**CCSS Administrators’ Colloquium**

**Friday, March 23, 2017**

**Agenda**

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| **7:30 – 8:45 a.m.**  **Breakfast** | | |
| 7:30-7:45 Breakfast  7:45-7:50 Welcome, Colloquium Chairs, *Michelle Herczog, Los Angeles County Office of Education and Matt Hayes, San Diego County Office of Education*  7:50-8:00 *Judith McConnell, Administrative Presiding Justice, California Court of Appeal*  8:00-8:10 Diane Brooks Award Presentation to Michael Matsuda, Superintendent, Anaheim Union High School District  8:10-8:20 Introduction to the HSS Framework, *Nancy McTygue, California History-Social Science Project*  8:20-8:45 Panel Discussion: Supporting Implementation of the Framework | | |
| **9:00 – 9:50 a.m.**  **Keynote Speaker**  **Sam Wineburg, Ph.D.** | | |
| **10:00 – 10:50 a.m.**  **Administrators’ Colloquium,** *continued*  **Leadership Matters – Implementing the Goals of the History-Social Science Framework to Meet State Priorities**  This session, specifically tailored for district and county-level administrators, will focus on the goals of the framework and how it supports broader achievement objectives such as student engagement and literacy development. It will show that while the framework is not proscriptive and does not limit local flexibility, it helps support state priorities within the Local Control Accountability Plan and other statutory requirements like the FAIR Act. The session will discuss how administrators can support teachers in this subject area. | | |
| 10:00 – 10:40  10:40 – 10:50 | Creating a Vision for Implementing the HSS Framework, *Matt Hayes, San Diego COE*  Aligning the California Dashboard, State and Local Indicators and LCAP to History-Social Science, *Michelle Herczog, Los Angeles COE* | |
| **11:00 a.m. – 11:50 p.m.** | | |
| **What’s New with the State: CDE History-Social Science Projects**  This presentation will provide an update on content standards, the new curriculum framework, statewide assessments, instructional materials, professional learning, and other current projects of the California Department of Education related to history-social science.  *Kenneth McDonald, Kristen Cruz Allen, Janet Allen, California Department of Education* | | **Leadership Support Working Session**  Hands-on technical assistance to develop strategic plans for school districts in their effort to implement the California History-Social Science Framework, meet state and local priorities, and inform LCAP goals.  *Avi Black, CCSS Executive Director; Matt Hayes, San Diego COE, Michelle Herczog, Los Angeles COE; Jim Hill, CSU San Bernardino; Cricket Kidwell, CSU Chico* |
| **12:00 – 12:50 p.m.**  **The California History-Social Science Instructional Materials Adoption Toolkit**  *Michelle Herczog, Los Angeles COE; Jennifer Elemen, Monterey COE; Tracy Wilson, Placer COE; Susan Smith, Riverside COE*  To adopt or not to adopt? That is the question that should spark further questions. Learning how the California History-Social Science Instructional Materials Adoption Toolkit developed by the History-Social Science subcommittee of the California County Superintendents Educational Services Association (CCSESA) can help you and your district make important decisions regarding the selection and use of state-adopted and supplemental instructional materials. | | |

