

Resource Page - NorCal ELC - Summer Institute 2022

June 21-22, 2022 - 9:00-4:00 - [ZOOM LINK](#)

Essential Question

How do we collectively transform education to improve access, opportunity and inclusion, especially for students who are historically underserved, so that they can thrive?

Daily Agenda (Times approximate. Some times may shift based on the flow of the day.)

DAY 1 - Tuesday, June 21 Day 1 Recording and Passcode: t*Gdg7Z8		DAY 2 - Wednesday, June 22 Day 2 Recording and Passcode: c=4X1vWV	
9:00-9:30	Welcome	9:00-9:30	Welcome
9:30-10:00	Overview of the Summer Institute Inclusive Opener	9:30-10:30	Content Session #2
10:00-11:30	Keynote Session Gretchen Livesey "Approaching Problems of Practice With a Whole-Child Lens" ● Introduction ● Keynote Session	10:30-10:45	Break
11:30-12:00	Reflection and Discussion of Keynote Session	10:45-11:00	Introduction to Presentations
12:00-1:00	Lunch on Your Own	11:00-11:45	Presentations ● Round 1
1:00-1:15	Welcome Back	11:50-12:50	Collaborative Lunch
1:15-2:15	Content Session #1	1:00-1:45	Presentations ● Round 2
2:15-2:30	Break	1:50-2:50	Presentations ● Round 3
2:30-3:30	PLC Time Cohort 1 & 2 ● Breakout Rooms Cohort 3 ● Main Room	2:50-3:30	Reflection and Appreciations PLC Debrief
3:30-4:00	Closing ● Optimistic Closure ● Preview Day 2 ● Feedback Survey	3:30-4:00	Closing ● Optimistic Closure ● Feedback Survey

DAY 1 - Tuesday, June 21

Zoom Recording Passcode: t*Gdg7Z8

Please Note:

- **COHORT 1 & COHORT 2** = current Teams and participants (2020-2022)
- **COHORT 3** = new Teams and participants (2022-2023)
- *Self-care is important. Please take breaks as you need them.*

Inclusive Opener

Reflect:

- What do you want to celebrate from this school year?

Add your celebration to the Chat.



Keynote Session

Gretchen Livesey - Vice President, Partner Impact

Turnaround for Children in partnership with **California Collaborative for Educational Excellence (CCEE)**

Approaching Problems of Practice with a Whole-Child Lens

As educational leaders we are called on to solve problems every day. However, we often default to “tried and true” ways of handling “problems” that in fact don’t “solve” anything, and worse, unintentionally replicate inequities that we are working hard to dismantle. What is a sticky problem that you have been grappling with this year? We invite you to bring that problem to this session where we will:

- Provide a foundational understanding of the Science of Learning and Development and Turnaround’s Whole-Child Design Blueprint
- Offer a framework for change management
- Work through a sample problem of practice
- Apply a curated set of tools and resources from the Turnaround Toolbox to approach the problem with a whole-child lens
- Provide an overview of the core practices of Shared Leadership and Ownership
- Set you up to apply all the above to your own problem of practice

Keynote Reflection

With a small group of colleagues, reflect on and discuss the following reflective prompts:

- What else surfaced from the keynote that resonates with you?
- How might the Whole-Child Framework be applied to your current equity-centered work?
- What is a sticky problem/current PoP you have been grappling with this year?
- What tools and resources from the keynote might support you as you engage in problem solving?

[Turnaround for Children Toolbox](#), [Five Science Principles](#), [The Myth of Average](#), [Mindfulness](#), [Equity Meets Design](#),

Content Session #1 - Day 1 (1:15-2:15)

Content Sessions are designed and facilitated to engage you as a learner. You have choice in which Content Sessions you wish to attend. There will be 1 Content Session today and another tomorrow.

Read through the Titles and Descriptions for Day 1 and Day 2 (Resource Page 7-9) to support you in planning which Content Sessions to attend.

Note: Some Content Sessions are offered only one time while others are offered both days. Content Sessions with a  repeat on Day 2. Sessions will be recorded and available for viewing as well.

