

Fifth Annual College- and Career-Readiness Standards Networking Conference

Connecting Teachers and Leaders to Transform Literacy and Mathematics Instruction



JULY 10-12
2017
NASHVILLE
TENNESSEE

SREB

Southern Regional
Education Board

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DEAR STATE, DISTRICT, SCHOOL AND TEACHER-LEADERS:

The growing demands of today's workplace require students to graduate with literacy and mathematics skills greater than previous generations. Those who leave high school without these foundational skills struggle to succeed. The pressure on teachers to prepare students for college and careers is great.

The **Literacy Design Collaborative (LDC)** and the **Mathematics Design Collaborative (MDC)** frameworks provide teachers with tools and strategies that strengthen and advance students' abilities to read and understand complex texts and to apply mathematical reasoning and understanding to real-world and abstract problems. Through these frameworks, teachers are seeing more engaged students, higher achievement scores on state and district assessments, and students better prepared for college and careers. Teachers are shifting their instruction to engage students in assignments aligned to state college- and career-readiness standards.

Schools and districts must encourage the conditions and culture that support teachers to make the necessary instructional shifts. Schools that implement LDC and MDC with fidelity have district and school leaders *actively* engaged in professional development and in-school coaching and learning alongside their teachers. They are instructional leaders, sharing with faculty, staff and the community how LDC and MDC align with their vision of teaching and learning. They provide teachers time to collaborate, discuss, analyze research-based instructional practices and plan engaging assignments for students.

Districts that experience systemwide the instructional shifts possible with LDC and MDC intentionally plan for the spread and sustainability of the frameworks. District-level leaders share with teachers and school leaders how LDC and MDC align to state and district expectations. They provide job-embedded coaching to teachers through observations and formative feedback. They offer professional learning focused on the tools and strategies of LDC and MDC throughout the school year for teacher-leaders as well as teachers new to the frameworks. They coach teacher-leaders on how to support their peers through peer observations and professional learning communities.

Over the next three days, you will hear educators like you share their stories of how they have transformed their daily instruction by using the LDC and MDC frameworks to better meet the needs of their students. You will also hear from school and district leaders how they are transforming schools through spreading and sustaining these instructional practices across their schools and districts.

We thank you for partnering with us on this journey of improving instruction and achievement for *all* students. We wish you great success in the 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 Software

Access our mobile conference software at <http://bit.ly/17NetConf> to view the conference program on the go! Based on which sessions you “favorite,” the software will generate suggestions along with helpful information about the conference.

Registration

Registration is located in the **Delta Lobby**. If you have questions or need to reserve a room to meet with your team, please see the Conference Headquarters for more information.

Conference Headquarters

Room: Delta D Registration Desk

Monday – Friday 8 a.m. – 6 p.m.

Saturday 8 a.m. – Noon

HSTW staff members are available to answer questions, help with registration and schedule evening team meetings.

Emergencies and Messages

SREB staff cannot be responsible for taking and relaying messages. Report accidents or emergencies to the Conference Headquarters or call 911.

Social Media

Follow us on Twitter @srebeducation and “like” us on Facebook at HSTW Staff Development Conference to receive up-to-date information about the conference and sessions. Use **#CCRS17**, **#SREBLDC** and **#SREBMDC** to join the conversation with fellow attendees, presenters and SREB staff.

CONFERENCE SCHEDULE

Monday – July 10, 2017

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

Tuesday – July 11, 2017

7 – 8 a.m.	Continental Breakfast
8 – 9 a.m.	Concurrent Sessions
9:15 – 10:15 a.m.	Concurrent Sessions

Continental Breakfast and Lunch

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

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. – Conference Headquarters
- Tuesday – 9:30 a.m. – 3:15 p.m. – Conference Headquarters
- 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 11, 2017

10:15 a.m.	Refreshment Break
10:45 – 11:45 a.m.	Concurrent Sessions
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

Wednesday – July 12, 2017

7 – 8 a.m.	Continental Breakfast
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

Strand 1: A Framework for Content-Based Literacy

Workshop sessions will:

- Focus on content-based literacy assignments as essential components for student mastery of state literacy and content standards and fostering students as independent learners.
- Involve learning to use the Literacy Design Collaborative (LDC) framework to create and teach multi-day literacy-based assignments in English language arts, science, social studies, fine arts, and career and technical courses.

Strand 2: A Framework for a Balanced Approach to Mathematics

Workshop sessions will:

- Focus on using the Mathematics Design Collaborative (MDC) framework, including formative assessment lessons (FALs), to deepen students' mathematical understanding, reasoning, and skills to solve abstract and real-world problems.
- Involve engaging students in a productive struggle through a lesson cycle process that results in student-centered learning.

Strand 3: From Framework to Best Practice

Workshop sessions will:

- Examine how to transform student learning experiences by embedding the best practices of the LDC framework into daily instruction. Literacy sessions will highlight teachers who have transformed their daily instruction by engaging students in reading grade-level texts for their discipline and demonstrating content mastery through conversation and written products authentic to the academic and professional discipline.
- Explore how to transform student learning experiences by embedding the best practices of the MDC framework into daily instruction. Mathematics sessions will highlight teachers who have transformed their daily instruction by using student data from formative assessments to re-engage students in learning activities to meet grade-level standards and by planning to teach differently so students demonstrate greater understanding of math content in the next unit of instruction.

Strand 4: Coaching and Leading Change

Workshop sessions will:

- Emphasize building the leadership capacity within classrooms, schools and districts to sustain long-term support for teachers' instructional shifts that will advance students' academic gains.
- Enable school and district leaders to use teacher observation tools, examine artifacts, and provide teachers effective feedback to support instructional shifts that engage students in content-based literacy assignments and in math assignments that advance their reasoning, understanding, and ability to solve conceptual and real-world problems.

Strand 5: Culture of Collaboration

Workshop sessions will:

- Examine learning environments that promote effective teaching through meaningful collaboration and ongoing professional learning.
- Showcase teachers of common content as well as in different disciplines who collaborate around literacy-based assignments to further their own professional learning.
- Highlight mathematics teachers who collaborate to meet students' immediate learning needs based on data and to further their own professional learning.

Strand 6: Instructional Innovations

Workshop sessions will:

- Feature innovative practices that incorporate an intentional use of tools or technologies that personalize and enhance student learning and understanding of content.

