





# California Educator Excellence Summit

Highlighting the Promising Practices of  
Professional Learning Systems

Sacramento Convention Center  
January 20, 2016



Sponsored by  
the California Department of Education  
in Partnership with  
the Association of California School Administrators, the Association of Independent California  
Colleges and Universities, the California Commission on Teacher Credentialing, the California  
Comprehensive Center at WestEd, the California County Superintendents Educational  
Services Association, the California State University, the California Subject Matter Project,  
the California Teachers Association, the Californians Dedicated to Education Foundation,  
the S.D. Bechtel, Jr. Foundation, and the University of California



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*Additional materials related to the Summit,  
including links to presentation materials and a  
survey, are available on the California  
Department of Education 2016  
Educator Excellence Summit Web page at  
<http://www.cde.ca.gov/pd/ps/eesummit.asp>.*

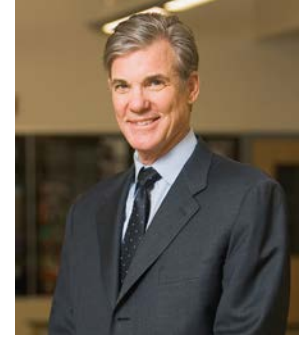
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CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



January 20, 2016

Dear Summit Attendee:

Thank you for being part of the Educator Excellence Summit. This will be an exciting event, with terrific teachers and administrators from all over California gathered together to share best practices, learn from each other, and find more ways to help students succeed.

The summit will highlight the outstanding accomplishments of our state's local educational agencies and their work on *Greatness by Design*, the 2012 report from the California Educator Excellence Task Force, as well as the Superintendent's Quality Professional Learning Standards.

I want to share these promising practices with the greater California education community. We can learn more about research-supported ways to build and improve local professional learning systems as our agencies plan how to spend their share of the \$490 million in Educator Effectiveness funds included in the 2015–16 State Budget.

The Governor and Legislature shared my goal of providing more support for professional learning for all teachers and administrators. You can continually improve your skills throughout your careers. When I was a classroom teacher and coach, I always sought out mentors and looked for better ways of instructing students. Technology, research, and innovation came together in the Task Force report and Standards to provide even more improvement opportunities for 21<sup>st</sup> Century teaching and learning.

Together, we can support all California educators to make bigger and better differences in the lives of our students. The California Department of Education is extremely excited to have this opportunity to highlight exceptional work across the state.

Thanks again for attending, and I look forward to hearing about the ways we can help all California students achieve their best.

Sincerely,

A handwritten signature in blue ink that reads "Tom Torlakson".

Tom Torlakson

# Summit Agenda

Wednesday, January 20, 2016

8:30–10 a.m.	3 <sup>rd</sup> Floor Lobby Registration
10–10:30 a.m.	Room 308–310 <i>Welcome</i> <b>Tom Torlakson</b> State Superintendent of Public Instruction <b>Thomas Adams, Ph.D.</b> Deputy Superintendent, Instruction and Learning Support Branch California Department of Education
10:30–11:15 a.m.	Room 308–310 <i>Keynote – Greatness by Design: Progress and Possibilities</i> <b>Linda Darling-Hammond</b> President and CEO, Learning Policy Institute Chair, California Commission on Teacher Credentialing
11:15–11:30 a.m.	Break
11:30 a.m.–12:45 p.m.	Session One
12:45–2 p.m.	Lunch on your own
2–2:30 p.m.	Room 308–310 Afternoon General Session <i>Labor Management Initiative</i> <b>Glen Price</b> Chief Deputy Superintendent California Department of Education
2:30–2:45 p.m.	Break
2:45–4 p.m.	Session Two

## Featured Presenters



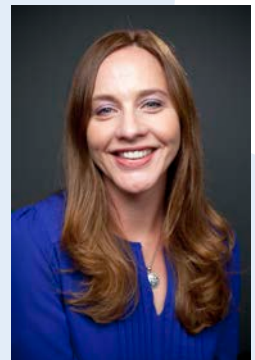
**Linda Darling-Hammond** is the President and CEO of the Learning Policy Institute and the Charles E. Ducommun Professor of Education Emeritus at Stanford University. She founded the Stanford Center for Opportunity Policy in Education and served as the faculty sponsor of the Stanford Teacher Education Program, which she helped to redesign. She continues to teach part-time in the Stanford Graduate School of Education. She previously served as Director of the RAND Corporation's education program and as the William F. Russell Professor of Education at Columbia University, Teachers College. Darling-Hammond is past president of the American Educational Research Association and recipient of its awards for Distinguished Contributions to Research, Lifetime

