Maria Carrillo High School

Vicki Zands
Principal

Randy Burbank
Assistant Principal

Shauna Ferdinandson
Assistant Principal

June 3, 2016

To Whom It May Concern:

I highly recommend Dr. Adrienne Larocque for a California teaching credential. I have had the pleasure of working with her for the past two years. In that time I have been able to witness what an integral part of the science department she is. She is extremely intelligent, creative, kind, and engaging.

Dr. Larocque has a wide range of experiences and accolades that qualify her for this position. She has taught many different age groups and subjects, and has traveled the world. Her knowledge of the subject matter is incredible.

During her time here, Dr. Larocque has really impressed me. She presents material in a way that is interesting and engaging to her students. The students walk away from the class with long-term knowledge of science. Her courses are rigorous, but she makes it accessible to every student. They love her class and feel that she is very approachable and caring. She is especially in tune with the students with special needs. Dr. Larocque makes them feel comfortable in her class and is able to help them learn the material in the way that is best for them.

Dr. Larocque is a wonderful person to collaborate with. She understands how collaboration benefits both teachers and students. She provides valuable feedback for IEP meetings and always makes time to attend the meetings. Dr. Larocque has a good rapport with the parents as well. She makes it easy for them to know what is going on in her classroom, and she is always available for discussions.

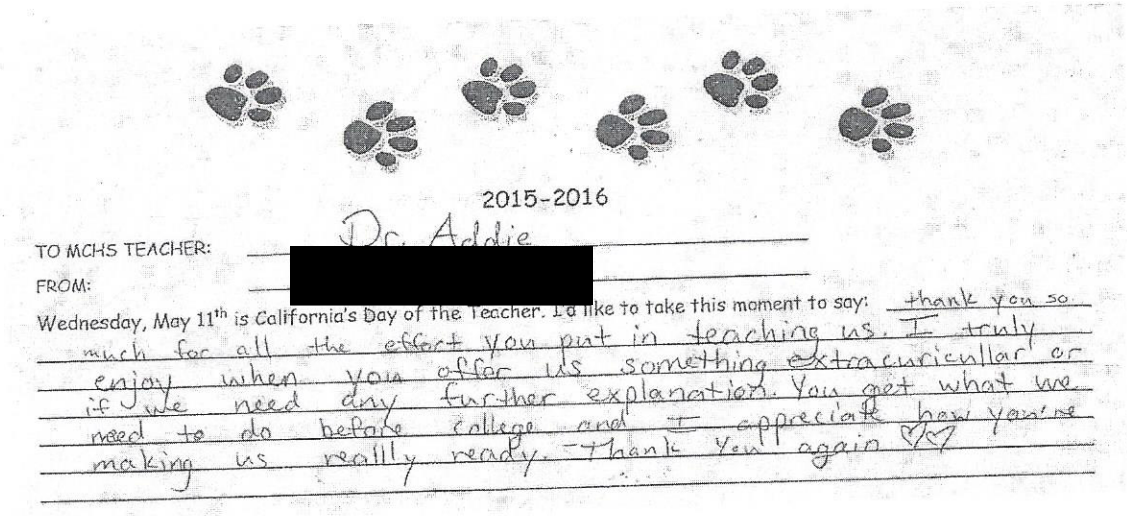
I feel that Dr. Larocque enriches the lives of the students and is the perfect candidate for a teaching credential. Please contact me if you have any further questions.

Sincerely,

Sarah Thompson

Sarah Thompson
RSP Teacher
Maria Carrillo High School
sporter1717@yahoo.com
(707) 396-8699

Appendix III: Notes and E-mails of Praise



2015-2016

TO MCHS TEACHER: Dr. Addie

FROM: [redacted]

Wednesday, May 11th is California's Day of the Teacher. I'd like to take this moment to say: thank you so much for all the effort you put in teaching us. I truly enjoy when you offer us something extracurricular or if we need any further explanation. You get what we need to do before college and I appreciate how you're making us really ready. Thank You again

6/03/2016

Dear Dr. Addie,

Thank you for the years of assistance, learning, and encouragement that you have given me. The life of the mind requires courage and sacrifice, and you have consistently demonstrated how to pursue what you love with grace and enthusiasm. Thank you, too, for pushing all of us to work at higher levels. I am very grateful that you started SWE, gave us real experience in the community, and taught us how to collaborate. I have learned many life lessons from you, and will miss you immensely.

Love,

[redacted]

2015-2016

TO MCHS TEACHER: Mrs / Dr Addie

FROM: [redacted]

Wednesday, May 11th is California's Day of the Teacher. I'd like to take this moment to say: Thank you for everything you've done for me! Thank you for helping me, pushing me on doing better in science, understanding me, and so much more! You are not just my favorite teacher but also a funny, nice, kind person. I hope I will I.A for you!

2015-2016

TO MCHS TEACHER: Dr Addie

FROM: [redacted]

Wednesday, May 11th is California's Day of the Teacher. I'd like to take this moment to say: Thank you for being there when I have questions. Thank you for teaching with a passion and wanting everyone to be knowledgable and able to know interesting concepts about everything.

Dear Dr. Addie,

I can not thank you enough for amazing year. I have never felt so close to a teacher. Maybe it is because of Corvid, but just as a teacher student relationship, I always feel like I can talk to you. I am very sad to say goodbye to 9th period science. In the past, I never enjoyed science class because I was always lost and confused. Thank you for helping me not be lost and confused. Also, thank you for always being understanding about my health situation, I really appreciate that. Thank you for the great year and for being an amazing teacher. You really taught me so much, science and more.

Forever grateful,

[redacted]

Dr. Addie,

Although it's so sad I never got to be in one of your classes, I feel like it's a good thing we met in SWE. I now think of you as a mentor and a friend I can geek out with anytime about rocks or neurology or engineering or food science or whatever it may be.

Thank you for sharing all of your vast wisdom with us about science and being a woman in the field. And mainly, for all the support and encouragement you have offered me this year. I will always take that with me, and I hope we stay in touch over the years.

[redacted]

[redacted]

Wednesday, May 11th is California's Day of the Teacher. I'd like to take this moment to say: That I really appreciate and want to Thank You! for always helping me with my work and for helping me get back in track in your class but most of all for always being so nice and so lovely with me and for giving me the attention I need. Also for always answering my questions no matter what it is about.

Thank You!

2015-2016

TO MCHS TEACHER: Dr. Addie

FROM: [redacted]

Wednesday, May 11th is California's Day of the Teacher. I'd like to take this moment to say: Thank you so much for all that you do for me. You always go above and behind to make sure we learn all the information in depth. You are one of the best teachers at Carrillo.

Re: [redacted] Thank you!

Ayala, Cat

Tue 5/17/2016 11:12 AM

To: Larocque, Adrienne C.; Wittenberg, Rachel;
Cc: Zands, Vicki R.; Dusel-Williams, Christine; Eagle, Patrick; Kitamura, Diann; Mizera, Stephen;

You replied on 5/17/2016 11:20 AM.

