

# BLOCK A WORKSHOPS TUESDAY, 7/15, 8:30 AM - 4:00 PM

SCHOOL	TITLE	STUDENT INTER'ST	DESCRIPTION
Amy Biehl H.S.	Making Your School Viable in a Volatile Environment		ABHS will share its methods for developing relationships with opinion leaders that are designed to position it for the long term. This session will help schools plan for the future by helping them communicate their goals and plan for the developments that are seemingly outside of their control. This presentation will be particularly helpful to those schools that are grappling with understanding and planning for a dynamic political environment in their community.
CES National	Creating the Conditions: How Your School Can Influence Local, State, and Federal Policy		CES educators often seek support for education reform initiatives generally, or their schools' efforts specifically, from outside audiences, such as parents, community members, school boards, or policymakers. Yet, members of the school community often lack the knowledge about the political process and the training or preparation to influence these audiences. This interactive workshop will provide messaging and advocacy tools that connect directly to the work of school reform, address some specific hurdles facing those implementing a CES philosophy, and offer strategies for influencing the political process more effectively. Participants will practice using these tools and will deepen their experience in community engagement, governmental relations, and media and public relations.
CES National	Youth Forum - YOUTH ONLY	Yes	Students from CES small schools will host a forum that explores youth voice through advocacy. In this interactive day-long session exclusively for students, youth leaders from CES small schools will use their leadership skills to incorporate advocacy strategies that create real change on their school campus. Youth will facilitate small group discussions about the issues and challenges important to youth as well as develop action plans that get their voice heard in the school reform movement. This is a great opportunity for CES youth to learn from each other and build a strong CES youth network.
E3 - Employers for Education Excellence	The Unexamined Whiteness of Teaching: How Seemingly Innocent Understandings Maintain Racial Inequality		It is not often that we hear the words white privilege. "Racism" is a term that we hear more regularly. These words are actually closely related, although the parallel is almost never drawn. Some people have described white privilege as the flip-side of racism. Behind the violence and discrimination of racism that people of color are subjected to in this country are the advantages and protections of having white skin. White privilege is not only about experiences on an individual level, but it is a web of institutional and cultural preferential treatment. White privilege, white culture and white space are important concepts to explore and understand if we are to truly build community across racial lines. This work session will take an intentional, inside-out approach that mediates a person's thinking toward values, beliefs, and behaviors that enable effective cross-cultural interactions.
E3 - Employers for Education Excellence	Moving from Credits and Grades to Demonstrations of Proficiency in Order to Award a High School Diploma		Several Oregon high schools use a credit for proficiency model to change from the traditional model of grades and Carnegie units to one of student demonstration of proficiency. Small schools are encouraged to bring teams of teachers to this worksession to learn about several schools' policies and practices in awarding credit based on proficiency. Worksession time will be used in planning how to implement learnings from the session in your home high school.

