



Fourth Annual College- and Career-Readiness Standards Networking Conference

Empowering Teachers
to Lead the Way in
Student Achievement

JULY 11-13

2016

LOUISVILLE
KENTUCKY

SREB

High Schools
That Work

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DEAR STATE, DISTRICT, SCHOOL AND TEACHER LEADERS:

In the last several years, states have shifted focus away from just graduating students to graduating students who are prepared for college and careers. They have raised expectations for student achievement. Students are required to take more courses in mathematics and science than previous generations, and literacy has become a focus outside of the English classroom.

As states and local districts have pressed for improvements in instruction, teachers have answered the call to lead the way in student achievement. But states and local districts must empower teachers to do so by providing them the tools they need.

We ask more now of teachers than we ever have before. Teachers need help to make the adjustments required to ensure students are truly college and career ready.

SREB's state and district partnerships centered around the **Literacy Design Collaborative (LDC)** and the **Mathematics Design Collaborative (MDC)** empower teachers with the tools and strategies to positively impact students' learning experiences and raise student achievement. Teachers of all disciplines provide students rich assignments that encourage them to write as a response to grade-level texts. Students in mathematics classrooms engage in rigorous tasks that deepen their conceptual understanding of critical concepts.

Students need assignments in all classes that hone their reading and writing abilities and deepen their critical-thinking skills. LDC and MDC provide a framework for teachers to offer these types of learning experiences to students.

We know for students to graduate college and career ready, they must graduate with the personal, people and workplace skills employers are looking for in the workforce. LDC and MDC tools and strategies enhance students' employability skills as laid out by the National Network of Business and Industry Associations.

Students who have experienced LDC and MDC graduate able to read and comprehend complex and detailed texts; integrate what is learned from written materials with prior knowledge; listen to, consider and respond to others' points of view; translate practical problems into useful mathematical expressions; and critically review, analyze, compare and interpret information.

Over the next three days, you will learn more about these innovative, proven tools and strategies from educators utilizing these literacy and mathematics frameworks. Sessions are provided for conference attendees who are new to LDC and MDC as well as attendees who are LDC and MDC veterans. Some sessions focus on teacher participation while others focus on the school leader's role and how to coach teachers in this process.

We thank you for allowing us to be part of your journey as an educator who is focused on improving students' college and career readiness. We wish you great success this coming school year.

Sincerely yours,



Gene Bottoms
Senior Vice President, SREB

CONFERENCE PURPOSE

The College- and Career-Readiness Standards Networking Conference is designed for teacher, school, district and state leaders and teams engaged with or interested in adopting the tools and strategies of the Literacy Design Collaborative (LDC) and the Mathematics Design Collaborative (MDC) to advance student mastery of rigorous literacy and math standards.

CONFERENCE INFORMATION

Conference Mobile App

Download our mobile conference app at bit.ly/networking16 to view the conference program on the go! Based on which sessions you “favorite,” the app will generate suggestions along with helpful information about the conference.

Registration

Registration is located in the **Dockside Lobby**.

If you have questions or need to reserve a room to meet with your team, please see the Conference Headquarters for more information.

Social Media

Follow us on Twitter @SREBPDPrograms and “like” us on Facebook at HSTW Staff Development Conference to receive up-to-date information about the conference and sessions. Use **#CCRS16** to join the conversation with fellow attendees, presenters and SREB staff.

Continental Breakfast and Lunch

Two continental breakfasts (Tuesday and Wednesday) and one lunch (Tuesday) will be served in Exhibit Hall 1AB. Please see the Conference Schedule below for service times.

CONFERENCE SCHEDULE

Monday — July 11, 2016

8 a.m. – 1 p.m.	Registration for the Networking Conference
1 – 2 p.m.	Opening General Session
2:15 – 4:30 p.m.	LDC and MDC Train-the-Trainer Workshop — Invitation Only
2:15 – 3:15 p.m.	Concurrent Sessions
3:15 p.m.	Break
3:30 – 4:30 p.m.	Concurrent Sessions
4:45 – 5:45 p.m.	Concurrent Sessions

Tuesday — July 12, 2016

7 – 8 a.m.	Continental Breakfast
8 – 9:15 a.m.	Concurrent Sessions
9:15 a.m.	Refreshment Break
9:30 – 10:45 a.m.	Concurrent Sessions
11 a.m. – Noon	Concurrent Sessions

LDC and MDC Information Center

Meet with one of our SREB directors to learn more about LDC and MDC and how to roll out these strategies and tools in your classroom, school or district. The information center is open:

- Monday – 2:15 – 4:30 p.m. – L15
- Tuesday – 9:30 a.m. – 3:15 p.m. – L15
- Wednesday – 8 a.m. – Noon – Conference Headquarters

Conference Evaluations

Your opinion is important to us! SREB uses your feedback to improve the conference each year. An online survey will be available after the Networking Conference ends. The evaluation can be accessed at: www.sreb.org/networkingconference



Certificates of Participation

Participants will automatically receive a certificate of participation after completing the online survey. Continuing education credits are not issued by SREB. Please contact your local school district for information on how credits are awarded for attending the conference.

Tuesday — July 12, 2016

Noon – 1 p.m.	Lunch
1 – 2 p.m.	Concurrent Sessions
2:15 – 3:15 p.m.	Concurrent Sessions
3:15 p.m.	Refreshment Break
3:30 – 4:30 p.m.	Concurrent Sessions
4:45 – 5:30 p.m.	MDC Train-the-Trainer Workshop – Invitation Only

Wednesday — July 13, 2016

7 – 8 a.m.	Continental Breakfast
8 – 10:15 a.m.	LDC and MDC Train-the-Trainer Workshops — Invitation Only
8 – 9 a.m.	Concurrent Sessions
9:15 – 10:15 a.m.	Concurrent Sessions
10:30 – 11:30 a.m.	Closing General Session

CONFERENCE OBJECTIVES

1. Teacher-leaders introduce and share how they implement the Literacy Design Collaborative (LDC) and the Mathematics Design Collaborative (MDC) in elementary schools, middle grades schools, high schools, technology centers and school districts.

- a. Introduce the basic design features of a fully developed LDC module that engages students in reading grade-level English language arts (ELA), science, social studies, career and technical education (CTE), and other related texts, and require students to demonstrate their understanding through a coherently written assignment.
 - Formulate a multi-day literacy-based assignment to advance both students' literacy skills and their mastery of subject-matter content.
 - Develop mini-tasks that scaffold the use of grade-level literacy skills required for success on a culminating grade-level writing assignment in core academic, CTE and fine arts courses.
 - Develop time-management strategies for planning and implementing LDC modules.
- b. Create and implement exemplary LDC modules that lead to student success on literacy-based, grade-level assignments and assessments.
 - Plan intentionally for students to engage in literacy-based assignments to advance their literacy skills while deepening their understanding of essential concepts in the subject-matter area.
 - Use formative data from mini-tasks and written projects to revise modules and plan more effective classroom instructional activities.
 - Use the LDC Jurying Rubric to self- and peer-assess modules to better align literacy and content to college- and career-readiness standards.
 - Utilize technology to engage students in grade-level literacy and content assignments.
 - Apply the central ideas of the LDC tools and strategies on a consistent basis to make literacy a tool for learning in all discipline areas.
 - Assess the resulting impact the LDC tools and strategies have on advancing students' literacy skills and mastery of grade-level subject matter content.
- c. Introduce the basic design features of MDC formative assessment lessons (FALs) that engage students in a productive struggle with grade-level mathematics.
 - Implement FALs with students (grouped homogeneously) to deepen their reasoning skills and conceptual understanding of key mathematical concepts and to engage students in performing mathematical practices to complete grade-level assignments.

- Utilize formative assessment strategies to initiate students as owners of their own learning through self-assessment and as instructional resources for one another through peer assessment.
 - Develop time-management strategies for planning and implementing FALs.
- d. Plan and implement MDC FALs and assessment strategies that lead to student success on grade-level mathematics assignments.
 - Plan intentionally to engage students regularly in a productive struggle to deepen their mathematical reasoning, understanding and application of essential grade-level concepts using FALs and teacher-created assignments.
 - Engage students in grade-level college- and career-readiness assignments that allow students to apply conceptual understanding and procedural fluency to real-world and non-routine problems.
 - Develop questions based on students' misconceptions that will cause students to gain a deeper understanding of the math concepts and skills being taught.
 - Utilize technology to increase students' problem-solving skills.
 - Reflect upon assessment data and instructional practices to address students' misconceptions and improve daily learning experiences.

2. Teachers, local trainers and coaches, and school leaders spread and sustain the use of engaging literacy and mathematics tools and strategies to all classrooms within a school.

- a. Spread and sustain the LDC framework to all ELA, science, social studies and CTE classrooms within a school.
 - Use the LDC observation tools to enable teachers to understand what an LDC classroom looks like.
 - Schedule structured time for teachers of common disciplines to collaborate on developing and implementing LDC modules.
 - Collaborate on the use of the LDC writing rubric to determine what is working and what adjustments need to be made.
 - Utilize the LDC module peer review rubric to maintain fidelity and quality of modules developed throughout a school.
 - Communicate to all staff and the community the impact LDC has on student engagement and achievement.
 - Use the LDC online course as a tool to assist teachers in developing and learning the tools and strategies.

CONFERENCE OBJECTIVES

- b. Spread and sustain the MDC framework to all mathematics classrooms within a school.
 - Use MDC observation tools to enable teachers to understand what an MDC classroom looks like.
 - Schedule structured time for teachers of common content or grade levels to collaborate on FAL implementation.
 - Collaboratively score student work using structured protocols to ensure common expectations across grade levels.
 - Maximize collaboration time to analyze assessment data and focus on how to address student misconceptions.
 - Conduct peer observations to deepen understanding of effective implementation of FALs.
 - Communicate to all staff and the community the impact MDC has on student engagement and achievement.
 - Use the MDC online course as a tool to assist other teachers in learning how to use FALs and develop assignments of a similar nature.
- 3. School and district leaders spread and sustain the use of literacy and mathematics tools and strategies to all schools within a district.**
- a. Develop a district plan for bringing on board other teachers in implementing LDC and MDC.
 - Utilize the expertise of LDC and MDC teacher-leaders and local trainers to spread the instructional strategies within a school district.
 - b. Partner with SREB in engaging students districtwide with researched-based literacy and mathematics tools and strategies.
 - Apply the LDC and MDC frameworks when developing common instructional materials and resources.
 - Use LDC and MDC as tools for curriculum alignment across grade levels and content areas.
 - Provide teachers, instructional coaches and school leaders with a method for bringing on board new teachers and staff to use LDC and MDC.
 - Create networks of teachers dedicated to deepening, spreading and sustaining these tools throughout the district.

LDC AND MDC TRAIN-THE-TRAINER WORKSHOPS

Invitation Only

The Train-the-Trainer Workshops provide local school and district LDC and MDC trainers the tools and experience to spread and sustain LDC and MDC strategies school and districtwide. Trainers leave with the knowledge and support they need to succeed and help teachers implement the frameworks with fidelity.

LDC Trainers: Pamela Broome, Literacy Consultant, SREB
Jean Lee, Literacy Consultant, SREB
Angela Belrose, Local Trainer, Jefferson County Schools, AL
Juliana Coleman, Local Trainer, Jefferson County Schools, AL

LDC Workshop

Room: 209

Monday, July 11 2:15 – 4:30 p.m.

Wednesday, July 13 8 – 10:15 a.m.

MDC Trainers: Jason Adair, Mathematics Consultant, SREB
Karen Gray, Independent Math Consultant, Trussville, AL

MDC Workshop

Room: L7

Monday, July 11 2:15 – 4:30 p.m.

Tuesday, July 12 4:45 – 5:30 p.m.

Wednesday, July 13 8 – 10:15 a.m.
(Conference Theater – Alan Schoenfeld's session)

SESSION TYPES

Concurrent

In these 60- and 75-minute sessions, LDC and MDC trainers, teachers, and school leaders share innovative practices and strategies for achieving student success. Sessions are designed for novice to veteran teachers, instructional coaches, and school and district leaders.

Deep Dive

These in-depth 120-minute sessions prepare teachers to deeply implement LDC modules and integrate MDC formative assessment lessons (FALs) that align to college- and career-readiness standards. Deep-dive sessions for principals and other leaders feature topics such as structuring professional learning communities (PLCs) and supporting teachers to implement LDC and MDC practices with fidelity.

Sharing

These 30-minute mini-sessions present effective practices and may be condensed versions of 60- and 75-minute sessions. Each sharing session presents twice within the same hour they are scheduled. All sharing sessions are located in Room L15.

TIPS FOR USING THIS PROGRAM

- Each session is numbered. Look at the example below to help you find the sessions you want to attend.
- Refer to the convention center maps on pages 48 – 51 to find the location of meeting rooms.
- Conference objectives are described on pages 4 – 5.
- Some sessions are scheduled to repeat. The first session will indicate the day, time and room it will repeat at beneath the session description. The repeated session will be indicated by an “R” beneath the title.

TARGET AUDIENCE

Beginner (B)

These sessions are designed to introduce attendees to the fundamental components, principles and practices of LDC and MDC implementation and support. Learn how to design modules and use formative assessment strategies to engage students in rigorous grade-level assignments.

Experienced (E)

These sessions are designed for teachers and leaders ready to refine and deepen LDC and MDC implementation in their classroom, school and district. Learn how to apply jurying rubrics, conduct peer observations, develop meaningful questions, collaborate and provide support to teachers and trainers.

EXAMPLE

Session Number
and Title

2. Teaching Inquiry in Social Studies Using LDC and the C3 Framework

Room: 202
Objective: 1B

R

Focus: LDC
Audience: E

Repeated
Session

This session, designed for social studies teachers in grades K-12, will provide participants the opportunity to design an inquiry-based LDC module. By designing inquiry-based modules, teachers can craft learning experiences that allow students to develop historical thinking skills inherent to social studies and detailed in the C3 Framework.

Session
Description

Speaker(s)

Presenter(s): Shawnda Fizer, Teacher, Ewing Elementary School, Ewing, KY; and Archie Stevens, Effectiveness Coach, Kentucky Department of Education, Nicholasville, KY

OPENING GENERAL SESSION



Lessons Learned: Effective Professional Development Leads to Student Success

Room: Cascade Ballroom

The presenter will look at the important lessons learned over the last five years about effective professional development and the conditions under which teachers are able to make significant shifts in their instructional strategies to deepen student engagement and achievement. LDC and MDC have helped teachers meet new state college- and career-readiness standards and prepared students with the literacy, math and critical thinking skills needed for postsecondary studies and the modern economy.

Speaker: Gene Bottoms, Senior Vice President, SREB

Flag Ceremony: JROTC, Butler Traditional High School, Louisville, KY

Cadet Major Wooten, Cadet 1st LT Lockhart, Cadet 1st LT Thompson,
Cadet SFC Corder

National Anthem: Choir, Carrithers Middle School, Louisville, KY

2016 OUTSTANDING LDC AND MDC AWARD WINNERS

SREB would like to honor the educators whose outstanding effort, hard work and dedication have improved student achievement and enriched the educational experience of students. The teachers, local trainers, principals, schools and districts below have embraced research-based strategies that engage students in meaningful and rigorous assignments, encourage productive struggle, deepen students' understanding of grade-level content, and prepare students for college and a career.

**Outstanding LDC Teacher Award
(Middle Grades/High School)**

Latoya Gay, Banks Middle School,
Pike County Schools, AL

**Outstanding MDC Teacher Award
(Middle Grades/High School)**

Esther Hollingsworth-Shaw, Hoke County High School,
Hoke County Schools, NC

Outstanding LDC Local Trainer

Sheri Blankenship, Rankin County School District, MS

Outstanding MDC Local Trainer

Kelly Hagan, Jefferson County Public Schools, KY

**Outstanding LDC/MDC School Principal
(Middle Grades/High School)**

Tammie Williams, Roanoke Rapids High School,
Roanoke Rapids Graded School District, NC

**Outstanding LDC/MDC School Award
(Middle Grades/High School)**

Mendenhall Junior High School, Simpson County
School District, MS

**Outstanding LDC/MDC School Award
(Elementary Grades)**

Fultondale Elementary School, Jefferson County
Schools, AL

Outstanding LDC/MDC District Award

Jefferson County Schools, AL

CERTIFIED LOCAL TRAINERS

SREB would like to recognize the outstanding educators who have dedicated themselves to the implementation and spread of LDC and MDC. Each SREB certified local trainer completed the following requirements for certification:

LDC

1. Write a module and launch it in the classroom.
2. Collaborate with a teacher to write and teach part of a module.
3. Attend all training, job-embedded professional development, webinars, electronic coaching and site visits.
4. Accurately jury LDC modules.
5. Communicate with principals regularly.
6. Assist with writing at least three modules over the course of a year.
7. Conduct observations and provide feedback to teachers.
8. Maintain an updated and accurate calendar to document local trainer support of teachers.

MDC

1. Participate in the initial MDC training and first follow-up training. Participate in all other trainings with no more than one absence.
2. Implement or co-present at least FOUR formative assessment lessons (FALs).
3. Implement or co-present at least TWO MAP assessment tasks.
4. Establish a collaborative team (or PLC) in the mathematics department at each school. Ensure at least one meeting per month is dedicated to MDC.
5. Assist with the rolling out of MDC departmentwide.
6. Collect “Analyzing Student Data” (ASD) forms and FAL student work from each MDC teacher in the school(s). Provide soft copies to SREB trainer.
7. Collect “MDC Teacher FAL Analysis” forms from each MDC teacher in the school(s). Provide to SREB trainer.
8. Observe each MDC teacher implement a FAL and provide written feedback to each teacher.
9. Video record a debrief session with an MDC teacher-leader after implementation of a FAL.
10. Communicate with the principal regularly about the progress of MDC teachers.

LDC OR MDC	LOCAL TRAINER	STATE	DISTRICT/ORGANIZATION
LDC	Angela Belrose	Alabama	Jefferson County Schools
LDC	Christie Barger	Alabama	Hale County School System
LDC	Juanita Porterfield	Alabama	Macon County Schools
LDC	Juliana Coleman	Alabama	Jefferson County Schools
LDC	Latoya Gay	Alabama	Pike County Schools
LDC	Michelle Landrum	Alabama	Jefferson County Schools
LDC	Shannon Bogert	Alabama	Pelham City Schools
LDC	Angela Ellis	Mississippi	North Pike School District
LDC	Angela Jones	Mississippi	Coahoma County School District
LDC	Barbara Dixon	Mississippi	Lawrence County School District
LDC	Georgina Oatis	Mississippi	Hollandale School District
LDC	Karen Burton	Mississippi	Kemper County School District
LDC	Larry Perdue	Mississippi	George County Schools
LDC	Maggy Jinkins	Mississippi	Simpson County School District
LDC	Sheri Blankenship	Mississippi	Rankin County School District
LDC	Tracy Gordon	Mississippi	Vicksburg Warren School District

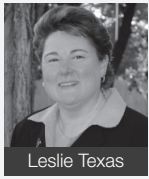
CERTIFIED LOCAL TRAINERS

LDC OR MDC	LOCAL TRAINER	STATE	DISTRICT/ORGANIZATION
LDC	Alison Burroughs	North Carolina	Columbus County Schools
LDC	Amanda Leggett	North Carolina	Columbus County Schools
LDC	Amy Keith	North Carolina	Nash-Rocky Mount Public Schools
LDC	Amy Thornton	North Carolina	Nash-Rocky Mount Public Schools
LDC	Ann Whitney	North Carolina	Buncombe County Schools
LDC	Cathy Mason	North Carolina	Sampson County Schools
LDC	Chandra Manning	North Carolina	Asheboro City Schools
LDC	Chris Burian	North Carolina	Asheboro City Schools
LDC	Christy Arrowood	North Carolina	Burke County Schools
LDC	Debbie Stamey	North Carolina	Burke County Schools
LDC	Diane Rigsbee	North Carolina	Nash-Rocky Mount Public Schools
LDC	Emily Church	North Carolina	Burke County Schools
LDC	Francis Herring	North Carolina	Lenoir County Public Schools
LDC	Juliana Thompson	North Carolina	Roanoke Rapids City Schools
LDC	Julie Pack	North Carolina	Asheboro City Schools
LDC	Kenny McKee	North Carolina	Buncombe County Schools
LDC	Lindsay Schultz	North Carolina	Rowan-Salisbury Schools
LDC	Louise Burner	North Carolina	Onslow County Schools
LDC	Marcella Moon	North Carolina	Caswell County Schools
LDC	Maria Derivan	North Carolina	North Carolina New Schools
LDC	Nicole Hayes	North Carolina	Bertie County Schools
LDC	Sarah Bongarten	North Carolina	Orange County Schools
LDC	Todd Campbell	North Carolina	North Carolina New Schools
LDC	Whitney Sharlow	North Carolina	Person County Schools
LDC	Amy Moore	West Virginia	Wetzel County Schools
MDC	Karen Gray	Alabama	Jefferson County Schools
MDC	Jeanne Glover	Arkansas	Jonesboro Public Schools
MDC	Kelly Hagan	Kentucky	Jefferson County Public Schools
MDC	Carl Lucas	Mississippi	Hollandale School District
MDC	Carol Ladner	Mississippi	Mississippi Department of Education
MDC	Deia Sanders	Mississippi	Simpson County School District
MDC	Elizabeth Repsher	Mississippi	Hattiesburg Public School District
MDC	Jennifer Wilson	Mississippi	Rankin County School District
MDC	Karen Howard	Mississippi	Aberdeen School District
MDC	LaVonda White	Mississippi	Rankin County School District
MDC	Michael Jones	North Carolina	Nash-Rocky Mount Public Schools

FEATURED PRESENTERS

120-MINUTE SESSION

60-MINUTE SESSIONS



1. A Mathematician’s Notebook: Chronicling the Journey

Room: L5 Focus: MDC
Objective: 1D Audience: B

The Mathematicians’ Notebook becomes a dynamic place for authentic writing where language, data and problem-solving experiences operate jointly to form meaning for students. Participants will be introduced to the utility of an environment in which students experience content more fully prior to and after a formative assessment lesson. Participants will set up their own notebooks.

