



District of Columbia
Office of the State Superintendent of Education

It Takes a City: Achieving Higher Standards

February 19, 2016

Walter E. Washington Convention Center
Washington DC

WELCOME LETTER FROM THE STATE SUPERINTENDENT



Greetings!

On behalf of the District of Columbia Office of the State Superintendent of Education (OSSE), it is my pleasure to welcome you to the February 2016 LEA Institute, “It Takes a City: Achieving Higher Standards.”

We are pleased to provide you with professional development opportunities that we believe will help you support our students in the District of Columbia as they strive toward mastery of DC learning standards.

The DC learning standards are a key tool for ensuring that we are preparing our students for college and careers in the District of Columbia. This institute will focus on the Common Core ELA/Literacy and Mathematics standards, Next Generation Science Standards, DC Early Learning Common Core standards, and English Language Development standards for English Learners.

OSSE recognizes that as educators and leaders, you are vital to our students’ success. We are hopeful that this institute will make a difference in our shared goal to raise the quality of education for all DC residents. I am confident that by working together, we will succeed.

Thank you for your dedication and commitment to our students.

Sincerely,

A handwritten signature in black ink, which appears to read "Hanseul Kang". The signature is stylized with a large, looping "S" at the end.

Hanseul Kang
State Superintendent of Education

SCHEDULE

8:30 a.m. – 9:30 a.m.	Welcome Dr. Amy Maisterra Assistant Superintendent for Elementary, Secondary, and Specialized Education, OSSE Keynote Amanda Ingram English Lead Teacher, 5th Grade, Washington Yu Ying PCS
9:30 a.m. – 9:40 a.m.	Break
9:40 a.m. – 10:50 a.m.	Breakout Session 1
10:50 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:10 p.m.	Breakout Session 2
12:10 p.m. – 1:10 p.m.	Lunchtime Discussions
1:20 p.m. – 2:30 p.m.	Breakout Session 3
2:30 p.m. – 2:40 p.m.	Break
2:40 p.m. – 3:50 p.m.	Breakout Session 4

WORKSHOP SESSIONS AT A GLANCE

BREAKOUT SESSION 1				
Room	Session Title or Topic	Audience	Presenters	Session Description
103B	Introduction to the English Language Development Framework (HALF DAY SESSION)	All educators	Mishelle L. Jurado Bilingual Professional Development Specialist, WIDA at the Wisconsin Center for Education Research	This interactive workshop provides a foundation for participants who are new to the WIDA ELD Framework. They will engage in hands-on activities that explore academic language to enhance student language learning in the classroom. NOTE: This session runs from 9:40 a.m. – 12:10 p.m.
Salon G	Let All Children Play: Standards-Based Planning for Child-Directed Learning in Inclusive Preschools	Preschool/ pre-K teachers, administrators and families	Lorelei Pisha, Ed.D. Project Director, The George Washington University & Early Interventionist, Kid Koncepts, LLC; Christine Wallin, Ed.D. Early Interventionist/ Developmental Evaluation Specialist, Kid Koncepts, LLC	Young children learn best during child-directed play. However, planning for instruction during child-directed play may be challenging, especially in inclusive settings where children have a wide range of developmental abilities. Learn how to intentionally plan for diverse learners with the Common Core Early Learning Standards during child-directed play. Develop new tools to support the development of all young children through inclusive play-based learning opportunities.
Salon I	DC Common Core Early Learning Standards	Preschool/pre-K teachers and administrators	Dana Caffee-Glenn Professional Development Coordinator, OSSE Division of Early Learning	This training will provide participants with an understanding of the fundamentals of the District of Columbia Common Core Early Learning Standards (DC CCELS) including its purpose, structure, and format. Participants will be given the opportunity to explore the standards through a variety of hands-on activities and video clips.
Salon H	Reading with a Purpose: Standards-based Writer's Workshops in Middle School	Middle school ELA/literacy and writing	Ashleigh Tillman M.Ed ELA and Reading Instructional Specialist Friendship Public Charter Schools, Tech Prep Middle School	In this workshop, participants will review research-based and best practices, and receive easy-to-implement, classroom-based instructional strategies and resources to improve writing instruction in middle school classrooms. Writing workshops are a great way to embed practical writing instruction in their classrooms every day.
103A	Podcasts, Videos and Music... Oh My!: Implementing Standards-based Plans and Products in the ELA Classroom	Grade 6-12 ELA/ literacy	Debra Brennan Teacher and English Department Co-Chair, Washington Math Science and Technology PCHS, together with her AP English students	In this session, participants will experience a practical case study in which students from an inner-city high school are engaged in sophisticated podcast and video productions of contemporary issues. This tackles the "Speaking and Listening" Common Core State Standards together with the "Research to Build and Present Knowledge" standards.
147A	The NGSS in Action: A 6th Grade Early Science Lesson	Grades K-12 science	Nicole McGill teacher, Hart Middle School DCPS; Nicole Smith teacher, Hart Middle School DCPS	Participants will actively engage in a 6th grade NGSS-aligned lesson designed to help students understand how humans depend on fresh water and that access to clean water is not equal for all. This experience will provide a real-world context for addressing three dimensional learning and the nature of science.