SESSION TYPES

Concurrent

In these 60-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 25-minute mini-sessions present effective practices and may be condensed versions of 60-minute sessions. Each sharing session presents twice within the same hour they are scheduled. All sharing sessions are located in **Presidential Chamber B** on **Tuesday, July 11**.

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.

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 46-47 to find the location of meeting rooms.
- Conference objectives are described on page 4.
- Some sessions are scheduled to repeat. Repeated sessions will be indicated by an “R” beneath the title. Use the presenter index to determine the date and time for the repeated session.

EXAMPLE

Session Number and Title	2. MDC 101: What is the Mathematics Design Collaborative?	Repeated Session
	<i>Room: Lincoln A</i> <i>Objective: 2</i>	<i>Focus: MDC</i> <i>Audience: B</i>
	R	
	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 to master complex tasks and real-world math-based challenges.	Session Description
Speaker(s)	Presenter(s): Gail Snider, Math Consultant, SREB, Atlanta, GA	

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 Trainer: Pamela Broome, Literacy Consultant, SREB

MDC Trainer: Jason Adair, Mathematics Consultant, SREB

LDC Workshop

Room: Presidential Chamber B

Monday, July 10 2:15 – 4:30 p.m.

MDC Workshop

Room: Presidential Chamber A

Monday, July 10 2:15 – 4:30 p.m.

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 the SREB trainer.
7. Collect “MDC Teacher FAL Analysis” forms from each MDC teacher in the school(s) and provide copies 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.

CERTIFIED LOCAL TRAINERS

LDC OR MDC	LOCAL TRAINER	STATE	DISTRICT/ORGANIZATION
LDC	Mary Grace Hicks	Alabama	Blount County Schools
LDC	April Carpenter	Alabama	Geneva County Schools
LDC	Ashley Deffinbaugh	Alabama	Geneva County Schools
LDC	Casey Benton	Alabama	Geneva County Schools
LDC	Meagan Fields	Alabama	Jasper City Schools
LDC	Dian Vining	Alabama	Jefferson County Schools
LDC	Monica Hasley	Alabama	Macon County Schools
LDC	Tracey Parker	Alabama	Selma City Schools
LDC	Annette Johnson	Georgia	Northwest Georgia RESA
LDC	Karen Cliett	Georgia	Richmond County School System
LDC	Lisa Byrd	Georgia	Richmond County School System
LDC	Michelle Olivares	Georgia	Richmond County School System
LDC	Miranda Johnson	Georgia	Richmond County School System
LDC	Tammy Whitlock	Louisiana	Ouachita Parish School Board
LDC	April Scarbrough	Mississippi	Greene County School District
LDC	Celeta Trotter	Mississippi	Hattiesburg Public School District
LDC	Shawnese Davis	Mississippi	Hattiesburg Public School District
LDC	Debbie Jordan	Mississippi	Lawrence County School District
LDC	Belinda Shropshire	Mississippi	McComb School District
LDC	Melanie Sudduth	Mississippi	McComb School District
LDC	Angela Barnett	Mississippi	Nettleton School District
LDC	Gerald Odom	Mississippi	Wayne County School District
LDC	Mercado Linda	North Carolina	Columbus County Schools
LDC	Andrea Davis	North Carolina	Randolph County Schools
LDC	Courtney Davis	North Carolina	Randolph County Schools
LDC	Erin Bass	North Carolina	Randolph County Schools
LDC	Mark Dougherty	North Carolina	Randolph County Schools
LDC	Regina Hunt	North Carolina	Randolph County Schools
LDC	Robin Hevner	North Carolina	Randolph County Schools
LDC	Sarah Allred	North Carolina	Randolph County Schools
LDC	Andrea Russell	North Carolina	Stanly County Schools
LDC	Betsy Furr	North Carolina	Stanly County Schools
LDC	Cathy Troublefield	North Carolina	Stanly County Schools
LDC	Mandy Melton	North Carolina	Stanly County Schools
LDC	Saundra Huneycutt	North Carolina	Stanly County Schools
LDC	Susan Norris	North Carolina	Stanly County Schools
LDC	Tezella Cline	North Carolina	Stanly County Schools
LDC	David Burton	Oklahoma	Moore Public Schools

CERTIFIED LOCAL TRAINERS

LDC OR MDC	LOCAL TRAINER	STATE	DISTRICT/ORGANIZATION
LDC	Ginger Howe	Oklahoma	Moore Public Schools
LDC	Heather Grive	Oklahoma	Moore Public Schools
LDC	John Davidson	Oklahoma	Moore Public Schools
LDC	Kyle Kent	Oklahoma	Moore Public Schools
LDC	Sylvia Berry	Oklahoma	Moore Public Schools
LDC	Lara Searcy	Oklahoma	Oklahoma Schools Advisory Council
LDC	Pamela Henley	Oklahoma	Oklahoma Schools Advisory Council
LDC	Sandy Dossett	Oklahoma	Osage County Interlocal Cooperative (OCIC)
LDC	Shantel O'Grady	Oklahoma	Tecumseh Public Schools
LDC	Richard Simpson	South Carolina	Anderson School District 2
LDC	Kim Kinley-Howard	South Carolina	Florence County School District 1
LDC	Barbara Goggans	South Carolina	Georgetown County School District
LDC	Byron Johnson	South Carolina	Kershaw County School District
LDC	Tammy Small	South Carolina	Kershaw County School District
LDC	Kaye Jamison	South Carolina	Newberry County School District
LDC	Queenie Hall	South Carolina	Rock Hill School District - York District 3
LDC	Dorothy Earle	South Carolina	S2TEM Centers SC
LDC	Allen Wilson	Texas	San Antonio Independent School District
LDC	Carmen Grayson	Texas	San Antonio Independent School District
LDC	Fred Schwab	Texas	San Antonio Independent School District
LDC	Janet Perry	Texas	San Antonio Independent School District
LDC	Jason Rochester	Texas	San Antonio Independent School District
LDC	John Hilliard	Texas	San Antonio Independent School District
LDC	John Laymon	Texas	San Antonio Independent School District
LDC	Miriam Reyes	Texas	San Antonio Independent School District
LDC	Nicole Esparza	Texas	San Antonio Independent School District
LDC	Sonia Cumpian	Texas	San Antonio Independent School District
LDC	Peggy Alexander	West Virginia	Kanawha County Schools
LDC	Courtney Pritchard	West Virginia	West Virginia Regional Education Service Center RESA 2
LDC	Marsha Jarrell	West Virginia	West Virginia Regional Education Service Center RESA 2
LDC	Amanda Flora	West Virginia	West Virginia Regional Education Service Center RESA 3
LDC	Brenda Parsons	West Virginia	West Virginia Regional Education Service Center RESA 3
LDC	Mary Humphreys	West Virginia	West Virginia Regional Education Service Center RESA 4
MDC	Nancy McBay	Alabama	Athens City Schools
MDC	Meagan Holt	Alabama	Blount County Schools
MDC	Eva Watkins	Alabama	Geneva County Schools
MDC	Micki McKnight	Alabama	Geneva County Schools
MDC	Stacy Nelms	Alabama	Geneva County Schools

