth can be genuine leaders in the community; awareness of how social action projects provide opportunities for empowerment and liberation for a traditionally disenfranchised population; the ability to identify different means of implementing social justice action curriculum in common core course work. Participants should then have the ability to implement these practices to create spaces for teachers and students to contest institutional discrimination and racism in their communities.
Block II: Session F
1:10pm – 2:55pm

Where, Exactly, is "Where they are?": A Look at Competency Based Learning
Room 216

Changing to a competency or proficiency based system requires a shift in assessment systems and in the concept of "the grade". Boston Day and Evening Academy will share the components of their assessment system and how it has lead to a more empowered and engaged student population where students really are in charge of their learning. Participants will engage in a variety of activities that highlight the modifications teachers can make to fully realize the benefits of being competency based. We will also share our strategy for data collection that is sustainable and meaningful for staff, students and families. The presentation does not anticipate that participants will be looking to change teaching and learning systems in schools or districts—yet—but that they may want to hear about the tremendous changes in student progress, ownership and school culture brought about by something as simple as replacing grades of all kinds with assessments of competence. Competency Education is really just a different way of looking at monitoring progress in a student-centered learning system.

Taking Math Outside the Box. Integrating with Backbone. Less is More in STEM
Room 227

With increased pressure to “cover” standards it is hard to prioritize creativity and critical thinking skills especially in the area of math. We will share performance assessments and learning experiences that integrate 8th grade common core math standards, physical science standards, and critical thinking models. Participants will design, create, fail, and persevere with some of the same design challenges that have engaged our diverse student population. We will relate this practice to the skills that are necessary for students to become more confident mathematical and scientific thinkers.
How Can Schools Guide, Mentor, and Empower Disengaged Adolescent Students to Embrace Educational Engagement and Achievement?
Room 218

“I WAS A PRETTY GOOD STUDENT UNTIL MIDDLE-SCHOOL, AND THEN I JUST STOPPED CARING.” “I REALLY MESSED-UP DURING FRESHMAN YEAR, AND JUST NEVER GOT IT TOGETHER IN HIGH SCHOOL.” Before combating adolescent disengagement and underachievement, we must rethink our educational and social protocols. In middle school, educators and parents start distancing themselves from each other. This exacerbates adolescent disengagement and underachievement during their two most-problematic transitions: elementary-to-middle school and middle school-to-high school. Why do we allow at-risk and depressive students to push us away? This workshop explores a new approach, moving from “crisis-management” to “leadership.”

"But Is It Going to Be On the Test?” How Grading Practices Constrain Teaching and Inhibit Learning, and What We Can Do About It
Room 222

The high-quality and humane school strategies guided by our Common Principles have often been thwarted by our grading practices. These practices—including combining achievement and non-achievement into a single letter, and using grading to motivate and punish—create such inaccuracy and variability that grades become difficult for students to understand and own (What does a “B” mean?) and inadvertently stack the deck against our most vulnerable students. This interactive workshop will help participants critically examine, and apply to their own contexts, how improved grading practices supports the teacher-as-coach and student-as-worker roles, strengthens students’ efficacy and achievement, and promotes powerful teaching.
**Block II: Session F**

1:10pm – 2:55pm

**Proficiency Based Learning Simplified**

*Room 211*

Profilericiency-based learning (also called standards-based, mastery-based, and competency-based) is predicated on the belief that all students can learn if goals are clear, assessment and instruction are personalized, support is focused and relational, and we expect students to learn in different ways and at different times. In this workshop, participants will learn about the fundamental components of an effective proficiency-based teaching and learning system, resources to support their work, and begin to develop a plan that addresses policies, practices, and community-engagement activities to help all students succeed.

