

2015 Transformation Summit

Every Child, Every Day – In Many Different Ways

Lamar High School • December 5, 2015

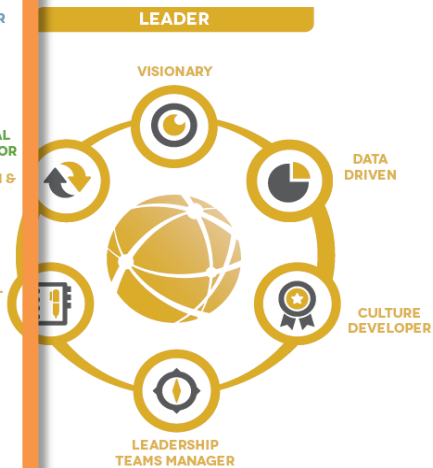
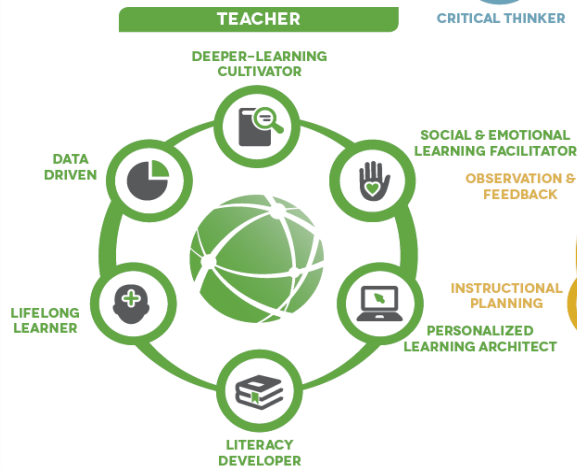
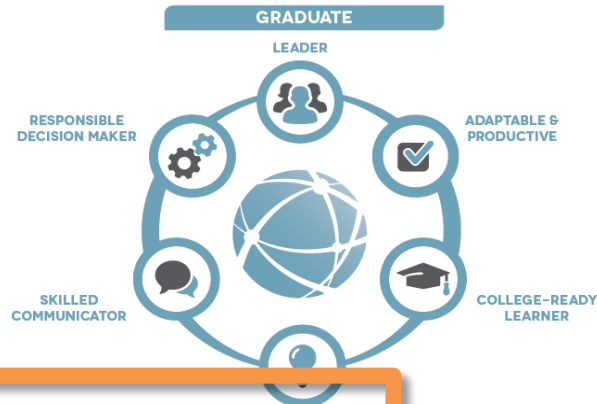
Middle & High School Teachers & Leaders

Hosted by the Office of Secondary Curriculum and Development



HOUSTON INDEPENDENT SCHOOL DISTRICT
GLOBALGRADUATE
 READY FOR THE WORLD

At HISD, our goal is for every student to graduate ready for the world — possessing the characteristics they need to be successful in college and to compete in today’s global workforce. Our ability to develop global graduates is dependent upon our ability to develop teachers and leaders with the skills they need to be effective. Outlined below are profiles for the HISD graduate, teacher, and leader. Each contains a list of competencies.



SCHEDULE

7:30 – 8:00 Registration
cafeteria

8:00 – 9:00 Keynote Address
auditorium

DR. MARK EDWARDS

Superintendent, Mooresville (NC) Graded School District

Author of *Every Child, Every Day:*

A Digital Conversion Model for Student Achievement

9:15 – 10:30 Content Sessions

English Language Arts ▪ Mathematics ▪ Science
Social Studies ▪ Special Education Teachers of Alternate Curriculum
LOTE ▪ Other Content Areas

Goal – Teachers will join their content-area colleagues to engage in planning for transformational instruction in upcoming grading cycles.

10:45 – 12:00 Choice Sessions - A

Themes – Differentiation ▪ Personalization ▪ Individualization

12:00 – 12:45 Lunch with Videos of *The HISD Journey*
cafeteria

Videos featuring – Master Courses ▪ Energy High School
Furr High School ▪ Washington High School ▪ *and more*

★ *A special thanks to Lamar High School for arranging lunch!* ★

1:00 – 2:15 Choice Sessions - B

Themes – Differentiation ▪ Personalization ▪ Individualization

DEVICES

Teachers who need to check out a laptop to use for the day may go to the presenters' room by the registration table.