CERTIFIED LOCAL TRAINERS

LDC OR MDC	LOCAL TRAINER	STATE	DISTRICT/ORGANIZATION
MDC	Janice Miller	Alabama	Hartselle City Schools
MDC	Maribeth Morgan	Alabama	Hartselle City Schools
MDC	Leslie Richards	Alabama	Jefferson County Schools
MDC	Cheryl Watson	Alabama	Pike County Schools
MDC	Bonnie Williams	Alabama	Walker County Schools
MDC	Theresa Williams	Georgia	Richmond County School System
MDC	Angela Harris	Kentucky	Jefferson County Public Schools
MDC	Casey Watson	Kentucky	Jefferson County Public Schools
MDC	Kanna Edison	Kentucky	Jefferson County Public Schools
MDC	Sara Downs	Kentucky	Jefferson County Public Schools
MDC	Stacy Justus	Kentucky	Jefferson County Public Schools
MDC	Donna Patten	Louisiana	Ouachita Parish School Board
MDC	Jennifer Mathis	Mississippi	George County High School
MDC	Carl Lucas	Mississippi	Hollandale School District
MDC	Ashley Jones	Mississippi	Lawrence County School District
MDC	Sally Klein	Mississippi	North Pike School District
MDC	Jodi Hofberg	North Carolina	Alamance-Burlington School System
MDC	Betsy Hammond	North Carolina	Asheboro City Schools
MDC	Karen McPherson	North Carolina	Buncombe County Schools
MDC	Stefanie Buckner	North Carolina	Buncombe County Schools
MDC	Caroline Butler	North Carolina	Burke County Schools
MDC	Nikki Costello	North Carolina	Burke County Schools
MDC	Donna Godwin	North Carolina	Columbus County Schools
MDC	Brynn Pendrak	North Carolina	Granville County Schools
MDC	Michele Cudd	North Carolina	Independent Contractor
MDC	Katie Martin	North Carolina	New Hanover County Schools
MDC	Joe Sarrero	North Carolina	Onslow County Schools
MDC	Beth Newman	North Carolina	Orange County Schools
MDC	Allison Bowers	North Carolina	Person County Schools
MDC	Angela Waldo	North Carolina	Rowan-Salisbury School System
MDC	Knox Hardin	North Carolina	Rutherford County Schools
MDC	Debbie McLester	North Carolina	Stanly County Schools
MDC	Natasha Krueger	North Carolina	Stanly County Schools
MDC	Teresa Morton	North Carolina	Stanly County Schools
MDC	Sheryl Ridenour	Oklahoma	Tahlequah Public Schools
MDC	Davina Coleman	South Carolina	Beaufort County School District
MDC	Donna Cook	South Carolina	Florence County School District 1
MDC	Jeannette Johnson	South Carolina	Georgetown County School District

CERTIFIED LOCAL TRAINERS

LDC OR MDC	LOCAL TRAINER	STATE	DISTRICT/ORGANIZATION
MDC	Lori Ricard	South Carolina	Newberry County School District
MDC	Mark Easterling	South Carolina	Williamsburg County Schools
MDC	Meagan McCutcheon	Texas	San Antonio Independent School District
MDC	Cathy Walker	West Virginia	Kanawha County Schools
MDC	Crystal Godbey	West Virginia	Kanawha County Schools
MDC	Monica McCartney	West Virginia	Monongalia County Schools
MDC	Mary McClure	West Virginia	West Virginia Regional Education Service Center RESA 2
MDC	Tammy Tucker	West Virginia	West Virginia Regional Education Service Center RESA 7
MDC	Amy Messinger	West Virginia	Wood County Schools



Gene Bottoms

Opening General Session — 1 P.M.

1. Connecting Professional Development to Curriculum and Instruction, Teaching, Student Learning and Classroom Assessments

Room: Delta Ballroom A

Objective: 4

Focus: LDC/MDC

Audience: B/E

SREB in partnership with states, schools and districts has designed professional development connecting curricula and instructional assignments with college- and career-readiness standards. Students are engaged in learning, and teachers are changing how they assess students. Classroom teachers give exams including reading passages with low-level and higher-level questions. In math, exam problems address abstract or applied contexts and require students to apply a range of math concepts.

Speaker: Gene Bottoms, Senior Vice President, SREB

Flag Ceremony: Whites Creek High School AFJROTC Color Guard

MONDAY, 2:15 P.M.

120-MINUTE SESSION

2. MDC 101: What is the Mathematics Design Collaborative?

Room: Lincoln A

Objective: 2

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 to master complex tasks and real-world math-based challenges.

Presenter(s): Gail Snider, Math Consultant, SREB, Atlanta, GA

3. LDC 101: Transforming Instruction Across the Curriculum

Room: Hermitage D

Objective: 1

Focus: LDC

Audience: B

The Literacy Design Collaborative (LDC) is a framework for creating rigorous assignments in ELA, science, social studies and technical studies that strengthen literacy skills connected to content standards as well as college- and career-readiness standards. LDC transforms instruction as teachers build skills to construct and analyze assignments; identify skills needed; and use backward design to select, plan, assess and sequence instruction.

Presenter(s): Connie Lester, School Improvement Consultant/Literacy Trainer, SREB, Atlanta, GA

FEATURED PRESENTER

60-MINUTE SESSIONS



Nancy Butler Wolf

4. Utilizing Rich Tasks to Advance Students' Mathematical Understanding

Room: Jackson AB

Objective: 3

Focus: MDC

Audience: B/E

Rich, authentic tasks provide opportunities for even our most struggling learners to make connections between mathematics and the world around them.

The presenter will investigate the characteristics of a rich math task and how these tasks can be used in the classroom to promote inquiry, increase conceptual understanding and foster mathematical autonomy.