Repeated: Tuesday at 1 p.m., Room L5

Presenter(s): Tammy Jones, Consultant, TLJ Consulting Group, LLC, Lebanon, TN; and Leslie Texas, Consultant, Leslie Texas Consulting, LLC, Louisville, KY

120-MINUTE SESSIONS

2. Teaching Inquiry in Social Studies Using LDC and the C3 Framework

Room: 202 Focus: LDC
Objective: 1B Audience: E

This session, designed for social studies teachers in grades K-12, will provide participants the opportunity to design an inquiry-based LDC module. By designing inquiry-based modules, teachers can craft learning experiences that allow students to develop historical thinking skills inherent to social studies and detailed in the C3 Framework.

Presenter(s): Shawnda Fizer, Teacher, Ewing Elementary School, Ewing, KY; and Archie Stevens, Effectiveness Coach, Kentucky Department of Education, Nicholasville, KY

3. MDC 101: What Is the Mathematics Design Collaborative?

Room: L4 **R** Focus: MDC
Objective: 1C Audience: B

Are you new to the Mathematics Design Collaborative or curious what MDC is all about? Come learn about the guiding principles of MDC and how these research-based tools and strategies deepen students’ mathematical reasoning skills and engage them in a productive struggle.

Repeated: Tuesday at 8 a.m., Room L4

Presenter(s): Paige Graiser, Independent Math Consultant, Brunswick, GA; and Amanda Merritt, Math Consultant, SREB, Atlanta, GA

60-MINUTE SESSIONS

4. Connecting Literacy With 21st-Century College and Career Readiness

Room: 207 Focus: LDC
Objective: 1A Audience: B

See how a STEM academy, in partnership with the National Education Foundation and Success For All, has created a model of continuous improvement with students, parents, teachers and staff to support successful completion of remediation, enrichment, dual enrollment and career pathways. Literacy instruction has been embedded into daily lessons personalized to the unique level and pace of students.

Presenter(s): Bryan Mills, Assistant Principal and Shana Wydra, Director of STEM Education, Steubenville City Schools, Steubenville, OH

5. Engaging Students in College and Career Literacy Practice

Room: 208 Focus: LDC
Objective: 1A Audience: B

Applying the LDC framework as an instructional resource to bridge the gap between educational theories and student achievement will be explored, with a Q&A at the end. Attendees will complete literacy tasks designed to demonstrate how the components of LDC builds students’ capacities to perform skills that will enable them to excel in post high school and professional settings.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA

6. Disciplinary Writing in Elementary Grades

Room: 218 Focus: LDC
Objective: 1A Audience: E

Elementary teachers have to be mindful of all major subject areas. There are specific writing products linked with certain disciplines, like the essay to literature, the lab report to science, or a research paper to history. Learn how to design assignments that can be used to teach students the writing moves common to the disciplines of English language arts, science and social studies.

Repeated: Tuesday at 11 a.m., Room L4

Presenter(s): Jill Potts, School Improvement Consultant, SREB, Atlanta, GA

7. LDC: Power Up Other Elementary Reading Instructional Frameworks

Room: 201 Focus: LDC
Objective: 1B Audience: E

How can I use LDC when the schedule doesn’t seem to fit the model? In this session, participants will learn how to incorporate LDC into another literacy framework, specifically “The Daily 5.” Learn how to maintain the power and integrity of LDC by making some small tweaks and focus on the mini-tasks as powerful classroom levers.

Repeated: Tuesday at 2:15 p.m., Room L15

Presenter(s): Robert Slamp, Teacher, Carter and MacRae Elementary School, Mountville, PA

8. Migrating to America

Room: 214-215 Focus: LDC
Objective: 1B Audience: B

This session focuses on a module titled “The Immigrant Experience.” This module covers why immigrants have and still continue to flock to America. The presenter will do a walk-through of students’ experiences with LDC. Through the close reading of primary sources, hands-on investigations, and interviews students demonstrate their understanding through a variety of writing modalities.

Repeated: Tuesday at 2:15 p.m., Room L15

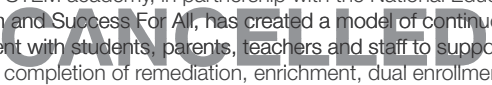
Presenter(s): Christine Ellis and Richard Hattal, Teachers, R.L. Stevenson Elementary School of the Arts, Rockledge, FL

9. Building Conceptual Understanding of Fractions

Room: L6 Focus: MDC
Objective: 1C Audience: B

This session will challenge participants to take a deeper dive into fractional understanding and student misunderstandings that emerge in middle grades and high school math courses. Various resources can help teachers better understand the development of concepts and skills around fractions primarily taught in grades 3-6. Participants will also get to experience productive struggle in tasks and lessons.

Presenter(s): Ellen Warren, Independent Math Consultant, Vian, OK



60-MINUTE SESSIONS

10. Providing Feedback That Moves Math Learners Forward

Room: L3 Focus: MDC
Objective: 1D Audience: B

Participants in this session will discover ways to provide feedback to motivate students to take ownership of their own learning. Giving feedback is much more than giving your students an “attaboy/girl.” The presenter and participants will look at providing feedback that encourages students to delve more deeply into mathematics.

Presenter(s): Cathey Ritter, Independent Math Consultant, Vestavia Hills, AL

11. Project-Based Learning for Your Students: Implementing the Five Strategies of Assessment for Learning Using Standards-Based and Student-Led Learning

Room: L8 Focus: MDC
Objective: 1D Audience: E

The presenter will share teacher-created projects that extend opportunities for productive struggle by integrating additional challenge, encouraging creativity and focusing on specific standards. These assignments are exemplars of the Five Strategies of Assessment for Learning that include presentation skills, writing and peer feedback using rubrics.

Presenter(s): Athraa Alabudy, Teacher, Jefferson County Public Schools, Louisville, KY; and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

12. Creating a Collaborative Culture for LDC Success

Room: 203-206 Focus: LDC
Objective: 2A Audience: B & E

The “C” in LDC represents that direct need for collaboration between teachers, teacher-leaders and school leaders/administrators. Participants will interact with teachers who have successfully implemented a new culture of collaboration that has allowed LDC motives and goals to flourish.

Repeated: Tuesday at 2:15 p.m., Room L15

Presenter(s): Meagan Brockway, Tara Clopper and Rebecca Farson, Teachers, Greencastle-Antrim School District, Greencastle, PA

13. Writing in CTE and Elective Classes

Room: 212-213 Focus: LDC
Objective: 2A Audience: B

What type of writing is reflected in career and technical education and elective classes that is authentic, engaging and appropriate? Learn how teachers can create opportunities for students to write more and in a way that increases content knowledge. Explore how LDC modules can be used to assist teachers in this process.

Repeated: Tuesday at 1 p.m., Room L15

Presenter(s): Debra Cullen, Independent Literacy Consultant, Clarksburg, WV

14. Meeting the Disciplinary Needs of Science Teachers

Room: 216-217 Focus: LDC
Objective: 2A Audience: E

Battelle Education and LDC have collaborated to design module templates that support the teaching of the essential science-literacy skills students need to engage in basic science processes. Explore the Battelle Collections of exemplary modules and mini-tasks; find the exemplars that best suit your own needs; and use a template to begin designing your own module for implementation in a science classroom.

Presenter(s): Mary Lynn Huie, Independent Literacy Consultant, Lilburn, GA

60-MINUTE SESSIONS

15. Wanted: Engaged Instructional Leaders

Room: L1 Focus: MDC
Objective: 2B Audience: B

The instructional leader within a school is the primary mentor and role model for a positive environment for growth. We will look at what the research identifies as the five most important practices central to effective school leadership and how these practices affect the success of our MDC work.

Repeated: Tuesday at 11 a.m., Room L15

Presenter(s): Vicki Mixon, Independent Math Consultant, Vidalia, GA

16. Designing Instruction With the MDC Strategies

Room: L2 Focus: MDC
Objective: 2B Audience: E

This session will provide attendees with resources and plans to develop lessons that include focus activities, engaging formative assessment lessons and rigorous problem-solving tasks that will excite both educators and students.

Repeated: Tuesday at 11 a.m., Room L15

Presenter(s): Debbie Lemon, Independent Math Consultant, Shallotte, NC

17. Introduction to Smarter Balanced Planning Through LDC

Room: 211 Focus: LDC
Objective: 1B Audience: E

Learn a smarter way of planning that allows teachers to implement on the spot, revise as needed and enhance/modify lessons. This session will target teachers weary of what lies ahead and the troubleshooting that can be done as time progresses.

Presenter(s): Adriana Avila, SPED Teacher; Maria Blanco, Grade 6 Teacher; and Susana Velasco, Dual Language Kindergarten Teacher, Florence Avenue Elementary, Los Angeles, CA; and Karen Venditti, Curriculum Consultant, Amplify & i3, Los Angeles, CA

18. How to Use Effective Communication for Statewide LDC Implementation

Room: 210 Focus: LDC
Objective: 3A Audience: B & E

This session will feature findings from a study of the communication patterns of educators using LDC in Colorado. The results of the study will help participants understand effective patterns of communication to promote the use of instructional tools and practices such as LDC.

Presenter(s): Sarah Duran, COO, Slope Research, Edgewater, CO; Amy Spicer, Director, Professional Learning, Colorado Education Initiative, Denver, CO; and Gilad Wilkenfeld, CEO, Slope Research, Arvada, CO

19. A Model Collaboration Between an Urban District, State and SREB

Room: L12 Focus: LDC/MDC
Objective: 3B Audience: B

Participants will learn about a model partnership between Jefferson County Public Schools, the Kentucky Department of Education (KDE) and SREB. Leaders from schools, the district, KDE and SREB will share lessons learned, accomplishments and tips for schools and districts to build an exemplary model of professional development that changes classroom practices.

Repeated: Monday at 3:30 p.m., Room L15

Presenter(s): Angela Allen, Principal; Denise Carrell, Middle School ELA Specialist; Amy Dennes, Assistant Superintendent; and Angela Harris, Secondary Math Specialist, Jefferson County Public Schools, Louisville, KY; Carol Franks, Effectiveness Coach, KDE, Frankfort, KY; and Scott Warren, Director of State Initiatives, SREB, Atlanta, GA

SHARING SESSIONS**20. MDC: On the Border With Mexico and Beyond**

Room: L15 – Table 1
Objective: 2B

Focus: MDC
Audience: B

Attendees will experience an MDC activity focusing on the English language learner. Presenters will share success stories and videos of teachers whose teaching strategies completely changed after experiencing MDC.

Repeated: Tuesday at 11 a.m., Room L9

Presenter(s): Libby Chaskin, Independent Math Consultant, San Antonio, TX

21. Discourse Do's and Don'ts: The Foundation of MDC

Room: L15 – Table 2
Objective: 1C

Focus: MDC
Audience: B

This session will discuss the do's and don'ts of discourse in the middle grades and high school math classrooms. Samples and evidence will be provided to show protocols and expectations that students should be exposed to early in the year to ensure success in these collaborative moments.

Repeated: Tuesday at 9:30 a.m., Room L1

Presenter(s): Sarah Nida-Inman, Independent Math Consultant, White Hall, AR

22. How Do LDC and MDC Spice Up Learning?

Room: L15 – Table 3
Objective: 1A

Focus: LDC and MDC
Audience: B

Spice up your lessons with student engagement while exploring how to insert text-dependent questions, research strategies and writing across disciplines. This workshop will demonstrate ways to tantalize students' thinking and align lessons to the standards through LDC and MDC.

Repeated: Tuesday at 11 a.m., Room 216-217

Presenter(s): Rosa Bailey, Director of Elementary Education, Hoke County Schools, Raeford, NC; and Erica Fortenberry, Principal, Sandy Grove Middle School, Raeford, NC

23. Formative Assessment Lessons = Student Success

Room: L15 – Table 4
Objective: 1D

Focus: MDC
Audience: E

Engage with colleagues in the use of instructional tools and formative assessment lessons (FALs) to deepen mathematical reasoning and understanding. Using FALs, attendees will actively participate in individual and group learning, including constructing questions to check for student understanding.

Repeated: Wednesday at 8 a.m., Room L4

Presenter(s): Erin Chavez, Elementary Math; and Krista Hall and Robin Hill, Math Consultants, Kentucky Department of Education, Frankfort, KY

24. Picture Me Reading: Using Picture Books to Enhance Student Learning

Room: L15 – Table 5
Objective: 2A

Focus: LDC
Audience: E

The LDC model uses picture books to help students improve literacy, vocabulary and critical thinking skills. Students are learning and don't even know it!

Repeated: Tuesday at 3:30 p.m., Room 214-215

Presenter(s): Zena Gunn and Alex Nation, Teachers, John Early Museum Magnet Middle, Nashville, TN; and William O'Neal, School Improvement Consultant, SREB, Atlanta, GA

SHARING SESSIONS**25. Using LDC Modules to Engage From the Bottom to the Top**

Room: L15 – Table 6
Objective: 1C

R

Focus: LDC
Audience: B

Student populations are diverse — below proficient in English language arts and math, English language learners, honors and AP students. Find ways to engage all academic and language proficiencies. See how LDC modules have been used to address diverse students at many different levels to raise and drive engagement and rigor.

Presenter(s): John McCarthy, Teacher, High School of Science and Technology, Springfield, MA

26. LDC in Digital Portfolios, Pathways and Postsecondary Learning

Room: L15 – Table 7
Objective: 1B

Focus: LDC
Audience: E

Digital portfolios containing student LDC work form a "pathways ladder" to transition from secondary to postsecondary through aligning instructional outcomes and student artifacts to explicit postsecondary goals. The presenter will model exemplary LDC modules, module products and portfolio research, and participants will engage by examining and applying rubrics to assess sample portfolio quality.

Repeated: Tuesday at 9:30 a.m., Room 210

Presenter(s): Deidra Crain, Teacher Leader, Pelham High School, Helena, AL

27. Do's and Don'ts of Implementing MDC and LDC in Your School or District

Room: L15 – Table 8
Objective: 3A

Focus: LDC and MDC
Audience: B

The presenter will share what an urban middle grades school faculty has learned from its three-year journey implementing MDC and LDC. Topics range from getting others on board to the details of master scheduling, data-tracking and ongoing professional development. Whether you're a teacher or school/district leader, this session can help you think through a plan to meet your unique needs.

Presenter(s): Tiffany Osborne, Principal, Anderson School District Five, Anderson, SC

28. Using MDC to Engage Students in Problem Solving Without Fear

Room: L15 – Table 9
Objective: 1C

Focus: MDC
Audience: B

This session will focus on using MDC Problem Solving formative assessment lessons (FALs). Using FALs will assist participants in engaging students in their own learning and having them be persistent in finding paths to solutions in mathematics problems.

Presenter(s): Mark Feeley, Independent Math Consultant, North Myrtle Beach, SC

29. Reading, Writing and Critical Thinking: Kindergarteners Can Do That!

Room: L15 – Table 10
Objective: 1B

Focus: LDC
Audience: E

During this session, presenters will share successes and challenges with implementing LDC modules in kindergarten. They will lead participants in creating an LDC task for younger students and scoring student work.

Repeated: Wednesday at 9:15 a.m., Room 202

Presenter(s): Jennifer Bean, Literacy Consultant and Terri Lewis, Curriculum and Instruction Consultant for Literacy, Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA; Elizabeth Kreckel, Tonya Massarotti and Stacey Stoltzfus, Kindergarten Teachers, Wickersham Elementary School, Lancaster, PA

FEATURED PRESENTER

60-MINUTE SESSION

60-MINUTE SESSIONS



Suzanne Simons

30. LDC State of the Union: Overview of Current and Future Work

Room: 210
Objective: 2A

Focus: LDC
Audience: E

No matter where we've been, here we are! This session will provide the state of current and future LDC work, including an overview of alignment systems, badging, innovative professional learning and content development, and learning from the national LDC community of practice.

Presenter(s): Suzanne Simons, Chief Academic Officer, LDC, New York, NY

34. Cross-Curricular Collaboration Using Cornell Note-Taking Strategy

Room: 203-206
Objective: 1B

Focus: LDC
Audience: E

This session will give an overview and explanation of how one LDC teacher-leader encouraged cross-curricular collaboration with a seventh-grade team through the use of the Cornell note-taking strategy as part of an LDC module mini-task. Students use Cornell to take notes for direct instruction when reading text while watching a documentary and as part of research for their LDC writing tasks.

Repeated: Tuesday at 11 a.m., Room L15

Presenter(s): Valerie Rueger, Teacher, Kammerer Middle School, Radcliff, KY

60-MINUTE SESSIONS

31. Our Students Have Taken Over, and We LOVE It!

Room: 216-217
Objective: 1A

Focus: LDC
Audience: B

LDC has transformed teachers into facilitators who guide our students' learning. Using LDC in our classrooms has allowed us to plan mini-tasks where students truly have the opportunity to lead their own learning and practice college- and career-readiness standards. We'll show three mini-tasks from an ELA, science and social studies classroom that demonstrate this transformation.

Presenter(s): Tiffany Little, ELA Teacher; Samantha Manning, Science Teacher; and Staci Parker, Social Studies Teacher, Corner School, Warrior, AL

32. A Revolution in Writing Through LDC

Room: 218
Objective: 1A

Focus: LDC
Audience: B

LDC provides a structured plan to implement informational and argumentative writing instruction across the curricula. Attendees, especially non-English language arts teachers, will feel comfortable and competent to implement writing. Participants will receive tips on writing coherent and complex essays/reports with emphasis on strong thesis statements, body paragraphs and conclusions.

Repeated: Tuesday at 1 p.m., Room L15

Presenter(s): Dana Davis, Independent Literacy Consultant, Irving, TX

33. Vertical LDC Implementation in Grades Six Through 12

Room: 219
Objective: 1A

Focus: LDC
Audience: B & E

Science teachers in grades eight and 10 discuss the vertical alignment of the lab report writing process through LDC modules. These vertical team and one-on-one meetings help to streamline the writing process and establish consistent expectations. Modules are written to be applied to any lab report.

Presenter(s): Aleta Garrison, Teacher, Shades Valley High School, Birmingham, AL; and Ashley Lehman, Grade 8 Science Teacher, Irondale Middle School, Irondale, AL

35. Bridging the Gap: Bringing MDC Into the Co-Taught Classroom

Room: L3
Objective: 1C

Focus: MDC
Audience: B

In this session, teachers will share their experiences implementing MDC as co-teachers. They will discuss how they bridged the gaps in their classroom, which is comprised of students with ability levels ranging from first grade to gifted. The presentation will include video footage of a formative assessment lesson being implemented and student work samples.

Repeated: Tuesday 11 a.m., Room L15

Presenter(s): Kelli Hribar, Special Educator and Susan Prunty, Teacher, South Middle School, Morgantown, WV

36. Introduction to Elementary MDC

Room: L9
Objective: 1C

Focus: MDC
Audience: B

The MDC concept is appropriate for the elementary grades. This session is intended for teachers and administrators seeking to hear about the elementary pilot that took place this year in Alabama. Attendees will have an opportunity to experience an elementary formative assessment lesson (FAL).

Presenter(s): Dawn Perks, Independent Math Consultant, Burlington, NC; and Jessica Walker, Grade 6 Teacher, Pike County Schools, Troy, AL

37. How Do YOU Know What THEY Know?

Room: L2
Objective: 1D

Focus: MDC
Audience: E

This hands-on session will introduce engaging strategies to strengthen implementation of the second of the Five Key Strategies of Formative Assessment: engineering effective discussions, questions and learning tasks that elicit evidence of learning. Participants will leave this session with the desire and renewed ability to engage students in deep discussions about mathematics!

Presenter(s): Kimberly Goff, Math Consultant, SREB, Atlanta, GA

38. The Unexpected Benefits of MDC

Room: L8
Objective: 1D

Focus: MDC
Audience: E

To receive the full benefits of MDC, teachers must embrace MDC principles and take ownership over formative assessment lessons (FALs) by recognizing when adjustments can be made without compromising lesson integrity. The presenters will share ways to make MDC FALs less overwhelming and more successful.

Presenter(s): Deanna Glesser and Megan Gullett, Teachers, Jefferson County Public Schools, Louisville, KY; and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

60-MINUTE SESSIONS**39. Vocabulary Strategies That Work**

Room: 207
Objective: 2A

Focus: LDC
Audience: E

Attendees will analyze several vocabulary strategies to determine their impact on the LDC scaffold process. Travel from the task analysis to the final written product on how essential vocabulary becomes the super glue that holds everything together with purpose and focus. Add vocabulary strategies to your toolbox with this deep analysis of meaningful instruction.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA

40. Finding Appropriate Texts

Room: 212-213
Objective: 2A

Focus: LDC
Audience: E

We ask teachers to select texts that are on grade-level, content-specific and align with the standards. What tools are teachers using to find these texts?

Presenter(s): Debra Cullen, Independent Literacy Consultant, Clarksburg, WV

41. LDC in the Primary Grades: It's Elementary

Room: 214-215
Objective: 2A

Focus: LDC
Audience: B

The Literacy Design Collaborative provides a basis for enriching instruction across the curriculum. In this engaging session, a panel of elementary LDC practitioners including teachers, coaches and principals will discuss implementing LDC in their classrooms. Come and see how this can apply to your school or district.

Presenter(s): Adriana Avila, Special Education Teacher, Florence Avenue Elementary, Los Angeles, CA; Danielle Brewer, Manager of Professional Learning, LDC, New York, NY; Tracie Bryant, Principal, Saturn Street Elementary, Los Angeles, CA; Therese Lewis, Curriculum and Instruction Consultant for Literacy, Lancaster Lebanon Intermediate Unit 13, Lancaster, PA; Christine Snow, Teacher, R.L. Stevenson Elementary, Merritt Island, FL; Stacey Stoltzfus, Kindergarten Teacher, Wickersham Elementary, Lancaster, PA; and Karen Venditti, Curriculum Consultant, Amplify & i3, Los Angeles, CA

42. Engaging Colleague Collaboration Circles

Room: L12
Objective: 2B

Focus: MDC
Audience: B

Colleagues possess a wealth of problem-solving knowledge based on experiences. Colleague circles, using the problem-to-practice protocol, provide an opportunity to access that knowledge and identify and offer solutions for a specific problem. Teacher-leaders striving to disseminate MDC to their schools or districts face obstacles that others have already overcome.