Dear Dr. Addie Larocque and Ms. Rachel Wittenberg,

Your tireless support of [redacted] COMMENDABLE! You have gone above and beyond accommodating this student with special needs and you truly embrace the district's philosophy - *Every student. Every day. Every possibility*

We appreciate you! Thank you!

cc Diann Kitamura, Steve Mizera, Vicki Zands

Cat Shehan Ayala, M.A.
Program Manager
Special Services
Santa Rosa City Schools
Cell (707) 478-0267
Fax (707) 547-5889
cayala@srcs.k12.ca.us

Maria Carrillo High School Faculty April 2, 2015

Subject: Jupiter Grades

Dear Members of the MCHS Faculty,

On behalf of the Maria Carrillo High School Association, we would like to thank you for implementing the Jupiter Grades online grade-reporting program. For many years, the MCHS Association had been advocating for an online program to allow families to track student performance. From our perspective, the many advantages of Jupiter Grade's real-time monitoring program are:

- Eliminates the guesswork about whether a student is doing their homework/projects, understanding the course material, and staying up with course expectations. Parents can talk with their student about missing assignments or projects. Students are happy to share good news, but may be hesitant to share with others when they are not doing well.
- From week to week, students know how they are doing in each class. This reduces grade anxiety and leads to fewer report card surprises.
- Improves communication between students, families, and teachers about performance. Reduces emails and phone calls to (and from) teachers to check on a student's performance and grade.
- Improves accountability of teachers for timely grading of assignments and tests.

Currently 43 teachers at MCHS are using Jupiter Grades, or 61%.

Sara Adams
Aaron Aubrey
James Baptista
Anna Bernier
Gail Bowers
Trevor Brady
Margie Bradylong
Lauren Brown
Matt Bringedahl
Rob Chandler
Julia Cooper
Sal Costanzo
Beth Cuniberti
Jerry Deakins
Maddie Doyle
Ken Emery
Don Feleay
Bob Grove
Jeff Hitchcock
Sara Flynn
Andrew Jowers
Patrick Kehan
Kurt Kettenburg
Addie Larocque
Gale Ligotti
Corey Lott
Cindy Lui
Mike Mastin
Deborah Myers
Candice Nichols
Michael Pointer
Sara Raike
Stephanie Richards
Jon Robbins
Joy Schermer
Tim Sergent
Joe Sims
Maggie Swarner
Trish Terrell
Anna VanDordrecht
Machiel VanDordrecht
Thao Wakefield
Rachel Wittenberg

Our goal is to reach 100%. We plan to add a link to Jupiter Grades on the school website for parents, giving information on how to use the program and listing teachers currently using Jupiter Grades.

Thank you again to the Jupiter Grades early adopters. Please encourage your colleagues to join you on the list; we will be doing the same!

Suzanne Allen, Kim Byrne, Tia Gavin, Julie Harrelson, Kemola Jones, Bryanna Lantz, Deanna Ramirez, and Lynn Scuri

Board Members, MCHS Association

Fwd: SWE Next High School Chapters

gconnell@gmail.com on behalf of Grace O'Connell <g.oconnell@berkeley.edu>

Mon 4/4/2016 7:57 AM

To:Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>;

Hi Adrienne,

Here are the local schools with SWENext groups.

Grace

---------- Forwarded message ----------
From: Randy Freedman <Randy.Freedman@swe.org>
Date: Sun, Apr 3, 2016 at 8:01 AM
Subject: RE: SWE Next High School Chapters
To: "g.oconnell@berkeley.edu" <g.oconnell@berkeley.edu>

Hi Grace,

At this point we only have 4 clubs that have been officially recognized by SWE.

- Pitt County School
- Maria Carrillo High School
- Central Islip High School
- Walter Payton College Prep

Let me know if you need additional information.

-Randy

Randy Freedman, M.Ed.

Associate Director, Educational Programming

Society of Women Engineers

randy.freedman@swe.org *312.596.5232*

Engineers Make a World of Difference!

Facebook / Twitter / Linkedin / Tumblr/Instagram / YouTube

Google Plus / Slideshare

From: Marcia Lampela
Sent: Monday, March 28, 2016 10:30 AM
To: g.oconnell@berkeley.edu
: Randy Freedman <Randy.Freedman@swe.org>
Subject: RE: SWE Next High School Chapters

Grace,

Thank you for contacting the SWE Ombudsman. Randy Freedman, our associate director of educational programming, can share information about the SWENext clubs that have formed. He will follow up with you.

Regards,

Marcia

Marcia Lampela, F. SWE

Manager, Governance

ociety of Women Engineers

marcia.lampela@swe.org *p.+1.312.596.5237*

In the News

Jill S. Schneiderman has been selected as the 1994 -1995 GSA Congressional Science Fellow. Formerly Associate Professor of Geology at Pomona College, Schneiderman recently finished postdoctoral research at the Smithsonian's Natural History Museum focusing on the Nile Delta. She is now Associate Professor of Geology in the Department of Geology and Geography at Vassar College. The Congressional Science Fellow Program is a cooperative effort of about 20 national scientific organizations. They select and sponsor scientists who work for one year as special legislative assistants in the office of a senator, representative, congressional committee, or congressional support agency. The program, which is coordinated by the American Association for the Advancement of Science, celebrated its 20th anniversary in 1993. AGU and the Geological Society of America each support a Congressional Science Fellow, and the Soil Science Society of America jointly sponsors a fellow with several agricultural societies.

The Dante II robot that spider-walked its way into a volcanic crater but was unable to walk out, was lifted out by helicopter, more than a week after a misstep sent the 1,700 pound NASA explorer sprawling in the boulder strewn landscape 400 feet below the crater rim at Mount Spurr. **Terry Keith**, scientist in charge at the Alaska Volcano Observatory in Anchorage said one of her workers and another experienced rock climber from Anchorage climbed down into the crater and manually wrapped a sling around Dante and attached it to a line hanging down from the helicopter. "It was a very easy slinging job," she said. During an earlier rescue attempt, a Carnegie Mellon student researcher suffered a broken leg when he slipped and fell while working on the rim. After the much-publicized failed rescue, Keith said scientists decided not to announce the second effort in advance. "We wanted to focus on getting the job done right" she said. "We didn't want to take any chances with any distractions."

— Excerpt from an ANCHORAGE, Alaska (AP) story carried by the Sheboygan Press 8/14/94.

Lack of Confidence is Our Most Common Problem

Results of the Geoscience Questionnaire

I am grateful for the response from AWG members and others to the questionnaire distributed earlier this year which asked about women's experiences in graduate school. In all, 316 responses were received from women in Canada and the U.S. who have pursued or are currently pursuing graduate studies in geoscience. Lack of confidence was the most common problem experienced by the respondents, regardless of age. Many of the respondents said that other problems (e.g., passive neglect, active discrimination, isolation, lack of role models and mentors, sexual harassment, hostile environment) contributed to or reinforced lack of confidence.

One of the most serious problems about lack of confidence is that many people think that women are the only ones who experience it. For the women themselves, this can contribute to increased feelings of isolation or not belonging. For supervisors, this can lead to a loss of respect for female students, or a lack of empathy for male students who also lack confidence. The results of a nearly identical survey distributed to men indicate that more than half of the male respondents also have experienced a lack of confidence. However, women and men apparently respond differently to these feelings. Because society's expectations are that men are strong and confident, they do not feel comfortable admitting that they have feelings of insecurity (even in an anonymous survey!). As a result, they learn to wear a mask of confidence. In contrast, women respond to their own lack of confidence by not expressing their ideas or by demeaning their own work. I have a friend who has received awards for her research but who still sees her work as less interesting and less important than mine!

If you are one of the women who have experienced this problem, there is good news - you won't necessarily always feel this way. Confidence is a work in progress, and there are specific things you can do to build your own self-esteem. Respondents listed many things which helped them to increase their confidence level. These include:

- talking to female peers and support groups and male peers
- talking to supportive faculty, professors, and mentors
- having a supportive partner, family, friends
- having a supportive supervisor
- talking to female mentors, faculty, and role models
- getting psychological and/or career counselling
- aggressively promoting their own research and abilities
- forcing themselves to speak up in discussions, ask questions in seminars
- giving talks, publishing papers
- getting work experience in their field
- having outside activities (hobbies, sports) at which they can succeed

Achievement is the best antidote to insecurity, but won't come without a certain amount of risk. Take a chance! Speak up! Give a talk! Every time you do, your confidence will move up a notch. Surround yourself with people who are supportive, and avoid negative and unsupportive people. You have nothing to lose, and everything to gain!

