

SESSION ONE

9:30 AM - 10:45 AM

1-00
FEATURED
SPEAKER
H AUDITORIUM
ROOM AUDITORIUM
GRADES K-12

BORN TO BE GOOD: THE SCIENCE OF HUMAN HAPPINESS

Do humans have a capacity for good? Western thought has long been skeptical about this possibility. A new social and biological science, however, reveals how we are born to be good. New insights in the evolution of the human species suggest that we are wired to care, both for kin and non-kin alike. This shift in our evolution gave rise to different emotions -- compassion, gratitude, wonder -- and specific communicative, physiological and brain systems that help us care for others. And rich cultural practices cultivate our pro-social tendencies.

Dacher Keltner, *Professor of Social Psychology, University of California, Berkeley*

1-01
ADMINISTRATION
J WORLD LANGUAGES
ROOM 401
GRADES 7-8

IMPLEMENTING MIXED-AGE PROFICIENCY GROUPINGS IN FOREIGN LANGUAGES

Come hear how one school explored the challenges and advantages of switching from grade-level based Spanish classes to mixed-grade proficiency groupings in order to best serve their increasingly diverse language learners. Members of the Spanish department and the administrative team talk about the scheduling dilemmas, parental and student responses, and why we think it was worth all the hassle.

Josefina Bolton, *The San Francisco School*
Annalise Porras, *The San Francisco School*
Julie Galles, *The San Francisco School*

1-02
ADMINISTRATION
J WORLD LANGUAGES
ROOM 104
GRADES K-12

AFFINITY GROUP: SCHOOL HEADS MEETING

This year, perhaps unlike any other in recent memory, has provided daunting challenges for heads of independent schools. Join the CAIS Executive Director, Jim McManus, for a broad-ranging discussion of whatever issues are of interest to those heads in attendance. The role of CAIS in providing ongoing assistance to schools and heads will also be explored.

Jim McManus, *California Association of Independent Schools*

1-03
ADMINISTRATION
L UPPER SCHOOL
ROOM 413
GRADES 9-12

LIMITING AP COURSES

Recent years have seen students asking to take more AP and honors classes. Should we say yes to all comers, or impose a maximum limit on the number of AP and honors classes a student may take, or find a middle ground to those extremes? What are the ramifications of those different responses for student health, student learning, college admissibility, class sizes, and the school's ownership of its curriculum? This session will explore these questions and present a middle ground response that Stevenson has used successfully since 2004.

Liz O'Hara, *Stevenson School*

1-04
ADMINISTRATION
B LOWER SCHOOL
ROOM 10
GRADES 3-6

A SIMPLE PRESENTATION TO EASE PARENT CONCERNS OVER ERB SCORES

This presentation will provide you with a simple, slightly humorous explanation of the ERB Individual Narrative Report that you may present to your parents to help them understand their child's CTP IV scores. We will share our proven strategy for explaining the meaning of the scores, and how they are used, in a way that will ease parent anxiety, and hopefully reduce the number of phone calls, emails, and conference requests you will receive after scores are mailed home. All attendees will receive a copy of our PowerPoint presentation that they may modify for their own use.

Rosemary Malouf, *St. Matthew's Episcopal Day School*
Joseph Williamson, *St. Matthew's Episcopal Day School*

1-05
COUNSELING
F MIDDLE SCHOOL
ROOM 105
GRADES 7-12

HOW TO SELL STUDY STRATEGIES TO ADHD AND "AT-RISK" STUDENTS

This session will cover how to help students "want" to develop study strategies. We will review the research on how the development of study techniques translates into becoming more powerful and intelligent human beings. Because ADHD students resist "boring" and structured tasks, they need to understand how learning strategies will help them throughout their life. An overview of teaching strategies will also be covered in this session.

Marsha Blair, *Menlo School*

1-06
COUNSELING
F MIDDLE SCHOOL
ROOM 203
GRADES K-12

EATING DISORDERS AND OBESITY PREVENTION: HELPING WITHOUT HARMING

Schools have the opportunity to provide prevention programs that effectively address children and teens at risk for eating disorders and obesity. Unfortunately, many commonly used prevention techniques and curriculum have been shown to do more harm than good. This presentation will discuss the risks involved in some commonly used interventions, and review the components of effective prevention programs.

Ariel Trost, *Clinical Psychologist, private practice*
Jill Rodgers, *Clinical Psychologist, private practice*

1-07
EARLY CHILDHOOD
A LOWER SCHOOL
ROOM 304
GRADES K-2

BIRDING, ANIMAL TRACKING AND NATURE SKETCHING AT YOUR SCHOOL

Nature education does not take place in a park. In this workshop, we will look at the many ways your students can achieve awareness and appreciation of the outdoors even at school. By using animal track replicas, we will examine a mock animal study site where we will investigate animal behavior and compare animal footprints of different species. We will also go birding using indoor techniques that teach you how to help students with bird field marks and identification.

Melissa DuBois, *The Carey School*

1-08
ENGLISH
B LOWER SCHOOL
ROOM 12
GRADES K-8

DEVELOPING A COHESIVE LITERACY PROGRAM: PRE-K-8

Under the leadership of two literacy coordinators, San Domenico School has refined its literacy landscape, and created a Pre-K-8 literacy curriculum which spirals through ten grade levels. This workshop will contextualize our journey and provide user-friendly materials for teachers and curriculum leaders on how to implement literacy strategies across the curriculum and grade levels in your school.

Kate Reeser, *San Domenico School*
Mary Altshuler, *San Domenico School*

1-09
ENGLISH
L UPPER SCHOOL
ROOM 411
GRADES 7-12

READING, BLOGGING, SHARING: CREATING ENTHUSIASTIC TEEN READERS!

Participants will learn how to enhance and reinvent their reading and literature programs at the secondary school level. Programs such as creating a Summer Reading Blog and instituting a Teen Read! program will be discussed and demonstrated. We set out to create enthusiastic teen readers who "read for pleasure," and are excited and comfortable sharing their literary adventures.

Carrie Robley, *San Domenico School*
Scott Fletcher, *San Domenico School*

1-10
ENGLISH
L UPPER SCHOOL
ROOM 409
GRADES 9-12

DREAM OF THINGS THAT NEVER WERE AND ASK, "WHY NOT?": TEACHING SCIENCE FICTION

While on the surface, science fiction appears to ask nothing more of students than to dream dreams of fantastic power and wish-fulfillment, delve a little deeper and the demands of science fiction are myriad: use your imagination, contemplate societies different than our own, discover the joys of thought experiments, play out scenarios that you cannot in your day-to-day. Though its origins are squarely para-literary, it is that very marginalization which affords science fiction the flexibility to explore areas that other, more accepted, genres dare not tread. Come and discover the value of science fiction in a literature curriculum.

Tim James, *Menlo School*

1-11
ENGLISH
L UPPER SCHOOL
ROOM 407
GRADES 9-12

HELPING STUDENTS MEET DIFFICULT TEXTS

Effective scaffolding can make even the most challenging pieces of literature accessible to all students. In this workshop, the presenters will share their most successful methods of making challenging, but seminal literature (using *The Odyssey* and *The Stranger* as examples) meaningful to all different types of learners. This workshop is designed to help you produce new scaffolding materials for the most challenging works on your syllabus, so come prepared with your own ideas and questions about the challenging work of your choice.

Lori Lackland, *Kehillah Jewish High School*
Sam Patterson, *Kehillah Jewish High School*

1-12
ENGLISH
M UPPER SCHOOL
PAVILION
ROOM 513
GRADES 7-12

VIDEO FEEDBACK: AN INNOVATIVE APPROACH TO GRADING

In this workshop, educators will learn a step-by-step method for creating and distributing feedback on student writing by video. Using a simple Word document and a computer program that captures an image of the document on the screen, teachers can record spoken comments while highlighting and annotating the text to which the comments pertain. We will be focusing specifically on essay grading, though video feedback can be used for several disciplines, from foreign language to dance.

Julia Rubin, *Crystal Springs Uplands School*

1-13
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 6
GRADES K-6

UPPER ELEMENTARY TECHNOLOGY INTEGRATED PROJECTS

This will be a presentation on the integration of technology in elementary classrooms including use of interactive whiteboards, various applications, and the Internet.

Heather Belote, *Keys School*

1-14
ELEMENTARY GENERAL
A LOWER SCHOOL
ROOM 1
GRADES K-6

PULLING IT ALL TOGETHER - COLLABORATING WITH THE ART STUDIO

It seems there is never enough time to teach it all. By collaborating, we can double the benefit our students gain from their learning time. Collaborating with the art studio can reap rich rewards for all concerned. In this session, we will explore the details that support a successful collaboration. Bring your challenges and your triumphs!

Laurie Bellet, *Oakland Hebrew Day School*

1-15
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 7
GRADES K-5

BUILDING A CROSS GRADE LEVEL CHARACTER EDUCATION PROGRAM (K-5)

Over the last four years, Bentley School has developed a Character Education program for grades K-5. PACT (Positive Action Character Team), engages students in "family" groups consisting of one student from each grade and class. PACT families regularly join in activities that focus on peace making, conflict resolution, anti-bullying, respect and building community, allowing students to practice skills in positive social interaction. PACT Town Halls recognize individual students and families for their work toward creating an emotionally safe school environment, and allow collaboration and sharing among all K-5 students. In this workshop, we will share our program's structure, sample family lesson plans and projects. Be prepared with questions and topics to discuss on building and implementing a successful character education curriculum.

Faye Kendall, *Bentley School*
Judy Geller, *Bentley School*
Penny Berry, *Bentley School*
Beth Crowley, *Bentley School*

1-16
ELEMENTARY GENERAL
F MIDDLE SCHOOL
ROOM 104
GRADES K-6

PRECISION, CALL-RESPONSE TEACHING IN MATHEMATICS

The focus of this workshop will be now to use brevity to maximize instructional time, keep students engaged, and teach math through sequences of questions.

Bill Davidson, *Santa Catalina School*

1-17
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 14
GRADES 3-6

INTEGRATED MUSICAL THEATER: KID-CREATED FROM BEGINNING TO END

Writing and performing a musical play is a great way to pull together a curriculum. It can get kids to think more deeply about the content, and, by combining it with their own creativity, make it their own. Students at any age from third grade up are fully capable of creating musicals of stunning quality. They can write the script and lyrics, create the melodies and accompaniments, make their own costumes and props, and work on the direction, choreography, lighting, and sound. Join us and learn how to help your students accomplish this tremendous confidence-building feat, with video clips from student-written musicals from years past.

Matt Berman, *The Nueva School*
Stephanie Englehaupt, *The Nueva School*

1-18
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 11
GRADES K-6

DOING INQUIRY WITH SIMPLE TOYS

Use simple, homemade toys to introduce an inquiry approach to science and math investigations. This question driven method of exploration teaches students to explore their own question through direct experience.

Francisco Hernandez, *The San Francisco School*

1-19
GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 102
GRADES K-12

IMPROVING YOUR PRACTICE WITH TEACHER RESEARCH

Teacher research groups provide school staff and faculties with opportunities to improve their practice. From incorporating technology into the curriculum to overhauling assessments, possible subjects of study are infinite. During our workshop we will share our school's model for a teacher research group, how it has evolved over time, and examples of past projects. We welcome the perspectives of those who already participate in research groups, and those who are interested in establishing one and/or being a part of one.

Marianne Miller, *St. Paul's Episcopal School*
Sam Mackintosh, *St. Paul's Episcopal Day School*

1-20
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 13
GRADES K-6

IMPLEMENTING A MEANINGFUL AND INTEGRATED SERVICE-LEARNING CURRICULUM IN THE ELEMENTARY GRADES

Learn how you can use your existing core curriculum to develop an age-appropriate, socially responsible service-learning program in grades JK-four. Teachers and administrators will share how they collaborate on service-learning projects with parent volunteers, students, and local organizations. Specific examples of service-learning projects will be provided.

Shelly Wille, *Hillbrook School*
Eden Maisel, *Hillbrook School*
Anika Deas, *Hillbrook School*
Susanna Long, *Hillbrook School*

1-21
ELEMENTARY GENERAL
F MIDDLE SCHOOL
ROOM 106
GRADES K-6

MANAGING CHILDREN'S CHALLENGING BEHAVIOR

We all face similar challenges every day. This workshop outlines ways to manage challenging behaviors in your classroom, and will address common problems such as calling out and interrupting. In addition, it will also address more serious issues such as behavioral disorders, bullying, cyber-bullying and violence.

Pete Moore, *The Nueva School*

1-22
ELEMENTARY GENERAL
A LOWER SCHOOL
ROOM 4
GRADES K-6

NARRATIVE FOR DUMMIES

For many, making up a good story seems a tall order. But it needn't be. In a simple, step-by step-procedure, the presenter shows how to teach children as early as kindergarten the simple skills needed to create strong, rich narratives. The process is learned as a group-- so add the perks of trust, cooperation, and receptiveness to what the student gains from the exercises-- but the skills and method can be applied individually.

Charlie Queary, *Marin Primary & Middle School*

1-23
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 15
GRADES 3-6

WIKI WONDERS IN THE THIRD GRADE

Come see how an interactive wiki has changed a third grade class, and created more motivation, inspiration and connections for learning, both in and out of the classroom. Students are excited to have a place to display and share their work. Parents report that students are much more engaged in their homework through using the wiki. Instead of something to just get done, students are actually interested in what everyone else is doing, too. Gain new ideas and ask questions about the possibility of bringing this technology into your classroom or school. Bring a laptop if you would like to get started on creating your own class wiki!

Maya Sissoko, *The Nueva School*

1-24
GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 205
GRADES K-12

INTEGRATING GLOBAL EDUCATION INTO YOUR CURRICULUM

An overview of how to integrate global education into the curriculum will be presented. The various stages from brainstorming and reaching out to an overseas school to technology selection and common challenges will be covered briefly. Also covered will be things to consider, ways to best prepare for the project, and ways to make your project run smoothly. Handouts including on online resources and ways to connect with an overseas school will be available.

Jennifer Abraham, *The Harker School*

1-25
GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 202
GRADES 7-12

NEUROLOGY AS AN INTERDISCIPLINARY UNIT

Interdisciplinary lessons can increase student learning by developing relevance beyond a single subject and by looking at a subject from various perspectives. To prepare students for the future world in which they will live, it is essential to teach students that things in the real world are related across all the disciplines. In this presentation, teachers from three subjects: science, drama, and human skills, will discuss and demonstrate the interdisciplinary unit they created around the human brain.

David Mugglebee, *Menlo School*
Laura McGourty, *Menlo School*
Danny Boyer, *Menlo School*

1-26
GENERAL INTEREST
ROOM
GRADES 9-12

IDENTIFYING AND SUPPORTING STUDENTS IN DISTRESS CANCELED CANCELED

1-27
GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 201
GRADES 8-12

NOT JUST ABOUT THE GAY KIDS: UNDERSTANDING GENDER AND SEXUALITY DEVELOPMENT FOR ALL STUDENTS IN GRADES EIGHT-TWELVE

This session will focus on how to best understand and meet the needs of middle and high school students who have a range of emerging sexual and gender identities. Broadening our inquiry and understanding of gender and sexuality development provides support to all adolescents, including those who identify or are perceived as GLBTQ. This workshop presents an inclusive paradigm that emphasizes the framework, language, and concepts needed to work with all middle and upper school students in this domain. We will also focus on the pedagogical rationale for addressing these issues in the classroom and wider school community. There will be case examples, discussion, Q/A, humor.

Jennifer Bryan, Ph.D., *Psychologist, Consultant*

1-28
GENERAL INTEREST
L UPPER SCHOOL
ROOM LANGUAGE LAB
GRADES 7-12

CK-12 FLEXBOOKS - FREE AND OPEN DIGITAL TEXTBOOKS

Teachers are rejecting the "one size fits all" philosophy of textbooks. Enter CK-12's online system for free, collaborative, self-publishable educational content that can be adapted for individual student needs in a digital-age textbook called FlexBooks. All CK-12 content is correlated to state curriculum standards. Presenters will give live demos of "flexing"; attendees can bring laptop computers to experiment with FlexBook content.

Neeru Khosla, *C-12, Co-Founder*

1-29
GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 207
GRADES K-6

FOOD RULES FOR SCHOOLS! GIVING CHILDREN THE KNOWLEDGE TO MAKE BETTER CHOICES FOR THEIR HEALTH

The importance of educating children about nutrition, and how it relates to their health and learning has become a priority for parents and educators. With childhood obesity on the rise and more children being diagnosed with behavior and learning disabilities, our children's health has become critically important. It is important for educators, parents, and students to understand the positive and negative effects certain foods can have on our bodies during the day. This talk will cover the basics of what children need to understand about food, nutrition and health, and how it impacts their lives. We will also go over grade-specific information as well as resources and ideas for getting the families involved in the health of their children.

Stephanie Davidovich, *Brandeis Hillel Day School*

1-30
GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 206
GRADES 7-8

MEDIA LITERACY, A CRITICAL COMPONENT OF DIGITAL LIVING

This session will provide an overview of a middle school Digital Life class that focuses on media literacy and cyber-citizenship. The class, frequently calling on the student's experience, uses examples from present day media while also incorporating the history of advertising, methods of persuasion, and corporate ownership, closing with public service announcements and a call for action. Some of the goals of the course are critical consumerism, an understanding of corporate ownership of media, and a sense of empowerment to create powerful media with a strong sense of self.

Dan Dworkin, *The Hamlin School*

1-31
GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 501
GRADES K-12

ECOLITERACY: EDUCATING FOR SUSTAINABILITY

San Domenico's distinctive program of ecological literacy - the first in Marin County - is recognized nationally as leading edge in environmental sustainability. Guided by the National Sustainability Education Standards, ecoliteracy is integrated into our classrooms across all grade levels, Pre-K through twelve. Our ecoliteracy program provides a pattern that connects disciplines, emphasizes learning by doing, and makes abstract concepts real through hands-on activities. This presentation will include an introduction to ecoliteracy, describe the process of creating an ecoliteracy framework for our school, and, finally, provide examples of how we have implemented it across the curriculum.

