

The Key to the Future

November 18, 2000

Invited Speakers

The Honorable Lieutenant Governor Cruz M. Bustamante

Elected two years ago as California's 45th Lieutenant Governor, Cruz Bustamante is a prominent leader and a passionate supporter of classroom teachers. He is the first Latino elected to statewide office in California in more than 120 years. Bustamante is a member of the Board of Regents for the University of California, a California State University Trustee, was recently appointed by President Clinton as a member of the U.S. Census Monitoring Board, and serves on various other boards and commissions. From December 1996– February 1998, Bustamante served as Speaker of the Assembly. He is devoted to supporting diversity and building bridges between communities. Bustamante was instrumental in shaping the class size reduction legislation, co-authored legislation to provide \$1 billion to replace outdated textbooks, and is a strong advocate to increase teacher salaries and make quality education accessible to all students.

Crystal A. Kuykendall

The Key to Bringing Out the Best in All Students

Dr. Kuykendall is widely recognized for her knowledge of such issues as student motivation, equality and equity in education, and teacher behaviors that support the achievement of all students. Her remarkable career includes being a classroom teacher, university instructor, Executive Director of the National Alliance of Black School Educators, and Director of Urban and Minority Relations for the National School Boards Association. Appointed by President Jimmy Carter, she was Chairperson of the National Advisory Council on Continuing Education, and she is currently a member of numerous professional associations. She holds a Doctorate in Educational Administration and a Law Degree. She is the author of four books, including *Rage to Hope: Strategies for Reclaiming Black and Hispanic Students*; her newest publication is *Character Development Empowerment Guide*. A dynamic and inspiring speaker, Dr. Kuykendall knows first-hand the price of hopelessness that leads to rage in some youths. She is a passionate advocate for teachers and their power to affect change in the academic lives of students by addressing issues of classroom management, diversity, parental involvement, learning styles, professional development, and long term problem resolution.

Register Now!

Deadline: October 27

Cost: \$85 per person.

Registration fee includes breakfast, lunch, refreshments, and reception; entry to all sessions, exhibitors, and materials. There will be no on-site registration. Receipt of payment, confirmation of sessions, and directions will be mailed following registration.

Payment: Space is limited, so register as soon as possible. Each participant should complete a separate registration form. The form below can be photocopied. Payment may be by check, money order, or purchase order. No credit cards are accepted. Send the completed form and your check made payable to **UC Regents** to:

New Teacher Center
725 Front Street, Suite 206
Santa Cruz, California 95060

phone: (831) 459-4323
fax: (831) 459-3822
e-mail: ntc@zzyx.ucsc.edu

Questions? Contact Peggy Young at (831) 459-4323 or (831) 454-9749.

Cancellation Policy: A full refund minus a \$25 processing fee will be issued upon written requests received by November 1, 2000. No refunds will be given after November 1.

Continuing Education Units: 5 CEU's available from UCSC Extension for an additional fee. Enrollment information available at the conference.

Hotel Information: Overnight accommodations are available at the San Mateo Marriott Hotel at a special conference rate of \$85 plus tax for single or double occupancy. In order to insure this rate, you must make your reservation prior to **October 27, 2000**. Please phone the Marriott reservation department at (800) 228-9290 and indicate that you are making reservations for the New Teacher Center Conference.

Airline Reservations: Southwest Airlines is offering a 10% discount on most of its already low fares for air travel to and from the event. You or your travel agent may call Southwest Airlines Group and Meetings Reservations at (800) 433-5368 and reference the assigned I.D. Code A6333. Reservations Sales Agents are available 8:00 am–5:00 pm Monday–Friday, or 9:30 am–3:30 pm Saturday and Sunday. You must make reservations five or more days prior to travel to take advantage of this offer.

Registration Form

In Celebration of New Teachers: The Key to the Future

You may also register online at www.newteachercenter.org

Please print your name as you wish it to appear on your conference registration.
Mailing address: Home Office All correspondence will be sent to this address.

