

Success for ALL Students!

OSSE
Summer Institute 2012

Training and Technical Assistance

Division of Specialized Education

Office of the State Superintendent of Education (OSSE)



THE DISTRICT
OF COLUMBIA
"One City, One Government, One Voice"



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Dear District of Columbia Educators,

I am thrilled to share the Office of the State Superintendent of Education's (OSSE's) Division of Specialized Education (DSE) 2012 Summer Institute, entitled "Teaching and Learning Equals Success for ALL Students."

The 2012 DSE Institute is a compilation of nine professional development seminars for all educators and a capstone conference on effective behavior supports, designed for LEA leadership teams. The seminars will be facilitated by our stellar Training and Technical Assistance team as well as national experts such as Marilyn Friend, Ph.D., Elaine McEwan, Ed.D., The Leadership and Learning Center, Math Solutions, and others.

Participants will receive materials and books to use year-long in their school buildings. The sessions will provide participants with the opportunity to learn about the latest research on effective teaching and learning practices. Participants will also be able to interact in a professional learning community environment with colleagues so that local best practices can be shared and challenges can be analyzed and addressed as LEAs prepare for the 2012-2013 school year.

I am thrilled to present our 2012 Summer Institute to you and hope that you take advantage of this wonderful opportunity to grow professionally this summer. The Institute is made possible through the leadership of Ms. Chandra Williams, Director, and her talented team, who continue to bring you the best of what is known about effective teaching and learning so that we can help make sure that every District student reaches his or her potential.

Sincerely,
Amy Maisterra, Ed.D
Assistant Superintendent
Division of Specialized Education



TTA Vision

All District of Columbia residents receive an excellent education.

TTA Mission

The Training and Technical Assistance Unit is committed to increasing instructional capacity within the District of Columbia educational system by equipping school personnel, support service providers, and families with research –based best practices, knowledge, and resources to ensure that all children can access the general education curriculum in the least restrictive environment.

In order to fulfill our mission, the Training and Technical Assistance Unit provides training and support ensuring:

- Compliance with federal and local requirements for special education and related services;
- Effective pedagogy and rigorous curriculum;
- Implementation of differentiated instruction and behavioral support; and
- Appropriate use of accommodations, modifications and assistive technologies.

July 2012

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* This conference is for LEA Leadership Team members only.

August 2012



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SSE Summer Institute

CC-101: Common Core State Standards Aligned Early and Emergent Literacy Classroom Instruction: Explicit Reading Instruction! (Grades K-2)

Presenter(s): Dr. Vicki Gibson; Gibson, Hasbrouck and Associates

Date(s): July 9, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <http://www.cvent.com/d/9cqzgd/4W>

This seminar will be a highly interactive, hands-on session that provides classroom teachers and other educators with explicit instruction on how to teach reading and evidenced base best practice strategies based on Early and Emergent Literacy development and to align curriculum and instruction to the Common Core State Standards. Activities will engage teachers in the analysis of teaching and learning processes, such as exemplars of early and emergent literacy instruction, accompanied by the analysis of their strengths in terms of alignment with CCSS.

Participants will learn:

About potential pitfalls to avoid when planning and implementing a standards-based Early and Emergent Literacy curriculum;

Identify specific focus points within each of the ten comprehension standards to provide explicit reading instruction or concepts and skills appropriate for each grade level;

How to prioritize the standards in order to create a logical instructional sequence based on what students should master at each grade level;

Identify the key elements of early literacy and emergent literacy;

How to pace instruction over an academic year to introduce and reinforce the standards efficiently including hands-on application;

Analyze skills involved in emergent speaking, writing and reading; and

How to design a standards based daily lesson plan that incorporates all necessary components of Tier 1 Early and Emergent Literacy instruction – including hands on application.