Achievement, and Research-to-Policy. She is also a member of the American Association of Arts and Sciences and of the National Academy of Education. She is recipient of 14 honorary degrees as well as numerous national and international awards for the quality and impact of her research. These include the coveted Grawemeyer Award, the Brock International Prize, the Pomeroy Award for Outstanding Research, and the Margaret B. Lindsay Award for Distinguished Research in Teacher Education.

Darling-Hammond began her career as a public school teacher and co-founded both a preschool and a public high school. She has consulted widely with federal, state, and local officials and educators on strategies for improving education policies and practices. From 1994–2001, she was Founding Executive Director of the National Commission on Teaching and America's Future, whose 1996 report *What Matters Most: Teaching for America's Future* was named one of the most influential reports affecting U.S. education in that decade. In 2006, Darling-Hammond was named one of the nation's ten most influential people affecting educational policy. In 2008, she served as the leader of President Barack Obama's education policy transition team. Among her more than 500 publications are a number of award-winning books, including *The Right to Learn*, *Teaching as the Learning Profession*, *Preparing Teachers for a Changing World*, and *The Flat World and Education*. She received an Ed.D. from Temple University, with highest distinction, and a B.A., magna cum laude, from Yale University.

Follow Linda Darling-Hammond on Twitter at [@LDH\\_ed](#) and the Learning Policy Institute at [@LPI\\_Learning](#). Darling-Hammond will present the keynote address at 10:30 a.m. in Room 308–310.

**Angela Minnici, Ph.D.**, is a Managing Researcher in the Education Program at the American Institutes for Research. She is the director of the Education Policy Center at AIR which provides rigorous research and evidence-based perspectives on education issues spanning pre-kindergarten to careers. Dr. Minnici also directs the Center on Great Teachers and Leaders, a federally funded comprehensive center dedicated to advancing state efforts to grow, respect, and retain great teachers and leaders. Dr. Minnici, a former teacher, earned her doctorate in administrative and policy studies from the University of Pittsburgh.



Dr. Minnici is providing presentations in Room 308–310 during Session One and in Room 311 during Session Two.

# Session One Descriptions

11:30 a.m.–12:45 p.m.

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## **Preparing Educators for Evaluation and Feedback: Planning for Professional Learning**

Room 308–310

In order to successfully participate in performance evaluation, educators need integrated, ongoing professional learning opportunities. In this session, participants will share information and activities on high-quality professional learning approaches that prepare evaluators, educators, and district leaders for implementing evaluation systems to focus on teacher growth.

**Angela Minnici**, Ph.D., Director, Center on Great Teachers and Leaders, American Institutes for Research

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## **Productive Partnerships in a New Era of Teacher Preparation**

Room 301

New Preliminary Preparation Program Standards were adopted by the California Commission on Teacher Credentialing (CTC) in December 2015. This session will share information about the revised teacher preparation requirements including how local educational agencies can work with programs to prepare new teachers. Learn about the revised Teaching Performance Expectations and the enhanced requirements related to technology, mental health, socio-emotional learning, multi-tiered system of supports, and other knowledge and skills that new teachers will be required to master prior to earning a Preliminary Teacher Credential.

**Katie Croy**, Consultant, CTC

**Sarah Solari Colombini**, Consultant, CTC

**Teri Clark**, Director, CTC

**Vicki Graf**, Professor, Loyola Marymount University

**Sharon Russell**, Systemwide Director, CalState TEACH

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## **Using Updated CPSEL and DOP: Tools for Administrator Induction**

Room 302–303

Learn how the *California Professional Standards for Education Leaders* (CPSEL) and the related *Descriptions of Practice* (DOP) have been updated recently and are being used with administrator induction candidates as tools for self-assessment,

to identify areas for coaching, and to focus the ongoing support of developing leaders.