CHOICE SESSIONS *(as of Nov. 17; more may be added)*

Climbing the Ladders and Avoiding the Chutes – MS and HS Social Studies

How can students participate in a more relevant learning experience in social studies courses? In this session, teachers will explore ideas, reflective practices, and various technologies to differentiate and personalize any lesson plan including the Social Studies Master Courses. Teachers will experience strategies that will allow for differentiation approaches, educator choice, and digital learning opportunities.

Engaging Text Rich HUB Environments Using Kurzweil 3000 – All

Text rich environments are important to overall literacy development for all learners. Learn to use the Kurzweil 3000 software to engage all learners in text rich HUB environments to build literacy across content areas.

Skills for Learning and Living Classes and PSI Classes – MS and HS SLL/PSI

Participants will engage with the Unique Learning System and the use of the HUB to support the alternate curriculum.

Different Paths of Discovery, Part 1 – Discovery Education – All

Differentiation is often considered in regard to content, process, product and affect. This workshop will focus on the process component, and ways of expanding opportunities for students to take diverse paths toward a common understanding.

Different Paths of Discovery, Part 2 – Discovery Education – All

This workshop builds on the learning in Part 1, but will be a lab/workshop setting in which participants will have the opportunity to practice transforming a one-size-fits-all lesson into a more differentiated opportunity.

Personalized Learning – Mooresville GSD – All

In this session, participants will explore best instructional practices for creating personalized environments and differentiated lessons. We'll explore how to channel technology to increase student engagement, and provide more student choice and voice while increasing student achievement.

Learner Outcomes, Part 1 – All

By the end of the sessions participants will know / be able to:

- incorporate student choice and voice in a technology-rich environment
- increase student achievement by implementing personalized and differentiated lessons
- distinguish between personalized, differentiated and individualized instruction.

Student Voice and Choice – Mooresville GSD – All

This session will take a look at how to incorporate student choice and voice in the classroom to make it more student-centered. We'll explore specific instructional strategies such as Choice Boards & Menus, choice in learning products and how to evaluate 30 different products with 1 effectively designed rubric. We'll also look at some of the most popular "old school" strategies and how we can update them to be student-centered and engaging in today's 1:1 classroom. Participants will have the opportunity to try their hand at creating their own lesson utilizing these strategies. Finally, participants will take a virtual field trip into classrooms at Mooresville High School to see these strategies in action.

Learner Outcomes, Part 2 – All

By the end of the sessions participants will know / be able to:

- incorporate student choice and voice in a technology-rich environment
- increase student achievement by implementing personalized and differentiated lessons
- choose appropriate instructional strategies paired with a technology tool to create a more enhanced, personalized, and differentiated learning experience for all students.

Learning Stations and Grouping – Mooresville GSD – All

Think stations are just for elementary students? Think again! Kids love moving and learning in attainable and significant chunks, and pulling content from a variety of different resources. A student-centered station format

allows you to interact more with your students and allows them to improve their reading, writing, and analysis skills. Will address:

- Logistics
- Grouping roles
- Examples
- Templates for learning stations lessons.

Learner Outcomes, Part 3 – All

By the end of the sessions participants will know / be able to:

- create stations that differentiate and individualize as well as break up the monotony of whole class instruction
- recognize success with stations involves setting clear expectations, roles and procedures to help the class "run itself", so you can facilitate and spend time working in smaller groups
- note almost any linear lesson plan can be quickly transformed into a learning station plan incorporating multiple modes of delivery (video, direct instruction, inquiry, etc.) as well as multiple strategies (reading, writing, listening, speaking)
- realize stations work really well for blended classrooms and in BYOD schools because stations do not all need to be technology-based
- understand stations do not mean planning six different activities for the day; that chunking your existing lesson into stations is a great way to get started.

Co-authoring Content and Learning Opportunities – PowerUp High Schools

What does it mean to give learners voice? This will be approached from the Professional Development perspective for active teacher leaders and from the student perspective for active classroom teachers.

PBL Plus for English Language Learners – All

Participants will investigate tools for leverage students' skillsets in languages other than English, including tools for online experiences in other languages, customizing HUB pages in languages other than English, etc. They will also view models and have opportunities to create PBL experiences in English, with scaffolding and differentiation, choice and voice for students whose first language is not English.

Just GOOGLE It! – MS

Are you interested in using Google Forms in your classroom? Have you considered how you might use them as a type of adaptive instruction? Join Forest Brooks' James Wigfall III as he facilitates the use of Google Forms to provide student choice and differentiation.