SSE Summer Institute

L-101: The Turnaround Leader

Presenter(s): Ainsley Rose, The Leadership and Learning Center

Date(s): July 10, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, Gallaudet University
800 Florida Avenue, NE

Register: <http://www.cvent.com/d/9cqzf6/4W>

The Turnaround Leader is a full-day seminar designed to engage leaders in deep thinking about the importance of school culture when trying to turn a low-performing school into a high-performing school. Research tells us that there are distinct and powerful qualities of successful turnaround leaders. The participants will explore these qualities, along with new and surprising research on what motivates people to give more of themselves at work. How is it that some leaders get twice the productivity from their people than others? How do leaders share leadership while holding everyone accountable? What are the similarities and differences between turning a school around and improving a school? Why is it essential to focus on the culture of a school? Framed as the secrets and simple truths of high performing school cultures, leaders will learn the answers to these questions and more. Participants will be assisted in the creation of an action plan for applying their learning to build a high-performing culture in their schools.

Participants will be engaged throughout the day in a variety of interactive learning activities. They will also be provided organizers and templates to make the work easy to organize and process.

Participants will learn:

Explore the contributing factors to an organization's culture and learn how to harness these factors to create a culture of high-performance;



Understand and apply the process of positive deviance to identify solutions to challenging problems from within the organization;

Analyze the impact collaboration has on results and evaluate current structures that inhibit collaboration;

Energize the focus on the simple truths of high-performing school cultures which include developing teaching talent, sharing leadership, and effectively using data; and

Delve into shared accountability and examine systems that foster shared accountability as part of the culture of the school.

As a result of attending this seminar, participants will be able to:

Apply current research to creating a high-performing school culture

Distinguish between school turnaround and school improvement

Examine and utilize the concept of the third drive and positive deviance as tools for improvement

Employ strategies for teacher development and growth

Implement an action plan to build a high-performing culture

As a result of this seminar and intentional implementation afterward, districts can expect the following outcomes:

Leaders who understand the importance of school culture and take daily actions to build a culture of high performance

Sustained positive results in the face of increasing challenges and demands

This seminar is a must for any district with turnaround schools or leaders who are working on school culture to transform their schools from low to high-performing.

Necessary Resource:

The Secrets and Simple Truths of High-Performing School Cultures – Cathy Lassiter. Please click to purchase a copy of this resource for your professional development library: <http://www.leadandlearn.com/books-dvds/secrets-and-simple-truths-high-performing-school-cultures>

SSE Summer Institute

M-101: Common Core State Standards: Mathematical Practice — Operations and Algebraic Thinking (Grades 1-5)

Presenter(s): Nancy Low, Marilyn Burns' Math Solutions

Date(s): July 11-13, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, Gallaudet University
800 Florida Avenue, NE

Register: <http://www.cvent.com/d/ccqz3h/4W>

***Note: Participants must attend all three days to gain the most benefit from conference content.**

Under the content umbrella of Operations and Algebraic Thinking, this three day course is designed to help teachers better understand the thinking, reasoning, and making sense of mathematics that is called for in the Common Core State Standards for Mathematical Practice. A primary focus will be on identifying barriers to students' understanding and gaining specific strategies for intervention that can provide all children the opportunity to access a greater depth of mathematical understanding.

Participant Requirements

Successful completion of the course includes:

Attending and fully participating in all sessions;

Reading and discussing all assigned articles and readings;

Making daily entries in a journal to process the course experiences, identify issues, and formulate questions; and

Completion of all homework assignments.



SSE Summer Institute

AAS-101: Common Formative Assessments

Presenter(s): The Leadership and Learning Center

Date(s): July 12-13, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, Gallaudet University
800 Florida Avenue, NE

Register: <http://www.cvent.com/d/rcqzvx/4W>

***Note: Participants must attend both days to gain the most benefit from conference content.**

Educators must ensure they are teaching students what they need to learn. Common Formative Assessments are the most effective way to learn those needs in order to inform instruction.

