

CORE LEADERSHIP SUMMIT 2012

Focusing on What Matters Most – Effective Teaching and Learning

March 1–2, 2012 | Hyatt Regency San Francisco Airport, Burlingame, CA

Wednesday, February 29

4:00 P.M.–7:00 P.M. **Early Registration**

Thursday, March 1

7:15 A.M.–8:15 A.M. **Registration/Continental Breakfast**

8:15 A.M.–8:30 A.M. **Welcome and Outline of the Day**

8:30 A.M.–9:30 A.M. **KEYNOTE ADDRESS**

Mike Schmoker, Ph.D., Best-selling Author of *FOCUS: Elevating the Essentials to Radically Improve Student Learning*

FOCUS: First Things First for the Twenty-First Century

In this session, participants will learn precisely where to focus their precious time, efforts, and resources to ensure that all students are prepared for the twenty-first century demands of college, careers, and citizenship. They will learn about the three essential elements of good schooling and how to implement them immediately, successfully, and in a clear, simple model:

- Coherent curriculum
- Authentic literacy
- Soundly structured lessons

Despite their unrivalled power for improving performance in any and every school, these elements continue to be misunderstood—and grossly underimplemented. For this reason, these simple, familiar elements should be our first and highest priority. If they are even *reasonably well implemented*, they will outperform any educational fad or program and yield immediate and dramatic results.

*Session order within tracks varies



9:30 A.M.—9:45 A.M.

Break

9:45 A.M.—12:30 P.M.

MORNING SESSIONS*

(Click tracks below for session details)

[Elementary Literacy](#)

[Adolescent Literacy](#)

[Elementary Mathematics](#)

[Adolescent Mathematics](#)

12:30 P.M.—1:45 P.M.

Lunch

1:45 P.M.—4:30 P.M.

AFTERNOON SESSIONS*

(Continuation of morning track)

5:00 P.M.—7:00 P.M.

Reception

Friday, March 2

7:15 A.M.—7:45 A.M.

Continental Breakfast

7:45 A.M.—8:00 A.M.

Welcome and Outline of the Day

8:00 A.M.—9:00 A.M.

KEYNOTE ADDRESS

Manuel L. Isquierdo, Ed.D., Superintendent, Sunnyside Unified School District

Transforming Teaching and Learning Through Technology

Project Graduation was the beginning of transforming learning in the Sunnyside Unified School District back in 2007. Since the inception of that successful technology initiative, the Sunnyside Unified School District has gained national attention and awards for implementing innovative technology in the classroom. In 2010, Sunnyside elevated its teaching and learning environment, with Superintendent Manuel L. Isquierdo being presented with the Tech-Savvy Superintendent of the Year Award from *eSchool News*. Through firsthand experience and research opportunities, the district has developed strategies for a successful one-to-one computing program for 1,400 5th grade students in 13

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elementary schools and 1,500 6th grade students in 5 middle schools. This presentation will provide insights into and best practices for the implementation of technology to support literacy and twenty-first-century learning objectives.

9:00 A.M.–9:15 A.M.

Break

9:15 A.M.–12:00 P.M.

MORNING SESSIONS*

(Click tracks below for session details)

[English Learners](#)

[Response to Instruction \(RtI\)](#)

[Leadership](#)

[Common Core State Standards](#)

12:00 P.M.–1:15 P.M.

Lunch

1:15 P.M.–4:00 P.M.

AFTERNOON SESSIONS*

(Continuation of morning track)

4:00 P.M.–4:15 P.M.

Closing Remarks

THURSDAY TRACKS

Elementary Literacy

Anita L. Archer, Ph.D., Educational Consultant

Explicit Instruction and the Components of Reading: Prevention and Intervention

Explicit instruction encompasses a number of powerful research-validated practices for increasing students' proficiency in all components of reading: phonemic awareness, decoding, fluency, background knowledge, vocabulary, and comprehension. In this session, Dr. Archer will illustrate the major elements of explicit instruction as applied to the teaching of essential reading components in Tiers 1, 2, and 3. Procedures will be directly modeled and video examples will be provided.

