



SAN JOAQUIN COUNTY
OFFICE OF EDUCATION

District Continuous Improvement & Support

August 2022

Events, County News, and Resources

SJCOE Curriculum Breakfast: "Grading for Equity Featuring Author Joe Feldman"

Curriculum Breakfast
Featuring Joe Feldman, author of *Grading for Equity*
September 1, 2022
9:00 AM - 12:00 PM
In Person
Sponsored by ACSA Region 7

Mr. Feldman is powerful and inspirational. He will:

- Strengthen the agency and experience of equitable grading practices that are currently being used, and
- Introduce the agency and experience of equitable grading practices and equity grading practices and how they can be implemented.
- Share the challenges and possibilities for equitable grading, including the book "Grading for Equity" work.

Grading for Equity Book Study Network
To support your implementation efforts, we encourage you to register for the "Grading for Equity Network".
Network meetings - all 9:00 - 10:00 (virtual):
October 20, 2022
November 8, 2022
December 15, 2022
Registration questions? info@sjcoe.org

Register here: <https://forms.gle/3nCTqMn>
August 19, 2022
There is no charge to participate.

San Joaquin County Office of Education
2507 Fremont Drive, Stockton, CA 95210
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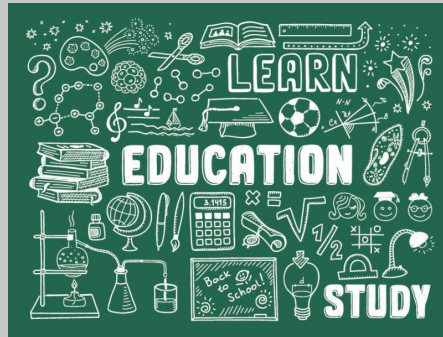
September 1, 2022
9:00 AM - 12:00 PM
@ SJCOE

If you are curious to learn more about equitable grading practices and how to support this shift in educational practice, we invite you to come hear from *Grading for Equity* author Joe Feldman at SJCOE's first Curriculum Breakfast of the 2022 - 2023 school year! To get a sneak peek at the concepts Mr. Feldman will explore, check out this YouTube video of Mr. Feldman and Mark Boswell: ["Grading for Equity: What It Is, Why It Matters, How It Transforms Schools and Classrooms."](#)

Everyone who registers for the Curriculum Breakfast will receive a free copy of *Grading for Equity*.

[Register Here!](#)

SJCOE's Continuous Improvement and Support Program's 2022 - 2023 Professional Learning Opportunities



Click on the links below for more information and to register!

- [UDL Facebook Live PL Chats](#)
- Instructional Coach Network [Registration](#) (*Informational flier coming soon!*)
- “Grading for Equity” Community of Practice
- SEL Community of Practice
- California School Leadership Academy (21CSLA) Professional Learning [Modules](#), [Communities of Practice](#), and [Individualized Coaching](#)
- Counselor Summit
- LCAP 101 and LCAP Network
- Multi-Tiered System of Support
- CA School Dashboard 101
- Differentiated Assistance 101

Student Well-Being Index Tools for Elementary and Secondary Educators



Turnaround for Children's [Well-Being Index webpage](#) provides printable and online options for accessing the Well-Being Index: a tool designed to help educators collect student data related to their physical, social, psychological, and emotional well-being. With the data from these easy-to-administer assessments, educators can

personalize student supports, interactions, and experiences, strengthening their SEL Universal Supports.

Lexile and Quantile Workshops - August 2022



ETS will be providing a range of Quantile and Lexile virtual webinars and workshops through August for testing coordinators and teachers. [Click here](#) to access the CAASPP Lexile and Quantile virtual trainings webpage for more information and to register.

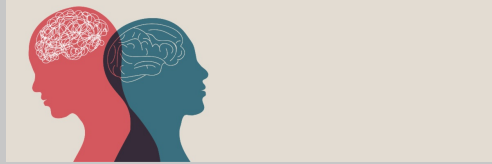
Student Mental Wellness Conference



September 14 - 15, 2022
San Diego

Sponsored by Wellness Together School Mental Health and the California Department of Education, the Student Mental Wellness Conference will be held in person at the San Diego Convention Center, with an option for virtual attendance. For conference information, and to register, visit the [Wellness Together Student Mental Wellness Conference web page](#).

**Adult SEL Practices - Virtual Workshop,
October 15, 2022**



This three-hour workshop will explore strategies for district and site leaders to support educators' identification of early warning signs of stress and burnout; build administrators' capacity to use adult SEL strategies for staff and self; and assist administrators in identifying system structures to support adult SEL. Fee: \$100. Confirmed participants will receive a copy of *The Daily SEL Leader: A Guided Journal*.

[Register Here!](#)

Power of Equity in Education Symposium: Choosing to See - October 19 - 20, 2022



Hosted by the Kern County Superintendent of Schools, [The Power of Equity in Education Symposium: Choosing to See](#), will focus on the best practices to strengthen systems to more effectively prepare and respond to the needs of all students and create the conditions for them to thrive. On October 19, participants have the option to attend a half-day pre-conference with the Cost of Poverty Experience (COPE). COPE is an interactive simulation that gives educators the opportunity to experience poverty through the eyes of real students and families.

[Register Here!](#)

**Best Practices in Staff Recognition -
Research Report**



If mitigating teacher burnout is high on your list this year, Hanover's "[Best Practices in Staff Recognition](#)" strategy-filled research report may be a helpful resource for you. District-level strategies, school-level strategies, and key findings on the value of staff recognition are highlighted.