In this two-day seminar, teachers and administrators will learn to collaboratively develop, test, and refine common formative assessments in order to gain reliable and timely feedback on student progress in order to adjust instructional practices appropriately.



Common Formative Assessments Learning Objectives:

Regular and timely feedback regarding student attainment of most critical standards in order to better meet diverse learning needs of all students;

Multiple-measure assessments that allow students to demonstrate their understanding in a variety of formats;

Ongoing collaboration opportunities for grade-level, course, and department teachers;

Consistent expectations within a grade level, course, and department regarding standards, instruction, and assessment priorities;

Agreed-upon criteria in for students to reach proficiency within each individual classroom, grade level, school, and district;

Deliberate alignment of classroom, school, district, and state assessments to better prepare students for success on state assessments; and

Results that provide predictive value on how students are likely to do on each succeeding assessment in time to make instructional modifications.

Common Formative Assessments are periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers, and administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year. Designed as matching pre- and post-assessments to ensure same-assessment to same-assessment comparisons, the format and design is similar to district and state assessments. Common formative assessment items are intentionally aligned to essential (power or priority) standards only and reflect a blend of item types, including selected-response (multiple choice, true/false, matching) and constructed-response (short or extended).

Participating teachers analyze student assessment results in Data Teams to plan and differentiate instruction. Such results provide predictive value as to how students are likely to do on each succeeding assessment (school, district, and state) in time for teachers to make instructional modifications.

In addition, collaboratively creating and analyzing common formative assessments helps teachers and administrators identify the antecedents of excellence.

SSE Summer Institute

IEP-101: IEP Process and Effective IEP Goal Writing

Presenter(s): Naté Dearden, Esq. , OSSE

Date(s): July 16, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <http://www.cvent.com/d/gcqz57/4W>

Morning Session:

Participants will be provided with the necessary knowledge and skills to participate in IDEA-compliant IEP meetings. Participants will also receive guidance on how to broker communication, build agreement, and resolve conflict while creating IEPs that are focused on the needs of the child.

Participants will learn:

What every teacher should know about IDEA;
IEP team member roles and responsibilities;
IEP components and planning process;
Reevaluation process;
Extended school year (ESY) eligibility; and
Accommodations and modifications.

Afternoon Session:

Individualized standards-based goals are an essential component of any student's IEP. Well-written goals describe what the student will do, when and how he will do it, and the time frame for achieving the goal. Goals that are SMART (Specific, Measurable, Achievable, Relevant, and Time Limited) pave the way for providing specialized instruction and supports that will enable students to achieve educational success.



Using several case studies, participants will learn to:

Identify the components of well-written, data-based Present Levels of Academic Achievement and Functional Performance (PLAAFPs);
Identify the components of compliant, standards-based, SMART goals; and
IEP goal implementation and progress monitoring.

SSE Summer Institute

R-101: Building Rigorous Content Literacy: Implementing the Common Core Literacy Standards.

Presenter(s): Elaine McEwan-Adkins, and Allyson J. Burnett

Date(s): July 16-17, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, Gallaudet University
800 Florida Avenue, NE

Register: <http://www.cvent.com/d/vcqzfh/4W>

***Note: Participants must attend both days to gain the most benefit from conference content.**

Literacy is the foundation of learning and achievement at every educational level and in every stage of life thereafter. However, helping secondary content teachers to move from their default mode of unintentional “talking textbooks” to becoming skilled “content literacy facilitators” still remains an enormous challenge for many secondary stakeholders.

With the advent of the Common Core State Standards for Content Literacy (English Language Arts and Literacy) and their rigorous expectations, content literacy can no longer be ignored as an optimal way of helping students to learn and remember content. Secondary teachers need far more than a set of literacy strategies, and administrators and literacy leaders need a model for how to convey to teachers the knowledge and skills they need to confidently show their students “how to do” and daily rehearse the literacy standards.

Building Rigorous Content Literacy: Implementing the Common Core Literacy Standards in Middle and High Schools, by Elaine K. McEwan-Adkins and Allyson J. Burnett, not only provides literacy strategies that show teachers and ultimately their students “how to do” the challenging

text-based tasks of making logical inferences from the text, citing textual evidence to support conclusions, and summarizing key supporting details and ideas to name a few, but also how to build instructional capacity for content literacy through the formation and implementation of a Literacy Leadership Cohort.

The Literacy Leadership Cohort Model shows administrators and literacy leaders how to develop a collaborative, embedded professional development structure that enables teachers to learn from their content colleagues and receive coaching and support from their peers. Workshop participants will be led through a four-step process: 1) assessing the current status of content literacy in their schools; 2) identifying and understanding the Common Core State Standards for Content Literacy; 3) understanding the role of the literacy cohort; and 4) acquiring a set of strategies that cohort teachers can share that show students “how to do” and daily rehearse the literacy standards.

Learning Outcomes

Understand the Literacy Leadership Cohort Model, how it works, how it is different from current models, and why it is essential to the implementation of the Common Core State Literacy Standards;

Recognize the relationship between the Common Core State Literacy Standards and student success/achievement in college and careers;

Identify in what ways the common core literacy standards require teachers to change their instruction and assessment;

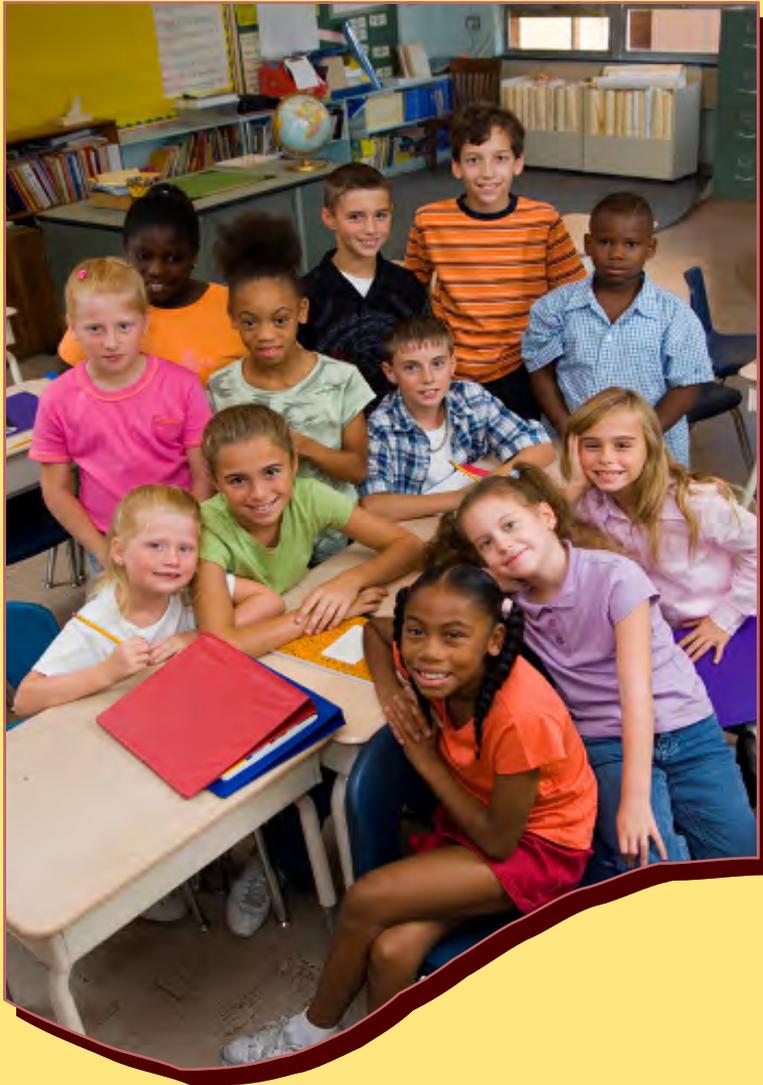
Determine how the common core literacy standards can increase instructional rigor;

Learn and apply strategies that show students “how to do” and rehearse the literacy standards to include making logical inferences from text, summarizing key supporting details and ideas; and

Identify what content teachers can do to help students read and comprehend complex text independently and proficiently.



SSE Summer Institute



VL—101: Visible Learning Plus Foundation Seminar

Presenter(s): Ainsley Rose, The Leadership and Learning Center

Date(s): July 23 -24, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, Gallaudet University
800 Florida Avenue, NE

Register: <http://www.cvent.com/d/zcqzs4/4W>

Visible Learning Plus is a professional development program for leaders and teachers that explores how evidence can be used to create innovation in the learning environment. The two day Foundation Seminar is designed to introduce participants to Professor John Hattie's internationally acclaimed research in Visible Learning for Teachers: A synthesis of over 800 meta-analyses relating to achievement (2009) and his book Visible Learning for Teachers: Maximizing impact on learning (2011).

The two days are designed to be highly interactive and model what Visible Learning classrooms and schools could and should look like.

Outcomes:

Gain a deeper understanding of effective influences in education and compare current school practices to the Visible Learning research;

Experience proven processes and strategies to transform leadership and learning;

Engage in a powerful reflection process aligned to the Visible Learning research findings and the core components of a Visible Learning School, (assessment capable learners, know thy impact, effective feedback, mind frames for change); and

Acquire a clear vision of what the next steps are in the Visible Learning journey for your school.

Participants interested in reading Visible Learning for Teachers: Maximizing Impact on Learning, Author John Hattie before attending this seminar may purchase this book by going to: <http://www.leadandlearn.com/books-dvds/visible-learning-teachers>.

OSSE Summer Institute

B-101: Effective Behavior Support: Creating Responsive, Consistent Learning Environments—Planning for the Success of All Learners through Active Prevention and Direct Instruction

Presenter(s): Safer and Saner Schools, Safe and Civil Schools, and Others

Date(s): July 24—26, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, Gallaudet University
800 Florida Avenue, NE

Register: <http://www.cvent.com/d/mcqqkg/4W>

***This conference is for LEA Leadership Team members only.**

The goal of the Office of the State Superintendent of Education Division of Specialized Education's conference entitled "Effective Behavior Support: Creating Responsive, Consistent Learning Environments" is to provide LEA teams exposure to evidence-based behavior support models that create a responsive, inclusive learning environment for all students.

Through a series of seminars, the conference will provide LEA leadership teams with an opportunity to learn about nationally recognized effective approaches to addressing the behavior-instruction connection. The design of the conference is also intended to allow LEAs to hear and learn from each other as LEA teams travel together through the sessions. In addition, OSSE intends to support implementation of models by providing "seed funding" to a subset of LEAs that meet requirements for piloting a selected model.



Featured sessions focus on Restorative Practices, Brain Based Learning, and Developing Safe and Civil Schools. All models provide school leaders with different approaches to proactive and positive behavior interventions and supports.

Keynote Address: Dr. Perry Zirkel: IDEA, Section 504, and Behavior

The event will feature keynote presenter Dr. Perry Zirkel. Dr. Zirkel will address the intersection between the Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973, with a particular emphasis on implications for effective behavior planning.

Dr. Zirkel, a nationally recognized expert on special education law, IDEA, and 504, is a professor of education and law at Lehigh University, who writes regular columns in publications such as the Phi Delta Kappan and Principal magazines. Dr. Zirkel has authored numerous publications in the area of special education, and his most recent book is Student Teaching and the Law.

SSE Summer Institute

AST-101: Authentic Performance Tasks

Presenter(s): The Leadership and Learning Center

Date(s): July 26 & 27, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, Gallaudet University
800 Florida Avenue, NE

Register: <http://www.cvent.com/d/wcqvz/4W>

***Note: Participants must attend both days to gain the most benefit from conference content.**

The two-day Authentic Performance Tasks seminar, which includes Power Standards and “Unwrapping” the Standards, focuses on each participant’s effective design, creation, and use of performance assessments that are the foundation of powerful standards-based instructional and assessment tools. It also focuses educators on identifying what skills and knowledge are of the utmost importance to ensure high achievement levels for students across content areas and across grade levels.

Having a collection of motivating performance assessments with corresponding tasks and rubrics aligned to priority standards across grade levels and content areas is a key strategy to differentiate instruction. Utilizing these tools effectively will also motivate students, increase achievement, and save teachers time.

Learning Objectives:

Discover the rationale for narrowing the academic content standards to the Power Standards;

“Unwrap” these standards and determine the Big Ideas or enduring understandings from them;

Write these Big Ideas as Essential Questions to guide instruction and assessment;

Design performance tasks to enhance student understanding based on the standards;

Develop components of the assessment model, including Interdisciplinary standards, engaging scenarios, performance tasks, and task-specific rubrics or scoring guides; and

Create a standards-based performance assessment that includes all components of the model.

Performance assessments are powerful teaching and learning tools that make differentiated instruction and assessment possible. Performance assessments reach all learners including special education, gifted and talented, below grade-level readers, as well as English-language learners.

This two-day seminar provides step-by-step procedures that will help you make differentiated instruction happen in your classroom. You will learn how to establish routines and procedures for managing whole class and small group teaching, collaborative, and/or independent practice. These practical suggestions will provide ways to differentiate what you do with students in small groups to improve instructional effectiveness and increase student achievement. The content and methodology taught in this seminar will apply to any grade level or content area.



SSE Summer Institute

SP-101: Instructional Strategies for Teaching Students with Disabilities in General Education Classrooms

Presenter(s): Dr. Marilyn Friend, President of the Council for Exceptional Children

Date(s): July 30-31, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street NE, 3rd Floor Grand Hall

Register: <http://www.cvent.com/d/1cqzf9/4W>

Inclusive schooling is not just about students with disabilities returning to a general education setting. It is imperative that teachers know and implement effective instructional strategies that will help these students succeed. And yet, sometimes the task is daunting: some of these students are reading significantly below grade level, others seem unmotivated, and still others are dependent on intense teacher support.

The purpose of this two day seminar is to share ideas and strategies for increasing the instructional intensity of solo-taught and co-taught classrooms. The goal is to build on participants' basic understanding of inclusive practices and co-teaching in order to take their instruction to the next level, one that is certain to improve the educational outcomes for students with disabilities as well as typical learners.

At the conclusion of this workshop you will be able to:

Review foundational information about co-teaching and related concepts in order to ensure a common vocabulary among implementers and other stakeholders;



Explain the vocabulary of instruction in co-taught classes and inclusive schools (e.g., accommodate, modify, supplementary aids and services, universal design for learning, differentiation); and

Differentiate instruction in solo-taught and co-taught classes by addressing:

- Assessment and planning;
- Content, materials, and technology;
- Instructional environment; Teaching practices;
- Student participation and involvement;
- Evaluation of student learning;
- Partnerships among the teachers and other staff members; and
- Strategies for differentiating to your own solo-teaching or co-teaching situation.

OSSE Summer Institute

D-101: Data Driven Decision Making For Sustained Student Achievement

Presenter(s): Karmen Rouland, OSSE

Date(s): August 3, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street NE, 3rd Floor Grand Hall

Register: <http://www.cvent.com/d/xcqzf8/4W>

Discover a step-by-step process for using student assessment data from daily class work to annual standardized tests as a catalyst for improving the quality of education in your school. Educators have access to vast amounts of assessment data, but this data is often underutilized as a resource for improving teaching and learning. Whether you are fine-tuning instruction to meet the needs of individual learners or launching a major program overhaul, the ability to analyze and interpret data can help you and your colleagues make sound decisions.

Data Driven Decision Making for Sustained Student Achievement Results seminar is designed to support school leadership teams that need to understand how to use multiple types of data to improve teaching and learning. In a hands-on, interactive format, you will analyze assessment data, learn a powerful protocol for examining instruction and cultivate the habits of mind that are essential to any effort to make meaningful instructional improvements. Working collaboratively with colleagues from your school, you will create an overview of your own school's data, developing both your technical skills for analyzing data and your leadership skills for using it effectively. Through case studies, large group presentations, small group discussions with colleagues from neighboring schools, you will explore best practices as well as the challenges and rewards of using data wisely.

Seminar Objectives:

What is Data Driven Decision Making for Sustained Student Achievement Results;

Understand the Data Wise Improvement Process as a way of organizing the work of improvement that your school may already be doing;

How the data process helps inform not only what students in the system are doing but help pave the way to monitor what the adults in the system are doing;

Cultivate the habits of mind that can improve the effectiveness of team meetings and help foster a supportive culture of inquiry;

Experience more than ten protocols that you can bring home to engage your faculty in the collaborative use of data;

The limitations of data;

What assessments do data teams need to create to gather immediate student achievement information related to areas of urgency, i.e. Response to Intervention, tier 1, tier 2 or tier 3;

Develop your skills in using Excel® and PowerPoint® to analyze, display and tell your data story; and

Learn the five key elements of observing practice and appreciate the importance of examining instruction to the work of improvement.





Frequently Asked Questions

How do I register?

You must submit a registration application online by selecting the registration link of the training you wish to attend. If you have trouble accessing the link, please copy and paste the link or type it directly into the URL on your web browser. Only online registration applications completed via the links will be accepted. Please make sure you register using the correct link. After submitting an application, you will receive a confirmation that submission was received. Please do not re-register. You will receive the admission decision via e-mail. Substitutions are not allowed. Please note the registration timelines.

What is involved in the application review process? How do I know if I was admitted?

Acceptance to the sessions and seminars is not on a first-come-first serve basis. Each application is reviewed by the Division of Specialized Education. Priority is given to local education agencies in the District of Columbia. Applicants will be notified of acceptance to the session/seminar via e-mail.

Who do I contact if I have a question about a session, or need to cancel my registration?

E-mail osse.tta@dc.gov. You will receive an automatic response frequently asked questions and any current updates. Issues that are not resolved by the auto-reply will receive a response within 24 hours or the next business day.

Who may attend the trainings?

The trainings are open to administrators, teachers, paraprofessionals, coordinators, program managers, and school personnel.

Where is the training located?

All trainings take place at Office of the State Superintendent of Education, 810 First Street NE, 3rd Floor Grand Hall, Washington, DC 20002, unless otherwise stated. OSSE is Metro accessible via the Union Station Metro Station. For Metro directions, visit www.wmata.com. Several paid parking lots in addition to 2-hour metered spots are located near the building.

Will I receive a certificate showing the number of Professional Learning Units earned?

Participants who complete DSE training will earn Professional Learning Units (PLUs) that may be applied to a District of Columbia educator's license. Participants will receive a certificate of training as proof of the PLUs earned. Completing a DSE training means timely arrival to the training, attendance at the entire session, and completion of the online survey(s) within 5 business days of it being mailed. Participants will be required to sign in and out of each session.

SSE Summer Institute

Frequently Asked Questions

Important Notes:

Participants must arrive before 8:30 AM. If you arrive at the registration table at 8:30 AM you will not be allowed to attend. There are no exceptions to this policy.

Registration will close 3 business days prior to the date of the training. For example, registration for a training that takes place on July 12, 2012 will close on July 9, 2012 at 12:00 am.

Some trainings will have prerequisite readings and/or short answer questions. These items will be sent to you via email prior to the training; please provide a valid email address and check your email regularly to ensure receipt.