Room	Session Title or Topic	Audience	Presenters	Session Description
147B	Grading in 3D: Standards-based Grading with the NGSS	Grades 6-12 science	Stephen Sholtas Physics Teacher, Eastern SHS DCPS	What is the purpose of a grade? To communicate? To motivate? As we shift to the NGSS and the idea of 'Performance Expectations,' teachers may consider shifting grading practices from 'points to proficiency.' In this session we will discuss standards-based grading as a means to better track student progress, effectively communicate skill level, and teach students what learning looks like.
145A	Inquiry Investigations: A Dynamic Approach to CCSS Math Instruction	Grades K-12 math	Jessica Hiltabidel Senior Manager, Teaching and Learning; Center for Inspired Teaching Fatou Thiam Teaching and Learning Specialist; Center for Inspired Teaching	The CCSS require a shift in practice for both teachers and students. In this workshop, participants will engage in an authentic, first-hand learning experience that looks at a familiar math equation/topic from various perspectives while deepening their conceptual understanding.
145B	The Formative Assessment Process: The Importance of Using Multiple Strategies to Improve Learner Outcomes	Math and ELA/ literacy educators, administrators and parents	Robin Williams School Development Consultant, Papillon Educational Group LLC	This workshop will allow educators to identify a corporate definition of rigor, as presented throughout empirical research and literature, and allow attendees to reflect on current practices of instruction, especially as it relates to the Common Core State Standards in mathematics and/ or English language arts.
144C	Co-teaching: How to Make it Work	General education, ELL, and special educators	R. Tommelleo Principal: Center City Brightwood Campus A. O'Brien 4/5 ELA Teacher, Center City Brightwood Campus T. McCray 4/5 Inclusion Teacher, Center City Brightwood Campus	Students with special needs can no longer just be "included" in the general education experience. This session will focus on how our teachers co-plan, co-instruct, and co-assess students as well as the outcomes that these practices have on student achievement. Presenters will share the theoretical basis for choosing the co-teaching model as well as examples of how the co-teaching model changes learning outcomes for students at Center City schools. Center City--Brightwood Campus is a Title I Distinguished School for Closing the Achievement Gap.