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E3 - Employers for Education Excellence	Distributing Instructional Leadership in small schools		In small schools, the principal must take on all administrative responsibilities, unlike large high schools that may distribute these to two or three assistant principals, making time spent acting as an instructional leader difficult to find. But instructional leadership can not only be distributed across the teaching staff, it is more powerful when a strong relationship exists between the principal and a teacher leader. This worksession will explore the newly developed instructional leadership model at a new small school in a conversion high school. <b>*Principal and teacher leaders are encouraged to attend together as time will be spent sharing instructional leadership successes and challenges, as well as in framing work to improve your leadership and instructional focus once you return home.</b>
Eagle Rock	ABCD: And We Aren't Talking About the Alphabet	Yes	Asset-based Community Development (ABCD) is an approach to school community development that advocates the use of skills and strengths that are already present within the school community, rather than obtaining help from outside institutions. The phrase "asset-based" refers to a positive, "capacity driven" approach that encourages community members to make progress for themselves, as opposed to traditional "needs driven" approach that makes the community dependent on institutional help. <b>*Participants are encouraged to attend with a colleague to maximize the impact of this session.</b>
Francis W. Parker	<b>THIS WORKSHOP IS FILLED</b> Assessment at Parker: Performance -Based Promotion in the Classroom and In the School		In this workshop, participants will learn about Francis W. Parker Charter Essential School's focus on performance based promotion based on narrative assessment and our school wide Criteria for Excellence in 13 skill areas . We will explore narrative assessment and our system of communicating with students, families and the larger world about student learning and progress, as well as present the "Gateway" process whereby our students move from one academic division to the next by virtue of a portfolio and public exhibition that is developmentally appropriate at each of the 3 turning points in our students' lives.
High School for Recording Arts	Hip-Hop for Social Change	Yes	Participants will be led through the songwriting and recording processes around a political theme. The workshop will feature a discussion of hip-hop and politics, as well as opportunities for teaching and learning through its art form.
Quest High School	Power to the People: Effective Strategies to Empower Student Leaders and Make Advisory a "No Sweat" Success	Yes	Too often advisory is a frustrating obligation that leaves teachers overwhelmed and students asking, "What's the Point?" Using proven strategies developed in their Family Advisory Program, these Quest High School community members will demonstrate how to create and maintain a quality advisory program. This approach empowers students as leaders and makes life easier for teachers through shared responsibility. This is a highly interactive session invaluable for students and advisors alike.
Urban Academy & Gotham Professional Arts Academy	Getting Quality Work Through Discussion		How do we get students to do advanced level work? It starts with the discussion-based classroom. We will look at work done at Urban Academy including the Looking For An Argument course and examine the connection between deep intellectual discussion and student written work. In Gotham's first semester, all students took and all teachers taught the Looking for an Argument curriculum. In this session participants will explore how to use the curriculum as a means of professional development, as a way of creating school culture, and providing both staff and students with an effective orientation to the dynamic of discussion based classes.

## BLOCK B WORKSHOPS WEDNESDAY, 7/16, 8:30 AM - 12:00 PM

SCHOOL	TITLE	STUDENT INTER'ST	DESCRIPTION
Amy Biehl H.S.	Senior Projects That Transition All Students to College	Yes	As an urban college preparatory charter school, ABHS will demonstrate practices that support students in their transition from high school to college. By examining the effective process which requires all seniors to successfully complete two college courses to graduate. Specifically, participants will examine the process of linking college coursework to a yearlong service-learning project of their crafting. The coursework itself presents the vital context for effective service and meaningful engagement with the issues they explore.
ARISE	<b>THIS WORKSHOP IS FILLED</b> Building School Culture	Yes	How do you create a safe and supportive school community? How do you build a school where students and staff all share ownership and accountability? Staff and students from ARISE High School will share how they built a strong sense of community during their first year and how they fostered student leadership as part of this process. Participants will create their own plans for creating a strong culture at their schools.
Boston Arts Academy	Digital Portfolios, Assessment & State Standards		Boston Arts Academy's science department is using digital portfolios to assess student mastery of the Massachusetts state science standards. BAA is using this assessment to develop specific remediation sessions for students needing to pass the mandated high-stakes exit exam. This workshop is designed for teachers and administrators who are dealing with state-mandated tests and the CES Principles of equity & individualization. Participants will study several examples of student work and use a protocol to help determine appropriateness and effectiveness.
El Colegio	Discussion: Improving results for English Language Learners		Do you have students whose first language is one other than English at your school? Do you have an English as a Second Language program in your school? What approaches do you use to ensure success for English Language Learners? Do you wonder if you are serving these students equitably? Staff from El Colegio Charter School in Minneapolis will be facilitating a discussion on these and other related questions. We have over seven years of experience in working with English language learners, and our ESL program has always been an important component of our school. We will share some of our success and challenges in ensuring success for our students, and we will ask participants to do the same. We hope that all who attend this workshop will walk away with some strategies to help increase results for English Language Learners at their school. Additionally, we hope this workshop will serve as a needs analysis within the network so we can develop additional workshops and professional development to support equitable outcomes for these often underserved students.
Fenway H.S.	Math Exhibitions: Process and Product		Fenway High School has had a long standing tradition in making a student's knowledge public. In the math department, one of the ways this is done is through math exhibitions. In this workshop, the facilitators will speak about the creation and development of math exhibitions as well as give examples of the process. The workshop will examine Fenway's recent curriculum review, the importance of math literacy in the classroom, and personalizing exhibitions for students. The facilitators will also discuss the planning and preparation for exhibitions. This workshop will be hands-on and is meant for teachers that are interested in creating, or honing their current exhibition process.
Global Connections	Learning from a Mentor School	Yes	After three years as a new small school that was converted from a comprehensive high school, we owe much of our success to the relationship with our mentor school. In this workshop we will describe the mentoring relationship between mentor and new schools and the stages of development that we went through to efficiently establish our new school by learning from the experiences and expertise of our mentors.