**Heather Mattson**, Senior Research Associate, California Comprehensive Center at WestEd

**Dr. Steven Winlock**, Executive Director, Sacramento County Office of Education Leadership Institute

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## **Using the Smarter Balanced Digital Library to Support Educator Excellence**

Room 304

This session will feature professional development and instructional resources housed within the Smarter Balanced Digital Library. Attendees will be surveyed on their professional learning development interests. Based on those interests, presenters will guide attendees through a collection of sequentially organized resources compiled and readily available through the California Department of Education (CDE)'s Digital Library Web page and the Smarter Balanced Digital Library. In addition, a preview of the CDE's new Teacher Guides will be provided.

**Jennifer Houle**, Consultant, CDE

**Charlene Schmid**, Consultant, CDE

**Joy Kessel**, Consultant, CDE

**Syma Solovitch**, Consultant, CDE

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## **Building a Teacher Growth & Development Continuum through National Board Certification**

Room 305

Some of California's largest districts are using National Board Certification to attract, retain, and develop accomplished teacher leaders. Teachers consistently report that both the National Board Certification process and participating in a collaborative support program are powerful professional development experiences. Join us to learn how Fresno Unified, San Francisco Unified, and Oakland Unified are partnering with Stanford's National Board Resource Center (NBRC) to create relevant, research-based teacher development continuums, and ways the California Teachers Association works to support their members in many of these efforts.

**Dr. Michaela Miller**, Director, National Board for Professional Teaching Standards

**Linda Bauld**, Director, NBRC, Stanford

**Teresa Morales-Young**, Director, Teacher Development, Fresno Unified School District  
**Tiffany Castillo**, National Board Certification Instructional Coach, Fresno Unified School District  
**Sara Saldana**, National Board Certified Teacher Director, San Francisco Unified School District  
**Jane Robb**, Director, California Teachers Association  
**Dr. Rachelle Rogers-Ard**, Director and Program Manager, Oakland Unified School District

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### **Transforming Professional Learning for Teachers of English Learners**

Room 311

Effective systems of professional learning for teachers and leaders are needed to ensure that innovations, research, and standards are well implemented. This session presents a comprehensive professional learning program that includes: (1) an integrated teaching and learning framework for Long Term English Learners; (2) interdisciplinary curriculum development/implementation for language teaching using Project-Based Learning; (3) coaching; and (4) impact monitoring. This program is part of a National Professional Development grant, Project STELLAR (Science Teaching for English Learners: Leveraging Academic Rigor).

**Dr. Elvira Armas**, Associate Director, Center for Equity for English Learners, Loyola Marymount University

**Dr. Gisela O'Brien**, Assistant Director, Center for Equity for English Learners, Loyola Marymount University

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### **High Leverage Practices within a Multi-Tiered System of Support**

Room 312

This workshop describes an emerging approach to teacher education that is centered in classroom practice and built around a curriculum of high leverage practices (HLP) that all teachers should learn to use before entering the classroom. These high leverage practices align with recommendations put forth in *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State*. We model and describe our collaborative efforts in examining, refining, and reforming practices with our partner school districts and the network of Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) institutions of higher education.

**Susan Courey**, Associate Professor, San Francisco State University and the CEEDAR Center

**Lynn Larsen, Ph. D.**, Associate Dean, Brandman University

**Vicki Graff, Ph. D.**, Professor, Loyola Marymount University

**Shireen Pavri**, Associate Dean, CSU Long Beach

**Colleen Torgorsen**, Professor, CSU Fresno

**Leila Ricci, Ph. D.**, Associate Professor, CSU Los Angeles

**Ellen Cook**, Doctoral Candidate, UC Berkeley and San Francisco State University

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### **Utilizing Teacher Leadership Systems to Implement CCSS Best Practices**

Room 316

Participants will learn how San Bernardino City Unified School District partnered with teachers from over 70 TK–12 schools to implement the Common Core State Standards (CCSS) through the instructional rounds process, building of study, and through “Demonstration Teachers” whose classrooms have become “living labs” as their lessons are featured in videos that showcase how students are putting CCSS theory into practice. This presentation will provide tools and information so that participants can also determine how to effectively partner and utilize teacher leadership systems.