Planning for the Future – All

Join this session to learn a new tool available with the HUB: The HUB Planner is a feature of our learning management system that facilitates communication to students and parents about lessons in the classroom. Once a planner is created, it can be shared to all of your classes and used by students to access information and submit assignments. This tool works well for both middle school and high school classes. Additionally, it is a great feature that allows parents to see what assignments have been posted for the week or what make-up work needs to be completed when a student is absent. PLAN to be amazed!

Calculating Success! – MS Algebra I

Now that the state expects you to use calculators in middle school, do you know how to use them or have cool activities that will engage your students? Join us as we take you through standards-based activities you can take back to the classroom.

Tech Checks and More! – All

Every day there are more tools to help check for student understanding. Learn about some of the best tools to formatively assess students and how they can help differentiate instructional decisions.

You Know It's All About the HUB! – MS

Curious to find out about how the HUB can support instruction in middle school classrooms? Come find out how the HUB works and supports instruction.

Mathemagicians' Delight – HS Math

GeoGebra is a free dynamic software that supports student engagement and exploration. Learn how to create GeoGebra sketches and explore the existing lesson collections in the GeoGebra wiki.

Assessing Literacy in the Languages Other Than English classroom – LOTE

Participants will be able to assess the LOTE literacy skills using the tools available in the HUB and will also evaluate the alignment of their own assessments with the TEKS performance expectations in different proficiency levels. This session will lead participants through the assessment literacy foundation principles, and they will learn how to apply these to best practices in the classroom.

Achieve3000 – MS and HS Social Studies

Identify how Achieve3000 Solutions differentiate instruction for all students to double and triple their Lexile gains and help them become effective readers. In this session we will tour the 5-Steps, share close-reading techniques embedded in Achieve3000 that equip students for success with evidence-based writing using complex text, and explore how to customize lessons to support your Social Studies classroom.

Achieve3000 – MS and HS Science

Identify how Achieve3000 Solutions differentiate instruction for all students to double and triple their Lexile gains and help them become effective readers. In this session we will tour the 5-Steps, share close-reading techniques embedded in Achieve3000 that equip students for success with evidence-based writing using complex text, and explore how to customize lessons to support your Science classroom.

Achieve3000 – MS ELA

Identify how Achieve3000 Solutions differentiate instruction for all students to double and triple their Lexile gains and help them become effective readers. In this session we will tour the 5-Steps, share close-reading techniques embedded in Achieve3000 that equip students for success with evidence-based writing using complex text, and explore how to customize lessons to support your ELA classroom.

Achieve3000 – HS ELA

Identify how Achieve3000 Solutions differentiate instruction for all students to double and triple their Lexile gains and help them become effective readers. In this session we will tour the 5-Steps, share close-reading techniques embedded in Achieve3000 that equip students for success with evidence-based writing using complex text, and explore how to customize lessons to support your ELA classroom.

The Space Between the Reader and The Text: Finding Personally Meaningful Reading Experiences – All

In this session, participants will explore open-ended questioning techniques to support personally meaningful reading experiences. Drawing on the work of Louise Rosenblatt and Katie Wood Ray, participants will reflect on how finding meaning in space between the reader and the text empowers students as independent readers and thinkers.

University of St. Thomas Master of Business Administration and Education / Cohort 2 Capstone Project Presentations – Administrators

Students will present their electronic portfolios that include a professional website. Their presentations will focus on projects they led on campuses and highlight their leadership development during their internship. The e-portfolio is a capstone course for the 48-hour Masters of Business Administration in Education. All of the students presenting are ready for the next step in administration.

Register on eTRAIN

Content Area	eTRAIN Course Code	eTRAIN Session Number	eTRAIN Description
English Language Arts	CU6300	0008	Gr 6-12 ELA Transfrm Summit
Mathematics	CU6301	0003	Gr 6-12 Math Transfrm Summit
Science	CU6302	0003	Gr 6-12 Sci Transfrm Summit
Social Studies	CU6303	0003	Gr 6-12 SS Transfrm Summit
LOTE	CU6304	0003	Gr 6-12 LOTE Transfrm Summit
Other Content Areas	CU6305	0003	Gr 6-12 Other Transfor Summit
Special Education Teachers of Alternate Curriculum	CU6307	0002	Gr 6-12 SLL, SLC Trnsfrm Smmt