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| ***The sessions listed below represent a small sample of the many topics, trainings, resources, and instructional approaches that may be of special interest to administrators and useful for classroom teachers regarding English Learners, ethnic studies, environmental literacy, civic literacy, and other “hot topics”. There are many more sessions of equal quality and importance throughout the conference program. Be sure to check the entire conference schedule and visit the Exhibit Hall for more opportunities to strengthen history-social science in your school/district.*** | | | |
| **Session D**  **1:00 – 1:50 p.m.** | | | |
| **Cultivating Environmental Literacy**  *Shelley Brooks, California History-Social Science Project; Jose Flores, Brawley High School; Candice Dickens-Russell, TreePeople*  Introduces environmental literacy as an inclusive, relevant strategy to help students learn to solve problems and improve their lives and communities. Panelists will share lessons learned from cultivating community partnerships, meeting mainstream educational goals, and providing students with the capacity to act individually and with others to build ecologically sound, economically prosperous, and equitable communities for present and future generations.  **Pacific Salon 5** | **Artifact Detectives**  *Stephanie Enriquez, Ventura County Office of Education*  Participants will engage in a strategy for viewing artwork or artifacts that promotes inquiry and historical analysis skills. Integrating art into units of student provides an opportunity for culturally and linguistically responsive teaching as indicated in the History-Social Science Framework and ELA/ELD Framework. This session will use resources developed from a collaboration between the Museum of Ventura County, Ventura County Office of Education and the Creativity at the Core Arts Initiative. The session will also address strategies to promote English Language Development through oral discourse and use of academic language.  **Towne Room** | | |
| **The California Democracy School Initiative – A Statewide Model for Institutionalization**  *Michelle Herczog, Ed.D., Consultant III, History-Social Science, Los Angeles County Office of Education*  How do you build connections, collaboration and civil discourse for ALL students to become responsible, engaged citizens? You need an intentional structural approach that CAN be accomplished using the California Democracy School model. Learn how to make this happen for YOUR school from Democracy School teachers and administrators across the state.  **Terrace Salon 2** | | | |
| **Session E**  **2:00 – 2:50 p.m.** | | | |
| **Making Global Connections Using Environmental Principles and Concepts to Inspire Student Action**  *Barbara Doten, Michelle Mazzeo*  *California International Studies Project*  This session showcases the statewide signature program of the California Internationals Studies Project modeling collaborative work across disciplines while integrating Environmental Concepts and Principles. Middle and high school lessons will be demonstrated applying global competencies and culminate in inspired student action in their community. Curricular examples of how to identify local/global challenges and student-designed solutions will be showcased.  **Esquire Room** | | **Tearing Down Barriers for ELL’s through Problem/Project Based Learning**  *Dr. Margarita Jimenez-Silva, UC Davis; Ruth Luevanos, LAUSD*  In this session learn a myriad of strategies for supporting helping your English Language learners’ tear down those challenging barriers to better writing, public speaking, collaborative academic discussions and connections to the C3 Framework through Problem and Project Based learning. Lesson plans and strategies will be presented with access to sample projects, rubrics and student samples.  **Pacific Salon 4** | |
| **Religion in the H-SS Framework: Resources and Best Practices**  *Margaret Hill, Damon Huss, California 3Rs Project*  World religions and the influence of religious ideas and groups in American history are prominent topics in the Framework. This session by the California 3Rs Project will provide an overview of religion in the Framework grade level descriptions, Theme 7, and Appendix A, plus guidelines for teaching about religion in an academic, classroom-suitable manner. Support resources from the CA3Rs are provided.  **Pacific Salon 7** | | | |
| **Session F**  **3:00 – 3:50 p.m.** | | | |
| **Ethnic Studies: Preparing Students for a Diverse and Interconnected World**  *Barbara Doten, Linda Mehlbrech, California International Studies Project*  This past year, the California International Studies Project (CISP) initiated an investigation of materials and resources related to ethnic studies. The guiding question of this investigation: How can we explore current resources, identify gaps, and support educators as they implement an ethnic studies curriculum? Results, teacher assets and resources that prepare students for adverse global society will be shared.  **Esquire Room** | | **Are Your Students College- and Career- Choice Ready?**  *Lorraine Thayer, Federal Reserve Bank of San Francisco*  Learn to teach economic and personal finance concepts while helping your students evaluate their choices for what path to pursue after high school. This session will highlight a new lesson from the Invest in What’s Next: Life After High School online mini-course, as well as other engaging online resources offered by the Federal Reserve Bank of San Francisco.  **Terrace Salon 2** | |
| **Building Capacity Through Inquiry Based Instruction and Informed Action**  *Rebecca Valbuena, Cathy Marston, Cathy Lindahl, Jane Thompson, Karen Batista, Glendora USD*  A team of elementary teachers set out to implement the C3 Framework and Inquiry-based, student centered instruction. It’s year 3! Come learn about the successes, challenges, and lessons learned on the road to full implementation, inclusion of the new framework, and specific strategies to guide informed action.  **Dover Room** | | **Introducing – The Civic Learning Compendium for the CA HSS Framework!**  *Michelle Herczog, Los Angeles County Office of Education; Damon Huss, Constitutional Rights Foundation*  The updated HSS Framework emphasizes the importance of applying knowledge in the real world today to equip all students to engage in civic actions to solve real world problems through responsible, democratic means. Meet the authors to learn how the Civic Learning Compendium provides a number of practical, hands-on strategies for students, beginning in Kindergarten to achieve this goal.  **Pacific Salon 5** | |
| **Session G**  **4:00 – 4:50 p.m.** | | | |
| **Building Community through Cultural Studies**  *Emily Schell, Cleary Vaughan-Lee, California International Studies Project and Global Oneness Project*  What elements of your culture would you capture to share with future generations? This is the question posed to students who responded with photo essays as part of a time capsule project. Learn more about this engaging curriculum presented by Global Oneness Project and California International Studies Project to build community in your classroom  **Pacific Salon 7** | | | **Better, Faster, Stronger, and More Civically Aware**  *Cathy Marston, Glendora USD*  A strong, active citizenship is not innate, but built through empathetic experiences, opportunities to flex their political voice, and activities that foster civic engagement. This session will stress the importance of laying a strong civic foundation in the elementary grades by demonstrating how our youngest learners can actively tackle learning activities such as Socratic Seminar, soapbox speeches, and service learning.  **Pacific Salon 6** |