Content Session Title ● Presenter and Bios	Session Description
Inclusive Literature and Global Book Bags  ● Anna Lane Breakout Room: Inclusive Literature	The Glenn County Office of Education, in partnership with the California Global Education Project, has successfully provided Global Book Bag workshops for area teachers. The workshop provided teachers with 25-30 books in which they wrote activities for. The books and activities were intended to be sent home with students, for a shared family experience. Hear about the program, learn how to select high-quality literature that reflects students in the community and beyond, and discuss ways to sustain inclusive literature at school sites.
Integrating Literacy and Science with Insects and Inquiry in the Early Elementary Classroom  ● Char Moffit Zoom Link Meeting ID: 895 1131 0523 Passcode: 652860	Participants will learn about using the framework of Concept Oriented Reading Instruction (CORI) with insects in the early elementary classroom to engage students in inquiry and to use their early literacy skills while learning about science. Participants will be invited to engage in a CORI lesson while learning about the four phases of CORI: 1) observe and personalize, 2) search and retrieve, comprehend and integrate, and 4) communicate to others. Resources will also be shared to get you to start using this type of inquiry in your classroom or school.

Open Network on the PLC Process and Best Practices  • Darren Massa Zoom Link Meeting ID: 852 7828 5735 Passcode: 6UNBzN	During this session, participants will be invited to share best practices centered around the PLC process. Examples will be available, including model PLC forms, data review processes, etc. Resources shared will be compiled and available for all participants.
Core Practices of Shared Leadership and Ownership • Gretchen Livesey Zoom Link	Effective shared leadership and ownership honors the highly relational aspects of how change happens. Engaging in transformational change is different from the implementation of a program or adoption of a set of technical best practices. Improvement science's rapid cycles of learning, planning, reflecting, and doing require individuals to participate in highly relational activities (e.g. sharing resources, seeking out new ideas, having critical conversations, reflecting on mistakes, collaborating on challenges, leveraging the expertise of others, etc.). Adult learning and development is integrated. One cannot separate the change effort from the people engaging in it. Therefore, as schools work toward achieving comprehensive, holistic student outcomes, trusting relationships among staff must be explicitly cultivated. Fostering a sense of belonging among adults not only buffers occupational stress, but also promotes job satisfaction, well-being and engagement in shared beliefs, mindsets, and goals. This session will provide a deep dive into the three core practices of shared leadership and ownership: inclusive leadership; capacity building for whole-child development; and staff relationships and collaboration.
Transform Learning Communities with Restorative Practices  • Karina Bauza-Schuler Breakout Room: Restorative Practices	Participants will learn the fundamentals of the Restorative Practices framework to increase student engagement and develop social-emotional wellbeing. The training is experiential and provides applicable skills. Restorative Circles can create and sustain an inclusive and restorative culture in your classroom and school.
Fostering K-12 Student Civic Engagement • Kendra Tyler Zoom Link Meeting ID: 850 9295 6256 Passcode: norcal	Come explore resources and learn about opportunities for our students of all ages to develop their civic identity by recognizing civic learning opportunities in their school. See how action civics aligns within our curriculum in ELA, HSS, and NGSS, and explore best practices in introducing current events, controversial issues, and student reflection.

Grading For Equity * • Sarah Lee • Terri Randall Zoom Link Meeting ID: 815 7316 9327 Passcode: Equity	When was the last meaningful conversation you had about HOW you grade? Not what should be on a report card, but the grading practices themselves? Scratching your head because you don't recall? Well you are not alone, and we're here to break the ice. Grading practices have gone largely unchanged and unchallenged for 100 years. It's time to take a critical look at the process we ALL use and likely all use differently. <u>Grading for Equity</u>, by Joe Feldman, and other books, have brought our practices into question through an equity lens. Terri and Sarah are teachers who believe equity should be in every aspect of their teaching practice and grading is one that often gets overlooked. In this learning session we will look at how we got here, what are (and aren't) equitable grading practices, and present ideas for you to try. Come challenge your own ideas around this hot button topic.
Empowering and Supporting the Voices of Diverse Student Communities * • Vanessa Ortiz Breakout Room: Student Voices	During this session, participants will learn about the process of hosting an effective and very powerful student panel event. Learn how to empower the voices and stories of our most important educational partner, our students! Participants will also learn ways to incorporate diversity, equity, and inclusion into their district, site, classroom, or organization. Resources and strategies presented will also include supporting SEL for culturally and linguistically diverse students.
North State Together: Increasing educational access and success through local solutions within a regional support Framework • Susan Schroth Breakout Room: North State	North State Together is a regional network of cross-sector partners who have come together to strengthen educational outcomes from cradle to career for ALL in far Northern California. North State Together's implementation of the Regional K16 Education Collaborative Grant will prioritize pathway development in healthcare and education. As a collaborative of partners spanning K16 education, workforce, and community stakeholders, not only can these sectors provide middle- to high-wage employment across the rural communities in the North State, but the pathways will be designed by educators and industry partners/employers to serve diverse learners with stackable credentials/certifications, multiple on- and off-ramps between education and workforce, and supportive learning environments tailored to unique student and community needs. Join us to learn more about North State Together and the Regional K-16 Education Collaborative Grant.
UTK - A Conversation About the Struggles and the Triumphs • Laura Manning Breakout Room: UTK	A discussion about the UTK journey, what we have accomplished, some ideas and suggestions for moving forward in the process, and a preview of things to come.