**Stay the Course! A Few Tweaks Can Align Your Practice of Project Based Learning with CCSS & Test Performance Tasks**

*Room 224*

Many CES teachers use Project Based Learning and this session will show how PBL helps prepare students for CCSS. In an interactive presentation, participants will engage with the Buck Institute for Education’s new “gold standard” for effective PBL and discuss (in small groups) whether their practice reflects it. We will compare sample CCSS test performance tasks to PBL, and CC-aligned rubrics and project planning forms will be available online. In this 2-hour session, participants should bring (in their heads or in documentation) a project they have taught so they can use work time to redesign it to better align with CCSS.
Block II: Session F
1:10pm – 2:55pm

Building a Democratic School: What does that really mean?
Room 228

CES 10th principle states that schools should model democratic practices that involve all who are part of the school. “The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.” This workshop is a facilitated discussion about the challenges and successes students, teachers, administrators have experienced with this principle. I will also share some examples of schools that consider themselves democratic. The workshop will explore how to build a mission/unifying framework for a school and then how to really live that mission/vision. The workshop will raise questions about how leaders, teachers and students respond to one another and students when values clash and how to discuss sensitive topics about race, class, gender, etc. The goal of the session is to leave with a deeper understanding of experiences from many schools and regions and some ideas about democratic practice that might be implemented in one's own classrooms.

Hand it Over: Student Ownership and Personal Empowerment of Learning
Room 209

Developed at Crater Renaissance Academy, the methodology Organic World Language (OWL), elicits a high level of engagement where students must maintain a strong sense of decency and trust in order to move forward together in the language. Students establish personalized goals that drive the classroom learning and through which students become teachers of each other. The enacted curriculum of OWL evolves from the stories, experiences and responses of the students as opposed to the push of textbooks or curriculum driven by the teacher. The workshop itself models the strategies and techniques, which can then be adapted and applied in class.

Linda Nathan
Founding Headmaster, Boston Arts Academy

Nadia Issa, Shanelle Villegas, and Dara Bayer
Boston Arts Academy

Darcy Rogers
Organic World Languages (OWL)
With all the talking that happens in school, what is the conversation that is not happening in yours?

(1n): How do you react when you feel disrespected?
(2): What does respect look like in your home/community?
(Out): How should schools respect students and their cultures?

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Dear...

Each Advisee writes a letter to her/himself with hopes, aspirations, reminders, questions, etc. Return letters to Advisees at a much later date (1-4 years). Advisees reflect after receiving their self-addressed letters.
Block III Overview
3:15pm – 5:00pm

Session G: 3:15 – 4:05
Room 201   Saviors and Scapegoats
Room 237   The 4 C’s: Critical Thinking, Communication, Collaboration and Creativity
Room 238   Performance Assessments: The Second Time Around

Session H: 4:10 – 5:00
Room 203   The Power of the F-Word: Failure
Room 234   Student Workshop #3
Room 235   Equitable and Engaging Student Activities: What Must We Rethink for a Student Activities Program to Model a Commitment to Educational Equity?
Room 237   Educational Rounds: A Progressive Approach for Professionalizing Teaching
Room 238   Recruiting and Retaining Teachers of Color
Room 207   Standards-Based Performance Assessments: What Makes Them Engaging, Rigorous, Equitable and Culturally Relevant Learning Experiences?
Room 208   PBL + EdTech = NextGen Learning
Room 211   GOOD MORNING MISSION HILL: The Freedom to Teach, the Freedom to Learn. If This Urban Public School Can Thrive in the Current Climate, How Can Yours?
Room 216   Coalition by Design: Adapting 22 Years of Common Principles Practice from Manhattan to a New Public School in the Bronx
Room 218   TALKING AT THE CORE: Student Discussion as a Common Core Lever

Session I: 3:15 – 5:00
Room 206   Turnaround through 21st Century Design: From a Test Centered, Typical Urban School Setting to Thriving 21st Century Learning Environment In Just Two Years.
Block III: Session G
3:15pm – 4:05pm

The 4 C’s: Critical Thinking, Communication, Collaboration and Creativity
Room 237

Workforce skills and demands have changed dramatically in the past 40 years. Today’s young people will be competing for jobs that require non-routine complex thinking and interactive communication skills. For students to be successful in their future, we must focus on student outcomes that support learning to use their minds well. The 4 C’s - Critical Thinking, Communication, Collaboration and Creativity - have been defined as the foundational habits of mind for the 21st century and are at the heart of CES Common Principles. This session will focus on deepening your understanding of the 4 C’s and for using these as the focus of your common core lessons.
Block III: Session G
3:15pm – 4:05pm

