1ST ANNUAL JOHNSON FAMILY FOUNDATION
SYMPOSIUM ON INCLUSION IN K-12 EDUCATION

Keynote by Victor Villaseñor

Reaching All Students:
A Symposium on Ways to Motivate Students and Differentiate Instruction

Saturday, September 21, 2013
Mother Rosalie Hill Hall
Symposium Schedule

8:00 AM – 8:25 AM - MRH Sala
Breakfast and Registration

8:30 AM – 10:00 AM - Warren Auditorium – MRH 116
Welcome
Morning Keynote Address by Victor Villaseñor - Life Story: Dyslexia Awareness Initiative

10:00 AM -10:15 AM
Break

10:15 AM – 11:15 AM
Breakout Session 1

- **Carissa Romero** – Mindsets | MRH 116 |
- **Gail Adams** – Reading Fluency and Dyslexia| MRH 102 |
- **Charlie Hoff** – The Difabled™ Student | MRH 135 |
- **Mindy Karp** – Co-teaching and Collaboration at the Secondary Level | MRH 133 |
- **Joseph Kemery** - Moving Towards Mastery: A look at motivation, differentiation, and the flipped model | MRH 127 |
- **Michael Salamanca** – Universal Design for Learning in the MultiPlayer Flipped Classroom" | MRH 145 |

11:15 AM – 11:30 AM
Break

11:30 AM – 12:30 PM
Breakout Session 2

- **Victor Villaseñor** – Dyslexia | MRH 116 |
- **Gail Adams** – Reading Fluency and Dyslexia| MRH 102 |
- **Charlie Hoff** – The Difabled™ Student | MRH 135 |
- **Mindy Karp** – Co-teaching and Collaboration at the Secondary Level | MRH 133 |
- **Joseph Kemery** - Moving Towards Mastery: A look at motivation, differentiation, and the flipped model | MRH 127 |
- **Michael Salamanca** – Universal Design for Learning in the MultiPlayer Flipped Classroom" | MRH 145 |

12:30 PM – 1:00 PM – Hilton Loggia & West Terrace
Lunch

1:00 PM – 1:45 PM – Hilton Loggia & West Terrace
Afternoon Keynote Address by Carissa Romero
About the Keynote Speakers

Victor Villaseñor

Born in the barrio of Carlsbad, California in 1940, Victor Villaseñor was raised on a ranch four miles north in Oceanside. Since his parents were born in Mexico, Villaseñor spoke only Spanish when he started school. After years of facing language and cultural barriers, heavy discrimination and a reading problem, later diagnosed as dyslexia, Victor dropped out of high school his junior year and moved to Mexico. There he discovered a wealth of Mexican art, literature, music, that helped him capture and understand the dignity and richness of his heritage.

Villaseñor's body of works includes a number of nonfiction books, all used in schools throughout the country: The first family trilogy Wild Steps of Heaven, Rain of Gold, and Thirteen Senses; the second family trilogy Burro Genius, Crazy Loco Love, and Beyond Rain of Gold. Other books: Jury: The People vs Juan Corona; Macho!; Lion Eyes. Several titles are national bestsellers and Pulitzer Prize submitted. Walking Stars is a little book of nine short stories written especially to inspire youth. And a collection of award winning children’s books, written for ages 2 to 200, each teach an important life lesson: The Frog and His Friends Save Humanity; Goodnight, Papito Dios; Little Crow to the Rescue; Mother Fox and Mr. Coyote; and The Stranger and the Red Rooster. The screenplay for The Ballad of Gregorio Cortez, starring Edward James Olmos, was also written by Victor.

Villaseñor's commitment to world harmony and peace is demonstrated through Snow Goose Global Thanksgiving, his nonprofit organization established to promote peace and harmony throughout the world. His self-published book, Snow Goose Global Thanksgiving, describes a simple philosophy that it's time in human story for women and children to start leading, with men 'following in front'. Villaseñor’s motto has become “We are all one race. The human race!” Victor Villaseñor continues to live on the ranch where he was raised.