PLC Time

Cohort 1 & 2

- Use this time to put the final touches on your presentation, practice
- Remember to upload presentation to [Team Lead folders](#)

Cohort 3

The NorCal ELC Project

- Who we are
 - [NorCal ELC](#)
 - [Abeo School Change](#)
- Learning Structures and Schedule of Events
- What is a Problem of Practice (PoP)?
- Essential Question (EQ)
 - *"How do we collectively transform education to improve access, opportunity and inclusion, especially for students who are historically underserved, so that they can thrive?"*
 - What phrase in the EQ most resonates with you?
 - What's the single word that best captures the essence of the EQ for you?
 - Add your rendering to the Chat
- Improvement Science - **Asynchronous**
 - Independently Read ["Improvement Discipline in Practice"](#) (7 mins)
 - Use the [Google Form](#) to reflect - respond and submit (3-5 mins)
- Housekeeping Items

Optimistic Closure

On a scale of SELFIE, how are you feeling? Why?



Day 1 Surveys

- Please take a moment to reflect and provide feedback. Your voice matters and we appreciate your reflection. [LINK](#)

DAY 2 - Wednesday, June 22

[Zoom Recording](#) Passcode: c=4X1vWV

Inclusive Opener - Entry Ticket

Entry Ticket Reflection

- Reflecting on your learning from Day 1, what is resonating with you?
- Looking forward to Day 2, how might you apply that learning today?

Content Session #2 - Day 2 (9:30-10:30)

Read through the Titles and Descriptions for Day 2 to support you in planning which Content Session to attend. Content Sessions with a  are a repeated session from Day 1.

Content Session Title ● Presenter and Bios	Session Description
Inclusive Literature and Global Book Bags  ● Anna Lane Breakout Room: Inclusive Literature	The Glenn County Office of Education, in partnership with the California Global Education Project, has successfully provided Global Book Bag workshops for area teachers. The workshop provided teachers with 25-30 books in which they wrote activities for. The books and activities were intended to be sent home with students, for a shared family experience. Hear about the program, learn how to select high-quality literature that reflects students in the community and beyond, and discuss ways to sustain inclusive literature at school sites.
Social, Emotional, Academic Development (SEAD) Goal-Setting with Growth Data ● Anne Childers Breakout Room: SEAD	Our schools' investments in student data have led to a wealth of information, however do our students see assessments as opportunities to reflect on growth, build on strengths, and understand themselves as learners? The majority of state and district mandated assessment data is held and analyzed by adults who often question how to use the information themselves. Why not use the academic data to drive social and emotional learning through reflection by students and teachers on results and growth over time? In this session, see the impact of an instructional designer and data coach synthesizing social and emotional learning, mindsets, and student assessment data into highly reflective goal-setting documents and lessons. By taking the data straight to the students in a supportive and growth-oriented experience, data transforms into a reflective conversation and collaboration on learning habits and the discovery of how learning happens for each individual.
Rethinking the English Learner Label ● Catherine Lemmi Zoom Link Meeting ID: 840 1524 8112 Passcode: 827250	In this talk, Dr. Lemmi will discuss the English Learner designation and ways that it can be harmful to teaching and learning in multilingual communities. She will expand on ways that educators can draw on students' linguistic repertoires including multiple languages and multiple varieties of English to support learning.