WORKSHOP SESSIONS AT A GLANCE

BREAKOUT SESSION 2				
Room	Session Title or Topic	Audience	Presenters	Session Description
Salon I	DC Common Core Early Learning Standards	Preschool/pre-K teachers and administrators	Dana Caffee-Glenn Professional Development Coordinator, OSSE Division of Early Learning	This training will provide participants with an understanding of the fundamentals of the District of Columbia Common Core Early Learning Standards (DC CCELS) including its purpose, structure, and format. Participants will be given the opportunity to explore the standards through a variety of hands-on activities and video clips.
Salon G	One Classroom, Many Languages: Using a Child's Home Language to Support the DC Common Core Early Learning Standards	ELL educators, preschool/pre-K educators, instructional assistants, and administrators	Shaunté V. Jones, Ed.S. Management Analyst, OSSE Division of Early Learning	This session will provide participants with strategies to assist with the implementation of the DC Common Core Standards for young children who are learning English as they continue to learn their home language. Participants will leave the session with a 'professional toolbox' full of concrete and accessible tools to use in the classroom, all based on current research and best practice.
145A	Collaborative Problem Solving through Productive Persistence	Grades 3-6 math	Robyn Silbey Robyn Silbey Professional Development	In this interactive session, participants will after explore a student-centered paradigm that embraces complex problem solving through productive persistence. Through the lens of mathematical practices, participants will investigate and evaluate a process in which problems are thoroughly understood and entry points identified prior to solving. Student work samples will be shared.
103A	Connecting with Careers in STEM with Learning Blade!	Math, science, and ELA educators	Joshua Sneiderman Vice President Learning Blade Albert Einstein Education Fellow	Supplement your Math, Science, and ELA curriculum with STEM Career Awareness. In this session you will learn how to stimulate lifelong learning in STEM, using Learning Blade's NGSS and CCSS aligned supplemental curriculum. This platform is designed for student-centered, self-paced, individualized learning. The technology has been validated by Battelle and recommended by a national panel of STEM experts two years in a row as a valuable STEM education resource in the ACT "Condition of STEM" report.
147A	Using Argument-Driven Inquiry to Engage Students in Essential Practices of Science and Engineering	Grades 6-12 science	Jonathon Grooms, Ph.D. Assistant Professor of Curriculum and Pedagogy, George Washington University	Argument-Driven Inquiry (ADI) is an evidence-based instructional approach that supports teachers to engage their students" to "that supports teachers in engaging their students. ADI investigations represent a 3-dimensional instructional strategy that coordinates core disciplinary ideas, crosscutting concepts, and essential practices of science through laboratory investigations that center on scientific argumentation. Participants will experience an ADI investigation.

Room	Session Title or Topic	Audience	Presenters	Session Description
147B	Preparing to Implement the Revised Health Education Standards	Health educators, administrators, and community based organizations	Sombo Pujeh, MPH Health Education Specialist, OSSE; Aunamesha Henley, DrPH Program Officer, OSSE	This session will introduce school-based health educators and administrators to the changes being made to the OSSE Health Education Standards and the implications they have for classroom instruction. A brief history of the Health Education Standards, process of revision, and how the changes will affect instruction will be followed by a discussion among attendees to gather feedback on the current draft. Feedback will be directly incorporated into the process and inform the working group making the proposed changes. The session will conclude with the provision of health education resources and/or classroom supplies.
Salon H	A Teacher's Toolbox: Student Centered PARCC Aligned Strategies	ELA/literacy teachers (emphasis grades 6-12)	Nicole R. McCrae MAT Secondary English, Literacy Instructional Coach; IDEA Public Charter School	Teacher's Toolbox is targeted for teachers who are in search of creative collaborative literacy techniques to implement within their classrooms. These strategies will help enhance pedagogical methods to ignite student engagement around Common Core standards. Teachers will learn techniques to apply to any literacy lesson. All strategies are PARCC aligned and student-centered which will boost student achievement at the secondary level of English/language arts.
145B	The Formative Assessment Process: The Importance of Using Multiple Strategies to Improve Learner Outcomes	Math and ELA/ literacy educators, administrators and parents	Robin Williams School Development Consultant, Papillon Educational Group LLC	This workshop will allow educators to identify a corporate definition of rigor, as presented throughout empirical research and literature, and allow attendees to reflect on current practices of instruction, especially as it relates to the Common Core State Standards in mathematics and/or English language arts.
BREAKOUT SESSION 3				
Room	Session Title or Topic	Audience	Presenters	Session Description
103B	Dynamic Differentiation for Linguistically Diverse Students (HALF DAY SESSION)	All educators	Mishelle L. Jurado Bilingual Professional Development Specialist, WIDA at the Wisconsin Center for Education Research	English language learners need instruction that is differentiated for their diverse proficiency levels. Participants will collaborate on how to customize instruction for ELLs utilizing WIDA tools while taking academic language into consideration. NOTE: This session runs from 1:20 p.m.—3:50 p.m.
Salon I	Up, Down, Across: Using Ramps to Explore Physics with Preschoolers	Preschool/pre-K teachers and administrators	Mary Hendrickse School and Youth Groups Manager, National Building Museum	Preschoolers can be amazing scientists and engineers. During this workshop by educators from the National Building Museum, learn to use ramps, roadways, balls, and other things that roll in a series of activities that explore physics and engineering concepts. Connections to the DC Common Core Early Learning Standards will be explicitly addressed.