**Lauryn Wild**, Program Specialist, Secondary Education, San Bernardino City Unified School District

**Mary Pierce**, Director, Employee Development, San Bernardino City Unified School District

**Dana Dunams**, Program Specialist, Secondary Education, San Bernardino City Unified School District

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### **Leveraging Existing Resources to Improve New Teacher Support**

Room 317

How can schools and districts address the imperative to grow new teachers quickly with limited resources and budgets? This workshop reviews how one high school district is addressing the issue. In addition, participants will identify existing resources within their settings and develop a plan for how to use these resources to increase new-teacher support.

**Beth Roybal**, New Teacher Support Specialist, Salinas Union High School District

**Rural Learning Networks: Regional Partnerships for Content-Area Literacy**

Room 318

The Common Core's cross-disciplinary literacy standards raise important questions about the ways schools address literacy instruction. How do we help position content-area teachers as experts in the literacy of their own disciplines? How do we build community among the various disciplines so that literacy instruction is a truly shared endeavor? Learn how the Northern California Writing Project addressed these issues by leading a multi-school, regional collaborative professional development community-centered on shared literacy instruction.

**Peter Kittle**, Director, Northern California Writing Project

**Rochelle Ramay**, English Chair, Corning Union High School

**Carla Truttman**, History Teacher, Yreka Union High School

**The Instructional Leadership Corps: Professional Learning By and For Educators**

Room 319

Accomplished California public school teachers and administrators in the Instructional Leadership Corps (ILC) collaborate with local union, district, and school leaders to design and provide professional development on research-aligned instructional and leadership shifts to support the

implementation of the new standards and assessments. Through roundtable discussions with ILC members, learn how educators and local educational agencies are benefitting from this cost-effective, practitioner-driven model customized to the specific needs of students and teachers in their communities.

**Marlene Fong**, Co-Coordinator, ILC, California Teachers Association

**Melissa Gilbert**, Co-Coordinator, ILC, Stanford Center for Opportunity Policy in Education

**Sally Bimrose**, Retired Principal and ILC Member, Santa Rosa City Schools

**Kim Harrison**, Director of Technology and ILC Member, Washington Unified School District

**Todd Lile**, Chief Academic Officer for Secondary Schools and ILC Member, Madera Unified School District

**Ruth Moore**, Teacher and ILC Member, Santa Rosa City Schools

**Melissa Oliver**, Teacher and ILC Member, Washington Unified School District

**Angela Stegall**, Teacher and ILC Member, Marysville Joint Unified School District

**Linda Tolladay**, Teacher and ILC Member, Madera Unified School District

**Amanda Wade**, Teacher and ILC Member, Madera Unified School District

**Afternoon General Session**

2–2:30 p.m.

**The Power of Labor-Management Collaboration in Transforming Districts, Schools, and Teaching**  
Room 308–310

Supported by a broad coalition of statewide education partners, the California Labor-Management Initiative (CA LMI) is working to build collaboration in schools, districts, and county offices of education, with the goal of improving student outcomes. Research has demonstrated that the intermediate effects of this kind of collaboration (greater trust, increased civility, increased innovation and problem solving, fewer grievances, better retention) leads to improved student achievement. Since its public launch in May 2015, the CA LMI has hosted three events attended by a total of nearly 100 CA school districts and county offices to learn about how and why to build and strengthen collaboration among administration, labor unions, and school board members. This panel will present the case for labor-management collaboration in California and will highlight examples from local districts on how collaboration has led to improved teaching and learning.

**Shelly Masur**, CEO, Californians Dedicated to Education Foundation

**Glen Price**, Chief Deputy, California Department of Education

**Dr. Wesley Smith**, Executive Director, Association of California School Administrators

**Eric Heins**, President, California Teachers Association

**Dr. Ken Futernick**, Professor Emeritus, California State University, Sacramento

**Shannan Brown**, President, San Juan Teachers Association



# Session Two Descriptions

2:45–4 p.m.