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Humanities Preparatory Academy	Democratic Leadership rooted in Consensus Decision Making Communities: Dilemmas and Paradox		In a professional learning community with a commitment to practicing and empowering students with the knowledge, understandings and skills of democratic process, what are the leadership challenges? What does Democratic Leadership look like in a consensus-based decision-making community? What are the dilemmas & paradoxes? Who decides who decides? This workshop will provide a description of the distributive leadership model at a CES school and consider common dilemmas of democratic leadership in any educational community.
Humanities Preparatory Academy	Fairness		Tired of suspending and punishing? Punishment may feel right for the punisher but overwhelming evidence shows that it does little to change student thinking or behavior. This workshop is based on a restorative justice model in which the school's community plays a role in bringing students back in line with the school's most cherished core values. This workshop is for administrators interested in creating more equitable schools. Humanities Prep Academy in New York City.
International School of the Americas	Civil Rights in the Classroom and in the Field : A Weeklong Learning Experience to Montgomery, Birmingham, and Selma, Alabama With 100 ISA Juniors	Yes	Adele Barnett, English teacher, Ileana Liberatore, Professional Development School coordinator, and several ISA students, will present student multimedia documentaries from the junior class' civil rights travel experience to Alabama, describe the classroom and field-based pedagogy used before and after the travel experience, and discuss the public exhibition of the student work. Participants can expect to explore Civil Rights-related topics and curriculum as well as glean ideas for how to implement components of this project in their own school and community contexts.
James Baldwin School	The Integration (Integrity) of Your School's Values	Yes	Something has integrity only if it is integrated. Core values, common principles, are no exception; for them to have currency, importance – integrity – they must be incorporated throughout. In this workshop participants will reflect on how their school's values are integrated (or not) throughout their school's structures and discourse. Facilitators will share what we do at Baldwin - integrating core values into our curriculum planning, assessment, awards ceremonies, discipline procedures, admissions process, and other domains - and learn how we could do it better.
Met, Peace Street Campus	Internships and Projects as the center of personalized education	Yes	A student who finds an internship they are passionate about will naturally have an authentic project. How do you find the “best” internship for individual students? How do you develop a project that helps the student meet their learning needs and pushes personal growth? This workshop will help students and teachers develop and share ideas to find internships and promote in depth project work.
Middle College High School	Engaging the First Teacher: Partnering with Parents in High Schools	Yes	Parents will share their process of researching and securing grant funds to support whole school community learning on important topics that are not always covered in class. One example is a series of financial literacy workshops hosted by Middle College's parent leadership group. Participants will have an opportunity to view their work and begin planning parent leadership initiatives that they can take back to their own schools.
Odyssey: The Essential School	Intersession in a Traditional School Schedule.		This workshop describes the process of planning and implementing an intersession in a traditional school schedule. Intersession can help schools that have limited staffing, that focus on core classes, and that struggle to provide enough electives for students (a challenge for many small schools.) At Odyssey we have two, 3-week intersessions that allow students to earn their fine arts, PE and health credits. Participants will be hear about our process from creating course offerings and registration, through the final performance exhibition.
River City School of Leadership and Service	Parental Partnerships: Creating Collaborations with Active Participation	Yes	In this workshop River City High School will introduce its Parental Collaborative Partnership. Facilitators will help participants develop strategies that foster the development of stronger collaborations and partnerships among parents, students, school, and community. They will discuss the PCP sharing session, community building activities, and review the PCP guide book. Workshop participants will walk away with ideas and tools that will create active partnerships with parents, students, school officials, and members of the local community.