Stay tuned for more results from the geoscience survey.

— Adrienne Larocque, Earth and Environmental Sciences Division, Los Alamos National Laboratory, AWG Member-At-Large

"FORAMS "94" Teacher Workshop, cont.

how comprehensive the workshop was, how much they had learned, and what fun it was.

The event was developed by AWG Education Committee members **Anne Cavazos** and **Leuren Moret**, with presentations from AWG Members-at-Large, **Jonathan Rider**, Yugoslavia, and **Lourdes Lubas**, Philippines. The workshop was supported by a grant from AWGF. We would like to thank all participants, the U. C. Berkeley Museum and AWGF for their support of this workshop.

Join AWG at future Education Committee events: "Science Share-A-Thon", at GSA in Seattle, and "Our Earth and Space Science Workshop" at the EXPLORATORIUM during AGU in San Francisco in December.

— AWG Education Committee Members: Leuren Moret and Jonathan Rider

SANTA ROSA CITY SCHOOLS
Excellence is our Common Ground

SRTA CERTIFICATED EMPLOYEE EVALUATION

NAME Dr. Adriene Larocque
LOCATION MCHS - 54
GRADE-LEVEL/SUBJECT Science 9-12
SCHOOL YEAR 2015-2016
EVALUATOR Vicki Zands
DATE April 28, 2016

STANDARD ONE: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

Elements of this Standard are:

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

COMMENTS:

Dr. Larocque has shown great ability in understanding how students learn and what interests them. Her previous work outside of education has allowed her to really put the learning into context for the students. She uses a variety of media and hands-on activities to make the science real.

(●) **Meets standard** ( ) **Partially meets standard** ( ) **Does not meet standard**

STANDARD TWO: **CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

Elements of this Standard are:

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

2.7 Using instructional time to optimize learning

COMMENTS:

Dr. Larocque places great emphasis on creating a community in her classroom where student feel safe to learn and share their experiences. She has high expectations for behavior and for academic achievement. Student know and understand classroom norms and routines which optimizes time for learning.

(●) **Meets standard** ( ) **Partially meets standard** ( ) **Does not meet standard**

STANDARD THREE: **UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

Elements of this Standard are:

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

COMMENTS:

Dr. Larocque has an understanding of the subject matter greater than most. She works very hard to understand how students learn and differentiate her instruction to match all students' needs.

◉ **Meets standard** ○ **Partially meets standard** ○ **Does not meet standard**

STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Elements of this Standard are:

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

COMMENTS:

Dr. Larocque works very hard to get to know her students as learners and as people. This information helps her to adapt her lessons to the needs of those students.

(●) **Meets standard** ( ) **Partially meets standard** ( ) **Does not meet standard**

STANDARD FIVE: ASSESSING STUDENT LEARNING

Elements of this Standard are:

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

COMMENTS:

Dr. Larocque uses a variety of formative and summative assessments to guide her teaching. She work with her colleagues in the science department to identify and address gaps. Students are able to monitor their progress using Jupiter grades and request any help and/or clarification as needed.

◉ **Meets standard** ○ **Partially meets standard** ○ **Does not meet standard**

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

Elements of this Standard are:

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

COMMENTS:

Dr. Larocque spends a lot of time reflecting on her teaching and how she can reach her students. She participates in T-Bar and has attended the Museum of Tolerance training. She has engaged the local science and engineering community in participating with her students. Dr. Larocque is a consummate professional who maintains her commitment to her students while managing all of her professional responsibilities.

◉ **Meets standard** ○ **Partially meets standard** ○ **Does not meet standard**

STANDARD SEVEN: OTHER PROFESSIONAL RESPONSIBILITIES

Elements of this Standard are:

7.1 Participating in development and implementation of site and district decisions and programs.

7.2 Providing a safe environment for supervised students.

7.3 Developing and maintaining accurate administrative records and grading documents, and adhering to deadlines.

7.4 Participating in student activities, such as clubs, student government, and co-curricular events.

COMMENTS:

Dr. Larocque is diligent about providing a safe environment for all students. She is an active participant in staff development and activities. She sponsors a club for future women engineers and does all of her adjunct duties as assigned.

(●) **Meets standard** ( ) **Partially meets standard** ( ) **Does not meet standard**

COMMENTS/SUGGESTIONS FOR IMPROVEMENT:

Dr. Larocque is a well respected, important part of the Carrillo family. She is constantly improving her practice to meet the needs of her students. I am excited to watch her develop as a teacher.

EVALUATEE'S EMPLOYMENT STATUS (Please check appropriate box):

- ○ Temporary Certificated Employee
- ◉ Probationary 1, Certificated Employee
- ○ Probationary 2, Certificated Employee
- ○ Permanent Certificated Employee

OVERALL EVALUATION (In accordance with Article 9 of the Collective Bargaining Agreement):

◉ Meets or exceeds standards	Continue employment without reservation.
○ Needs improvement in no more than two standards	Improvement plan to be developed and implemented at the School site.
○ Does not meet standards	Continue employment with an improvement plan which specifically addresses all standards which are not fully met. Must participate in the District Peer Assistance and Review Program as defined in Article 10.4 of the collective bargaining agreement if it is available.
○ Unsatisfactory	Referred to Assistant Superintendent, Human Resources, for appropriate personnel actions(s).

EVALUATEE'S SIGNATURE:

Evaluatee's signature acknowledges receipt of the evaluation document and the District's compliance with Article 9.6 of the collective bargaining agreement. Acknowledgement of receipt shall not necessarily be construed as agreement with the content of the evaluation. The evaluatee shall have the right to initiate a written reaction or response to the formal evaluation summary and such response shall become a permanent attachment to the evaluatee's personnel file.

Evaluatee's Signature _____ Date _____

EVALUATOR'S SIGNATURE:
In addition to your signature, please identify the date of the next annual evaluation.

Evaluator's Signature _____ Date 4/28/16

DATE OF NEXT ANNUAL EVALUATION: 2016-2017

Maria Carrillo High School
Vision Statement

The staff of Maria Carrillo High School, in partnership with students, parents, guardians, and community members, provides a challenging, caring, and safe educational environment that prepares students to mature into:

Student Learning Objectives

Powerful Producers

- Work effectively as leaders and collaborators
- Create quality products as a team
- Design, establish, prioritize, and pursue realistic goals, both personal and academic
- Manage time and resources effectively, including meeting deadlines and evaluating progress

Universal Citizens

- Demonstrate accountability in achieving goals and completing tasks
- Take responsibility for preserving and improving their environment
- Acknowledge and respect cultural and personal differences
- Demonstrate social responsibility for their role in a democratic society
- Contribute time, energy, and talent to improve their community

Masterful Communicators

- Listen, speak, read, and write thoughtfully and effectively
- Consider and evaluate diverse opinions
- Articulate ideas clearly
- Justify reasoning and defend viable arguments
- Advocate for themselves and others

Active Learners

- Implement appropriate strategies to assess, self-assess, and solve a variety of problems
- Make connections between disciplines and apply these connections in a global community
- Engage in independent, critical thinking and reasoning
- Use appropriately a variety of resources, including 21st century tools and technology