Presenter(s): Nancy Butler Wolf, Lecturer, Supervisor of Teacher Education, University of California, Riverside, Glendora, CA

60-MINUTE SESSIONS

5. Getting the Gold Star: Good to Go Mini-Tasks and Module Development

Room: Belle Meade AB

Objective: 1

R

Focus: LDC

Audience: E

Teachers often spend hours creating mini-tasks and modules, only to find that they do not meet the requirements of national jurors. Using a variety of "cheat sheets" from veteran LDC trainers, teachers can simplify their work and make the LDC materials they create "Good to Go." See how this can work for your district or school.

Presenter(s): Debbie Hall, School Improvement Consultant, SREB, Atlanta, GA

6. LDC in CTE: Integrating Literacy Beyond the Core

Room: Belle Meade CD

Objective: 1

R

Focus: LDC

Audience: B

Participants will learn how LDC can be implemented into CTE courses. Examples will include LDC modules taught in marketing and economics classes. Hear lessons learned in the development of LDC modules and see how to integrate literacy in the school and classroom.

Presenter(s): Chase Moore and Emily Edmison, Marketing Teachers, Beech High School, Hendersonville, TN

7. Beginning the MDC Journey

Room: Lincoln C

Objective: 2

Focus: MDC

Audience: B

Explore how a math department began using the Mathematics Design Collaborative (MDC) framework, including formative assessment lessons (FALs), to deepen students' mathematical understanding, reasoning and skills to solve abstract and real-world problems. Teachers engage students in productive struggle through a lesson cycle process that results in student-centered learning.

Presenter(s): Michael Hobbs, Principal, Cedar Grove Middle School, Supply, NC and Deborah Lemon, Independent Mathematics Consultant, Shallotte, NC

8. Why Are You Asking All Those Hard Questions?

Room: Presidential Boardroom A

Objective: 2

Focus: MDC

Audience: B/E

If you are not proficient in how to ask good questions and expect high-quality answers from students, then this session is for you. Presenters and participants will examine a formative assessment lesson to find and develop questions that cause students to think deeply about mathematics. Participants and presenters will also explore ways to create questions at different levels.

Presenter(s): Kendra Jones, Math Teacher and Jacobie Bond, Teacher, Roanoke Rapids High School, Roanoke Rapids, NC

60-MINUTE SESSIONS

9. Instructional Routines: The Route to Student Success

Room: Lincoln E
Objective: 3

Focus: MDC
Audience: E

The Mathematics Design Collaborative is an essential component for preparing students for college and careers where real-world learning is paramount. In this session, presenters will focus on effective pathways to operationalize instructional routines embedded within the strategies of the Mathematics Design Collaborative throughout the curriculum.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN and Valerie Dickerson, Independent Math Consultant, Cumming, GA

10. When Did We Learn This?

Room: Cheekwood F
Objective: 3

Focus: LDC
Audience: B/E

Perhaps there is no experience more demoralizing to a teacher than to hear a student say, "I don't remember learning this." This session focuses on engaging students in a sequence of literacy-based lessons that help them internalize key concepts and build their capacity to demonstrate understanding through writing.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA and Kirsten Avret, Teacher, Cross Creek High School, Augusta, GA

11. LDC Rocks When ELA and Science Join Forces

Room: Hermitage A
Objective: 3

Focus: LDC
Audience: B

A middle grades school English language arts teacher and high school science teacher will share how mini-tasks can be used across content areas. With simple collaboration, there are several mini-tasks that work well in both disciplines to the benefit of increased student understanding across content areas.

Presenter(s): Brittney Gilmer, Science Teacher, Pike County High School, Troy, AL; LaToya Gay, English language arts Teacher/LDC Local Trainer, Banks Middle School, Brundidge, AL; and Dana Davis, Independent Consultant, Dana Davis Consulting, Irving, TX

12. LDC in the Art Classroom

Room: Hermitage B
Objective: 3

Focus: LDC
Audience: B

Come see how art concepts and skills engendered by the Literacy Design Collaborative merge to create a multiple-content and writing-immersed classroom. See how LDC has impacted one art teacher's instruction and student outcomes. Student work examples, LDC modules and LDC mini-tasks will be shared.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA; Angela Ellison, LDC Coach/Teacher; and Kayla Jones, Teacher, North Pike High School, Summit, MS

13. What Does Saying "Great Job" Really Do for Your Students?

Room: Lincoln D
Objective: 3

Focus: LDC/MDC
Audience: B/E

Participants will investigate ways to provide feedback to students that move their learning forward. Just saying "great job" many times gives students the impression that learning has been accomplished and they are finished for the day. Experience ways to provide feedback that is task involving rather than ego involving. As a result, students will continue to seek to learn rather than "packing it up" before learning goals are reached.

Presenter(s): Cathey Ritter, Mathematics Consultant, SREB, Atlanta, GA

60-MINUTE SESSIONS

14. LDC is NOT Reinventing the Wheel: Take Your Lessons to the Next Level

Room: Hermitage C
Objective: 3

R

Focus: LDC
Audience: B/E

Teachers will be ready to take their daily instruction to the next level through incorporating content-specific grade-level texts, authentic conversations and written products with their students. Social studies, science and English language arts teachers will receive access to classroom-tested lesson plans that embed the LDC framework.

Presenter(s): April Cullom, Teacher, Pelham High School, Pelham, AL

15. Literacy in the High School Classroom: A Principal's Perspective

Room: Belmont B
Objective: 3

Focus: LDC
Audience: B

See how one high school has adopted the concepts of the Literacy Design Collaborative and how LDC is impacting student learning. Learn about the early challenges of gaining acceptance by changing the way literacy is incorporated into all learning areas. See why the train-the-trainer approach works in a larger school setting.

Presenter(s): Lori Comer, Principal, Princeton Senior High School, Princeton, WV

16. Using LDC in a Middle Grades School

Room: Cheekwood GH
Objective: 5

Focus: LDC
Audience: B

See how one middle grades school achieved successes and overcame setbacks. We did modules focusing on history for our learning skills class, CSI for reading and science, and an eighth-grade standard aligned to others in the county.