Repeated: Tuesday at 9:30 a.m., Room L15

Presenter(s): Gail Snider, Independent Math Consultant, Harrison, AR

60-MINUTE SESSIONS**43. From Reluctance to Engagement: Using LDC to Stimulate Student Success**

Room: 208
Objective: 3A

Focus: LDC
Audience: B

Learn how to improve student engagement, access to grade-level texts and ability to demonstrate understanding orally and in writing. By creating strategic mini-tasks and implementing the LDC framework, middle grades and high school students who normally are disengaged, unsocial and resistant have the opportunity to become interactive, awakened and challenged.

Presenter(s): Leah Sellers, Teacher, McAdory High School, McCalla, AL

44. READINESS: A Chance for School Leaders to Make a Real Difference

Room: 211
Objective: 3B

Focus: LDC/MDC
Audience: E

Learn to give your students the math and literacy skills they need not only to be college and career ready, but also the advantage eighth-graders need to tackle high school. SREB offers transitional courses in math and literacy for 12th-graders and courses for eighth-graders to prepare for success in high school. Learn how to implement these courses in your school!

Repeated: Tuesday 11 a.m., Room 202

Presenter(s): George Johnson, School Improvement Consultant and John Squires, Readiness Director, SREB, Atlanta, GA

45. School Leaders Are the Key to LDC and MDC Success

Room: L11
Objective: 3B

Focus: LDC/MDC
Audience: B & E

SREB has provided professional development (PD) to English language arts, math, social studies, science, and career and technical education teachers. After a year of learning, teachers and leaders were surveyed about their PD experience. In this session, SREB will share recommendations to schools implementing LDC and MDC to improve student achievement.

Presenter(s): Lauri Johnson, Director of School Leader Development; Dan Mollette, Director of Training and Mathematics Lead; and Paul Pinsky, Program Consultant, Educator Effectiveness, SREB, Atlanta, GA

SHARING SESSIONS

46. A Model Collaboration Between an Urban District, State and SREB

Room: L15 – Table 1 **R** Focus: LDC/MDC
 Objective: 3B Audience: B

Participants will learn about a model partnership between Jefferson County Public Schools, the Kentucky Department of Education (KDE) and SREB. Leaders will share lessons learned, accomplishments and tips for schools and districts to build an exemplary model of professional development that changes classroom practices.

Presenter(s): Angela Allen, Principal; Denise Carrell, Middle School ELA Specialist; Amy Dennes, Assistant Superintendent; and Angela Harris, Secondary Math Specialist, Jefferson County Public Schools, Louisville, KY; Carol Franks, Effectiveness Coach, KDE, Frankfort, KY; and Scott Warren, Director of State Initiatives, SREB, Atlanta, GA

47. Divergent Thinking Supported by Problem Solving

Room: L15 – Table 2 Focus: MDC
 Objective: 1C Audience: E

For our students to be successful in college and careers, they must become problem solvers. Formative assessment lessons provide teachers ready-to-use resources to encourage students to think outside the box.

Repeated: Wednesday at 8 a.m., Room L5

Presenter(s): Debra Robertson, Independent Math Consultant, Pensacola, FL

48. Connecting the MDC FALs to Curriculum Initiatives

Room: L15 – Table 3 Focus: MDC
 Objective: 1D Audience: E

How do formative assessment lessons (FALs) align with state and local standards? This session will provide suggestions on how to align the content and processes of MDC to the broader curriculum.

Repeated: Tuesday at 1 p.m., Room L12

Presenter(s): Cindy Schimek, Independent Math Consultant, Houston, TX

49. Creating and Publishing an LDC Module

Room: L15 – Table 4 Focus: LDC
 Objective: 1B Audience: E

The presentation will include time frame recommendations; submitting student work; submitting a module for jurying and publication; working through the revision process; and resubmission of a module.

Repeated: Tuesday at 8 a.m., Room 210

Presenter(s): Monica Bane, Gear-Up Coordinator; and Ann Browning and Lisa Copeland, Instructors, Campbell County Comprehensive High School, Jacksboro, TN; and Connie Lester, Independent Math Consultant, Lexington, KY

50. Job-Embedded MDC Leadership and Strategies in Elementary Grades

Room: L15 – Table 5 Focus: MDC
 Objective: 1C Audience: B

This session will engage participants in the MDC processes and the Five Strategies of Formative Assessment in an elementary classroom. Teacher leadership and high-leverage teaching practices will be shared and discussed.

Repeated: Tuesday at 9:30 a.m., Room L11

Presenter(s): Lisa DeHart, Grade 3 Teacher, Fleming County Schools, Ewing, KY; and Reneé Yates, Instructional Specialist - Mathematics, Kentucky Department of Education, Hustonville, KY

SHARING SESSIONS

51. Why You Need LDC in Your Elementary School

Room: L15 – Table 6 Focus: LDC
 Objective: 3B Audience: B

Think LDC is only for middle grades and high school? Learn how elementary schools have leveraged the power of LDC to design instruction around rigorous content and standards.

Repeated: Wednesday at 8 a.m., Room 218

Presenter(s): Jill Potts, School Improvement Consultant, SREB, Atlanta, GA

52. Using LDC to Explore Literacy-Based Instruction for Deeper Learning

Room: L15 – Table 7 Focus: LDC
 Objective: 1A Audience: B

The presenter will compare content- and literacy-based instruction and consider the learning progression as it applies to the literacy skills needed for students to access and master the content. Participants will also explore the role of the Teaching Task in CoreTools as a means of increasing rigor.

Repeated: Tuesday at 1 p.m., Room 201

Presenter(s): Debbie Clarke, Independent Literacy Consultant, Donalsonville, GA

53. Question the Questions: Why to Ask More Than You Answer

Room: L15 – Table 8 Focus: MDC
 Objective: 1D Audience: B

This session is about using formative assessment strategies to improve daily instruction, student engagement and student achievement in math classes. The presenters will focus on developing questioning techniques for formative assessment lessons and everyday instruction.

Repeated: Wednesday at 9:15 a.m., Room L2

Presenter(s): Wendy Gonzales, School Improvement Consultant, SREB, Atlanta, GA; and Casey Watson, Math Teacher, Ramsey Middle School, Louisville, KY

54. Authentic Writing Products With LDC, MDC and PBL

Room: L15 – Table 9 Focus: LDC/MDC
 Objective: 2A Audience: E

This presentation will demonstrate how to embed LDC and MDC strategies within lessons that require authentic writing. Participants will be exposed to the difference between standard-driven, authentic writing products and projects that can be created and applied to the extension of LDC. Also, see how literacy is crucial in math (MDC) and project-based learning.

Repeated: Tuesday at 1 p.m., Room 219

Presenter(s): Clara Clark, School Improvement Consultant, SREB, Atlanta, GA; and Twyla Coleman, Independent Literacy Consultant, Clovis, NM

55. Cultivating Mathematical Practices: Math Talk Learning Community

Room: L15 – Table 10 Focus: MDC
 Objective: 1C Audience: E

School leaders, coaches and teachers will analyze and practice using a research-based rubric for assessing the level of “math talk” in a classroom and for identifying next steps to support teachers and students in reaching higher levels of engagement and learning.

Repeated: Tuesday at 9:30 a.m., Room L2

Presenter(s): Robin Marcus, Independent Math Consultant, Durham, NC

60-MINUTE SESSIONS**56. Analyzing the Teaching Task and Aligning Mini-Tasks**

Room: 211 Focus: LDC
Objective: 1A Audience: B

First- and second-year LDC teachers will learn how to revise teaching tasks to match standards and specific content along with analyzing mini-tasks through engaging strategies that can be used with students.

Presenter(s): Sam Ferguson, ECE Teacher; Jason Korfhage, Social Studies Teacher; and Jill McKinney, ELA Teacher, Carrithers Middle School, Louisville, KY

57. Teamwork Makes the Dream Work

Room: 216-217 Focus: LDC
Objective: 1A Audience: B

See how two fourth-grade teachers, English language arts and science, work closely together in developing their LDC modules, making their instruction stronger and connecting their subjects for their students. Using student feedback, testing and overall growth data collected from this effort, these two instructors will discuss the challenges, successes and possibilities of interdisciplinary classrooms.

Repeated: Tuesday at 1 p.m., Room L15

Presenter(s): Lyndsey Gardner and Stephanie Podlusk, Teachers, West Hoke Elementary, Raeford, NC

58. LDC and CTE in the Culinary Classroom

Room: 212-213 Focus: LDC
Objective: 1B Audience: E

Authentic writing products are more than essays and term papers. The focus in this session is to merge the LDC format with the career and technical education curriculum. Application of hands-on learning is important in the workplace, but literacy skills are necessary to complete the learning process. See examples of modules with authentic writing products developed within the culinary classroom.

Presenter(s): Twyla Coleman, Independent Literacy Consultant, Clovis, NM; and Sheryann Sinclair, Teacher, Mortimer Jordan High School, Kimberly, AL

59. LDC for All: Designing Modules for Every Student With UDL

Room: 218 Focus: LDC
Objective: 1B Audience: E

How can teachers use LDC to address the needs of all learners in the classroom? Using the principles from Universal Design for Learning, teachers can create LDC modules that provide a variety of access points so every student can engage in critical thinking, reading grade-level texts and demonstrating content mastery through writing. This session will demonstrate how to incorporate these practices into quality LDC modules.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA

60. Using Technology to Promote a Growth Mindset

Room: L6 Focus: MDC
Objective: 1C Audience: B

Learn about research centered on the ways students of all ages learn mathematics and be introduced to strategies to promote a growth mindset for students. Participants will engage in activities that highlight the ways in which appropriate use of technology can promote exploration and success for students.

Repeated: Tuesday at 2:15 p.m., Room L15

Presenter(s): Ellen Warren, Independent Math Consultant, Vian, OK

60-MINUTE SESSIONS**61. Fowl, Foul or FAL? Formative Assessments Prepare Students for Success**

Room: L12 Focus: MDC
Objective: 1C Audience: B

What is a FAL? Have you heard educators talking about a FAL and wondered if they were talking about a foul ball or a domesticated bird? This session will not only look at what the acronym stands for, but how formative assessment is essential to any classroom and collaborative planning team in preparing students for college and careers.

Presenter(s): Quinn Ranahan, Math Teacher, C. E. Murray Middle School, Greeleyville, SC; and Gail Snider, Independent Math Consultant, Harrison, AR

62. Solving Functions With Formative Assessment Lesson

Room: L4 Focus: MDC
Objective: 1D Audience: B

Following a brief presentation of the 2010-14 successes of students, see an abbreviated version of the formative assessment lesson (FAL) representing Functions of Everyday Situations. The intention of the FAL implementation is to familiarize interested teachers and administrators with the structure of a FAL.

Presenter(s): Kimberly Livengood, Math Consultant, Livengood Consulting, Columbia, TN

63. Changing Learning Through Effective Questioning

Room: L8 Focus: MDC
Objective: 1D Audience: E

The questions teachers ask their students possess the power to enhance, engage and deepen student learning. When planned intentionally, effective questions can truly change the way students learn — engaging and motivating them to take ownership of learning. Determine whether you are asking the right questions!

Presenter(s): Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA; and Alex Whittenburg, Teacher, Moore Traditional Middle School, Louisville, KY

64. Literacy in the Science Classroom

Room: 201 Focus: LDC
Objective: 2A Audience: B

Implementing literacy in the science classroom is challenging. Participants will learn the concept of what literacy in science looks like, ways to include literacy throughout lessons and ideas for expressing their understanding orally and in writing.

Repeated: Tuesday at 9:30 a.m., Room L15

Presenter(s): Angela Ellison, District Literacy Coach/Teacher, North Pike High School; and Ramona Underwood, Teacher, North Pike School District, Summit, MS

65. Empowered Teachers as Agents of Change

Room: 203-206 Focus: LDC/MDC
Objective: 2A Audience: B

A strong, enthusiastic and supportive administrator is the driving force in using LDC and MDC principles to empower teachers to change school culture. Hear how teachers in one rural Mississippi district are creating modules to help their students learn to write in response to complex texts and using LDC and MDC to help all teachers reevaluate what and how they teach.

Repeated: Tuesday at 1 p.m., Room L15

Presenter(s): Larry Perdue, LDC Coach/Teacher and Wade Whitney, Principal, George County High School, Lucedale, MS

60-MINUTE SESSIONS

66. Bridging the Gap of Literacy and Content

Room: 207 Focus: LDC
Objective: 2A Audience: B

Participate in hands-on activities that address how to integrate literacy standards with content standards. Non-English language arts teachers will see how to help students make the connection between what they read and what they write. Active reading, vocabulary and transition-to-writing strategies will be presented in a way that teachers of all disciplines can use to enhance disciplinary literacy and student achievement.

Presenter(s): Karen Burton, Literacy Coach, Kemper County School District, De Kalb, MS; and Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA

67. Collaborative Coaching: All In!

Room: 209 Focus: LDC
Objective: 2A Audience: B

Join district content specialists as they describe their journey in becoming LDC local trainers and the collaborative coaching approach they use to support LDC implementation throughout a district. They will share successes and challenges experienced while supporting 40 teachers in multiple content areas at 10 secondary schools during the first year of an LDC rollout.

Presenter(s): Amy Keith, Secondary Educational Specialist; Diane Rigsbee, Social Studies; and Amy Thornton, Educational Specialist, Nash-Rocky Mount Schools, Nashville, NC; Jean Lee and Connie Lester, Literacy Consultants, SREB, Atlanta, GA

68. I've Got the Fever: Telling the LDC Story

Room: 210 Focus: LDC
Objective: 2A Audience: E

You've caught the LDC fever and want to spread the word to other educators, administrators and schools. Learn how to message the "what," "why," and "how" of LDC clearly and simply. Receive new tools and tips to enhance your communications and presentations so that others catch the LDC fever too!

Repeated: Tuesday at 11 a.m., Room L15

Presenter(s): Barb Smith, Director of Partnerships and Professional Learning, LDC, New York, NY

69. Looking for Meaning in Systems of Equations

Room: L3 Focus: MDC
Objective: 2B Audience: E

How might we leverage technology to engage students in lessons that lead to conceptual development? The presenters will look at activities that provide students the opportunity to attend to precision for systems of equations before engaging with the formative assessment lesson Classifying Solutions to Systems of Equations.

Presenter(s): Donna Farmer, Independent Math Consultant, Resources for School Improvement, Prospect, KY; and LaVonda White and Jennifer Wilson, District Leaders, Rankin County School District, Brandon, MS

70. Teacher-Leaders Spreading and Sustaining MDC in Your School

Room: L1 Focus: MDC
Objective: 3A Audience: E

Learn how MDC teacher-leaders are spreading MDC in their schools and districts. Their plan is detailed and defines roles for all participants. Hear about their professional learning community as they share agendas, schedules, collaboration notes and professional learning topics.

Presenter(s): Derallus Davis, Teacher, McAdory High School, McCalla, AL; Karen Gray, Supervisor, Secondary Mathematics and Sherrilyn McGrew, Instructional Coach, Jefferson County Board of Education, Birmingham, AL; and Emily Hoffman, Teacher, Rudd Middle School, Pinson, AL

60-MINUTE SESSIONS

71. Do You See What I See? A Journey Through MDC

Room: L5 Focus: MDC
Objective: 3A Audience: B

See how teachers from the elementary, middle grades and high school levels use MDC. Regardless of grade level, MDC works! All schools involved are rural. The elementary school has about 750 students; the middle grades school has about 800 students; and the high school has 2,100 students.

Presenter(s): Jennifer Courdway, Teacher, Hoke County Schools; Esther Hollingsworth-Shaw, Teacher, Hoke County High School; and Jessica Shaw, Teacher, Rockfish Hoke Elementary, Raeford, NC; and Leslie Texas, Consultant, Leslie Texas Consulting, Louisville, KY

72. Rolling Out MDC Without Tears

Room: L2 Focus: MDC
Objective: 3B Audience: B

The presenter will dispel fears and concerns about bringing MDC to your district. MDC transcends mere professional development. This session will focus on one school district and the results it has already seen with four weeks of MDC. Data from the district as well as student work and teacher quotes will highlight successes, challenges and revelations.

Repeated: Tuesday at 11 a.m., Room L15

Presenter(s): Mark Feeley, Independent Math Consultant, North Myrtle Beach, SC

73. Never Have I Ever: Grades Three Through Five Math Edition

Room: L7 Focus: MDC
Objective: 3B Audience: E

Participants in this interactive, game-show format presentation will explore common terminology used by math teachers in grades three to five that fail to deepen student understanding to the level required by MDC and the career- and college-readiness standards. Participants will also brainstorm strategies leading to a deeper understanding of math and preparation for the middle grades.

Presenter(s): Jason Adair, Math Consultant, SREB, Atlanta, GA; and Paige Graiser, Independent Math Consultant, Brunswick, GA

74. Instructional Leadership for Advancing Math Instruction

Room: L11 Focus: MDC
Objective: 3B Audience: B & E

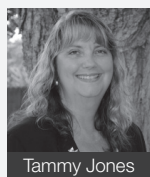
School leaders must recognize instructional shifts that take place when MDC is implemented with fidelity. SREB's MDC team created a set of "look-fors," essential classroom behaviors expected when formative assessment lessons are part of instructional practice. In this session, participants will discuss these look-fors and how they can best support transforming teaching and learning.

Presenter(s): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA

FEATURED PRESENTERS

75-MINUTE SESSION

75-MINUTE SESSIONS

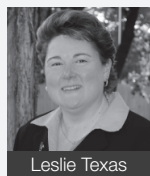


75. Effective Questioning Tools for Building Deeper Understanding

Room: L5
Objective: 1D

Focus: MDC
Audience: E

Effective questioning is key for promoting student self-reliance. Participants will engage in an activity that models the use of feedback questions at key points in the problem-solving process. Clue Cards and the Q-Pyramid will be introduced as tools to aid in developing effective questioning. “Look fors” for both teacher reflection and administrator feedback will be shared.



Presenter(s): Tammy Jones, Consultant, TLJ Consulting Group, Lebanon, TN; and Leslie Texas, Consultant, Leslie Texas Consulting, Louisville, KY

80. Literacy for Building Young Men: No Dreams for Sale

Room: 208
Objective: 1A

Focus: LDC
Audience: B

The presenter uses a holistic approach to planning with the end in mind to demonstrate how to engage young men of all learning levels in rigorous literacy practices that build academic performance and self-efficacy. Instructional strategies such as the case study method and text-connection techniques are used to provide examples of how to motivate young men and capture their interest via literacy.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA

81. Getting Comfortable With LDC

Room: 216-217
Objective: 1A

Focus: LDC
Audience: B & E

Calling all newbies! Learn how to quickly and efficiently navigate and operate LDC.org. Participants should bring laptops to this session for hands-on demonstrations and practice with a focus on addressing key literacy concepts. The presenter will also guide participants in identifying and accessing commonly used mini-tasks.

Presenter(s): Jaclyn Feezor, Teacher, Jefferson County Public Schools, Louisville, KY; and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

82. Creating and Publishing an LDC Module

Room: 210
Objective: 1B

R

Focus: LDC
Audience: E

This session will focus on the creation and publication of LDC modules. The presentation will include time frame recommendations for creating and implementing modules; submitting student work along with completed modules; submitting a module for jurying and publication; working through the revision process; and resubmission of a module.

Presenter(s): Monica Bane, Gear-Up Coordinator; and Ann Browning and Lisa Copeland, Instructors, Campbell County Comprehensive High School, Jacksboro, TN; and Connie Lester, Independent Math Consultant, Lexington, KY

83. Assessment for Learning With Math Tasks

Room: L2
Objective: 1C

Focus: MDC
Audience: E

This session will take a deeper dive into the Five Strategies of Assessment for Learning using math tasks. Participants will explore how to use tasks from a range of sources to share learning intentions and criteria for success; engineer effective classroom discussions; provide feedback to move learning forward; and activate students as owners of their own learning and as instructional resources for each other.

Presenter(s): Robin Marcus, Independent Math Consultant, Durham, NC

84. From Robot to Transformer: What's Your Superpower?

Room: L7
Objective: 1C

Focus: MDC
Audience: B

Participants will deepen their understanding of MDC through testimonials and a beginner's guide for implementation. A variety of strategies will be presented to empower teachers to facilitate students' thinking at deeper levels. Learn how to transform your teaching style from a lecturer to a facilitator of learning.

Repeated: Tuesday at 2:15 p.m., Room L15

Presenter(s): Tracey Fryfogle, Eva Lebert and Jennifer Mathis, Teachers, George County High School, Lucedale, MS

120-MINUTE SESSIONS

76. It's Alive! Science Literacy Straight Out of the Laboratory

Room: 207
Objective: 1B

Focus: LDC
Audience: B

Scientists from Battelle and local STEM teachers have created a new collection of LDC lessons, built on real-world reading and writing tasks. Each combines science content with top-notch literacy instruction. Bring this instruction back to your school after this hands-on training.

Presenter(s): Kelly Gaier Evans, STEM Specialist, Battelle Education, Columbus, OH; Claire Hampel, English and Science Teacher, Metro Early College Middle School, Columbus, OH

77. MDC 101: What Is the Mathematics Design Collaborative?

Room: L4
Objective: 1C

R

Focus: MDC
Audience: B

Are you new to the Mathematics Design Collaborative or curious what MDC is all about? Come learn about the guiding principles of MDC and how these research-based tools and strategies deepen students' mathematical reasoning skills and engage them in a productive struggle.

Presenter(s): Paige Graiser, Independent Math Consultant, Brunswick, GA; and Amanda Merritt, Math Consultant, SREB, Atlanta, GA

78. Middle Grades Mathematics Unit Design

Room: L6
Objective: 1D

Focus: MDC
Audience: E

Participants will examine how the Mathematics Assessment Project's (MAP) formative assessment lessons and next generation assessment items connect to reveal grade-level content and math practices expectations while serving as anchors for unit design.

Presenter(s): Donna Farmer, Independent Math Consultant, Resources for School Improvement, Prospect, KY

79. The Nuts and Bolts of Effective LDC Coaching

Room: 209
Objective: 2A

Focus: LDC
Audience: B

Literacy coaches play an important role in providing support for teachers who are implementing LDC. This session will provide participants with resources that can help them become more organized, focused and engaged as they work through the LDC coaching process.

Presenter(s): Pamela Broome and Jean Lee, Literacy Consultants, SREB, Atlanta, GA

75-MINUTE SESSIONS

85. With MDC, Good Teachers Get Better Results

Room: L9
Objective: 1C

Focus: MDC
Audience: B

This session will share with participants what the facilitators wish they had known before starting MDC. It will show how MDC worked in their classrooms to increase student learning. They will share the challenges and benefits experienced and give advice for newbies as participants engage in a lesson. Student work and additional resources will be available.