Katie Gibson, *San Domenico School*
Jennie Durante, *San Domenico School*
Shelley Flint, *San Domenico School*
Hilary Staples, *San Domenico School*

1-32
GENERAL INTEREST
L UPPER SCHOOL
ROOM 408
GRADES 7-12

PUBLIC PURPOSE PROGRAMS: VETERAN ORGANIZATIONS SHARE THEIR STORIES

As the public purpose of private schools comes to center stage at this year's NAIS conference, five CAIS schools present their different approaches for serving a public purpose on their private school campuses. This session is well-suited for both those interested in starting public purpose programs at their schools as well as those who are experienced running such programs, and want to share their stories and learn from others' experiences.

Margarita Scarlata, *Head-Royce School*
Alec Lee, *Aim High*
John Fanning, *The College Preparatory School*
Dale Allender, *Lick-Wilmerding High School*
Gennifer Yoshimaru, *The Crossroads Community Outreach Foundation*

1-33

**GENERAL INTEREST
K LIBRARY
ROOM QUIET AREA
GRADES K-12**

MINDFULNESS IN THE CLASSROOM: A VITAL SCHOOL-BASED TOOL

Since 2007, Mindful Schools has trained over 10,000 children and over 1,500 teachers in mindfulness. Participants will learn how mindfulness affects students and teachers, and why it is so beneficial in the classroom. We will practice a bit of mindfulness and describe how one can learn more in order to bring mindfulness to students. The work of Mindful Schools will be described, and there will be plenty of time for questions.

Laurie Grossman, Co-Founder and Director of Outreach and Fund Development, *Mindful Schools*
Richard Shankman, Co-Founder and Board Member, *Mindful Schools*
Kate Janke, Director of Training, *Mindful Schools*

1-34

**GENERAL INTEREST
J WORLD LANGUAGES
ROOM 301
GRADES K-12**

BUILDING AN EFFECTIVE PROFESSIONAL LEARNING COMMUNITY

Hoping to build community and collaboration among faculty as well as to facilitate meaningful and productive conversations about teaching and learning, we established our first learning community at The Athenian School in the fall of 2009. In this workshop, we will explain our process for effectively bringing this model of professional development to our school as well as discuss the reflective inquiry process at the core of our work with faculty.

Lisa Haney, *The Athenian School*
Sam Shapiro, *The Athenian School*

1-35

**GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 504
GRADES 3-12**

THE BOYS PROJECT: A SOCIAL-EMOTIONAL LEARNING PROGRAM

This engaging, interactive program creates a safe environment where boys experience the issues that they are facing or will face in school as well as in life. □Through experiential, group and individual activities, the boys learn options, tools and ideas of how to face and work through common situations in a way that increases their level of social emotional literacy. Increased social emotional intelligence, especially among boys, has been proven to not only raise academic achievement, but also decrease disruptive behavior in the classroom and on campus. □Our program provides boys with an opportunity to learn and practice age-appropriate tools that increase their individual sense of self, ability to communicate authentically, and levels of resiliency.

Andre Salvage, *Drew School*
Jon Herzenberg, *Drew School*

1-36

**GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 414
GRADES 9-12**

STRATEGIES FOR MANAGING A HETEROGENEOUS CLASSROOM: PERSPECTIVES OF A DEAN OF TEACHING AND LEARNING

This presentation will discuss developmental issues, learning differences, and the demands of differentiated instruction that present challenges to teachers in all subjects and at all levels of high school instruction. Recent developments regarding the adolescent brain, as well as common sense practices, inform a host of strategies for facilitating a heterogeneous classroom in a rigorous academic environment without compromising standards.

Laura Konigsberg, *Bentley School*

1-37

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 210
GRADES 3-12**

FUTURE PROBLEM SOLVING...TRAINING KIDS HOW TO THINK...NOT WHAT TO THINK!

This session will introduce a program expanding throughout the country and around the world that involves a system of analyzing crises and world issues. This is a competition (although it does not need to be) that really turns the responsibility for analyzing and assessing ideas over to the students, and which allows them to learn to identify a group of concerns, formulate an underlying problem, and then come up with a number of diverse solutions as well as a rubric for assessing their own solutions.

Nick Haisman, *The Nueva School*
Cyrus Merrill, *The Harker School*

1-38

**GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 510
GRADES 7-8**

SUMMARIZE, PARAPHRASE, AND QUOTE

Are you, like most of us, confused by the differences among these three skills? This workshop provides teachers with the definitions of each. It's absolutely vital for us as teachers to understand and teach these concepts as a prelude to students learning to use Noodlebib notecards, or using MLA citations in making reference to another person's work. We will spend most of the session practicing the tasks ourselves, particularly the first two, and then the presenter will describe ways of providing the same information and learning experiences to students in the middle grades, in the context of their written reports, research papers, and literary analysis essays. This workshop is not strictly for language arts classes, but is applicable to all classes in which students need to write reports, or create presentations that rely on others' words, ideas, and information.

Stacie Newman, *The Harker School*

1-39

GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 512
GRADES K-12

DISABLING THE ENABLING PARENT

Parents are struggling with a myriad of emotions, hopeful dreams and fears regarding their children, and their children's education. They would do things differently if they just knew how. This session will offer several time-tested strategies that help parents tweak their thinking and change the way they work with their children and their children's teachers.

Victoria Olivadoti, *The Pegasus School*

1-40

GENERAL INTEREST
J WORLD LANGUAGES
ROOM 401
GRADES K-12

YOU CAN TEACH CREATIVITY. YES, YOU

Promoting creativity is not only for "creative types." Every teacher can implement a few fundamental principles of creativity in the classroom. These will be outlined, and some fun examples will be shared.

Adam Stockman, *The Pegasus School*

1-41

GENERAL INTEREST
B LOWER SCHOOL
LIBRARY
ROOM 9
GRADES K-6

NO CHILD LEFT BEHIND FOR REAL: DIFFERENTIATED INSTRUCTION 101

Knowing your learners and understanding their needs is central to developing meaningful curriculum. But how do we do this? Enjoy a small group session with the St. Paul's teaching coach and teachers from primary and upper elementary and middle school. Walk away with a greater understanding of differentiated instruction, and how it can improve your practice and student outcomes. Case studies of successful methodology as well as Q&A conclude the session.

Lili Malbed, *St. Paul's Episcopal School*
 Amy Symons Burke, *St. Paul's Episcopal School*
 Nicole Start, *St. Paul's Episcopal School*
 Maria Rincon, *St. Paul's Episcopal School*

1-42

GENERAL INTEREST
L UPPER SCHOOL
ROOM CONFERENCE
ROOM
GRADES K-12

DESIGNING THE FUTURE THROUGH SERVICE LEARNING

Marin Country Day School faculty will first share how they are striving to integrate service learning into the K-8 curriculum, including their fourth grade plant study projects, the fifth grade conservation projects and the year-round eighth grade community internship program. The discussion will then be opened up for all workshop participants to share their own experiences, structures that facilitate service learning and student reflections, as well as questions so that we can all learn from and support each other. Feel free to come with student work and questions.

Robert Greene, *Marin Country Day School*
 Alice Moore, *Marin Country Day School*
 Liz Zattero, *Marin Country Day School*

1-43

INTERMEDIATE GRADES
F MIDDLE SCHOOL
ROOM 103
GRADES 4-5

USING SMART BOARDS IN GRADES FOUR AND FIVE

Grade four and grade five teachers will present their experiences and challenges using SMART boards to enhance the teaching in English, French, social studies, and math. What works, what doesn't, and what we've learning along the way.

Lorraine Iliya, *École Bilingue de Berkeley*
 Alexander Lewis, *École Bilingue de Berkeley*
 Douglas Mann, *École Bilingue de Berkeley*

1-44

INTERMEDIATE
B LOWER SCHOOL
ROOM MULTI-PURPOSE
ROOM
GRADES 3-6

INFUSING EXECUTIVE FUNCTION INSTRUCTION AND PRACTICE INTO UPPER ELEMENTARY CURRICULUM

Join two fourth grade teachers and a lower school learning specialist in our journey to infuse fourth grade curriculum with direct instruction of executive functioning skills. This year is a pilot project for us. We will share current research and best practices regarding teaching executive functioning as well as examples, models, hand outs and strategies from the classroom. Come prepared to share your questions, your resources, and your ideas in an "open forum" style workshop. This should be appropriate for those working with third through fifth graders.

Kristi Farnham Thompson, *Head-Royce School*
 Lea Van Ness, *Head-Royce School*
 Leslie Powell, *Head-Royce School*

1-45

LANGUAGES
J WORLD LANGUAGES
ROOM 302
GRADES 7-12

TEACHING CULTURE IN WORLD LANGUAGE CLASSES

Are you looking for ways to provide creative opportunities to your students for learning about cultural topics ... topics that interest them personally? Students, throughout the year, creatively demonstrate knowledge of various topics using critical thinking skills, and use specific and varied guidelines, topic lists, and rubrics provided by the teacher. Time will be given to share ideas in smaller and larger groups.

Rob Shashoua, *San Domenico School*
 Deborah Fugate, *San Domenico School*

1-46

LANGUAGES
J WORLD LANGUAGES
ROOM 404
GRADES 7-12

USING PODCAST TECHNOLOGY TO TEACH CULTURAL COMPETENCE AND FOREIGN LANGUAGE PROFICIENCY IN THE FOREIGN LANGUAGE CLASSROOM

Participants will learn how create a cultural project using podcast, imovie and other multimedia technology to enrich student understanding of culture while improving proficiency in the foreign language being studied.

John Kohler, *Redwood Day School*
 Matthew Krause, *Redwood Day School*

1-47

LANGUAGES
J WORLD LANGUAGES
ROOM 403
GRADES 9-12

LAUGHTER, LEVITY, AND LANGUAGE

This session is primarily for new language teachers who want to expand their teaching toolbox. We will share some of our most successful classroom games and activities for building language proficiency skills in a learning environment that encourages humor and playfulness. Our examples come from French and Spanish classrooms, but new teachers of any language are welcome.

Janet Tennyson, *Menlo School*
 Bridgett Longust, *Menlo School*

1-48

LANGUAGES
J WORLD LANGUAGES
ROOM 402
GRADES 9-12

MAKING IT REAL/KEEPING IT REAL

The focus of this session will be on adapting authentic language resources for use in the Spanish classroom. Examples will include podcasts, songs, short films and print ads. The session will be conducted in Spanish and is geared toward intermediate and advanced levels: three honors and above.

Rebecca Mouser, *Menlo School*

1-49

LIBRARY
I ADMINISTRATION
ROOM HEAD'S
CONFERENCE ROOM
GRADES 7-8

A LIBRARIAN/TEACHER COLLABORATION: TEACHING ABOUT THE HOLOCAUST

When librarians and teachers collaborate, both classroom and library experiences are enhanced for students. We will present an example of a Holocaust unit for middle school students that can be replicated at other schools. Materials to share in include a sample lesson from the classroom, sample book talks from the library, a bibliography of holocaust books for middle school readers, and examples of student responses to the unit. We also want to hear from you about your own successful experiences with teacher-librarian collaborations. What works? What doesn't? The goal is for participants to leave the session with new ideas for collaborations between middle school humanities and libraries.

Jenny Andrus, *Live Oak School*
 Nitza Agam, *Live Oak School*

1-50

LIBRARY
M UPPER SCHOOL
PAVILION
ROOM 507
GRADES K-8

ENGAGING WITH BOOKS: FROM BOOK TALKS TO PODCASTS

This session focuses on helping elementary and middle school students talk, and write about books, analyze book reviews, write their own book reviews, and podcast them. These podcasts can be attached to item records in automated catalogs and /or put on class or library web sites.

Helen Huber, *Cathedral School for Boys*

1-51

LIBRARY
K LIBRARY
ROOM MAIN ROOM
GRADES 9-12

RESEARCH RULES: INFORMATION SKILLS FOR THE 21ST CENTURY

Teaching research skills to secondary school students is a messy, imprecise, yet rewarding journey. Join Susan Smith, Library Director and Donna Gilbert, History Department Chair at the Harker School as they share ideas, tips and best practices for teaching research in the nine-twelve history classroom.

Susan Smith, *The Harker School*
 Donna Gilbert, *The Harker School*

1-52
MATH
M UPPER SCHOOL
PAVILION
ROOM 506
GRADES 7-8

MODELING BASEBALL WITH REAL BASEBALL DATA, A RANDOM NUMBER GENERATOR, DICE, AND SPINNERS GALORE!

Couldn't wait to see who would win game one of the NLCS pitting our beloved Giants versus the Phillies? Neither could we. So, in our sixth grade math class, we used the batting data from the Giants and Phillies regular season, a random number generator, customized spinners (made using a compass and a protractor), and "fair" dice to simulate the baseball game. Find out how close our model was to the real thing.

Ned Diamond, *Crystal Springs Uplands School*

1-53
MATH
ROOM
GRADES K-6

USING PROGRESS MONITORING TO MEASURE RESPONSE TO INTERVENTION IN MATH CLASS
CANCELED
CANCELED

1-54
MATH
M UPPER SCHOOL
PAVILION
ROOM 419
GRADES 7-12

9+7=4: USING CYCLIC GROUPS AND OTHER EXAMPLES TO DEVELOP A BETTER UNDERSTANDING OF BASIC PROPERTIES OF REAL NUMBERS

Do most of our students really understand opposites, reciprocals, and other basic properties of real numbers? Many take these properties for granted, without comprehending their significance or meaning. It is too easy to find additive and multiplicative inverses in the real number system. We will look at actual lessons that help students gain a deeper grasp of the foundational concepts of algebra by introducing examples of systems that do not follow the usual properties.

Todd Miller, *The Athenian School*

1-55
PERFORMING ARTS
M UPPER SCHOOL
PAVILION
ROOM 505
GRADES K-12

THE SMART BOARD IN THE GENERAL MUSIC CLASSROOM

The multimedia capabilities of the SMART board can add so much to the general music classroom. In this workshop, basic SMART board and software features will be defined and demonstrated with an eye to creating compelling, interactive general music lessons that engage and excite students as they learn about music. Examples will demonstrate how the SMART board and notebook software can aid in creating lessons on musical scales, rhythm reading, guitar chords and tablature, critical listening, and other topics.

Mark Bernfield, *Redwood Day School*

1-56
PERFORMING ARTS
H AUDITORIUM
ROOM 213
GRADES K-12

FUNCTIONAL GUITAR SKILLS FOR TEACHERS OF ALL SUBJECTS

Guitar is one of the most functional instruments an educator can use in the classroom. Besides being portable, easily amplified, and easy to tune, the guitar offers an array of movable chord and note patterns that can be applied to a variety of musical genres and styles. This presentation will focus on the following concepts: simple song writing, tuning methods, movable chord shapes, movable note patterns and solo boxes, capo usage, and reading tablature. In addition to assisting in the retention and recall of rote memory concepts, the guitar is a fun way to accompany vocals or speech during classroom instruction. Bring your guitar! (not required)

Scott Goodman, *Westerly School*

1-57
PERFORMING ARTS
F MIDDLE SCHOOL
ROOM 107
GRADES 9-12

THE ANATOMY OF A CHOICE: A THEATER ARTS CURRICULUM

This presentation is open to theatre, acting or dramatic literature teachers for grades nine-twelve. The presenter, a long-time professional performer and teacher, will introduce a simple, structured curriculum to approach script analysis and scene study. The focus will be on breaking down the text and mining it for clues to the richest possible acting choices. Her textbook, *The Anatomy of a Choice*, was published by University Press of America in May, 2010.

Maura Vaughn, *The Branson School*

1-58
PHYSICAL EDUCATION
H AUDITORIUM
ROOM 212
GRADES K-8

MOVEMENT IN THE CLASSROOM

This presentation aims to cover the importance of the brain body connection in academics, building on recent publications and articles about the positive effects of fitness and exercise on learning. The discussion will include specific exercises that help with mood and arousal levels, proprioception, and sensory issues, core strength for good posture, body awareness, tracking, crossing the midline, developing hand dominance, and building cardiovascular strength. The goal of this presentation is to convince classroom teachers the value of movement and fitness as well as provide exercises that enhance learning.

Whitney Sutak, *Marin Primary & Middle School*

1-59
PHYSICAL EDUCATION
E COMMUNITY ROOM
ROOM COMMUNITY
ROOM
GRADES 9-12

HEALTH, FITNESS AND RECREATION AT COLLEGE PREP

We've done away with physical education at College Prep...sort of. Instead, we call it Health, Fitness & Recreation, or HFR. The program emphasizes activities over exercise, and the students choose when and in what activities they wish to participate. The workshop will describe the structure of the HFR program, share the most popular activities, and conclude with participants sharing their favorite or most popular activities with the group.

Kiet Tran, *The College Preparatory School*

1-60
SCIENCES
H AUDITORIUM
ROOM 211
GRADES 7-12

MOODLE IN THE SCIENCE CLASSROOM

The presenters have been using Moodle in the science classroom for several years. They would like to share their best practices and have a "roundtable" at the conclusion to discuss uses of Moodle activities in the classroom. Submitting assignments online, online quizzes/tests, warm-up questions, forums for lab results and much much more. Access to a Moodle instance and information about the useful activities will be provided. Bring a laptop!

Lorna Claerbout, *The Harker School*
Scott Kley Contini, *The Harker School*

1-61
SCIENCES
L UPPER SCHOOL
ROOM 412
GRADES 7-12

REAL WORLD PROJECTS

We will discuss a number of real world experiments and engineering projects that really motivate the students to greatness. By keeping it real, so to speak, students completely buy in, and have a ton of fun producing quality work and thus gain a deep understanding of what they are doing. These projects require a combination of research, DIY, data analysis, optimization and an understanding of the science that makes it work. Specifically, we'll explore the electric motor, statistical and systematic error in experiments and efficiency of green energy prototypes. There will be time for discussion at the end.

James Dann, *Menlo School*

1-62
SCIENCES
F MIDDLE SCHOOL
ROOM 208
GRADES 7-8

BECOMING A BAD SCIENTIST.