Presenter(s): Debra Cullen, Independent Consultant, Clarksburg, WV; Judith Hughan, English Language Arts Teacher, and Adriene Robinson, Reading Teacher, Short Line Middle School, Reader, WV

17. Using the LDC Rubric and Google Classroom With Student Writing

Room: Cheekwood ABC
Objective: 6

Focus: LDC
Audience: E

Learn how to utilize the LDC scoring rubric with student writing, analyze it according to the scoring components of the LDC rubric and refine students' final writing tasks.

Presenter(s): Valerie Rueger, Teacher, Kammerer Middle School, Radcliff, KY and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

18. Readiness: A Chance for School Leaders to Make a Real Difference

Room: Jackson C
Objective: 6

Focus: LDC/MDC
Audience: B/E

Far too many students are pushed from the middle grades into high school without the requisite skills. SREB offers Readiness Courses to give your students the math and literacy skills they need to be successful in high school and to graduate college and career ready. Learn about professional development for teachers.

Presenter(s): John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA

19. Great Minds Think Alike!

Room: Jackson D
Objective: 6

R

Focus: MDC
Audience: B

Does one student dominate the group or do all students contribute in group projects? Are your students shying away from sharing their work or answers? This session will offer some strategies for designing your student groups to be productive and not destructive.

Presenter(s): Myra Cannon, Independent Math Consultant, Thomasville, NC

60-MINUTE SESSIONS**20. Creating Multi-Day, Multi-Modal Units for English Language Arts**

Room: Belle Meade CD **R** Focus: LDC
Objective: 1 Audience: B

Learn how to create multi-day, multi-modal units for ELA that address college- and career-readiness standards, appeal to all learning styles, self-differentiate and provide differentiated work products appropriate for all levels. These units also employ reading, writing, speaking and listening skills. Leave with concrete examples to implement in classrooms and districts.

Presenter(s): Paula Corbett, Teacher, Beaufort High School, Beaufort, SC

21. I Did Read! I Still Don't Get it!

Room: Cheekwood F Focus: LDC
Objective: 1 Audience: B

This session presents literacy-based teaching strategies for engaging students in interacting with complex texts. The presenter will demonstrate reading-to-learn, writing-to-learn and cooperative learning approaches that deepen students' comprehension of complex texts. These also strengthen students' abilities to demonstrate their understanding through the production of a college- and career-aligned literacy-based product.

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

22. Literacy-Based Assignments for Social Studies Classrooms

Room: Cheekwood ABC Focus: LDC
Objective: 1 Audience: B

Explore mini-tasks created just for social studies teachers. Learn strategies through hands-on activities to build confidence and to reflect on student learning. Increase comprehension through a process of learning through reading and then writing to learn.

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

23. Fostering Science Literacy Through LDC

Room: Hermitage B Focus: LDC
Objective: 1 Audience: B

Learn how one middle grades school uses LDC resources within its science professional learning community. This school is in a high-needs area in Brooklyn, New York, and serves a high percentage of struggling readers and English language learners. The science department has been successful in boosting students' literacy skills due to the use of LDC modules and mini-tasks.

Presenter(s): Nicole Rave, Teacher and Kaia Nordtvedt, Principal, Liberty Avenue Middle School, Brooklyn, NY

24. Making Math a New Adventure

Room: Presidential Boardroom B Focus: MDC
Objective: 2 Audience: B

This session will focus on a school's first year implementing the key strategies of MDC and how it has changed the mind-set of teachers and students. Come hear how our students became eager to understand math at a deeper level through productive struggle and collaborative learning.

Presenter(s): Michael Maniscalco, Principal; Lisa Schwyn, Leah Gann and Erica Smith, Seventh-Grade Math Teachers, Oxford Middle School, Oxford, AL

60-MINUTE SESSIONS**25. Cognitive Demand: A Way to Quantify How Much Thinking Is Required**

Room: Jackson AB Focus: MDC
Objective: 2 Audience: E

An understanding of cognitive demand assists in determining how much thinking a student needs to do to bring to a task or activity so there is a common understanding among teachers. It also assists in the examination of instructional materials chosen for teaching and improving student performance on assessments, both formative and summative.

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

26. The 1, 2, 3s of MDC

Room: Lincoln C **R** Focus: MDC
Objective: 2 Audience: B

In this session, the presenters will focus on the basics of MDC in elementary classrooms. Our goal is to provide participants with excellent resources, both take-home and online. Learn how MDC has transformed classrooms, as well as changed one school's teacher collaboration. Presenters will talk about the highs and lows of the school's experiences and will provide time for an open discussion and Q&A.

Presenter(s): Tammy Dillard, Fifth-Grade Math Teacher and Melissa McLain, Third-Grade Teacher, Fultondale Elementary, Fultondale, AL; and Dawn Perks, Independent Consultant, Burlington, NC

27. Building Quality Mathematics Units

Room: Lincoln D Focus: MDC
Objective: 3 Audience: E

Experience the steps to building units that exhibit exemplary alignment to grade-level standards, to an appropriate FAL and to the unit assessment. Discuss strategies for allotting adequate time and structure for going deep and making the connections required of the college- and career-readiness standards.

Presenter(s): Donna Farmer, Independent Math Consultant, Prospect, KY

28. Prepare Seniors for College Math With This Ready Course

Room: Jackson C Focus: MDC
Objective: 3 Audience: B/E

Explore the senior math course that prepares students with the skills to be college and career ready. Math Ready is a tested course used in high schools across the nation. Students engage in rigorous mathematical activities to develop critical thinking by solving real-world problems. Learn how to implement the course with the proven track record of improved student performance in mathematics.

Presenter(s): John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA

29. Written Prompts That Shift Students' Mathematical Thinking

Room: Jackson D **R** Focus: MDC
Objective: 3 Audience: B

Join us for a discussion about how to shift from providing students with all the information, questions and steps for determining an outcome to providing students with a written or verbal prompt that allows students to start asking questions and collecting information on their own. This instructional shift encourages students to become owners of their own learning as they reason abstractly and quantitatively.

Presenter(s): Kandi Loy-Kay, Teacher, and Kim Starkey, Teacher, Wetzel County Schools, New Martinsville, WV

60-MINUTE SESSIONS

30. Moving Learning Forward When Prerequisite Skills Are Left Behind

Room: Presidential Boardroom A **R** Focus: MDC
Objective: 3 Audience: B/E

Participants will look at day-to-day assessments for learning strategies that can be used to meet the needs of students lacking prerequisite skills without compromising instructional time. Participants will develop a list of common OMGs (obstacles, misconceptions, gaps in learning) for their course/grade level and create formative assessment tools that alleviate the need to reteach while increasing student re-engagement and content knowledge.