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San Francisco Coalition of Essential Small Schools	Data-Based Inquiry: How Can We Use DBI as a formal Decision Making Tool?		By the end of this workshop participants will have shared the experience of one school's effort to use formal DBI to prioritize its resources, which ultimately led to a redesign of the school's core structures. Participants will explore how they can do the same for their own school.
School of Math, Engineering, Technology, and Science	Houston We Have a Problem: Changing the way we view students, their issues, and our ability to change their academic promise/future.		Using various techniques, the group will discover their own perceptions about student failure, and how looking deeper into the student's life can change the way they approach public enemy number one, so that he/she becomes opportunity number one. The purpose is to show staff how to use all available data, from test scores to cumulative folders, to take a more clinical approach to developing action plans to serve students. Using the techniques outlined in this workshop, schools will be able to collaboratively plan for at risk students success.
School of International Studies and Global Economics	Creating a Project Based Horizontally and Vertically Integrated Global Curriculum for the 21 <sup>st</sup> Century Learner		The School of International Studies and Global Economics is embarking on a new and exciting curriculum designed to meet the demands of a 21 <sup>st</sup> Century global education. This workshop will discuss the framework for a curriculum that utilizes project-based learning across a horizontally and vertically integrated interdisciplinary system anchored by Global Leadership classes throughout all four years of study at the school. The development of interdisciplinary projects will also be discussed that will engage students in yearly cross-disciplinary projects to develop research, writing, technology, and presentation skills.
Young Women's Leadership Charter School	Assessment with EASE		For the past eight years, the Young Women's Leadership Charter School has utilized EASE: Equity & Achievement in a Standards-based Environment to support our unique approach to assessment and student evaluation. It is designed to: focus everyone's attention on student learning and not on student grades; enable administrators to coordinate resources to target students' demonstrated academic needs; enhance communication between educators, students, and families; encourage using data as a factor in decision-making and aid teachers in planning instruction. For the past three years, we have shared this work with other CES schools and many schools within the coalition have begun to adopt this method of assessment. Our workshop will convene teachers, faculty and staff from all of the participating schools to talk about how each school uses this approach to meet the needs of each of their students. People from schools who are interested in the issues raised by adopting this approach and are considering it themselves should join us for an engaging workshop around ways to make this system work for all schools.
South Valley Academy	Grading that Communicates		Disaggregating grades provides useful information for students and parents, and can be prescriptive as well as descriptive. Instead of one grade, we give two: a grade in habits and another in skills. Workshop participants will deconstruct traditional grading to reveal its ambiguity and explore alternatives that have proven effective.