Unconscious Bias - May 18-19

Evans, Elizabeth

Fri 4/1/2016 2:41 PM

To:Flanagan, Lori <lflanagan@srcs.k12.ca.us>; Banks, Lorie K. <lbanks@srcs.k12.ca.us>; Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>; Speaks, Juliana (Marie) <mspeaks@srcs.k12.ca.us>; Harrington, Maria <mharrington@srcs.k12.ca.us>; Magnuson, Bethany S. <bmagnuson@srcs.k12.ca.us>; Nichols, Candice <cnichols@srcs.k12.ca.us>; Krueger, Radie L. <rkrueger@srcs.k12.ca.us>; Hayden, John G. <jhayden@srcs.k12.ca.us>; Hitchcock, William J. (Jeff) <whitchcock@srcs.k12.ca.us>; Blankenship, Julie <jblankenship@srcs.k12.ca.us>; Costello, Dinah S. <dcostello@srcs.k12.ca.us>; Gravelle, Christina <cgravelle@srcs.k12.ca.us>; Osborn-Shaw, Judie <josborn-shaw@srcs.k12.ca.us>; Wittenberg, Rachel <rwittenberg@srcs.k12.ca.us>; Cole, Jessica L. <jcole@srcs.k12.ca.us>; Cousland, Cynthia D. <ccousland@srcs.k12.ca.us>; Walton, Meghan <mwalton@srcs.k12.ca.us>; Tiedemann, Jay B. <jtiedemann@srcs.k12.ca.us>; Arata, Forest <farata@srcs.k12.ca.us>; Donaldson, Keith <kdonaldson@srcs.k12.ca.us>; Henry, Rosemarie <rhenry@srcs.k12.ca.us>; Sergent, Tim <tsergent@srcs.k12.ca.us>; Leake, David <dleake@srcs.k12.ca.us>; Jeye, Donna <djeye@srcs.k12.ca.us>; Ando, Christine <cando@srcs.k12.ca.us>; Stewart, Sarah <sstewart@srcs.k12.ca.us>; Reed, Callie C. <creed@srcs.k12.ca.us>; Cooper, Julia <jcooper@srcs.k12.ca.us>; 'sshiels@ccee-ca.org' <sshiels@ccee-ca.org>; Myers, Deborah A. <dmyers@srcs.k12.ca.us>;

Good Afternoon May 18-19 Unconscious Bias Workshop Participants,

On **Wednesday and Thursday, May 18-19,** the Unconscious Bias training will beat the district office board room at 211 Ridgway, in Santa Rosa. Here are some important details about the two days:

- Each day starts at 8:00 am and goes until 3:00 pm; please be sure to sign in and out on the attendance sheet both days.
- The CTA presenter, Gail Watts, wants everyone to be on time. If you are more than 15 minutes late you should opt to attend a session later in the school year. Please contact me with questions regarding this stipulation.
- Coffee, tea and a small snack will be available in the morning starting at 7:45 am.
- **Lunch will be provided**: we will have a 30 minute lunch break so be prepared to stay at the training through lunch.
- Wear comfortable clothes. The day will involve some moving around as well as talking and listening.
- We will be using laptops for a portion of the training. Please bring your laptop or iPad with you. If you do not have access to either a lap top or iPad, please let me know.

Contact me with any questions.

Thank you for participating in this collaboration between SRTA and the district office.

Have a great weekend,
Elizabeth

Elizabeth Evans, Coordinator
Curriculum and Instruction, 7-12
Santa Rosa City Schools
211 Ridgway Ave, Santa Rosa CA 95401
Office -707-528-5761
Fax – 707-528-5121

EVERY STUDENT | EVERY DAY | EVERY POSSIBILITY

June 9-10 Trip to the Museum of Tolerance

Evans, Elizabeth

Sun 5/17/2015 2:24 PM

To: Marlowe, Angela <amarlowe@srcs.k12.ca.us>; Diehl, Adele <adiehl@srcs.k12.ca.us>; Smith, Corrie <csmith@srcs.k12.ca.us>; Delzell, Patricia L. <pdelzell@srcs.k12.ca.us>; Millea, Tiffany <tmillea@srcs.k12.ca.us>; Johansson, Helen C. <hjohansson@srcs.k12.ca.us>; Boaz, Tina M. <tboaz@srcs.k12.ca.us>; Cole, Jessica L. <jcole@srcs.k12.ca.us>; Ramirez, Patty <pramirez@srcs.k12.ca.us>; Stone, Elaine <estone@srcs.k12.ca.us>; 'nickolasar1982@gmail.com' <nickolasar1982@gmail.com>; Regan, Dorisann <daregan@srcs.k12.ca.us>; Finley, Rebecca <rfinley@srcs.k12.ca.us>; King-Claye, Ola <okingclaye@srcs.k12.ca.us>; 'duranczyk@sbcglobal.net' <duranczyk@sbcglobal.net>; Duranczyk, Robin <rduranczyk@srcs.k12.ca.us>; Edwinson, Dolores (Dee) <dedwinson@srcs.k12.ca.us>; Rivas Diaz, Maria B. <mrivasdiaz@srcs.k12.ca.us>; Thornton, Carolyn <cthornton@srcs.k12.ca.us>; Lieberman, Andrew J. <alieberman@srcs.k12.ca.us>; Sanabria, Raphael <rsanabria@srcs.k12.ca.us>; Lawson, Barbara <blawson@srcs.k12.ca.us>; Doss, Michele <mdoss@srcs.k12.ca.us>; Burt, Rob <rburt@srcs.k12.ca.us>; Smith, Corrie <csmith@srcs.k12.ca.us>; Casarotti, April A. <acasarotti@srcs.k12.ca.us>; Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>; Vyenielo, Kathy <kvyenielo@srcs.k12.ca.us>; Van Dyke, Rand <RVanDyke@srcs.k12.ca.us>; Evans, Elizabeth <eevans@srcs.k12.ca.us>; Markcity, Susan A. <smarkcity@srcs.k12.ca.us>;

2 attachments

Copy of Form-pretrip-rev.xlsx; Copy of Form-POST tripclaim-rev.xls;

Hello Everyone,

Welcome to the June 9-10 group traveling to LA for the MOT training. Here are a few details:

- Tomorrow I will send your info to the MOT staff and they will work with a travel agency to get the tickets to LA. Most likely it will be an early flight out of Oakland to LA on June 9. If that is the case, we will hire a shuttle bus to take everyone from the district office to the Oakland Airport. That way you don't have to worry about driving and parking.

- Once we get to LAX, we will be picked up by a special shuttle and taken to our hotel (Crowne Plaza Beverly Hills, 1150 S. Beverly Dr, LA). There we will drop off our bags then walk over to the Museum which is just a few blocks away at 9786 Pico Blvd.

- We should arrive at the MOT at about 10:00 am. We'll have a snack then start our day with a tour of part of the Museum. We will not be able to see everything in the Museum. None of the groups have had a chance to visit the Anne Frank exhibit which was a disappointment to some. We will see other parts of the Museum and hear presentations that are interesting, moving and educational.

- Each day will end at 5:00 pm. At that time we'll go back to the hotel and you'll be free for the evening. There are lots of great restaurants close by. Be sure to save your receipts from dinner!

- The morning of the 10th you'll check out of your hotel room and leave your bags at the hotel (they'll lock them up) then you'll head over to the MOT for the day. There is a breakfast buffet at the hotel that's very good but pricey and a Coffee Bean and Tea Leaf coffee shop on the walk to the MOT. There is also a Ralph's grocery store along the way. You'll want to eat before going to the Museum because no outside food is allowed (again, save those receipts!). Part of the time we work in a building across the street from the MOT. When you're there you can have outside snacks. If you have questions or concerns about food during the day, please let me know.)

- At the end of the day on the 10th everyone will go back to the hotel to pick up their bags and get the shuttle to LAX.

Once at the airport you'll have time to get a bite to eat before taking off that evening.