Bad science is a relatively new phrase in science education referring to historical instances where scientists have acted in unethical manners (such as the Tuskegee Syphilis Study), made unwitting errors (such as DDT), or perpetuated cultural biases through scientific errors (phrenology). In this workshop, participants will learn about curricula and research that illuminates middle school students' socio-scientific reasoning and its connection to an understanding of the nature of science.

Brian Donovan, *The San Francisco School*

1-63
SCIENCES
ROOM
GRADES 3-8

DATA ANALYSIS FOR MIDDLE SCHOOL SCIENCE INQUIRY: NOT YOUR AVERAGE STATISTICS CLASS **CANCELED**

CANCELED

1-64
SCIENCES
B LOWER SCHOOL
SCIENCE
ROOM 8
GRADES 3-8

SIXTH GRADE EARTH SCIENCE LABS.

This workshop will introduce you to a variety of hands on earth science labs that generate enthusiasm as well as data. You and your students can build a mini hurricane, make a "rock" and test its strength, and observe the impact of temperature on density currents (useful when we cover weather fronts.) You will leave with handouts and materials for at least one of the three labs that used in the presenter's sixth grade earth science classes.

Tim Patterson, *Crystal Springs Uplands School*

1-65
SS/HISTORY
B LOWER SCHOOL
ROOM 10
GRADES 9-12

CROSS-CURRICULAR COLLABORATION REJUVENATES THE RESEARCH PROCESS

Conducting research, synthesizing ideas, and presenting information are required student outcomes in many disciplines and at many grade levels. The research process can become mundane for teachers and students who use outdated research tools/methods; consequently, research papers and projects start sounding the same year after year. Through a cross-collaborative effort, and a motivating video project, a breathe of life can be administered to the research process and products. Participants who attend this workshop will be able to replicate the modeled research process and accompanying projects that are outlined in the presentation. Specifically, participants will leave the workshop with a logistical plan for implementing a cross-curricular project, a working knowledge of a free 21st Century research tool (Noodlebib), and a free collaborative workspace (Google Docs), an overview of movie editing software that is available for different platforms, and an understanding of the advantages and challenges of the teaching methodology presented in the workshop. To enhance the quality and relevance of the presentation, recorded interviews from students and teachers will be infused throughout the workshop.

Kathy Clark, *The Harker School*
Jared Ramsey, *The Harker School*
Lisa Diffenderfer, *The Harker School*

1-66
SS/HISTORY
ROOM
GRADES 7-12

TEACHING THE "ENCOUNTER" IN THE 21ST CENTURY: A BACKWARDS DESIGN APPROACH TO CRISTOBAL COLON CANCELED

CANCELED

1-67
SS/HISTORY
F MIDDLE SCHOOL
ROOM 209
GRADES 7-8

PLAYING VIDEO GAMES TO PROMOTE PEACE

The presentation will be an overview of the computer game, PeaceMaker, a simulation of the Palestinian-Israeli Conflict, and demonstrate how it can be integrated into a social science class. PeaceMaker players can choose to play as either the leader of Israel, or the Palestinian Authority. Players have to deal with events presented using real world pictures and footage, and have to react and make social, political, and military decisions within a turn-based strategy system. The goal of the game is to solve the conflict with a two-state solution.

Aran Levasseur, *San Domenico School*

1-68
SCIENCES
M UPPER SCHOOL
PAVILION
ROOM 415
GRADES K-6

PUT SOME "GARBOLOGY" IN YOUR CURRICULUM!

Want to learn some low-maintenance and doable activities in Garbology? This workshop is meant for teachers who want to infuse their science curriculum with lessons on Reduce, Reuse, Recycle & Rot--the 4 R's--but don't have time in their schedule, or don't know where to start. We'll discuss the pros and cons of various activities that can be done in class and out of class. Bring a flash drive to copy PDF's of great lesson plans and other resources.

Paul Rendon, *Bentley School*

1-69
SS/HISTORY
M UPPER SCHOOL
PAVILION
ROOM 417
GRADES 7-12

TRACING THE PAST IN GOOGLE EARTH

This presentation will highlight a project created by an ancient history teacher in collaboration with instructional technology. By using Google Earth, students traced the footsteps of Alexander the Great as he conquered and explored the Middle East and Central Asia. In the process of using Google Earth, students discovered the significant role that geography played in ancient times, and how it continues to impact current world events. The use and application of Google Earth in a history classroom will be demonstrated. Note: Please bring a laptop with Google Earth downloaded.

David Spence, *Menlo School*
Nancy McPhaul, *Menlo School*

1-70
SS/HISTORY
M UPPER SCHOOL
PAVILION
ROOM 511
GRADES 7-12

SEARCHING FOR OUR HISTORY - CREATING FAMILY IMMIGRATION/MIGRATION DOCUMENTARIES

CANCELED

1-71
SS/HISTORY
M UPPER SCHOOL
PAVILION
ROOM 509
GRADES 7-12

GET UP, STAND UP: TEACHING REVOLUTION IN AND OUT OF THE CLASSROOM

Join us for an interactive discussion of how to bring history studies alive, and connect them to student-led service learning projects. Attendees will be offered a variety of strategies for emphasizing social justice when teaching people-powered movements regardless of historical era, from the standoff at Masada to the gay rights movement of the 1970s. Additionally, we will discuss how to facilitate student-conceptualized and executed service learning projects that take activism beyond classroom stories and into the social, political, and cultural realities of our world.

Liz Willis, *Westerly School*
Kalim Rayburn, *Westerly School*

1-72
TECHNOLOGY
M UPPER SCHOOL
PAVILION
ROOM 514
GRADES K-12

FROM FEAR TO FACEBOOK: ONE SCHOOL'S JOURNEY

This presentation will focus on the implementation of the Nueva School's one-to-one laptop program. The presentation will focus on success and challenges, examples of integrated learning, stages of school development with technology, and visions for the future. The presentation is based on Matt Levinson's book, *From Fear to Facebook: One School's Journey*. Colorful anecdotes will illustrate one to one laptop learning in schools.

Matt Levinson, *The Nueva School*

1-73
TECHNOLOGY
J WORLD LANGUAGES
ROOM 303
GRADES 7-12

STORYTELLING BEYOND THE PAGE

This session will explore exciting ways to merge creativity and new technologies. While working at San Francisco University High, the presenter designed a course for writers, artists, filmmakers, journalists, and techies wanting to hone their storytelling skills. This interdisciplinary class explored numerous ways to tell stories. This session will explore ways to use blogs, podcasts, comics, digital video, and animation to tell original stories based on material culled from one's own life, as well as the world at large.

Danny Plotkin, adjunct professor in Media Studies, *University of San Francisco*

1-74
TECHNOLOGY
M UPPER SCHOOL
PAVILION
ROOM 515
GRADES K-8

THE DIGITAL DIVIDE GAME

Workshop participants will learn how this game exposes students to 21st century skills and dives deep into the issue of the "digital divide." Students are broken up into teams assuming the roles as world leaders and decision makers (Africa, US, Asia and Mexico). Their goal is to accomplish a set of technology tasks (examples: create a podcast, or photo database, communicate and trade resources via email and IM in that country's native language) given limited access to technology resources (ex. under a time constraint, four students at once had to share an outdated iBook laptop). Workshop participants will learn how this game invites students to problem solve, collaborate, think critically under a timed constraint, communicate effectively and work towards common goals.

Jennifer Santos, *St. Matthew's Episcopal Day School*

1-75
TECHNOLOGY
L UPPER SCHOOL
ROOM 405
GRADES 7-12

1-1 iPADS: FROM PILOT PROJECTS TO DECISION

The release of the iPad has energized the dialogue in our schools about what technology device is best suited for 1-1 deployment at different grade levels. iPad? Tablet? Laptop? San Domenico School (Middle School) and San Francisco University High School have been piloting iPads and their technology directors share experiences, alternative devices, apps, and deliberations.

Cecile Lelievre, *San Francisco University High School*
Christopher Sokolov, *San Domenico School*

1-76
TECHNOLOGY
I ADMINISTRATION
ROOM AVERY GRAPHICS
LAB
GRADES 9-12

ORGANIZING A SHARED ONLINE PHOTO LIBRARY

Over the last three years, Menlo School has developed a shared online archive of high quality photographs. More than 12,000 digital photos have been collected, tagged and archived for sharing with families, students and staff using Flickr.com. These images are contributed by a variety of students, parents and staff. They are carefully edited and are routinely used for the school's communications and marketing materials in both print and online form. Workshop attendees will learn about the tools, policies and methods used for creating this success story.

Peter Zivkov, *Menlo School*

1-77
VISUAL ARTS
I ADMINISTRATION
ROOM STUDIO 1
GRADES 7-12

"EVIDENCE"- STUDENT STORIES WITH FOUND IMAGERY

Inspired by the classic book, *Evidence*, by photographers Larry Sultan and Mike Mandel, this workshop will explore the creation of new narratives made with found imagery. Of particular interest will be the separating of imagery from its original context to create new meanings in new contexts. Teachers will consider the possibilities of story creation through "non-traditional" starting points. Participants are invited to bring imagery (family photos, newspaper clippings, random found imagery) to exchange with other participants to build short five-ten image "stories." Images will also be provided.

Jason Whiton, *Drew School*
Lisa Bostwick, *Drew School*

1-78

**VISUAL ARTS
I ADMINISTRATION
ROOM ART STUDIO 2
GRADES 7-12**

ART AS SOCIAL COMMENTARY WORKSHOP

Young teens love the empowerment and relevance of working on social and environmental issues that are concerns in their own lives. This presentation will give you the skills to confidently present this exercise, and ensure your students have enough boundaries for success and enough freedom to encourage artistic risk taking and autonomy. Presentation includes: generating ideas and discussing/distilling themes Slide show of student work PowerPoint of work in the art world, past and present, list of goals, discussion of materials, and a writing exercise to help strengthen student critique and decoding skills

Anne Faught, *San Domenico School*

1-79

**SS/HISTORY
M UPPER SCHOOL
PAVILION
ROOM 503
GRADES 9-12**

PLAY IT AGAIN (MOVED FROM 2-65)

Video podcasting is a powerful new technology that allows teachers to deliver content more efficiently. At the same time, it allows them to make the most of their most precious teaching resource, in-class face-to-face teaching time, customizing it to better fit individual students' different needs. These "vodcasts" are not videotapes of the classroom. Rather, they use a Smartboard to capture visual images, and record them along with the teacher's voiceover in an efficient, focused way. By capturing and posting these short lectures along with visual illustrations to the Internet, the teacher makes core material available to students to view as often as needed. The teacher only has to present concepts once because the students can review them at home as often as needed. In our session, we will show some sample vodcasts, explain how they are made, and outline the way this new platform has fundamentally changed and improved our instruction.

Charles Hanson, *Menlo School*

Michael Brody, *Menlo School*

SESSION TWO

11:00 AM - 12:30 PM

2-00
FEATURED
SPEAKER
H AUDITORIUM
ROOM AUDITORIUM
GRADES K-12

BORN TO BE GOOD: THE SCIENCE OF EMOTIONAL INTELLIGENCE

A new science of emotional intelligence reveals it to be an essential tool in human development. Recent studies have documented unnerving drops in the empathy of our children. In this talk, Dr. Keltner covers the latest discoveries in studies of emotional intelligence. The focus is on specific tools for cultivating emotional intelligence, and increasing the empathy of our children and selves.

Dacher Keltner, *Professor of Social Psychology, University of California, Berkeley*

2-01
ADMINISTRATION
F MIDDLE SCHOOL
ROOM 209
GRADES 9-12

AFFINITY GROUP: DISCUSSION FOR SERVICE LEARNING DIRECTORS

The purpose of this roundtable discussion is to share best practices for how to incorporate service learning into the high school curriculum. An additional focus for our conversation will be how to cultivate a sense of social responsibility on campus and within our students. Details of Menlo School's ninth grade Service Seminar, as well as the PACT Program, the service-learning project that all students must implement in their junior and senior year, plus the presenter's thoughts about how to create a successful service-learning day will be included.

Jessica Brugos, *Menlo School*

2-02
ADMINISTRATION
J WORLD LANGUAGES
ROOM 304
GRADES K-12

CREATING A CULTURE AND INFRASTRUCTURE FOR CONTINUAL PROFESSIONAL LEARNING

Two teachers from Stevenson School will discuss how several failed attempts at building an in-house, continual professional development program led to a successful implementation, and what made it work. A facilitated discussion on the experience and visions of other schools will follow.

Aaron Eden, *Stevenson School*
Ally Wenzel, *Stevenson School*

2-03
ADMINISTRATION
M UPPER SCHOOL
PAVILION
ROOM 415
GRADES K-12

RECRUITING AND RETAINING PEOPLE OF COLOR: BEST PRACTICES SHARED

This workshop offers practical strategies for administrators and hiring managers to recruit, hire, and empower faculty of color as future leaders. The presenters will highlight best practices that will assist administrator to develop systems that work.

Lizette Dolan, *Bentley School*
Marta Grajeda, *Bentley School*

2-04
ADMINISTRATION
M UPPER SCHOOL
PAVILION
ROOM 510
GRADES K-12

AFFINITY GROUP: MANAGING TEACHER NEEDS AND GUIDING THEM TOWARD GREATNESS

This affinity group, will be a roundtable discussion among department chairs in which we discuss challenges with teachers in our departments who need to make changes, or improvements toward more effective professional practices. We will touch upon various situations: such as guiding the new teacher; redirecting, or teaching the ineffective disciplinarian; guiding a teacher toward better coverage of the curriculum; helping teachers who struggle with students and/or parents; setting limits and creating a sense of support as well as expectation; finding and clarifying support from our administration; and clarifying our own limits as managers with our administration.

Stacie Newman, *The Harker School*

2-05
COUNSELING
L UPPER SCHOOL
ROOM 408
GRADES 9-12

AFFINITY GROUP: COLLEGE COUNSELORS DISCUSSION

Join your colleagues in a roundtable discussion of college counseling trends at independent high schools. Topics will include, but are not limited to, current trends and issues, surprises encountered this year, and stories (the good, the bad, and the FUNNY) you'd like to share in a BAISCC-style discussion format.

Julie Ball, *Sacred Heart Preparatory School*
Betty Van Wagenen, *Woodside Priory School*

2-06

**EARLY CHILDHOOD
B LOWER SCHOOL
ROOM 12
GRADES K-2**

QUALITY INTERACTIONS IN PRIMARY CLASSROOMS

Research has shown that the factors that have the greatest effect on student learning are the teacher's social and instructional interactions with the student - how the teacher interacts with the student while delivering instruction and the quality of the instructional methods. This session is specifically designed for educators working with children from preschool through early elementary. Participants will focus on effective interactions that support students' social and emotional learning, focus on behavior management, productivity, and classroom learning formats, and build higher-order thinking and language skills, as well as provide quality feedback.

Betsy Fox, *Educational Consultant*

2-07

**EARLY CHILDHOOD
B LOWER SCHOOL
ROOM 10
GRADES K-2**

INTEGRATING THE ARTS IN PRESCHOOL

This workshop will explore activities which link visual art, music and movement in the pre-school classroom. Short projects will move from painting and sculpture to singing and dancing and back again. Teachers of all levels of artistic and musical experience are invited to this celebration of the creative impulse in the young child.

Nova Ray, *The San Francisco School*

Sophia Lopez-Ibor, *The San Francisco School*

2-08

**EARLY CHILDHOOD
B LOWER SCHOOL
ROOM 11
GRADES K-2**

REFLECTION AND MINDFULNESS IN THE EARLY ELEMENTARY CLASSROOM

In these fast-moving times, students benefit from direct instruction on how to slow down, experience the present moment, and reflect on their experiences. This workshop will offer techniques for integrating mindfulness and reflection in the early elementary classroom. When young children have the opportunity to express and write about their daily challenges, successes, and wonderings, they develop self-awareness, increased attention, as well as empathy and compassion. These techniques are easily adaptable to all ages.

Elizabeth McLeod, *The Nueva School*

Kim Gitnick, *The Nueva School*

Megan Terra, *The Nueva School*

Rebecca Newsom, *The Nueva School*

2-09

**EARLY CHILDHOOD
A LOWER SCHOOL
ROOM 3
GRADES K-2**

INTEGRATING ART ACROSS THE CURRICULUM

Teachers will explore ways to integrate art across the curriculum, and bring novelty and creativity to the classroom routine. They will discover and share how art unifies teaching lessons and how it adds to lesson planning. Finally, they will be able to reflect on their experience and take away applicable art lessons to use in their classroom, including a sample art project created during the workshop.

Rachel Parish, *Bentley School*

2-10

**ENGLISH
L UPPER SCHOOL
ROOM 405
GRADES**

CREATING A SCENE: HOW TO BRING DRAMA INTO THE ENGLISH CLASSROOM

Ideas for teaching Shakespeare's and other playwrights' works that bring them to life as the theatrical experiences they were intended to be, instead of relying on approaches used for novels will be offered. A theater arts teacher and an English teacher will offer techniques for establishing student-directed scenes and seminars, discuss the benefits of working collaboratively with the drama department, and review techniques for helping students to use their voices, emotions, and bodies to perform scenes in class or in front of a larger audience. Students will benefit from a more dynamic dramatic experience, while increasing their understanding of the play by analyzing it in its intended form.

Jennifer Grimes, *San Domenico School*

Sonya Evans, *San Domenico School*

2-11

**ENGLISH
ROOM
GRADES 7-8**

CHALLENGING LANGUAGE: TEACHING AVANT-GARDE POETRIES CANCELED

CANCELED

2-12

**ENGLISH
L UPPER SCHOOL
ROOM 407
GRADES 7-12**

MYTH-ING IN ACTION

Using archetypes to study literature is a more accessible approach to analysis than textual methods. By understanding how the structure of the journey can be applied to all narratives, students find difficult texts easier to analyze and write about. Incorporating modern media, song, art, and film, this seminar will demonstrate the universality of archetypes, illustrating how students can find in their own culture and the world of literature the underlying themes of heroes and journeys that reveal the deeper meaning of all artistic expression.