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Liz Crawford, Ph.D., CCC-SLP, Director of Educational Research and Design, Lexia Learning

Demystifying Assessment: Making Concrete Connections Between Data and Effective Instruction

Research has shown that monitoring student progress on a regular basis can significantly improve student outcomes; however, the challenge many teachers and schools face is how to connect the data to everyday literacy instruction. Given that reading is based on the integration of five main areas—phonemic awareness, phonics, fluency, vocabulary, and comprehension—the complexity of assessing these individual components and effectively responding to the needs of individual students can be overwhelming. Nonetheless, tiered approaches such as Response to Instruction (RtI), which emphasize differentiated instruction, demand that level of precision of data collection and interpretation. In this session, Dr. Crawford will review the various types of assessments and provide practical examples of how you can use data to make instructional decisions. She will also present various techniques of differentiating instruction.

Adolescent Literacy

Kevin Feldman, Ed.D., Educational Consultant, Emeritus Director of Reading & Intervention, Sonoma County Office of Education

Actionable Feedback Is the Secret: Practical Tools to Dramatically Improve Literacy Instruction Across the Grades and Content Areas

We have the research-based knowledge to dramatically improve instruction, and thereby student learning, in virtually every middle and high school in the nation. Yet many secondary schools remain mired in endless reforms that evoke precious little meaningful instructional change and often only compound cynicism, helplessness, and worse. This session will focus on the incredible power of actionable instructional feedback, engaging a faculty in peer observation via “learning walks” and video critique, to fuel the work of professional learning communities. Using demonstration, simulation, and video critique, participants will get a firsthand look at the pragmatics of improving classroom instruction from the inside out.

Doug Fisher, Ph.D., Professor, San Diego State University

The Purposeful Classroom: Improving Student Achievement

Building on the gradual release of responsibility framework, this session explores the role of an established purpose and the impact that a clear purpose has on student

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learning. Participants will examine how meaningful tasks can be developed with and for students, as well as how teachers can determine when learning goals have been met and which students need additional instruction. Special attention will be given to formative assessment, guided instruction, and productive group work in middle and high school classrooms.

Elementary Mathematics

Sharon Benson, Ed.D., Director, Mathematical Solutions, Region 4 Education Service Center

What's Elementary About Algebra?

What does effective instruction that supports the development of algebraic reasoning in the elementary mathematics classroom look like? What supports offer access for all students to the development of algebraic reasoning? What should a leader do to support teachers in such a classroom? In this session, participants will engage in activities and discussions that explore the answers to these key questions. As we explain how to make our best better, we will elaborate on our current understandings and evaluate next steps.

Tena Fulghum, Ed.S., Educational Consultant, CORE, Inc., and **Dean Ballard**, Director of Mathematics, CORE, Inc.

Teaching Fractions: From the Concrete to the Visual to the Abstract to Fluency – Connections Are the Key to Success

Fractions are one of the most troubling areas of study in elementary and middle school and haunt students into high school and adulthood. What are the keys to understanding and becoming proficient with fractions? This session will delve into the meaning of fractions and research-based strategies for learning about fractions. You will learn about and engage in activities for developing fraction understanding, from concrete to visual to abstract (numerical) representations that lead to fluency. You will recognize that the connections between representations are essential for understanding, comparing, and performing operations with fractions. Bring your thinking cap: you will solve both hands-on and challenging problems.



Adolescent Mathematics

David Chard, Ph.D., Dean, Annette Caldwell Simmons School of Education and Human Development, Southern Methodist University

Preparing Students for Success in Algebra

Developing students' mathematics knowledge and skills for success in algebra will ensure they are ready for college and career. This presentation will focus on the assessment, instruction, and progress monitoring necessary to help all students understand and use algebra to solve problems. The Common Core State Standards and how they change expectations for teaching and learning will be a specific focus of the presentation. Examples of assessed student misconceptions, instructional steps to improve understanding and strategies for improving problem solving and reasoning will be discussed.

Candace Mulcahy, Ph.D., Assistant Professor, Binghamton University, and **Tricia Strickland, Ph.D.**, Assistant Professor, Hood College

Reaching and Teaching: Practical Ideas for Teaching Algebra and Geometry to Secondary Students with High-Incidence Disabilities

This session will provide participants with research-based instructional approaches for teaching geometry and algebra to secondary students with high-incidence disabilities. The presentation will also include strategies for incorporating ongoing assessment and maximizing student engagement while teaching foundational skills and grade-appropriate geometry and algebra concepts. The speakers will address the challenges and possible solutions for teaching mathematics in segregated and inclusive secondary educational environments.