- If we fly back to Oakland we'll have a shuttle to take us from Oakland back to the district office.

- Last of all, I've attached pre- and post-trip reimbursement forms. Please fill out the pre-trip form, have your principal sign it and get it back to C&I, 7-12 before the trip. When you return from the trip you'll fill out the post-trip form, attach your receipts and have your principal sign it before sending to us at C&I, 7-12.

Please let me know if you have any questions.

Thank you for taking part in this wonderful opportunity,
Elizabeth

Elizabeth Evans, Coordinator
Curriculum and Instruction, 7-12
Santa Rosa City Schools
211 Ridgway Ave, Santa Rosa CA 95401
Office -707-528-5761
Fax – 707-528-5121

Every Student | Every Day | Every Possibility

Follow Up to Yesterday's MOT Alum Meeting

Evans, Elizabeth

Tue 2/2/2016 12:43 PM

To: Jordan, Valerie <vjordan@srcs.k12.ca.us>; Martinez, Lorraine <lmartinez@srcs.k12.ca.us>; King-Claye, Ola <okingclaye@srcs.k12.ca.us>; Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>; Dillon, Kelley <kdillon@srcs.k12.ca.us>; Diaz, Aida <adiaz@srcs.k12.ca.us>; Hernandez, Michael <mhernandez@srcs.k12.ca.us>; Moore, Lisa <lmoore@srcs.k12.ca.us>; Dawudi, Nadia <ndawudi@srcs.k12.ca.us>; Shanklin, Kathy <kshanklin@srcs.k12.ca.us>; Scully, Annie <ascully@srcs.k12.ca.us>; Bonnie Raines <braines4@sbcglobal.net>; Plack, Janel <jplack@srcs.k12.ca.us>; Adams, Theresa <tadams@srcs.k12.ca.us>; Adams, Mike <madams@srcs.k12.ca.us>; Lieberman, Andrew J. <alieberman@srcs.k12.ca.us>; Albavera, Gabriel <GAlbavera@srcs.k12.ca.us>;

2 attachments

DORINDA CARTER.https-www.youtube.comwatchv=iOrgf3wTUbo.webloc; Rita Pierson- Every kid needs a champion - YouTube.webloc;

Good Afternoon MOT Alum,

Thank you for joining us yesterday for our second follow up meeting. Our next meeting will be Monday, March 14 from 3:30 to 5:30 in the C&I Conference room at the DO.

Attached you will find the videos Stephanie wanted you to have.

Also, yesterday someone left a black Soft Shell Trespass jacket size small in the conference room. If it's yours, let me know and I will send it to you through district mail.

Thank you again for joining us in this valuable work,

Elizabeth

Elizabeth Evans, Coordinator
Curriculum and Instruction, 7-12
Santa Rosa City Schools
211 Ridgway Ave, Santa Rosa CA 95401
Office -707-528-5761
Fax – 707-528-5121

EVERY STUDENT | EVERY DAY | EVERY POSSIBILITY

Registration Confirmed - 2016 International Cultural Proficiency Conference

Corwin Press <nonresponse@corwinpress.com>

Thu 5/5/2016 7:16 PM

To:Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>;

Corwin

NAME: Adrienne Larocque

CONFIRMATION NUMBER: XYNKBRLVGHW

Dear Adrienne:

Your registration has been confirmed. Please save this email for future reference. Please make special note of your confirmation number.

- Confirmation Number: XYNKBRLVGHW
- Event: 2016 International Cultural Proficiency Conference
- Attending: Adrienne Larocque
- Number in Party: 1
- Time: 7:00 AM
- Date: Thursday, June 23, 2016
- Current Registration:

Registration Information:

Registration Items

Adrienne Larocque	Event Registration	

Sessions

Adrienne Larocque	Using Rubrics to Support English Language Learners and their Communities	23-Jun-2016 10:20 AM
Adrienne Larocque	Ensuring Equity through Professional Learning: Responding to State Standards	23-Jun-2016 12:30 PM

Adrienne Larocque	Culturally Proficient Leadership: The Personal Journey Begins Within	23-Jun-2016 2:20 PM
Adrienne Larocque	Understanding Our Brains and Biases	24-Jun-2016 9:40 AM
Adrienne Larocque	Does All Really Mean All? Finding the Answer through the Lens of Cultural Proficiency	24-Jun-2016 11:30 AM
Additional Information		
Adrienne Larocque	Do you reside in Australia or Canada? No	

We're so glad you'll be attending the 2016 International Cultural Proficiency Institute this year! Just a few things to keep in mind before the event in June:

- Dive into the excitement and learn more about additional Corwin products by going online: [www.corwin.com]www.corwin.com
- Remember to explore the registration site for information about speakers, hotel, pricing and more at www.corwin.com/intlcpi2016
- Please note that if we have not received a valid form of payment by June 22nd, your registration will be cancelled and you will not be allowed to attend the event.
- All materials associated with the conference will be given to attendees during check-in at the conference.

Got questions? Check out our FAQs page for answers or email us at institutes@corwin.com and we'll be happy to help. We look forward to seeing you in June!

Sincerely,
Corwin Press

Your payment for the 2016 International Cultural Proficiency Conference event has been successfully processed. Please save this email your records.

Transaction Information:

Item	Transaction Information	Quantity	Amount
Event Registration	$449.00	1	$449.00
	Transaction Total		$449.00

Registration Confirmation Number: XYNKBRLVGHW
View your registration

If you have any questions about this transaction or email, please contact Corwin Press directly at nonresponse@corwinpress.com.

UC San Diego Extension
9500 Gilman Dr., La Jolla, CA 92093
Phone: (858) 534-3400
Fax: (858) 534-8527
Email: unex-reg@ucsd.edu
Web: myextension.ucsd.edu

Adrienne Christine Lisette Larocque
[redacted]

Summer 2015 Quarterly Grade Report

	Final Grade
Foundations and Methods of English Language/Literacy Development and Content Instruction EDUC-31220	
Section ID: 111034 Enroll Date: 06/08/2015 Grade Option: Letter Grade Units: 6 Dates: 06/22/2015 - 07/31/2015	A
Language and Language Development EDUC-31218	
Section ID: 109149 Enroll Date: 06/08/2015 Grade Option: Letter Grade Units: 4 Dates: 08/03/2015 - 08/28/2015	A
Orientation: CLAD Through CTEL EDUC-31300	
Section ID: 109139 Enroll Date: 06/08/2015 Grade Option: Pass/No Pass Units: 0 Dates: 07/15/2015 - 07/17/2015	P

Printed on: 6/20/2016

Grades: A+, A, A- = Excellent 4.0, 4.0, 3.7 | B+, B, B- = Good 3.3, 3.0, 2.7 | C+, C, C- = Fair 2.3, 2.0, 1.7 | D = Poor 1.0 | F = Fail 0.0
P = Passing (C- or better) | NP = Not Passing (below C-) | I = Incomplete | NR = No Record | NFC = Not For Credit

Grade Options: L = Letter Grade | P = Pass/No Pass | NFC = Not For Credit

UC San Diego Extension
9500 Gilman Dr., La Jolla, CA 92093
Phone: (858) 534-3400
Fax: (858) 534-8527
Email: unex-reg@ucsd.edu
Web: myextension.ucsd.edu

[redacted]

Grade Report

Culture and Inclusion EDUC-31217	Final Grade
Section ID: 112691 Enroll Date: 11/12/2015 Grade Option: Letter Grade Units: 4 Dates: 01/04/2016 - 01/29/2016	A