Jeff House, *Georgiana Bruce Kirby Preparatory School*

2-13
ENGLISH
L UPPER SCHOOL
ROOM 409
GRADES

POETRY IN MOTION

Many English teachers have taken an approach to poetry in which verbal performance by students is a crucial aspect of how they experience the sound, the feeling, and the meanings of poetic language. We have taken this into the computer lab, where students combine voice, image, and music with movie-making technology. In this workshop, we will explore some of the technical and logistical challenges, as well as the rewards of helping students create movies that express multiple levels of learning and growth in performance.

Charles Raymond, *The Athenian School*

2-14
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM MULTI-PURPOSE
ROOM
GRADES K-6

SINGING GAMES AND DANCES FROM THE AMERICAN FOLKSONG COLLECTION

This session will be devoted to singing games and dances that the clinicians have used in their K-six music classes. These games are great for promoting physical coordination and socialization as well as teaching specific musical concepts. Song materials are selected from the online "American Folksong Collection" from Holy Names University.

Jeanette Tietze, *Convent of the Sacred Heart Elementary School*
Gemma Arguelles, *Convent of the Sacred Heart Elementary School*

2-15
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 6
GRADES K-6

LOWER SCHOOL AFFINITY GROUPS DIALOGUE

A panel of affinity group leaders from The Hamlin School will facilitate a dialogue about lower school affinity groups. After sharing a description about the evolution of the different affinity programs at Hamlin, the panelists will engage the audience in an exchange of ideas. Schools interested in starting affinity programs and well as those with existing programs are encouraged to attend.

Judith Ching, *The Hamlin School*
Lisa Aquino, *The Hamlin School*
Linda Benney, *The Hamlin School*
Joelle Chartier, *The Hamlin School*
Madeline Hancock, *The Hamlin School*
Carol Montgomery, *The Hamlin School*
Carmelita Doss, *The Hamlin School*
Brittany Bracey, *The Hamlin School*

2-16
ELEMENTARY GENERAL
F MIDDLE SCHOOL
ROOM 104
GRADES K-6

MATHEMATICS AND VISUALIZATION IN FRACTIONS: APPLYING THE SINGAPORE METHOD

An overview of the Singapore method for introducing fractions, their four basic operations, and solving word problems will be presented.

Bill Davidson, *Santa Catalina School*

2-17
ELEMENTARY GENERAL
I ADMINISTRATION
ROOM AVERY GRAPHICS
LAB
GRADES K-6

FRIEDENSREICH HUNDERWASSER FOR KIDS

Friedensreich Hunderwasser For Kids is an artist study adapted and inspired by Hunderwasser For Kids, written by Barbara Stieff. Hunderwasser was a Austrian/German Painter whom grew up pre-post World War II. His worked is inspired from the natural-life that started to re-grow post WWII. He believed and based his art on "the spiral:" a spiral goes on and on, as does life, he would say.He is known for his dark-bright colors, and also designed buildings that are very much like his paintings. This will be a hands-on workshop. Participants will learn about Hunderwasser's work as an artist, see samples of some student work, adaptations for various grade levels, as well as given time to create their own Hunderwasser inspired painting or oil pastel piece.

Raymond Difley, *The Carey School*

2-18
ELEMENTARY GENERAL
B
ROOM COMPUTER LAB
GRADES 3-6

CREATING SOUND COLLAGES OUT OF CULTURAL DETRITUS

Learn how to mine the Internet and the world around you for material to turn into songs to trick your students into learning. GarageBand, LogicPro 9, and YouTube will be used to create songs you can use in your classroom. You'll learn how to use GarageBand, and walk away from this seminar with your own creation.

Colin Goodwin, *The Harker School*

2-19
MATH
B LOWER SCHOOL
ROOM 13
GRADES K-6

ADOPTING SINGAPORE MATH

Six years ago, Keys School in Palo Alto, CA, adopted Singapore math as its math curriculum in K-sixth grade. In this session, two Keys teachers will present data, experiences and film clips of math classes. We will summarize the overwhelming benefits of Singapore Math, the obstacles we have faced, and the best methods of implementation of this highly acclaimed math curriculum.

Corrinne Khoo-Lieu, *Keys School*
Kathleen Jalalpour, *Keys School*

2-20
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 15
GRADES K-6

LIGHTING FLAMES TO ENSURE STUDENTS' TALENTS AND ABILITIES IGNITE!

Early identification of children's abilities enables educators to put structures in place so that students have the opportunity for them to be enriched and extended. During the presentation, ways in which gifted/able children may be identified and how their needs could be met will be explored. Elements of successful differentiated programs will be outlined, and practical tips and resources shared.

Julie Fritz, *Saint Mark's School*
Maureen Kalbus, *Saint Mark's School*

2-21
ELEMENTARY GENERAL
K LIBRARY
ROOM MAIN ROOM
GRADES K-6

READING AS THINKING: COMPREHENSION THROUGH ACTIVE LITERACY

Research shows that in high-achieving classrooms, students spend significant amounts of time utilizing meta-cognitive strategies to engage in discussion and written reflection about their reading and learning. Strategies for processing information, enhancing understanding, and increasing engagement with reading material will be demonstrated. Teachers will discover ways to support reading as thinking across the curriculum, and will leave with ideas to use in classrooms the next day.

Cora Davidson, *The Seven Hills School*
Karen Malin, *The Seven Hills School*

2-22
ELEMENTARY GENERAL
H AUDITORIUM
ROOM 211
GRADES K-6

WEB 2.0 GOES TO SCHOOL

Create powerful learning experiences using mostly free web 2.0 tools in the early primary classrooms. We will be looking at a variety of tools to spice up learning - reading, math, social studies etc. The use of a web 2.0 bookmark collection that participants can use as their platform for teaching will be demonstrated.

Carol Mosley, *San Domenico School*

2-23
ELEMENTARY GENERAL
E COMMUNITY ROOM
ROOM COMMUNITY
ROOM
GRADES K-6

ADHD IN THE CLASSROOM: HOW IT IMPACTS LEARNING AND STRATEGIES FOR IMPROVEMENT

The average classroom may include several students who exhibit symptoms of ADHD. This workshop provides tools needed to better understand, identify and assist the student with ADHD. It addresses school-related problems associated with ADHD and other common behavior problems, such as underachievement, noncompliance with classroom rules, problematic peer relationships, and the ability to stay focused. Practical, effective instructional strategies will be offered as well as suggestions for how to implement effective classroom behavior management systems.

Erin Powers, *The Carey School*

2-24
ELEMENTARY GENERAL
I ADMINISTRATION
ROOM HEAD'S
CONFERENCE ROOM
GRADES K-6

CHOICE IN ART LEARNING - PROCESS OR PRODUCT? METHOD OR MADNESS

Are you challenged when it comes to designing "projects" to enhance your subject area? By offering students choice in how to process and complete their art component, you will provide them with a deeper, more enduring learning experience. In this session, we will explore the kinds of scaffolding and materials that will free you from dedicated projects, and open a wide world of discovery for each individual student.

Laurie Bellet, *Oakland Hebrew Day School*

2-25
GENERAL INTEREST
L UPPER SCHOOL
ROOM 411
GRADES 9-12

SEVEN STEPS TO SUCCESS WITH SENIORS

This interactive seminar will address the challenges and opportunities for teachers of high school seniors. Besides discussing general strategies for success, there will be specific examples of thematic units and projects that have proven successful. Teachers will have an opportunity to share their experiences working with this often misunderstood group.

Luke Alessandrini, *Lick-Wilmerding High School*

2-26

GENERAL INTEREST
J WORLD LANGUAGES
ROOM 302
GRADES 7-12

CREATIVE THINKING IN EVERY CLASSROOM

One must feel safe to be creative. This workshop will provide a concrete framework for identifying principles and elements within your discipline to create meaningful creative activities/practices for students. Using thinking paradigms from the arts, this workshop will demonstrate how any discipline can be deconstructed in order to find variables for student play, imagination and manipulation. This workshop is particularly geared to teachers who would like to increase risk-taking and experimentation in their classrooms while having a "safe" structure to contain students and enrich learning.

Lisa Bostwick, *Drew School*

2-27

GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 201
GRADES K-6

**DOES THIS REALLY BELONG IN OUR SCHOOL?
ADDRESSING GENDER AND SEXUALITY DIVERSITY IN K-8**

By using a contemporary developmental paradigm, and emphasizing educational mission and pedagogy, educators can more effectively address issues of gender and sexuality in the K-8 setting. Participants in this session will explore new ways to understand gender expression, gender identity and sexual orientation, with an emphasis on how to integrate developmentally appropriate language, content, and concepts into the classroom and curriculum. Case examples, discussion, Q/A, humor.

Jennifer Bryan, Ph.D., *Psychologist, Consultant*

2-28

GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 106
GRADES K-8

HUMOR: WHERE WOULD WE BE WITHOUT IT?

Humor is good for the brain, relieves stress, and is one of the primary ways we bond with one another. In this workshop, we will share stories, poems, and activities that weave humor into the curriculum and build language skills. Bring along your own ideas to share and a few funny stories about your kids! Laura Burges teaches third grade and leads mindfulness retreats for adults. Melissa Holman teaches fourth grade and is a professional improvisational comedian.

Melissa Holman, *The San Francisco School*
 Laura Burges, *The San Francisco School*

2-29

GENERAL INTEREST
B LOWER SCHOOL
ROOM 7
GRADES 4-8

COLLABORATIVE WORKSHOP FOR LEARNING SPECIALISTS AND CLASSROOM TEACHERS ON MEETING THE NEEDS OF ALL LEARNERS

This two-part workshop is for learning specialists and classroom teachers who are interested in sharing tools and strategies that develop self-advocacy and self-awareness in students both with and without learning differences. During part one, presenters will share activities that initiate dialogue with students about their learning. In part two, breakout groups will cover topics related to differentiating assessment, information management and communication, and accommodations/RTI (response to intervention) model in classrooms.

Amy Conger, *The Hamlin School*

2-30

GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 205
GRADES K-12

INNOVATIVE INSPIRATIONS: AN INTRODUCTION TO DESIGN THINKING

Innovative Inspirations is an interactive, engaging, high-energy experience built upon the mindsets of the human-centered design process. In this ninety-minute workshop, participants will stretch their creative muscles as they challenge their assumptions, brainstorm wild ideas, and reframe problems and opportunities.

Joseph Lockwood, *The Glasgow School Of Art*
 Leticia Britos, *Lime Design Associates*
 Rich Cox, *Lime Design Associates*
 Maureen Carroll, *Lime Design Associates*

2-31

GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 202
GRADES K-12

UNDERSTANDING AND COMMUNICATING WITH THE INDEPENDENT SCHOOL PARENT

We have all heard some version of the following exchange between teachers: Teacher 1: "I have a parent meeting today after school." Teacher 2: "Oh no, I'm sorry. I'll send good thoughts your way." The idea of communicating with parents can cause anxiety, stress and even keep us awake at night. For many teachers and administrators communicating with parents is one of the hardest parts of the job. It doesn't have to be that way. Having a better understanding of the independent school parent, combined with helpful tools and skills, will set you on the path toward improved communication. In this workshop, you will develop an appreciation for the different roles in the parent/teacher-administrator relationship and how to use that information to effectively communicate with parents. The presenter is the former Chief Executive Officer and founder of Good Parents Inc., and a recognized parenting expert who speaks throughout the Bay Area on parenting topics.

Joe Connolly, *The Harker School*
 Jane Keller, *The Harker School*

2-32
GENERAL INTEREST
L UPPER SCHOOL
ROOM 413
GRADES 9-12

CREATING A MEANINGFUL PARTNERSHIP WITH PARENTS

Educators, counselors, and administrators often minimize the parental role with high school students. Developmentally, teens are pulling away from their parents and striving for independence. Parents find themselves holding on tightly to these relationships, and can become more of a micro-manager than a parent. In reality, adolescence is a crucial time for positive parental involvement. In this workshop, we will explore the developmental milestones (and possible pitfalls) of this age and gain skills to work with high-anxiety parents. Participants will walk away with concrete ways to manage these relationships and learn to work together with parents in the best interest of the student.

Kim Fahlen, *The Branson School*

2-33
GENERAL INTEREST
B LOWER SCHOOL
ROOM 14
GRADES K-6

AFFINITY GROUP: AFTER-SCHOOL PROGRAM PERSONNEL

This workshop offers an opportunity for after-school program directors and professionals to compare notes, find solutions and share information from other colleagues in the field.

Meredith Spencer, *Redwood Day School*
Mikki Frazier, *Head-Royce School*

2-34
GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 414
GRADES 7-12

SPEAKING OF DEBATE: STARTING A FORENSICS PROGRAM AT YOUR UPPER/MIDDLE SCHOOL

Studies have shown that speech and debate programs teach students critical life and academic skills. Learn how to start a competitive speech and debate program at your school. Walk away with the information you need to sell your program to administrators, students, and parents as well as how to join your local league and get students started in competition.

Carol Green, *The Harker School*
Lexy Green, *The College Preparatory School*

2-35
GENERAL INTEREST
J WORLD LANGUAGES
ROOM 301
GRADES 3-12

STRATEGIES FOR 21ST CENTURY EDUCATION: COLLABORATION AND SOCIAL & EMOTIONAL LEARNING

With theories and practices of 21st century education increasingly focused on collaboration, this workshop highlights ten pedagogical strategies for ensuring successful group projects in your fourth-twelfth grade classroom. This hands-on workshop draws upon recent findings in the field of social and emotional learning, and blends approaches to some logistical challenges related to group projects, with reflective and meta-cognitive strategies to deepen student inter- and intra-personal awareness. Attendees will gain a comprehensive set of practical tools to facilitate more successful group and collaborative projects across the curriculum.

Janice Toben, *The Nueva School*
Rush Sabiston Frank, *The Nueva School*
Nick Haisman, *The Nueva School*

2-36
GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 210
GRADES K-12

LET'S TALK ABOUT RACE: ENGAGING SCHOOLS IN DIALOGUE ABOUT RACE AND RACISM

Most schools express the desire to become more diverse and inclusive institutions, but are not sure how to go about making that happen. "Let's Talk about Race" is a yearlong program being used at Redwood Day School that provides an intentional opportunity for faculty and administrators, both white and of color, to have open and real conversations about race. The goal of this session is likewise to heighten participants' skills and comfort in identifying, acknowledging, and talking about the role that race plays in daily lives at their institutions.

Marquita Chamblee, *Redwood Day School*
Francie Kendall, *Redwood Day School*

2-37
GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 512
GRADES 3-12

CURE FOR TIME AND PAPER MANAGEMENT DYSFUNCTION

Many gifted students lack organizational skills and time management is a foreign concept to them. This seminar will offer an innovative approach to homework that will empower your students to overcome their paper and time management dysfunction. Using the knowledge of the brain's built-in defense mechanisms, learn how to motivate students to tend differently to paper and time management. This approach to homework and learning has proven to be extremely effective with all students, and particularly helpful to those who have had little, or no success with homework independence and organization of their materials.

Victoria Olivadoti, *The Pegasus School*

2-38
GENERAL INTEREST
ROOM
GRADES 3-12

CREATING U.K.D.S THAT DEFINE AND DEEPEN YOUR PURPOSE! CANCELED CANCELED

2-39
GENERAL INTEREST

THE BUDDY PROGRAM: BUILDING COMMUNITY ACROSS GRADES WITH EXISTING CURRICULUM

ROOM
GRADES K-8

Nancy Lane, *The Seven Hills School*
Linden Van Wert, *The Seven Hills School*

2-40
GENERAL INTEREST
ROOM
GRADES K-12

THE DIVERSITY IN THE MELTING POT: APPRECIATING THE DIFFERENCE CANCELED

CANCELED

2-41
GENERAL INTEREST
K LIBRARY
ROOM QUIET ROOM
GRADES K-12

SIX UNCOMMON COACHING APPROACHES FOR EDUCATORS AND LEADERS

The presenter will show you how to implement atypical approaches, and in-the-moment coaching techniques that help those you work and live with to think, learn, develop and act differently, in less time. In this session, learn how to: apply a solid four point framework for all coaching conversations; use the four key foundational coaching skills, develop a coaching mindset; take the fear out of giving and receiving feedback; know when and how to share; and balance your instructive and facilitative styles of guidance. You will gain more commitment and accountability from others when you use this approach. The presenter is the author of *Coaching Skills for Nonprofit Managers and Leaders*, and is one of only 800 Master Certified Coaches worldwide.

Judith Wilson, *Judith Wilson & Associates LLC*

2-42
INTERMEDIATE GRADES
A LOWER SCHOOL
ROOM 4
GRADES 3-6

ISLAND OF THE BLUE DOLPHINS: A MUSICAL ADVENTURE

Using recorders and a variety of percussion instruments, we will create sound settings for a fourth grade social studies classic, *Island of the Blue Dolphins*. Pentatonic songs for beginning recorder, Pomo-Miwok and Ohlone songs and games, and native instruments and resources will be introduced, and then used during small group time to illustrate a portion of text. Participants are asked to bring a soprano recorder if possible.

Lisa Mandelstein, *The Katherine Delmar Burke School*

2-43
INTERMEDIATE GRADES
H AUDITORIUM
ROOM 212
GRADES 3-6

FROM STICKS AND STONES TO RUMI

Keep music alive in the village! Your classroom community can be the place kids LOVE to come knowing there will be songs, movement games, and rhythmic activities to stimulate the brain, to develop concentration and hand-eye coordination, and social skills all the while learning about other cultures. Multicultural songs, Maori stick games, African rock-passing games, Rumi poems and some simple body percussion techniques will be explored. Take these home for use TUESDAY morning, and have fun!

Sarojani Rohan, *Mount Madonna School*

2-44
INTERMEDIATE GRADES
F MIDDLE SCHOOL
ROOM 105
GRADES 3-6

SPICE UP YOUR FOURTH THROUGH SEVENTH GRADE MATH CLASSES

Experience enriching math projects, games/activities, and online virtual manipulatives/resources used to strengthen and enhance Harker's mathematics program. Topics included are: percents, geometry, place value, integers & coordinate planes, and measurement. Attendees will receive a detailed packet which will includes samples, directions and resources.