FRIDAY TRACKS

English Learners

Bill Saunders, Ph.D., Educational Researcher, University California Los Angeles and The Talking Teaching Foundation

Supporting and Monitoring the Progress of English Learners: Findings and Guidelines from Research

This session focuses on two major topics: monitoring the progress of English learners and guidelines to inform English language development (ELD) instruction. The first portion of the session will focus on a study of achievement levels of English learners

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and reclassified fluent English proficient students (RFEPs, former ELs) based on the English language arts portion of the California Standards Test. The presentation demonstrates the importance of include RFEPs in the analysis of EL progress and how to conduct such analysis. The second portion of the session introduces and involves small-group and whole-group discussion around 14 guidelines for ELD instruction. The guidelines are derived from several research studies and will be discussed and applied to four levels of practice related to ELD instruction: policy, organization, focus, and instruction.

Fred Genesee, Ph.D., Professor, McGill University

Research on Second Language Reading Acquisition: Implications for Teaching and Learning

Learning to read is a complex and long-term process; learning to read in a second language is even more complex and can take longer. Research conducted over the last 25 years has revealed important similarities and differences between learning to read in a first and a second language that have important implications for program and materials development, classroom instruction, and assessment. This session will provide a nontechnical overview of what research says about learning to read in a second language and will consider the implications of these findings for classroom instruction. Dr. Genesee will also discuss issues related to the identification of at-risk second language readers and how best to provide additional support for all students learning to read in a second language, both typically developing students and students who are at risk.

Response to Instruction (Rtl)

Mark Shinn, Ph.D., Professor and Director of the School Psychology Program, National-Louis University

Practical Rtl: Building Your Blueprint for Elementary and Secondary Rtl Success

What are the common components of Rtl for elementary and secondary school implementation? How is Rtl implementation different in middle school than elementary or even high school? Do you have to always screen universally or is individual screening OK? How do we provide intensive basic skills intervention when it may conflict with graduation requirements? Which teams make which decisions? How do we avoid overtesting our students? In this session, Dr. Mark Shinn will answer these questions and more in a blueprint for Rtl implementation based on practical solutions to common problems. Separate elementary and secondary plans based on priorities for implementation will be presented, with opportunities for discussion and feedback.

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Randy Sprick, Ph.D., Director, Teaching Strategies, Inc., and Lead Consultant, Safe & Civil Schools

Classroom Management: The Core of Rtl for Behavior

This session will examine what can be done schoolwide to help teachers organize classrooms to reduce discipline problems and prompt responsible behavior from students. Participants will examine the importance of high-quality staff development, clarity from administrators on the outcomes of good classroom management, and supportive coaching in the classroom. The research on effective classroom management is clear and consistent. The trick lies in getting staff to implement effective practice on a regular basis in their classrooms.

Leadership

Marcus Johnson, AASA's 2011 Superintendent of the Year, Sanger Unified School District

Leading the Learning: Whose Job Is It?

Today more than any other time, the role of leadership in public education is changing. The days of effective management being the only skill needed are long gone. In today's world, if we lead in public education, we must lead the learning. Drawing on the journey of the Sanger Unified School District, a high poverty, high minority, high English learner district in the heart of the Central Valley of California, this session will focus on the district's journey to transform itself. The conversation will cover the development of professional learning communities, the importance of organizational culture, the need for high-quality initial instruction, and the development of intervention and support structures to support the learning needs of every child.

Anthony G. Smith, M.Ed., Assistant Superintendent, Cincinnati Public Schools, and **Michael Turner, M.Ed.**, Program Facilitator, Robert A. Taft Information Technology High School

Failure Is Not an Option: Four Value Statements That Every School Leader Should Embrace

Four value statements are critical for every school leader to embrace: the value of partnerships, relationships, rigor/relevance, and individual learning for success. Participants will be involved in interactive activities reinforcing each of these value statements. Additionally, the presenters will share how these value statements were implemented in an urban high school, moving it from one of the worst schools in the

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country to a nationally recognized Blue Ribbon School. Session attendees will walk away with a firm grasp of how to convey the importance of these ideas to their own staffs.

