

The UCI School of Education presents...

2018-2019

Research-Based Strategies to Enhance Learning for All Students

Nov. 7, 2018: Ron Ritchhart

Jan. 23, 2019: Jeff Zwiers

Mar.21, 2019: Aída Walqui & George C. Bunch

This workshop series, consisting of three full-day presentations, was designed with input from school district administrators in the Greater Los Angeles, Orange, and San Diego Counties. Its goal is to showcase the work of outstanding scholars whose publications help teachers translate research into classroom practice and improve outcomes for all students, grades K-12. Each workshop offers administrators and teachers in all content areas with cutting-edge practices that are informed by educational research. Workshops will be held at the UC Irvine Student Center from 9:00 a.m. – 2:30 p.m. and will include a book by each of these renowned educators as well as additional materials. Participants will be able to engage in activities first-hand as well as to ask questions about implementation in their respective classrooms. Individuals may register for any one workshop or all three sessions.

- UCI Writing Project -

Nov. 7, 2018

Creating Cultures of Thinking



Ron Ritchhart is a Senior Research Associate and Principal Investigator at Harvard Project Zero where his work focuses on the development of school and classroom culture as prime vehicles for developing students as powerful thinkers and learners. Ron's most recent book *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools* (Jossey-Bass), takes readers inside a diverse range of learning environments to show how teachers create classrooms where thinking is valued, visible, and actively promoted as part of the day to day experience of all group members. Howard Gardner has called the book "a tour de force" for Ron's ability to seamlessly merge theory, research, practice and application together in a highly accessible and engaging manner.

Ron's research and writings have informed the work of schools, school systems, and museums throughout the world. His book *Making Thinking Visible* (Jossey-Bass), co-written with Mark Church and Karin Morrison, has popularized the use of thinking routines to facilitate deep learning and high engagement.

Creating Cultures of Thinking

This interactive workshop is designed for teachers, administrators and school leaders across grade levels and subject areas who are somewhat new to the ideas and practices of the Cultures of Thinking project. In this one-day workshop we will identify, explore, and discuss the eight cultural forces that are the keys to shaping and understanding group culture. In addition, participants will be introduced to a variety of thinking routines, what they are, and how they can be used to create more thoughtful classrooms.

During the workshop, we will explore such questions as:

- What is a culture of thinking?
- How can the cultural forces that exist in each classroom support and further develop a culture of thinking?
- How can educators use thinking routines to structure, scaffold, and support students' thinking?

Registration also includes continental breakfast, boxed lunch, and a copy of *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools* (Jossey-Bass).

Professional Development Services from the School of Education

The UCI Writing Project offers a range of professional development services including technical coaching, assistance, curriculum and assessment design, and professional development workshops ranging from keynote addresses and one day workshops to multiple year contracts with schools and districts in the area of literacy, with an emphasis on writing. Interested schools and districts should contact the UCI Writing Project Office at (949) 824-7842. The Center for Educational Partnerships (CFEP) also offers professional development services in the areas of history mathematics, and reading and literature. Contact CFEP at (949) 824-7482.

Jan. 23, 2019

**Communicating to Learn:
Practices and Activities for Developing Academic Speaking, Listening,
and Conversation Skills Across Disciplines (K-12)**

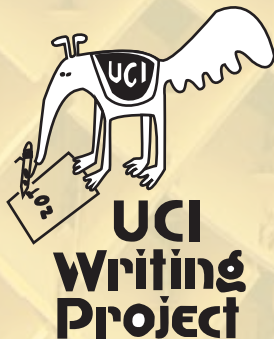


Jeff Zwiers is a senior researcher at the Stanford Graduate School of Education. He has taught in secondary and elementary schools with very diverse students. His research consists of collaborating and co-teaching with teachers to learn what works best in real classrooms. In his spare time he writes books and articles on literacy, thinking, and language development, including the co-authored text (with Marie Crawford) *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings* (Stenhouse). He also develops bilingual curriculum materials for oral language development in rural schools in Guatemala.

Communicating to Learn: Practices and Activities for Developing Academic Speaking, Listening, and Conversation Skills Across Disciplines (K-12)

The first half of the day will focus on fostering speaking and listening skills that develop academic language, literacy, and content understandings across disciplines and grade levels (K-12). Participants will engage in activities and watch video clips that model structured oral language activities and formative assessment practices. These activities embody three key principles (idea building, information gaps, and attention to language) needed for maximizing the development of thinking and language that students must use in school and beyond. The second half will focus on fostering conversation skills that develop academic language, literacy, and content understandings across disciplines. Productive conversations, especially between pairs and small groups, are rare in school for a variety of reasons. This session will model instructional activities and effective prompts that (a) use conversations to teach content and language, and (b) model and scaffold conversation skills. Teachers will have time to observe videos and engage in conversation activities.

Registration also includes continental breakfast, boxed lunch, and a copy of *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings* (Stenhouse).