## BLOCK C WORKSHOPS THURSDAY, 7/17, 8:30 AM - 12:00 PM

SCHOOL	TITLE	STUDENT INTER'ST	DESCRIPTION
Capital City Public Charter School	Assessment and Differentiation of Math Instruction.	Yes	This workshop will focus on the assessment and differentiation of math instruction. We will share about Capital City's math benchmarks, an initiative put in place by our Instructional Leadership Team two years ago that resulted in dramatic improvement in our school's math performance. The workshop will include a presentation by one or more students of a portfolio math project that was differentiated to meet the needs of individual learners.
Connections Public Charter School	Makahiki: The Joys and Challenges of Planning All-School Events	Yes	Student-lead, teacher-supported planning of events by teams of high-school students at Connections Public Charter School has been an important element of its growth as a new CES school. As part of a Directed Studies credit, a number of students planned an all-school celebration of Makahiki, a time of the year when historically, Hawaiians outlawed war and spent their time practicing sports, feasting and dancing. Experience through ancient games of challenge and food this unique Hawaiian New Year, a holiday of peace, and also learn a little about Hawaiian culture, our school and its Culinary Arts program. This workshop is aimed for students and adults interested in learning and sharing about student-organized all-school events – the nuts and bolts of planning and their power to create community and support leadership in a K-12 school.
El Colegio	Interdisciplinary Curriculum Planning and Implementation		In the real world, knowledge and experience are not separated into narrow disciplines. Why in schools do we insist on segregating learning into specific areas such as math, science, or history? We believe that our teaching should reflect the reality of the world. In this workshop we will share best practices and tools to help you plan engaging, interdisciplinary courses at your school that meet state standards and connect students and teachers to content in new ways. You will leave this workshop with concrete ideas for classes or units to implement at your school.
Federal Hocking H.S.	The Senior Project Process	Yes	Examine the FHS requirements for senior project. This process focuses on “tuning” student work to create an optimal finished project. Participants will be empowered to incorporate FHS best practices towards creating your own senior experience
Greenville Technical Charter High School	<b>THIS WORKSHOP IS FILLED</b> Using Individual Learning Plans and Student Led Conferences	Yes	How can high schools increase parental involvement in their students' education? How can students more effectively communicate their goals and academic progress with their parents and teachers? One way is through the student- led conference. During this workshop, participants will experience a student -led conference and examine the entire process - from the Individual Learning Plans to planning the conferences to coaching students with the skills necessary to lead a conference. Participants will leave with a toolbox of planning tools.
Harmony School	Connecting the Classroom and Community	Yes	Inviting guest speakers from the community to the classroom provides some obvious benefits to students and teachers alike by broadening our experiences of a particular subject. Guests can also bring a range of issues that both students and teachers must deal with, including varied presentation styles, unfamiliarity with the culture of the school, coordinating logistics, and connecting to the existing curriculum and relating to the experiences of the students. Students and teachers from Harmony School will facilitate a discussion about how to integrate community members into our classes in order to create an experience that is rewarding for the students, the guest and the teacher. Participants are invited to share their own experiences with integrating community members into their classes.

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Humanities Preparatory Academy	Yoga for Student/Staff Health and Well-Being	Yes	Schools are often faced with the challenge of finding creative alternatives for engaging students in best practices for health and well-being. A secular, non-sectarian study of yoga in a public school is a great opportunity to introduce a school community to the benefits of a practice that engages the mind and body in ways that support a students' formal and informal educational goals in ways that are subtle and profound. Participants will experience a "slice" of a Humanities Preparatory Academy yoga class and learn how to engage community based organizations to support a vibrant yoga program in your school.
Humanities Preparatory Academy	Africa Beyond the "Dark Continent"	Yes	How do we see Africa? This workshop offers a framework for teaching about Africa that goes beyond the usual stereotypes and disaster images that too often leave our students with a negative view of African heritage. It offers strategies for teaching about Africa, and then presents resources that enable educators to teach about the continent more richly and vibrantly. After the thematic introduction, we will experience learning units on Mali, the Congo and Ghana to transform our view of Africa.
James Baldwin School	Town Meeting: An Engine of Advisory and Barometer of School Culture	Yes	Town Meeting and community meetings or assemblies have various shapes, sizes, & functions at schools in the CES Small Schools Network. This workshop will allow participants to share what happens at their schools and to learn from others. Facilitators will present a model of Town Meeting as it functions at our school – each week planned and facilitated by students – and discuss the importance of our Advisory curriculum, school structures and school culture in general.
Leadership High School	The Advisory Experience: How can Advisory achieve the goal of personalization so that students receive the support necessary for success?		By the end of this workshop participants will understand the experience that advisors and students share at Leadership High School; learn structures that allow advisors to support students academically and emotionally, and create a plan to improve advisory at their school.
Life Learning Academy	Stop, Think, Decide: A Geometry & Art Project		This workshop will introduce the "STOP. THINK. DECIDE." Geometry and Art project, an example of LLA's Interdisciplinary, Project-Based (IPB) curriculum. Part of the success of LLA's nonviolent school culture comes from its IPB curriculum and teaching and "STOP. THINK. DECIDE." is the result of a collaborative effort with students and teachers. In this workshop participants will be exposed to the planning and development of "STOP. THINK. DECIDE.", learn about the project goals, and have the opportunity to use manipulatives and geometric constructions to explore the mathematics of semi-regular and demi- regular tessellations.
Lighthouse Community	Aligning Instruction, Assessment, and Reporting		This workshop will focus on synergizing learning outcomes with assessment, reporting and motivational tools. By aligning these focus areas, students will have a clearer evaluation of the information they have mastered and the areas they need to improve. This process will allow students to get target specific support and resources to enrich their overall development.
Middle College High School	Looking From the Inside Out: The Peer Review Process in a Nutshell		As part of the peer review process, teachers volunteer to work with a committee of other staff members. During the process, teachers reflect on their growth as professionals embarking upon the challenge of seeking constructive, collegial feedback. Student work, written self-reflections, student reflections, and colleague reflections are reviewed, evaluated, and discussed to guide teachers who are seeking to learn more about their pedagogical strengths and areas of growth. The results of the process are to acknowledge teachers as valued members of their small learning community.
Middle College High School & River City High School	A Tale of Two Schools: Developing Peer Advocacy Groups	Yes	Students of Middle College High School and River City High School will share ways in which students from mentoring schools can connect with and support each other with academic and social experiences. Students from both schools will share their process for developing social action projects at their schools. Examples include a student-led literacy program created at River City where high school students tutor younger students who share their school space and a youth leadership program established at Middle College, which includes an educational improvement plan designed by Middle College students for the city of New Orleans.