Integrating Literacy and Science with Insects and Inquiry in the Early Elementary Classroom Char Moffit Zoom Link Meeting ID: 826 0449 6354 Passcode: 178657	Participants will learn about using the framework of Concept Oriented Reading Instruction (CORI) with insects in the early elementary classroom to engage students in inquiry and to use their early literacy skills while learning about science. Participants will be invited to engage in a CORI lesson while learning about the four phases of CORI: 1) observe and personalize, 2) search and retrieve, comprehend and integrate, and 4) communicate to others. Resources will also be shared to get you start using this type of inquiry in your classroom or school.
Tools Not Rules: Coaching students to be serious, assertive, and working! Claudia Bertonlone-Smith Zoom Link Meeting ID: 858 5172 0534 Passcode: 466568	This presentation will discuss an approach to working with students called, "Tools Not Rules" (TNR). TNR engages students in self-assessment and regulation through the use of three language triads. Teachers and students use the common language to support the whole class and individuals to adjust behaviors so that they can learn. This presentation will discuss the results of a study of the implementation of TNR in a rural California middle school and how the approach works for students and teachers.
Open Network on the PLC Process and Best Practices Darren Massa Zoom Link Meeting ID: 843 5299 1185 Passcode: 9Lq9iA	During this session, participants will be invited to share best practices centered around the PLC process. Exemplars will be available, including model PLC forms, data review processes, etc. Resources shared will be compiled and available for all participants.
Supporting LGBTQ+ Students in Schools - Erin Whitney - Julie Nilsson Zoom Link	In this session, participants will learn about recent research, terminology, laws, curricula, and resources for creating safe and supportive school environments for LGBTQ+ students.
Transform Learning Communities with Restorative Practices Karina Bauza-Schuler Breakout Room: Restorative Practices	Participants will learn the fundamentals of the Restorative Practices framework to increase student engagement and develop social-emotional wellbeing. The training is experiential and provides applicable skills. Restorative Circles can create and sustain an inclusive and restorative culture in your classroom and school.
Trauma Informed Principles as a Guide to Recovery Matt Reddam Breakout Room: Trauma Informed	After years of ongoing crisis, it is difficult, if not impossible to understand the impact on our students, systems, and selves. Trauma Informed Principles can act as a north star, to hold ourselves and our systems accountable to centering healing and equity as we recover. Learn the 6 principles and how they can be utilized for equity and progress.
Grading For Equity - Sarah Lee - Terri Randall Zoom Link	When was the last meaningful conversation you had about HOW you grade? Not what should be on a report card, but the grading practices themselves? Scratching your head because you don't recall? Well you are not alone, and we're here to break the ice. Grading practices have gone largely unchanged and unchallenged for 100 years. It's time to take a critical look at the process

Meeting ID: 812 7160 8298 Passcode: Equity	we ALL use and likely all use differently. <u>Grading for Equity</u>, by Joe Feldman, and other books, have brought our practices into question through an equity lens. Terri and Sarah are teachers who believe equity should be in every aspect of their teaching practice and grading is one that often gets overlooked. In this learning session we will look at how we got here, what are (and aren't) equitable grading practices, and present ideas for you to try. Come challenge your own ideas around this hot button topic.
Empowering and Supporting the Voices of Diverse Student Communities  Vanessa Ortiz Breakout Room: Student Voices	During this session, participants will learn about the process of hosting an effective and very powerful student panel event. Learn how to empower the voices and stories of our most important educational partner, our students! Participants will also learn ways to incorporate diversity, equity, and inclusion into their district, site, classroom, or organization. Resources and strategies presented will also include supporting SEL for culturally and linguistically diverse students.

Presentations

Presentations are an opportunity for Teams to share critical aspects of their team's Problem of Practice (PoP). It is NOT an overview of the whole process but a deep dive into a couple things that are compelling and powerful in their experiences. It's their story.

Each Presentation will include:

- 5 minute presentation from the Team
- 10 minute Q & A
 - The Q & A is for all of us to better understand the Team's process and learn from the presenting Team.
 - It is not a time to provide suggestions.

Please reference the schedule for each Round of Presentations.

Round 1 - 11:00-11:45				
Room 1 <i>Attendance</i> Carver	Room 2 <i>Equity, Inclusion, Diversity</i> Shepherd	Room 3 <i>Inclusion and Access</i> Richards	Room 4 <i>Data Driven PLCs</i> Spencer	Room 5 <i>SEL</i> Southwick
3 Groups Present • Arnold - 5 min. • Q&A - 10 min. • Cassinelli - 5 min. • Q&A - 10 min. • Wood - 5 min. • Q&A - 10 min.	3 Groups Present • Chang - 5 min. • Q&A - 10 min. • Johnson - 5 min. • Q&A - 10 min. • McKay - 5 min. • Q&A - 10 min.	3 Groups Present • Alexich - 5 min. • Q&A - 10 min. • Valim - 5 min. • Q&A - 10 min. • Van Sickle - 5 min. • Q&A - 10 min.	3 Groups Present • Benz - 5 min. • Q&A - 10 min. • Coombe - 5 min. • Q&A - 10 min. • Massa - 5 min. • Q&A - 10 min.	3 Groups Present • Bogdan - 5 min. • Q&A - 10 min. • Gantenbein - 5 min. • Q&A - 10 min. • Krulder - 5 min. • Q&A - 10 min.