Eileen Schick, *The Harker School*

2-45
INTERMEDIATE GRADES
F MIDDLE SCHOOL
ROOM 103
GRADES 3-6

TEACHING SOCIAL JUSTICE THROUGH READING AND WRITING

This workshop explores the topic of social justice in the reading and writing classroom. During the session, we will discuss the elements of a social justice curriculum. In addition, we will preview social justice lessons and see social justice curriculum at work in an upper elementary classroom. Participants will leave with resources, sample lessons, and inspiration!

Heather Smith, *The Hamlin School*

2-46

LANGUAGES
J WORLD LANGUAGES
 ROOM 403
 GRADES 9-12

CULTURALLY-EMBEDDED TEACHING

How do we get students to understand another culture and see with a new perspective? It is essential not only to place students in a language-immersion experience in our classrooms, but also to create for them a cultural immersion experience. The presenter will share ways that current events, media, historical events, culturally relevant symbols, and poems referencing Chinese holidays to support learning vocabulary and content have been used. This session will offer successful classroom strategies for teaching Chinese in a rich cultural context and ways to lead students to reflect on cultural differences and understand with a new and enriching perspective. (All examples will be in Chinese, but other language teachers are welcome)

Ming Jung Chen, *Menlo School*

2-47

LANGUAGES
J WORLD LANGUAGES
 ROOM 402
 GRADES 9-12

¡HABRÁ POESÍA!

This workshop explores ideas for incorporating poetry in Spanish classes of all levels. Expose students to poems written by Hispanic authors as well as have students create their own original poetry. We will also explore poetry declamation as a means of engaging students with Hispanic literature. Suggested poems, rubrics and activities will be provided. Bring your ideas to share!

Diana Moss, *The Harker School*

2-48

LANGUAGES
J WORLD LANGUAGES
 ROOM 404
 GRADES 7-12

RAISING THE CONVERSATION: USING AUTHENTIC LITERATURE IN BEGINNING LEVELS OF LANGUAGE LEARNING

At that ever-important moment when students begin their foreign language education, how do we, the designers of their learning experiences, greet them? Does our ongoing pursuit of the most solid foundation in grammar and vocabulary ignore our students' hunger for genuine cultural assimilation and intellectual depth? This presentation will: illustrate why the study and analysis of the unabridged literary text in beginning levels of language, especially when the students carry the conversation, produces deep and meaningful learning. Present strategies for immediate use in beginning level classes; address how one, as the teacher, establishes a dynamic where the students take responsibility for the conversation in the target language; clarify why knowledge of more advanced grammatical structures (such as subordination) need not precede the reading and appreciation of the literary text. This presentation is ideal for those looking to design independent curricula, but valuable also for those who wish to augment traditionally structured curricula. Although the examples will be based on Spanish literature, the presentation is open to all instructors of middle and upper school romance languages. A digital supplement in English will be sent to those participants who provide their e-mail addresses.

Ernest Padro-Campos, *San Francisco University High School*

2-49

LIBRARY
L UPPER SCHOOL
 ROOM CONFERENCE
 ROOM
 GRADES K-12

CREATING A COMMUNITY OF READERS AT YOUR SCHOOL

Librarians from The Harker School will share their experiences in creating three unique summer reading programs in grades K-twelve. An outgrowth of our information literacy scope and sequence, these school-wide initiatives bring new focus to pleasure reading. Powerful new activities in middle and upper school connect all students and faculty to a book discussion held during the beginning of the year. Some groups discuss one book while others discuss multiple titles, but all students come away with a heightened appreciation of reading for pleasure. In the lower school, students are given greater flexibility with their summer reading, while preserving the traditional content the students love. With the help of a supportive administration, librarians, English teachers, and others can replicate these programs at any school.

Meredith Cranston, *The Harker School*

Kathy Clark, *The Harker School*

Bernie Morrissey, *The Harker School*

Lauri Vaughan, *The Harker School*

2-50

LIBRARY
M UPPER SCHOOL
 PAVILION
 ROOM 501
 GRADES 7-12

FREE, FUN AND FABULOUS: GOOGLE TOOLS IN THE LIBRARY AND CLASSROOM

Curious about how to create an online scavenger hunt, an online test, or an online survey all for FREE? Curious about how to create a custom search engine to mine the internet for that special research project for FREE? Come see how two high school librarians make use of the wonderful free world of Google tools.

Lissa Crider, *Lick-Wilmerding High School*

Jennifer Cronan Flinn, *Marin Country Day School*

Susan Bogas, *Bentley School*

2-51
MATH
M UPPER SCHOOL
PAVILION
ROOM 417
GRADES 7-12

ESCAPE FROM THE TEXTBOOK

As secondary school math teachers, we find that almost every off-book activity we plan is well received by our students, leads to greater interest and motivation, and promotes deeper learning. Freeing ourselves from set-in-stone curricula is best teaching practice for all sorts of reasons, but there are many factors that can impede our ability to accomplish this. Working together, we can help each other escape from the textbook, whether for a lesson, a unit, or an entire course. We will present examples of "escape from the textbook," inter-school collaboration between us and other members of our network. These include approaches to teaching about angles, fractions, quadratics, and more, as well as reflections on the place and nature of algebra in eighth and ninth grade.

Henri Picciotto, *The Urban School of San Francisco*
Liz Caffrey, *Live Oak School*

2-52
MATH
M UPPER SCHOOL
PAVILION
ROOM 503
GRADES 9-12

DATA: IT'S NOT JUST FOR STATS

In this hands-on-computers workshop, we'll use data to build real-life contexts for mathematical functions including lines, polynomials, exponentials, and trig functions. We'll see how the technology makes it possible for us to approach these functions more dynamically than ever before.

Tim Erikson, *Lick-Wilmerding High School*

2-53
MATH
M UPPER SCHOOL
PAVILION
ROOM 505
GRADES 7-12

MATHEMATICAL THROUGHLINES: TOPICS THAT SPAN THE CURRICULUM

This presentation explores the idea of narrative throughlines in mathematics. Topics that span the standard curriculum from pre-algebra to college-level mathematics, including applications of technology will be presented. These topics reinforce practical skills while providing students opportunities to explore mathematics beyond the standard curriculum.

Ted Courant, *Bentley School*

2-54
MATH
L UPPER SCHOOL
ROOM LANGUAGE LAB
GRADES K-12

FRACTALS AND THE SHAPE OF LIFE

When most of us hear the word "geometry" we think of the Euclidean world: circles, lines, polygons - beautiful shapes indeed, but shapes that look very little what we see when we wander in the natural world. Much of the shape of life as we find it in the natural world has to do with a much younger branch of geometry: fractals. This workshop will explore the very basics of fractal geometry, and will highlight the geometry patterns underlying shapes that permeate the natural world. Use of technology will focus on Geometer's Sketchpad.

Mike McGarry, *Lick-Wilmerding High School*

2-55
PERFORMING ARTS
H AUDITORIUM
ROOM 213
GRADES K-12

MOZART TO MILES: BUILDING CONTEXT, CONTINUITY, AND CREATIVITY THROUGH IMPROVISATION

Research suggests that improvisation is an integral part of music teaching and learning. How can music educators incorporate improvisation into various music curricula? How does improvisation improve musical understanding and comprehension for all ages? Focusing on a variety of backgrounds ranging from general music, wind ensemble, orchestra, jazz ensemble, choir/vocal, and private studio teaching, participants will be lead through an interactive session that provides practical techniques that promote context, continuity, and creativity in music learning through improvisation. Topics include (1) repertoire selection, (2) improvisation materials and resources, and (3) assessment. During this session, participants will engage in meaningful improvisation, and parallel their improvisation experiences by listening to student examples improvisations in general and instrumental music settings.

David Hart, *The Harker School*

2-56
PERFORMING ARTS
B LOWER SCHOOL
ROOM TREE HOUSE
GRADES K-12

AFFINITY GROUP: DANCE TEACHING ARTISTS DISCUSS TEACHING TECHNIQUE AND HISTORY IN 2011

Gathering together the dance teaching artists in Northern California, we will explore what modern dance training looks like in 2011, with a particular focus on exploring and teaching modern dance history at a time when few teachers still work within codified techniques of the modern dance founders such as Martha Graham and Jose Limon. Our guiding questions will include: What are the core principles we teach right now? What is the role of dance history in our dance program? What do we want our students to know and why? What is cultural literacy, in regards to dance?

Jill Randall, *The Hamlin School*

2-57
PERFORMING ARTS
F MIDDLE SCHOOL
ROOM 102
GRADES 7-12

IN-CLASS REVOLUTION! STRAVINSKY'S "RITE OF SPRING" ACROSS THE CURRICULUM

In this workshop, we will explore Stravinsky's revolutionary work, and its connections to the core curriculum, as well as resources and lesson plans to help teachers integrate his music into their classrooms. This will be a highly interactive workshop, and we encourage teachers from all disciplines.

Andi Yannone, *French American International School*
David Williamson, *French American International School*

2-58
PHYSICAL EDUCATION
B LOWER SCHOOL
LIBRARY
ROOM 9
GRADES 3-6

LARGE GROUP GAMES IN PHYSICAL EDUCATION

We will present and demonstrate fun physical education games suitable for an entire class to participate in at the same time. The games incorporate both fitness aspects and different skills - all in a large group environment. Primarily for grades two through six, but can accommodate for K-8 grades as well.

Paula Bither, *The Harker School*
Jim McGovern, *The Harker School*

2-59
PHYSICAL EDUCATION
M UPPER SCHOOL
PAVILION
ROOM 514
GRADES 9-12

THE USE OF SOCIAL NETWORKS IN VARSITY SPORTS

This workshop looks at how the emergence of social networks is changing the way teenagers interact with peers, parents and teachers. We will look at innovative approaches that convert Facebook and Twitter from a troublesome time-sink into an effective team-building tool for both teachers and administrators.

Pedro Rico, *Head-Royce School*

2-60
PHYSICAL EDUCATION
A LOWER SCHOOL
ROOM 5
GRADES 3-8

JUMP ROPE: SINGLE ROPE TRICKS AND AN INTRODUCTION TO DOUBLE DUTCH

This workshop is an introduction to single rope and double dutch. We will start with basic turning and jumping skills; then move into more advanced foot work and tricks. This will be an active class. Please come prepared to participate. Ropes will be provided.

Debbie Meyer, *St. Paul's Episcopal School*
Rhonda Ross, *St. Paul's Episcopal School*

2-61
SCIENCES
M UPPER SCHOOL
PAVILION
ROOM 506
GRADES 7-12

MICROSCALE GAS CHEMISTRY

Powerful hands-on techniques for generating small amounts of various gasses for student investigation that are applicable in both high school and middle school science programs will be demonstrated. Participants will engage in a set of labs in a hands-on presentation, and take home a starter kit of equipment and labs. These techniques allow beginning or advanced classroom labs in gas chemistry without the need of a vent hood. They are based on the work of Bruce Mattson at Creighton University.

Jeff Sandler, *The Marin School*
Vernon Castle, *The Marin School*

2-62
SCIENCES
M UPPER SCHOOL
PAVILION
ROOM 507
GRADES 9-12

TEACHING CHEMISTRY WITHOUT OVER-ANTHROPOMORPHIZING ATOMS: A REDUCTIONIST APPROACH.

How and why do electrons, atoms, and molecules do what they do? They don't want to do anything; they have no brains. How can we structure our teaching so that students acquire a firm grasp on the forces that drive chemical reactions? How can we scaffold the lessons so that our students understand why certain states are more stable than others? When we do those things, we will be able to avoid statements like "The molecule does this so that it can become more stable."

Stella Glogover, *Head-Royce School*

2-63
SCIENCES
M UPPER SCHOOL
PAVILION
ROOM 513
GRADES 7-12

PHYSICAL SCIENCE AND PHYSICS POTPOURRI

This workshop will present an assortment of activities and demonstrations for physical science and physics, with items related to topics such as force and motion, energy, electricity and magnetism, sound, light, air pressure and earth science. Some hands-on and make-and-take included.

Don Rathjen, *Exploratorium*

2-64
SS/HISTORY
M UPPER SCHOOL
PAVILION
ROOM 504
GRADES 7-12

WHAT IF THE HOKEY POKEY IS WHAT IT'S ALL ABOUT?

Talking ethics, religion, or meaning with anyone much less with adolescents is not always easy. Often times, it seems they'd rather be out tweeting, listening to their iPods, or on their Facebook accounts making bumper stickers along with the other twenty-three million users doing the same thing. As it turns out, not only are these two pursuits not mutually exclusive, but they just may be what educators need as a catalyst for deeper introspection. Join the presenter, an author and philosophy teacher, as he shares techniques that have proven useful in sparking engaged, thoughtful discussion and writing at the high school level, using pop culture as the platform. Find out how to use bumper stickers, jokes, songs, movies, sports, comedy acts, art and more to engage students, along with various applications and spin-off assignments in numerous disciplines to keep them engaged even after they have left the classroom. The presenter's third book, *If You Can Read This: The Philosophy of Bumper Stickers* (Random House), was released in 2010.

Jack Bowen, *Menlo School*

2-65
SS/HISTORY
ROOM
GRADES 7-8

INTERDISCIPLINARY STUDY AND INSTITUTIONAL RACISM CANCELED

CANCELED

2-66
SS/HISTORY
M UPPER SCHOOL
PAVILION
ROOM 507
GRADES 7-12

STUDENTS' RIGHTS TO FREE SPEECH IN THE INDEPENDENT SCHOOL SETTING

Meet one of the litigants from the three major Supreme Court cases on free speech in schools! Learn about *Tinker v. Des Moines*, *Bethel v. Fraser*, and *Morse v. Frederick*, the only three US Supreme Court cases dealing with free speech in schools, disruptive speech, standards for obscenity, and issues of promotion of drug use. California's post-Hazelwood legislation and court cases will also be discussed, which is of vital interest to school administrators and newspaper advisors. Finally, non-disciplinary approaches to dealing with problematic student speeches and writings will be discussed.

Matthew Fraser, *Head-Royce School*

2-67
SS/HISTORY
M UPPER SCHOOL
PAVILION
ROOM 509
GRADES 9-12

YES, YOU CAN: REVIVING THE RESEARCH PAPER IN HIGH SCHOOL HISTORY

Many high school history teachers feel that there is no time in the year to assign a "classic" research paper. And so they don't. In this session, Menlo School's history department chair, and head librarian will explain one way to make it happen. By collaborating closely to structure the project as a yearlong exercise in reading and writing, teachers and librarians can provide students with a powerful and lasting experience!

Cathy Rettberg, *Menlo School*
Charles Hanson, *Menlo School*

2-68
SS/HISTORY
J WORLD LANGUAGES
ROOM 303
GRADES 9-12

GLOBAL EDUCATION - THE CASE FOR GEOGRAPHY

The case for increased global education is uncontroverted, but how best to incorporate it into the curriculum? We are all mindful of highlighting the global aspects of our respective fields of study, but that is incremental when a more profound effort is needed and possible. The answer is geography. Far more than a study of rivers and tectonics and capitals, geography is the ideal platform for broadening our students' global cultural literacy. Geography includes the impact of demographics, economic systems, historical conflicts, cultural differences, etc., as well as physical geography. This presentation will make the case for a full-year geography course for high school students and cover the nature, structure and specifics of such a course.

Chip Vetter, *The Marin School*

2-69
ROOM
GRADES

AFFINITY GROUP: K-8 TECHNOLOGY PROFESSIONAL LEARNING NETWORK MOVED TO SESSION 3-80

2-70

**TECHNOLOGY
M UPPER SCHOOL
PAVILION
ROOM 511
GRADES 7-12**

USING TECHNOLOGY TO ENGAGE STUDENTS

Show and tell revisited. A few different tools will be presented with that goal: Jing and Notebook. The emphasis of the workshop will be on geometry concepts, but could be applied to any subject. Attendees are invited to bring their own laptops to practice.

Emmanuel Coup, *École Bilingue De Berkeley*

2-71

**TECHNOLOGY
M UPPER SCHOOL
PAVILION
ROOM 419
GRADES 6-12**

SMARTBOARDING 101

This course will be directed towards novice users of the SMARTboard, or teachers and administrators who want to learn more about this exciting new technology. The class will focus on introducing the hardware/software capabilities, sharing/developing sample lessons and best practices, and revealing tips and tricks, all presented by teachers who have worked with the technology for multiple years. The course will feature "hands on" activities with SMARTboards, and the opportunity to create a sample lesson plan for specific subjects and grades.

Kenny Ewbank, *Head-Royce School*
Scott Clark, *Head-Royce School*

2-72

**TECHNOLOGY
F MIDDLE SCHOOL
ROOM 206
GRADES 7-8**

IS AN IPAD ENOUGH? ONE SCHOOLS JOURNEY USING THE IPADS IN MIDDLE SCHOOL.

Hillbrook School has piloted a comprehensive iPad program with their seventh grade students this year. The tech mentor as well as the middle school teachers will share resources and lessons they have used with the iPads. We will also present ways the iPads can be used with lower school students.

Josyane Kelly, *Hillbrook School*
Christina Pak, *Hillbrook School*
Elise Markinovich, *Hillbrook School*

2-73

**VISUAL ARTS
L UPPER SCHOOL
ROOM JAYHAWK CAFE
GRADES K-6**

SEW WHAT?

Sewing calms and focuses students, requires planning ahead, and engages them in problem solving. It's a fairly tidy activity for an art room, or classroom. In this workshop, we will create stuffies and dolls that can be as simple, or complex as the ages and abilities of your students dictate. Using patterns that you create, we'll cut fabric pieces, thread needles, tie knots, pin, sew and stuff. Adding embellishments individualizes and adds character to the work. Bring your thimbles! Prepare for an old fashioned sewing bee and... plan to share your own tricks and "secrets" of sewing with children.