Presenter(s): Lessie Anderson, Mathematics Consultant, SREB, Atlanta, GA

31. Telling the LDC Story

Room: Belle Meade AB Focus: LDC
Objective: 4 Audience: E

You've got 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, Literacy Design Collaborative, New York, NY

32. Collective Ownership of Academic Literacy

Room: Belmont B Focus: LDC
Objective: 5 Audience: B

The session will highlight areas of collective ownership for helping struggling readers and writers achieve gains in academic literacy. These include using LDC for backward lesson design and literacy standards-aligned assessments. Additionally, the STEM and English language arts teams together designed LDC modules and mini-tasks to teach standards and content skills with vertical alignment and development of cross-content collaboration.

Presenter(s): Katie McNelly, Teacher/Coach/Project Liaison and Melissa Matthew, Van Siclen Community School, Brooklyn, NY

33. Teaching Team Collaboration and LDC

Room: Hermitage A Focus: LDC
Objective: 5 Audience: B

A team of fourth-grade teachers successfully collaborated to plan, create, teach and assess student work using the LDC framework in social studies and English language arts. The team has worked together to align a module within the current curriculum through PLC meetings. The whole school, grades K-5, has implemented writing performance tasks in both English and Spanish using the LDC task template.

Presenter(s): Leobardo Lopez, Project Liaison Teacher and Kattia Cuba, Principal, Lucero Community School PS311, Bronx, NY

60-MINUTE SESSIONS

34. Redesigning Time to Support Teacher Planning and Student Learning

Room: Hermitage C **R** Focus: LDC/MDC
Objective: 5 Audience: B/E

Come to this session and hear from a panel of practitioners about how one urban middle grades school redesigned time to give core teachers one day of planning every month, while providing students with engaging and relevant instruction by certified staff. Time can be a variable and it can be redesigned to support teaching and learning!

Presenter(s): Allyson Morgan, School Improvement, SREB, Atlanta, GA and Taki Sarhaan, Principal, Minor Middle School, Adamsville, AL

35. Our Journey: Year 2 of MDC in the Whale Branch Cluster

Room: Lincoln E Focus: MDC
Objective: 5 Audience: E

Learn how high school and middle grades principals collaborated to raise student achievement using MDC. Schools from fifth grade through high school have transformed to a student-centered model of instruction. The presenters will demonstrate the impact MDC has made on student achievement through district and state assessments.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN; Chad Cox, Principal, Whale Branch Middle School, Seabrook, SC; and Mona Lise Dickson, Principal, Whale Branch Early College High School, Seabrook, SC

36. Creating Cooperative Learning Groups

Room: Cheekwood GH **R** Focus: LDC
Objective: 6 Audience: E

Learn ways to create cooperative learning groups in the classroom and how to establish a routine for students in these cooperative groups. There will be a focus on the importance of this type of learning environment and resources that bring cooperative learning alive in your classroom.

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

60-MINUTE SESSIONS**37. Student-Centered Practices That Spark Growth**

Room: Cheekwood ABC
Objective: 1

Focus: LDC
Audience: B

Experience literacy enriched activities and strategies that allow students to take ownership of their learning and develop enduring skills. These strategies create engagement that builds students' excitement and confidence to tackle complex topics. The presentation demonstrates evidence of a unique transformation that sparks growth with writing.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Sheri Blankenship, District Literacy Coach, Rankin County School District, Brandon, MS; and Claire Tadlock, English Language Arts Teacher, McLaurin High School, Florence, MS

38. Picture Me Reading: Using Picture Books and LDC

Room: Hermitage A
Objective: 1

Focus: LDC
Audience: B

Discover how the Literacy Design Collaborative 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 in their own learning. Students are learning, and they don't even know it.

Presenter(s): Zena Gunn, Teacher, John Early Museum Magnet Middle, Nashville, TN and Alex Nation, Teacher, Metro Nashville Public Schools, Nashville, TN

39. You Mean I've Got to Do What?

Room: Lincoln C
Objective: 2

Focus: MDC
Audience: B

Come hear the reflective wisdom of a first-year MDC teacher. The presenter will explain the "ups and downs" of the process and how this model of instruction grows teacher knowledge, efficacy, and leadership and prepares students to be 21st-century learners. Participants will examine sample student work and get a close-up view of student collaboration.

Presenter(s): Kayla Owens, Math Teacher, EL Wright Middle School, Columbia, SC and Karen Gray, Independent Consultant, Karen Gray Consulting LLC, Trussville, AL

40. Five Key Strategies of Formative Assessment

Room: Lincoln E
Objective: 2

Focus: MDC
Audience: B

The five key strategies of formative assessment are essential to successful classroom implementation. Research indicates students' learning gains nearly double when their teachers regularly use formative assessment compared to teachers who do not. Leave with practical formative assessment tools to implement in the classroom.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN and Meagan Holt, Math Coach, Blount County Schools, Oneonta, AL

41. Group Work Versus Social Hour

Room: Cheekwood F
Objective: 3

Focus: LDC
Audience: B

Engage students in cooperative learning experiences that strengthen their abilities to demonstrate understanding of concepts through the production of a college- and career-aligned product. The presenters share strategies for facilitating cooperative learning that engage students in interacting with complex texts, peer editing and content-specific writing.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA; Alicia Melton, Teacher and Kathryn Grimes, Secondary Educator, Pelham City Schools, Pelham, AL

60-MINUTE SESSIONS**42. Question Stems: Creating a Mathematically Sound Sharing Session**

Room: Jackson AB
Objective: 3

R

Focus: MDC
Audience: E

Many teachers struggle during classroom sharing sessions because students are unsure how to ask proper questions. Question stems are a wonderful tool for training students to ask and answer mathematically powerful questions that will increase the discourse and the transfer of knowledge in student-led sharing discussions. Receive tips and tools to take back to your classroom for immediate implementation.

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

43. Life Before and After the FAL

Room: Jackson D
Objective: 3

Focus: MDC
Audience: E

Learn what to do prior to implementing a FAL, how to analyze the FAL data, and decide what to do after it. You will get an opportunity to build your own unit from start to finish and have it ready for the 2017-18 school year. Examine many avenues of approach and pursue various resources to build an inclusive package to impact your students.