Carissa Romero

Dr. Carissa Romero is the Associate Director of the Project for Education Research That Scales (PERTS) at Stanford University. She received a B.A. in Psychology from Emory University and a Ph.D. in Developmental Psychology from Stanford University. Her dissertation research focused on how students’ beliefs about the malleability of personal attributes impact academic and emotional functioning during critical developmental periods. During her second year in graduate school, Carissa co-founded PERTS in order to apply research on academic motivation and achievement to real world settings. PERTS makes research relevant by conducting scalable interventions and working directly with educators.
**Breakout Session Descriptions**

**Victor Villaseñor** - *Living and learning through the gift of dyslexia*

Victor will share his life story of living with Dyslexia.

**Carissa Romero** | PERTS, Stanford | Mindsets - *Psychological Barriers to Success: Beliefs that prevent students from reaching their potential and how we can change them*

Many students with great potential fall short in their academic achievement. These students often have negative beliefs that prevent them from performing to their full potential. For example, some students think that they are just not smart enough—that they were born stupid and that there is nothing they can do to change that. Other students worry that people like them do not belong in school. These beliefs can have surprisingly large effects on students’ achievement. This presentation will address these negative beliefs and focus on intervention research showing the effects of changing these beliefs. These brief interventions (often about 90 minutes) have improved student GPA, standardized test scores, and reduced the racial achievement gap.

**Gail Adams** | Poway Unified School District | Reading Fluency and Dyslexia – *Getting Up to Speed: Strategies for Building Reading Fluency*

This presentation will highlight the key role fluency plays in effective reading and its strong relationship to comprehension. Participants will learn how to implement a daily six-minute peer partner instructional intervention designed to increase reading fluency through repeated reading practice.

**Charlie Hoff** | High Tech Middle School | *The Difabled™ Student*

Join me as I briefly revisit experience as dif-abled™ student, touch upon my most unlikely career as a fully FULL™ inclusion teacher in various K-12 charter and traditional schools, then "bring it home" through talking about some big ideas to ponder as we explore actual stuff, or dare I say "strategies", you can use in your classroom...or help other people use in their classroom.

**Mindy Karp** | Poway Unified School District | *Co-teaching and Collaboration at the Secondary Level*

Join me as I share the advantages of collaboration from the student, teacher, and administrator perspective at the secondary level. I will discuss how to begin a collaboration class and how to make a successful partnership.
Joseph Kemery | PRIDE Academy | Moving Towards Mastery: a look at motivation, differentiation, and the flipped model

Educators see the need to differentiate instruction for ALL students. Rather than limiting their thought and creativity, students should intrinsically push beyond the textbook. How can we create a culture that encourages students to act on that creativity while maintaining rigorous learning? How can we engage both the struggling learners and bored students simultaneously? In the elementary classroom, we look at how the flipped model of instruction can be implemented for differentiation to incorporate student choice and voice, Web 2.0 tools, and Project Based Learning. Our discussion will explore how to expand learning throughout the student’s entire day, not merely the 6 hours they are with us. Session will look not only at the products, but at the process behind student learning.

Michael Salamanca | Innovation Middle School | Universal Design for Learning in the MultiPlayer Flipped Classroom

Students come to our classrooms with varying strengths and personalities. To create the best learning opportunities for all students, teachers can adopt multiple teaching strategies to increase differentiation.

In my presentation I will give you a glimpse into our flipped class, where students are given multiple ways to produce, process and access content. Our flipped class allows students to access the learning at their own pace. The flipped classroom becomes a dynamic workspace where students can work with their peers and teacher. In addition, I will touch upon ways of using the flipped class as a foundation for Gamification - engaging students by transforming the class into a game where students gain recognition of hard work through badges.

Thank You!

A special Thank You to the Johnson Family Foundation for their continued support of our future educators and helping ensure that all students have an opportunity to learn.