Karen Goodkin, *The San Francisco School*

2-74

**I ADMINISTRATION
ROOM ART STUDIO 1
GRADES 9-12**

A DESIGN THINKING APPROACH

The visual arts department at Santa Catalina upper school employs a design thinking approach that builds its program around innovation, invention, discovery, exploration, and creativity. In this session, view a large body of student artwork that utilizes these processes to inspire a visual dialog with contemporary culture in the context of social justice and other ideals born out of the school's mission.

Dana Hart-Stone, *Santa Catalina School*

2-75

**VISUAL ARTS
H AUDITORIUM
ROOM CERAMICS
CLASSROOM
GRADES 7-12**

CERAMIC SELF PORTRAIT HISTORICAL BUST

Nothing brings history more alive than stepping into the shoes of a person from another era. In this workshop, we will learn how to build a life-size bust of clay, capture student facial features using plaster bandages, attach a positive of the resulting face-mold to the dummy bust, and bring the historical person to life through both relief carving, and ceramic embellishment. Students keep a weekly guided, journal throughout the process, as they assimilate birth/death dates, images, and other pertinent data, to help them become the person portrayed by the bust. These busts are made with sixth graders, in support of their humanities study of medieval time.

Ken Hay, *Hillbrook School*
Deda O'Connell, *Hillbrook School*

2-76

VISUAL ARTS
J WORLD LANGUAGES
ROOM 401
GRADES 7-12

EXPLORING ANIMATION

Animation has the potential to bring students' imagination to life. From story-boarding to cutting paper, to designing landscapes, students love the opportunity to make inanimate objects walk, talk and fly through unique settings and dreamscapes. Students can discover their artistic side through using clay, paper cutouts, toys, Legos, or even their friends to make movement through captured pictures. Stop-motion combines, writing, art and technology that is design thinking at its best, from idea generation and trial and error, to perfecting a final outcome. This workshop will offer demonstrations of basic set-up, possible software options, handouts for story-boarding, and idea generation as well as some tips from projects completed in the past. We welcome those with expertise to share and questions to ask.

Barbara Cohen, *Marin Country Day School*
 Melita Morales, *Marin Country Day School*

2-77

VISUAL ARTS
I ADMINISTRATION
ROOM ART STUDIO 2
GRADES 9-12

RESISTS, STENCILS, AND TRANSFERS IN THE STUDIO ART CLASS

This workshop will explore image-making using wax-resists, stencils, and photocopy transfers with minimal reliance on technology, presses, or printers. Students of art can discover expressive alternatives to direct drawing and painting through these alternative methods. The process-based activities provide experience with relationships of positive and negative space, and can be developed to address design issues in composition, contrast, and pattern. The relative ease of these methods will accommodate the less confident art student, but will also inspire and challenge the more experienced student artist.

Lydia Greer, *Lick-Wilmerding High School*
 Oleg Osipov, *Lick-Wilmerding High School*

2-78

VISUAL ARTS
A LOWER SCHOOL
ROOM 2
GRADES K-12

USING ART TO BUILD COMMUNITY: AMAZING FACULTY AND STUDENT ALTAR FOR *DIAS DE LOS MUERTOS*

(MOVED FROM I-79)

This workshop will give you both the foundation and details of how to create an altar or *offrenda* that involves a little technology, great 2-D and 3-D projects, and creates strong and meaningful dialogue between faculty and students at all levels. Giant *Calacas* made from recycled plastic, *Retablos*- paintings of gratitude, student videos of faculty interviews done with flip cameras are just some of the projects included. An altar can be hugely successful on many levels; culturally, it informs anyone viewing and participating in it to the holiday and its true meaning. Socially, it connects many teachers to each other on a deeper, personal level. It allows students to meet and learn about teachers in other divisions that they might never meet otherwise-the possibilities for connections are endless. And of course, it is all tied into making art that creates feelings of love and gratitude.

Nina Nathan, *Head-Royce School*

2-79

GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 107
GRADES K-12

MULTICULTURALISM AS CORE PRACTICE: CREATING RUBRICS FOR EDUCATORS - MOVED FROM SESSION 3-42

Multiculturalism is a core value for 21st century schools. What does that value look like as systemic practice? Sacred Heart Schools, Atherton is in its third year of creating and piloting a rubric that guides all of its staff, faculty and administrators in understanding and enhancing how to enact multiculturalism as a SHS educator. This discussion will overview that process, and pose essential questions and considerations for schools interested in developing and integrating professional rubrics to clarify values, intentions and expectations for the practice of inclusion and equity in their schools.

Jesus Ramos, *Sacred Heart Schools*
 Alison Park, *Blink Consulting*

SESSION THREE

1:30 PM - 2:45 PM

3-00
FEATURED
SPEAKER
H AUDITORIUM
ROOM AUDITORIUM
GRADES K-12

BORN TO BE GOOD: HAPPINESS

The quest for human happiness is a human universal, and one codified into the founding of our country. What is happiness? How does it influence our health and well-being? A new science of happiness has revealed answers to age-old questions. Does money make us happy? Do we get happier as we age? How about gender? What are the keys to happiness? In this lecture, Dr. Keltner will bring into focus answers to these questions, and highlight several science-tested tools for cultivating happiness.

Dacher Keltner, *Professor of Social Psychology, University of California, Berkeley*

3-01
ADMINISTRATION
L UPPER SCHOOL
ROOM 405
GRADES 9-12

TEACHING A LIFE OF CONSEQUENCES:

LICK-WILMERDING HIGH SCHOOL AND THE PHILANTHROPY INITIATIVE

In the spring of 2008, Lick-Wilmerding High School received a one million dollar donation to endow a new program designed to teach students about the importance of philanthropy. The donor's intent was simple: graduates should learn about and practice philanthropy before they enter the "real world," so that in the future when empowered to do so, Lick-Wilmerding graduates will make both small and large changes in the world, and possibly give back to the school. The Lick-Wilmerding High School director of the Center for Civic Engagement, an historian, a design thinker/builder, and a scientist came forward to take up the challenge of creating and implementing the philanthropy course. This presentation will explore the dynamic process of working with students on values clarification, dilemma exploration, non-profit gift making, and service learning in the course.

David Clifford, *Lick-Wilmerding High School*
Rebecca Hong, *Lick-Wilmerding High School*
Anton Krukowski, *Lick-Wilmerding High School*
Dale Allender, *Lick-Wilmerding High School*

3-02
ADMINISTRATION
J WORLD LANGUAGES
ROOM 301
GRADES K-12

SCHOOL SAFETY - IT'S MORE THAN JUST DRILLS

We will focus on many components of school safety: manuals/documentation, methods of communication, building school-to-school and school-to-community relationships, digital privacy and legality, the cyber life of youth, safety scenarios, and the Red Cross Ready Rating program. Having completed a multi-year review and ongoing search for best practices, this presentation will enable participants to walk away with action items for their campus community.

Alissa May, Manager, Youth Services, *American Red Cross Bay Area Chapter*
Dan Dworkin, *The Hamlin School*
Lucas Eckroad, Schools and University Liaison, *City and County of San Francisco Department of Emergency Management*

3-03
ADMINISTRATION
B LOWER SCHOOL
ROOM 7
GRADES 9-12

A STUDENT-CENTERED APPROACH TO PARENT EDUCATION

Most independent schools offer parent education, but what guides that work? This workshop will explore the promise of a student-centered approach to parent education that strengthens the partnership between school and family. Participants will leave with a systematic approach to creating an effective, inspiring parent education program.

Alex Lockett, *San Francisco University High School*
Kate Garrett, *San Francisco University High School*

3-04
ADMINISTRATION
J WORLD LANGUAGES
ROOM 304
GRADES K-12

SO YOU WANT TO BE A LEADER?

This workshop is for teachers in their first ten years who are interested in either looking for leadership positions in their schools, or finding out about various professional development opportunities to gain and expand leadership skills either in your school or at outside organizations. This is meant to be a place to brainstorm leadership goals, see what's available and troubleshoot an appropriate path to independent school leadership. This is not a commercial for any specific program.

Kathleen McNamara, *Marin Country Day School*

3-05
ADMINISTRATION
J WORLD LANGUAGES
ROOM 303
GRADES K-12

ROUNDTABLE IN ADMINISTRATION: LEADING THROUGH CHANGE

Overhauling the schedule? Adopting a new math curriculum? Addressing inequity in teaching loads? Bringing in a new head of school? Join your colleagues in sharing stories of challenges and strategies for success providing leadership during a substantial institutional change.

Cathy Hunter, Head, *San Francisco Friends School*
Gwen Rino, NPSC representative for ADMINISTRATION, assistant head of school, *San Francisco Friends School*
Virginia Paik, *Live Oak School*
Rosalind Hamer, *Marin Horizon School*

3-06
COUNSELING
ROOM
GRADES 9-12

TALKING TO HIGH SCHOOL STUDENTS ABOUT SEXUAL HARASSMENT CANCELED

CANCELED

3-07
COUNSELING
ROOM
GRADES 9-12

CREATING A PEER COUNSELING PROGRAM CANCELED

CANCELED

3-08
L UPPER SCHOOL
ROOM CONFERENCE
ROOM
GRADES 7-12

ROUNDTABLE IN COUNSELING: SUPPORTING LGBTQ STUDENTS IN INDEPENDENT SCHOOLS

Recent events have raised increasing concerns about the struggles of lesbian, gay, bisexual and transgender students in our schools. This session will offer school counselors and others an opportunity to discuss what has been (and what should be) done to support these students in independent schools. Join your colleagues in an open discussion of this topic, and hear what others have done to address these concerns.

Kent Grelling, *Bentley School*

3-09
COUNSELING
ROOM
GRADES 9-12

**PREPARING STUDENTS WITH LEARNING DISABILITIES FOR THE TRANSITION TO COLLEGE
CANCELED**

CANCELED

3-10
ENGLISH
L UPPER SCHOOL
ROOM 411
GRADES 7-12

READING, WRITING, AND DECIDING

What is Decision Quality? How can introducing students to Decision Analysis make them better writers and readers? Over the past year, the presenters, both English teachers who hold certificates in Strategic Decisions and Risk Management, have been experimenting with the tools and methods of Decision Quality (as articulated by The Decision Education Foundation) in their respective classrooms. The Decision Education Foundation offers a set of simple elements represented as links in a chain which, when attended to carefully, enable the decision maker to reach a quality decision: a helpful frame, clear values, creative alternatives, useful information, sound reasoning and commitment to follow through. In this session, the presenters will share the results of their learning and experimentation, offer sample assignments and lessons for teachers of middle and high school students, and engage participants in conversations about their own decisions as teachers of reading and writing.

Daniel Slack, *Haverford School*
Stella Beale, *San Francisco University High School*

3-11
ENGLISH
B LOWER SCHOOL
LIBRARY
ROOM 9
GRADES 7-8

THE CANTERBURY TALES: A FEAST FOR ALL SOULS

Here's a way to teach Chaucer's *Canterbury Tales*, and share a cultural feast with your students. Introduce your students to saints and souls in this presentation about combining *The Canterbury Tales* with Dia de los Muertos. Plan a pilgrimage, create festive posters, interpret tales, produce a skit, and as Chaucer's folk did... compete to tell the best tale.

Rebecca Carmona, *St. Paul's Episcopal School*

3-12
ENGLISH
L UPPER SCHOOL
ROOM 413
GRADES 7-12

DIGITAL GRADING

The presenters will be showing how using Microsoft Word macros can make grading papers faster and easier. Learn how to cut your grading time down drastically and increase organization and efficiency.

Rebecca Williams, *The Harker School*
Mark Gelienau, *The Harker School*

3-13
ENGLISH
L UPPER SCHOOL
ROOM 407
GRADES 7-12

WRITING THE ESSAY BACKWARDS

Why do your students sit in front of blank computer screens for two hours, producing nothing? Because they're writing backwards. Papers may begin with a thesis, but thinking doesn't; the thesis is the conclusion of the thinking process. This workshop will focus on inductive approaches to writing an essay: gathering the data first, then structuring it around a clear focus point. We will discuss how to gather anecdotes, quotes, facts, and detail to produce writing from memoir to poetry to analytic essay.

Jeff House, *Georgiana Bruce Kirby Preparatory School*

3-14
ENGLISH
M UPPER SCHOOL
PAVILION
ROOM 505
GRADES 7-12

ROUNDTABLE IN ENGLISH: REPLENISHING THE WELL FOR THE WRITER/ARTIST IN YOU

Do you wish you could bring more creativity into your classroom, but tend to stick to what works, and, therefore, stay within your comfort zone? Maybe you dream up the most creative writing assignments for your students, but when it comes to exploring your own writing, you feel stuck. Teachers foster the creativity in their students by dipping into their own "artistic reservoirs." Julia Cameron, author of *The Artist's Way*, points out that when we have over-tapped these reservoirs without replenishing, we can become depleted and blocked. Join this roundtable and learn how to replenish your well, and invite more creativity into your life. Learn how to bring out the artist/writer within you, and see how it transfers to your teaching. Come with your ideas and questions, and leave with a renewed sense of purpose and your creative self.

Rashna Wadia, *Yavneh Day School*

3-15
ENGLISH
M UPPER SCHOOL
PAVILION
ROOM 501
GRADES 7-12

THIS AMERICAN LIFE

Primarily a listening and writing course, this senior seminar features one *This American Life* National Public Radio episode each week. The students listen to an archived one hour broadcast, discuss its topic and ramifications, and then craft a script on the same subject. Every two or three weeks the students use their scripts to produce a podcast, story, commentary, or interview via GarageBand and iTunes. This session will provide enough instruction, so that participants can create their own podcast-oriented course.

Eric Wessler, *Menlo School*

3-16
ELEMENTARY GENERAL
F MIDDLE SCHOOL
ROOM 104
GRADES K-6

BUILDING AUTOMATICITY OF NUMBER FACTS

Methods for scripting and delivering sensible, intelligently designed math drills that internalize concepts in a high engaging, efficient manner will be demonstrated.

Bill Davidson, *Santa Catalina School*

3-17
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 10
GRADES K-6

LEARNING MANAGEMENT SYSTEMS FOR PRIMARY SCHOOL STUDENTS

Learn how teachers and primary students use online learning management tools to safely interact with each other. Examples of student forums, wikis, online assignments and quizzes will be shown, using both a proprietary product (OpenClassroom from Aspen Learning), and an open source product (Moodle).

Heidi Gough, *The Harker School*
Katherine Hammond, *The Harker School*
Lisa Diffenderfer, *The Harker School*

3-18
ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 12
GRADES K-6

HELPING STUDENTS DEVELOP AUTONOMY, BELONGING, AND COMPETENCY WHILE BUILDING A STRONG SCHOOL COMMUNITY

Research proves that when students are in caring school communities, they are more likely to like school, trust and respect their teachers, enjoy challenging learning activities, be concerned about and help others, and resolve conflicts without force. Students have basic psychological needs for autonomy, belonging, and competency. When children are in a school that addresses these three needs, they will be intrinsically motivated to learn. This session will address ways to help students feel connected to school, and to one another.

Betsy Fox, *Educational Consultant*

3-19

**ELEMENTARY GENERAL
B LOWER SCHOOL
ROOM 11
GRADES K-6**

MEASURE LIKE AN EGYPTIAN: EXPLORATIONS IN MEASUREMENT

How was the Great Pyramid at Gizah constructed 5000 years ago? How did the Babylonians use grain to measure weight? This hands-on workshop will explore the history of measurement, from the measurement systems of the ancient Egyptians to the modern advance of the metric system. In a series of activities, students learn the importance of units in measuring, gain experience in estimation and use different tools for measurement.

Tasha Hudick, *The Carey School*

3-20

**ELEMENTARY GENERAL
A LOWER SCHOOL
ROOM 2
GRADES 3-6**

INTERDISCIPLINARY ART AND ART HISTORY: A COLLABORATIVE PROJECT

Learn about an interdisciplinary art and art history unit that brings art specialists, and classroom teachers together to create an exciting way to learn about artists. Fifth grade students choose an artwork, create their own version, learn about the artist, and present themselves in character to their fellow students. This project is a wonderful opportunity to collaborate, but also can be done by a classroom, or art teacher on their own.

Leah Korican, *Bentley School*

3-21

**ELEMENTARY GENERAL
A LOWER SCHOOL
ROOM 1
GRADES K-6**

**ROUNDTABLE IN ELEMENTARY EDUCATION: FOSTERING CREATIVITY AND INNOVATION:
EARLY CHILDHOOD EDUCATION FOR THE 21ST CENTURY**

This roundtable discussion will offer the opportunity for early childhood educators to explore the centrality of creativity and innovation in preparing our youngest students for their futures. Participants will examine in depth definitions and attributes of these concepts and discover ways in which they may offer opportunities for creativity and innovation to students in their classrooms on a regular basis.

Barbara Kraemer-Cook, *Marin Country Day School*
Victoria Trevor, *Saint Andrew's School*

3-22

**ELEMENTARY GENERAL
E COMMUNITY ROOM
ROOM COMMUNITY
ROOM
GRADES K-6**

TEACH SPELLING AND GRAMMAR IN CREATIVE WAYS

This workshop will outline a number of games and activities to make your spelling and grammar lessons more engaging for your students. These creative approaches will have your children looking forward to these lessons, and begging you do to the activities again and again. With a few tweaks you will be able to modify these lessons for a range of grades.

Pete Moore, *The Nueva School*

3-23

**ELEMENTARY GENERAL
ROOM
GRADES K-6**

**TEACHER RESEARCH AS PROFESSIONAL DEVELOPMENT:
HOW TO GET STARTED AND KEEP IT GOING CANCELED
CANCELED**

3-24

**TECHNOLOGY
F MIDDLE SCHOOL
ROOM 202
GRADES K-8**

iPAD APPS FOR K-8

Come by and learn about some great apps for math, language arts, social studies and science, as well as recording, and creating presentations. You will also learn some cool iPad tips and tricks you can use right away. The primary focus is K-8, but many of the tools and apps can also be used in high school.