Name _____
Title/Position _____
Organization _____
School/District _____ County _____
Address _____
City/State/Zip _____
Phone _____ Fax _____ E-mail _____
Special needs or dietary requests _____

Sessions

Space is limited and will be filled on a first-come, first-served basis. Please indicate your first, second, and third choice of sessions.

| | Session A 10:30–11:45 am | Session B 1:45–3 pm | Session C 3:15–4:30 pm |
|--------------------------|-----------------------------|------------------------|---------------------------|
| First Choice | _____ | _____ | _____ |
| Second Choice | _____ | _____ | _____ |
| Third Choice | _____ | _____ | _____ |
| Amount Enclosed \$ _____ | Date _____ | | |

8:00–9:00 am

9:00–10:15 am

10:30–11:45 am
Session A

12:00–1:30 pm

1:45–3:00 pm
Session B

3:15–4:30 pm

Session C

4:30–6:00 pm

Registration and Continental Breakfast

Welcome and General Session

1

The Cultural Portfolio: A Practical Approach to Identifying and Rethinking Cultural Scripts

Virginia Lea, Assistant Professor, Sonoma State University
Bryne Evans, Social Studies and English Teacher, Santa Rosa High School District

It is not enough for teachers to be committed to equitable learning. Our practice is driven, usually less-than-consciously, by cultural "scripts" that may not promote equitable learning for all children. The Cultural Portfolio is a practical approach that enables beginning teachers to identify and rethink these cultural assumptions. Presenters will model and engage participants in a mini-cultural portfolio experience. Participants will gain alternative perspectives into the social and cultural worlds that shape their lives and teaching practices.

Audience: All Levels

2

Stepping Into a Professional Role: First-Hand Accounts From the Field

Anna Erschler Richert, Professor of Education, Mills College
Debra Perrin, English Teacher, San Leandro Unified School District
Pam Wilson, BTSa Program Manager, San Lorenzo Unified School District

A new teacher's journey is a complex process, accompanied by numerous challenges and rewards. Join two novice teachers who documented their journeys by writing brief narrative accounts that depict in sometimes excruciating and sometimes joyful, but always compelling, detail the complexity of learning to teach in a school setting. In this interactive session, presenters will share episodes from their narratives and insights gleaned from the research which framed the year-long documentation of their induction experience. Discussion will focus on issues of professional identity and development.

Audience: All Levels

3

Grades that Reflect Classroom Practices and Student Learning

Diana Garbin, BTSa Program Manager, San Lorenzo Unified School District
Amy Symons, English Teacher, Hayward Unified School District

Developing grades that accurately reflect what teachers value in classroom practice and that support student learning is sometimes a challenge for teachers—new and veteran. Join presenters in examining how our beliefs about grades and the evaluation of student work influence our approaches to assessment. In this session participants will reflect on their current grading practices, examine a variety of assessment instruments, analyze the dynamics of different grading systems, and consider how these strategies affect student learning.

Audience: Middle & Secondary

4

Creating Exciting Classroom Environments

Ruth Hutchison, Teacher/ BTSa Support Provider, Riverside Unified School District
Catherine Gleason, Beginning Teacher, Riverside Unified School District

Establishing a classroom environment that supports both the affective and cognitive aspects of student learning is a challenge. Brain-based learning principles underlie such thematically organized classrooms. Participants will study a practical paradigm for room environment and will receive plans for designing an engaging physical environment that promotes positive equitable interactions. Presenters will share strategies for arranging furniture to facilitate movement, displaying student work, developing routines to ensure smooth transitions, and creating different student grouping patterns with a minimum of furniture rearrangement.

Audience: All Levels

5

Building Balanced Literacy in your K–3 Classroom

Lori Helman, Curriculum and Instruction Specialist, New Teacher Center @ UCSC
Ziesel Saunders, 3rd Year Kindergarten Teacher, Santa Cruz City Schools

Where do you start when designing and developing classroom instruction? How can you structure your day to be sure you are including the essentials? This session will provide an overview of the fundamental building blocks in a Balanced Literacy Program at the primary level. Presenters will model a sampling of activities that demonstrate reading and writing with students, support students' language and vocabulary development, and use informal assessments to organize small groups.