Presenter(s): Cathey Ritter, Mathematics Consultant, SREB, Atlanta, GA; Amanda Allen, Teacher, Jacksonville Commons Middle, Jacksonville, NC; and Joe Sarrero, Instructional Coach, Onslow County Schools, Jacksonville, NC

44. Hone Your Daily Lessons With MDC Strategies

Room: Presidential Chamber B
Objective: 3

Focus: MDC
Audience: E

While formative assessment lessons are a vital component to the Mathematics Design Collaborative, the greatest impact comes from using FAL strategies to improve daily instruction. Find out how one teacher has used key components of FALs to hone his daily craft and improve student engagement, increase effective student discourse and deepen student understanding.

Presenter(s): Alexander Whittenburg, Teacher, Jefferson County Public Schools, Louisville, KY; Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA; and Leslie Texas, Educational Consultant, Leslie Texas Consulting, Louisville, KY

45. Effective Student Collaboration for Understanding and Engagement

Room: Hermitage B
Objective: 3

Focus: LDC/MDC
Audience: B

Collaboration allows students to engage in authentic and meaningful activities with their peers as they work together to solve problems and produce quality work. Teachers plan for successful collaboration in classrooms by creating worthwhile tasks and intentional structures to scaffold and support collaboration, resulting in increased student understanding and engagement.

Presenter(s): Maria Derivan-George, Independent Literacy Consultant, Raleigh, NC

46. The AfterMaths of a FAL: Adapting Teaching and Learning

Room: Presidential Boardroom A
Objective: 3

Focus: MDC
Audience: B

Adapting teaching and learning will encourage teachers to debrief from their formative assessment lessons and determine next steps. Learn about re-engaging lessons, multi-classroom regrouping and regrouping within the classroom. See content specific tasks that were investigated in the FAL but still present misconceptions.

Presenter(s): Katie Gibbons, Erin Kleier and Jackie Raque, Math Teachers, Jefferson County Public Schools, Louisville, KY

60-MINUTE SESSIONS

47. Powerful Practices in the LDC Classroom

Room: Cheekwood GH
Objective: 4

Focus: LDC
Audience: E

What does it look like when LDC is implemented with fidelity? In this session, participants will examine SREB's literacy observation/coaching rubric for use in classrooms. The discussion will focus on using the rubric as a coaching tool and as a way to measure the instructional shifts leaders are looking for in classrooms.

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

48. Coaching and Leading to Transform Mathematics Teaching and Learning

Room: Lincoln A
Objective: 4

Focus: MDC
Audience: B

Learn how one district has leveraged district leadership and engaged school leaders to accelerate implementation and scaling of MDC. Explore strategies and tools for communication and coordination. Participants will reflect, share and brainstorm in small groups to more effectively coach and lead the transformation of math instruction in their own districts.

Presenter(s): Robin Marcus, Independent Math Consultant, Durham, NC and Brynn Pendrak, District Math Specialist, Granville County Public Schools, Oxford, NC

49. Implementing LDC Statewide: Professional Learning and Coach Support

Room: Hermitage D
Objective: 4

Focus: LDC
Audience: E

With grant funding, the Pennsylvania Department of Education, LDC and a regional service agency partnered to nationally certify LDC coaches from 23 intermediate units to strengthen the state's Core Standards alignment. Participants will learn about the Pennsylvania LDC coach certification project and the structures and supports for implementation.

Presenter(s): Bethann McCain, Supervisor of Curriculum and Innovation, Central Intermediate Unit 10, West Decatur, PA and Toni Martindell, Curriculum and Instruction Consultant, Lancaster Lebanon Intermediate Unit 13, Lancaster, PA

50. Why You Need LDC in Your Elementary School

Room: Belmont B
Objective: 4

Focus: LDC
Audience: B

Think the Literacy Design Collaborative (LDC) is only for the middle grades and high school? LDC is vital in elementary grades to prepare students for the 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 that teaches elementary students how to learn from what they read and write.

Presenter(s): Jill Potts, Coordinator, Elementary LDC/MDC, SREB, Atlanta, GA

51. Leading Change at the District Level: Hinds County School System

Room: Presidential Boardroom B
Objective: 4

Focus: MDC
Audience: E

District leadership in implementing and sustaining the Mathematics Design Collaborative is imperative. The presenters, led by a county school superintendent, will examine learning environments that promote effective teaching through meaningful collaboration and ongoing professional learning. Come hear how essential support from the top district level is for ultimate school success.

Presenter(s): Delesicia Martin, Superintendent, Hinds County Schools, Raymond, MS and Deborah Lemon, Independent Consultant, Shallotte, NC

60-MINUTE SESSIONS

52. Coaching Through the Culture: Opening the Doors of Collaboration With LDC

Room: Belle Meade CD
Objective: 5

R

Focus: LDC
Audience: B

LDC played a critical role in developing teacher-leaders across this district. LDC aligned with a collaborative culture, increasing rigor and student engagement. Learn the tools used in selecting teachers and preparing faculty to implement LDC strategies while planning for district realignment.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA and Meagan Fields, Secondary Instructional Partner, Jasper City Schools, Jasper, AL

53. Using an Online Platform to Spread MDC Throughout a District

Room: Presidential Chamber A
Objective: 5

R

Focus: MDC
Audience: E

Learn how to utilize a series of online MDC courses to spread MDC tools and strategies to all math teachers in your schools or districts. These courses are designed to provide opportunities for professional learning and collaboration as teachers learn how to shift and upgrade instruction in math.

Presenter(s): Jason Adair, Mathematics Consultant, SREB, Atlanta, GA

54. Blended LDC Professional Development Model

Room: Hermitage C
Objective: 5

Focus: LDC
Audience: E

This session will highlight the structures and resources being used by educators across New York City and Los Angeles in starting a blended professional development community. Learn about virtual facilitation strategies and how our coaches improve teacher planning practices through feedback on instructional plans and student work analyses.

Presenter(s): Barbara Brown, i3 Grant Project Director, New York, LDC, New York, NY

55. Integrating Music and Literacy

Room: Belmont C
Objective: 6

Focus: LDC
Audience: E

Learn strategies in using music as a paired text to deepen students' understanding of complex text. This presentation will model identifying and using songs to develop themes, characters and settings in addition to using lyrics as textual evidence.