Round 2 - 1:00-1:45				
Room 1 <i>Data Driven PLCs</i> Spencer	Room 2 <i>SEL</i> Southwick	Room 3 <i>Literacy</i> McKenzie	Room 4 <i>Equity, Inclusion, Diversity</i> Richards	Room 5 <i>Systems</i> Carver
3 Groups Present • Nielsen - 5 min. • Q&A - 10 min. • Turri - 5 min. • Q&A - 10 min. • Wharton - 5 min. • Q&A - 10 min.	3 Groups Present • Anderson - 5 min. • Q&A - 10 min. • Gerry - 5 min. • Q&A - 10 min. • Spangler - 5 min. • Q&A - 10 min.	3 Groups Present • King - 5 min. • Q&A - 10 min. • Klimek - 5 min. • Q&A - 10 min. • Spencer - 5 min. • Q&A - 10 min.	3 Groups Present • Kermen - 5 min. • Q&A - 10 min. • Lee - 5 min. • Q&A - 10 min. • Ortiz - 5 min. • Q&A - 10 min.	2 Groups Present • Manning - 5 min. • Q&A - 10 min. • Nordstrom - 5 min. • Q&A - 10 min. <i>Note: Could go longer with Q&A or send people off for a break</i>

Round 3 - 1:50-2:50			
Room 1 <i>Instructional Programs / Engagement</i> McKenzie	Room 2 <i>MTSS</i> Shepherd and Southwick	Room 3 <i>Mathematics</i> Richards and Spencer	Room 4
3 Groups Present • Burton - 5 min. • Q&A - 10 min. • Keeler - 5 min. • Q&A - 10 min. • Sigel - 5 min. • Q&A - 10 min. <i>Note: Could go longer with Q&A or send people off for a break</i>	4 Groups Present • Ayon - 5 min. • Q&A - 10 min. • Carter - 5 min. • Q&A - 10 min. • Dupras - 5 min. • Q&A - 10 min. • German-Howe - 5 min. • Q&A - 10 min.	4 Groups Present • Gambrel - 5 min. • Q&A - 10 min. • Giraud - 5 min. • Q&A - 10 min. • Kitchen - 5 min. • Q&A - 10 min. • Ruley - 5 min. • Q&A - 10 min.	

Lunch Options - Virtual and Optional

Virtual Networking Lunch	NorCal ELC Q&A
Join a <i>Virtual Networking Lunchroom (VNL)</i> to connect with colleagues. Some possible lunch topics of conversation: ● <i>If you were to create your own “Master Class,” what would it be?</i> ● <i>What brought you to education?</i> ● <i>What is the best thing that happened at your school/district this year?</i> ● <i>What one thing could have the biggest positive impact on your students?</i> ● <i>What do you think you will be working to improve in your role in 2022-23?</i> ● <i>Share a resource for someone else’s 2022-23 improvement.</i> ● <i>Share contact information</i>	Join the Q&A Breakout Room to ask questions about the NorCal ELC nuts and bolts: ● Paperwork ● Requirements ● Stipends

PLC Debrief

Cohorts 1 and 2 - Join the Breakout Room with the last name of your Team Lead.

Cohort 3 - join the [NEW ZOOM ROOM](#)

As a PLC, you have time to process your learning for the two days - Keynotes, Content Sessions, and Presentations.

Use the following guiding questions to support your reflection and discussion as a PLC:

- What did we learn?
- How can what we learned inform our work?
- What are the possibilities/opportunities for our Team?
- What questions have surfaced?

Optimistic Closure - Suit Yourself!

Select a suit and reflect, using the prompt as a guide:

- **SPADE:** *Ideas* - What ideas came up that are resonating with you?
- **HEART:** *Feelings* - What is speaking to your heart
- **SPADE:** *Actions* - What action can you take as a result of our time together?
- **DIAMOND:** *Permanence* - What are some “gems” of wisdom from our time together?