Audience: K–3

6

Inquiry as Professional Development

Romeo Bueno, High School Teacher, Los Angeles Unified School District
Jodi Manby, Teacher, Lawndale Elementary School District

Inquiry groups provide teachers with an opportunity to examine their daily work and to forge new ways of thinking about student learning, race, and culture. The University of California, Los Angeles Teacher Education Program has established inquiry groups for early career teachers. These groups offer beginning teachers a place to come together to try out new ideas and identities. They serve as a process for learning and a tool for understanding professional development.

Audience: All Levels

7

Integrating Science and Language Development for English Language Learners

Joyce Swenor, Language Acquisition in Science Education for Rural Schools (LASERS), Project Director, Life Lab Science Program

A commitment to content-based English Language Development allows all students to participate in science education. This session will present a hands-on, inquiry science lesson that has been modified to include standards-based English Language Development strategies. The lesson will model successful teaching strategies based on research findings that have shown a thematic, environmental context is best for content learning, as well as, for the development of academic language skills. Participants will receive a sample lesson and strategies for integrating science and language learning.

Audience: Elementary

8

Connecting Arithmetic to Algebra through Algebraic Thinking

Edward D'Souza, Co-Director, Mathematics Achievement Partnerships
Dolores Jones, Co-Director, Mathematics Achievement Partnerships

How can teachers assist all students in making sense of algebra? What are the connections between arithmetic and algebra? By using a hands-on approach, presenters will provide a variety of approaches to strengthen teachers' and students' understanding of algebra by building on number sense and arithmetic, and linking them to algebra. These activities will include multiple representations of linear and quadratic functions and will support the implementation of the California Mathematics Content Standards and Framework.

Audience: Secondary

9

Five Easy Pieces: Video Productions in the Classroom

Brad Upshaw, Lead Teacher, Los Angeles Unified School District

"It's a wrap!" Classroom video productions can be as simple as that! Learn how to use basic television formats (game show, newscast, documentary, etc.) to make video an integrated part of your curriculum and an exciting vehicle for "publishing" student work to various audiences. In this session, participants will learn simple video templates that capture student creativity using a camcorder. Production strategies will be modeled as attendees participate in the creation of a video highlighting this interactive session.

Audience: All Levels

Lunch

10

Using Content Standards to Plan Literacy Instruction in a Student-Centered Classroom

Margaret Golden, Consulting Educator, Early Childhood Resources
Kate Hayes, 5th Grade Teacher, Reed Union School District

Explore a new teacher's journey into long-range planning. Presenters will demonstrate processes used to help implement student-centered literacy practices and create standards-based long-range plans that are responsive to students' needs and interests. Participants will watch video segments of classroom practices and work in small groups to discuss the planning necessary to sustain quality instruction throughout the day and year.

Audience: Elementary

11

Teachers' Power as Perceived by Their Students

Robert Morrow, Professor, School of Education, University of the Pacific
Ray Posey, Assistant Professor, School of Education, University of the Pacific
Barbara Kusanovich, 4th Grade Teacher, Lodi Unified School District
Juliet Birth, 4th Grade Student Teacher, Lodi Unified School District

Teachers' perceptions of their influence often differ, sometimes markedly, from their students' perceptions. This interactive session presents research conducted in several elementary schools on students' voice in the classroom and students' perceptions of the types of "power" teachers possess: referent, reward, coercive, expert, and legitimate. Participants will relate this research to their own perceptions of influence and learn how to apply this knowledge to their own classrooms in order to create effective learning environments for students.

Audience: Elementary & Middle

12

Parents as Partners

Anne Watkins, Program Coordinator, New Teacher Center @ UCSC
Trinidad Castro, Teacher Advisor, Santa Cruz New Teacher Project

To be successful, teachers must have parents as their partners. This interactive session will focus on how to establish positive relationships with parents: communicating by phone and in person, overcoming initial anxieties, talking with parents whose primary language is not English, and collaborating to support student growth. Presenters will provide participants a protocol for phone conversations plus sample prompts for communication in both English and Spanish. Using role-play, participants will sharpen their communication skills to nurture this critical partnership.

