CISI Spring Briefing Workshops Registration Underway!

The 2014 CISI Spring Briefing will focus on the state’s progress towards implementing Common Core, SBAC assessments, the Local Control Funding Formula (LCFF), and Local Control Accountability Plans (LCAPs). We will cover the development of the revised Academic Performance Index (API) and the legislative and budget proposals that will impact curriculum and instruction. The briefing provides a focus on education policy and finance against the backdrop of relevant political dynamics.

The CISI Spring Briefing Workshops will be held at the following locations and times:
• Placer County Office of Education – Friday, April 18, 2014 – 8:30-11:00 AM
• Butte County Office of Education – Tuesday, April 22, 2014 – 8:30-11:00 AM
• Los Angeles County Office of Education – Wednesday, April 23, 2014 – 8:30-11:00 AM
• Fresno County Office of Education – Thursday, April 24, 2014 – 2:00-4:30 PM
• Orange County Office of Education – Tuesday, April 29, 2014 – 8:30-11:00 AM
• San Bernardino County Office of Education – Tuesday, April 29, 2014 – 2:00-4:30 PM
• Santa Clara County Office of Education – Thursday, May 1, 2014 – 8:30-11:00 AM
• Sonoma County Office of Education – Thursday, May 1, 2014 – 2:30-5:00 PM

To register, visit our website at [http://cisi.ucdavis.edu/workshops/](http://cisi.ucdavis.edu/workshops/)

Attention on Common Core Implementation/SBAC Assessments

Through a number of recent hearings and conversations there is clearly a growing awareness of the challenges facing schools with the implementation of Common Core and the SBAC assessments. Legislators, staff, and key administration officials appear to grasp the rationale for an additional round of one-time funds for Common Core implementation in 2014-15, with a particular focus on technology needs.

President of the State Board of Education, Dr. Michael Kirst, spoke recently about these issues at Stanford University. While he did not commit the Governor’s Administration to another round of Common Core funding, he clearly laid out a case for additional funds if the state’s finances in May support that as an option. This area continues to have some of the highest need.
In January, the Smarter Balanced Assessment Consortium (SBAC) posted training tests with additional item types and accessibility and accommodations features. To access the practice and training tests, visit: [http://www.smarterbalanced.org/practice-test/](http://www.smarterbalanced.org/practice-test/).

**A Question of Law: Key Legal Issues in Public Education**

Sponsored by the UC Davis School of Education and featuring legal experts from Kronick Moskovitz Tiedemann & Girard, this [free workshop](http://www.smarterbalanced.org/practice-test/) designed for K-12 Superintendents, Administrators and Principals will be held at the UC Davis Conference Center and will address the following topics:

**Concurrent Morning Sessions | 10am – 12pm**

**Equal Education Opportunity in the Courts:** This presentation will discuss key concepts in the area of students’ rights to equal educational opportunity. | **Presenter Marsha Bedwell**

**Student Discipline and Cyber-Bullying:** This presentation will cover legal grounds for suspension or expulsion, recent legislative changes including cyber-bullying, and outline the critical due process hearing requirements. | **Presenter Chris Keiner**

**Concurrent Afternoon Sessions | 1:30 – 3:30pm**

**Legal Implications for Local Control:** This presentation will discuss the operation and impact of the Schools Local Public Protection Act. | **Presenter Addison Covert**

**Free Speech, Student Rights and Transgender Issues:** This presentation will discuss implementation of the new statute regarding use of bathrooms and other private facilities by students asserting a different gender than reflected on their records. The impact of the new Common Core standards on personnel issues and collective bargaining issues also will be addressed. | **Presenter Michael Hersher**

Register for this free workshop via email at caped@ucdavis.edu

**The Need to Better Support New Teachers**

A new report, entitled *Beginners in the Classroom: What the Changing Demographics of Teaching Mean for Schools, Students and Society*, by Susan Headden, Senior Associate for Policy Engagement at the Carnegie Foundation for the Advancement of Teaching, illuminates ways to better support new teachers.

“Making careful hiring decisions at the outset, then recognizing that new teachers have unique needs and providing them with the targeted support and real-world training they require,” is one way to provide better support. Another is to implement comprehensive teacher induction strategies, outlined in the report, that offer teachers the training and support they need in the first years of classroom work.
Comprehensive induction is:

- High quality mentoring by trained mentors
- Common planning time
- Ongoing professional development
- External networks of teachers
- Standards-based evaluation
- Dedicated resources
- An adequate and stable source of funding

Source: Alliance for Excellent Education

In addition to targeted support and real-world training, writes Headden, “the problem also seems to call for fundamental changes in the profession – changes that would give classroom teachers more ownership of their careers and greater opportunities for leadership and advancement.”

Overall, new teachers leave their classrooms at much higher rates if they lack key elements of preparation, says Linda Darling-Hammond of Stanford University’s Graduate School of Education. Teachers who are unprepared in curriculum, teaching methods, child development, and student teaching leave at twice the rate of teachers who have had this training, Darling-Hammond says.

Successful approaches focus on teacher growth, and their hallmarks are well-trained, freed-up mentors and common teacher planning time. Three such programs that show promise in curbing attrition: Houston’s summer academy; a comprehensive mentoring program in Cedar Rapids, Iowa; and Boston’s teacher residency model.

The report states, “if the condition of beginning teachers is a largely neglected human capital challenge, it is also an opportunity. The most promising strategies to address the problem—particularly comprehensive induction—hold out the prospect of building a far more effective foundation for public school teaching than exists today, one with the potential to substantially increase student achievement.”

The full report is available at the following link:

STEM Academy for Elementary School Teachers - Summer 2014
The Summer STEM Academy for Elementary Teachers will be held July 14-18 and July 28-August 1, 2014 (9am-3pm) on the UC Davis Campus. Designed to help elementary teachers successfully bring STEM into classrooms with innovative, integrated and inspired hands-on teaching that is aligned with Common Core State Standards and Next Generation Science Standards, this five-day Academy will be lead by UC Davis faculty, SCOE curriculum specialists and dynamic classroom teachers.

To register ($450 fee), visit scoecurriculum.net/register. For more information, contact Andee-Press-Dawson at apressdawson@ucdavis.edu.