Performance Assessments: The Second Time Around
Room 238

Two decades ago, performance assessments gained considerable visibility as a means to help all of us become clearer about what students know and are able to do. After some brief popularity, interest waned in the face of increased high stakes testing, and a narrowing of accountability that resulted in almost 15 years of NCLB. In spite of a sizeable and compelling body of research – and more than fifteen years of demonstrated success of the New York Performance Standards Consortium – attention to performance assessment languished for over a decade. Those days may be over. Triggered in part by the growing national recognition that high stakes tests have done little to improve actual student accomplishment in areas that most educators and families value, performance assessments are drawing substantial attention once again. This session will share efforts by organizations in the Deeper Learning Student Assessment Initiative that complement the work of the Consortium and Center for Collaborative Education in performance assessment, and share strategies for possible collaboration between and among groups.

Saviors & Scapegoats: What we all need to know about Hiring, Developing and Retaining Black Teachers in the 21st Century
Room 201

This workshop will explore the complex role of Black teachers in 21st century schools. Participants will examine their philosophy and intentions around hiring, developing and retaining Black teachers. Participants will also be provided and share best practices for hiring, developing and retaining Black teachers for their schools & districts.
**Block III: Session H**

4:10pm – 5:00pm

**Educational Rounds: A Progressive Approach for Professionalizing Teaching**  
*Room 237*

Teachers improve practice by learning from peers in a non-evaluative setting. Practice does not improve when a principal observes a few times and rates teachers on a 4-point scale. The primary purpose of educational rounds is to observe peers to compare one’s own instructional practices with those of peers. The chief benefit resides in the discussion that takes place among observing teachers at the end of the observation as well as in self-reflection. The discussion focuses on two prompts: What were students doing? What will I take back to my classroom? Teachers talk openly about how powerful it is to be the learner in the observer role and how much their practice improves as a result.

**Equitable and Engaging Student Activities: What must we rethink for a Student Activities Program to model a commitment to educational equity?**  
*Room 235*

For whom is the Student Activities Program at your school designed? What about your program reinforces or interrupts inclusive or exclusionary engagement? This workshop will provide participants prompts and opportunities to reflect on their own programs, celebrate their successes and consider intentional strategies to increase equitable representation and engagement in a Student Activities Program.
**Block III: Session H**

4:10pm – 5:00pm

**Recruiting and Retaining Teachers of Color**

*Room 238*

The San Francisco Teacher Residency (SFTR) is committed to recruiting and retaining teachers of color, and has strived to allocate the necessary resources, empower the right people, and create the needed conditions to support this important goal. In this session, SFTR staff members will share strategies that have contributed to our ability to recruit teachers of color, and residents and program graduates will share personal experiences related to recruitment and retention. Attendees will gain both practical ideas to bring back to their own organizations, as well as guiding questions that can be used to deeply assess an organizations readiness to effectively hire and support more staff and/or teachers of color.

**The Power of the F-Word: Failure**

*Room 203*

In education, we often see failure as a negative. In this workshop, we will embrace the power of the F-word, failure, and its role in learning, growth and success. Through examining text and discussion, participants will explore how becoming more comfortable with risk-taking and failure might produce surprising results both inside and outside of the classroom.

**2014 Theme: What Can Students Teach Their Teachers About What Works When They Are Teaching Them?**

*Room 234*

Twenty students from around the country spent their preconference day learning about facilitation and planning a series of workshops around the above theme. You can find the titles and descriptions for each one at the registration table. Come support student voice!

Monique Marshall  
Wildwood School

When elementary age students discover the societal systems that operate all around them, their minds are primed for a deep thinking, called systems thinking. This workshop highlights and engages participants in a teaching model that fosters systems thinking and inspires students of all ages to use their individual agency—first, to identify and then to facilitate change in a system that is broken or unfair. Using the theme of Food Justice, participants will explore the ways in which second graders and their high school peers decided to address a broken system in their Los Angeles communities.

PBL + EdTech = NextGen Learning

Laura Thomas  
Antioch University

Are the increasing pressures to teach our students to be Digital Citizens forcing us to use technology for its own sake rather than in service of inquiry based, student-centered pedagogy? How can we flip the script and put pedagogy back on top? This active session will model what it means to put technology in service to pedagogy. No matter your level of tech proficiency, there’s something here for you!