Renee Ramig, *The Seven Hills School*

3-25

**ELEMENTARY GENERAL
B TREE HOUSE
ROOM TREE HOUSE
GRADES K-6**

DANCING WORDS: BOOKS ABOUT DANCE AND BOOKS THAT INSPIRE DANCE

In this workshop, participants will explore books on the subject of dance as well as books that inspire and encourage us to get up on our feet and move with our K-5 students. Part lecture and part experiential activities, workshop participants will discuss each teacher's interest in the art form of dance, how this plays out in the classroom, and will walk away with future activities to explore at your school. Books can be an easy and accessible springboard for movement activities with your students as well rich, multimodal connections with your language arts program.⁹

Jill Randall, *The Hamlin School*

3-26

**GENERAL INTEREST
I ADMINISTRATION
ROOM HEAD'S
CONFERENCE ROOM
GRADES K-12**

WALKING THROUGH THE LAVENDER DOOR

The participant will gain awareness and understanding of gay youth from the first person narrative of a parent and educator (the presenter) whose son came out at age seventeen. We examine our own lavender doors and personal stories and how to take personal narrative to write and explore this challenging arena. What happens when you come out as a teenager? What happens to family and friends and in school? The *Time* magazine article (Oct. 10th, 2005) titled "The Battle Over Gay Teens," will also be excerpted.

Nitza Agam, *Live Oak School*

3-27

**GENERAL INTEREST
ROOM
GRADES K-12**

**INTRODUCING TO THE BATTI CLEAR CREDENTIAL: A MENTORING-BASED PROGRAM
CANCELED
CANCELED**

3-28

**GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 503
GRADES 9-12**

HONOR AND ACADEMIC INTEGRITY

Do you have an Honor Code, Honor Council, or an Honor Board? The chair of the faculty Honor Board, and the faculty chair of the Honor Council will share how the Harker students, faculty, and administration are approaching the challenge of maintaining academic integrity at our upper school. After our presentation, we will continue with an interactive discussion (teachers, deans, administrators all are welcome!) on what is working and what is not at all of our schools.

Anthony Silk, *The Harker School*
Evan Barth, *The Harker School*

3-29

**GENERAL INTEREST
L UPPER SCHOOL
ROOM 412
GRADES 7-12**

AFFINITY GROUP: ALTERNATIVE ACADEMIC PROGRAM ROUNDTABLE

Does your school have a J-term, a mini-course week, or a time when the regular academic program is suspended, and students engage in an alternative program of some kind? If so, what is the nature of this program? What is its purpose? The costs and benefits? In this roundtable discussion, we will share our questions, best practices, and wisdom regarding alternative programming. Please bring artifacts, such as a catalog or other literature.

Peter Brown, *Menlo School*

3-30

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 201
GRADES K-6**

FROM DRESS-UP TO THE MONKEY BARS: NAVIGATING GENDER AND SEXUALITY DIVERSITY IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION

If Sammy consistently dresses up as a woman during Pre-K imaginary play, is this cause for concern? First-grader Sally insists she is a boy, refuses to wear girl clothing, and wants to be called "Jacki;" are these early signs of an identity problem? Second graders police the colors, toys and games that are "okay" for boys and girls to use. Third grade boys are calling each other "gay" on the playground; is this taunting related to Gender? Sexuality? Both?! This interactive session will provide an expansive, contemporary developmental paradigm to help educators understand the range of gender and sexual identities, expressions, and roles that children embody as they navigate the personal, social and academic world of school. We will focus on language, concepts, case examples. Curiosity, candor and humor welcome.

Jennifer Bryan, Ph.D., *Psychologist, Consultant*

3-31

**GENERAL INTEREST
L UPPER SCHOOL
ROOM 408
GRADES 7-12**

PRIVATE SKILLS FOR A PUBLIC PURPOSE

Follow the story of a Lick-Wilmerding High School shop teacher and his students as they design and build desks and relationships with Oakland Unified second graders. From empathy to prototyping, and from the examination of racial inequities in schools to what a good school looks like, and whom it serves, explore how you and your students can both utilize their private school skills as well as develop new skills in resiliency, compassion, and cultural competency necessary to navigate the ever complex 21st century world.

Youssou Fall, *Lick-Wilmerding High School*
David H. Clifford, *Lick-Wilmerding High School*

3-32 GLOBAL PARTNERSHIPS AT SAINT MARK'S SCHOOL PANEL DISCUSSION

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 203
GRADES 7-8**

Saint Mark's School has two sister schools: one in rural South Africa, and the other in urban Beijing, China. Administrators, teachers, parents and students have an opportunity to go to the Sibonisweni School in Maputaland, South Africa every other summer. Jennifer Getz, Director of Special Programs, leads the delegation of visitors. Our relationship with Beijing No. 2 Experimental Primary School (grades one through six) in Beijing, China, involves teacher visits during a three-week period during the school year. The panel discussion will include teachers sharing their experiences at the two schools, how we plan for and engage in projects and welcome teachers from our sister schools on our campus. We will include question and answer time.

Jennifer Getz, *Saint Mark's School*
Lisa Becker, *Saint Mark's School*
Leslie Sigler, *Saint Mark's School*
Ronnie Feldman, *Saint Mark's School*
Geneva Conway, *Saint Mark's School*

3-33 AFTER-SCHOOL, NOT AN AFTER-THOUGHT

**GENERAL INTEREST
B LOWER SCHOOL
ROOM 14
GRADES K-6**

There are so many amazing ways in which your after-school program can strengthen your program: as a source of non-tuition revenue, a marketing tool, and as an integral piece of your students' school experience. Learn about best practices and opportunities to improve and/or expand your programs!

Meredith Spencer, *Head-Royce School*
Mikki Frazier, *Head-Royce School*

3-34 AFFINITY AND BEYOND! CANCELED

**GENERAL INTEREST
ROOM
GRADES 9-12**

CANCELED

3-35 PUTTING THE CHILD FIRST IN PLANNING DEVELOPMENTALLY APPROPRIATE CURRICULUM

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 210
GRADES K-12**

This session will focus on the important role of child development in designing appropriate classroom activities. Research shows that children under age eight years learn in different ways than do older children. This session will also differentiate the different needs for children at each age and stage of development between ages three years to third grade.

Mona Kafoury, *Gesell Institute of Human Development*
Marcy Guddemi, *Gesell Institute of Human Development*

3-36 BASIC VISUAL LITERACY AND FILM-MAKING IN THE CLASSROOM

**GENERAL INTEREST
H AUDITORIUM
ROOM 212
GRADES K-12**

Critical thinking, technology, interpersonal skills, time and resource management, problem solving and imagination are all basic survival skills in the 21st century and every one of those skills is tested when you make a movie. This fast-paced session, will explore aligning basic concepts of screen language to written grammar with model lessons for classroom film/video projects using commercially available DVDs and web 2.0 tools.

Frank Gutler, *Independent Screen Educator, Lights, Camera, LEARN!*

3-37 BUILDING A KIND AND COLLABORATIVE COMMUNITY

**GENERAL INTEREST
B LOWER SCHOOL
ROOM 6
GRADES K-6**

Our social learning program aspires to create a safe, inclusive environment where children are empowered to show kindness towards others, collaborate to problem solve, and to be courageous. We will examine how systems such as Family Friday and a Big/Little Buddy program, daily structures within classrooms, partnering with parents, and ongoing professional development provide opportunities to achieve these goals. Join us as we take a look at ways to foster identity and independence and build a culture of collaboration and caring among students, parents and teachers.

Mary Costello, *The Phillips Brooks School*
Pamela Ritchey, *The Phillips Brooks School*
Andrea Howard, *The Phillips Brooks School*

3-38 FOSTERING SUCCESS IN STUDENTS AND FACULTY CANCELED

**GENERAL INTEREST
ROOM
GRADES 9-12**

CANCELED

3-39

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 205
GRADES K-12**

THE POWER OF SERVICE LEARNING

What is service learning? How does it differ from community service? We will answer these questions and provide some insight into how one school, The Carey School, is working this year to implement service learning grade level initiatives PK -5. This workshop is most appropriate for schools just beginning the dialogue around service learning opportunities. However, we also plan to open the forum to include perspectives from schools just starting initiatives to schools that are well versed in how to successfully integrate service learning into the curriculum.

Michelle Zirelli, *The Carey School*
Craig Coraggio, *The Carey School*
John Loeser, *The Carey School*

3-40

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 206
GRADES K-12**

STAYING ON TOP OF YOUR WORKLOAD USING FOLDERS, PRIORITY AND TO DO'S

Feeling guilty or anxious about not responding to all of your email? Spending too much time sorting through your inbox? Overwhelmed by the number of small, but important tasks and to dos that never seem to get done? There is salvation! This session will cover a three-pronged approach adapted from an article by the *New York Times* "Gadget Wise" columnist, Farhood Manjoo. His model promises to help free up your time to focus on the things that really matter. This model works for both Outlook and Entourage.

Angela Neff, *The Harker School*

3-41

**GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 512
GRADES 3-12**

THE CURE FOR PROCRASTINATION - BACKWARDS PLANNING

Students often suffer from time-management dysfunction. They consistently miss deadlines. Often labeled lazy, these students never acquire the skills needed to guarantee their success in managing projects. Learn a simple procedure that will get students "real" about time. This approach to project planning personalizes the process and meets the students' internal time clock, thus empowering them with a means to manage their time effectively and reduce stress.

Victoria Olivadoti, *The Pegasus School*

3-42

**ROOM
GRADES**

MOVED TO SESSION 2-79**MULTICULTURALISM AS CORE PRACTICE: CREATING RUBRICS FOR EDUCATORS****3-43**

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 105
GRADES K-12**

AFFINITY GROUP: LEARNING SPECIALISTS

We will discuss and share each others' learning resource programs. What are our challenges and limitations? What is working well? We will also discuss any current research and other interesting issues that have surfaced in our practice.

Peytra Redfield, *Head-Royce School*
Kristi Farnham Thompson, *Head-Royce School*

3-44

**GENERAL INTEREST
J WORLD LANGUAGES
ROOM 302
GRADES K-12**

AN UNUSUAL PARTNERSHIP ON LEARNING AND TEACHING

The head of school (psychologist) and Director of Learning Services (learning specialist) have teamed up to create ongoing groups that focus on learning and teaching for teachers at Redwood Day School. They have taken the best of what cognitive science and developmental psychology have to offer teachers, and put it in a structure and form that is immediately applicable to learning and teaching in the classroom. At this session you will receive an overview of the program as well several, hand's on take home ideas to use in your classroom.

Toby Mickelson, *Redwood Day School*
Mike Riera, head, *Redwood Day School*

3-45

**GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 414
GRADES K-12**

GREENING YOUR EXISTING BUILDINGS - A JOURNEY

An environment that is worthy and welcoming, healthy and inspiring, resource efficient, and an example of good stewardship is essential for 21st century facilities that are delivering 21st century education. This applies not only to newly- built schools, but to existing schools as well. Find out how a few small changes in purchasing, and cleaning differently can help to pave the way to a sustainable campus, or strengthen the sustainable commitment you have already made. With the help of some very useful tools and metrics, learn how to engage faculty and students, develop a plan for cost savings, and green your existing facilities at the pace that makes sense for your school. Greening your school is a journey. We will share case studies, tools and resources for you to use along the way.

Pauline Souza, Green Schools Advocate, *U.S Green Building Council, Center for Green Schools*

3-46

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 209
GRADES 7-12**

AFFINITY GROUP: GSA DISCUSSION GROUP

This will be a time for GSA leaders, and those interested in beginning a GSA, to share ideas and experiences so that we may work to create safer schools and healthier students. What takes place in our middle and high school GSAs, and how can we best help our students carry on their work as they transition to the next level of school and into the real world? Suggested topics of discussion include: experiences of LGBTQ students at home and at school, working with teachers and administrators, developing advocacy skills, activism in school environments, resources, beginning a GSA, facing resistance within the school, challenges we deal with, and outreach into the community.

Kathy Taylor, Live Oak School

3-47

**GENERAL INTEREST
B LOWER SCHOOL
ROOM 7
GRADES K-8**

TO KENYA AND BACK - SERVICE LEARNING AND FTC

Participants will learn about service learning opportunities available through the organization Free The Children, the world's largest network of children helping children through education. The three presenters have spent time working with the organization at Keys and in Kenya. Come and learn about the exciting opportunities for global learning in the classroom and around the world.

Rebecca Stern, Keys School
Tania Gil, Keys School
Michael Thompson, Keys School
MICHAEL THOMPSON, KEYS SCHOOL

3-48

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 107
GRADES 7-12**

LEARNING AND MEMORY: WHY DO SOME STUDENTS STRUGGLE TO REMEMBER WHAT YOU'VE TAUGHT?

"I studied for a really long time but I still did poorly on the test." "I knew the material the night before, but I couldn't answer the test questions." When you hear your students and advisees say these things, what can you say to them? Even more important, what can you suggest that they do differently in the future? In this workshop, you will learn what cognitive scientists have discovered about how our memories work and the implications of this research for student learning. You will be able to teach your students and advisees how to study more effectively, and you will come away with new strategies to use in your classroom.

Rebecca Whitney, San Francisco University High School

3-49

**GENERAL INTEREST
M UPPER SCHOOL
PAVILION
ROOM 419
GRADES K-12**

CREATING COLLABORATIVE COMMUNITIES THAT SUPPORT STUDENT SUCCESS

In lean economic times, we need to look within to realize the wealth of resources available within a school community. This workshop will provide practical and effective examples of how learning communities can take advantage of the expertise, commitment to continued professional growth and best practices that support student success. Topics presented will focus on ways in which a learning community can develop opportunities for faculty and administration to explore, apply, and continually reexamine research-based professional strategies that facilitate student growth. Wherever your school is on the professional learning community spectrum, this workshop will give you concrete tools to collaborate more effectively.

Jessica Conkle, *The Seven Hills School*
Kirsten Woods, *The Seven Hills School*

3-50

**INTERMEDIATE GRADES
B LOWER SCHOOL
ROOM 15
GRADES 3-6**

MATH AROUND THE EDGES (AND IN-BETWEEN AND ALL AROUND!)

Sprinkling your entire day with math is a great way to fit in all those concepts and skills. Come solve math stumpers, play hands-on math games with dice and cards, and brush up on your quick mental math skills. This hands-on workshop will have you collaborating with colleagues on unique ways to tie math into your day in a quick and fun way. Walk away ready to try out new mental math skills, teach your students a new game and give them a new challenge problem your next day back teaching.

Kelly Alexander, *Redwood Day School*

3-51

**INTERMEDIATE GRADES
A LOWER SCHOOL
ROOM 3
GRADES 3-6**

THE PRACTICAL WIKI: KIDS, CURRICULUM, AND COLLABORATION

Tired of chewed up pencils and crumpled paper? Tired of lost assignments and students working in isolation? Tired of carrying reams of papers home to correct? There is a way out. Create a class wiki and live again! Hear how we launched a new tool and what we have all learned --kids, teachers and parents alike. We worked with multiple disciplines and fourth grade girls. The lessons are applicable to all. Bring a laptop if you want to get started right away.

Jim Lengel, *Katherine Delmar Burke School*
Susan Faust, *Katherine Delmar Burke School*
Jenny Howland, *Katherine Delmar Burke School*

3-52
LANGUAGES
J WORLD LANGUAGES
ROOM 404
GRADES 7-12

ROUNDTABLE IN LANGUAGES: EVALUATING INTERNET RESOURCES FOR THE FOREIGN LANGUAGE CLASSROOM.

The technology of information and communication is widely integrated into the learning context of foreign languages; and the many possibilities offered by the Internet for its use in the foreign language classroom are more abundant every day. The proliferation of such options impose, on the part of the teacher, an increasingly critical approach to these resources and a thorough appreciation of their educational value.

Edwidge Gamache, *Menlo School*

3-53
LANGUAGES
J WORLD LANGUAGES
ROOM 403
GRADES 7-12

USING MOODLE TO ENHANCE FOREIGN LANGUAGE LEARNING

If you are the kind of teacher who prefers to augment the materials provided by your textbook, then Moodle is for you. As a repository for resources, you can provide students a variety of multimedia assignments including having them record and upload their target-language recordings and interactive activities using video clips, or animated websites in the target language, just to name a few. The possibilities are as endless as the Internet itself. Come to this hands-on presentation to explore how easy and quick it is to add a dynamic five, or ten-minute activity to any lesson to enhance your foreign-language class!

Susan Moling, *The Harker School*

Concepción Grande, *The Harker School*

3-54
LANGUAGES
J WORLD LANGUAGES
ROOM 402
GRADES 9-12

LOOKING AHEAD TO THE NEW FRENCH AP LANGUAGE AND CULTURE EXAM: REVAMPING FRENCH IV AND V AP

Two Castilleja French teachers revamped their French IV and V courses in preparation for the new AP Language and Culture Course Framework. They will share the process they used and give an overview of their curriculum. Finally, they will each present a specific project from each level. There will be time at the end for participants to share their own ideas and concerns about the new AP Course Framework.

Christiane Repellin, *Castilleja School*

Lauren Schryver, *Castilleja School*

3-55
LIBRARY
M UPPER SCHOOL
PAVILION
ROOM 417
GRADES K-6

ROUNDTABLE IN LIBRARY SCIENCE: FAVORITE LIBRARY PROGRAMS FOR GRADES K-12

Come join us for an informal, but informative discussion about your favorite library programs for grades K-12. How do you go about teaching the online catalog, folktales, biographies, research skills, information literacy, book reviewing, Dewey Decimal, etc.? Does it involve a scavenger hunt, a particular book, a craft project, a Wiki page, a podcast, or something else? Bring copies of relevant materials to share with the group. The goal is that we will all come away with new and creative ideas to enhance our own library practice and curriculum.

Jenny Andrus, *Live Oak School*

3-56
LIBRARY
J WORLD LANGUAGES
ROOM 401
GRADES K-12

SANTA CRUZ, CALIFORNIA TO HAT SANG VILLAGE, LAOS, AND BEYOND

Learn how our third grade students, teachers, specialists, and the library collaborated to create a book for Laotian children at the Hat Sang Elementary School. One presenter will also discuss information on the Seung River Village Experience, which is an International Program for High School and College Students. Are you interested in starting a *One World Day* celebration at your school? Do you want to find out about a National/International organization that offers Educator Fellowships for volunteering on remarkable projects? Would your school like to help develop a library in Kenya by donating books? Enjoy a taste of coconut purple rice from Southeast Asia while attending this session and learn about global projects. The other presenter will address her experiences leading student tour groups abroad. She will give you important advice on how to make your students' voyage meaningful, successful, and run smoothly.