Common Core State Standards: English Language Arts

Lynne Munson, President and Executive Director, Common Core, Inc., and **Caroline Schenk**, K-12 Literacy Specialist, Paragould School District

Seizing the Moment: How the Common Core State Standards Movement Can Facilitate the Development of Challenging, Rigorous, and Content-Rich Curricula in All Schools

The Common Core State Standards (CCSS) call for the new standards to be taught within the context of a “content-rich curriculum.” But the CCSS do not specify what content students need to master, as this fell outside the scope of the standards-setting project. In response to this need, Common Core, a DC-based nonprofit formed to promote content-rich liberal arts education in America’s K–12 schools, started the Common Core Curriculum Mapping Project. This project created ELA Maps to help teachers, principals, curriculum directors, superintendents, or state officials striving to develop (or to help teachers to develop) the kind of content-rich ELA curriculum called for by the CCSS. The ELA Maps developed by Common Core are a coherent sequence of thematic units, roughly six per grade level for K–12. Common Core’s ELA Maps connect the skills delineated in the CCSS with suggested works of literature and informational texts, and provide sample activities that teachers can use in their classrooms. The driving force behind this work is Common Core’s belief that a child who graduates from high school without an understanding of culture, the arts, history, literature, civics, and language has in fact been left behind. In this presentation, you will hear from Lynne Munson, the president and executive director of Common Core, and Sheila Byrd, the project coordinator and lead curriculum writer for the ELA Maps for grades 9–12. Lynne and Sheila will discuss the development of Common Core’s ELA Maps and how they can be used to enhance the CCSS. They will also outline future plans to develop additional maps that will promote exciting, comprehensive, content-rich curricula in other subject areas.

David and Meredith Liben, Coordinators, Race to the Text Project, Student Achievement Partners, LLC

Transitioning to the Common Core State Standards: Making Your Efforts Effective Through a Focus on Text Complexity Demands

What are the notable differences and emphases of the Common Core State Standards for English Language Arts? What are logical focus points for early implementation? The

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Common Core State Standards for English Language Arts depart radically from predecessors in their insistence on text complexity and close reading. This session will offer a look at various aspects of text complexity: how the standards define it, a range of measurement tools (some newly developed and tested by the Race to the Text Project), and how these tools can be used for professional development. As well, the focus on text complexity, close reading, and informational text has clear educational implications. This session will examine some strategic focus areas for literacy instruction. Ideas for bringing all constituencies to a fuller understanding of the features that make text complex and what the CCSS call for will also be explored.

Common Core State Standards: Mathematics

David Hedges, Educational Consultant, CORE, Inc.

AM Session: Overview of the Common Core State Standards for Math

This session will outline the genesis and extent of the Common Core State Standards for Math (CCSSM) and explore several grade-level math activities that highlight key aspects of the CCSSM.

This session will be divided into two parts. During the first hour, we will focus on understanding the most important components within the standards, including the differences and connections between the mathematical practices standards and the content standards, how the content standards are organized, how the content standards relate from grade to grade, and significant benchmarks for learning in key areas such as numeracy, fractions, geometry, and algebra.

In the remainder of the session, we will explore grade-level math activities that highlight the content and mathematical practices standards. Participants will select and complete activities, document thinking/problem-solving processes, and examine connections to the standards. Participants will recognize how three key elements of teaching and learning—student engagement, mathematical connections, and discourse about the mathematics—are related to the standards and to these activities, and they will learn strategies for promoting these with teachers and students.

PM Session: Activities and Information to Highlight Assessment of the Common Core State Standards for Math

This session will provide a synopsis of the two assessment consortia dedicated to building appropriate assessments for the Common Core State Standards (CCSS). We will discuss CCSS FAQs and share links to further resources, such as sample assessment items and development frameworks from the consortia, as well as CCSS

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math progression documents currently in development. We will also examine strategies for using present and future math assessment items as opportunities for learning beyond simple review. Finally, we will explore the connections between standards, learning objectives, and assessments, and how to translate these from information into action.