Day 2 Survey

- There are 2 brief sections to today’s feedback survey. Here’s the [LINK](#)
 - Section 1 - All Cohorts complete
 - Section 2 - ONLY Cohorts 1 and 2 complete



References

- NorCal ELC
 - [NorCal website](#)
 - [Year 3 Schedule of Events](#)
 - [NorCal ELC Facebook Page](#)
 - [The Digital Toolbox](#)
- [Abeo School Change website](#)
- [Carnegie Foundation Website](#) for more information on Improvement Science
- Professional Standards Documents
 - [Quality Professional Learning Standards](#) (QPLS)
 - [California Professional Standards for Education Leaders](#) (CPSEL)
 - [Greatness by Design](#)

NorCal Leadership Coaches and Abeo Support

NorCal ELC Team

- [Dr. Michael Kotar](#) - Principal Investigator / Program Director
- [Dr. Michael Gulbransen](#) - Professional Learning Director
- [Sandra Azevedo](#) - Resource Director
- [Rachael Beyers](#) - Grant Staff
- [Blanca Estrada](#) - Grant Staff
- [Anina Berman](#) - Grant Staff
- When questions arise, please contact your NorCal Leadership Coach and/or Abeo Coach.

Team Carver	Team McKenzie	Team Richards	Team Shepherd	Team Spencer	Team Southwick	Team Tyler
Allan Carver	Kim McKenzie	Kenny Richards	John Shepherd	Jeanette Spencer	Jim Southwick	Kendra Tyler
Travis Davio	Chris Hoyos	Travis Davio	Holli Hanson	Chris Hoyos	Kevin Shrum	Kevin Shrum

Professional Standards Documents for California

- [Quality Professional Learning Standards](#) (QPLS)
- [California Professional Standards for Education Leaders](#) (CPSEL)
- [Greatness by Design](#)

Tech Support

Technology challenges are inevitable. We are problem solvers and will operate with grace and patience to ensure tech is on our side. To help along the way, refer to some of the common questions that come up about Zoom and Breakout Rooms.

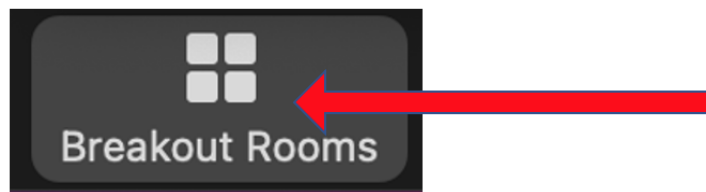
It is crucial to have the most up-to-date version of Zoom. This is especially important for you to be able to join different Breakout Rooms throughout the two-day Summer Institute.

Breakout Rooms

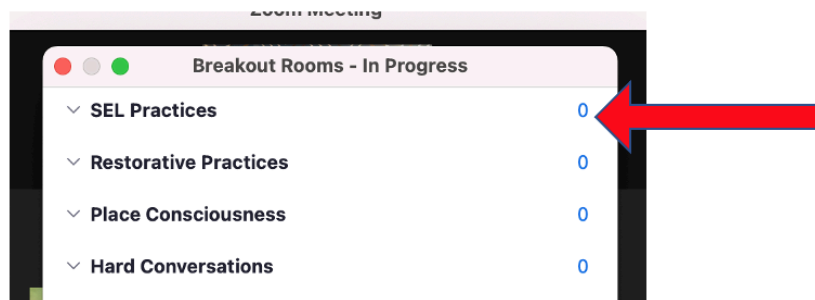
JOINING A BREAKOUT ROOM

To join a specific Breakout Room, follow these steps:

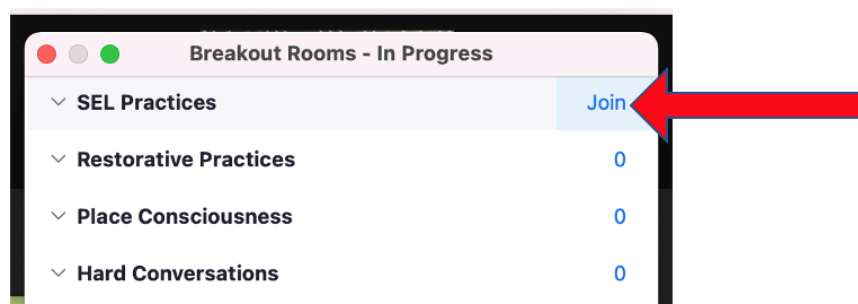
- Click on “Breakout Rooms” at the bottom of your Zoom screen.