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Multicultural Indigenous Academy	Intercultural Education		Interculturalism is the foundation of the Multicultural Indigenous Academy. It is a step beyond what most educators regard as multicultural education. While multiculturalism calls upon the need for diverse schools, interculturalism is diversity in relationship and action. It is a system of interdependence and trust among multicultural communities. In a middle or secondary school setting, this means that one has to learn about themselves and each other to grow and learn. As students become culturally grounded, they can share this knowledge with classmates and teachers, helping them to be successful in learning and living. In this workshop, Staff from MIA will share their success and challenges in implementing this program in their school. Participants will learn methods, processes and strategies for implementing and sustaining intercultural education in their school.
Native American Community Academy	Creating Change: Community Advisors and the Strengths they Bring		This session will focus on how as a school leader you can establish and create relationship with community advisors who will enhance, advocate and inspire your students and staff to build the overall vision of your school. NACA has created established 45 community advisors and several formal advisors from the law school who have co-taught classes with teachers creating a mock trial experience, college students from out of state who provided on-site lacrosse clinics, connections to the state legislature for students, and 1:1 advisement on curriculum development and youth advocacy work for teachers and staff. This session will allow participants to learn about what is the core aspect of your school's mission and how to connect and inspire others to engage in your school with students and staff.
Renaissance School	A Blood-less War: Crippling Gang Culture Through Humor and Student Voice	Yes	Renaissance School will share the details of a recent student-led movement against gangs and how students (and faculty) can effectively use guerilla style marketing tactics and humor to create honest dialogue about the effects of gang mentality on school culture. Workshop participants will also develop their own marketing plan for addressing gangs in their school through acts of civil disobedience.
South Valley Academy	How to build a differentiated service learning program that addresses various student learning abilities.	Yes	South Valley Academy takes the stand that it is not just about academic learning; it is also about what students do with their learning in the community. Summer Institute attendees are invited to hear how students at our school connect to community freshmen through senior year regardless of their learning abilities. A collaborative workshop will be offered on how we address inclusion and show how we provide the opportunity for a demonstration of mastery through service learning skill sets in our 4-year service learning program.
Wildwood School	Creating a Project-Based Learning Culture	Yes	Wildwood School faculty and students invite participants to join in an exploration of the methodology and cultural aspects of project-based learning. The workshop will use student projects in mathematics, social studies, English and science as a jumping off point to examine the pedagogy and practice of project-based learning and how it correlates to school design. Participants will receive a number of project ideas and gain a deeper understanding of authentic, real-world learning.
School of the Future	Assessment Driven Instruction at School of the Future		In this workshop teachers will share classroom practices that utilize diagnostic and formative assessments to drive planning and instruction across the disciplines. Interactive notebooks and differentiated reading will be highlighted, as well as a peek inside the organizational structures that transformed School of the Future's progress reporting system.