Presenter(s): Valerie Dickerson, Independent Math Consultant, Cumming, GA; Diana McClanahan and Judith Sedi, Math Teachers, Furman Middle School, Sumter, SC; and Gabriela Prosser, Math Teacher, Chestnut Oaks Middle School, Sumter, SC

86. MDC: A Paradigm Shift in Teaching Mathematics

Room: L8
Objective: 1D

Focus: MDC
Audience: B

This workshop will engage participants in learning the principles of a formative assessment lesson (FAL) design. Through hands-on collaborative work, participants have the opportunity to see firsthand the dynamic impact that FALs will have on 21st-century learners. Every participant will be immersed in the productive struggle and rigor that is MDC.

Repeated: Tuesday at 2:15 p.m., Room L15

Presenter(s): Amanda Allen, Teacher, Jacksonville Commons Middle School, Jacksonville, NC; Cathey Ritter, Independent Math Consultant, SREB, Vestavia Hills, AL; and Joe Sarrero, District Trainer, Onslow County Schools, Jacksonville, NC

87. Why Are You Asking All Those Questions?

Room: L10
Objective: 1D

Focus: MDC
Audience: B

The presenters will show how they grew their questioning via formative assessment lessons (FALs). They will describe using the resources found in the FALs to scaffold questions and get students to think deeply about the lesson. They will talk about how to ask good questions and what resources are helpful in the FALs.

Presenter(s): Kendra Jones, Math Teacher, Roanoke Rapids High School, Roanoke Rapids, NC; and Kimberly Livengood, Math Consultant, Livengood Consulting, Columbia, TN

88. LDC in CTE: A Transformative Alignment

Room: 202
Objective: 2A

Focus: LDC
Audience: B

Hear an amazing story of how LDC transformed career and technical education instruction. The journey begins with the first modules that gave students the opportunity to read and write with a purpose. Hear about the engagement, scaffolding, alignment, and college and career readiness witnessed with the LDC framework.

Presenter(s): Suzanne Barnett, CTE Teacher, Magee High School, Magee, MS; Dustin Inman, CTE Instructor, Mendenhall High School, Booneville, MS; and Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA

75-MINUTE SESSIONS

89. Close Reading: It's Not Just About Words On a Page

Room: 211
Objective: 2A

Focus: LDC
Audience: B

Facing History and Ourselves, in partnership with the Literacy Design Collaborative, offers a structured and flexible approach to planning literacy instruction that illuminates fundamental questions of human behavior using a close viewing protocol. This approach is designed to add academic rigor to viewing video/film and can be used as a stimulus for further reading, discussion and writing activities.

Presenter(s): Jenni Aberli, High School ELA Specialist; Carmen Bellefant, Goal Clarity Coach; and Rebecca Ingram, Social Studies Teacher, Jefferson County Public Schools, Louisville, KY

90. Teaching Civics Through LDC

Room: 212-213
Objective: 2A

Focus: LDC
Audience: B

Working with an LDC partner, the National Literacy Project, this session centers on how to develop a civics module for fourth and fifth grade. Participants will go through the process used to align standards, content and product. Through the use of a variety of "mini-lessons," a complete module will be developed.

Presenter(s): Christine Ellis, Teacher, R.L. Stevenson Elementary School of the Arts, Rockledge, FL; and Richard Hattal, Teacher, Brevard County Schools, Merritt Island, FL

91. LDC CoreTools 2016-17: Planning and Professional Learning

Room: 219
Objective: 2A

Focus: LDC
Audience: E

Whether new to LDC CoreTools or an old hand, you can learn a lot from this session. In addition to an interactive overview of its design spaces and libraries of high-quality assignments, we will go deep into LDC CoreTools to introduce new features to enhance participants' LDC knowledge and skills.

Presenter(s): Rob Kantner, Product Manager, LDC, New York, NY

92. Supporting the Work of MDC Teachers

Room: L3
Objective: 2B

Focus: MDC
Audience: E

Preparing teachers to implement MDC and supporting them through their journey can be a daunting task for school administrators and district leaders. Gain insight regarding logistical and instructional concerns to better support MDC implementation. Topics of discussion will also include teachers' needs, spreading and sustaining MDC, and professional learning.

Repeated: Tuesday at 9:30 a.m., Room L15 and 11 a.m., Room L1

Presenter(s): Wanda Audric, Director - Mathematics Programs and Executive Consultant, Teaching, Learning, Leadership, Research, LLC, Stone Mountain, GA; and Karen Gray, Independent Math Consultant, Trussville, AL

75-MINUTE SESSIONS

93. Finding Time to Insert LDC and MDC in Your Schedule and Calendar

Room: 203-206
Objective: 3A

Focus: LDC/MDC
Audience: B

Teachers need time to design assignments students need for deep learning. Participants will consider how planning for scaling LDC and MDC is critical to ensuring all students have access to high-quality assignments. Using their existing calendar and bell schedule or planning schedule, participants will assess how and when to bring on board teachers new to LDC and MDC.

Presenter(s): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA

94. Scaling LDC in Large Urban and Suburban Districts

Room: 201
Objective: 3A

Focus: LDC
Audience: E

See how urban and suburban districts have taken innovative approaches to “scaling up” LDC across their districts. This session will discuss the conditions necessary for broad-based adoption and the different models those conditions dictate. Approaches for retaining effectiveness while reducing costs and human resources will be explored.

Presenter(s): Bridgett Bird, Senior Manager – Content Literacy/LDC, Denver Public Schools, Denver, CO; and Amy Spicer, Director – Professional Learning, Colorado Education Initiative, Denver, CO

75-MINUTE SESSIONS

95. High Leverage Coaching Strategies for LDC Sustainability

Room: 214-215
Objective: 3A

Focus: LDC
Audience: E

This session will share tips and tools from an actual “in-the-trenches” coach working to spread LDC in a large school district. Participants will leave the session with several options and ideas for plans to better support the implementation of LDC in a school district that can be adapted or tweaked for immediate use.

Presenter(s): Sheri Blankenship, Local LDC Trainer, Rankin County School District, Brandon, MS

96. From Common Sense to Common Practice

Room: L1
Objective: 3B

Focus: MDC
Audience: E

Common sense and research tell us that students want math to make sense and they need to be engaged. What needs to change with teaching and learning practices and with leadership policies to make this happen? This session will explore strategies to engage students in math learning and its relevance to their futures.

Presenter(s): Carol Ladner, Local MDC Trainer, Mississippi Department of Education, Jackson, MS; and Vicki Mixon, Independent Math Consultant, Vidalia, GA

FEATURED PRESENTERS

75-MINUTE SESSION

75-MINUTE SESSIONS



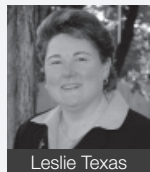
Tammy Jones

97. Mathematical Literacy in the Classroom: Using Trade Books

Room: L5
Objective: 1C

Focus: MDC
Audience: B & E

Incorporating literature into math instruction can help engage students at all levels. See how students' understanding can be deepened as they are working on content before or after the implementation of a formative assessment lesson. Participants will get activities they can immediately take back into their classroom as well as a beginning list of suggested trade books.



Leslie Texas

Presenter(s): Tammy Jones, Consultant, TLJ Consulting Group, Lebanon, TN; and Leslie Texas, Consultant, Leslie Texas Consulting, Louisville, KY

75-MINUTE SESSIONS

98. Making Virtual LDC Real

Room: 202
Objective: 1A

Focus: LDC
Audience: B

Learn to use LDC in a one-to-one classroom. The presentation will share tools to use for mini-tasks and modules such as Google Classroom, Padlet, Google Docs, Penzu, Jukeboxprint and much more. These technology tools will give teachers an opportunity to annotate online, do a See Think Wonder with Google Docs and a four-corner debate with Penzu.

Presenter(s): Shanna Harrelson, Science Teacher, West Bladen High School, Bladenboro, NC; Stephanie Hester, Science Teacher, East Bladen High School, Elizabethtown, NC; and Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA

99. LDC in Digital Portfolios, Pathways and Postsecondary Learning

Room: 210
Objective: 1B

R

Focus: LDC
Audience: E

Digital portfolios containing student LDC work form a "pathways ladder" to transition from secondary to postsecondary through aligning instructional outcomes and student artifacts to explicit postsecondary goals. The presenter will model exemplary LDC modules, module products and portfolio research, and participants will engage by examining and applying rubrics to assess sample portfolio quality.

Presenter(s): Deidra Crain, Teacher Leader, Pelham High School, Helena, AL

100. Discourse Do's and Don'ts: The Foundation of MDC

Room: L1
Objective: 1C

R

Focus: MDC
Audience: B

Effective mathematical discourse is the foundation of successful formative assessment lesson implementation on any level. This session will discuss the do's and don'ts of discourse in the middle grades and high school math classroom. Samples and evidence will be provided to show protocols and expectations that students should be exposed to early in the year to ensure success in these collaborative moments.

Presenter(s): Sarah Nida-Inman, Independent Math Consultant, White Hall, AR

101. Cultivating Mathematical Practices: Math Talk Learning Community

Room: L2
Objective: 1C

R

Focus: MDC
Audience: E

School leaders, coaches and teachers will analyze and practice using a research-based rubric for assessing the level of "math talk" in a classroom and for identifying next steps to support teachers and students in reaching higher levels of engagement and learning. Leave with a powerful and versatile tool for coaching, professional learning communities, self-reflection and growth.

Presenter(s): Robin Marcus, Independent Math Consultant, Durham, NC

102. Job-Embedded MDC Leadership and Strategies in Elementary Grades

Room: L11
Objective: 1C

R

Focus: MDC
Audience: B

This session will engage participants in professional learning opportunities focused on the MDC processes and the Five Strategies of Assessment for Learning in an elementary classroom. Teacher leadership and high-leverage teaching practices will be shared and discussed, including gallery walks, partner discussions, islands, questioning strategies and elementary formative assessment lessons.

Presenter(s): Lisa DeHart, Grade 3 Teacher, Fleming County Schools, Ewing, KY; and Reneé Yates, Instructional Specialist, Mathematics, Kentucky Department of Education, Hustonville, KY

103. Selecting the Best FAL for Your Unit

Room: L8
Objective: 1D

Focus: MDC
Audience: B

Based on college- and career-readiness standards, the presenters will discuss ways to best correlate formative assessment lessons (FALs) with a standards-based unit of instruction. See how to align content with FALs and look at ways to search for FALs on map.mathshell.org. Examples of lessons and activities will be provided that can be used in conjunction with FALs, particularly the implementation of a FAL two-thirds of the way through a unit.

Presenter(s): Cathey Ritter, Independent Math Consultant, Vestavia, AL

104. Casey's Success Was No Miracle: The Continuing Saga

Room: L9
Objective: 1D

Focus: MDC
Audience: E

Casey struggles in math and barely passed the high-stakes fifth-grade Texas Math Assessment (STAAR). He went on to earn a MATH award in grade eight. Learn how MDC helped guide the tutoring strategies used to help Casey. Interventions such as Skype, calculators, blitzes, prizes and lots of WORK are key. Hear from Casey about how he feels about math!

Presenter(s): Libby Chaskin, Independent Math Consultant, San Antonio, TX

105. Begin With the End in Mind

Room: L10
Objective: 1D

Focus: MDC
Audience: E

What is your compelling "why?" For one school district, it is to teach so that every student acquires the proficiencies needed to choose their futures. Our "what" is a focus on curriculum and environment, and our "how" is an intentional emphasis on using formative assessment to continuously impact mathematics instruction. Let's talk!

Presenter(s): Jeannie Brown, Professional Development Specialist and Michael Jones, Grades 6-12 Math Educational Specialist, Nash-Rocky Mount Public Schools, Nashville, NC; and Kimberly Livengood, Math Consultant, Livengood Consulting, Columbia, TN

75-MINUTE SESSIONS

106. Essential to Discipline Panel

Room: 201 Focus: LDC
Objective: 2A Audience: B

The Literacy Design Collaborative provides a basis for enriching instruction across the curriculum. In this engaging session, a panel of LDC practitioners including teachers, coaches and principals will discuss implementing LDC specific to different disciplines. Come and see how this can apply to your school or district.

Presenter(s): Carmen Bellefant, Goal Clarity Coach, Iroquois High School, Louisville, KY; Danielle Brewer, Manager of Professional Learning, LDC, New York, NY; Stephen Brodbar, LDC Coach and Tara Leach, ELA Teacher, Brooklyn Generation School, Brooklyn, NY; Joanna Fuller, Instructional Math Coach, Audubon Middle School, Los Angeles, CA; Kelly Gaier Evans, STEM Specialist, Battelle Education, Columbus, OH; and Richard Hattal, Teacher, R.L. Stevenson Elementary School, Merritt Island, FL

107. Teacher Competencies That Endure

Room: 211 Focus: LDC
Objective: 2A Audience: E

School decision makers often want to know what specific skills teachers will develop as a result of implementing LDC. Learn about the newly released LDC teacher competencies. Skills that last translate into big payoffs in quality planning, rigorous and engaging instruction, and improved student results. Participants will leave this session with a better understanding of how the competencies can be used.

Presenter(s): Barb Smith, Director of Partnerships and Professional Learning, LDC, New York, NY

108. Connecting Literacy and Social Studies Content

Room: 212-213 Focus: LDC
Objective: 2A Audience: B

Two social studies teachers will demonstrate mini-tasks successfully used in their classrooms. They will model activities and share how these activities have impacted their students' connection with literacy and social studies frameworks. The presentation will provide teachers hands-on activities that help students connect content and literacy.

Repeated: Tuesday at 2:15 p.m., L15

Presenter(s): Karen Burton, Literacy Coach; and Rosia Geeter and Nichole Mason, History Teachers, Kemper County School District, DeKalb, MS

109. Blurred Lines: An LDC Approach to Interdisciplinary Teaching

Room: 219 Focus: LDC
Objective: 2A Audience: B

Instructors of English language arts and history will present on interdisciplinary-style high school courses through the use of LDC. Using student feedback, testing and overall growth data collected from a combined American History and American Literature class, these two instructors will discuss the challenges, successes and possibilities of interdisciplinary classrooms.

Presenter(s): Lauren Cuff and Amelia Philbrook, Teachers, Sandhoke Early College High School, Raeford, NC

75-MINUTE SESSIONS

110. Risk-Takers in the Classroom: Students and Teachers

Room: L7 Focus: MDC
Objective: 2B Audience: B

How might we nurture a community of learners with a mindset toward learning mathematics, where making thinking visible is safe, even when students make a mistake? In this session, we will consider norm setting along with strategies and tasks to jumpstart discussions that encourage students to take risks and contribute to effective learning.

Repeated: Tuesday at 1 p.m., Room L15

Presenter(s): Adrienne Dumas, Teacher and LaVonda White, District Leader, Rankin County Schools, Brandon, MS

111. Our Year, One Journey: The Local Trainers' Perspective

Room: 214-215 Focus: LDC/MDC
Objective: 3A Audience: B

Our year, one journey with LDC and MDC implementation has had many successes, challenges and areas of opportunity. To grow, one must exhibit a growth mindset, eliminating barriers and tearing down walls. All secondary teachers, principals and school leaders are invited to hear about one school's experiences of growth and successes.

Presenter(s): Lindsay Schultz, Literacy Coach and Angela Waldo, Math Instructional Design Coach, Rowan Salisbury School System, Salisbury, NC

112. Using Inquiry to Develop Advocacy and Activism in the Classroom

Room: 216-217 Focus: LDC
Objective: 3A Audience: E

In the face of tragedy and injustice, how do we contribute our voices to the subjects of racism and social justice in our classrooms? This presentation will demonstrate how LDC supports inquiry in our schools to address questions around social justice.

Presenter(s): Stephanie Roederer, Teacher, Jefferson County Public Schools, Louisville, KY; and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

113. Time Is More Than a Four-Letter Word: It Is Essential for Improvement

Room: 218 Focus: LDC/MDC
Objective: 3A Audience: B

Find time for teachers to engage in protocols to spread LDC and MDC strategies in schools and/or districts. Participants will learn simple steps to create extended periods of time for collaboration and also look at ways to more efficiently use staff. Participants will also review specific protocols that teachers can use to manage the time efficiently.

Repeated: Tuesday at 2:15 p.m., Room L15

Presenter(s): Scott Warren, Director of State Initiatives, SREB, Atlanta, GA

114. Applying LDC to Build and Sustain a Culture of Academic Excellence

Room: 208 Focus: LDC
Objective: 3B Audience: B

The presenter will illustrate how SREB partners with district leaders and teachers to incorporate LDC to build and sustain rigorous literacy practices in a school district. Dynamics such as how teachers and principals are supported through the LDC implementation process and the quality of SREB's LDC trainings will be addressed. Q&A to follow at the end.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA

SHARING SESSIONS**115. Engaging Colleague Collaboration Circles**

Room: L15 - Table 1 **R** Focus: MDC
Objective: 2B Audience: B & E

Colleague circles, using the problem-to-practice protocol, provide an opportunity to access that knowledge and identify and offer solutions for a specific problem. Teacher-leaders striving to disseminate MDC to their schools or districts face obstacles that others have already overcome.

Presenter(s): Gail Snider, Independent Math Consultant, Harrison, AR

116. Creating Lifelong Learners

Room: L15 – Table 2 Focus: MDC
Objective: 1C Audience: B

See how MDC has proven challenging yet rewarding for the presenter. Students are taking ownership of their own learning at greater levels, and the use of formative assessment lessons and questioning have improved due to the professional development opportunities through MDC. Create lifelong learners not afraid to take on challenging problems!

Presenter(s): Amanda Turner, Teacher, Owsley County Schools, Jackson, KY

117. Supporting the Work of MDC Teachers

Room: L15 – Table 3 **R** Focus: MDC
Objective: 1D Audience: E

Gain insight regarding logistical and instructional concerns that should be considered by those outside of the classroom who support MDC implementation. Topics of discussion will include instructional coaching concerns, teachers' needs, logistical concerns that should be considered, spreading and sustaining MDC, and professional learning.

Presenter(s): Wanda Audrict, Director, Mathematics Programs and Executive Consultant, Teaching, Learning, Leadership, Research, LLC, Stone Mountain, GA; and Karen Gray, Supervisor, Secondary Mathematics, Jefferson County Board of Education, Birmingham, AL

118. Acronym Overload: An Overview of MDC and LDC in Elementary Schools

Room: L15 – Table 4 Focus: LDC/MDC
Objective: 3A Audience: B

In this session, participants will learn how MDC and LDC look in a real elementary classroom. We will discuss modules, formative assessment lessons and task lessons, and how they are implemented in an elementary setting. We encourage attendees to come with questions about how this will look in your school or district.

Repeated: Tuesday at 3:30 p.m., Room 216-217

Presenter(s): Cara Earnest, Mary Frances Wood and Melissa McLain, Teachers; and Debbie McMahan, Instructional Coach, Fultondale Elementary School, Fultondale, AL

119. LDC and MDC: From Organized Implementation Through Long-Term Success

Room: L15 – Table 5 Focus: LDC/MDC
Objective: 3A Audience: B

Beginning with a methods discussion from an administrator with success organizing trainings and teacher-led professional learning communities, this session will focus on training the trainer. The goal is to promote unity among staff as they begin this task together. The next presenter will showcase the progression from learning about LDC modules to figuring out how they align within your curriculum.

Repeated: Wednesday at 9:15 a.m., Room 219

Presenter(s): Lori Comer, Principal and Jeseca Sowder, Teacher, Princeton Senior High School, Princeton, WV

SHARING SESSIONS**120. Literacy in the Science Classroom**

Room: L15 – Table 6 **R** Focus: LDC
Objective: 2A Audience: B

Implementing literacy in the science classroom is challenging. Teaching students to comprehend, analyze and synthesize complex texts is imperative to success in college and careers. Participants will learn the concept of what literacy in science looks like, ways to include literacy throughout lessons and ideas for developing writing.

Presenter(s): Angela Ellison, District Literacy Coach/Teacher and Ramona Underwood, Teacher, North Pike School District, Summit, MS

121. Just a Man and His FALs: The Journey of a Veteran Teacher

Room: L15 – Table 7 Focus: MDC
Objective: 1C Audience: B

Hear about the journey of a veteran teacher and his first-year experience with MDC. Participants will learn about the challenges and successes that transformed this high school teacher's classroom into a place where students succeed in meeting rigorous math standards. The presenter will show how he discovered firsthand the importance of formative assessment.

Repeated: Tuesday at 1 p.m., Room L3

Presenter(s): Rodney Ragland, Teacher, Mortimer Jordan High School, Kimberly, AL

122. LDC Mentoring and Collaboration

Room: L15 – Table 8 Focus: LDC
Objective: 2A Audience: B & E

LDC mentoring sessions are implemented across content areas to enhance students' mastery of literacy standards. Learn about the importance of collaboration when beginning LDC modules; hear testimonials; and view student work from a science teacher who became confident in teaching writing in a chemistry class.

Repeated: Tuesday at 2:15 p.m., Room 208

Presenter(s): Aleta Garrison, Teacher, Shades Valley High School, Birmingham, AL

123. Feedback That Works: How Leaders and Coaches Increase Teacher Capacity Through Targeted Feedback

Room: L15 – Table 9 Focus: LDC
Objective: 2A Audience: E

Using concrete, targeted feedback on teacher work helps coaches and school leaders efficiently and effectively coach to specific teacher skills and competencies. This session will provide practical, research-based practices that both coaches and leaders can use when giving feedback to teachers either planning a module or implementing one in their classrooms.

Repeated: Wednesday at 8 a.m., Room 214-215

Presenter(s): Sheri Blankenship, LDC Local Trainer, Rankin County School District, Brandon, MS; Daniel Rock, Lead Literacy Consultant, SREB, Atlanta, GA; and Suzanne Simmons, Chief Academic Officer, LDC, New York, NY

124. Partners for Life: Making It Work

Room: L15 – Table 10 Focus: LDC/MDC
Objective: 3B Audience: B

Participants will learn how to recruit new teachers and staff to implement LDC and MDC. Presenters will highlight the benefits of spreading and sustaining these models. The targeted audience of this session will include teachers, instructional coaches and school leaders.