Coalition by Design: Adapting 22 years of Common Principles practice from Manhattan to a new public school in the Bronx

Brett Scheider, Alan Gomez, Gabriela Hernandez, and Valerie Coleman-Palansky  
Bronx Collaborative High School

How do you create a new public high school that is “Coalition by design?” We adapted customized Habits of Mind, Work, and Heart to bring 22 years of our previous Coalition school success with applying the 10 Common Principles to open a new site in Bronx, NY. Students and educators have recognized success in creating a climate of empowerment and safety and a curriculum of social change. Our founding staff share best practices through hands-on techniques. We empower you to educate with social/emotional learning, problem-based curriculum, restorative practices and to apply critically-reflective, culturally competent practices in Title 1 communities.
Block III: Session I
3:15pm – 5:00pm

Standards-based performance assessments: What makes them engaging, rigorous, equitable and culturally relevant learning experiences?
Room 207

Student and teacher learning matter. Meaningful learning occurs when students are able to share their knowledge, skills and dispositions in ways they find personally meaningful, and teachers have greater ownership in designing curriculum and assessments. Standards (e.g., Common Core) can promote the development of cross-cutting skills for both students and teachers. This workshop will explore best practice for instruction and assessment to support and engage all students. This includes pedagogy that empowers students to maintain cultural integrity while succeeding academically and engaging in rigorous instruction that asks students to create their own meaning and apply what they have learned to real world problems.

Turnaround through 21st Century Design: From a test centered, typical urban school setting to thriving 21st century learning environment in just two years.
Room 206

Hear from the principal, teachers, and students about the reinvention story of a public, neighborhood, urban school. With years of declining results with a variety of “back to basics” strategies, Katherine Smith School in East San Jose redesigned with a mission to truly prepare our students for this ever-changing world. Beginning with the school culture, we have established new expectations, new accountability, and new structures. With the support of Buck Institute for Education and the New Tech Network, Katherine Smith School implemented project based learning (PBL) to engage our students in meaningful work and develop skills to prepare them on their path to college and great careers.
Block III: Session I

3:15pm – 5:00pm

GOOD MORNING MISSION HILL: The Freedom to Teach, the Freedom to Learn. If This Urban Public School Can Thrive in the Current Climate, How Can Yours?

Room 211

With the lack of progressive public schools in many communities, teachers wishing to move in that direction need ways to experience the difference in order to develop their own roadmap. This hour-long documentary (www.goodmorningmissionhill.com) following the 2011-12 school year at Mission Hill School, Good Morning Mission Hill: The Freedom to Teach the Freedom to Learn is one such tool. The second hour will include, time to reflect on your own practice, looking for ways to build on strengths and “cracks,” exploring some protocols that develop trust, and elaborating on Mission Hill’s version of portfolio based assessment, and how it might be implemented in other contexts.

TALKING AT THE CORE: Student Discussion as a Common Core Lever

Room 218

The Common Core demands that students solve complex problems, articulate their thinking, and defend their conclusions. It puts students back at the center of learning. As we shift our instruction (back to) students being active participants in making and communicating meaning, we can start by creating question-driven lessons chock-full of academic discussion tasks that build their communication, critical thinking, and collaboration skills. This will be a fun and interesting experiential workshop in which we will engage the what, why, and how of Academic Discussion in our classrooms.
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A dynamic, regionally accredited, nonprofit university
Richard A. Carranza began his appointment as Superintendent for the San Francisco Unified School District (SFUSD) in July 2012.

From 2009-2012, as Deputy Superintendent of Instruction, Innovation and Social Justice for SFUSD, Mr. Carranza led the implementation of the district’s equity focused strategic plan.

Prior to his work with SFUSD, Mr. Carranza was Northwest Region Superintendent for the Clark County School District in Las Vegas, Nevada, where he oversaw 66 schools and over 66,000 students.

Under his leadership the Northwest Region made significant strides toward improving student achievement including an increase in the number of middle schools and high schools making Adequate Yearly Progress (AYP) and double-digit reductions in the percentage of special education and Limited English Proficient (LEP) students performing below proficiency levels in mathematics and language arts.