## **California Subject Matter Projects: Teacher Leadership by Design**

Room 308–310

The California Subject Matter Projects leverage the skills and experience of teachers statewide to support the implementation of instructional shifts envisioned by the Common Core, English language development, Next Generation Science Standards, disciplinary frameworks, and the P21 Framework through the strategic development of site-based teacher leadership. This session will explore the development of teacher leadership in the service of student literacy and academic language development, disciplinary understanding, content knowledge, and issues of equity and access.

**Nina Moore**, Executive Director, Diversity and Engagement/California Subject Matter Project, University of California, Office of the President

**Kristine Alexander**, Executive Director, California Arts Project

**Kyndall Brown**, Executive Director, California Mathematics Project

**Dianne Wilson-Graham**, Executive Director, California Physical Education-Health Project

**Deborah Costa Hernandez**, Executive Director, California Reading and Literature Project

**Jayne Marlink**, Executive Director, California Writing Project

**Nancy McTygue**, Executive Director, California History-Social Science Project

**Emily Schell**, Executive Director, International Studies Project

**Duarte Silva**, Executive Director, California World Language Project

**Maria Simani**, Executive Director, California Science Project

## **Induction Program Standards Focus on Mentoring and Supporting New Teachers and Leaders—Partnerships between the Employer and the Commission-Approved Induction Program**

Room 301

New Program Standards addressing teacher induction were adopted by the California Commission on Teacher Credentialing (CTC) in December 2015. This session will share

information about the revised induction program standards, the guidance document being developed for the induction standards, and the transition to the revised standards for current induction programs. The CTC adopted standards for Administrator Induction programs in February 2014 and administrator induction programs began enrolling new school leaders for the 2015–16 school year. This session will also share information on administrator induction programs, the California Professional Standards for Education Leaders (CPSEL), and the Descriptions of Practice.

**Karen Sacramento**, Consultant, CTC

**Gay Roby**, Consultant, CTC

**David Simmons**, Assistant Superintendent, Personnel Services, Ventura County Office of Education

**Teri Clark**, Director, CTC

## **The Collective Instructional Leadership System**

Room 302–303

Continuous school improvement typically requires ongoing professional learning as well as support and resources for enacting changes. The Collective Instructional Leadership System (CILS) supports collaborative, evidence-based decision-making by teachers and principals to improve student learning. Workshop participants will gain an understanding of how the CILS model and tools can be applied for continuous instructional improvements in a variety of school settings with examples that range from single classroom settings to whole school reform.

**Julie Monet**, Associate Professor and Chair, California State University, Chico

**Michael Kotar**, Professor, School of Education, California State University, Chico

## **Applying the Superintendent's Quality Professional Learning Standards (QPLS) to Cultivate Educator Excellence**

Room 304

Learn how the QPLS serve as a foundation for a professional learning system that leads to improved educator knowledge, skills, and dispositions. Then, use an inquiry process to assess professional learning efforts against research-based quality indicators that guide educator

learning and build capacity to help all students learn and thrive.

**Heather Mattson**, Senior Research Associate, California Comprehensive Center at WestEd  
**Marcia Trott**, Consultant, California Department of Education

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### **Recruiting, Preparing, and Retaining the Next Generation of Educators**

Room 305

Information shared in this session will assist educational leaders to plan and implement recruitment, induction, and retention programs designed to build capacity. Presenters will detail the strategies implemented by the San Luis Obispo County Office of Education in partnership with ten school districts, three charter schools, two universities, two community colleges, and several businesses to address public relations, fiscal, and human resources challenges. Successes, roadblocks, and failures encountered by this relatively small county will be shared as a tool for implementation at the local level.

**Dr. James J. Brescia**, County Superintendent of Schools, San Luis Obispo County Office of Education and Cal Poly State University  
**Anne Hubbard**, District Superintendent, San Luis Obispo County

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### **Improving Educator Retention: Ensuring Students have Access to Effective Teaching**

Room 311

California is facing a teacher shortage, yet we know that great schools start with great teachers and leaders. This session will provide an overview of the best practices and models for retaining high-caliber educators, followed by a discussion about how to apply these strategies in California.