For more information, contact the UCI Writing Project office:

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401 East Peltason, Suite 3100
Irvine, CA 92697
Website: <http://writingproject.uci.edu>

Mar. 21, 2019

Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners



Aida Walqui, Ph.D., directs the Quality Teaching for English Learners initiative at WestEd. She has extensive experience in the development of teacher expertise to work in schools with second language learners in deep, rigorous, and accelerated ways. She has taught and conducted research in Peru, Mexico, the United Kingdom and the United States. In 2016, the TESOL International Association named her as one of the 50 most influential experts in the last 50 years. She has published extensively on indigenous education in Latin America and the education of English Learners in the United States. In 2010, in collaboration with Leo van Lier, she published *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise* (West Ed).

George C. Bunch, Ph.D., is Associate Professor of Education at the University of California, Santa Cruz. An experienced K-12 ELD and social studies teacher and teacher educator, his research focuses on language and literacy challenges and opportunities for English Learners in K-12 and higher education and on policies and practices designed to serve such students. He is a founding partner of the Understanding Language initiative (ell.stanford.edu), formed to heighten awareness of the role of language for English Learners in the Common Core and Next Generation Science Standards. His book with Aida Walqui, *Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners*, is forthcoming from Teachers College Press.

Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners

In order to meet the 21st Century demands of academic standards, workplace expectations, and civic engagement, English learners need access to learning opportunities that are amplified, rather than simplified as is often the case. In this workshop, we offer design principles for how classroom teachers and other educators can develop lessons and units that provide “quality learning opportunities” for English Learners (and all students) to engage in rigorous, meaningful, and well-supported tasks. We present exemplars of such design from different subject areas and invite participants to brainstorm and begin to develop a curricular segment that applies the principles discussed in the workshop to their own contexts.

NOTE: Participants are invited to bring a text or current lesson they would like to use for the design/application part of the workshop.

Registration also includes continental breakfast, boxed lunch, a copy of *Amplifying the Curriculum: Designing Quality Learning Opportunity for English Learners* (Teachers College Press) and materials.

Save the Date!

The Annual UCI Writing Project Literacy Conference

Thursday, December 6, 2018

Keynote Speakers:



Workshop presenters include:

Carol Jago,
Shawna Coppola,
Gretchen Bernabei,
Heather Wolpert-Gawron,
Jim Burke,
and more.

Cris Tovani, co-author, *No More Telling as Teaching: Less Lecture, More Engaged Learning*; author, *I Read It, But I Don't Get It* and *Do I Really Have to Teach Reading?* **Ralph Fletcher**, author, *Joy Write: Cultivating High Impact Low Stakes Writing, Craft Lessons*, and *The Writing Teacher's Companion: Embracing Choice, Voice, Purpose and Play*.

More information will be available in September on our website at <http://writingproject.uci.edu>.

Information & Registration

(Registration also available online at <http://writingproject.uci.edu>)

When:

Wednesday, November 7, 2018
Wednesday, January 23, 2019
Thursday, March 21, 2019

- Ron Ritchhart
- Jeff Zwiers
- Aída Walqui &
George C. Bush

Schedule:

Coffee & Check-In: 8:30 a.m. - 9:00 a.m.
Conference: 9:00 a.m. - 2:30 p.m.
(More detailed information will be available closer to the date)

Where:

UCI Student Center
311 W. Peltason Dr.
Irvine, CA 92697

Contact:

For more information, please call the UCI Writing Project at (949) 824-5922 or e-mail at uciwritingproject@uci.edu

Registration:

Workshop Fee:

\$225 per workshop or \$620 for 3-workshop bundle (\$55 savings)

Note: 3-workshop bundle must be made in single purchase.

All workshops include parking, continental breakfast, a box lunch, and a copy of a book by the featured speaker.

Workshop Selection (Check all that apply):

_____ Wednesday, Nov. 7, 2018 - Ron Ritchhart - Creating Cultures of Thinking
_____ Wednesday, Jan. 23, 2019 - Jeff Zwiers - Communicating to Learn: Practices and Activities for Developing Academic Speaking, Listening, and Conversation Skills Across Disciplines (K-12)
_____ Thursday, March 21, 2019 - Aída Walqui & George C. Bunch - Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners

Payment (Check total price):

1 workshop: \$225 2 workshops: \$450 3 workshops: \$620

Please make sure to complete each field and follow the instructions at the bottom of the page.

Name: _____ E-mail: _____

Mailing Address: _____

City: _____ State: _____ ZIP: _____

School: _____ District: _____

Day Phone: _____ Evening Phone: _____

Lunch Choice (sandwich): Turkey Roast Beef Ham Tuna Vegetarian

Paying by (check one):

Check (payable to: **UC Regents**) District P.O. # _____ District P.O. in progress

Credit Card (via online @ <http://writingproject.uci.edu>)

Scan and e-mail registration form with Purchase Order # to uciwritingproject@uci.edu. Or, mail registration form with check (payable to: UC regents) to UCI Writing Project, 401 East Peltason, Suite 3100, Irvine, CA 92697-5510. All registrants will receive a confirmation e-mail within 2 business days of receipt.

**UNIVERSITY OF CALIFORNIA, IRVINE
SCHOOL OF EDUCATION
UCI WRITING PROJECT
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