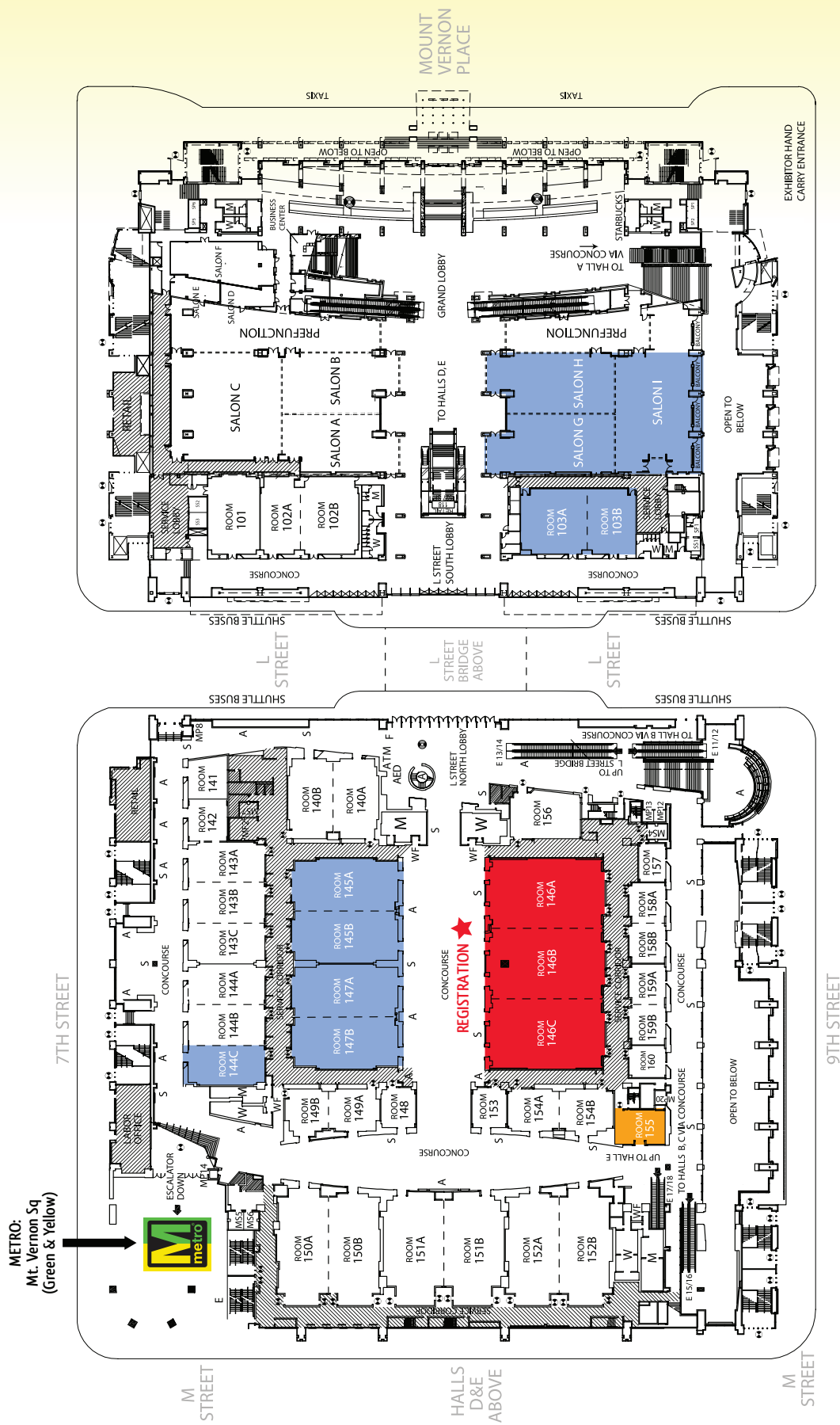
WORKSHOP SESSIONS AT A GLANCE

Room	Session Title or Topic	Audience	Presenters	Session Description
Salon G	Exceptional Students making Exceptional Strides: Best Practices for Alternate Achievement Standards Teaching and Learning	All educators	Emily Forde Compliance Manager, Student Support Services, KIPP DC Webb Campus, Northeast Academy, Connect Academy, Spring Academy	In in this workshop-style session, participants will learn practical, best practices for creating standards-based lesson experiences for students using alternate achievement standards.
147B	Making Thinking Visible in the Science Classroom	Grades K-12 science	Nicole Paulson Director, Essential Teaching and Learning	“Engaging in Argument from Evidence” and “Developing and Using Models” are two science and engineering practices described in the Framework for K-12 Science Education. Discussion in this session will focus on the importance of making students’ thinking visible through engaging in argument from evidence by developing and using models.
147A	It’s a Standards Machine! Robotics for Early Learners	Grades pre-K to 3 educators and administrators	“Dr. Dougie” Tracy Douglas STEAM Teacher, Science Teacher Leader, Eagle Academy PCS, STEM Ambassador for DC STEM Network	Join “Dr. Dougie,” STEAM teacher for Eagle Academy Public Charter School, as she shares her experiences with forming a Robotics Club for her preschool students! Analyze videos of real preschoolers as they navigate engineering concepts for the first time and explore connections to DC Common Core Early Learning Standards and Next Generation Science Standards as you take a stab at programming your own robot!