**Angela Minnici, Ph.D.**, Director, Center on Great Teachers and Leaders, American Institutes for Research

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### **Developing a “Growth Model” for Teacher Evaluation as the Foundation of an Integrated Professional Learning System**

Room 312

San Diego County Office of Education’s Educator Effectiveness and Evaluation project supports districts in the revision of their current teacher evaluation system to an inclusive growth-based model. The project brings districts and bargaining units together for a two-year collaborative process that includes a series of academies and

facilitated intersession work which results in the development of an individualized, local evaluation system. District teams receive training in research-based components of effective systems, teaching standards, and multiple measures.

**Chris Reising**, Director, Human Resources, San Diego County Office of Education  
**Jill Tellier**, Coordinator, Educator Effectiveness and Evaluation, San Diego County Office of Education

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### **Building Induction: Aligning Systems of Professional Learning**

Room 316

Participants will learn about structures schools and districts can use to strategically deepen and align professional learning systems by starting with innovative induction programs, building strong ongoing professional learning for all teachers, and develop site and organizational leaders who know how to create and cultivate such systems. This system builds on the work of three partner organizations: New Teacher Center, the Santa Cruz/Silicon Valley New Teacher Project, and the Tri-Valley Teacher Induction Project.

**Laura Hernandez Flores**, Regional Program Director, New Teacher Center  
**Emily Davis**, Program Director, Santa Cruz/Silicon Valley New Teacher Project  
**Kim Ortiz**, Director, Tri-Valley Induction Program

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### **Build Your Own Teacher Development and Evaluation Tool**

Room 317

In this session, we will explain the process we used to create a framework for coaching and evaluating teachers. We vetted it against validated tools, including the Danielson framework, and went through a year of piloting and revising for improvement. We have continually emphasized its use in guiding progression, not just evaluation, which has increased buy-in and effectiveness. Participants will hear about our successes and lessons learned and will be guided in starting the planning process for a similar project in their own organization.

**Jonathan Erickson**, Chief Academic Officer, Ingenium Schools  
**Katherine Woodfield**, Coordinator of Curriculum and Instruction, Ingenium Schools

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**Site-Based Methods Instruction – a Partnership for Effective Teacher Preparation**

Room 318

*Greatness by Design* calls for “stronger clinical expectations ... of training that prepare candidates well for practice.” Six years ago, the Multiple Subject Program at CSU Stanislaus began to implement this recommendation with one reading methods course taught at a local elementary school. Currently, sixty percent of all program courses are site-based. In spring 2016, laboratory schools for student teacher placement will be created. Effective outreach, patience, and support at all levels of the university and district makes it possible to redesign teacher preparation. This presentation will outline the process necessary to build the partnerships.

**Elmano Costa**, Department Chair, CSU Stanislaus

**Anne Weisenberg**, Associate Professor, CSU Stanislaus

**Noel Won**, Associate Professor, CSU Stanislaus

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**Disciplinary Literacy and Integrated ELD: Building Instructional Capacity across Districts**

Room 319

We will share tools/exemplars that illustrate implementation of research-based teaching practices that support the *California English*

*Language Arts/English Language Development (ELA/ELD) Framework*. Attendees will explore practices at different levels of instruction and associated rubrics, and identify the teaching and coaching moves that can move a teacher from one level of instruction to the next. Los Angeles Unified School District and Yuba City Unified School District will share strategies they employed to build district-wide capacity to enact these practices and support learning of all students, with specific attention to English learners.

**Susan O’Hara**, Executive Director, REEd at UC Davis

**Debi Pitta**, Professional Learning Facilitator, REEd at UC Davis

**Robert Pritchard**, Professional Learning Facilitator, REEd at UC Davis

**Brian Gault**, Principal, Gray Avenue School, Yuba City Unified School District

**Ivy Laney**, Teacher, Yuba City Unified School District

**Maricela Sanchez**, Administrative Coordinator, Multilingual and Multicultural Education Department, Los Angeles Unified School District

**Isabele Aquirre**, Elementary English Learner Expert, Multilingual and Multicultural Education Department, Los Angeles Unified School District

# Acknowledgements

The California Department of Education would like to thank our generous Summit partners:

