



Play Hard:
The Serious Work
of Keeping JOY in Learning!

Progressive
Education
NETWORK 
Los Angeles 2013

PEN National Conference
October 10-12, 2013
Millennium Biltmore Hotel, Los Angeles, California

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Access the PDF version of our program on-line at
<https://progressiveeducationnetwork.com/national-conference/conference-program/>

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Conference Schedule

Wednesday, October 9

3:30-8:00 Registration Opens Biltmore Lobby

Thursday, October 10

7:00a-8:00p Registration Biltmore Lobby

8:00 School Visits – Buses Depart Rendezvous Court

3:00 School Visit Reflections Tiffany Room

4:00 Open Time

5:00 Wine and Cheese Reception Crystal Ballroom

6:15 Keynote: **Stuart Brown** Biltmore Bowl

7:30 **Ignite** Session! Biltmore Bowl

Friday, October 11

7:00-3:00 Registration Biltmore Lobby

7:00-8:00 Continental Breakfast Biltmore Bowl

8:00 Opening Plenary Session
Keynote: **Madeline Levine** Biltmore Bowl

10:00 Break

10:15 Workshop Session A
Featured presenter: Tom Little Biltmore Bowl

11:45 Boxed Lunch and Conversation between
William Ayers, Paul Cummins, Deborah Meier Biltmore Bowl

1:00 Break

1:15 Workshop Session B
Featured presenter: Ayla Gavins Crystal Ballroom

2:45 Break

3:00 Workshop Session C
Featured presenter: Valerie Batts Crystal Ballroom

5:00 Film Screening
August to June: Bringing Life to School Crystal Ballroom

6:30 Happy Hour, Networking Off Site

Saturday, October 12

7:00-8:15 Continental Breakfast Biltmore Bowl

8:15 Morning Plenary Session
Keynote: **Erin Gruwell** Biltmore Bowl

10:00 Break

10:15 Workshop: Open Space Regency Room

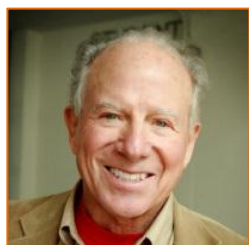
12:30 Lunch Biltmore Bowl

1:15 Closing Plenary Session
Keynote: **Angela Davis** Biltmore Bowl

3:30 Conference Ends

	Thursday, 10/10	Friday 10/11	Saturday, 10/12
8:00	8:00 Buses Leave for School Visits	8:00 Opening Plenary Session Madeline Levine <i>Biltmore Bowl</i>	8:15 Plenary Session Erin Gruwell <i>Bowl</i>
9:00	School Visits	Break	Break
10:00		10:15 Workshops Session A	10:15 Plenary Workshop Open Space with Lori Lewis <i>Regency Room</i>
11:00		11:45 Boxed LUNCH and Lunchtime Conversation w/ William Ayers, Paul Cummins, Deborah Meier <i>Biltmore Bowl</i>	12:30 LUNCH (<i>Bowl</i>)
12:00		1:15 Workshops Session B	1:15 Closing Plenary Session Angela Davis <i>Biltmore Bowl</i>
1:00		Break	
2:00		3:00 Workshops Session C	
3:00	3:00 School Visit Reflection <i>Tiffany Room</i>	Break	
4:00	Break	Break	
5:00	5:00 Wine & Cheese Reception <i>Crystal Ballroom</i>	5:00 Movie Screening August to June <i>Crystal Room</i>	
6:00	6:30 Stuart Brown <i>Biltmore Bowl</i>		
7:00	7:30 Ignite <i>Biltmore Bowl</i>	Happy Hour, Networking	
8:00			

Keynote and Featured Speakers



Stuart Brown

Thu 6:30 Bowl

Dr. Brown's recent book is the title of his talk: "Play: How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul."

Trained in medicine, psychiatry, and clinical research, Dr. Stuart Brown first recognized the importance of play by discovering its absence in the life stories of murderers and felony drunken drivers. His years of clinical practice affirmed the need for healthy play throughout the human life cycle and led to the establishment of the National Institute for Play (NIFP), whose mission is to bring the unrealized knowledge, practices and benefits of play into public life. Dr. Brown was the instigator and Executive Producer of the PBS series, "The Promise of Play." His experiences as a medical administrator, producer, and scientific consultant, plus his scientific and popular writings have identified him as the foremost "practical champion of the knowledge of play."



Angela Davis

Sat 1:15 Bowl

Angela Davis is known internationally for her ongoing work to combat oppression around the globe. She has been activist

as a student, teacher, writer, scholar, and organizer. Like many educators, Professor Davis is especially concerned with the general tendency to devote more resources and attention to the prison system than to educational institutions. She is a founding member of Critical Resistance, a national organization dedicated to the dismantling of the prison industrial complex. During the last 25 years, Professor Davis has lectured in all of the fifty United States, as well as in Africa, Europe, the Caribbean, and the former Soviet Union. Her articles and essays have appeared in numerous journals and anthologies, and she is the author of nine books. Today she is Distinguished Professor Emerita in the History of Consciousness and Feminist Studies Departments at the University of California, Santa Cruz.



Erin Gruwell

Sat 8:15 Bowl

Teacher, activist, and founder of the Freedom Writers Foundation, Erin Gruwell created the Freedom Writer Methods, a

progressive philosophy and curricula designed to achieve excellence from all students. Fostering values and diversity, she transformed her students' lives - encouraging them to rethink rigid beliefs about themselves and others, reconsider daily decisions, and ultimately re-chart their futures. With Gruwell's support, they chose to forego teenage pregnancy, drugs, and violence to become aspiring college students, published writers, and catalysts for change. They dubbed themselves the "Freedom Writers" -in homage to civil rights activists The Freedom Riders. Erin is a graduate of the University of California, Irvine, where she received a Distinguished Alumni Award. She earned her Master's Degree from California State University Long Beach, where she was honored as Distinguished Alumna.



Madeline Levine

Fri 8:00 Bowl

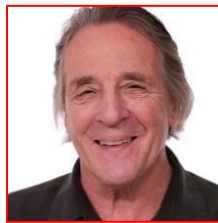
Madeline Levine, Ph.D. is a psychologist with 30 years of experience as a clinician, consultant, educator and author. Her book, *The Price*

of Privilege, was a New York Times bestseller. Her latest book, *Teach Your Children Well*, also a New York Times bestseller, tackles our current narrow definition of success - how it unnecessarily stresses academically talented kids and marginalizes others whose talents and interests are less amenable to measurement. The skills needed to be successful in the 21st century - creativity, collaboration, innovation - are not easily developed in our competitive, fast-paced, high pressure world. *Teach Your Children Well* gives practical, research-based solutions to help parents return their families to healthier and saner versions of themselves by remembering that success is measured 20 or 30 years down the road, not at the end of any particular grading period.



William Ayers

William Ayers is a retired Distinguished Professor of Education and Senior University Scholar at the University of Illinois, and founder of both the Small Schools Workshop and the Center for Youth and Society. A graduate of the University of Michigan, the Bank Street College of Education, Bennington College, and Teachers College Columbia University, Ayers has written extensively about social justice, democracy and education, the cultural contexts of schooling, and teaching as an essentially intellectual, ethical, and political enterprise. **Fri 12:00 Bowl**



Paul Cummins

Paul Cummins is a visionary educator, a poet and an author. After founding Crossroads School in Santa Monica, California, and establishing it as a model of progressive education, Paul left to start New Visions Foundation, where he is currently the Executive Director. While at New Visions Foundation, he has been the primary Founder of New Roads School, a co-founder of Camino Nuevo Charter Academy, the creator of the Center for Educational Opportunity (which places foster children in independent schools), and the founder of Families Helping Families, which redirects low income families into life-changing new directions. **Fri 12:00 Bowl**



Tom Little

Tom is the current Board President of the *Progressive Education Network*. He was a founding teacher at Park Day School in Oakland, CA, where he became Head of School in 1986. He sits on the Board of the *National Network of Schools in Partnership*. Tom toured 50 progressive schools in the winter/spring of 2013 and is writing a book on the current state of progressive education in the United States. **Fri 10:15 Bowl**



Valerie Batts

Valerie Batts, Ph.D., is Executive Director and Co-founder of VISIONS, Inc. She leads the consultation and training components of the company. Author of "Modern Racism: New Melody for the Same Old Tune," and "Is Reconciliation Possible: Lessons from Combating Modern Racism," Dr. Batts has written extensively on modern racism and multicultural organizational change strategies. She is the originator of the VISIONS training model and experiential workshops. **Fri 3:00 Crystal Ballroom**



Ayla Gavins

Ayla Gavins is the principal of the Mission Hill K-8 School in Boston. Ayla attended Boston University School of Education and earned a Master's Degree from Northeastern. The Mission Hill School explores a portfolio-based, constructivist approach to teaching and learning, staff-based decision-making and governance and active participation in the Coalition of Essential Schools. Ms. Gavins serves on the Board of Trustees of the Farm School, and is an active member of the Pilot School Leadership Network and Mass Audubon. **Fri 1:15 Crystal Ballroom**



Deborah Meier

Deborah Meier is a senior scholar at NYU's Steinhardt School, and Board member of the Coalition of Essential Schools, FairTest, SOS and *Dissent* and *The Nation* magazines. She spent 45 years working in K-12 public schools in New York City and Boston including leadership of several highly successful, democratically run, public urban schools – the Central Park East Schools and Mission Hill. Her books include *The Power of Their Ideas* and *In Schools We Trust*. In 1987 she was the first educator to receive a MacArthur Fellowship and currently blogs for *Ed Week*. **Fri 12:00 Bowl**

Special Conference Features

School Visits

Thursday, October 10

Hop on the bus to see a Los Angeles area progressive school in action! Sit in on classes, speak with teachers and administrators, discuss your observations over lunch, and then share your experiences back at the Biltmore Hotel before joining the evening festivities with Dr. Stuart Brown and an exciting Ignite Session. Thanks to these local schools for hosting visits.



Wildwood School
Westside Neighborhood School
Westland School
Sequoyah School
Santa Monica Alternative Schoolhouse

PS1 Pluralistic School
Our Community School
Odyssey Charter School
New Village Charter School
Muse School

Crossroads School
City School
Children's Community School
Chadwick School
Center for Early Education

Conference Bookstore

South Galeria

Thu 5:00-9:00

Fri 7:30-5:00

Sat 7:30-3:00

Great selection of books on education! Books written by conference presenters! Signed copies! The bookstore is presented by Books on the Boulevard, 13551 Ventura Blvd., Sherman Oaks, CA 91423, www.booksontheblvd.com.



Non-Profit Vendor Fair

Friday 7:30-5:00 South Galeria

High quality student programs and teacher professional development opportunities – many at low or no cost! Featuring:

- Wildwood Outreach Center
- LA MakerSpace
- 9 Dots
- Skirball Cultural Center
- New Visions Foundation ...and more!



Deborah Meier: PEN Distinguished Educator

Saturday 8:15 Biltmore Bowl



The PEN Distinguished Educator Award was established in 2011 as an opportunity to honor and celebrate the work of influential progressive educators. The 2013 honor will be awarded to Deborah Meier at the beginning of the plenary session on Saturday morning. As a teacher, principal, writer and public advocate, Deborah Meier has been an educational visionary, influencing untold numbers of educators across the globe. Her enthusiastic and passionate work is a beacon for all those who share her vision of education preparing every student in America for active participation in a democratic society. The exemplary schools she helped create in New York City and Boston serve predominantly low income African-American and Latino students. She is the author of numerous books, serves as principal emeritus of Mission Hill School in Boston, co-chair of the Coalition of Essential Schools, and is currently a senior scholar at NYU's Steinhart School of Education. In 1987 Deborah Meier was the first educator to be awarded a MacArthur Foundation "Genius" Award.

Special Conference Features

Ignite!

Thursday 6:30 Biltmore Bowl



What is Ignite? Ignite is a geek event in over 100 cities worldwide. Ignite presenters share their personal and professional passions, using 20 slides that auto-advance every 15 seconds for a total of just five minutes.

<http://igniteshow.com/>

Movie: *August to June*

Friday 5:00 Crystal Ballroom



August to June: Bringing Life to School is an 88-minute documentary celebrating values we are on the brink of losing in the single-minded pursuit of higher test scores! Come inside a public school happily and purposefully going against current trends and join 26 8-10 year olds, their teacher, and their parents for a year bursting with opportunities for curiosity, creativity and compassion. *August to June* is the first film ever to be sponsored by the California Film Institute Education Program!

<http://augusttojune.com/>

Happy Hour

Friday 6:00 – ? About town...



Discuss what you learned today with your new friends at one of these local nearby establishments:

The Library Bar

630 W 6th St, Suite 116A
(213) 614-0053

Daily Grill

612 S Flower St
(213) 622-4500

Open Space

Saturday 10:15 Regency Ball Room



What is Open Space? Open Space Technology enables all kinds of people, in any kind of organization, to create inspired meetings and events. Led by Lori Lewis of Chaordic Balance, participants will create and manage their own agenda of parallel working sessions around our conference theme. We guarantee (1) All of the issues that are MOST important to the participants will be raised, and (2) All of the issues raised will be addressed by those participants most qualified and capable of getting something done for each. (<http://www.openspaceworld.org/cgi/wiki.cgi?AboutOpenSpace>)

Workshops

Target audiences are listed after each abstract:

PK	Early Education
E	Elementary Grades (K-6)
M	Middle Grades (5-8)
U	Upper Grades (9-12)
K-12	All levels

Session A 10:15-11:45

Featured Workshop: Tom Little

A-1. Reflections on a Trek to Find the Meaning of Progressive of Education

Hear Tom Little, Chair of the PEN Board of Directors, share highlights from his search for an answer to the question, "What is progressive education?" Tom interviewed hundreds of public and private school educators from over 50 institutions across the country. In his session he will focus on the optimistic vision of education represented in progressive schools, while realistically observing the challenges progressive educators face during a time of regression in the American educational mainstream. (K-12) *Tom Little, Head of School, Park Day School, Oakland, CA, Chair of PEN Board of Directors*

Biltmore Bowl

A-2. Experiential Learning: Music and Movement in the K/1 Classroom

Come ready to experience music and movement in this interactive workshop led by two K-1 classroom teachers and a music teacher. We will share many experiential learning opportunities used regularly and successfully with our students. (PK) *Lucia Alcantra-Cibane, Kirstina Collins, Jayme Pohl, PSI, Santa Monica CA*

Bernard's

A-3. Learning In Outdoor Spaces

Don't just look longingly out of your classroom window! Get outside of the school and into nature! We will share one model of how to move your content into the "wild spaces" in your community – a play-based and place-based curriculum designed for young students in New York City. We will discuss the corresponding research about learning outcomes. Begin to look at your nearby park, garden, or mud puddle in a new light. (E) *Amie Arandia Ostensen, Manhattan Country School, NY, NY*

Millennium Boardroom, A

A-4. Authentic Learning and Assessment in a Self-Directed Middle School Science Space

Come hear about a successful science curriculum that incorporates design and is structured within a self-directed learning space we call the iLab. The environment is modeled after the concept of play but is refined by rules to be more like a game. The student generated solutions to each "game" start off basic, but build in complexity and sophistication as the year progresses. Team dynamics lead students to practice and achieve individual and collective skill development, risk-taking, collaboration, and experimental iteration – all valued on par with content knowledge or fact learning. (M) *Christa Flores, Hillbrook School, Los Gatos, CA*

Cordoban

A-5. The Art of Shop: Why Sculpture in an Elementary School?

The fine arts approach in woodworking is one where ideas and personal expressions precede or join the skills of manipulating and joining materials. The multimedia eBook, "Art of Shop," will demystify the process of sculpture and musical instrument-making. Roberta Berman will describe the program she has developed and implemented for 21 years: an interdisciplinary, age-appropriate curriculum for pre-K-8th grade, illustrated by the children's visual work and their verbatim emergent conversations. Also included is research to show what role 3D art and instrument-making has had in the course of human development, along with the role it needs to have in the future. (E) *Roberta Berman, Bank Street School for Children, NY, NY*

Grand Avenue Sports Bar

A-6. Improvisational Play in the Classroom

Through play, how do we help children understand conflict and resolution? Encourage children to develop their relationships in the classroom and with each other? Encourage children to take risks socially, personally, and academically? In this workshop we will explore these questions and use improvisational games that you can use in the classroom to find the answers. Based on techniques used in improvisational theater, we will engage in theater exercises or "games" to demonstrate how creativity and self-expression can be unleashed in the classroom. (EM) *Dana O'Brien, Baker Demonstration School, Wilmette, IL*

Corsican

A-7. Using *Minecraft* in the Classroom

Minecraft is a 3D virtual environment in which students can explore, build, collaborate and invent games to display their understanding of any subject. This workshop will go into detail about a *Minecraft* project in a Humanities classroom, but will also touch on its implications for science and math classes. (M) *Sara Kaviar, Wildwood School, Los Angeles CA*

Millennium Boardroom, B

A-8. Project Based Learning, Design Thinking and Technology in a Progressive Curriculum

In the last 10 years the philosophy behind educational technology has come to mirror core tenets of progressive education, and educators have taken note of “design thinking” theorists. Behind this backdrop exists an explosion of project-based learning (PBL), enhancing thoughtful and intentional pedagogy that engages students and promotes authentic experience and collaboration. In this workshop we will discuss how a combination of PBL, Design Thinking, and technology allows teachers and students to engage in education fostered by pioneers such as John Dewey. (MU) *Martin Moran, Francis W. Parker School, Chicago, IL*

Florentine

A-9. Don't Stop Playing in Middle School

In this workshop, we will look at the importance of play in the middle school grades. We will examine ways that Bank Street teachers use dramatic play to help students explore content, make connections, ask questions, empathize, and see problems from multiple perspectives. We will share examples of play in grades 5-8, including debates, monologues, congressional role plays, and a school-wide mock election. We will also engage participants in a discussion on the rewards and challenges of implementing play. (M) *Eve Andrias, Meghan Armstrong, Nayantara Mhatre, Bank Street School for Children, NY, NY*

Grecian

A-10. Service "Learnership" is It!

Each of our students is here to make a unique and much-needed contribution. Come learn about an empowering class at Crossroads School dedicated to helping each student through the process of making a personal difference in the world. Students do their own research to find an organization that matches their interests and where they can take an active leadership role; they write a personal proposal; then they implement their plans – in the process learning how to plan, organize, follow through, recruit others, and lead a meeting. (U) *Madeleine Schwab, Crossroads School, Santa Monica, CA*

Moroccan

A-11. Adolescents Roaming the Streets: Nightmare Scenario or Learning Paradise

In the Integrated Global Studies School at New Trier High School, we are trying to remove as many of the artificial walls that have been raised between school and the "Real World" as we can. We are in the third year of facilitating real student growth by helping our kids craft meaningful year-long research and action projects. We keep finding new kinks to work out, but continue to be amazed at where kids will go when there isn't anything guiding them but their interests and desires. In this session, we'll share our biggest challenges and some successful student examples. (U) *Colby Vargas, Jeff Markham, New Trier High School, Winnetka, IL*

Regency Room, Area A

A-12. Common Core Standards: Not Just for Public School...just good practice!

The adoption of the Common Core State Standards is a game changer for public school children and teachers. As teachers in a progressive public school we believe that, looked at through the right lens, the Common Core Standards and the Standards for Mathematical Practices can elevate teaching and learning in public *and* private schools. We will share how the practice standards in the Common Core can align with progressive ideals in your mathematics curriculum. (K-12) *Samuel Yusim, Carleton Washburne School, Winnetka, IL; Eileen Goodspeed, Skokie School, Winnetka, IL*

Athenian

A-13. The Global Voices Initiative: Bringing the Question Outside In

The Global Voices Initiative (GVI) is a playwriting and music initiative that fosters people-to-people diplomacy through international student relationships in foreign language (and ESL classrooms). The presenter will share video clips of classroom Skype sessions between Casablanca and Chicago and a digital video conference of these same students performing each other's works. The joy will be apparent as you witness students' realization that they share far more similarities than differences. (K-12) *Lorin Pritikin, Francis W. Parker School, Chicago, IL*

Corinthian

A-14. Invent to Learn: Making, Tinkering and Engineering in the Classroom

Community service and student leadership can be realized by asking students to share their digital knowledge and tech savvy with others. This workshop will discuss examples of student advocates who are improving education in their own schools and in other community schools through peer teaching of technology literacy and cyber safety, supporting teachers in their exploration of new technologies, running “genius” bars in libraries, helping with tech support, and plenty of other examples. (K-12) *Sylvia Martinez, Generation YES*

Emerald Room

A-15. The Best Educational Ideas in the World: Adventures on the Frontiers of Learning

This presentation will take you on an expedition to some of the world's best educational ideas. Each stop on the tour shares inspiration from learning contexts built upon young people's remarkable capacity for intensity. Along the way you'll explore Reggio Emilia, Fab Labs, El Sistema, 826 Valencia and more. Each “idea” shares common principles of natural learning, creativity, child competence, collaboration, apprenticeship, authentic tools, relevance, serendipity, beauty, respect and technology used to amplify human potential. (K-12) *Gary Stager, The Constructivist Consortium*

Gold Room

A-16. Mentoring Pre-Service Teachers in Progressive Practices in Public Schools

Many pre-service teachers are anxious about all the changes and requirements for teaching in the public schools. How can experienced teachers encourage them to keep progressive ideals alive when faced with such challenges? Join a roundtable discussion (led by a public school teacher for 24 years, and a cooperating teacher for 15 years), a presentation of what progressive education means to University of Wisconsin pre-service teachers, and an interview with a UW alumnus who are teaching in Chicago Public Schools. (K-12) *Lisa Kass, Wingra School, Madison, WI*
Regency Room, Area B

A-17. Back to Basics: A Round Table Discussion of Progressive Education in the 21st Century

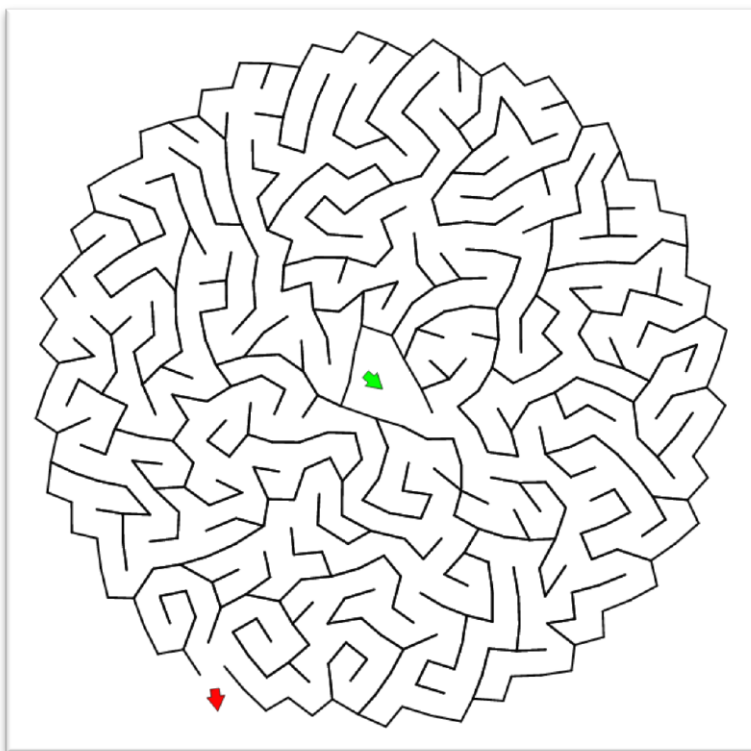
This round table hosted by three new heads of small progressive schools, will be a structured discussion about progressive education in the 21st Century. We will cover (1) the role of technology in augmenting, advancing, or impeding classic progressive practices by offering examples from our own schools for comment, (2) ways in which century-old progressive methodologies relate to popular approaches like “design thinking,” “The 4 C’s” and “STEM,” and (3) the pragmatic implications for progressive schools like ours that eschew standardized measures of achievement and yet must define for parents and society the “value added” by our education. (K-12) *Scott Moran, Head of Westland School, Los Angeles, CA; Jennifer de Forest, Head of Blue Oak School, Napa, CA; Allison Gaines Bell, Head of The Blue School, NY, NY*
Heinsbergen Room

A-18. Council In School: Making Human Development an Integral Part of the Curriculum

The ancient practice of sitting in a circle, sharing stories on chosen themes, and listening in a deeper way contributes to understanding of self and others. Practiced weekly by over 5,000 students in Los Angeles schools, “council” builds a more harmonious culture among diverse staff, students and parents, while contributing to richer understanding and better grades. Council is the practice of speaking and listening from the heart. Join us to hear why and how that this aspect of learning should not be ignored in our programs. (K-12) *Tom Nolan, Crossroads School, Santa Monica, CA; Kelly Kagan, New Visions Foundation Mediterranean*

A-19. Beyond Standardized Tests: Revealing What Student Really Learned

Assessing learning with standardized, paper/pencil tasks misses the mark of uncovering what students really learned. Participants will use a protocol to examine a thematic unit of study, interdisciplinary in nature and authentic in its development, as a way to understand more deeply what children know and can do. Such protocols can be applied to a variety of settings and accessed by teachers, students, and parents alike. Think aloud with colleagues and leave with a tool that can widen the lens around and more fully tell the story of what learning is taking place. (E) *Chris Collaros, Wickliffe School District, Upper Arlington, OH*
Regency Room, Area C



A-20. TPRS: Teaching Proficiency Through Reading

How do students at every age come to feel known and appreciated for their individual interests and gifts? How do we partner with students to co-create a curriculum that is relevant to both the teacher and student? These and other fundamental questions are addressed by a novel teaching methodology called TPRS: Teaching Proficiency Through Reading and Storytelling. We will share how this powerful practice works in World Language classroom and other content areas, explaining key, transferable features of this approach. (K-12) *Alisa Shapiro, Greeley Elementary School, Winnetka, IL; Faith Laux, Carleton Washburne School, Winnetka, IL*

Regency Room, Area D

A-21. Fostering the Evolution of Multiculturalism and Inclusion in Schools

Schools are microcosms of surrounding societies, so it is important that we constantly re-assess educational settings as venues of inclusion, emotional literacy, liberation, relevancy and connected communities. We will examine origins and tenets of prominent diversity/inclusion/social justice practices in classroom settings; contemporary components of foundational curriculum constructs and curriculum infusion. Through directed introspection, interactive activities and collaboration, participants will develop a framework for building more inclusive school environments. (PK E) *Cheryl Greer Jarman, Pacific Oaks College & Children's School, Pasadena, CA*

Crystal Ballroom

A-22. Addressing Needs of Students with Learning Differences and/or ADHD in a Progressive School

How can progressive schools serve the educational and developmental needs of a variety of learners? How do we educate and support students who struggle with executive function challenges? What about other learning styles and challenges our students bring to the mix? How do we educate and support students and parents who struggle with learning challenges so they know best how to be successful in a progressive school? Join this facilitator-led, open discussion to share and develop new approaches to these questions. (K-12) *Lisa Jeli, Ann Meissner, Eso Romero, Presidio Hill School, San Francisco, CA*

Suite 323

A-23. Fostering Effective Teacher Collaboration

A head of school and an education professor discuss why effective collaboration should be a way of life at democratic schools. To nurture the trust necessary for this collaboration, schools need to use protocols that enable teachers to engage in honest, constructive conversations about teaching, their students, their school, and their passions. Schools then need strategies to turn these conversations into collaborative projects inside and outside of the classroom. The presenters will share a number of practical strategies and effective protocols that have led to powerful collaborative projects. (K-12) *Professor Harry Ross, National Louis University, Skokie, IL; Dan Schwartz, Baker Demonstration School, Wilmette, IL*

Tiffany Room

A-24. Best Practices in Seeking and Retaining LGBT Employees

How do you attract lesbian, gay, bisexual, or transsexual (LGBT) employees to your school? You are a welcoming community and you know that having more LGBT employees will reflect the world that children live in, but legally you cannot ask candidates about their sexual orientation or gender identity. How can you develop effective and inclusive policies, procedures, and curriculum to create a school climate that attracts all types of faculty? In this interactive session, we will discuss best practices and examine a few case studies for seeking and retaining LGBT employees. (K-12) *Adriana Murphy, Friends Community School, College Park, MD*

Suite 351

A-25. Systems Thinking, Better Than Sliced Bread

Systems Thinking serves as an integrating guide across disciplines. Based on the fundamental principle that everything is connected to everything else, systems thinking allows students to use critical thinking skills to make interconnected sense of their world. In this interactive workshop participants will *use* systems thinking to examine the process of making a loaf of bread. Their conclusions will then be juxtaposed with the work of a 2nd grade classroom as a way of encouraging dialogue about how teachers can integrate systems thinking into their classroom. (K-12) *Dr. Barbara Moreno; Sarah Simon, Wildwood School, Los Angeles, CA*

Roman

A-26. Culturally Sensitive Project-Based Learning in Music

In the culturally sensitive classroom, students are empowered through composing, rehearsing, and performing their original music in a collaborative setting. Composing and improvising require the student to take risks and to be the worker while the teacher is the coach. Creating original music in a collaborative setting enhances student engagement and promotes critical thinking as well as a tone of decency and respect. The pedagogy is democratic and culturally responsive because it allows students to work within and explore genres of music to which they have direct cultural connection. (MU) *Paula Gabriel, Hagai Israeli and Itai Disraeli, Wildwood School, Los Angeles, CA*

Suite 359

A-27. Making History: How to Use Your School Archives to Teach History

Students and teachers are creating history at your school every day. Your school archives can teach research related skills to students of all ages by making the collection available to them for projects, and by their contributing primary source information to the collection. We will examine 40 years of student work from the PS One Archives, and then, in an informal exchange, create a data base of projects for your curriculum level. (K-12) *Eleanor Pelcyger, PS One, Santa Monica, CA*

Suite 423

A-28. The Buddy System Reimagined

Two elementary school teachers will share the "Buddy System" they have helped to develop at Children's Community School. This is an enriching way of pairing the oldest and youngest classes together for mentoring and support. Employing weekly snacks together, story sharing, play time, special projects, field trips and more, the "Buddy System" can foster compromise, compassion, and community in your school. (E) *Brandi McPherson, Holly Lash, Children's Community School, Van Nuys, CA Suite 451*

A-29. A School-wide Theme Week for Inter-disciplinary Learning

What happens when a K-5 school discards the usual curriculum for a week and focuses on one theme throughout the school and across all subjects? How did we make it happen? What worked? What did the kids learn? Come hear about "Transportation Week," when elementary school children learn to take public transportation on their own, and the entire school creates an art piece inspired by Chris Burden's marvelous *Metropolis II* at the Los Angeles County Museum of Art. (E) *Ronnie Anderson, Susan Arena, Chelsea Bent, Joanie Martin, Mark Quinto, Nayla Reynolds, Shae Varholak, Crossroads School, Santa Monica, CA Suite 459*

A-30. How Much Is A Million; Conceptual Understanding in Mathematics

Presenters will share a hands-on unit in which elementary school math students attempt to construct a cube of a million cubic units using Cuisenaire Rods and Base Ten Blocks. Participants will engage in several activities designed to engage students in the self-discovery of several mathematical concepts. Participants should be prepared to play games and take part in activities designed to decentralize authority in the classroom and empower students to take an active role in their understanding of addition, subtraction, multiplication, and division. (E) *Anthony Yacobellis, Ben Schwartz, The Calhoun School, NY, NY Suite 523*

A-31. From Blenders to Beakers: A K-8 Environmental Study

We will share Blue Oak's environmental study, a K-8 curriculum that takes students from blenders to beakers, moving from the kitchen to the laboratory. Students sharpen their senses, fine motor skills, and their scientific experimentation skills. We will describe what happened when we applied Lucy Sprague Mitchell's classically progressive ideas of the Young Geographer, born out of the change of the early 20th century city to the modern agricultural context of the Napa Valley. Participants will learn about the powerful learning through interdisciplinary lessons, and how our students took charge of the learning by proposing the opening of a lemonade stand! (EM) *Jen de Forest, Kim Harrington, Meredith Wilson, Blue Oak School, Napa, CA Suite 551*

A-32. Infographics: Merging Data with Design

They say a picture is worth a thousand words. Infographics merge graphic design with complex data to encourage your audience to critically think about the interpretation of information with their eyes! Join this hands-on workshop and learn how to create an infographic using a variety of FREE technology tools. Bring this project based activity back to your classroom and teach your students how to create visually engaging presentations, using data they collect about any subject. (MU) *Dori Friedman, Jim Fraser, Crossroads School, Santa Monica, CA Suite 559*

Sudoku

9				8				
	2							3
		6		9	1	7	8	
	3			2		1		
8		4		1	6	2		
	6		8		9	5	4	
	9			6				5
		3		7		6		
		7	2			8		

TEACHER: Alex, what is the chemical formula for water?

ALEX: H I J K L M N O.

TEACHER: What are you talking about?

ALEX: Yesterday you said it's H to O!

Session B

1:15-2:45

Featured Workshop: Ayla Gavins

B-1. Loving the Difference of Children: Public, Progressive, Urban and Inclusive.

As educators we are each privileged with opportunities to know children, witness the beauty of their personalities, their exploration, their moments of understanding and to be part of helping them each make sense of the world. This privilege is compounded with joy when the differences among the children are seemingly vast. Making space for differences and bringing people together for shared purposes at the same time is daily work to be done. Establishing an environment that fosters the best conditions for learning for individuals and the collective academically, emotionally, and socially draws on a deep love of self, the art of teaching and humanity in general. (K-12) *Ayla Gavins, Principal of Mission Hill K-8 School, Boston, MA*
Crystal Ballroom

B-2. Successful Co-Teaching Models

Explore the advantages of co-teaching in a K-6 classroom in which we maximize learning for all students. We will discuss Marilyn Friend's six co-teaching models in detail and understand how to make them work in our own classroom environments. These models are adaptable for General Ed and Special Ed classrooms alike. (E) *Julie Chiaverini, Harlem Link Charter School, NY, NY*
Suite 323

B-3. Connecting Social Studies, Visual Arts and Natural Sciences Through Outdoor Play

We will recreate an outdoor building experience like that of our students during a unit on Native American cultures. Students visited a nearby urban park and used materials they found in nature to create small structures. Thinking about how Native Americans interacted with their environment, students designed and constructed shelters, formed communes, and solved problems through play. Participants will be invited into this mindset and open themselves to the many avenues to which play can lead. (E) *Claire Galya, Manhattan Country School, NY, NY*
Millennium Boardroom, A

B-4. The Grammatical World of Maynard and the Old Pirate

A presentation of an interactive grammar lesson as one in a series of lessons that introduce key concepts like subject-predicate agreement, the parts of speech, sentence structure, clauses, phrases, and more. The sentences introduce the concepts and tell a story. (E) *Brad Gilbert, PSI, Santa Monica, CA*
Corsican

B-5. Sand Trays, Story, Silence and Surprise

Small toys and found objects set the stage for spontaneous stories that act as vessels in which a lesson travels. A contemplative approach, this hands-on practice could be used as a pre-writing activity and offers participants a satisfying experience – useful for teachers and students alike. Participants will develop stories based upon a prompt – demonstrating how stories take shape during the telling – empowering the teller to have confidence in their own abilities. Participants will discuss their use of stories in curricular activities, and explore ways stories can deepen the engagement of children. (PK E) *Angela Lloyd, Children's Community School, Van Nuys, CA; Linda Cary, Walden School, Pasadena, CA*

Cordoban

B-6. Won't You Be My Neighbor? Elementary Students as Urban Planners

Urban planning effectively blends science and art. Through reading, computer research, guest speakers, and visits to historic and very developmentally diverse Chester, PA, 3rd and 4th graders become urban planners to learn how citizens influence the quality of life in their own neighborhood. The goal: to be active citizens who understand how the world develops and how we shape and can shape our communities. Our start: If you were to create a city, what space and structures would you need to plan and build? The Culminating Project: A group mural depicting the class' urban vision. (E) *Diane Luckman, The School in Rose Valley, Media, PA*
Florentine

B-7. STEM Equipment: A Mode of Combining Playful Learning and Assessment

In collaboration with St. Norbert College's Education Program, teachers and pre-service teachers engage students in learning using STEM equipment that is playful and allows for constructivist ideologies in the assessment tools. Students create a form of pre-assessment, incorporating the goals of the unit, devising learning and assessment of STEM learning. STEM equipment to be demonstrated includes: Garmin eTrex GPS units, Flip Videos, iPads, Lab Quest, and Pico Cricket sets. (EM) *Christopher Meidl, Krissy Lukens, Sarah Czarnik-Neimeyer, St. Norbert College, De Pere, WI; Trina Lambert, Melissa Messenger, Hilarie Rath, Aldo Leopold Community School, Green Bay, WI*
Mediterranean

B-8. International Travel: How One Week Can Change Lives

Come join two veteran travelers with 8th graders on an interactive exploration of how one week of international travel can transform lives. This workshop will cover all the nuts and bolts of organizing a trip, building in deep philosophical reasoning and returning home with concrete ways to take meaningful action. (M) *Beatriz Calderon-Rivera, Karen Ginsberg, Park Day School, Oakland, CA*
Millennium Boardroom, B

B-9. Living and Loving the Bard: How to Bring a Shakespeare Festival to Your School

Each year our middle school students take Shakespeare off the page and onto the stage. Over three months, students read two plays with a view to understanding the language and characters, have a voice in choosing a role in a play and an assignment to a production group (sets and props, costumes/makeup/program, and music/dance), and rehearse, often with the help of professional actors, before ever-increasing audiences to present a three-day Shakespeare festival in late February. This truly student-centered, interdisciplinary curriculum has become the capstone experience for eighth graders. (M) *Emily Barry Marston, Wendy Furry, The Philadelphia School, Philadelphia, PA*
Grecian

B-10. Computer-History Seminar: Genuine Integration of Technology Skills in the Classroom

Learn about the Manhattan Country School's Computer/History Seminar, a class co-taught by the History Teacher and Technology Director for students in grades 6-8. Students learn technology skills (Adobe Photoshop, Weekly Web Design, *etc.*) within the context of the history curriculum, and historical thinking and media literacy skills through technology (for example, finding and analyzing information, evaluating perspective, corroborating evidence, presenting an argument, *etc.*). In this workshop, participants will hear about and see some of the projects that we have developed, including class Wikis and New York City History Day website development. (M) *Paul Williams, Karen Zaidberg, Manhattan Country School, NY, NY*
Moroccan

B-11. Facilitating Interdisciplinary Learning Through Student-Led Service

In cooperation with Community Lodgings, a non-profit that helps families transition from homelessness to independence, middle school students completely decorated a two-bedroom, two-bath apartment. Learning through doing, students applied democratic decision-making and real-world application of practical skills to interdisciplinary learning, including integration of math (budgeting and purchasing), art (designing the space decor, making curtains and bookshelves), and social learning (homelessness, transitional housing). Learn how to build a school-community partnership and the meaningful benefits it brings. (MU) *Charlene Pritzker, Burgundy Farm Country Day School, Alexandria, VA*
Regency Room, Area A

B-12. News You Can Use: How a Student-Produced TV Broadcast Delivers Multiple Channels of Learning

Learn how students have written, produced, and delivered a daily news broadcast - integrating technology and public speaking in an authentic setting. Students work in small teams to write their own news stories and collaborate on and off screen. By recently expanding our program to an online delivery system, we have enhanced our school community by celebrating students' voices. Learn how improvements in technology have made this process much simpler to facilitate. We will walk you through how you might implement a similar system in your school in a few simple steps and with minimal technology. (MU) *Todd Burleson, Rob Denien, Hubbard Woods Elementary School, Winnetka, IL*
Regency Room, Area B

B-13. Overcoming Institutional Barriers to Create Interdisciplinary Collaboration

How can you make your dreams of collaborative teaching a reality? How do you work around conflicting schedules and find common texts and topics for discussion? English and Ethics teachers present the challenges and benefits of interdepartmental cooperation in senior Ethics and Literature of Morality classes. Learn how to develop relevant assignments for college-bound students, choose a diversity of material (film, fiction, non-fiction, ethical theories), and use them effectively with students. With only one year of collaborative planning, educators can help students avoid two extremes: believing either everything is subjective and relative, or everything is black and white. (U) *Nika Cavat, Kirill Taranouchtchenko, Crossroads School, Santa Monica, CA*
Regency Room, Area C

B-14. Odyssey Orchards: Education for the Next Generation of Eco-Thinkers

To demonstrate the concept of Eco-Systems Thinking in education, we will discuss an interactive food forest and edible learning garden developed at Odyssey Charter School. This garden includes rainwater collection systems, herb spirals, a chicken tractor, and a mini-stage where students perform theater. We will share many of the features of a complete edible learning garden program, and will provide educators with practical, low-cost examples to integrate sustainability into their curriculum and school sites. The four curricular approaches to Eco-Systems Thinking that will be demonstrated in the installation are (1) Hands-On: Learn by designing and by doing, (2) Ecological: Learn through and with nature, (3) Fun: Learn by exploring and by playing, (4) Connected: Learn within and across disciplines. (K-12) *Daryl Bilandzija, Odyssey Charter School & Odyssey Orchards, Altadena, CA*
Grand Avenue Sports Bar

**Education is not preparation for life;
education is life itself.**

—John Dewey

B-15. Supporting On-Campus Alliances: The Role of White Anti-Racist Affinity Groups

Engaging students and faculty in the process of making school culture truly multicultural requires structures for personal development and courageous conversations. This workshop will focus on the role of white affinity groups in a school committed to multiculturalism. Participants will explore the practical application of such a group in a school setting through the use of a case study and hear how such structures have facilitated personal, cultural and institutional change in students and faculty. (K-12) *Jason David, Arian White, Rasheda Carroll, Wildwood School, Los Angeles, CA*

Athenian

B-16. Using Conflict as a Thoughtful Tool to Teach Democracy in the Classroom

Democracy can be messy. In preparing students to become active agents in a democratic society, opportunities for conflict provide exceptional, unpredictable real life situations for learning. We will share our experiences of allowing space for conflict to occur and for the management and opportunity to sort through the conflict. Schools are a training ground for life, and we need to give people experiences that prepare them to thoughtfully engage and work for positive change. We will frame the discussion around concepts of democracy: popular sovereignty, freedom and equality. (K-12) *Kathy Oker, Wingra School, Madison, WI*

Corinthian

B-17. Establishing Private and Public School Partnerships to Advocate for Progressive Practices

Progressive educators have inherited a legacy of resistance, experimentation, and public commitment that is renewed by connection with the current national movement for education justice. We will consider some examples of education justice alliances between public and private schools. We will discuss participants' examples of professional development, progressive learning practices, and political organizing that join public and private school communities in creative resistance. The workshop will culminate in strategizing for strong public-private school coalitions for education justice. (K-12) *Shanti Elliott, Francis W. Parker School, Chicago, IL*

Regency Room, Area D



B-18. Anecdotal Assessment Using Google Forms

For those who rely on anecdotal assessment—observations, notes, narratives and so on—the process of collecting, organizing and retrieving notes within an open-ended program can be daunting. If this process is formalized and streamlined, then we feel more secure in allowing children to learn in meaningful - if messy - contexts. Focusing on Google Forms as a primary tool, this workshop is an exploration of (a) how technology can help streamline our observation and recording and (b) the principles that guide anecdotal assessment: How do we decide what is valuable to record? What is the role of subjectivity? What conclusions can we draw from our records? (K-12) *Molly Lippman, Todd Rosenthal, City and Country School, NY, NY*

Emerald Room

B-19. Education Unplugged and Out of Bounds: Stories of Real Teachers

Poet Muriel Rukeyser says, “The Universe is made of stories, not atoms.” This workshop will provide four stories which provide teachers inspiration and insight as they aim to keep or restore joy to their lives as educators. Stories will illustrate: the nature of epiphany, mind and brain research as applied to keeping happiness in the classroom, and more. Dr. Grauer will illustrate concepts he has developed and coined called “educational determinism” (also called “the garbage pail perspective!”), “the Socratic Oath,” “slow education,” and “real teachers.” (K-12) *Dr. Stuart Grauer, founder of The Grauer School, Encinitas, CA*

Gold Room

B-20. Support, Development and Assessment for Teachers: A Collaborative and Inquiry Based Approach

A process developed by a small committee of teachers and a Lower School Director is intended to appropriately acknowledge and celebrate the work of teachers and to promote their continued growth. The process is useful and relevant to teachers and a fit with progressive education. We incorporate elements of self-assessment and reflection and have options that are differentiated to allow for the differing needs and learning styles of students. Learn about the process for developing our protocol, gain experiences in using it, and share practices in use at your own schools. (K-12) *Karen Colaric, Susan Lee, Park Day School, Oakland, CA*

Bernard's

B-21. Planning for Play: Materials and Provocations in a Public School Setting

This session focuses on how teachers in a public school setting plan and prepare for possibilities around play and exploration. Participants will engage in an interactive workshop, exploring and playing themselves. Documentation collected of K-1-2 children will be presented, and teachers will have time to consider their own future planned possibilities. (E) *Chrysta Powell, Graciela Barba-Castro, Candis Berens, Santa Monica Alternative School House, Santa Monica, CA*

Suite 351

B-22. Lighten Up! Dealing with Your Dark Side with Humor and Compassion

Join this experiential workshop drawing on improvisation techniques and the latest research on the neuroscience of self-compassion. We will invite you to do exercises that can be enjoyed by you and shared with your students. Martha Rock is studying compassion cultivation in the teacher training program at CCARE, the Center for Compassion and Altruism Research and Education at Stanford University. Merrill Gruver performs and teaches theatrical improvisation throughout the San Francisco Bay Area. (K-12) *Martha Rock, Merrill Gruver, Peninsula School, Menlo Park, CA*

Heinsbergen Room

B-23. Therapeutic Companion 101: The Nuts and Bolts of a Classroom Relational Support Model

Join us for a panel discussion about Therapeutic Companions and their role in supporting children, both in the classroom and in facilitating communication between home and school. Talk with professionals who have experience with successful models of support about such questions as: What is a Therapeutic Companion? What is the history and origin of this model? How does this model compare with Shadow Teachers, One-On-Ones, and Aides? How are Therapeutic Companions being introduced into public and private schools, Head Start programs, and Women and Children Shelters? (E) *Terri Agbodike, Lynn Kuratomi, Vivian Tamkin, and Neal Wrightson, Children's Community School, Van Nuys, CA*

Suite 359

B-24. Five-Minute Games: Warm-ups and Time-Fillers with Value!

This session introduces teachers to a selection of short games that are both fun and intellectually rewarding. They are perfect for filling the spare few minutes at the end of class when everything is packed away, and they will have the students leaving your classroom feeling energized and smiling. The games include spatial awareness, descriptive skills, speed typing, general knowledge, vocabulary and lateral thinking. After 15 years of using these 5-minute games in my class, I have become very familiar with the ground rules that make them work, and have seen the mental dexterity that they can foster. (MU) *Fletcher Crossman, Ethical Culture Fieldston School, Bronx, NY*

Suite 423

B-25. The Poetry Envelope Project

From its beginnings in a fifth and sixth grade classroom at PS1 Pluralistic School in Santa Monica, the Envelope Project is now used throughout the city of New York each year during National poetry month. In this hands-on workshop you will learn a simple yet compelling method to bring poetry to life in your classroom. (K-12) *John Waldman, PSI, Santa Monica, CA*

Suite 559

B-26. Putting Students in the Center: Project-Based Learning that Enhances Student Voices

Placing students at the center of their learning creates the opportunity for them to be leaders in the 21st century. During this workshop, presenters will guide participants through a series of questions and exercises that will help make any unit, lesson or classroom a place where students are engaged, active and collaboratively constructing meaning. We will also address how classroom culture and daily rituals can support student-centered learning. Participants will learn by doing, by listening to the stories of students and through dialogue. Project-based learning will be featured as a central pedagogy for student-centered work. (MU) *Deb Christensen, Annie Barnes, Wildwood School, Los Angeles, CA*

Suite 451

B-27. Immersion Projects for All Disciplines

In this workshop we will explore progressive practices used in two private schools: Epischool in St. Petersburg, Russia and LREI, New York. We will talk about the immersion method, when for several days (inside and outside of school) students focus on one general topic (*i.e.* Chaos and Order, Time, Atmosphere). This topic is examined from the point of view of different school subjects via projects, role games, discussions. This method has been being successfully applied in Epischool. At LREI, a course in Advanced Math is taught to seniors. It contains topics in Graph Theory, Social Choice, Information Theory and Game Theory. Real-life situations are explored by students in projects, mini-research assignments and problem solving. (U) *Sergei Mikhelson, LREI NY, NY*

Suite 459

B-28. SHARED VISION: Why vision? Why now?

In this interactive workshop, we will share insights and strategies for creating a shared vision at a school. We will discern the place that shared vision has inside a school, and identify specific strategies for bringing a shared vision alive and keeping it at the core of the school's operation. Deborah Meier has founded several schools; each one is successful and has a strong shared vision inside the culture. She will share how each of those school communities developed and nurtured a shared vision. Katy Dagleish coaches schools using a school's mission as the ground. As the focus of her work, she helps schools create a shared vision. Along with bringing specific shared vision strategies to this workshop, her document, *Ten Progressive Pitfalls*, will help inform the session. (K-12) *Katy Dagleish, Lisa Shapiro, Terry Strand, PEN Board; Deborah Meier, author/educator; Roman*

The highest result of education is tolerance.

–Helen Keller

B-29. Designing Student Spaces to Nurture the Whole Child In Upper School

It's easy to think of high school students as nearly adults, but they are also almost children. Supporting a high school population from a whole child perspective requires a redefinition of nurture and a new understanding of play as a multi-faceted concept. LREI has recast two traditionally instructional, program-centered spaces in the high school division, the Library and the Learning Center, as student centered spaces. This shift supports our students on multiple levels and nurtures them as learners, doers, thinkers, children, and adults. Come hear how these spaces are organized and how they create a supportive, emotionally safe space. (MU) *Karen Silverman, Allison Isbell, LREI, NY, NY*
Suite 523

B-30. The Art of Drawing Connections with Literacy

Drawing promotes literacy. In a two year study of Kindergarten students, Jennifer Sirell documented the stages of reading and writing as they directly relate to children's sign systems in art. Using published research to back up the importance of art in the classroom, teachers will get a first-hand account of how children use the skills of reading and writing as they construct their world in images. We will discuss the Reggio Emilia Approach as well as other artistic techniques for older students who are reluctant writers. Teachers will receive specific art lessons along with ideas to expand on for grades K-sixth. (E) *Jennifer Sirell, Westland School, Los Angeles, CA*
Suite 551

B-31. Environmental Outdoor Education as Meaningful part of a K-12 Curriculum

Join representatives from a highly successful Environmental and Outdoor Education program from Crossroads School in Santa Monica to learn how we built a curriculum that thoughtfully builds students' knowledge, responsibility and leadership in the outdoors from grades 4-12. Our program is successful in part because the lessons from the classrooms are reinforced on our excursions, and the lessons from the outdoors are directly applicable to the success in the classrooms. You can build a program that is exciting, effective and safe. (K-12) *Jeff Ranes, North Moench, Jen Bost, Crossroads School, Santa Monica, CA*
Tiffany Room

**Education is the most powerful weapon
which you can use to change the world.**

–Nelson Mandela

Session C

3:00-4:30

Featured Workshop: Valerie Batts

C-1. Strategies for creating peaceful, powerful and joyful learning spaces

Since 1984, VISIONS, Inc. has been helping educators learn to engage in the transformative power of inclusive multicultural education. Fundamental to this approach is understanding how to invite our playful part to emerge. Valerie Batts, Ph.D. founding Executive Director of VISIONS, will provide tools to create such an environment and will share strategies to stay energized and excited. Dr. Batts has been engaged in this work since her days as a student activist in the late 1960's US south, through years working across the US and in several international locations, including South Africa in the years between 1991 and now. She learned early the words of Emma Goldman, in the context of the Russian Revolution, "If I can't dance, I don't want to be a part of your revolution" and has helped develop a model that allows students and teachers to find healing and fun ways to stay engaged in the long term work of creating equity in learning. (K-12) *Valerie Batts, Executive Director of VISIONS, Inc.*

Crystal Ballroom

C-2. Student Panel on Assessment

Join a panel of students from public and private schools to learn directly from their perspectives what kinds of assessments worked and didn't work for them throughout their elementary and secondary education, and why! (K-12) *Students from area public and private schools; moderated by Jeff Guckert, Crossroads School, Melinda Tsapatsaris, Wildwood School*
Athenian

C-3. Engaging in Play to Make Meaning

Play helps children make sense of new information and ideas. In a similar way, play can help adults cope with and even embrace change. A classroom teacher, an art teacher, and a museum educator will share strategies and frameworks for thinking about play in your classroom and practice. Explore ways to utilize play to foster creative critical thinking, and to engage your students' - and your own - curiosity, imagination, and passions. (E) *Jason Blair, Matt DeMatteis, Dublin City Schools, Dublin, OH; Jessimi Jones, Columbus Museum of Art, Columbus, OH*
Bernard's

C-4. The Future of Elementary Education

What if we ended the binary battle of progressive vs. traditional, teachers unions vs. standardized tests, process vs. product? What if we all acknowledge that no one system can hope to meet the needs of all children? Since children learn in different ways, and at different times, why wouldn't we create a system of education that sought to fit programs around children rather than children into one program of learning? Come discuss the concept of pluralism in elementary education, and share your thoughts. We'll start from the #1 principle of a pluralistic education: fitting in is about being yourself. (E) *Joel Pelcyger, Head of PSI, Santa Monica, CA*

Cordoban

C-5. Opening the Classroom Walls: What Happens When Schools and Communities Create Partnerships?

Hear about a successful partnership between teachers and museum educators engaging learners in new ways of thinking and experiencing an art museum as an extension of the school. Session participants will examine documentation and explore ways of approaching interdisciplinary studies, combining the classroom and museum to create a new "space" for thinking and learning. We will examine the art of engaging students in planning, while blending curriculum, student inquiry and assessment based on documentation of our learning journeys. (E)

Tamar Sorin, Cindy Gildersleeve, Wickliffe Elementary School, Upper Arlington, OH
Millennium Boardroom, A

C-6. Connecting Your Curriculum to Service Learning

Do you find it difficult to find time to integrate service learning into your curriculum? Join us to learn about practical methods to create service learning opportunities with your students. Participants will be invited to share their success stories and we will provide numerous ways we have successfully implemented such learning into our curriculum. By the end of the workshop, you will have completed a mini-service learning project and feel for yourself the reward your students do and will feel doing the same. (EM) *Kara Combs, Irene Murshed, Green Acres School, Rockville, MD*

Corsican

C-7. Creating a Truly Integrated Curriculum in Elementary School

Westland is a progressive K-6 school with a social studies based curriculum. This workshop explores how literature, research, art, science, woodworking, music, creative writing and drama can be integrated to create a challenging, meaningful elementary grades curriculum. We will include photos, video and examples of student work illustrating a study of ancient Greece, with a focus on mythology. Then, there will be a round table discussion to expand the conversation. Participants will brainstorm ideas for integrating curricula around other topics. The goal is for everyone to leave with many new ideas. (E) *Marilyn Lynch, Julia Pike, Westland School, Los Angeles, CA*

Regency Room, Area C

C-8. Singing For Social Justice: Examining History and Society Through Music

Playing music together can be a powerful way to learn about history, culture, and social justice. In this interactive simulation of New Roads' Singing for Social Justice class, students will co-facilitate as we present songs with social justice impact, and sing these songs together as a group. Students and teachers will have the opportunity to share their knowledge of the social and historic events that prompted these justice-centered forms of expressions, and to consider the contemporary relevance of the music. Practical tips on faculty collaboration and extending the course to other academic areas will also be discussed. (MU) *Ronan Hallowell, Zelda Harris, Scott Roewe, New Roads High School, Santa Monica, CA*

Florentine

C-9. What Can You Have In Common with NFL Player Chris Kluwe? Be a Straight Ally

Straight allies are essential for all GLBTQ students to feel comfortable in our world. Chris Kluwe, of the NFL, and other prominent figures have come out as straight allies. You can too! You can help your students support their GLBTQ friends. This workshop will focus on what it means to be a straight ally and will give practical tips on how to help your students become straight allies. Participants will learn how to be a straight ally through engaging in multiple active learning protocols. (K-12) *Philip McFarland, Wildwood School, Los Angeles, CA*

Grand Avenue Sports Bar

C-10. DesignME: The Intersection of Design Thinking, Making and Project Zero

What is the educational thinking behind Design Thinking and Making? In this workshop we'll discuss Park Day School's DesignME program, our experiences implementing it, and how it is being informed by our involvement in Project Zero - Agency by Design research project. This research is connected with understanding the thinking dispositions involved in Design Thinking and Making, and how they can be fostered in common teaching practices such as Project Zero's thinking routines. (K-12) *Jeanine Harmon, Ilya Pratt, Park Day School, Oakland, CA*

Grecian

C-11. Using Brain Research to Promote Joyful, Lifelong Learning

Brain-based learning research provides educators to develop strategies that support information processing, memory and recall, as well as higher-level cognitive thinking processes. These valuable insights explain how the brain becomes successful, providing scientifically based evidence to help educators develop appropriate strategies and assess students' developmental readiness, as well as their neurological strengths and challenges. Educators will walk away with an understanding of how the brain works, as well as ways to design and implement curricula that are effective and consistent with discoveries of how the brain learns best. (K-12) *Stacy Wellman, Winnetka Public School, District 36, Winnetka, IL*

Corinthian

C-12. Loudness in the Library: Empowering Students to Think Critically About Identity and Bias

We will share a successful year-long project piloted with 6th graders at the Bank Street School. With their teacher, librarian, and diversity director, students learned to address the implicit and explicit biases found in books, book covers, and publishing. Students engaged in conversations about identity, race, ethnicity, sexual orientation, gender, body image, class, and ability as they relate to books and beyond. Participants will develop a plan to empower students as they examine their own ideas about identity and discrimination. We will include lessons, photos, videos, discussion questions, and annotated book lists. (K-12) *Allie Bruce, Jamie Steinfeld, Anshu Wahi, Bank Street School for Children, NY, NY*
Mediterranean

C-13. Building Resilience in Young Children

Why do some students seem so much more resilient than others? What instructional strategies enhance the development of resilience? These questions framed a grade-level action research project that revealed that when it comes to high achievement, resilience may be as essential as intelligence. In this session, we will share how teachers can incorporate elements of resilience in their instruction, classroom culture, and through the role of students' families. Participants will leave with sample lessons on building resilience, data collection tools and home assignments that engage families with the topic. (E) *Rob Ley, Sylvi Anglin, Univ. of Chicago Lab Schools, Chicago, IL; Janet Alleman, Michigan State University*
Moroccan

C-14. Enhancing Storytelling and Technology

Storytelling offers a playful and meaningful way for children to build skills in each developmental domain while also allowing children to be creative. This session will look at possibilities and techniques for including storytelling in the classroom integrating technology in various ways. Specific examples will be included and the use of iPads will be emphasized. Attendees will be encouraged to share in storytelling experiences and play with iPads as part of the process. (PK E) *Mary Quest, Michelle Barreras, Columbia College, Chicago, IL*
Suite 323

C-15. The Warriors: Using Fun to Engage Urban Studies in an Interdisciplinary Semester Program

City Semester is an interdisciplinary, immersive program, in which 11th and 12th graders study New York through the lens of the Bronx. Going into the city twice a week, students integrate English, history, science, foreign language, ethics and arts. Our introductory activity is the "Warriors Vision Quest," in which teams of 4-6 study significant figures and events in New York history and then set out on a "treasure hunt" through the city, led by "Spirit Guides" whom they encounter first in historic Woodlawn Cemetery. We will share the strategies used and lead participants in a similar place-based activity at the Biltmore. (U) *Andrew Meyers, Nancy Banks, Ethical Culture Fieldston School, Bronx, NY*

Suite 351

C-16. An Unlikely Union: Public School Teenagers and K-2 Grade Students Re-envision Community

Inspire activism in your students! Five years ago, two Los Angeles teachers forged a unique and unlikely relationship between a private school and a public continuation high school in a nearby housing project. They built upon the commonalities in their curricula and progressive, constructivist pedagogical styles to connect their students who have collaboratively effected change in their communities. After exploring the story of this unusual union, workshop participants will be introduced to strategies to bring back to their own school communities, that help unpack stereotypes and create authentic, reciprocal relationships dedicated to social justice. (K-12) *Monique Marshall, Wildwood School, Los Angeles, CA*
Suite 359

C-17. PlayMaker in Partnership with GameDesk

In 2012 the PlayMaker Program was launched at New Roads School in partnership with GameDesk. Our philosophy includes assessed play and student-guided learning with no, low, and high tech. Students engage in "creating meaning" and "problem solving" with tool-kits such as Media Literacy, Lenses of Culture, Taxonomy, *etc.* Student activities promote intuition over memorized rules. This workshop discusses the pedagogy of playful learning. Participants then engage in activities like those done in our class settings with Q and A about our tool-kits. We then summarize the various no tech, low tech, high tech we currently use. (M) *Joe Wise, A.J. Webster, Tedd Wakeman, New Roads School, Santa Monica, CA*
Suite 423

C-18. Exploring Student Choreography: Collaboration, Integration, and Presentation

Dance is a wonderful tool for students of all ages to explore the topics presented to them in a typical classroom setting. This workshop would be an opportunity for participants to take a dance class that focuses on using the body to communicate ideas and thoughts. Through the process of improvisation and collaboration, participants will experience first-hand the benefits of using movement to explore an educational concept by choreographing a short dance in a small group and presenting it to the other participants. (K-12) *Cara Lynne Kinkel, Children's Community School, Van Nuys, CA*
Suite 451

C-19. Creating a Well-Balanced Math Curriculum

This workshop will be about how to create a well-balanced math curriculum that is focused on including various content areas, games, and a range of learning methods. Discussion about how to integrate math into other disciplines and real life applications will be included. (E) *Stephanie de Barco, Krystal Dillard, Children's Community School, Van Nuys, CA*
Suite 459

C-20. Advisory: A Delicate Balance of Work and Play

The significance of advisory programs to the middle school experience is unquestionably great. The role of the Advisor is complex and multi-faceted, from coaching students on inter- and intrapersonal skills in a Social/Emotional Learning context to helping student make responsible academic decisions. The role requires energy, compassion, humor, strength, mentoring, modeling and more. Participants will learn about the research and support materials for starting or updating an advisory program, the challenges of teaching social and emotional skills, and the art of breathing life into such a program. (M) *Tracy Silverman, Amy Markos, Washburne Middle School, Winnetka, IL; Kavan Yee, Moira Regan, Lowell School, Washington, DC*

Suite 523

C-21. When Learning is Hard: LREI's Student-Driven Model of Learning Support

Many high school students feel pressure to excel in all academic subjects, while continuing to develop unique abilities and interests; but in striving for expertise in all subjects students' self-confidence can quickly diminish in the face of academic adversity. The Learning Center at Little Red Elizabeth Irwin (LREI) is student-driven, allowing all students access to support in academic subject areas whenever they need it. In addition, students work with Learning Specialists to overcome challenges of anxiety and social pressure, which often negatively affect their ability to produce their best work. By pushing through the anxieties and impediments that make school into "work," our Learning Center reinvigorates the sense of joy in learning. (MU) *Allison Isbell, LREI, NY, NY*

Suite 551

C-22. Exploring Primary Sources: How to Have Fun with Raw Materials of History

Engage students, spark curiosity and develop critical thinking skills through the use of primary sources. Learn what primary sources are and how to find them. See how to creatively use maps, photos, films, recordings and more in your teaching. Experience how primary sources create opportunities for collaboration and communication in inquiry-based learning across the curriculum. Learn to help students ask deep questions and wrestle with contradictions to find answers and more questions. Build a collection of primary source references for yourself and your students. Bring your laptop or iPad for reference and research. (EM) *Sylvia Gentile, Judith Kantor, UCLA Lab School, Los Angeles, CA*

Suite 559

C-23. Building Community Through Murals

This session will focus on mural work that teachers and students completed after professional development workshops with respected British art educator, Malcolm Wray. I will share the process of how teachers were trained, and how they transported this experience into their classrooms. Throughout this process the teachers devised a common language to develop the students' visual language and observational skills. Through mural work the students were then able to embrace the benefits of collaboration, problem solving possibilities and imagining portals through which new ideas would emerge through discussions with others. Teachers and students learn that something greater comes into existence with communal experience. (E) *Hasmik Avetisian-Cochran, UCLA Lab School, Los Angeles, CA*

Gold Room

C-24. Faces of History: Embodying the Renaissance Through Portraiture

Character-driven research projects are a time-tested method for engaging children. By adopting the persona of an historical figure, children invest deeply, exploring the more abstract concepts of an era through the lens of their character's experience. Our project builds on this empathic approach to the study of character with an additional component: the portrait, itself an emblem of the Renaissance. Integrating math, science, computer, English, history, and art, children create portraits of their Renaissance characters following the artistic and scientific practices of the time, and illuminating not only their characters, but the larger themes of the Renaissance. (M) *Jessica Vander Salm, Jordis Rosberg, City & Country School, NY, NY*

Millennium Boardroom, B

C-25. Creating Lasting Regional Network: Educators That Play Together, Stay Together

Creating sustainable networks of progressive educators is a formidable task, but one that promotes teacher growth and student learning. Over the last 30 years fledgling groups of regional progressive educators have attempted to create/find the magical format. Join DC area educators to plumb their experiences—including tips on forming and sustaining a group, ideas for activities that bring schools together, and strategies for building on successes and avoiding pitfalls, and creative ways to use technology to stay in touch and advance your mission. We'll model our format so you can see it in action. (K-12) *Terry Strand, Green Acres School, Rockville, MD*

Heinsbergen Room

A kindergarten teacher handed out a coloring page to her class. On it was a picture of a duck holding an umbrella. The teacher told her class to color the duck in yellow and the umbrella green; however, Mel, the class rebel, colored the duck in a bright fire truck red. After seeing this, the teacher asked Mel: "How many times have you seen a red duck?" Young Mel replied, "The same number of times I've seen a duck holding an umbrella."

C-26. The Process of Play: Laying the Foundation for Deeply Meaningful Learning

Children create meaning through the process of using open ended materials: building with blocks, painting, working with clay, sand, water, wood, and dramatic play. These activities become creative acts when involvement, invention, and purpose are part of the process. Children are drawn together not principally by their teachers, but by their united purpose. Through activities rooted in play we will share the tools to create an environment in which students become thoughtful investigators in life through their own initiative and purpose. We will explore how a teacher's role changes as young children move beyond the self and into friendship. (PK) *Deborah Severin, William Harrison, Robin Sage, City & Country School, NY, NY Roman*

C-27. Teach Students to Ask Their Own Questions: A Foundational Skill to Improve All Learning

Who should be asking the questions in the classroom? How can we democratize the skill of question formulation and ensure that all students learn how to ask their own questions? Educators at all levels, in all subject areas, and in communities around the world are discovering the Question Formulation Technique (QFT). QFT helps students to produce their own questions, improve their questions and strategize on how to use them. This highly participatory session will introduce participants to QFT and unpack its systematic but open learning process so that they can immediately use QFT in their own teaching. (K-12) *Luz Santana, Dan Rothstein, Lavada Berger, The Right Question Institute, Cambridge, MA*

Emerald Room

C-28. At the Heart of Play: Living, Learning, and Changing One's Setting

In a time when the child's world of wonder, exploration, and physical activity is threatened by extensive 'preparation' for schooling, we must come together to defend play. Jane Andrias, Deborah Meier, and participants in this session will focus on how play and playfulness contribute to the habits of mind essential to using our minds well and realizing a democratic life. Participants will have the opportunity to ask questions, express concerns, and offer their own perspectives in the value of play in their work and life. (K-12) *Deborah Meier, author/educator, Jane Andrias, former Director of Central Park East School*

Tiffany Room

C-29. YEP: The Year-End Project

Want to keep your middle school students authentically engaged in their own learning in an interdisciplinary setting? Students in grades 6-8 at Friends Community School spend the last few months of each year designing their own year-end-projects – affectionately called YEPs. YEPs include a written report, a visual display, an advisor within the school community, a mentor outside of the school community, service, and endless opportunities for creativity, enthusiasm, and responsibility. YEPs have become a signature piece to our students' middle school experience. (M) *James Key, Friends Community School, College Park, MD*

Regency Room, Area A

C-30. Stories and Storytelling: Sharing Books with Progressive Themes and Ideals

You must have one favorite book that you love to share with your kids (however old they may be!) – a book or story whose words say to them what you want them to understand and appreciate about progressive themes and ideals. We will all share, read, or tell our favorite stories sitting around a metaphorical campfire. Can't pick just one? Bring several! (E) *Christina Garcia, PSI, Santa Monica CA*

Regency Room, Area B

C-31. Progressive Education + Assessments = ??? A Conversation About Beliefs and Practices

"Progressive" and "assessment" are star-crossed lovers; they belong together but always have trouble making it work. This session will look at several tiers of progressive assessment, from concepts investigated through essential questions to performance-based assessments (plays, marketplaces, museums) - and yes, even tests! Join a discussion of what makes an assessment progressive, what assessments have a place in progressive classrooms, and how to use assessment to shape student experience and engagement in progressive schools. (M) *Karen Zaidberg, Maiya Jackson, Manhattan Country School, NY, NY*

Regency Room, Area D

**Education is not the filling of a pail,
but the lighting of a fire.**

–William Butler Yeats

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PARKING

Biltmore Millennium Hotel
\$40/night for guests

Pershing Square Garage
530 S Olive St
Los Angeles, CA 90013

Carrier Center Garage
725 S Grand Ave
Los Angeles, CA 90017

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McCormick and Schmick's
633 W 5th St, 4th and Hope St.
(213) 629-0189

Library Bar
630 W 6th St, Suite 116A
(213) 614-0053

California Pizza Kitchen
330 S Hope St.
(213) 626-2616

Industriel
609 S Grand St.
(213) 488-8040

Chaya Downtown
525 S Flower St.
(213) 236-9577

Daily Grill
612 S Flower St.
(213) 622-4500

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501 S Olive St
Millennium Biltmore Hotel
(213) 624-1100

Tommy Pastrami
516 W 6th St.
(213) 362-3354

The Cabbage Patch
520 W 6th St.
(213) 489-4489

Kitchen Faire
512 W 6th St.
(213) 347-0211

Los Angeles New York Pizza
518 W 6th St.
(213) 614-1100

Ocho Mexican Grill
630 W 6th St, Suite 110A
(888) 988-6246



CONGRATULATIONS to PEN and conference participants for creating and holding the space to think deeply, be curious, and care enough about our children to be open to the world of possibilities.
—Lori Lewis

“Lori’s expertise, energizing and engaging style is a natural fit for progressive learning communities.”

—Tom Little, President of the Board, Progressive Education Network



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Thanks to everyone who participated in this year's PEN Conference! We'll see you in 2015!

PEN National Conference
Autumn 2015, New York City

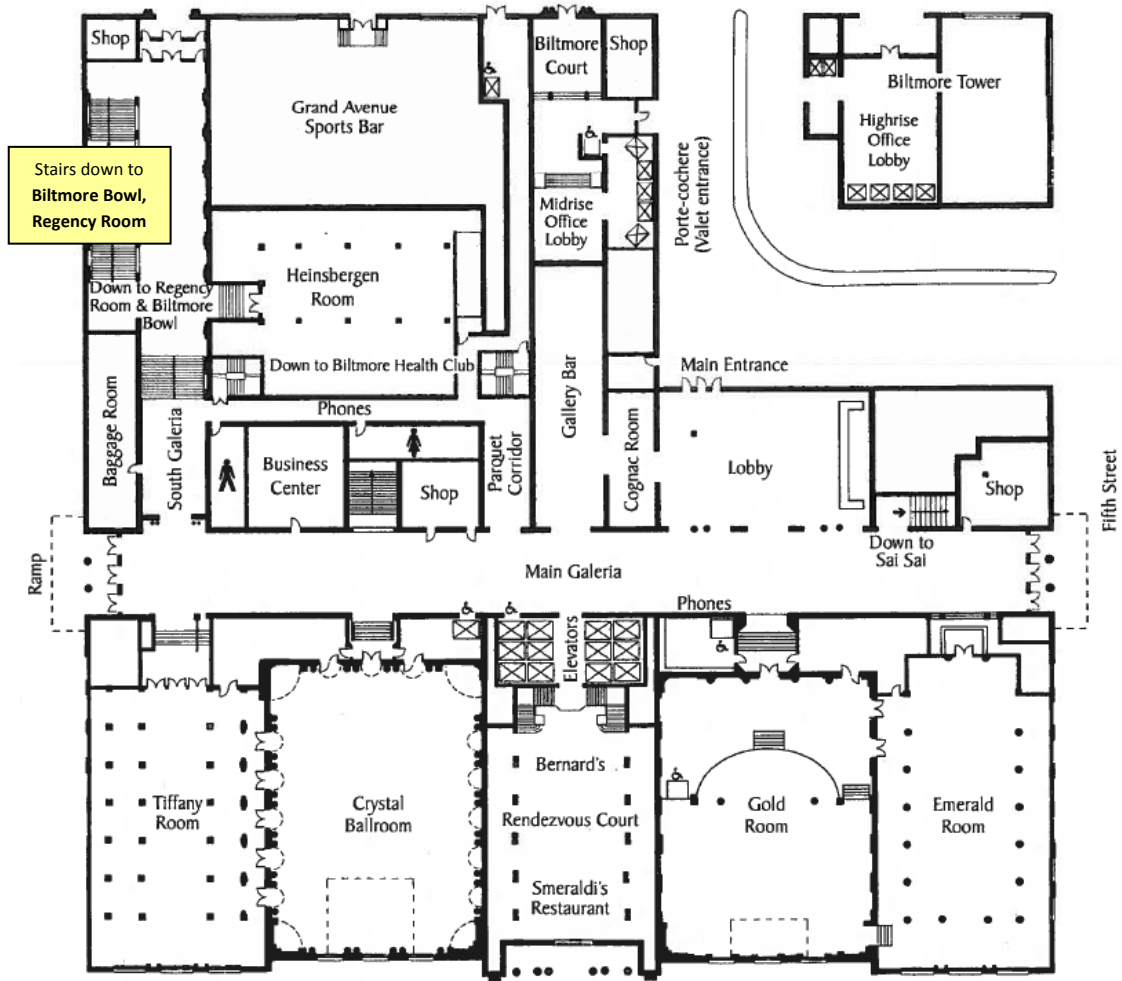
Room Locations

Athenian		Mezzanine
Bernard's		Galeria
Biltmore Bowl	Main Ballroom, below South	Galeria
Cordoban		Mezzanine
Corinthian		Mezzanine
Corsican		Mezzanine
Florentine		Mezzanine
Crystal Ballroom		Galeria
Emerald Room		Galeria
Gold Room		Galeria
Tiffany Room		Galeria
Grand Avenue Sports Bar		Galeria
Grecian		Mezzanine
Heinsbergen Room		Galeria
Mediterranean		Mezzanine
Millennium Boardroom A, B		11 th Floor
Moroccan		Mezzanine
Regency Room	below the Biltmore Bowl	
Roman		Mezzanine
Suites (Hotel Rooms)		
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Suite 423, 451, 459		4 th Floor
Suite 523, 551, 559		5 th Floor

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