He has served as a high school principal in Tucson, Arizona, and in Las Vegas, Nevada; high school assistant principal; and a teacher of bilingual social studies and music.

Mr. Carranza entered the public school system speaking no English. As such, he experienced first-hand the transformative power of access and equity when we choose to provide a rich and rewarding education to every student.
**Unpacking Your D2 APT Dilemma**


<table>
<thead>
<tr>
<th>Essential Question: What Essential Question (focus) guides your work and professional inquiry?</th>
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<tbody>
<tr>
<td><strong>Context:</strong> What about your practice is keeping you up at night? Describe your dilemma and any important context to better understand it. How is the dilemma related to inequities for students? Be sure the dilemma meets APT criteria (Authentic, Passionate &amp; Transformative.)</td>
</tr>
<tr>
<td><strong>Stance:</strong> What is your stance - “In the skin you are in”, who and how are you within this dilemma as it relates to the inequities referenced about?</td>
</tr>
<tr>
<td><strong>Framing Question:</strong> What question might best frame the feedback from your critical friends in order to deepen your understanding, think differently about and ultimately address your APT Equity Dilemma? (Advanced: Is this question embedded in and inviting of DII?)</td>
</tr>
<tr>
<td><strong>Probing Question</strong> (just to get started): What probing question are you most afraid someone might ask you in addressing your dilemma?</td>
</tr>
</tbody>
</table>
Mini-Sessions
9:40am – 10:40am

Please choose one of the following workshops to attend. Then stay in the same room for the Critical Friends Session at 10:45.

**Room 206**
While an agenda does not make a meeting, a meeting without a thoughtful agenda is almost certain to make for some challenging times. This mini-session will show how the flow of an agenda – matched with strong rituals, can accelerate equitable participation in the content you deem most important.

**Room 207**
Even though protocols have pervaded our practice over the past 25 years, some communities still need a refresher of what they are... and why we use them. This mini-session will convey this information while also reminding us that protocols are meant to be a temporary means to a goal rather than the goal itself.

**Room 208**
Do you revisit your norms each year, then stow them away until the next? Are they reminders of basic expectations such as being respectful or on time? In this mini-session, we will model how to create norms that remain alive and are used to stretch our professional discourse and behavior.

**Room 209**
Equity may be the new buzzword, but many have taken little if any time to define this concept for themselves and their community. As a result, many efforts in the name of equity actually are designed for equality, and sometimes as a result, inequity. Come to this mini-session to engage with some of the definitions of equity that exist within our CES network and consider how you might unpack what it means in your own community.

**Room 211**
What does it look like to create community across difference? Why does working across difference require us to understand ourselves? Come to this mini-session to experience ways we can deepen understanding of ourselves (including our beliefs, biases and values) while developing alliances across difference.
Mini-Sessions
9:40am – 10:40am

Room 216
Regardless of what we have to say to someone, the level to which it can be heard measures the quality of our feedback. At this mini-session, participants will revisit the feedback principles first introduced by Joe McDonald in his work on the importance of protocols.

Room 218
In 1997, Eubanks, Parish and Smith authored "Changing the Discourse in Schools" and helped change the way we talk of education in America. Individuals, schools and districts have accepted the challenge to use “language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions and relationships in schools.” This mini-session will introduce and engage participants in the Discourse 2 framework, as they reflect on the discourse needed in their own contexts.

Room 222
The art of forming a transformative probing question takes knowledge, skill and practice. Come to this mini-session to build all three!

Room 224
The success of a Critical Friend's Protocol is built on the quality and integrity of the dilemma and framing question a presenter brings. This mini-session will help participants unpack dilemmas that are Authentic, Passionate and Transformative.

Room 227
The 10-minute Pre-Conference is of the past. Today's Critical Friend's Protocol – if intended to engage us in work that transforms our practices and our student results, requires a more substantive Pre-Conference. Come to this mini-session to see a Pre-Conference modeled in a manner intended to begin the transformation process even before the Critical Friend's Protocol.

Room 228
A staple amongst protocols, the Critical Friend’s Protocol helps individuals by providing critical feedback for a dilemma of their choosing. Come to this mini-session to hone your skills.
San Francisco Coalition of Essential Small Schools

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