

## SEPUP Academy 2009

Charleston, South Carolina

### AGENDA

- Meeting location: 1104 Isle of Palms Connector, Mount Pleasant, SC - (843) 856-3900
- Participants bring laptops, samples of student work (optional, extra credit!)
- We will meet in the Sweetwater Room on the 2<sup>nd</sup> floor
- Mark's cell phone: 510-562-6245

#### ***SEPUP Academy Staff***

- Mark Koker, LAB-AIDS Director of Curriculum, San Leandro, CA
- Dick Duquin, LAB-AIDS Senior Consultant, Kenmore NY
- Kathy Burke, LAB-AIDS Senior Consultant, Buffalo, NY
- Marian Pasquale, EDC Senior Scientist, Newton, MA

#### ***Monday, June 22***

Participants travel to Charleston, check in time is 3 pm.

6.00 Welcome BBQ, Patio (Group)

*Be sure to find your nametags, meet and greet!*

#### ***Tuesday, June 23***

8:00 Breakfast

8.30 Welcome and introductions, *Group*

8:45 Meeting overview, *Mark*

9:00 SEPUP Top Ten, *Mark*

*What's most important about SEPUP? Is it the issues? The support for literacy and assessment? The cute little trays and bottles? This activity will help put it all in perspective.*

10:00 Using notebooks in SEPUP, *Dick*

*Notebooks give students more ownership of their learning and provide powerful tools for learning and analysis.*

10:45 Using Issues in SEPUP, *Dick*

*Over the years, SEPUP has become known for its use of societal and personal issues to drive the science curriculum. In this session, we take a closer view of the selection and use of issues in SEPUP.*

12:30 Lunch

1:30 Literacy in SEPUP, *Kathy*  
*SEPUP develops and integrates strategies to support student reading comprehension, writing, oral language, and synthesizing information. This session will examine a representative sample of the strategies using selected SEPUP program materials.*

3:00 Inquiry in SEPUP, *Kathy and Dick*  
*Inquiry teaching and learning is generally familiar to most secondary science teachers, but represents a complex construct defined differently by most of us. We will take a look at how inquiry is defined and used in SEPUP using activities from selected SEPUP program materials*

5:00 Dismiss

6:00 SEPUP Social Hour (Sweetwater)

*Join us for hot snacks and cold beverages...this may serve as an evening meal for all but the heartiest eaters!*

### ***Wednesday, June 24***

8:00 Breakfast

8:30 Tip of the day *Dick*

9:00 Conceptual flow in SEPUP, *Dick*  
*This tool helps spotlight the content in SEPUP and how concepts are linked.*

10:00 Science content in SEPUP, *Dick and Kathy*  
*A closer look at how SEPUP supports depth of science content and understanding.*

12:00 Differentiated instruction in SEPUP, *Mark*  
*Increasingly teachers are asked to modify a basic lesson plan to accommodate students of differing abilities and learning styles. Perhaps not unsurprisingly, this support is embedded in the SEPUP program, and we will show you how.*

12:45 Box lunch and Mid-conference break  
*We thought you would enjoy some time to yourself here in the low country. The beach is a 5 minute drive from the hotel, and there may be some folks headed to the city to do whatever folks do in the city. We will discuss options in the morning to give you time to decide.*

6:00 SEPUP Social Hour (*please let Mark know how many of you will be back for this!*)

### ***Thursday, June 25***

8:00 Breakfast

8:30 Existential Frog Theatre, *Dick and Kathy*  
*Back by popular demand, direct from the bright lights (and broken dreams) of Broadway!*

- 8:45 **Assessment in SEPUP, Dick and Kathy**  
*The assessment system in SEPUP has been in development since 1995, and has received national interest and acclaim. This session will present an overview of the best assessment system that teachers never use, with attention to criteria setting with the scoring guides, and coaching teachers.*
- 9:00 **Effective science mentoring, Marian Pasquale, EDC [special session, reprised after lunch]**  
*The Center for Science Education at EDC in Newton, MA specializes in the development and implementation of standards-based curriculum materials, and offers high-quality professional development services as well. Marian is here to share their latest work on developing science mentors.*
- 11:00 **Writing to learn in SEPUP, Mark**  
*A summary of approaches in SEPUP to support literacy and learning through writing.*
- 12:00 **Lunch**
- 1:00 ***Electives***  
*Choose the electives you would like to attend and find your session leader in the breakout rooms. Workshops repeat as noted on the program description. These are intended to be small group-type sessions, with 4-8 participants each.*

<b><i>Session title</i></b>	<b><i>1:00</i></b>	<b><i>2:15</i></b>	<b><i>3:30</i></b>
Becoming a science mentor (EDC)	√	√	
Managing SEPUP classrooms			√
Improving teacher participant attitudes	√		
Leading effective post-lab discussions		√	
Adult learners and facilitation		√	
Leadership in SEPUP		√	
Pacing guides & benchmark assessments	√		
Misconceptions			√
Vocabulary in SEPUP	√		

- **Leadership in SEPUP (Leadership), Mark**  
*Well, someone has to do it. A look at leadership defined broadly, including not-for-profit and for-profit ways to take leadership for SEPUP, including a look at working with adult learners, CBAM and LAB-AIDS training outlines.*
- **Becoming a science mentor (Leadership), Marian Pasquale, EDC, Newton MA**  
*Elements of effective science mentoring will be discussed.*
- **Improving teacher participant attitudes (Leadership), Dick**  
*Afflicted by grumpy teachers in your workshops? This session can help!*
- **Managing a SEPUP Classroom, Kathy**

*If you teach long enough, it all starts to make sense. Here is an opportunity to pick the brains of a master SEPUP teachers and trainers.*

- Working with adult learners and workshop facilitation (Leadership), *Dick*  
*What are the differences between adult learners and children? What is your preferred learning style? How can this knowledge help you as a workshop leader?*
- Working with student misconceptions/alternative beliefs, *Mark*  
*Students' core beliefs are surprisingly resistant to change. How does the SEPUP program address student misconceptions and working to promote conceptual change?*
- Leading effective post-lab discussions, *Kathy*  
*Come check out the "head fake" and other tools to dig deeper into student understanding. Without it, the hands-on is just playing.*
- Using Pacing Guides & Benchmarks (Leadership), *Mark*  
*Pacing Guides are best prepared and used with local input, frequent monitoring/adjustments, and periodic benchmark assessments. !*
- Vocabulary and SEPUP, *Kathy*  
*Not your usual drill and practice!*

4:30 Final conference evaluation and group photo

6:00 SEPUP Social hour

### ***Friday, June 26***

6:00 – 9:00 Continental breakfast in hotel lobby. Safe travels back home!