Printed on: 6/20/2016

Grades: A+, A, A- = Excellent 4.0, 4.0, 3.7 | B+, B, B- = Good 3.3, 3.0, 2.7 | C+, C, C- = Fair 2.3, 2.0, 1.7 | D = Poor 1.0 | F = Fail 0.0
P = Passing (C- or better) | NP = Not Passing (below C-) | I = Incomplete | NR = No Record | NFC = Not For Credit

Grade Options: L = Letter Grade | P = Pass/No Pass | NFC = Not For Credit

On-line Publication: http://www.classroomscience.org/the-power-of-storytelling-in-the-ngss-classroom

The Power of Storytelling in the NGSS Classroom

Posted: Thursday, January 14th, 2016

by Anna Van Dordrecht, MA and Adrienne Larocque, PhD

Storytelling, which is fundamental to humanity, is increasingly being used by scientists to communicate research to a broader audience. This is evident in the success of scientists like Neil deGrasse Tyson. Capitalizing on this, in our classrooms we both tell stories about scientists under the banner of *People to Ponder*. Benefits of storytelling for students are numerous, and many align with NGSS. Specifically, Appendix H states that, "It is one thing to develop the practices and crosscutting concepts in the context of core disciplinary ideas; it is another aim to develop an understanding of the nature of science within those contexts. The use of case studies from the history of science provides contexts in which to develop students' understanding of the nature of science."

A Person to Ponder – Frances Kelsey

Frances Kelsey was born in 1914 in British Columbia, Canada. She graduated from high school at 15 and entered McGill University where she studied Pharmacology. After graduation, she wrote to a famous researcher in Pharmacology at the University of Chicago and asked for a graduate position. He accepted her, thinking that she was a man. While in Chicago, Kelsey was asked by the Food and Drug Administration to research unusual deaths related to a cleaning solvent; she determined that a compound, diethylene glycol, was responsible. This led to the 1938 passage of the Federal Food, Drug, and Cosmetic Act, which gave the FDA control to oversee safety in these categories. In 1938, Kelsey received her PhD and joined the Chicago faculty. Through her research, she discovered that some drugs could pass to embryos through the placental barrier.

Kelsey also earned her MD while working on the Chicago faculty. In 1960, she was hired by the FDA to work in Washington, D.C. One of her first assignments was to review the application to approve thalidomide – a morning sickness drug used in Europe and Africa. Kelsey was pressured by drug manufacturers but refused to approve it without further study because of results in Europe. Soon after, severe birth defects in infants in England were linked to thalidomide. Because of this, Congress passed an amendment in 1962 requiring stricter limits on drug testing and distribution. Kelsey and awarded the President's Award for Distinguished Federal Civilian Service by Kennedy. In 2000, she was inducted into the National Women's Hall of Fame. Kelsey continued to play a role in the FDA until she retired in 2005 at age 90. She died in 2015 at the age of 101.

Benefits to Students

We have found that telling stories increases students' scientific literacy and their understanding of the nature and context of science. Anecdotes provide concrete examples of Science and Engineering Practices (SEPs). The story of Frances Kelsey illustrates SEPs such as asking questions (SEP #1), analyzing and interpreting data (SEP #4), engaging in argument from evidence (SEP #7), and obtaining, evaluating, and communicating information (SEP #8). Studying the life of actress and inventor Hedy Lamarr shows how she engaged in engineering practices: she defined a problem (the Nazi dominance in submarine warfare in the Atlantic during World War II) and designed a solution to it (frequency-hopping spread spectrum technology).

In addition to aligning with NGSS, stories about people like Lamarr and Kelsey illustrate the relevance of science and technology to students' lives and society as a whole. The stories are presented in their historical, social, or political context. For example, describing how Galileo's observations supporting heliocentrism antagonized the Catholic Church promotes the integration of diverse subjects such as Science and Humanities.

Historical stories also illustrate that science is an imperfect, human endeavor. This encourages students to question scientific discoveries and inventions and how they are impacted by and influence society. For example, engineer Thomas Midgley both implemented the use of tetraethyl lead (a neurotoxin) to reduce knock in engines and developed chlorofluorocarbons to replace dangerous gases in refrigerators. In the context of studying climate, students understand Midgley's profound impact that's still felt today.

Storytelling leads to increased engagement in the classroom and better long-term retention of information. Research shows stories and storytelling are more likely to engage students with high verbal scores in STEM classes and careers. Students ask when we'll be doing another *People to Ponder* installment and even suggest people about whom they would like to learn more. The accounts promote discussion among students at school. They even inspire conversations between children and their parents at home.

Students also benefit from being exposed to role models from groups (e.g., women, minorities, and the differently-abled) that are underrepresented in science and technology. Seeing scientists as people, and importantly, people who are like them, is critical if students are to consider careers in STEM fields.

We have additionally found that our own understanding of science has increased through researching the lives of our subjects. Sharing this with our students models life-long learning and demonstrates that we can be co-passengers on a voyage of discovery. In addition to providing an engagement strategy, the stories can be tools for teachers to develop and implement lessons

emphasizing SEPs. For example, recounting how Dmitri Mendeleev developed the first Periodic Table can lead into an exercise in which students build their own table using atomic masses and reactivity data.

Integrating Stories into Your Science Classes

People to Ponder can take a variety of forms. Van Dordrecht tells students each Monday about a person who is directly related to what they're studying. Larocque shares stories periodically with a graphic organizer for students to record information. Universally, in classes ranging from sheltered Physical Science to senior level AP Biology, the stories are impactful and add depth and richness to lessons.

We encourage you to bring historical storytelling into your own classroom and see what differences you notice in engagement and understanding of science. As we transition to NGSS and focus on the bigger picture of scientific processes, there is no better time to experiment with historical case studies and capitalize on the universal love of stories.

Anna Van Dordrecht and Adrienne Larocque both teach at Maria Carrillo High School in Santa Rosa, CA and are members of CSTA. Anna teaches AP Biology and also works part time as the Teacher-on-Loan for Science at the Sonoma County Office of Education. Adrienne, aka Dr. Addie, teaches Academic Earth Science and Physical Science. She also is an Adjunct Professor in the Geology Department at Santa Rosa Junior College. Both authors would love to hear how you include stories in your own classrooms - Anna at avandordrecht@srcs.k12.ca.us and Adrienne at alarocque@srcs.k12.ca.us

RE: After School Physical/Earth Science Collaboration Meeting for May

Benenson, Doug

Tue 4/19/2016 8:12 PM

To:Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>; Wong, Shannon A. <swong@srcs.k12.ca.us>; Bradylong, Kyla J. <kbradylong@srcs.k12.ca.us>; Nichols, Candice <cnichols@srcs.k12.ca.us>; Miller, David <damiller@srcs.k12.ca.us>;

Cc:Booker, Paul E. <pbooker@srcs.k12.ca.us>;

Tuesday, April 19, 2016, 8:10 PM

Hi everyone ~

Well, I only heard back from Addie so far. So, if this final meeting of the school year is going to happen, we need to make a decision ASAP! I propose that we all meet on **Monday, May 9th**. I also propose that we meet in **Addie's classroom** at **Maria Carrillo HS**. Finally, I like both of the ideas that have come up for our discussion topic. We can share our **opening day/week activities**, and **lessons that we use to present rocks and minerals** to our students. Addie said that she would bring out some of her rock collection, some of which originated at Santa Rosa HS! ☺ What do you guys think?

Kyla: would it be possible for you to fill out the paperwork for this PD and send it off to Patty Turner's office? I recall that you kept the file for this PD form the last time that you presented. Let me know if this presents a problem.

Finally, I have some sad news to report. At this afternoon's Science Dept. Chair meeting at the district office, Patty informed all of us that the funding for this type of PD will be gone at the end of the current school year. So, this May 9th will really be our final meeting . . . forever! So, I hope that all of you will be able to come.