Teaching and Learning Practices from the Learning Accelerator



This extensive set of resources from [Learning Accelerator](#) provides concrete strategies in four key practice areas: [Targeted and Relevant](#), [Actively Engaging](#), [Socially Connected](#), and [Growth Oriented](#). Each section includes filters to access resources relevant to your grade level, subject area, modality, and more. Many of the resources are case studies of schools, offering site level examples.

Museum Resources to Enhance the Curriculum



Edutopia's article "[6 Museums With Exceptional Teacher Resources](#)" provides information and links to multiple K-12 instructional resources to share with your teachers. Examples include:

- [MetKids](#) (New York's Metropolitan Museum of Art) is a kid-centered resources for students grades 2 - 8. Students can

explore an interactive museum map, an historical timeline, and a library of engaging videos.

- The Children’s Museum of Indianapolis has [free classroom lessons](#) for grades K - 8, such as “DNA - The Action of Extraction”, “Weather - When Hail Attacks!”, and “Measuring a Dino”
- Smithsonian Institution [Educator Resources](#), including resources from the African American Museum, the Early Enrichment Center, the Environmental Research Center, and many more.

Science of Learning and Development Design Principles for Schools: Self Assessment

Science of Learning and Development Design Principles for Schools Self-Assessment Tool

Purpose of This Tool: This self-assessment tool is intended to be used as part of a reflective process to support stakeholders and leaders in schools, district offices, and education support organizations in measuring the extent to which the structures, systems, and practices for the learners associated with the principles of whole child design are in place and consistently used throughout a school to create high school and district leaders practice areas for their redesign efforts, drawing on the Design Principles for Schools Playbook.

How to Use This Tool: This self-assessment tool is organized around the five Guiding Principles for Equitable Whole Child Design and the design principles for the structures and practices associated with each that create the conditions for transforming the quality of relationships, child practice, and student learning and experience, as described in the Design Principles for Schools Playbook.

The self-assessment tool can be completed one section at a time. You are encouraged to ultimately complete all areas of the self-assessment to have a comprehensive and integrated picture of the extent to which a school has the structures and practices in place for equitable whole child design. Before completing the self-assessment items for each guiding principle, review the design principles for that specific area (which are linked below). Then consider each item and record indicators of how the school does and does not meet the criteria. After completing the self-assessment, note the areas that are a priority for identifying next steps.

To produce a comprehensive and inclusive assessment of the extent to which the principles from the science of learning and development are in place in your school, we recommend either engaging a cross-functional team or gathering input that represents the diverse perspectives and experiences of your school community, which may include teachers, coaches, students, and families, to surface a comprehensive and inclusive understanding. The Whole Child Design Inventory tool takes a series of steps that may be useful in gathering input and data to inform the overall assessment of the school.

To see the full playbook, visit <https://i.1.1.designprinciples.org>.

Guiding Principles for Equitable Whole Child Design

The graphic shows five guiding principles in a circular arrangement around a central icon of a person. The principles are: 1. Personalized Learning, 2. Holistic Development (Cognitive, Social, and Emotional), 3. Collaborative Relationships (Among Teachers, Students, and Families), 4. Engaging and Relevant Learning, and 5. Foundational Skills and Knowledge. The central icon is labeled 'Whole Child Design'.

Logos for LEARNING POLICY INSTITUTE and THE MUSEUM FOR CHILDREN are visible at the bottom.

Developed by Design Principles for Schools, this school-level [self-assessment tool](#) enables educational partners, district leaders, and school staff to examine the extent to which whole child design features are in place and consistently used throughout a school. Schools with a **multi-tiered system of support** may find this resource helpful for deepening and extending their commitment to whole child education.

Leveraging Community Partnerships for Integrated Student Support - Interactive Report

EdResearch | **LEVERAGING COMMUNITY PARTNERSHIPS FOR INTEGRATED STUDENT SUPPORT**

The Center for Education Data Analysis & Research (CEDAR) at the University of Michigan

CENTRAL QUESTION

What does research tell us about how to use community-based resources to address academic and social gaps resulting from the COVID-19 pandemic?

KEY INSIGHTS

Insights to Consider	Strategies to Avoid
<ul style="list-style-type: none"> • The solutions revealed and implemented address the most acute needs and address the most significant gaps in the system. • Partnerships provide critical support for addressing the most acute needs and address the most significant gaps in the system. • Partnerships provide critical support for addressing the most acute needs and address the most significant gaps in the system. 	<ul style="list-style-type: none"> • Community-based organizations will only be able to meet actual needs if they have additional resources during this period of additional resources. • Establishing partnerships or providing support or without having full knowledge of the needs, resources, and capacities of our partners can lead to misalignment of expectations and desired outcomes. • Schools that focus resources to address the immediate needs of students without ensuring ongoing resources can fail to improve outcomes for our most vulnerable students and broader community.

Published by EdResearch | February 2021

This [report](#), produced by the EdResearch for Recovery Project, highlights essential concepts and useful strategies for enhancing community partnerships. Through community partnerships, educators can better address students' learning needs, as well as develop an asset-based mindset. Such partnerships can make learning more relevant, therefore supporting student attendance and engagement.



SJCOE CIS Thanks you for Reading our Newsletter

About Us

In partnership with our educational community, the Continuous Improvement and Support team leads with equity, designs and facilitates relevant and innovative learning that fosters relationships and is responsive to student and adult needs.

Visit our
website



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