Collaborative Classroom at #Empower19
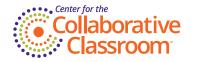
Strengthening Learning Communities Through SEL

Building Relationships, Transforming Discipline, Enabling Academic Success

Visit us at Booth 1866!

Center for the Collaborative Classroom™

Find us on:

collaborativeclassroom.org

Professional Learning Sessions

This year at ASCD Empower19, join Collaborative Classroom for professional learning sessions about building equity through literacy instruction and creating caring school communities.

We're pleased to present the following sessions with school-based partners who use our curricula:

SESSION 131EW

How One District Builds Equity Through Powerful Writing Instruction

Saturday, March 16
1:30 – 2:30 PM
Learning Theater 1

What steps is one urban district taking to ensure equity and excellence in the teaching of writing? In this session, we will learn from an elementary school principal from Chicago Public Schools about an initiative underway to support writing instruction that promotes access and equity for culturally and linguistically diverse students.

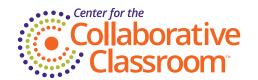Presenters: **Kristy Rauch** and **Martín Anderson**

SESSION 231EW

How a School Supports All Students by Building a Caring School Community

Sunday, March 17
1:30 – 2:30 PM
Learning Theater 1

How might schools sustain and refine their focus on developing the whole child over many years? In this session, a principal from Chicago Public Schools will share her multiyear initiative to support teachers and students in building relationships and creating a safe and engaged learning environment.

Presenters: **Peter Brunn** and **Stacy P. Stewart**

Visit Booth 1866 to Learn More About Our Curricula

Caring School Community®, K–8

The Caring School Community program is a nationally recognized, evidence-based curriculum that builds classroom and schoolwide community while developing students' social and emotional learning (SEL) skills and competencies. It is designed to help students become caring, responsible members of their school communities.

Caring School Community does this by:

- Building caring relationships with and among students
- Directly teaching social skills
- Creating calm, orderly learning environments through the effective use of classroom management practices
- Helping students acquire self-discipline through a caring and effective approach to discipline

Collaborative Literacy, K–6

Collaborative Literacy is a rigorous, yearlong curriculum that addresses the core reading, writing, and speaking and listening skills that students need to thrive academically and socially. By integrating literacy instruction with SEL, Collaborative Literacy enables students' development as independent readers, writers, critical thinkers, and problem-solvers, while simultaneously fostering their growth as caring, collaborative, and responsible people.

Collaborative Literacy offers:

- A comprehensive, research-based instructional cycle that allows teachers to gradually release the responsibility of learning to students
- Student-centered lessons that are active and accessible for every learner, and teacher support to meet the full range of student needs
- Authentic, diverse fiction and nonfiction texts that bring the full range of human experience and knowledge into the classroom
- Cooperative structures and practices in every lesson that promote SEL and teach social, ethical, and problem-solving skills
- Assessments designed to help teachers make informed instructional decisions and track students' academic and social development over time
- Embedded professional learning in each lesson so that teachers learn, practice, and reflect on effective instructional practices and deepen content knowledge as they teach

To learn more about our programs, visit **collaborativeclassroom.org/programs**.

ABOUT COLLABORATIVE CLASSROOM

At Collaborative Classroom, we provide a sustainable, scalable, and affordable way for schools and districts to grow research-supported practices for teaching literacy. Through our K–8 educative curricula and professional learning, we support teachers as they help their students develop into readers, writers, and critical thinkers with the social-emotional skills necessary to thrive. For more information, visit us at **collaborativeclassroom.org.**

ABOUT THE PRESENTERS

Martín Anderson

Martín Anderson is the principal of West Park Academy of Fine Arts and Technology in the West Humboldt Park area of Chicago. He is an experienced science and literacy instructor and instructional support leader with over 15 years of teaching experience in middle school classrooms. He is a passionate educator and a graduate of Chicago Public Schools. Anderson led the Pilsen Little Village Network in Chicago for five years, driving design and implementation of professional development for teachers in the form of lab sites and workshops on close reading. In addition, he worked with principals to ensure the successful implementation of Illinois standards, developing leadership teams and overseeing the creation of data systems. Anderson leads Understanding by Design professional leadership, Cycles of Learning on Close Reading, and other best practices for West Park Academy, with a focus on strategies for English Language Learners and diverse learners.

Peter Brunn

As Vice President of Organizational Learning, Peter Brunn leads Collaborative Classroom's organizational learning, research, and impact work. An experienced staff developer, teacher, curriculum developer, and writer, he often shares his learning through keynotes and presentations at local and national conferences, including NCTE, ASCD, ILA, and Learning Forward. His writing has appeared in such publications as the *Journal of Character Education* and the *Handbook of Moral and Character Education*. He is also the author of the book *The Lesson Planning Handbook: Essential Strategies That Inspire Student Thinking and Learning*, published by Scholastic. Prior to coming to Collaborative Classroom, Peter worked as a staff developer with the Teachers College Reading and Writing Project. He began his career in education as a teacher at an elementary school in the Bronx. He currently lives in the San Francisco Bay Area with his wife and daughter.

Kristy Rauch

Kristy Rauch is an Illinois-based Manager of Educational Partnerships with Collaborative Classroom. She has worked for 20 years in the field of education as a high school teacher, curriculum developer, facilitator of professional learning, and social and emotional learning consultant to schools and districts. Kristy received her BA in English from Northwestern, and her MA in Educational Policy and Evaluation from Stanford.

Stacy P. Stewart, M.A.

Stacy P. Stewart is the principal of Belmont-Cragin Elementary School, located on Chicago's Northwest side. As a former student and 26-year employee of the Chicago Public Schools, she has served as a middle school teacher, induction coach for the New Teacher Center, and a principal. Since becoming principal of Belmont-Cragin in 2010, she has worked to improve the quality of teaching and learning by utilizing a personalized approach with dual-language education, SEL, and personalized learning. She advanced the school's designation from a Level 3 rating in 2010 to a Level 1+ in 2017. Belmont-Cragin is currently recognized nationally as an Ashoka Changemaker School with a Gold Circle NAEYC-accredited Early Childhood Center. In 2016, the school was awarded an Exemplary Award for Social and Emotional Learning from Chicago Public Schools. In 2016, Principal Stewart was selected for the Cahn Fellows Program for Distinguished Principals. She has been awarded the Leading Educator Scholarship for Innovative Principals from the Bill and Melinda Gates Foundation, which hosted 500 of the nation's most successful superintendents and school leaders. Recently, she was awarded the Stanley Golder Leadership Award from the Golden Apple Foundation for exemplary performance in school leadership and a multimillion-dollar capital project for a new innovative school from the city of Chicago.