145A	Math is Our Favorite Subject! The Best of Common Core Teaching	Grades 2-5 math	Robyn Silbey Robyn Silbey Professional Development	Explore how to improve students’ math attitudes and conceptual understanding by embedding the Common Core Standards for Mathematical Practice. Using activity-based lesson simulations focused on place value and whole number operations, participants personally experience—and get excited about—how student-centered, 21st century teaching looks and feels in the classroom.
145B	P^3: Putting the Practices into Practice	Grade 7-12 math	Dr. Cristal Jones-Harris Ed. D., Einstein Fellow, Computer Science Teacher Matthew Owens Einstein Fellow, Mathematics Instructional Support Specialist	This workshop will take participants to a new level of innovation of implementing the eight mathematical practices for Common Core classrooms in mathematics and computer science at the high school level. Participants will investigate how these innovations in technology and tools can improve mathematical learning for all students. Bring your mobile device or computers to join the fun!
Salon H	A Teacher’s Toolbox: Student Centered PARCC Aligned Strategies	ELA/literacy teachers (emphasis grades 6-12)	Nicole R. McCrae MAT Secondary English, Literacy Instructional Coach; IDEA Public Charter School	Teacher’s Toolbox is targeted for teachers who are in search of creative collaborative literacy techniques to implement within their classrooms. The strategies will help enhance pedagogical methods to ignite student engagement around Common Core standards. Teachers will learn techniques to apply to any literacy lesson. All strategies are PARCC aligned and student-centered which will boost student achievement at the secondary level of English/language arts.