Presenter(s): Tracy Fair, Teacher, Aberdeen School District, Aberdeen, MS

FEATURED PRESENTERS

60-MINUTE SESSIONS

60-MINUTE SESSIONS



125. Young Mathematicians, Multiple Representations and Place Value

Room: L5
Objective: 1C

Focus: MDC
Audience: B

Understanding multiple representations is one way students show evidence of fluency with a topic. See how using multiple representations while investigating place value can help students deepen their understandings of this foundational topic. Children’s literature and the Group3 Model will be shared as well.

Presenter(s): Tammy Jones, Consultant, TLJ Consulting Group, Lebanon, TN; and Leslie Texas, Consultant, Leslie Texas Consulting, Louisville, KY



60-MINUTE SESSIONS

126. (HeLa Cells) (ELA) (Biology) = (Student Achievement) x 2

Room: 210
Objective: 1A

Focus: LDC
Audience: E

Two high school teachers from different disciplines will present how they collaborated to create a cross-curricular module with discipline-specific skills lists and how this module increased student interest and achievement. The presenters will provide participants with engaging strategies that result in student growth and success.

Presenter(s): Theresa Eubanks, Larry Perdue and Tracy Wagner, Teachers, George County High School, Lucedale, MS

127. How Do LDC and MDC Spice Up Learning?

Room: 216-217
Objective: 1A

R Focus: LDCMDC
Audience: B

Spice up your lessons with student engagement while exploring how to insert text-dependent questions, research strategies and writing across disciplines. This workshop will demonstrate ways to tantalize students’ thinking and align lessons to the standards through LDC and MDC.

Presenter(s): Rosa Bailey, Director of Elementary Education, Hoke County Schools, Raeford, NC; and Erica Fortenberry, Principal, Sandy Grove Middle School, Raeford, NC

128. Coaching Up: Selecting and Preparing Modules for Jurying

Room: 214-215
Objective: 1B

Focus: LDC
Audience: E

The LDC jurying process is both rigorous and rewarding for teachers and coaches, but learning about the process first can save time and frustration. An experienced LDC juror explains the jurying process from pre-screening to final review. Participants will learn the most common problems jurors encounter and get tips on how to help teachers avoid these problems and improve their modules before sending them in for national review.

Presenter(s): Mary Lynn Huie, Independent Literacy Consultant, Lilburn GA

129. The Fluidity of FALs

Room: L4
Objective: 1C

Focus: MDC
Audience: B

See how to establish a classroom climate conducive to a fluid transition of incorporating formative assessment lessons (FALs) into the math curriculum. Participants will see how to use pre- and post-exam results to achieve maximum academic gains, while students actively participate in a variety of FAL activities (card sort, student work analysis, etc).

Presenter(s): Debbie Blankenship, Math Teacher, MacArthur Junior High School, Jonesboro, AR; and Amanda Merritt, Mathematics Consultant, SREB, Atlanta, GA

130. Empowering Teachers and Students Via MDC Tools and Strategies

Room: L6
Objective: 1C

Focus: MDC
Audience: B & E

Learn how the design features of formative assessment lessons enable new teachers to experience and implement best practices in lesson structure and instructional strategies. Hear how a local trainer worked with a new teacher to turn a chaotic classroom environment into a model of student engagement, focus and participation.

Presenter(s): Donna Farmer, Independent Math Consultant, Resources for School Improvement, Prospect, KY; and Carl Lucas, Local Trainer, Simmons High School, Hollandale, MS

131. Engineering Effective Discussions, Questions and Tasks

Room: L8
Objective: 1C

Focus: MDC
Audience: B

The presenter and participants will explore ways to engineer effective discussions through developing higher-order questions. Utilizing appropriate tasks in the math classroom to increase students’ understanding of math concepts and their real-world applications will also be addressed.

Presenter(s): Cathey Ritter, Independent Math Consultant, Vestavia Hills, AL

132. Integrating MDC in a Combined Setting

Room: L10
Objective: 1C

Focus: MDC
Audience: B

The presenters will share their successes and struggles with merging a self-contained class into a general education class. Learn how we implemented MDC strategies, conducted multiple formative assessment lessons and supported student productive struggle in attaining mathematical practices/reasoning.

Presenter(s): Paula Hughes, ECE Teacher and Kayla Pilcher, Grade 7 Math Teacher, Carrithers Middle School, Louisville, KY

133. Supporting the Work of MDC Teachers

Room: L1
Objective: 1D

R Focus: MDC
Audience: B

Gain insight regarding logistical and instructional concerns that should be considered by those outside of the classroom who support MDC implementation. Topics of discussion will include instructional coaching concerns, teachers’ needs, logistical concerns that should be considered, spreading and sustaining MDC, and professional learning.

Presenter(s): Wanda Audric, Director - Mathematics Programs and Executive Consultant, Teaching, Learning, Leadership, Research, LLC, Stone Mountain, GA; and Karen Gray, Independent Math Consultant, Trussville, AL

60-MINUTE SESSIONS

134. Data-Driven Instruction: Analyzing Student Work

Room: L3 Focus: MDC
Objective: 1D Audience: B

Why do we need to analyze student work? Attendees will learn how this practice allows teachers to keep their finger on the pulse of student progress and adjust teaching while learning is ongoing. It also eliminates the need to conduct an autopsy on past student performance after the opportunity for learning has passed.

Presenter(s): Dawn Perks, Independent Math Consultant, Burlington, NC; and Debra Robertson, Independent Math Consultant, Pensacola, FL

135. Why Mathematical Literacy Matters

Room: L7 Focus: MDC
Objective: 1D Audience: E

Mathematically literate students are able to analyze statements and communicate ideas effectively as they pose, formulate, solve and interpret mathematical problems in a variety of authentic situations. The presenters will explore ways to develop mathematically literate students, and participants will leave with several strategies for use on a daily basis in their schools and districts.

Presenter(s): Jason Adair, Mathematics Consultant and Pamela Broome, Literacy Consultant, SREB, Atlanta, GA

136. Using LDC to Support Next Generation Science Standards

Room: 201 Focus: LDC
Objective: 2A Audience: B

Attendees will unpack Next Generation Science Standards to learn how LDC can be used to support critical and scientific thinking for all levels of students. This session will look at developing a module that will support content understanding through best practices in literacy instruction and how to scaffold learning for all students to be successful in the science classroom.

Presenter(s): Juliana Coleman, Curriculum Specialist, Science, Jefferson County Schools, Birmingham, AL; and Laci Gray and Ashley Lehman, Science Teachers, Irondale Middle School, Irondale, AL

137. Digging in to the “What Task?” Section of the Module

Room: 207 Focus: LDC
Objective: 2A Audience: E

At first glance, the “What Task” section of the LDC module appears to be deceptively easy to complete. However, it is at the heart of the entire instructional design of the module itself. This session will help teachers and coaches better dig in to all the critical decisions that must be made to write an effective teaching task while examining common task pitfalls to avoid.

Repeated: Tuesday at 2:15 p.m., Room L15

Presenter(s): Sheri Blankenship, Local Trainer, Rankin County School District, Brandon, MS

138. A Picture Is Worth a Thousand Words: Visual Literacy in Social Studies

Room: 209 Focus: LDC
Objective: 2A Audience: B

Photographs can be a powerful tool in the social studies classroom. Developing visual literacy skills enables students to improve their abilities to interpret, negotiate and infer meaning from information presented in image form. This session focuses on the purposeful use of photographs and other images to build engagement and promote critical thinking in the social studies classroom.

Presenter(s): Jean Lee, Literacy Consultant, SREB, Atlanta, GA

60-MINUTE SESSIONS

139. Engaging Students in Literacy Across Content Areas With LDC

Room: 211 Focus: LDC
Objective: 2A Audience: E

This session will engage teachers in investigating methods of enhancing curricula that support students in literacy across content areas. Models shared include modules and mini-tasks in history, English, art and design, and French that provide evidence — through student work — of improvement in literacy and academic performance.

Presenter(s): Dana Aloisio, French Teacher; Stephen Brodbar, LDC Coach; Octavia James, Art Teacher; and Tara Leach, ELA Teacher/Project Liaison, Brooklyn Generation School, Brooklyn, NY

140. LDC From the Local Coach’s Point of View

Room: 218 Focus: LDC
Objective: 2A Audience: E

A local coach from a West Virginia school district describes how she and another coach worked with teachers from four rural high schools to teach and implement the LDC design. She will share her experiences with teachers during the first year of training and implementation including what’s working, what needs work and next steps.

Presenter(s): Debbie Hall, School Improvement Consultant, SREB, Atlanta, GA; and Amy Moore, Instructional Coach, Wetzel County Schools, New Martinsville, WV

141. Your School Is Not Too Small for PLCs

Room: 203-206 Focus: LDC/MDC
Objective: 2A/2B Audience: E

Teachers in small schools often miss the benefit of collaboration. However, the professional learning community (PLC) process can be implemented in any size school. Strategies that can be employed to ensure all teachers across grade levels and content areas participate in the kind of collaboration that leads to lasting improvement and student growth will be shared.

Presenter(s): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA

142. MDC: On the Border With Mexico and Beyond

Room: L9 **R** Focus: MDC
Objective: 2B Audience: B

What is it really like teaching students with limited English skills in Laredo, El Paso, Miami, San Diego and even Chicago? Attendees will experience an MDC activity focusing on the English language learner. Presenters will share success stories and videos of teachers whose teaching strategies completely changed after experiencing MDC.

Presenter(s): Libby Chaskin, Independent Math Consultant, San Antonio, TX

143. All Aboard! Strategically Spreading MDC School and Districtwide

Room: L12 Focus: MDC
Objective: 3A Audience: E

As teachers and administrators focus on use of the formative assessment in learning about the principles of MDC during the inaugural year, the transition from MDC teacher to MDC teacher-leader during the second year can be a tough one. The presenters will provide a guiding structure to engage teachers and staff in MDC throughout your school and district.

Presenter(s): Kimberly Goff, Math Consultant, SREB, Atlanta, GA; and Cathy Walker, Independent Math Consultant, South Charleston, WV

60-MINUTE SESSIONS

144. READINESS: A Chance for School Leaders to Make a Real Difference

Room: 202
Objective: 3B

R

Focus: LDC/MDC
Audience: E

Learn to give your students the math and literacy skills they need not only to be college and career ready, but also the advantage eighth-graders need to tackle high school. SREB offers transitional courses in math and literacy for 12th-graders and courses for eighth-graders to prepare for success in high school. Learn how to implement these courses in your school!

Presenter(s): George Johnson, School Improvement Consultant and John Squires, Readiness Director, SREB, Atlanta, GA

60-MINUTE SESSIONS

145. Vocabulary: Building the Skill of Skills

Room: 219
Objective: 3B

Focus: LDC
Audience: B

This session will show how to implement a schoolwide vocabulary program to improve students' literacy skills. Educators must help students overcome contributing factors of poor vocabulary such as English as a second language and poverty. Classroom teachers and literacy coaches will learn vocabulary strategies and gain suggestions on how to implement a schoolwide program.

Repeated: Tuesday at 2:15 p.m., Room L15

Presenter(s): Dana Davis, Independent Literacy Consultant, Irving, TX

SHARING SESSIONS

146. A Powerful Punch to Literacy: Spreading Data, Mini-Tasks and Rubrics

Room: L15 – Table 1
Objective: 2A

Focus: LDC
Audience: E

Transitioning from a small LDC team to implementing LDC schoolwide or districtwide is challenging, but with vision, a plan and drive, it can succeed. The presenter will share her personal experiences, successful results and discuss action planning to help school administrators, school improvement teams, and LDC teams prepare to make the transition by focusing on key components of LDC.

Repeated: Wednesday 8 a.m., Room 212-213

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA

147. Designing Instruction With MDC Strategies

Room: L15 – Table 2
Objective: 2B

R

Focus: MDC
Audience: E

Using college- and career-readiness standards, it is time to begin creating challenging, engaging units of instruction for your students! This session will provide attendees with resources and plans to develop lessons that include exciting focus activities, engaging formative assessment lessons and rigorous problem-solving tasks that will excite both educators and students.

Presenter(s): Debbie Lemon, Independent Math Consultant, Shalotte, NC

148. Wanted: Engaged Instructional Leaders

Room: L15 – Table 3
Objective: 2B

R

Focus: MDC
Audience: B

The instructional leader within a school is the primary mentor and role model for a positive environment for growth. This session will look at what the research says are the five most important practices central to effective school leadership and how these practices affect the success of MDC work.

Presenter(s): Vicki Mixon, Independent Math Consultant, Vidalia, GA

149. Disciplinary Writing in Elementary Grades

Room: L15 – Table 4
Objective: 1A

R

Focus: LDC
Audience: E

Elementary teachers have to be mindful of all major subject areas. There are specific writing products linked with certain disciplines, like the essay to literature, the lab report to science, or a research paper to history. Learn how to design assignments that can be used to teach students the writing moves common to the disciplines of English language arts, science and social studies.

Presenter(s): Jill Potts, School Improvement Consultant, SREB, Atlanta, GA

150. Rolling Out MDC Without Tears

Room: L15 – Table 5
Objective: 3B

R

Focus: MDC
Audience: B

The presenter will dispel fears and concerns about bringing MDC to your district. MDC transcends mere professional development! This session will focus on one school district and the results it has already seen with one semester of MDC. Data from the district as well as student work and teacher quotes will highlight successes, challenges and revelations.

Presenter(s): Mark Feeley, Independent Math Consultant, North Myrtle Beach, SC

SHARING SESSIONS

151. Cross-Curricular Collaboration Using Cornell Note-Taking Strategy

Room: L15 – Table 6
Objective: 1B

R

Focus: LDC
Audience: E

This session will give an overview and explanation of how one LDC teacher-leader encouraged cross-curricular collaboration on a seventh-grade team through the use of the Cornell note-taking strategy as part of an LDC module mini-task. Students use Cornell to take notes for direct instruction, when reading text, while watching a documentary and as part of research for their LDC writing tasks.

Presenter(s): Valerie Rueger, Teacher, Kammerer Middle School, Radcliff, KY

152. Bridging the Gap: Bringing MDC Into the Co-Taught Classroom

Room: L15 – Table 7
Objective: 1C

R

Focus: MDC
Audience: B

In this session, we will share our experiences with implementing MDC as co-teachers. Also, we will discuss how we bridged the gaps in our classroom with students with ability levels ranging from first grade to gifted. Our presentation will include video footage of implementing a formative assessment lesson with different level learners and student work samples.

Presenter(s): Kelli Hribar, Special Educator and Susan Prunty, Teacher, South Middle School, Morgantown, WV

153. I've Got the Fever: Telling the LDC Story

Room: L15 – Table 8
Objective: 2A

R

Focus: LDC
Audience: E

You've caught the LDC fever and want to spread the word to other educators, administrators and schools. Learn how to message the "what" "why" and "how" of LDC clearly and simply. Receive new tools and tips to enhance your communications and presentations so that others catch the LDC fever too!

Presenter(s): Barb Smith, Director of Partnerships and Professional Learning, LDC, New York, NY

154. Wearing Two Hats: Local Trainer/Classroom Teacher First-Year Survival

Room: L15 – Table 9
Objective: 3A

Focus: LDC/MDC
Audience: B

The first year as a local trainer and classroom teacher can not only be overwhelming, it can also be challenging. Learn about a Year 1 survival guide that will hopefully make your year flow smoother. Learn how to communicate effectively with lead teachers and SREB trainers to make your first year as a local trainer a success.

Presenter(s): Latoya Gay, English Teacher, Banks Middle School, Banks, AL; Betty Harbin, School Improvement Coach, SREB, Atlanta, GA; Ellen Warren, Independent Math Consultant, Vian, OK; and Cheryl Watson, Teacher, Goshen High School, Goshen, AL

155. LDC and MDC and Classroom Management: Both Sides to the Same Argument

Room: L15 – Table 10
Objective: 2A

Focus: LDC/MDC
Audience: B

Have you ever said: I would love to use LDC and MDC tools in my classroom, but so much attention is required for classroom management that I question the effectiveness of such an endeavor? Receive a front row seat to view modules delivered across four content areas inside urban classrooms in low-income areas.

Presenter(s): J'Swander Earl and Tiona Fowler, Mentor Teachers, Jefferson County Schools, Homewood, AL

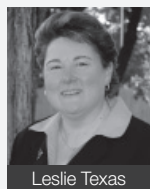
FEATURED SPEAKER

120-MINUTE SESSIONS

60-MINUTE SESSIONS



Tammy Jones



Leslie Texas

**156. A Mathematician's Notebook:
Chronicling the Journey**

Room: L5 **R** Focus: MDC
Objective: 1D Audience: B

The Mathematicians' Notebook becomes a dynamic place for authentic writing where language, data and problem-solving experiences operate jointly to form meaning for the student. Participants will be introduced to the utility of an environment in which students experience content more fully prior to and after a formative assessment lesson. Participants will set up their own notebooks.

Presenter(s): Tammy Jones, Consultant, TLJ Consulting Group, Lebanon, TN; and Leslie Texas, Consultant, Leslie Texas Consulting, Louisville, KY

157. MDC in Action: Experience a Formative Assessment Lesson

Room: L11 Focus: MDC
Objective: 1C Audience: B

In this session, participants will take part in a formative assessment lesson (FAL) geared toward the middle grades. See how FALs can assist teachers in determining student strengths and weaknesses and how teachers can utilize this information to guide instruction and boost their students' level of achievement.

Presenter(s): Meagan Holt, Instructional Coach, Blount County Schools, Warrior, AL; and Kimberly Livengood, Math Consultant, Livengood Consulting, Columbia, TN

158. High School Mathematics Unit Design

Room: L6 Focus: MDC
Objective: 1D Audience: E

We will explore ways to meet the curriculum and instructional requirements of college- and career-readiness standards for high school mathematics. Participants will examine how the Mathematics Assessment Project (MAP) formative assessment lessons and next generation assessment items connect to reveal grade-level content and math practices expectations while serving as anchors for unit design.

Presenter(s): Donna Farmer, Math Consultant, Resources for School Improvement, Prospect, KY

159. Literacy Strategies for Social Studies Classrooms

Room: 202 Focus: LDC
Objective: 2A Audience: B

Explore mini-tasks created just for social studies teachers. The presentation is designed for hands-on activities to build confidence and to reflect on student learning. Teachers will have many takeaways for immediate classroom use including all the instructional materials attached to the mini-tasks and a packet prepared for attendees.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; and David Madden, Social Studies Teacher, Lakeside Middle School, Anderson, SC

160. Creating LDC Modules: An English and Science Perspective

Room: 214-215 Focus: LDC
Objective: 1A Audience: B

In this session, presenters will discuss the planning and creation of an LDC module. The presenters, a first-year middle grades teacher and a 13-year high school teacher, are from two different disciplines — English and science — and can therefore offer two varied experiences and examples of success implementing LDC. Learn how the modules are similar and how they were individualized to subject matter.

Presenter(s): Brittney Gilmer and Raven Shepherd, Teachers, Pike County High School, Troy, AL; and Betty Harbin, School Improvement Coach, SREB, Atlanta, GA

161. Using LDC to Explore Literacy-Based Instruction for Deeper Learning

Room: 201 **R** Focus: LDC
Objective: 1A Audience: B

The presenter will compare content- and literacy-based instruction and consider the learning progression as it applies to the literacy skills needed for students to access and master the content. Participants will also explore the role of the Teaching Task in CoreTools as a means of increasing rigor and demanding alignment among the task, standards and selected text.

Presenter(s): Debbie Clarke, Independent Literacy Consultant, Donalsonville, GA

162. Writing Like a Historian: And That's the Way It Was

Room: 211 Focus: LDC
Objective: 1B Audience: E

Participants will engage in discussions around the types of writing historians do based upon their research. We will look at sample LDC modules and mini-tasks that teach explicit LDC literacy skills through a social studies lens. Participants will also learn how debating can be an engaging and important literacy skill that helps students think and write like historians.

Presenter(s): Monique Campbell, Principal and Marium Rizvi, Teacher, School of Integrated Learning, Brooklyn, NY

163. Unlocking Complex Text With Questioning Strategies

Room: 216-217 Focus: LDC
Objective: 1B Audience: E

To comprehend, analyze and write about complex texts, students need to learn how to ask questions before, during and after reading. In this session, teachers will learn to design modules that build this critical skill through depth and complexity icons. With this innovative scaffolding technique, students will become more independent readers and learners.

Presenter(s): Pam Purcell, Independent Literacy Consultant, Middleburg Heights, OH

164. Just a Man and His FALs: The Journey of a Veteran Teacher

Room: L3 **R** Focus: MDC
Objective: 1C Audience: B

Hear about the journey of a veteran teacher and his first-year experience with MDC. Participants will learn about the challenges and successes that transformed this high school teacher's classroom into a place where students succeed in meeting rigorous math standards. The presenter will show how he discovered firsthand the importance of formative assessment.

Presenter(s): Rodney Ragland, Teacher, Mortimer Jordan High School, Kimberly, AL

60-MINUTE SESSIONS

165. MDC: It's More Than Just the FAL

Room: L8 Focus: MDC
Objective: 1C Audience: E

The first time most individuals hear about MDC is when someone is talking about the implementation of a formative assessment lesson (FAL). However, MDC is so much more. Participants will learn how utilizing strategies from FALs can be used in their classrooms to increase rigor and drive instruction.

Presenter(s): Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA; and Melissa Myers and Kelly Smith, Teachers, Jefferson County Public Schools, Louisville, KY

166. MDC: Breaking Ground

Room: L9 Focus: MDC
Objective: 1C Audience: B

Through a combination of direct instruction, video presentations and hands-on collaborative work, participants will get an introduction into the world of MDC. Participant will gain insight to engaging students in a productive struggle with math that will bridge the gap between procedural and conceptual learners.

Presenter(s): Amanda Allen, Teacher, Jacksonville Commons Middle, Jacksonville, NC; Cathey Ritter, Independent Math Consultant, Vestavia Hills, AL; and Joe Sarrero, District Trainer, Onslow County Schools, Jacksonville, NC

167. Adding MDC to the Teacher Toolbox

Room: L10 Focus: MDC
Objective: 1C Audience: B

This session will focus on how the use of formative assessment lessons to create a more focused learning environment that increases student engagement, supports novel approaches to problem solving and multiple strategies for solutions, and improves mathematical student discourse. Learn to embed the strategies of MDC across the mathematics curriculum.