Audience: Middle & Secondary

13

How to Leave Your Classroom and Not Have Anyone Notice

Sue Westbrook, 2nd Grade Teacher, Ocean View School District, and Senior Vice President, Early Childhood/ K–12 Council, California Federation of Teachers

The California Standards for the Teaching Profession call on all teachers, new and veteran, to grow and develop as professionals throughout their careers. Growing as a professional often requires leaving one's classroom—to observe others, to participate in workshops, to contribute to the school, district, or professional organization. In this session, participants will learn how to keep their own voices in the classroom when they're gone, and how to ensure that the work on those days continues students' educational progress.

Audience: All Levels

14

Narrowing the Literacy Gap for Secondary Students

Rain Bongolan, Senior Advisor, Santa Cruz New Teacher Project

How can teachers meet the demands of content standards as well as accelerate the literacy skills of English Language Learners? This session will identify key challenges related to supporting secondary students' literacy development and review reading essentials for teachers across the content areas. Approaches to reading informational text and the analysis of student work to guide teacher practice will be highlighted. Strategies have application for English Language Development classes as well as subject matter courses.

Audience: Secondary

15

Building Resiliency for Improved Student Achievement

Marina Xavier-Klotz, Teacher on Special Assignment, Hayward Unified School District

Many of our students struggle with issues that interfere with their ability to be the successful learners we know they can be. Effective teachers can help students build their "resiliency"—the capacity to bounce back from adversity. Based on an action research project, this interactive session will provide guidelines and intervention strategies that build resiliency in students, and will explain how this relates to improved student achievement.

Audience: All Levels

16

Mapping for Equitable Learning

Donna Hook, Resource Specialist, Riverside, RIMS-BTSA
Gary Atwell, Special Day Class Teacher, RIMS-BTSA

Good instruction for students with special needs is good instruction for all! Join presenters to learn cutting-edge teaching techniques that include active learning strategies and research-based best practices. This session weaves together principles of brain-compatible instruction with curriculum planning to address a wide range of learning differences within the classroom setting. Participants will practice using a unit planning map that incorporates accommodations and modifications for differentiated instruction. Hands-on experience will be provided in matching relevant teaching/learning strategies to specific student needs.

Audience: All Levels

17

Activities to Develop Number Sense

Susie Hakansson, Executive Director, California Mathematics Project

How can we assist all students in making sense of numbers? What are the connections between arithmetic and algebra? By using a hands-on approach, we will look at multiple ways to strengthen teachers' and students' understanding of number sense, from counting to the basic arithmetic operations to fractions. These activities will provide a foundation for linking arithmetic to algebra and will support the implementation of the California Mathematics Content Standards and Framework.

Audience: Elementary

18

COMP: Creating Conditions for Learning

Lois M.Y. Rolland, Director, Sinclair Research Group
Theresa R. Rouse, Professional Development Director, BTSA/ Pre-Intern Programs, Monterey County Office of Education

Figuring out what works best in your classroom is at the heart of good teaching. The Classroom Organization and Management Program (COMP), is a proactive, research-based, and common sense approach to creating conditions for learning that can increase academic achievement and reduce discipline problems. This interactive session will highlight key components and topics of the COMP process, such as Organizing the Classroom, Maintaining Good Student Behavior, and Planning and Teaching Rules and Procedures. Participants will consider classroom implications and discuss specific strategies.

Audience: All Levels

19

Supporting English Language Learners in Your Classroom

Ruth Goldhammer, Coordinator, Curriculum and Staff Development, San Mateo County Office of Education

Liz Wolfe, Coordinator, Curriculum Services for English Learners, San Mateo County Office of Education

Ensuring equal opportunities for all children to participate successfully in high quality academic instruction requires that teachers modify their lessons and language. This presentation will provide participants with strategies to identify English Language Learners, make lessons understandable and engaging for all students, and to design alternative ways to check for comprehension. Hands-on activities and a case study will demonstrate how to modify instruction using assessment results. A beginning teacher will share lesson designs and modifications.