- Hover over the number next to the Breakout Room you want to join.



- The word “Join” will appear. Click on “Join”.

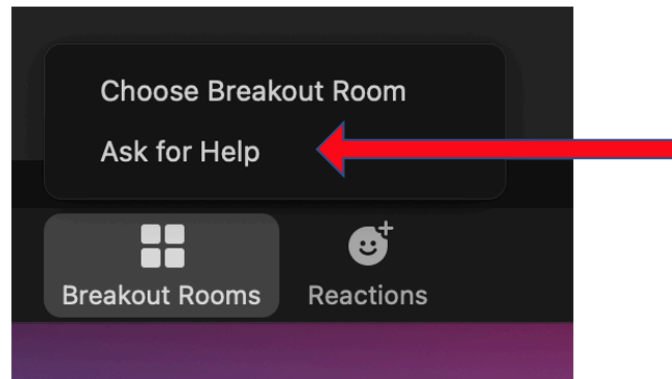


- If you are unable to click on “Breakout Rooms” or it is not working, please enter in the chat the specific Breakout Room you are wanting to join. We will assign you to that room. Thank you for your patience.

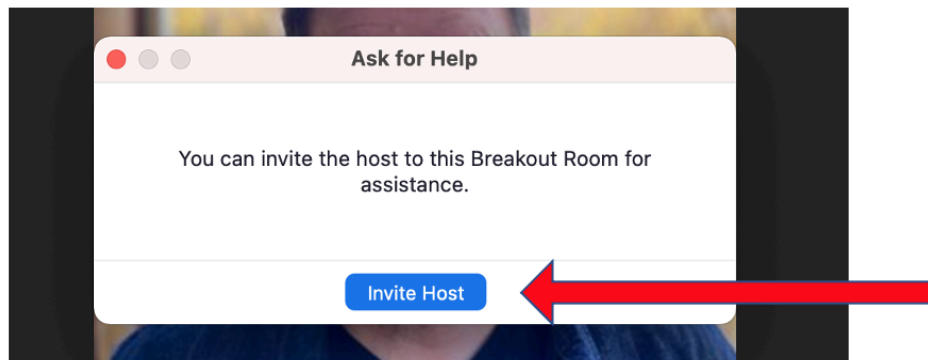
NEEDING SUPPORT IN A BREAKOUT ROOM

If you need support when you are in a Breakout Room, follow these steps:

- Click on “Breakout Rooms” at the bottom of your Zoom screen.
- Click on “Ask for Help”



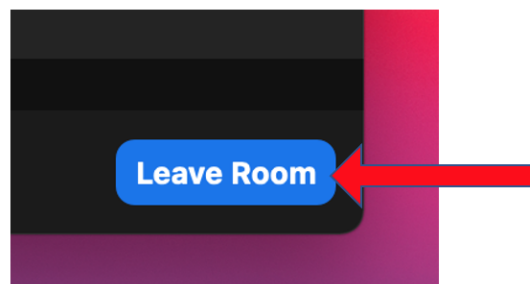
- Click on “Invite Host”



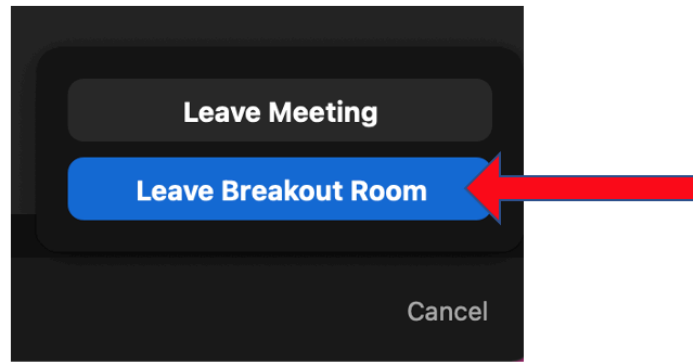
LEAVING A BREAKOUT ROOM

To leave a Breakout Room, follow these steps:

- Click on “Leave Room” in the lower right hand corner of your Zoom Screen.



- Click on “Leave Breakout Room” to exit the room. You will be back in the main Zoom room.



- Clicking on “Leave Meeting” will cause you to exit the meeting completely.