Presenter(s): Valerie Dickerson, Independent Math Consultant, Cumming, GA; and Hannah Worley, Teacher, Madison High School, Weaverville, NC

168. Connecting the MDC FALs to Curriculum Initiatives

Room: L12 **R** Focus: MDC
Objective: 1D Audience: E

How do formative assessment lessons (FALs) articulate with state and local standards to ensure improved student achievement? Where should the FALs be placed in your scope and sequences? This session will provide suggestions on how to align the content and processes of MDC to the broader curriculum.

Presenter(s): Cindy Schimek, Independent Math Consultant, Houston, TX

169. Using LDC Mini-Tasks to Review for End-of-Year Assessments

Room: 208 Focus: LDC
Objective: 2A Audience: B

With so much focus on end-of-year assessments for courses, teachers will have the opportunity to explore different mini-tasks used as review activities to prepare students for these high-stakes tests. Primary focus will be given to reviewing vocabulary through LDC mini-tasks. Teachers will have many takeaways that can be used immediately in the classroom.

Presenter(s): Karen Burton, Literacy Coach and Nichole Mason, History Teacher, Kemper County School District, De Kalb, MS

60-MINUTE SESSIONS

170. Mini-Tasks as Formative Assessments: Data to Inform Instruction

Room: 210 Focus: LDC
Objective: 2A Audience: E

Participants will analyze student work samples created through mini-tasks by middle grades and high school students in various content areas. Participants will determine the effectiveness of the strategies used for instruction and plan corrective instruction to meet students' needs. The presenter will also focus on the importance of standards/skills-alignment for the product, instructional strategies and scoring criteria.

Presenter(s): Pamela Broome, Literacy Consultant, SREB, Atlanta, GA

171. Building and Managing a Successful LDC Team

Room: 212-213 Focus: LDC
Objective: 2A Audience: E

Have a practical conversation on how to build and manage a successful LDC team at your school site. From building interest to planning intentional and deliberate collaboration, this session will prove insightful for changing the culture of college- and career-readiness instructional planning and student learning using the LDC practices and resources.

Presenter(s): Tracie Bryant, Principal and Tiffany Cullen, Teacher, Saturn Street Elementary, Los Angeles, CA

172. Coaching for Capacity: Instructional Coaching to Empower Teachers

Room: 218 Focus: LDC
Objective: 2A Audience: E

Participants will develop an understanding about the role of the instructional coach, learn processes for building relationships with teachers and explore techniques for providing feedback that empowers teachers to improve their practice. This session will include research from the Kansas Coaching Project and Cognitive Coaching.

Presenter(s): Sarah Bongarten, AIG/Secondary Literacy Coordinator, Orange County Schools, Chapel Hill, NC; and Connie Lester, Independent Literacy Consultant, Lexington, KY

173. Authentic Writing Products With LDC, MDC and PBL

Room: 219 **R** Focus: LDC/MDC
Objective: 2A Audience: E

This presentation will demonstrate how to embed LDC and MDC strategies within lessons that require authentic writing. Participants will be exposed to the difference between standards-driven, authentic writing products and projects that can be created and applied to the extension of LDC. Also, see how literacy is crucial in math (MDC) and project-based learning.

Presenter(s): Clara Clark, School Improvement Consultant, SREB, Atlanta, GA; and Twyla Coleman, Independent Literacy Consultant, Clovis, NM

174. Holding Your Feet to the Fire

Room: 209 Focus: LDC
Objective: 3A Audience: B

Transitioning from becoming a classroom teacher to an LDC coach can be challenging. This session will provide attendees with important lessons learned from first-year LDC coaches without prior LDC or coaching experience. As we learned processes and procedures to facilitate effective coaching, teachers reported better feedback.

Presenter(s): Jean Lee, Literacy Consultant, SREB, Atlanta, GA; Melanie Sudduth, Literacy Coach, Denman Junior High, McComb, MS; and Belinda Shropshire, Literacy Coach, McComb High School, McComb, MS

60-MINUTE SESSIONS

175. Integrating MDC With District Initiatives

Room: L2
Objective: 3A

Focus: MDC
Audience: E

Two local district coaches will share how MDC aligns with and supports existing district initiatives, how they have engaged district leadership to cultivate their understanding of and support for the work, and how they have helped teachers connect the dots. Participants will have the opportunity to reflect in small groups, brainstorm connections and discuss ways to integrate MDC with existing initiatives.

Presenter(s): Jodi Hofberg, Secondary Math Curriculum Specialist, Alamance-Burlington School System, Burlington, NC; Robin Marcus, Independent Math Consultant, Durham, NC; and Angela Waldo, Math Instructional Design Coach, Rowan-Salisbury Schools, Salisbury, NC

176. MDC: The Nuts and Bolts in a Large School District

Room: L7
Objective: 3A

Focus: MDC
Audience: B

An SREB team composed of three MDC coaches and a district coach will detail their implementation of MDC in 20 middle grades schools in Mobile, Alabama, the largest school system in the state. This session will focus on how training and follow-up coaching created an environment for successful implementation and will provide ideas and strategies.

Presenter(s): Jason Adair, Math Consultant and Allyson Morgan, School Improvement Consultant, SREB, Atlanta, GA; and Paige Graiser, Independent Math Consultant, Brunswick, GA

60-MINUTE SESSIONS

177. Instructional Leadership for Advancing Literacy Instruction

Room: 203-206
Objective: 3B

Focus: LDC
Audience: B & E

School leaders are charged with recognizing the instructional shifts that take place when LDC is implemented with fidelity. SREB's LDC team created a set of "look-fors" — essential classroom behaviors expected when literacy is an active part of a teacher's instructional practice. Participants will discuss these look-fors and how they can best support teachers in transforming instruction and learning.

Presenter(s): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA

SHARING SESSIONS

178. A Revolution in Writing Through LDC

Room: L15 – Table 1 **R** Focus: LDC
Objective: 1A Audience: B

LDC provides a structured plan to implement informational and argumentative writing instruction across the curriculum. Attendees, especially non-English language arts teachers, will feel comfortable and competent to implement writing. Participants will receive tips on writing coherent and complex essays/reports with emphasis on strong thesis statements, body paragraphs and conclusions.

Presenter(s): Dana Davis, Independent Literacy Consultant, Irving, TX

179. Designing a Short LDC Module: When, How and Why

Room: L15 – Table 2 Focus: LDC
Objective: 1A Audience: E

Learn what is included in a short module, how it differs from (but does not replace) the full-scale module and when it is an appropriate option for teachers. Examples of short modules in science, social studies, ELA and CTAE will be shared, and participants will begin designing their own. Bring a laptop to this interactive session!

Repeated: Wednesday at 9:15 a.m., Room 210

Presenter(s): Mary Lynn Huie, Independent Literacy Consultant, Lilburn, GA

180. Writing in CTE and Elective Classes

Room: L15 – Table 3 **R** Focus: LDC
Objective: 2A Audience: B

What type of writing is authentic, engaging and appropriate in career and technical education and elective classes? Learn how teachers can create opportunities for students to write more and in a way that increases content knowledge. How can LDC modules be used to assist teachers in this process?

Presenter(s): Debra Cullen, Independent Literacy Consultant, Clarksburg, WV

181. Maximum Impact: Redesigning the Senior Year

Room: L15 – Table 4 Focus: LDC/MDC
Objective: 2B Audience: E

The senior year should be a time of preparing all students for the next steps beyond high school — technical school, community college, university or career. By redesigning the senior year to include Advanced Career pathway programs of study and Readiness courses, schools can make sure they truly prepare their students for what comes next.

Repeated: Wednesday at 9:15 a.m., Room L1

Presenter(s): John Squires, Readiness Director and Dale Winkler, Special Assistant to the Senior Vice President, SREB, Atlanta, GA

182. Teamwork Makes the Dream Work

Room: L15 – Table 5 **R** Focus: LDC
Objective: 1A Audience: B

See how two fourth-grade teachers of English language arts and science work closely together in developing their LDC modules, making their instruction stronger and connecting their subjects for their students. Using student feedback, testing and overall growth data collected from this effort, these two instructors will discuss the challenges, successes and possibilities of interdisciplinary classrooms.

Presenter(s): Lyndsey Gardner and Stephanie Podlusky, Teachers, West Hoke Elementary, Raeford, NC

SHARING SESSIONS

183. Empowered Teachers as Agents of Change

Room: L15 – Table 6 **R** Focus: LDC/MDC
Objective: 2A Audience: B

A strong, enthusiastic and supportive administrator is the driving force in using LDC and MDC principles to empower teachers to change school culture. Hear how teachers in one rural Mississippi district are creating modules to help their students learn to write in response to complex texts and also to help all teachers reevaluate what and how they teach.

Presenter(s): Larry Perdue, LDC Coach/Teacher and Wade Whitney, Principal, George County High School, Lucedale, MS

184. Co-Teaching, Scaffolding and Successful LDC Implementation in Differentiated Class Settings

Room: L15 – Table 7 Focus: LDC
Objective: 2A Audience: B & E

This session will explore methods of co-teaching that have proven successful in a differentiated class structure with learning support, emotional support and gifted students. Teacher collaboration, data usage and common language/cross-curricular methods will also be discussed.

Repeated: Wednesday at 8 a.m., Room 203-206

Presenter(s): Meagan Brockway, Tara Clopper and Rebecca Farson, Teachers, Greencastle-Antrim School District, Greencastle, PA

185. Time-Saving Tips for Stress-Free FALs

Room: L15 – Table 8 Focus: MDC
Objective: 1C Audience: B

In this interactive session, hear how two teachers overcame time management challenges as they explored using MDC formative assessment lessons in their classrooms. The presenters will describe the challenges and successes of their first semester with MDC and share easy-to-implement, time-saving tips for any MDC classroom.

Presenter(s): Kimberly Goff, Math Consultant, SREB, Atlanta, GA; and Kristen Phillips and Olga Smith, Math Teachers, South Middle School, Morgantown, WV

186. Risk-Takers in the Classroom: Students and Teachers

Room: L15 – Table 9 **R** Focus: MDC
Objective: 2B Audience: B

How might we nurture a community of learners with a mindset toward learning mathematics, where making thinking “visible” is safe, even when students make a mistake? In this session, we will consider norm setting along with strategies and tasks to jumpstart discussions that encourage students to take risks and contribute to effective learning.

Presenter(s): Adrienne Dumas, Teacher and LaVonda White, District Leader, Rankin County School District, Flowood, MS

60-MINUTE SESSIONS

187. Using LDC in Secondary Classrooms

Room: 210 Focus: LDC
Objective: 1A Audience: B

The presenter of this engaging session will show how LDC is implemented in a high school classroom, the results of the effort and how they plan to use it in the future to boost student readiness for future challenges. Learn how LDC can work in your classroom too!

Presenter(s): Pamela Broome, Independent Literacy Consultant, Gastonia, NC; and Jonathan Griffin, Teacher, Union County High School, Union, SC

188. Keys to a Successful LDC Classroom

Room: 218 Focus: LDC
Objective: 1A Audience: B

In this session, organizational strategies as well as mini-tasks and modules will be explained to help participants new to LDC understand how using LDC strategies can create a more successful learning environment.

Presenter(s): Monica Bane, Gear-Up Coordinator; and Ann Browning and Lisa Copeland, Instructors, Campbell County Comprehensive High School, Jacksboro, TN; and Connie Lester, Independent Literacy Consultant, Lexington, KY

189. Primary LDC Module Creation Using Primary Sources

Room: 212-213 Focus: LDC
Objective: 1B Audience: E

See how primary K-2 teachers create an LDC module with a standards focus. Visible alignment with science and/or social studies standards that are linked with reading standards will be described. To ensure the end product matches the teaching task through the use of primary sources, high-quality reading and research through embedded close reading practice is used.

Presenter(s): Nadya Acevedo, Grade 2 Teacher and Christine Snow, Grade 1 Teacher, R.L. Stevenson Elementary School of the Arts, Merritt Island, FL

190. Leveraging the Next Generation of LDC Rubrics to Improve Student Work

Room: 214-215 Focus: LDC
Objective: 1B Audience: E

The Stanford Center for Assessment, Learning and Equity (SCALE) has finalized new LDC student work rubrics for the 2016-17 school year that help teachers across all grades and disciplines score and provide feedback on the reading and writing demands specific to content. This session will demonstrate how these new rubrics provide improved clarity and flexibility for scoring and feedback.

Presenter(s): Rob Kantner, Manager, Community of Practice, LDC, New York, NY

191. Transforming Apathy to Autonomy

Room: 219 Focus: LDC
Objective: 1B Audience: E

"Theme Teams" is a module based on a short story module that produced a literary analysis essay. Knowing students were apathetic, LDC allowed the presenter to create an authentic written product that fully demonstrates depth of knowledge, thematic connections and real-world applications.

Presenter(s): Twyla Coleman, Independent Literacy Consultant, Clovis, NM; and Le Anne Corelius, Teacher, Mortimer Jordan High School, Kimberly, AL

60-MINUTE SESSIONS

192. Setting the Environment for MDC

Room: L8 Focus: MDC
Objective: 1C Audience: B

Learn about procedures and expectations you should have in place to create a safe, collaborative environment so all levels of students can complete an MDC task. You will also learn ways to present the information to ensure all students achieve college- and career-readiness grade-level standards.

Presenter(s): Sara Downs, Teacher, Jefferson County Public Schools, Louisville, KY; and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

193. Tasks: The Pathway to Mathematical Habits of Mind

Room: L10 Focus: MDC
Objective: 1C Audience: E

The college- and career-readiness practice/process standards for mathematics are essential to implementing new, more rigorous math standards. This session will provide an overview of the Shell Center's mathematical tasks that support the explicit instruction of those standards. Participants will engage in mathematical tasks, identify challenges and benefits to implementation, and devise a plan for implementation.

Presenter(s): Valerie Dickerson, Independent Math Consultant, Cumming, GA

194. "I Hate Fractions!"

Room: L9 Focus: MDC
Objective: 1D Audience: E

It is amazing how many students get to high school and still do not understand the basic operations of fractions. What are some steps that we can initiate to help students overcome their fear (and, yes, hatred) of fractions? Come to this session and get the whole understanding of fractional anxiety.

Presenter(s): Vicki Mixon, Independent Math Consultant, Vidalia, GA; and Carol Ladner, Local MDC Trainer, Mississippi Department of Education, Jackson, MS

195. It Takes a Village: Building a Quality Team to Support LDC

Room: 209 Focus: LDC
Objective: 2A Audience: B

How can school leaders help make LDC implementation successful? This session will focus on the importance of getting the right people in place to support and monitor LDC. A local school district and SREB will share their mutual experience with Year 1 implementation to help new LDC leaders get on the right track.

Presenter(s): Alexandria Evans, Assistant Principal and Tammie Williams, Principal, Roanoke Rapids High School; Jeffery White, Principal, Chaloner Middle School; Juliana Thompson, Administrator/LDC Coach, Roanoke Rapids Graded School District, Roanoke Rapids, NC; and Jean Lee, Literacy Consultant, SREB, Atlanta, GA

196. LDC's Hybrid Model

Room: 211 Focus: LDC
Objective: 2A Audience: B

LDC and several partners have developed an innovative approach to LDC professional learning. Using LDC online courses and a blended learning framework, school systems are designing virtual professional learning plans based on principle objectives of LDC. See how these courses can be used to transform classroom practice with targeted key learning goals.

Presenter(s): Danielle Brewer, Manager of Professional Learning, LDC New York, NY

60-MINUTE SESSIONS**197. LDC Mentoring and Collaboration**

Room: 208 **R** Focus: LDC
Objective: 2A Audience: B & E

LDC mentoring sessions are implemented across content areas to enhance students' mastery of literacy standards. Learn about the importance of collaboration when beginning LDC modules, hear testimonials, and view student work from a science teacher who became confident in teaching writing in a chemistry class.

Presenter(s): Aleta Garrison, Teacher, Shades Valley High School, Birmingham, AL

198. Chasing Successful LDC Schoolwide Implementation

Room: 216-217 Focus: LDC
Objective: 2A Audience: E

Spreading LDC with online courses needs a vision and plan. Hear a Mississippi high school local coach and assistant superintendent share experiences using LDC's online courses. They will discuss the challenges and results and offer food for thought for building an action plan that will lead to successful training, implementation and outcomes.

Presenter(s): Angela Jones, School Improvement Officer, Coahoma Agricultural High School, Clarksdale, MS; and Pam Purcell, Literacy Consultant, SREB, Atlanta, GA

199. Using the PLC Process to Spread and Sustain LDC and MDC

Room: 203-206 Focus: LDC/MDC
Objective: 2A/2B Audience: E

Hear how the professional learning community (PLC) process can be used to improve and spread the implementation of LDC and MDC schoolwide. Participants will receive sample agendas for PLC meetings and discuss the role of leaders, coaches and teachers in ensuring PLCs are designed around high-quality assignments that lead to deep learning.

Presenter(s): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA

200. Scaling MDC Across a School and District

Room: L2 Focus: MDC
Objective: 2B Audience: E

Learn how one principal has championed MDC in her school and leveraged the school's AIG facilitator to play a key role in supporting its implementation and scale. The district's secondary math curriculum specialist will also share her perspective regarding promising school practices for scaling and how she is leveraging the work at this school to scale MDC to other schools in the district.

Presenter(s): Jodi Hofberg, Program Specialist, Burlington, NC; Robin Marcus, Independent Math Consultant, Durham, NC; and Heather Ward, Principal, Southern Alamance Middle School, Graham, NC

201. Pennsylvania Dives Into Elementary MDC

Room: L4 Focus: MDC
Objective: 2B Audience: E

In this session, the presenter will share training resources and the impact of data and elementary formative assessment lessons developed in Pennsylvania. She will discuss the differences that needed to be considered in the training of elementary teachers and how the state of Pennsylvania is planning to keep MDC current and sustainable.

Presenter(s): Joan Gillis, State Lead for MDC, Capital Area Intermediate Unit 15, Enola, PA

60-MINUTE SESSIONS**202. Teacher-Leaders: Spreading and Sustaining MDC in Your School**

Room: L12 Focus: MDC
Objective: 2B Audience: B

Participants in this engaging session will learn how MDC teacher-leaders are disseminating MDC in their schools. Their plan is detailed and defines roles for all participants. Hear about their professional learning community as they share agendas, schedules, collaboration notes and professional learning topics.

Presenter(s): Wanda Audric, Director - Mathematics Programs and Executive Consultants, Teaching, Learning, Leadership, Research, Stone Mountain, GA; Derallus Davis, Teacher, McAdory High School, McCalla, AL; Emily Hoffman, Teacher, Rudd Middle School, Pinson, AL; and Sherrilyn McGrew, Instructional Coach, Jefferson County Board of Education, Birmingham, AL

203. Assessing the Impact: Survey Data to Improve Professional Development

Room: L3 Focus: LDC/MDC
Objective: 3B Audience: E

SREB uses the continuous improvement cycle to improve training quality through session evaluations and year-end surveys. The surveys are designed to see how teachers perceive the impact of literacy and math tools on their instruction. See how SREB uses data to consistently improve and refine teacher support in improving student learning.

Presenter(s): Amanda Merritt, Mathematics Consultant; Dan Mollette, Director of Training and Mathematics Lead; and Daniel Rock, Lead Literacy Consultant, SREB, Atlanta, GA

204. Never Have I Ever: Middle Grades Math Edition

Room: L7 Focus: MDC
Objective: 3B Audience: E

Participants in this interactive, game-show format presentation will explore common math terminology used by middle grades teachers that fail to deepen student understanding to the level required by MDC and the college- and career-readiness standards. Participants will also brainstorm strategies and terminology that lead to a deeper understanding of middle grades mathematics.

Presenter(s): Jason Adair, Math Consultant, SREB, Atlanta, GA; and Paige Graiser, Independent Math Consultant, Brunswick, GA

SHARING SESSIONS

205. Vocabulary: Building the Skill of Skills

Room: L15 – Table 1 **R** Focus: LDC
Objective: 3B Audience: B

This session will show how to implement a schoolwide vocabulary program to improve students' literacy skills. Educators must overcome contributing factors of poor vocabulary such as English as a second language and poverty. Classroom teachers and literacy coaches will learn vocabulary strategies and gain suggestions on how to implement a schoolwide program.

Presenter(s): Dana Davis, Independent Literacy Consultant, Irving, TX

206. Using Technology to Promote a Growth Mindset

Room: L15 – Table 2 **R** Focus: MDC
Objective: 1C Audience: B

Learn about research into the way students of all ages learn mathematics and be introduced to strategies to promote a growth mindset for students. Participants will engage in activities that highlight the ways in which appropriate use of technology can promote exploration and success for students.

Presenter(s): Ellen Warren, Independent Math Consultant, Vian, OK

207. Digging in to the “What Task” Section of the Module

Room: L15 – Table 3 **R** Focus: LDC
Objective: 2A Audience: E

At first glance, the “What Task” section of the LDC module appears to be deceptively easy to complete. However, it is at the heart of the entire instructional design of the module itself. This session will help teachers and coaches better dig into all the critical decisions that must be made to write an effective teaching task while examining common task pitfalls to avoid.

Presenter(s): Sheri Blankenship, Local Trainer, Central Mississippi Rankin County, Brandon, MS

208. Connecting Literacy and Social Studies Content

Room: L15 – Table 4 **R** Focus: LDC
Objective: 2A Audience: B

Two social studies teachers will demonstrate mini-tasks that are successful in their classrooms. They will model activities and share how these activities have impacted their students' connection with literacy and social studies frameworks. The presentation will provide teachers hands-on activities that help students to connect content and literacy.

Presenter(s): Karen Burton, Literacy Coach; and Rosia Geeter and Nichole Mason, History Teachers, Kemper County School District, De Kalb, MS

209. LDC: Power Up Other Elementary Reading Instructional Frameworks

Room: L15 – Table 5 **R** Focus: LDC
Objective: 1B Audience: E

How can I use LDC when the schedule doesn't seem to fit the model? In this session, participants will learn how to incorporate LDC into another literacy framework, specifically “The Daily 5.” Learn how to maintain the power and integrity of LDC by making some small tweaks and focus on the mini-tasks as powerful classroom levers.