BREAKOUT SESSION 4				
Room	Session Title or Topic	Audience	Presenters	Session Description
Salon G	Interactive Domains! Using Technology to Help Children Demonstrate Their Mastery	Preschool/pre-K teachers and administrators	Nigel Henley Professional Development Coordinator, OSSE Division of Early Learning	The days of yesteryear are over, and technology is here to stay. Today's children are swiping left, double tapping, and dragging and dropping. In a digital age, the importance of blending cutting-edge technology, principles of development, and learning can prove beneficial for every child. Learn how to incorporate interactive technology into your classrooms in meaningful ways that promote mastery of the DC Common Core Early Learning Standards.
Salon I	Let's Play! A Guided Practice	Early learning educators	Dana Caffee-Glenn Professional Development Coordinator, OSSE Division of Early Learning; Christophe Beard Management Analyst, OSSE Division of Early Learning; Mary Hendrickse School and Youth Groups Manager, National Building Museum; Lisa Kuh Director of Early Education, Somerville Public Schools	"For young children, much important cognitive, social-emotional, language, and physical development occurs in the context of play" (DC Common Core Early Learning Standards, 2012). Join us for this dynamic free play session, where participants can reconnect with their inner child and reflect on what it REALLY means to help young children meet the DC Common Core Early Learning Standards!
Salon H	Navigating the Seas of Information: Teaching Research	Educators teaching research standards	Sarah Elwell School Librarian; WTU PD Instructor, McKinley Technology High School	In this session, participants will develop a working definition of research before delving into how research manifests in the language of the ELA CCSS. Participants will view and share research resources that will enhance inquiry within their educational settings before drafting a research plan for an upcoming project.
103A	Best Practices for Teaching with the Alternate Achievement Standards in Mind	Special education teachers & alternate assessment coordinators	Rachel Fouts M.Ed. Turner Elementary School, DCPS	This practical didactic will encapsulate guidance for how to best use and implement alternate achievement standards in the classroom. Concepts of inclusion, differentiation, and resource development will all converge to allow educators to enhance their instructional approaches to best meet the needs of students with disabilities. NOTE: Participants should bring student work samples for this interactive workshop.

WORKSHOP SESSIONS AT A GLANCE

Room	Session Title or Topic	Audience	Presenters	Session Description
145B	Using Virtual Robotics as Mathematical Practice	Grades 5-8 math and science	Dr. Cristal Jones-Harris Ed.D., Einstein Fellow/Computer Science Teacher	This workshop will demonstrate how students actively learn mathematics, physical science, and computer science concepts when engaged in a cost-effective, and personalized virtual robotics environment. This is an instructional and project-based approach to some of the Common Core Standards of Mathematics Practice and Next Generation Science Standards that aim to build problem-solving skills and engage in engineering practices. Bring your computer or iPad/Android device for a learning experience!
145A	Tasks & Tools for the High School Common Core Math Classroom	Grades 9-12 math	Matthew M. Owens 2015-16 Albert Einstein Distinguished Educator Fellow with the National Science Foundation, High School Mathematics Specialist (Richland School District 2)	This workshop is designed to engage participants in performance based tasks appropriate to stimulate algebraic thinking and reasoning. Additionally, participants will engage in a demonstration of some technologies and digital tools that can be used in the classroom to enable students to become mathematical practitioners of investigation and inquiry methods.
147A	Inquiry-based NGSS: Making Sense of Phenomena	Grades K-12 science	David Yarmchuk Senior Manager of Science Education, Center for Inspired Teaching; Caitlin Wolf Program Associate, Center for Inspired Teaching	The Next Generation Science Standards (NGSS) compel students to make sense of the world using science. In this workshop, we will experience NGSS as students, investigating a phenomenon and using it to build our own scientific understanding. We will then connect our experience back to the standards to deepen our understanding of NGSS, and the teaching and learning of science.
147B	A Vision and Plan for Science Teaching and Learning	Grades K-12 science	Brett Moudling Partnership for Effective Science Teaching and Learning	This session will outline a set of instructional strategies to effectively implement instruction that meets the framework and NGSS. Attention will be paid to how teaching and learning at the intersection of three dimensions happens in the classroom. Discussion centers on insights into ways to use an organizational schema to effectively bring the three dimensions, described in the Framework and NGSS, into classroom teaching and learning.



- Opening Session & Lunch Discussion in Room 146ABC
- 10 Breakout Session Rooms are highlighted in Purple
- Private Office for OSSE Planning Team

Conference is on Street Level.



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