Merle Froshman, *Gateway School*

Patty Lucas, *Gateway School*

3-57
MATH
F MIDDLE SCHOOL
ROOM 103
GRADES 7-8

MAKING IT REAL - DATA ANALYSIS IN THE MIDDLE SCHOOL MATH CLASSROOM

Why use problems from the textbook when there are problems around us? Real data can be used to learn many middle school math topics. In this presentation, we will explore a sixth grade statistical analysis project, a seventh grade community inquiry presentation complete with visual aids, and an algebra bottle rocket/quadratic equation project.

Allyson McCloud, *Westerly School*

3-58
MATH
M UPPER SCHOOL
PAVILION
ROOM 504
GRADES 9-12

TEENS DRIVE BADLY? YOU SHOULD CHECK OUT THEIR PARENTS!

A real life issue with driver behaviors at The Harker School led to an invaluable hand-on learning experience for its statistics students. Students encountered all aspects of the statistical problem-solving process; study design, data collection, analysis and conclusion - while simultaneously becoming empowered by helping to make their school community a safer place.

Troy Thiele, *The Harker School*
Mary Mortlock, *The Harker School*

3-59
MATH
M UPPER SCHOOL
PAVILION
ROOM 507
GRADES 9-12

ROUNDTABLE IN MATHEMATICS: IS IT MORE IMPORTANT THAT STUDENTS UNDERSTAND THE ZERO-PRODUCT PROPERTY, OR THAT THEY CAN SOLVE A QUADRATIC EQUATION?

Often we struggle in a math classroom to balance necessary components of our curriculum such as developing automatic skills, building deep understanding of concepts, cultivating mathematical thinking, and problem solving. We rarely have time to accomplish all these as well as we would like. In this roundtable discussion, we will brainstorm and share strategies for addressing this dilemma.

Marisel Triggs, *Lick-Wilmerding High School*

3-60
PERFORMING ARTS
M UPPER SCHOOL
PAVILION
ROOM 509
GRADES 7-12

MEETING 'EM WHERE THEY'RE AT: VIDEO TECHNOLOGY TO ENHANCE STUDENT PRESENTATIONS

Let's face it. Technology allows our students to interact with each other and the world in ways that are unprecedented, yet most of us still value traditional presentation skills and want to teach them in our classrooms. Come and find out how one teacher discovered that using technology in her acting class not only produced more effective presentations, but also enhanced creativity, generated student buy-in, and resulted in more dedicated performers.

Monica Colletti, *The Harker School*

3-61
PERFORMING ARTS
H AUDITORIUM
ROOM 213
GRADES 7-12

AFFINITY GROUP: MUSIC TEACHER DISCUSSION GROUP

This discussion group is open to all music teachers who teach choir, or instrumental music in grades six to twelve. The purpose of this meeting is to network and exchange ideas. Our collective expertise can benefit us all. Compelling questions that will drive the discussion are as follows: 1. How do you choose your repertoire? 2. What, if any, scheduling challenges do you face?

3. What do you consider to be good rehearsal practices? 4. How do you collaborate with other colleagues? 5. How many shows/concerts do you perform a year?

Emily Shinkle, *The Athenian School*

3-62
PERFORMING ARTS
M UPPER SCHOOL
PAVILION
ROOM 514
GRADES 9-12

DRAMA PRODUCTION IN HIGH SCHOOL THEATRE

An open panel discussion on issues that face small independent high school drama programs. Topics will include: finding the right script, planning a season, casting without tears, collaborating with other performing arts, touring a show, and pushing the boundaries of what is possible within our resources and spaces. Come prepared to share your insights and discoveries and hear from others in the trenches. Of special interest for drama directors in high school programs.

Salil Singh, *The College Preparatory School*

3-63
PHYSICAL EDUCATION
B LOWER SCHOOL
ROOM MULTI-PURPOSE
ROOM
GRADES 9-12

PHYSICAL ACTIVITIES - MEETING THE NEEDS OF YOUR STUDENT BODY

We do not offer a formal physical class, but through our Physical Activity program we are meeting the needs of our students. We are providing them opportunities to explore a variety of physical activities while also ensuring they are getting quality workouts. We've recently allowed students to create some of the classes, and have found this works rather well, resulting in greater attendance and participation as well as increased enthusiasm for the program.

Greg Angilly, *The Urban School of San Francisco*

3-64
SCIENCES
M UPPER SCHOOL
PAVILION
ROOM 508
GRADES 9-12

ROUNDTABLE IN SCIENCE: CHEMISTRY

Meet your fellow chemistry teachers. If you'd like (certainly not required, in any way) bring a signature demonstration to share (if portable, otherwise bring a video of it). Let us know what you're planning.

Caroline Lehman, *Head-Royce School*
Stella Glogover, *Head-Royce School*

3-65
SCIENCES
L UPPER SCHOOL
ROOM 410
GRADES 7-12

BUILDING THE BRIDGE: A PROGRAM TO ENCOURAGE GIRLS IN SCIENCE

Menlo School has launched a pilot, extracurricular, cross-divisional program designed to encourage female students in grades seven through twelve to pursue courses of study and careers in science, engineering, math and technology. The program features lab-based workshops, guest speakers, field trips, student-driven projects, and many opportunities for informal mentoring between students and faculty. Come learn more about this innovative, "connective" approach to inspiring girls in the sciences!

Grace Limaye, *Menlo School*
Joanie Banks-Hunt, *Menlo School*

3-66
SCIENCES
M UPPER SCHOOL
PAVILION
ROOM 513
GRADES 7-12

21ST CENTURY PHYSICS

The days of traditional lecture, lab, and test for science are over. Students who are living in the 21st century need to be acquiring skills that are transferable across disciplines. Come see how a traditional physics unit focused on the content of sound went 21st century.

Tara O'Brien, *The Hamlin School*

3-67
SCIENCES
B 8 LOWER SCHOOL
LIBRARY
ROOM 8
GRADES 7-8

TECHNOLOGY TOOLS CONVERGE IN SIXTH GRADE RENEWABLE ENERGY PROJECT

Learn how Moodle (online classroom), library subscription databases, Noodlebib (online research software, and Prezi (online presentation software) combine in a a week-long project on renewable energy sources.

Daniel Sommer, *The Harker School*

3-68
SCIENCES
F MIDDLE SCHOOL
ROOM 207
GRADES 9-12

USING ARCHEOLOGY AND METALLURGY TO TEACH CHEMISTRY

Learn how Menlo School is using metallurgy and archeology as a context for teaching conceptual chemistry. This presentation will cover the curriculum, labs, handouts, and online resources that we use. This approach is providing us with a new way to teach topics like nomenclature, chemical reactions, solutions, and stoichiometry.

David Spence, *Menlo School*

3-69
SS/HISTORY
L UPPER SCHOOL
ROOM LANGUAGE LAB
GRADES 9-12

HOW TO MAKE STUDENTS CREATE AN INTERACTIVE PRESENTATION USING KEYNOTE

This workshop will share a case study of an interdisciplinary project between World History and Spanish. There will be guidelines for teachers to plan and implement Keynote in their curriculum.

Olivier Berton, *International School of the Peninsula*
Paul Dulac, *International School of the Peninsula*

3-70
SS/HISTORY
K LIBRARY
ROOM QUIET AREA
GRADES 9-12

GETTING STUDENTS TO SPEAK IN CLASS

Often students do not speak with confidence and knowledge in the classroom. This presentation will explain the basics of interactive lectures, discussions, Socratic Seminars, and in-class debates. After a brief explanation of the basics, the rest of the session will be a dialog of experiences and ideas for improving student participation.

Bruce Jordan, *Bentley School*

3-71
SS/HISTORY
H AUDITORIUM
ROOM 211
GRADES 9-12

USING BOARD GAMES AND COMPUTER GAMES TO TEACH MODERN WORLD HISTORY

Games can provide several advantages in the classroom. The most obvious is that games are fun and will generally grab students' attention. But games can also:

1) provide an anchor experience to which teacher and students can constantly refer as they sift through complex and often abstract concepts (e.g., "What determined prices in that auction?" or "What happened when you tried to centralize your country?"); and 2) get students more immediately invested in the choices people and societies have had to make in the past and will continue to face in the future, because students' success in the game will hinge on their understanding (e.g., "How do I get more tax income for my country?") Finally see how to connect these experiential advantages to your curriculum through complementary reading, writing and discussion assignments. Demo games: "The Merchants of Amsterdam," and "Europa Universalis III."

Chris Pflueger, *The Marin School*

3-72
SS/HISTORY
F MIDDLE SCHOOL
ROOM 102
GRADES 7-8

PENS, PENCILS AND PAYDAY LOANS

In this presentation, you will learn how to turn your classroom into a mini economy that teaches financial literacy. Your students will experience paying rent, buying merchandise, managing credit, earning interest, and how bias impacts the financial playing field. As the teacher, you will experience increased classroom participation, less missed homework, fewer discipline problems, and the endless creativity of engaged young people. The learning opportunities are endless in the game, "JimBucks," and this presentation will help you get started.

Jim Rendle, *Redwood Day School*

3-73
SS/HISTORY
L UPPER SCHOOL
ROOM 409
GRADES 9-12

TEACHING ABOUT INTERNATIONAL ISSUES, THE WORLD, RESEARCH SKILLS, AND THE 21ST CENTURY

Today's students face a world where global issues can be confusing, even daunting. Understanding international issues and finding their role in it requires them to think critically about news and world affairs. Join a history teacher, and librarian as they share a syllabus and an inquiry-based research project in International Issues and Public Policy, a seminar-style senior elective at The Harker School.

Ramsay Westgate, *The Harker School*

Susan Smith, *The Harker School*

3-74
TECHNOLOGY
M UPPER SCHOOL
PAVILION
ROOM 511
GRADES 7-12

SHIFT THE PARADIGM: YOUR STUDENTS SHOULD BE TEACHING YOU

Technology is expanding at an exponential rate. There is no way to be the "expert" in the classroom all the time when using tech. See how letting your students teach you about tech in the 21st century, brings 21st century skills directly into the classroom.

Eamonn O'Brien, *The Hamlin School*

3-75
TECHNOLOGY
M UPPER SCHOOL
PAVILION
ROOM 510
GRADES 7-12

USING FREE TECHNOLOGY TO CONNECT YOUR CLASSROOM TO THE WORLD

This workshop will give teachers examples of classroom use of free software and tools, which can help transform their students from being passive consumers of information to becoming active producers. We will focus on video conferencing with Skype, cooperative learning with Google Docs, basic film editing, streaming video with Ustream, and social media integration. We will showcase examples of classroom video conferences with guests from across the country, student projects shared online, and provide cheat sheets to take with you.

Marybeth Colman, *The Marin School*

Kieran Ridge, *The Marin School*

Matt O'Donnell, *The Marin School*

3-76
VISUAL ARTS
ROOM
GRADES 9-12

ART+LATIN CANCELED

CANCELED

Ellie Pollak, *Stuart Hall High School*

Patter Hellstrom, *Stuart Hall High School*

3-77

**VISUAL ARTS
I ADMINISTRATION
ROOM STUDIO 1
GRADES 9-12**

ROUNDTABLE IN VISUAL ARTS:

MAKING ART MATTER MORE: RETHINKING CREATIVITY IN A RIGOROUS INDEPENDENT COMMUNITY

We want students to embrace challenges; we want them to recognize and value moments when they take risks and think independently in their creative practice. The processes of the studio environment are vitally different to the traditional academic model. This presentation addresses the connections, discords, and opportunities inherent to this tension. We will first share our experiences and solutions in and out of the studio. These elements include our Artist-in-Residence program, daily practice routines, portfolio review (our senior studio class), and the application of Project Zero's, Studio Habits of Mind. The second half of this seminar asks you to bring your successes, concerns, and ideas to a roundtable discussion. Our intention is to start a conversation that fosters excitement and engagement in expanding the role of the creative process in our communities.

Eric Oldmixon, *The Branson School*

Allyson Seal, *The Branson School*

Ken Hay, *NPSC Representative for Visual Arts, Hillbrook School*

3-78

**ELEMENTARY GENERAL
K LIBRARY
ROOM MAIN ROOM
GRADES K-6**

ART IN THE NATURAL WORLD

Want to go beyond sketching outside? Already "done" Andy Goldsworthy? Come explore other ways to bring the natural world into your art class. We will share a few things that have worked in our K-8 classes such as: spinning wool and dyeing with plant dyes, harvesting natural pigments– for drawing and painting, incorporating plants into printmaking and clay work, and using photography and other media to explore natural forms. Experiences with guest artists using sound arts/visual mapping as well as weaving with natural materials have also served as a springboard for inspiration. Some time will be allotted for sharing and brainstorming, so come with your ideas as well!

Adra Valentine, *Marin Country Day School*

Courtney Macomber, *Marin Country Day School*

3-79

**GENERAL INTEREST
F MIDDLE SCHOOL
ROOM 106
GRADES K-8**

BRAIN RULES: MUSIC, MATH, AND LANGUAGE ARTS

This hands-on workshop will model lessons in math and language arts via music based on the way children naturally learn. We will look at John Medina's "Brain Rules" from his book of the same title, and reflect how these model lessons attend to the way our brains process information.

Doug Goodkin, *The San Francisco School*

3-80

**TECHNOLOGY
B LOWER SCHOOL
ROOM COMPUTER LAB
GRADES K-8**

AFFINITY GROUP: K-8 TECHNOLOGY PROFESSIONAL LEARNING NETWORK

MOVED FROM SESSION 2-69

Join us for a lively discussion about teaching technology in kindergarten through the eighth grade. Last year, a group of about two dozen local technology and library/media specialists met twice through the Bay Area Development Collaborative, and found in each other deeply rich resources and ideas, Expand your professional learning network - if you teach with technology we'd love to meet you!

Holly Below, *Head-Royce School*

SESSION TWO
11:00 AM - 12:30 PM

K-12 K-6 K-2 3-6 7-8 7-12 9-12 A C E G L L M P P S S T V
D N N E L L M P P S S T V
M S G N G B H R E C I H C L

2 - 30	Innovative Inspirations: An Introduction to Design	X											X							
2 - 31	Understanding and Communicating with the	X									X	X	X							
2 - 32	Creating a Meaningful Partnership with Parents						X	X			X	X	X							
2 - 33	AFFINITY GROUP: After-School Program Personnel		X										X							
2 - 34	Speaking of Debate: Starting a Forensics Program at					X	X	X			X	X		X	X					
2 - 35	Strategies for 21st Century Education: Collaboration										X	X					X	X		
2 - 36	Let's Talk about Race: Engaging Schools in Dialogue	X									X	X	X						X	
2 - 37	Cure for Time and Paper Management Dysfunction										X	X	X				X	X		
2 - 38	Creating U.K.D.s That Define and Deepen Your CANCELED											X	X						X	
2 - 39	The Buddy Program: Building Community Across												X							
2 - 40	The Diversity in the Melting Pot: Appreciating the CANCELED	X											X							
2 - 41	Six Uncommon Coaching Approaches for Educators	X									X		X							
2 - 42	<i>Island of the Blue Dolphins</i> : A Musical Adventure				X												X			
2 - 43	From Sticks and Stones to Rumi				X												X			
2 - 44	Spice Up Your Fourth through Seventh Grade Math				X										X					
2 - 45	Teaching Social Justice Through Reading and Writing				X							X							X	
2 - 46	Culturally-Embedded Teaching					X		X					X							
2 - 47	¡Habrá Poesía!								X				X							
2 - 48	Raising the Conversation: Using Authentic Literature						X						X							
2 - 49	Creating a Community of Readers at Your School	X									X	X	X	X						
2 - 50	Free, Fun and Fabulous: Google Tools in the Library						X							X						
2 - 51	Escape From the Textbook						X								X					

SESSION THREE
1:30 PM - 2:45 PM

K-12 K-6 K-2 3-6 7-8 7-12 9-12 **A D M** **C N S** **E N G** **G E N** **L N G** **L I B** **M I T** **P F R** **P E** **S C I** **S S H** **T S E** **V S L**

3 - 35	Putting the Child First in Planning Developmentally	X											X								
3 - 36	Basic Visual Literacy and Film-making in the	X											X			X				X	X
3 - 37	Building a Kind and Collaborative Community		X										X								
3 - 38	Fostering Success In Students and Faculty CANCELED	X					X	X	X	X			X								
3 - 39	The Power of Service Learning	X											X								
3 - 40	Staying on Top of Your Workload Using Folders,	X											X								
3 - 41	The Cure For Procrastination - Backwards Planning												X								
3 - 42	Moved to Session 2-79																				
3 - 43	AFFINITY GROUP: Learning Specialists	X											X								
3 - 44	An Unusual Partnership on Learning and Teaching	X											X								
3 - 45	Greening Your Existing Buildings - A Journey	X											X					X			
3 - 46	AFFINITY GROUP: GSA Discussion Group						X			X		X									
3 - 47	To Kenya and Back - Service Learning and FTC					X			X		X		X						X		
3 - 48	Learning and Memory: Why Do Some Students						X						X								
3 - 49	Creating Collaborative Communities That Support	X											X								
3 - 50	Math Around the Edges (and in-between and all				X										X						
3 - 51	The Practical Wiki: Kids, Curriculum, and				X									X						X	
3 - 52	ROUNDTABLE in LANGUAGES: Evaluating						X						X								
3 - 53	Using Moodle to Enhance Foreign Language Learning						X						X								
3 - 54	Looking Ahead to the New French AP Language and							X					X								
3 - 55	ROUNDTABLE in LIBRARY SCIENCE: Favorite		X												X						
3 - 56	Santa Cruz, California to Hat Sang Village, Laos, and	X											X	X							
3 - 57	Making It Real - Data Analysis in the Middle School					X									X						