Presenter(s): Robert Slamp, Teacher, Carter and MacRae Elementary School, Mountville, PA

SHARING SESSIONS

210. Time Is More Than a Four-Letter Word: It Is Essential for Improvement

Room: L15 – Table 6 **R** Focus: LDC/MDC
Objective: 3A Audience: B & E

Find time for teachers to engage in protocols to spread LDC and MDC strategies in schools and/or districts. Participants will learn simple steps to create extended periods of time for collaboration and also look at ways to more efficiently use staff. Participants will also review specific protocols that teachers can use to manage time efficiently.

Presenter(s): Scott Warren, Director of State Initiatives, SREB, Atlanta, GA

211. Migrating to America

Room: L15 – Table 7 **R** Focus: LDC
Objective: 1B Audience: B

This session focuses on a module titled “The Immigrant Experience.” This module covers why immigrants have and still continue to flock to America. The presenter will do a walk-through of students' experiences with this LDC module. Through the close reading of primary sources, hands-on investigations, and interviews, students demonstrate their understanding through a variety of writing modalities.

Presenter(s): Christine Ellis and Richard Hattal, Teachers, R.L. Stevenson Elementary School of the Arts, Rockledge, FL

212. Creating a Collaborative Culture for LDC Success

Room: L15 – Table 8 **R** Focus: LDC
Objective: 2A Audience: B & E

The “C” in LDC represents that direct need for collaboration between teachers, teacher-leaders and school leaders/administrators. Participants will interact with teachers who have successfully implemented a new culture of collaboration that has allowed facilitated LDC motives and goals to flourish.

Presenter(s): Meagan Brockway, Rebecca Farson and Tara Clopper, Teachers, Greencastle-Antrim School District, Greencastle, PA

213. From Robot to Transformer: What's Your Superpower?

Room: L15 – Table 9 **R** Focus: MDC
Objective: 1C Audience: B

Participants will deepen their understanding of MDC through testimonials and a beginner's guide for implementation. A variety of strategies will be presented to empower teachers to facilitate students' thinking at deeper levels. Learn how to transform your teaching style from a lecturer to a facilitator of learning.

Presenter(s): Tracey Fryfogle, Eva Lebert and Jennifer Mathis, Teachers, George County High School, Lucedale, MS

214. MDC: A Paradigm Shift in Teaching Mathematics

Room: L15 – Table 10 **R** Focus: MDC
Objective: 1D Audience: B

This workshop will engage participants in learning the principles of a formative assessment lessons (FALs) design. Through hands-on collaborative work, participants have the opportunity to see firsthand the dynamic impact that FALs will have on 21st-century learners. Every participant will be immersed in the productive struggle and rigor that is MDC.

Presenter(s): Amanda Allen, Teacher, Jacksonville Commons Middle School, Jacksonville, NC; Cathey Ritter, Independent Math Consultant, Vestavia Hills, AL; and Joe Sarrero, District Trainer, Onslow County Schools, Jacksonville, NC

60-MINUTE SESSIONS**215. Having the Courage to Attempt LDC**

Room: 209
Objective: 1A

Focus: LDC
Audience: B

The LDC framework may seem intimidating and confusing for many teachers. However, the system can be quite simple and effective. The presenter witnessed an increase in engagement, understanding and literacy in students. All teachers can do this if they simply have the courage to try something new.

Presenter(s): Jean Lee, Literacy Consultant, SREB, Atlanta, GA; and Eric Masaitis, Teacher, Sumter School District, Sumter, SC

216. Selecting Texts for Your Elementary LDC Module or Mini-Task

Room: 218
Objective: 1A

Focus: LDC
Audience: E

Your elementary LDC module or mini-task can help students build knowledge through content-rich nonfiction. Learn how to select authentic, relevant texts for your task, which provide adequate content and evidence for fulfilling the demands of the task. Learn how to provide opportunities for students to apply and develop important disciplinary literacy skills.

Presenter(s): Jill Potts, School Improvement Consultant, SREB, Atlanta, GA

217. Rigor With Teeth: Create Your Own LDC Shark Tank

Room: 201
Objective: 1B

Focus: LDC
Audience: E

Learn to create an LDC “Shark Tank” module to increase the rigor in your classroom and embed a trans-disciplinary strategy to your instructional delivery. This module illustrates the innovative nature that secondary social studies can be by igniting the creative and competitive nature of students under an LDC framework.

Presenter(s): Roger Guevara, ERZ Director/Assistant Professor of Educational Leadership, Southern Arkansas University, Magnolia, AR; and Emily Turner, Teacher, Magnolia Junior High School, Anaheim, CA

218. Time to “ACT:” Analyzing Complex Texts

Room: 207
Objective: 1B

Focus: LDC
Audience: B

Including complex texts in instruction often creates a dual conundrum. Understanding how to both decode and analyze increasingly complex text is imperative to students’ success. Session participants will receive information on how to select appropriate text, facilitate student investigation of text and connect text to ACT readiness.

Presenter(s): Angela Ellison, District Literacy Coach/Teacher, North Pike High School, Summit, MS; and Larry Perdue, English Teacher, George County High School, Lucedale, MS

219. Virtually Impossible or Virtually Possible: Integrating LDC and Technology

Room: 211
Objective: 1B

Focus: LDC
Audience: E

Do you want to use video conferencing to help bring LDC into your classroom but are afraid of all the technical hiccups? This session will provide participants with the best tech-savvy tips on virtual conferencing and research-based strategies for creating effective collaboration while using technology.

Presenter(s): Joanna Fuller, Instructional Coach, Audubon Middle, Los Angeles, CA; and Monique Whorton, Literacy Coach, Amplify Education & i3, Marietta, GA

60-MINUTE SESSIONS**220. The Power of Activating Students as Owners of Their Learning**

Room: L4
Objective: 1C

Focus: MDC
Audience: E

In this session, participants will actively engage in numerous strategies focused on the fifth part of the Five Strategies of Assessment for Learning: Activating students as owners of their own learning. You will not only leave this session with strategies and techniques, but also a renewed excitement to begin creating a classroom that empowers students to take ownership of their learning.

Presenter(s): Kimberly Goff, Math Consultant, SREB, Atlanta, GA

221. Engaging Your Students With a Concept Development FAL

Room: L5
Objective: 1C

Focus: MDC
Audience: B

This session will introduce the Concept Development FAL (formative assessment lesson) to those who have not participated in MDC previously. Participants will experience a FAL and receive instruction for implementing a FAL in their classrooms with integrity. A Q&A will end the session.

Presenter(s): Mark Feeley, Independent Math Consultant, North Myrtle Beach, SC

222. Connecting the Dots

Room: L7
Objective: 1C

Focus: MDC
Audience: B

This presentation will focus on an abbreviated implementation of the formative assessment lesson (FAL) — Classifying Solutions to Systems of Equations. Middle grades and high school teachers will learn the basic structure of a Concept Development FAL. Participants will note how this FAL will help students understand linear functions and solutions to systems of equations.

Presenter(s): Kimberly Livengood, Math Consultant, Livengood Consulting, Columbia, TN

223. The Tale of Two Cities

Room: L12
Objective: 1C

Focus: MDC
Audience: B

This engaging session will highlight SREB behavioral strategies and the successful implementation of MDC formative assessment lessons in both a low-income urban/suburban school with low-parental involvement and a high-achieving, high-parental involvement school merely miles apart. The presentation will focus on the success of practices and strategies that have been implemented.

Presenter(s): Eric Fangman, Teacher, Tichenor Middle School, Erlanger, KY

224. Everyday Learning: The Five Mathematical Practices

Room: L8
Objective: 1D

Focus: MDC
Audience: E

Learn about ways to apply MDC principles and formative assessment strategies in daily planning and instruction to improve the analysis of data and know how to make immediate decisions and anticipate misconceptions to increase student understanding. Additionally, daily reflection about what is and isn’t working will guide instruction to challenge students further and ultimately increase student engagement.

Presenter(s): Amanda Fiorelli, Teacher, Jefferson County Public Schools, Louisville, KY; and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

60-MINUTE SESSIONS

225. Using Proportional Reasoning

Room: L9 Focus: MDC
Objective: 1D Audience: B & E

How do college- and career-readiness standards require teachers to instruct proportional reasoning? We will examine the formative assessment lesson, Using Proportional Reasoning, to determine how students can be successful with the college- and career-readiness standards when teachers understand the progression of the standards.

Presenter(s): Gail Snider, Independent Math Consultant, Harrison, AR

226. The Power of Formative Assessment

Room: 202 Focus: LDC
Objective: 2A Audience: E

Formative assessment is critical for an LDC module to be effective. In this session, teachers will learn how to ensure success on rigorous and engaging assignments by checking for understanding every step of the way. Teachers will learn a variety of ways to monitor progress and respond to student artifacts through every rung of the instructional ladder.

Presenter(s): Karen Burton, ELA Teacher, Kemper County School District, De Kalb, MS; and Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA

227. Selecting Quality Texts for Students to Read and Understand Via Writing

Room: 210 Focus: LDC
Objective: 2A Audience: E

When creating and implementing an effective LDC module, teachers are faced with the challenge of selecting quality texts for students to read and demonstrate understanding through writing. In this session, explore strategies and resources for identifying texts and writing products that build students' understanding.

Presenter(s): Pamela Broome, Literacy Consultant, SREB, Atlanta, GA

228. Picture Me Reading: Using Picture Books to Enhance Student Learning

Room: 214-215 **R** Focus: LDC
Objective: 2A Audience: E

The LDC model uses picture books to help students improve literacy, vocabulary and critical thinking skills. Students are excited about being read to and are truly engaged. Students are learning, and they don't even know it. Learn what has students excited about reading and writing.

Presenter(s): Zena Gunn and Alex Nation, Teachers, John Early Museum Magnet Middle, Nashville, TN; and William O'Neal, School Improvement Consultant, SREB, Atlanta, GA

229. You Can't Make This Stuff Up

Room: 219 Focus: LDC
Objective: 2A Audience: B

Bringing new ideas, concepts and structures into a school is a daunting task. Hear one principal's point of view on how LDC has factored into one West Virginia county's interim comprehensive assessments. The presenter will address this topic with candor and humor and will describe the changes in school practices and student learning that is occurring.

Presenter(s): Debbie Hall, School Improvement Consultant, SREB, Atlanta, GA; and Kathi Schmalz, Principal, Hundred High School, New Martinsville, WV

60-MINUTE SESSIONS

230. Adapting Tasks to Focus Learning With the Math Practices

Room: L6 Focus: MDC
Objective: 2B Audience: E

Not all tasks are good tasks, and unfortunately, we can't always find a Mathematics Assessment Project (MAP) task to complement our learning intentions. This session will provide participants three approaches for adapting tasks and give feedback on tasks that have been adapted.

Presenter(s): Donna Farmer, Independent Math Consultant, Harrison, AR; and LaVonda White and Jennifer Wilson, District Leaders, Rankin County School District, Brandon, MS

231. Roller Coaster of Implementation: A Snapshot of a District's Journey

Room: 208 Focus: LDC/MDC
Objective: 3A Audience: B

Leading and supporting a districtwide implementation of LDC and MDC requires up-front planning, a vision of purpose, and clear, consistent communication of expectations. Learn how one district's central office instructional leadership handled the challenges encountered during its journey through the first year of implementation.

Presenter(s): Angela Belrose and Juliana Coleman, Curriculum Specialists; Karen Gray, Supervisor, Secondary Mathematics; and Michelle Landrum, Secondary ELA Supervisor, Jefferson County Board of Education, Birmingham, AL

232. Acronym Overload: An Overview of MDC and LDC in Elementary Schools

Room: 216-217 **R** Focus: LDC/MDC
Objective: 3A Audience: B

Learn how MDC and LDC looks in a real elementary classroom. We will discuss modules, formative assessment lessons, task lessons and how they are implemented in an elementary setting. We encourage attendees to come with questions about how this will look in your school or district.

Presenter(s): Cara Earnest, Mary Frances Wood and Melissa McLain, Teachers; and Debbie McMahan, Instructional Coach, Fultondale Elementary School, Fultondale, AL

233. Using Digital PLCs to Sustain and Grow MDC Implementation

Room: L2 Focus: MDC
Objective: 3B Audience: B & E

The digital professional learning community format allows districts of all sizes to take MDC implementation to the next level regardless of distance between schools or common planning time. With the use of these free, easy-to-use formats, your schools can share, collaborate and reflect when meeting face-to-face is not a regular option.

Presenter(s): Sarah Nida-Inman, Independent Math Consultant, White Hall, AR

234. Getting Everybody on the MDC Bus: Vertically Aligning Professional Development

Room: L3 Focus: MDC
Objective: 3B Audience: E

Learn how one Arkansas district used MDC principles to vertically align core professional development for K-12 math teachers. Examine artifacts and videos of classrooms engaged in the practices gleaned from professional development. Analyze our student achievement data that compare classes of trained teachers to classes of untrained teachers.

Presenter(s): Jeanne Glover, K-12 Math Specialist, Jonesboro Public Schools, Jonesboro, AR; and Amanda Merritt, Mathematics Consultant, SREB, Atlanta, GA

FEATURED SPEAKERS

120-MINUTE SESSIONS

60-MINUTE SESSIONS



Alan Schoenfeld

235. What Makes for Powerful Classrooms, and How Can We Support Teachers in Creating Them?

Room: Conference Theater Focus: MDC
Objective: 2B Audience: B & E

The presenter will share the Teaching for Robust Understanding (TRU) framework, which helps teachers to focus on what really counts in powerful learning environments. Participants will learn the TRU Math measurement scheme that focuses on five dimensions of mathematics classroom activity, each of which captures an essential aspect of productive mathematics classrooms.

Presenter(s): Alan Schoenfeld, Professor of Education and Affiliated Professor of Mathematics, University of California, Berkeley, Berkeley, CA



Suzanne Simons

236. Feedback That Works: How Leaders and Coaches Increase Teacher Capacity Through Targeted Feedback

Room: 214-215 **R** Focus: LDC
Objective: 2A Audience: E

Using concrete, targeted feedback on teacher work helps coaches and school leaders efficiently and effectively coach to specific teacher skills and competencies. This session will provide practical, research-based practices that both coaches and leaders can use when giving feedback to teachers either planning a module or implementing one in their classrooms.

Presenter(s): Sheri Blankenship, LDC Local Trainer, Rankin County School District, Brandon, MS; Daniel Rock, Lead Literacy Consultant, SREB, Atlanta, GA; and Suzanne Simmons, Chief Academic Officer, LDC, New York, NY

60-MINUTE SESSIONS

237. Transforming Mediocre Lessons Into Exemplary Mini-Tasks

Room: 219 Focus: LDC
Objective: 1A Audience: B

The presenter will demonstrate how a mediocre daily lesson plan can be transformed into an exemplary LDC mini-task. Participants will understand how to create a rigorous lesson plan based on standards and students' needs, which will eventually produce an essay that will demonstrate content knowledge and understanding.

Presenter(s): Dana Davis, Independent Literacy Consultant, Irving, TX

238. Embedding Formative Assessment Into LDC Modules

Room: 207 Focus: LDC
Objective: 1B Audience: E

Embed formative assessment into LDC modules that yield the highest student understanding of content and skills. Formative assessment practices inform teachers if students are on the path to mastery of the expected content and skills before a final written product is submitted. Leave this session with examples and ideas for designing appropriate formative assessment tasks for any mini-task.

Presenter(s): Carol Franks and Rebecca Woosley, Effectiveness Coaches, Kentucky Department of Education, Frankfort, KY

239. A Module That Changed Our Perspective on LDC

Room: 210 Focus: LDC
Objective: 1B Audience: E

Two LDC neophytes share experiences and lessons learned from the module they designed for their English language arts and English as a second language classes. This relevant, highly engaging module specifically addressed point of view within the context of children's impact on social justice issues. You'll be challenged to identify whose students wrote the best papers!

Presenter(s): Jennifer Miescke and Jennifer Wade, Teachers, Olmsted Academy South, Louisville, KY; and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

240. Using LDC Modules to Engage From the Bottom to the Top

Room: 202 **R** Focus: LDC
Objective: 1C Audience: B

Student populations are diverse —below proficient in English language arts and math, English language learners, honors and AP students. Find ways to engage all students regardless of their academic and language proficiencies. See how LDC modules have been used to address diverse students at many different levels to raise and drive engagement and rigor.

Presenter(s): John McCarthy, Teacher, High School of Science and Technology, Springfield, MA

241. Divergent Thinking Supported by Problem Solving

Room: L5 **R** Focus: MDC
Objective: 1C Audience: E

For our students to be successful in college and careers, they must become problem solvers. How can teachers develop and nurture this? See how good problem solvers are divergent thinkers and have the ability to see multiple paths to success. Problem-solving formative assessment lessons provide teachers ready-to-use resources to encourage and develop students' "out of the box" thinking.

Presenter(s): Debra Robertson, Independent Math Consultant, Pensacola, FL

242. Transforming a Classroom of Students to a Community of Learners

Room: L6 Focus: MDC
Objective: 1C Audience: B

Strategies for teaching include constructivism, student-centered instruction, formative assessment, growth mindset and more rigorous standards. How do we put them all together to increase student achievement? By participating in a formative assessment lesson, learners will experience how each of these reform efforts are embedded within lessons, and understand their substantial positive impact on student achievement.

Presenter(s): Valerie Dickerson, Independent Math Consultant, Cumming, GA

243. Formative Assessment Lessons = Student Success

Room: L4 **R** Focus: MDC
Objective: 1D Audience: E

Engage with colleagues in using instructional tools and formative assessment lessons (FALS) to deepen mathematical reasoning and understanding. Dive deep into the standards to better understand and determine common student misconceptions. Using FALS, attendees will actively participate in individual and group learning, including constructing questions to check for student understanding.

Presenter(s): Erin Chavez, Elementary Math; and Krista Hall and Robin Hill, Math Consultants, Kentucky Department Education, Frankfort, KY

60-MINUTE SESSIONS

244. Co-Teaching, Scaffolding and Successful LDC Implementation in Differentiated Class Settings

Room: 203-206 **R** Focus: LDC
Objective: 2A Audience: B & E

This session will explore methods of co-teaching that have proven successful in a differentiated class structure with learning support, emotional support and gifted students. Teacher collaboration, data usage and common language/cross-curricular methods will also be discussed.

Presenter(s): Meagan Brockway, Rebecca Farson and Tara Clopper, Teachers, Greencastle-Antrim School District, Greencastle, PA

245. The Many Roles of an Instructional Coach in Implementing LDC

Room: 208 Focus: LDC
Objective: 2A Audience: E

A coach's role in supporting the implementation of LDC goes beyond gathering resources and modeling instructional strategies. In this session, explore how coaches also act as curriculum specialists, mentors, co-teachers and learning facilitators. Discuss how coaches can build leadership capacity and encourage data-driven decision-making.

Presenter(s): Terri Lewis, Curriculum and Instruction Consultant for Literacy, Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA; and Nicole Rieker, Teacher, Landis Run Intermediate School, Lancaster, PA

246. Closing the Comprehension Gap With a Literacy Focus

Room: 211 Focus: LDC
Objective: 2A Audience: E

Analyze how the critical focus question and teaching task drive engagement in texts using an annotation strategy. Learn how an annotation key identifies the evidence or central ideas found in the text. See how credibility and strength of support back the teaching task. Finally, learn to interpret and elaborate on the evidence gathered in the reading process.

Presenter(s): Robin Gore, ELA Instructor, Columbus County Schools, Whiteville, NC; and Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA

247. A Powerful Punch to Literacy: Spreading Data, Mini-Tasks and Rubrics

Room: 212-213 **R** Focus: LDC
Objective: 2A Audience: E

Transitioning from a small LDC team to implementing LDC schoolwide or districtwide is challenging, but with vision, a plan and drive, it can succeed. The presenter will share her personal experiences, successful results and discuss action planning to help school administrators, school improvement teams and LDC teams prepare to make the transition by focusing on key components of LDC.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA

248. A Solid Foundation With MDC: Embedding the Curriculum for Success

Room: L1 Focus: MDC
Objective: 2B Audience: B

MDC implementation is different for all schools and districts, but one common element is the need for curriculum and pacing that make sense for students and teachers alike. During this session, those who are new or interested in starting MDC will look at tools and samples of tested units and modules that have been successful for experienced districts.

Presenter(s): Sarah Nida-Inman, Independent Math Consultant, White Hall, AR

60-MINUTE SESSIONS

249. MDC Essentials for Administrators

Room: L3 Focus: MDC
Objective: 2B Audience: B

As teachers implement MDC practices, administrators need to be familiar with the strategies, grouping structures, questions and expectations of math classrooms. Learn background information and effective resources administrators need to support and encourage teachers as they teach college- and career-readiness math standards and students learn new ways to engage in math.

Presenter(s): Gail Dugger, Assistant Principal, St. Marys Middle School, St. Marys, GA; and Debbie Lemon, Independent Math Consultant, Shallotte, NC

250. Why You Need LDC in Your Elementary School

Room: 218 **R** Focus: LDC
Objective: 3B Audience: B

Think LDC is only for middle grades and high school? LDC is vital in elementary grades to build the foundations for disciplinary study preparing students for the sophisticated analyses that will make them career- and college-ready by the end of 12th grade. Learn how elementary schools have leveraged the power of LDC to design instruction around rigorous content and standards.

Presenter(s): Jill Potts, School Improvement Consultant, SREB, Atlanta, GA

251. Vertical Articulation With the Mathematics Design Collaborative

Room: L2 Focus: MDC
Objective: 3B Audience: B

Learn how MDC has assisted one district to streamline math instruction in the middle grades and high school. Through vertical articulation, academic conversations, and ongoing collaboration to improve student engagement, the mindset of teaching mathematics from fifth grade through high school has transformed to a student-centered model of instruction.

Presenter(s): Peter Burvenich, District Math Coordinator; Sheila Cato, Instructional Coach; Chad Cox, Principal; Mona Lise Dickson, Principal; Alexa Doran, Numeracy Coach; and Lisa Harding, Grade 8 Math Teacher, Whale Branch Cluster School/Beaufort County School District, Seabrook, SC; and Kimberly Livengood, Math Consultant, Livengood Consulting, Columbia, TN

60-MINUTE SESSIONS

252. Designing a Short LDC Module: When, How and Why

Room: 210 **R** Focus: LDC
Objective: 1A Audience: E

Learn what is included in a short module, how it differs from (but does not replace) the full-scale module, and when it is an appropriate option for teachers. Examples of short modules in science, social studies, English language arts and CTAE will be shared, and participants will begin designing their own. Bring a laptop to this interactive session!