Audience: All Levels

20

Constructivist Science Activities from the Monterey Bay Aquarium

Linda Hagelin, Educator Programs Instructor, Monterey Bay Aquarium
Rita Bell, Educator Programs Director, Monterey Bay Aquarium

Find Your Beach and Beach Contamination, two inquiry-oriented lessons developed and tested at the Monterey Bay Aquarium, encourage students to observe, ask questions, and share ideas. These hands-on activities include studying sand samples, locating beaches on the world map, and problem-solving the environmental issue of pollution. Practical materials such as sand, water, and grocery store items will be used. Presenters will model constructivist techniques for teaching science and provide connections to the California Science Content Standards.

Audience: Elementary & Middle

21

Be Thankful for Centers

Pat Kloecker, BTSA Advisor, Gilroy New Teacher Project
Tricia Satterwhite, BTSA Advisor, Gilroy New Teacher Project

Having trouble developing successful centers? Are you teaching in a classroom with a wide range of diverse learners? Learning centers can be focused, purposeful, and engaging while providing students with the depth of practice needed for academic growth. This session will demonstrate strategies and techniques for designing centers that focus on using state/school district standards. Participants will analyze student work to develop center activities that address the needs of all students, including English Language Learners.

Audience: Elementary

22

Creating Environments for Powerful Teaching and Learning

Cindy Douglas, Grossmont Union High School District
Bonnie Schindler, BTSA Elementary Program Coordinator, San Diego Unified School District

Understanding how and why we respond as we do to classroom situations is critical to our success as teachers. This session is designed to enhance our awareness of the choices we make, the assumptions we hold, and how they can affect student behavior and success. Learn how to empower both yourself and your students by developing and communicating clearly defined goals. Participants will have the opportunity to discuss classroom challenges and practice interactive role-plays using real-life strategies that build an environment for powerful teaching and learning!

Audience: All Levels

23

Hope Floats: A Model for Observational Writing

Amy Bloodgood, Teacher, San Lorenzo Unified School District
Pam Wilson, BTSa Program Manager, San Lorenzo Unified School District

A beginning teacher said to her support provider, "I want to plan a lesson with you that I can observe you teach in the morning, and that I can teach in the afternoon." Capitalizing upon this novel idea and inspired by the movie *Hope Floats*, this veteran-developed a successful observational writing lesson that connects content standards and teacher-assessed student needs. Participants will write and share, practice evaluating student samples, and be given the four-day lesson plan and overhead masters.

Audience: Middle

24

Hands-On History-Social Science Instruction and Learning

Donna Leary, Co-Director, History-Social Science Project, University of California, Berkeley

Artifacts, photographs, and artworks bring history and social science to life. Inquiry-based learning using such authentic realia provides students with opportunities to look at historical events from different perspectives and to develop empathy. These hands-on explorations also support students in developing historical research and interpretation skills as outlined by the History-Social Science Content Standards. In this interactive session, participants will investigate historical periods using a variety of artifacts and expand their repertoire of instructional strategies.

Audience: All Levels

25

Best Practices for Technology and Curriculum Integration

Judy Powers, Director, Technology and Curriculum, Santa Clara County Office of Education
Diana Paradise, Staff Development Coordinator, Technology and Curriculum, Santa Clara County Office of Education

Discover models for developing successful classroom projects that incorporate exemplary strategies, resources, and the effective use of technology. In this session presenters will provide models and templates for lesson planning that focus on such essential components of curriculum planning as content standards, key concepts and understandings, technology support, assessment, measurable outcomes, and classroom management. Through reflection and professional dialogue, participants will gain practical approaches for project design and development as well as the integration and implementation of technology in the classroom.

Audience: All Levels

26

The State of Affairs for New Teachers

Jaymee Kjelland, Consultant, California Department of Education
Terry Janickl, Consultant, California Commission on Teacher Credentialing

How do I get a teaching credential after the new legislation goes into effect? What is the Learning to Teach Continuum, and how does it impact me? What's new in the Beginning Teacher Support and Assessment Program? BTSA Interagency Task Force members from the California Department of Education (CDE) and California Commission on Teacher Credentialing (CTC) will discuss these topics and answer questions regarding BTSA participation, credentialing procedures, and recent legislation.

Audience: All Levels

Closing Celebration Reception and Entertainment

November 18, 2000

Please visit our exhibitors. They will be available all day.