Hope to hear back from you all.

Take care,
Doug
dbenenson@srcs.k12.ca.us

From: Larocque, Adrienne C.
Sent: Monday, April 18, 2016 10:34 AM
To: Benenson, Doug; Wong, Shannon A.; Bradylong, Kyla J.; Nichols, Candice; Miller, David
Cc: Booker, Paul E.
Subject: Re: After School Physical/Earth Science Collaboration Meeting for May

Acceptance into SCOE's 21st Century Teaching & Learning Summer Institute

Dan Blake <dblake@scoe.org>

Thu 4/21/2016 11:43 AM

To:Dan Blake <dblake@scoe.org>;

Cc:tbeiden <tbeiden@scoe.org>; mporter <mporter@scoe.org>; Stacie Post <spost@scoe.org>;

We are very pleased to invite you to participate this June in the 21st Century Teaching and Learning Summer Institute at SCOE! We are thrilled to have you join with other educators from throughout Sonoma County in this exciting week of professional learning.

We will be sending a follow-up email with a detailed *Agreement to Participate* that will require signatures from you, your site administrator, and a district administrator. The signed agreement will need to be **returned no later than Friday, May 13** to confirm your participation in the Summer Institute. Please note that we do have a waiting list for available spaces, so if your plans have changed and you no longer plan to participate, please let us know right away.

For now, please consider the following important information:

1. Registration for ieSonoma: The Thursday, June 9th and Friday June 10th ieSonoma events with Benjamin Zander, Dr. Ainissa Ramirez, and a panel of local education innovators are a part of the institute content. All participants in the institute will be attending the ieSonoma event at no charge. If you have already registered and paid for ieSonoma, we will refund payment. Please do **not** register for ieSonoma at this point. We'll compare the registration list for both events, and make certain that all participants are enrolled correctly.

2. Attendance: Institute dates are June 6 - 10 and a follow-up Saturday in the fall (two dates will be available to choose from to provide flexibility and accommodate busy schedules). Full attendance on each day of the Institute (Monday-Wednesday 8:30am - 4:00 pm; Thursday 8:30am - 12:30pm and 5:00pm - 8:00pm; and Friday, 8:00am - 12:00pm; and one of the two follow-up days in the fall) is a requirement of participation and also of payment of the stipend.

Congratulations on your acceptance into this exciting learning opportunity. We truly look forward to working and learning with you!

Dan Blake
Director, Innovation & Partnerships
Sonoma County Office of Education
707-524-2780

T-BAR NGSS Prototype 2015-16: January 11th Meeting

Location: 4210 Chaparral Rd., Santa Rosa, CA 95404 (Addie's house)
Time: 8:30am-2pm
Present: Amy B, Teri O, Candy N, Gale L, Addie L, Kyla B, Anna V, Patty T

Driving Question: *How might we balance an entity's autonomy and system coherence to foster professional growth?*

Prototype Tagline: *Building empathy with science teachers while developing the big picture of NGSS. A repeatable model.*

2015-16 Goal: *Maintain focus on the big picture of NGSS and deepen understanding while also looking at the detail of lesson planning.*

- Collaborate on/develop hook lessons or experiences that excite students (phenomena)
- Lesson planning beginning with the Performance Expectations
- Have conversations to make Crosscutting Concepts and Science and Engineering Practices cohesive throughout Carrillo
- Attend conferences and workshops for ideas

January 11th Meeting Agenda

I. Collaboration Time: Sharing and Feedback

- Multiple teachers shared what they have learned and/or are trying:
  - **Gale**- Teaching the endocrine and nervous system through a zombie apocalypse scenario. She has reached out to English and math teachers to make the unit cross-curricular next year.
  - **Addie**- Incorporating People to Ponder (science history profiles). She has spoken to teachers about making this cross-curricular as well by including history teachers. She and Anna coauthored a paper on People to Ponder that has been accepted by CSTA and will be published in the January edition of Classroom Science.
  - **Kyla**- Brought materials from the NGSS training in Dec. at SCOE about group work and productive dialogue and shared them with the team. She also described the value of these strategies with students, especially 9th graders.
  - **Candy**- Shared about an open-ended osmosis and diffusion lab using grapes. Included in the experience were multiple drafts of writing up the work. She did a similar draft procedure with highlighting scientific process from the movie *Never Cry Wolf*.
  - **Teri and Amy**- Both built on the osmosis lab introducing other variables such as temperature. Teri did group presentations that highlighted the analysis work and questions about it. This gave students the chance to question their data and interpretation.

- **Amy**- Had students write a letter to her grandma explaining how to keep celery crunchy. This assignment built on what was learned in the SCOE NGSS sessions.
- **Anna**- Had students complete a film project highlighting patterns in biology as half of the semester final.

II. Big Picture NGSS and the California Science Framework Draft

- We reviewed key abbreviations and acronyms in NGSS.
- We reviewed the structure and relevant sections of the draft framework.
- We looked in more detail at the high school section. A great deal of time was spent asking questions, exploring what the course models would look like, and examining the implications and consequences of state and UC science requirements in light of the proposed models.

III. Engaging Students with Phenomena

- We briefly reviewed the SASP Framework and the importance of phenomena.
- Kyla will put together google docs where we can cluster phenomena by subject area.
- Team members will add to the docs as they can and will bring examples and come ready for further discussion at the next meeting.

IV. Future Meetings

a. Mid-year check-in Jan. 14th, 4-7pm
b. Next team meeting- preferably March 28th (PD day), otherwise April 11
c. Agenda items- collaborate around phenomena

Fwd: Registration Confirmation for 2015 California Science Education Conference

Tara Beiden <tbeiden@scoe.org>

Tue 9/15/2015 8:28 AM

To:Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>;

Hi Adrienne. Here is your registration confirmation for the CSTA conference.

Tara Beiden
Division Support Assistant
Educational Support Services
Sonoma County Office of Education
Email: tbeiden@scoe.org
Phone: 707-522-3151

Find us online!
Web: www.scoe.org
Twitter: @scoeESS
Facebook: www.facebook.com/SonomaCOE

From: registration@cascience.org
To: tbeiden@scoe.org
Sent: Monday, September 14, 2015 4:15:39 PM
Subject: Registration Confirmation for 2015 California Science Education Conference

Registration Confirmation for 2015 California Science Education Conference

Confirmation #: 1294

Company: Maria Carillo High School

Registrants: Adrienne Larocque

Attending: **2015 California Science Education Conference**

Total Billed: $207.00

Total Paid: $207.00

Balance Due: $0.00

Thank you for registering for the California Science Education Conference, October 2 - 4, 2015, in Sacramento!

To print a receipt and review your registration details, please click here to log-in .

Get started with planning your conference schedule now with the confernece program app by Guidebook! Visit http://guidebook.com/g/6zsiah54 to get started.

Tweet your participation! Use the #cascience15 hastag and share with your network your plans to attend.

When you arrive at the conference, you may proceed to the pre-registration counter on the third floor lobby of the Sacramento Convention Center to pick up your conference materials. The CSTA registration lobby is located on the third floor of the convention center entrance off J Street. Directions to the convention center are available at http://www.cascience.org/csta/conf_directions.asp.

Registration will be open:
Thursday, October 1, 4:00 pm - 7:00 pm
Friday, October 2, 7:00 am - 6:00 pm
Saturday, October 3, 7:00 am - 5:45 pm
Sunday, October 4, 7:00 am - 1:00 pm

. lan your conference experience in advance! Visit the conference website at http://www.cascience.org/csta/conf_home.asp for a searchable database of sessions by subject, grade, day/time, and presenter, and tailor your schedule to meet your needs. You'll also find driving directions, parking information, travel information, and more!