Presenter(s): Mary Lynn Huie, Independent Literacy Consultant, Lilburn, GA

253. Reading, Writing and Critical Thinking: Kindergarteners Can Do That!

Room: 202 **R** Focus: LDC
Objective: 1B Audience: E

How can young students read, write and think critically? During this session, presenters will share successes and challenges with implementing LDC modules in kindergarten. They will lead participants in creating an LDC task for younger students and scoring student work.

Presenter(s): Terri Lewis, Curriculum and Instruction Consultant for Literacy, Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA; Elizabeth Kreckel and Tracey Stoltzfus, Kindergarten Teachers, Wickersham Elementary School, Lancaster, PA

254. Strengthening Students' Abilities to Perform Rigorous Literacy Tasks

Room: 208 **R** Focus: LDC
Objective: 1B Audience: B

The Z4 (Zone 4) method for planning rigorous instruction, an original approach to planning used by the presenter, is the focus of this session. Best teaching practices, such as backward planning and scaffolding instruction, are applied to engage attendees in the process of preparing students of all ability levels to complete rigorous literacy-based assignments.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA

255. Maximum Impact: Redesigning the Senior Year

Room: L1 **R** Focus: LDC/MDC
Objective: 2B Audience: E

The senior year should be a time of preparing all students for the next step beyond high school, be that technical school, community college or university. By redesigning the senior year to include Advanced Career programs and Readiness courses, schools can make sure they truly prepare their students for what comes next.

Presenter(s): John Squires, Readiness Director and Dale Winkler, Special Assistant to the Senior Vice President, SREB, Atlanta, GA

256. Adding Up the Principles of the Mathematics Design Collaborative

Room: L3 **R** Focus: MDC
Objective: 1C Audience: B

Learn about the principles of MDC and the effective implementation of these principles using tools such as formative assessment lessons and tasks that enhance student engagement in mathematics. The result is students who are prepared for the rigors of postsecondary study and the challenges of the world of work to come.

Presenter(s): Wanda Audric, Director-Mathematics Programs and Executive Consultants, Teaching, Learning, Leadership, Research, LLC, Stone Mountain, GA

60-MINUTE SESSIONS

257. Activating Students as the Owners of Their Own Learning

Room: L5 **R** Focus: MDC
Objective: 1C Audience: B

Successful implementation of some MDC strategies seems to be more challenging for many math teachers. This session will focus on what owning one's own learning looks like and explore techniques that will activate students as owners of their own learning.

Presenter(s): Cathey Ritter, Independent Math Consultant, Vestavia Hills, AL

258. Five Major Math Concepts Ninth-Graders Do Not Understand

Room: L6 **R** Focus: MDC
Objective: 1C Audience: B

Examine five major math concepts that many ninth-graders do not understand but are foundational for success in Algebra I. This session will explore free resources from the Mathematics Assessment Project, Math Nspired and Illustrative Mathematics to help middle grades and high school math teachers build conceptual understanding of these topics and take their instruction beyond memorization.

Presenter(s): Ellen Warren, Independent Math Consultant, Vian, OK

259. Question the Questions: Why to Ask More Than You Answer

Room: L2 **R** Focus: MDC
Objective: 1D Audience: B

This session is about using formative assessment strategies to improve daily instruction, student engagement and student achievement in math classes. The presenters will focus on developing questioning techniques for formative assessment lessons and everyday instruction to improve students' understanding and levels of achievement.

Presenter(s): Wendy Gonzales, School Improvement Consultant, SREB, Atlanta, GA; and Casey Watson, Math Teacher, Ramsey Middle School, Louisville, KY

260. Examining MDC Student Work

Room: L4 **R** Focus: MDC
Objective: 1D Audience: E

Participants in this engaging session will learn how the process of examining student work can be structured in terms of MDC. The presenter will provide suggestions to help teachers uncover obstacles, misconceptions and gaps in students' learning through the lens of MDC strategies and methodology.

Presenter(s): Cindy Schimek, Independent Math Consultant, Houston, TX

261. Finding and Creating Mini-Tasks for Different Content Areas

Room: 212-213 **R** Focus: LDC
Objective: 2A Audience: B

See how LDC can improve student achievement in all subject areas. This session will not only help English language arts teachers, but also science, social studies, and career and technical education teachers create and find mini-tasks that will enhance and close learning gaps in their LDC modules.

Presenter(s): Debra Cullen, Independent Literacy Consultant, Clarksburg, WV

60-MINUTE SESSIONS

262. Literacy Is the Plate: How to Survive Year 1 of LDC Implementation

Room: 218
Objective: 2A

Focus: LDC
Audience: B

Implementing LDC across the curriculum can be an overwhelming challenge for hardworking classroom teachers who feel they already have too much on their plates. Hear how teachers in a rural West Virginia school accepted the LDC challenge and realized that literacy is the plate. The presenters will describe the impact LDC had on student performance, classroom assessments and state assessments.

Presenter(s): Debbie Hall, School Improvement Consultant, SREB, Atlanta, GA

263. Building a Culture of Collaboration in Schools

Room: 207
Objective: 2B

Focus: LDC/MDC
Audience: B

Transforming into a problem-based learning (PBL) school, one high school has embraced collaboration as a pillar of school improvement. Building teachers' expertise around PBL pedagogy, through relevant and collaborative professional learning, has sparked a dramatic shift in teaching and learning. The result has been a markedly more collaborative school culture sustaining ongoing professional learning.

Presenter(s): Paul Sutton, Visiting Assistant Professor of Education, Pacific Lutheran University, Tacoma, WA

60-MINUTE SESSIONS

264. Principal Support for LDC and MDC

Room: 211
Objective: 3A

Focus: LDC/MDC
Audience: B

The workshop will demonstrate one school's plan to take LDC and MDC from a teacher leadership team of six in the first year to 100 percent of teachers in just two years. This school created common planning time for LDC and MDC teams to design, instruct and reflect to create common instruction. The success has given leadership teams ownership in the curriculum.

Presenter(s): Kirby Craft, Principal, Mendenhall Junior High School, Magee, MS; and Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA

265. LDC and MDC: From Organized Implementation Through Long-Term Success

Room: 219
Objective: 3A

R

Focus: LDC/MDC
Audience: B

This session will focus on training the trainer and begin with a methods discussion from an administrator successful in organizing trainings and teacher-led professional learning communities. The goal is to promote unity among staff as they begin this task together. The next presenter will showcase the progression from learning about LDC modules to figuring out how they align within a curriculum.

Presenter(s): Lori Comer, Principal and Jeseca Sowder, Teacher, Princeton Senior High School, Princeton, WV

CLOSING GENERAL SESSION

The Role of Principals: Why Support for Teachers Is the Key to Success

Room: Cascade Ballroom

A panel of three principals and the director of school leader development at SREB will highlight the lessons they have learned about the importance of principals being engaged in professional development and how principals can support teachers in making the instructional shifts that matter. The panel will explain how principals working with teachers results in more students meeting new state college- and career-readiness standards.

Facilitator: Gene Bottoms, Senior Vice President, SREB

Panelists: Nicole Adell, Principal, Newburg Middle School, Louisville, KY; Mary Beth Blankenship, Principal, Shades Valley High School, Birmingham, AL; and Kirby Craft, Principal, Mendenhall Junior High School, Mendenhall, MS; and Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA

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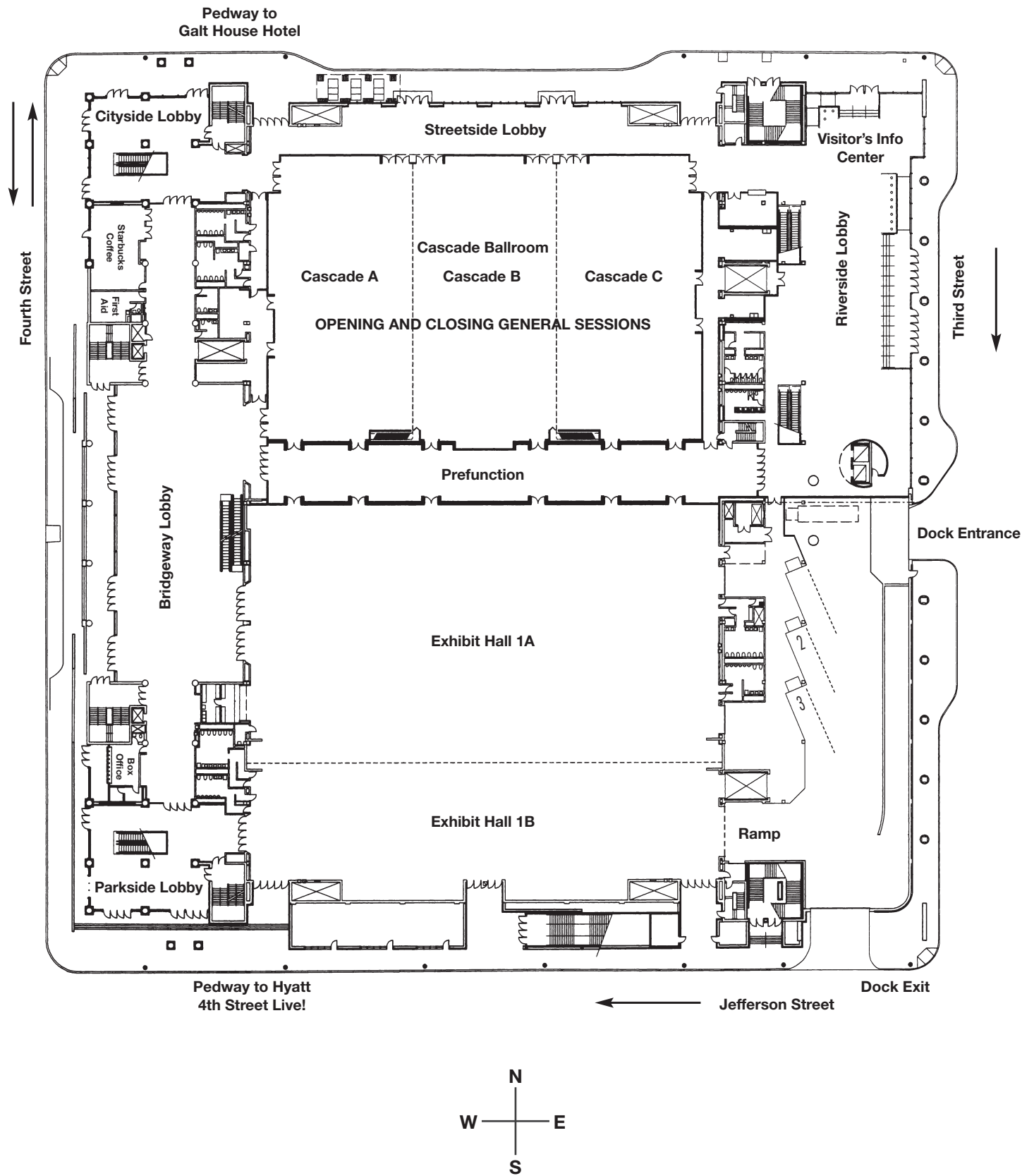
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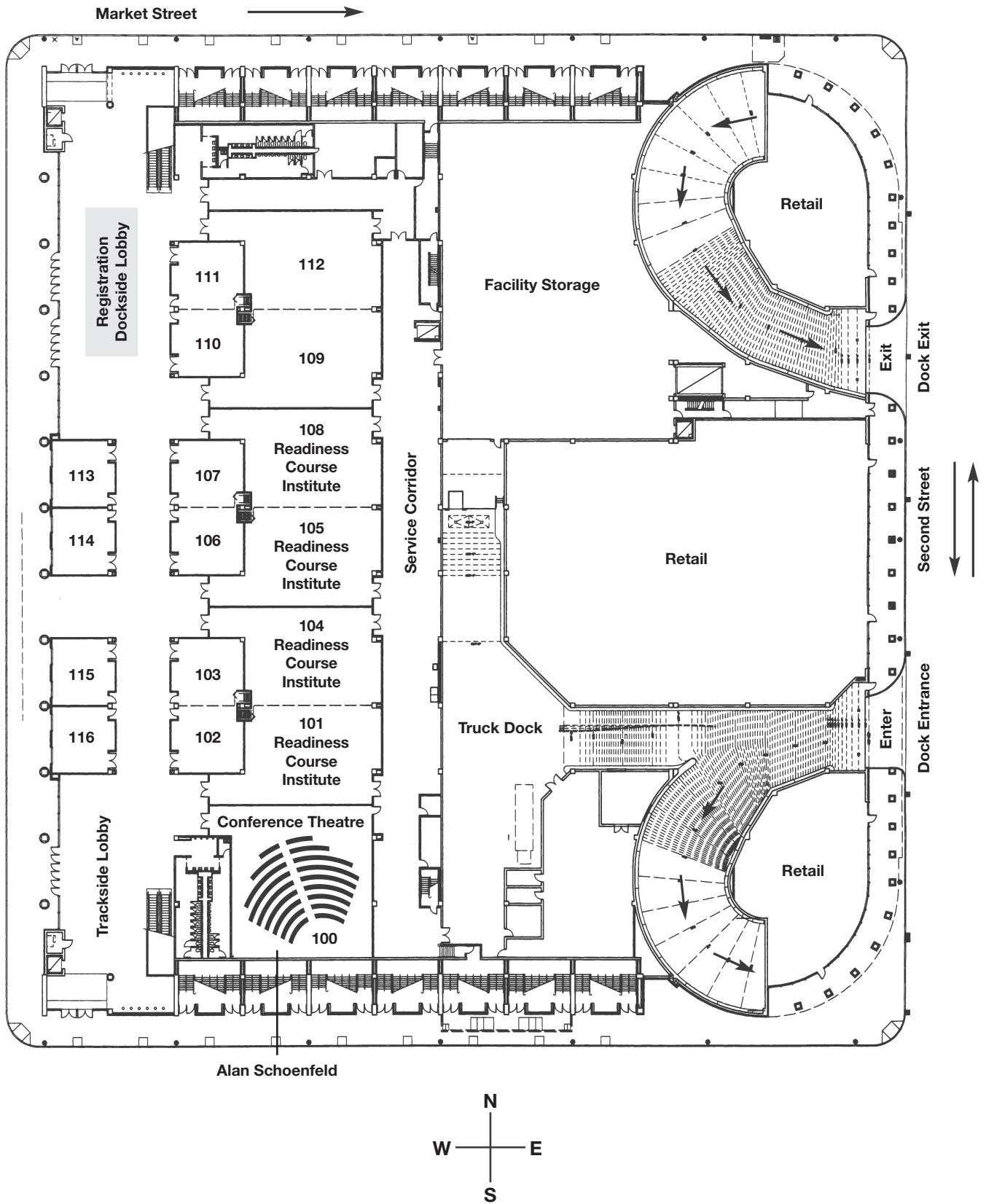


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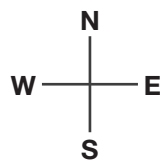
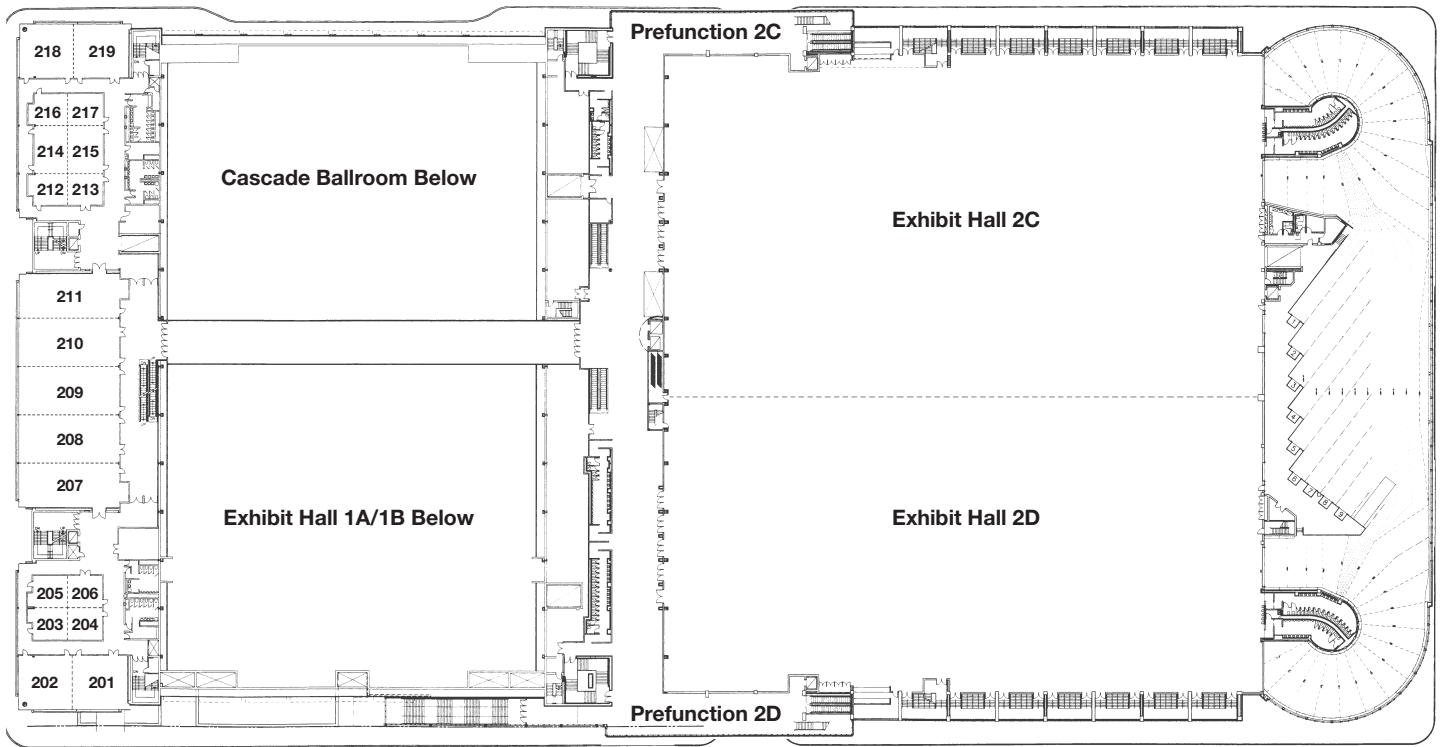


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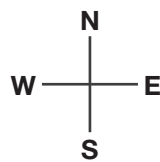
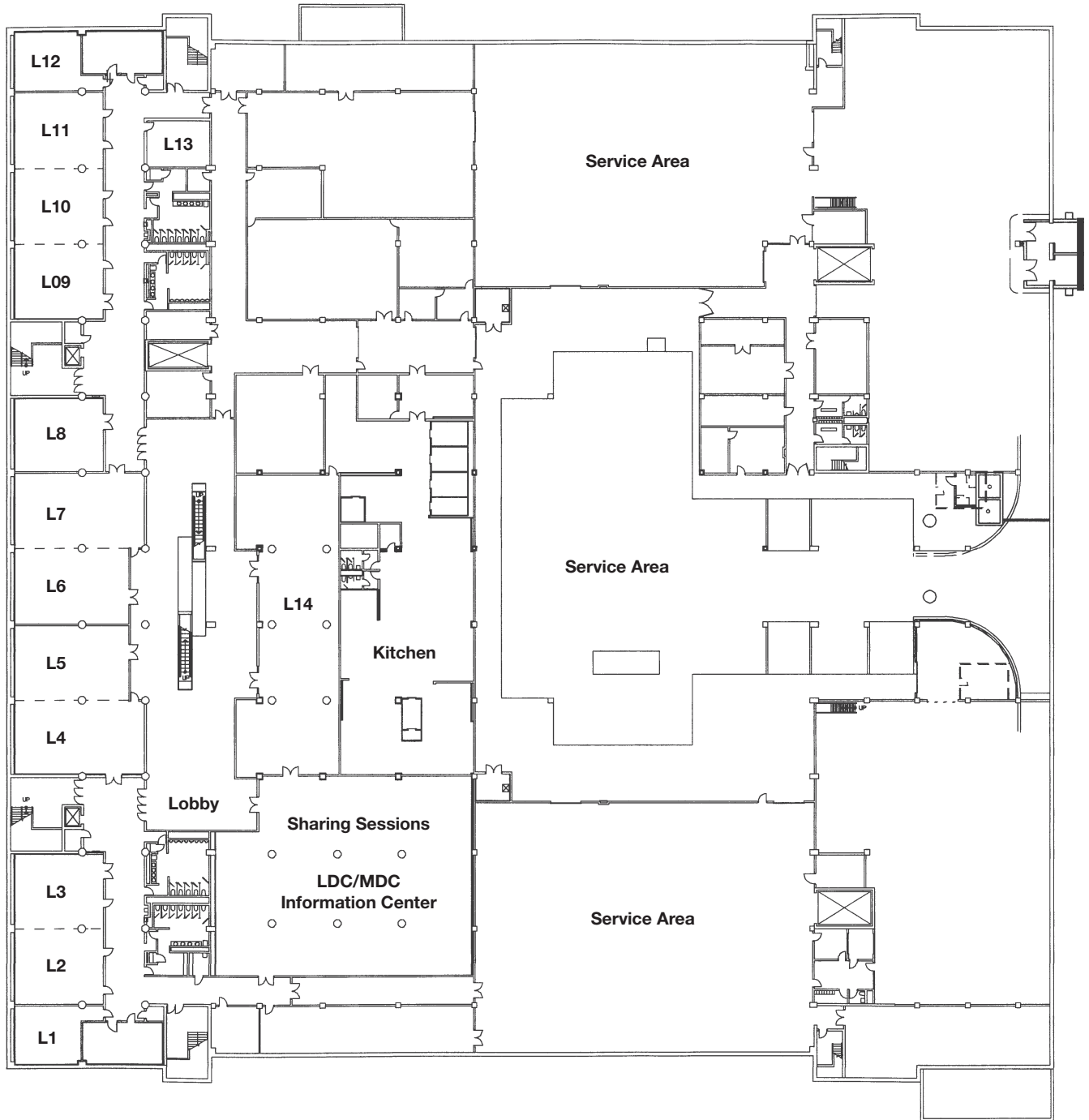
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