Be sure to make your hotel reservations early to take advantage of the CSTA negotiated discount hotel rates at one of the conference hotels. Rates and reservations can be found on-line at http://www.conferencehousing.com/CSTA/Sacramento/

See you in Sacramento!

Zi Stair
Registration Coordinator
California Science Teachers Association
950 Glenn Dr., Ste. 150
Folsom, CA 95630
(916) 979-7004
registration@cascience.org

California Science Teachers Association

Email: registration@cascience.org

NGSS Webinars 2015-2016 Registration - (CONFIRMED)

OMS Notifications <notifications@k12oms.org>

Mon 5/16/2016 12:17 PM

To:Larocque, Adrienne C. <alarocque@srcs.k12.ca.us>;

Adrienne Larocque, This letter is to inform you that your registration has been CONFIRMED for the following event:

Event	NGSS Webinars 2015-2016
Event Location	Location Not Specified
(5) Day Event:	09/23/2015 | 12/10/2015 | 02/17/2016 | 04/20/2016 | 06/15/2016
Time	3:30 pm - 4:30 pm
Status	CONFIRMED
Provided By	STEM
Confirmation Number	lar-tzoxgv

If you have any questions, please email or call me. Please include your name, the event title, and your confirmation number in all correspondence. For information on the event, visit http://lacoe.k12oms.org/1542-103225

Sincerely,
Spencer Davis, STEM Unit Secretary
Email: davis_spencer@lacoe.edu
Phone: (562) 401-5486

Exit Ticket

Name _____ Period ____

3 things I learned:

2 things I can build on:

1 thing I don't understand:

Exit Ticket

Name _____ Period ____

3 things I learned:

2 things I can build on:

1 thing I don't understand:

Exit Ticket

Name _____ Period ____

3 things I learned:

2 things I can build on:

1 thing I don't understand:

Exit Ticket

Name _____ Period ____

3 things I learned:

2 things I can build on:

1 thing I don't understand:

National Earth Science Teachers Association

National Association of Geoscience Teachers

NESTA-NAGT Joint Position Statement

Adopted April 2015

The Importance of Dual and Concurrent Enrollment Earth Science Courses

Position Statement:

Offering rigorous Earth science courses at the high school level addresses critical needs in both geoscience education and future workforce needs. Members of the National Earth Science Teachers Association (NESTA) and National Association of Geoscience Teachers (NAGT) advise that it is time to establish new, strong collaborations between high schools and post-secondary institutions around dual credit and concurrent enrollment Earth science courses. These courses will attract high performing students to potentially fill the geoscience career pipeline, meet the rigors and spirit of the Next Generation Science Standards, continue to build strong post-secondary education geoscience departments, expand the diversity of the geoscience community, and increase the number of geoscience literate citizens who will be making informed decisions about Earth science issues in the future.

Purpose:

The AGI Workforce Program has predicted a decrease in the number of geoscientists in the next decades while at the same time there is a forecast increase in the number of geoscientist jobs. With relatively few students majoring in the Earth sciences in college, there is a potential shortfall of future geoscientists. By improving the level of high school Earth science education with dual credit or concurrent enrollment courses, we can begin to address that workforce gap. During their high school experiences many top performing secondary school students in the United States are guided toward the more rigorous Advance Placement (AP) courses. Currently there is not an AP Earth Science course. Models need to be employed that address critical educational gaps by expanding the use of dual credit and concurrent enrollment courses to counterbalance. High school students need to be recruited and retained in the Earth sciences as they bridge over into higher education in pursuit of degrees.

Qualified high school students taking dual credit or concurrent enrollment courses can earn both high school and college credit simultaneously. Courses are taught either at a high school by qualified high school teachers (dual credit model) or at two year/four year post-secondary institutions by higher education faculty (concurrent enrollment model). Top performing high school students who seek AP science courses would be attracted to dual credit or concurrent enrollment Earth science courses because it allows them to complete a course in a required high school content area, while directly earning college credit with a possible higher weighted grade point average. College admission officers will recognize on the student's high school transcripts that the student has completed a college level course, and in addition, the high school student will be able to include a college transcript with his/her college application

Dual credit courses are modeled after a course at the collaborating post-secondary institution. The standards and academic rigor established for the course at the college. are maintained at the high school through close collaboration between the qualified high school teacher and the college faculty. Dual credit high school courses are typically taught during a full school year, thereby allowing sufficient contact time for the students to master the content taught in a corresponding post-secondary institution semester. The complementary concurrent enrollment model is one in which high school students are enrolled in single semester courses on a higher education campus. The college receives a number of benefits, among which is included a very important recruiting tool: students completing a course will receive a college transcript, giving them an incentive to apply to that college. This can be particularly compelling to students who may not have considered college as an option prior to their dual credit or concurrent enrollment experience.

Recommendation:

NAGT and NESTA members probably already know geoscience educators who would be interested in establishing dual credit or concurrent enrollment program. They are usually just a quick e-mail or phone call away. We encourage members to reach out and begin this discussion.

OPPORTUNITIES FOR ALL TO BROADEN DUAL AND CONCURRENT ENROLLMENT

NESTA and NAGT encourage the following actions:

Secondary Faculty and Administration

- ☐ Identify local post-secondary institutions with Earth & Space Science Departments. Approach them about the possibility of a dual credit or concurrent enrollment collaborations which will have the potential to increase their enrollment, provide visibility for their department, and increase the number of students who may choose to major in the Earth & Space Sciences.
- ☐ Identify a departmental liaison who will be the point of contact for this project. Design a course syllabus that demonstrates that the course meets college standards as well as state high school graduation requirements.
- ☐ Approach appropriate local school district personnel, including the school guidance department. Establish the expectation that Earth science is a rigorous college level course that will challenge students at the high school level and provide them with college credits before entering college.
- ☐ Work with the departmental liaison to create special learning opportunities for the students such as guest speakers, field trips, and special projects, once the course is developed and approved.

Post-Secondary / Higher Education Faculty

- ☐ Identify local secondary institutions and qualified faculty. Approach them about the possibility of establishing a dual credit or concurrent enrollment course promoting Earth science.
- ☐ Invite the local appropriate secondary science and mathematics faculty, guidance staff and administrators to post-secondary events highlighting the Earth sciences and the importance of Science, Technology, Engineering, and Mathematics (STEM) education efforts.
- ☐ Be involved in the collaborations by actively initiating these programs and implementations.

About NESTA: The **National Earth Science Teachers Association (www.nestanet.org)** has served our membership with the vision to "...provide leadership and effective support to teachers so that all K-12 students receive quality Earth and Space Science Education" and mission "to facilitate and advance excellence in Earth and Space Science Education." NESTA leaders are often called upon to provide a nationally-recognized voice speaking to the future of Earth Science education at meetings of other scientific and school leadership organizations. NESTA collaborates with federal agencies and organizations seeking to advance geoscience education and literacy. Membership in NESTA is a must to K-12 teachers seeking to promote geoscience education nationally and take part in leadership at the national level.

About NAGT: The **National Association of Geoscience Teachers (www.nagt.org)** works to raise the quality of and emphasis on teaching the geosciences at all levels. We count among our members K-12 teachers and college and university faculty as well as educators working with the general public through outlets such as museums and science centers. NAGT's purpose is to foster improvement in the teaching of the Earth sciences at all levels of formal and informal instruction, to emphasize the cultural significance of the Earth sciences, and to disseminate knowledge in this field to the general public. The Association has been working towards three main goals: to improve geoscience education, to emphasize the relevance and cultural significance of the earth sciences, and to disseminate knowledge to educators