Presenter(s): Celeta Trotter, Academic Coach, Hattiesburg High School, Hattiesburg, MS

56. Looking for Meaning: Solving Equations

Room: Lincoln D
Objective: 6

Focus: MDC
Audience: E

How might we leverage technology to engage students in lessons that lead to conceptual development? Explore activities that provide students the opportunity to apply precision methods for solving equations before engaging with the formative assessment lesson "Solving Linear Equations in One Variable."

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

57. Reading Digitally in an LDC Classroom

Room: Belle Meade AB
Objective: 6

Focus: LDC
Audience: E

Educators must embrace digital reading. Teachers are adept at helping students improve their readings skills by highlighting, annotating and close reading. With no hard copy text or highlighter, how does a student master skills to be college and career ready? Come and see!

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

120-MINUTE SESSIONS**58. It's Contagious: Using FALs in the High School Classroom**

Room: Lincoln C
Objective: 2

Focus: MDC
Audience: B

During this session, participants will learn how to enact a formative assessment lesson (FAL) from start to finish. Come see how to bring this methodology to your schools and districts and watch student achievement rise as they gain confidence and take ownership of their learning.

Presenter(s): Valerie Dickerson, Independent Consultant, Cumming, GA; Melissa Jackson, Math Department Chairperson and Audrika Gadson, Teacher, Sumter County Schools, Sumter, SC

59. Curriculum Mapping: Scope and Sequence

Room: Hermitage A
Objective: 4

Focus: LDC
Audience: E

After implementing LDC modules for four years, this elementary school realized the need for more purposeful module delivery. This session reviews the school's work to date with a sequence map to guide in developing curriculum maps so that a guaranteed, viable and equitable curriculum is offered to all students.

Presenter(s): Michael Corneau, Principal and Angela Schoon, Assistant Principal, Robert Louis Stevenson Elementary, Merritt Island, FL

60. Game On! Innovative Math Re-Engagement Lessons

Room: Lincoln A
Objective: 6

Focus: MDC
Audience: E

Re-engagement means going back and looking at the mathematics of a lesson again in different ways. It involves asking students to examine the mathematics from different perspectives and/or critiquing different approaches to make connections and deepen conceptual understanding. Learn how one district has integrated technology with MDC to transform mathematics instruction.

Presenter(s): Robin Marcus, Independent Math Consultant, Durham, NC; Jodi Hofberg, Secondary Math/Science Specialist, Alamance-Burlington School System, Burlington, NC; Kelly Rogers, AIG Facilitator, Turrentine Middle School, Burlington, NC; and Tori Neal, Math Teacher, Southern Alamance Middle School, Graham, NC

60-MINUTE SESSIONS**61. Using Literacy Tasks to Teach World Language**

Room: Hermitage B
Objective: 1

Focus: LDC
Audience: B

This session will present ideas on how to use LDC modules and mini-tasks to increase student engagement in the world language classroom. Participants will see examples of how a Spanish teacher used LDC resources to teach culture and language in a middle grades school.

Presenter(s): Regina Propst, Secondary Curriculum Specialist and Zindy Wilfong, Spanish Teacher, Catawba County Schools, Newton, NC; and Karen Venditti, Coach, KJ Education Solutions, Crown Point, IN

62. How LDC Can be Used With ESL Students

Room: Belle Meade CD
Objective: 1

Focus: LDC
Audience: E

The LDC model requires all students to speak, listen, read and write as part of their final product. These language domains can be a challenge for students still learning the English language. For the students to produce the final product they will need more structure and guidance. It will require teachers to plan more and scaffold more.

Presenter(s): Angela Belrose, Curriculum Specialist, Jefferson County Schools, Birmingham, AL and Amy Murphree, ESL SS Teacher, Irondale Middle School, Irondale, AL

60-MINUTE SESSIONS**63. MDC Implementation in a Large School District: Successes and Challenges**

Room: Jackson C
Objective: 2

Focus: MDC
Audience: B/E

SREB MDC coaches and a panel of educators will detail their implementation of MDC in Mobile, Alabama, the largest school system in the state. This session will focus on the two-year journey of implementation and how training and follow-up coaching created an environment for successful implementation and increased student achievement in mathematics.

Presenter(s): Jason Adair, Debbie Robertson and Paige Graiser, Mathematics Consultants, SREB, Atlanta, GA

64. "Tasking" Students to the Next Level

Room: Presidential Boardroom B
Objective: 3

Focus: MDC
Audience: B

Using a short-cycle task to prepare for a FAL is just one more way to create problem solvers, critical thinkers and successful students in the classroom. Middle grades and high school tasks from the Shell Centre will be used to show how analyzing student work can engage students in productive struggle.

Presenter(s): Jeannette Johnson, Secondary Mathematics Coach, Georgetown County School District, Georgetown, SC and Gail Snider, Mathematics Consultant, SREB, Atlanta, GA

65. Collaboration, Culture and Mind-set

Room: Lincoln D
Objective: 3

Focus: MDC
Audience: B/E

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

Presenter(s): Adrienne Dumas, Teacher and Jennifer Wilson, District Math Leader, Rankin County School District, Brandon, MS; and Donna Farmer, Independent Math Consultant, Prospect, KY

66. Enhancing Reading Strategies Through Successful Student Groups

Room: Hermitage D
Objective: 3

R

Focus: LDC
Audience: B

Developing successful student groups is imperative to implementing the higher-order thinking and learning required by LDC modules. In this session, learn how to develop, facilitate and assess a predominately cooperative learning environment that will enhance reading skills for multiple levels of students.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA and Angela Ellison, LDC Coach/Teacher, North Pike High School, Summit, MS

67. ACT Standards in All Disciplines: Making Students College, Career and Life Ready

Room: Cheekwood ABC
Objective: 3

Focus: LDC
Audience: E

This session focuses on how implementation of ACT reading and writing standards in all high school classrooms can help students increase ACT scores and develop college-, career- and life-ready skills. It will blend ACT standards and the Literacy Design Collaborative module exposing students to rigorous assignments.

Presenter(s): Nicole Covington and Samuel Dowels, Teachers, Hoke County High School, Raeford, NC

60-MINUTE SESSIONS

68. Employing Growth Mind-set to Improve College Readiness

Room: *Hermitage C*
Objective: 4

R

Focus: *LDC/MDC*
Audience: *B*

Many college-readiness programs exist, but with the definition of college readiness is ambiguous at best. It makes evaluating the effectiveness of these programs problematic. Employing Carol Dweck's (2016) notion of growth mind-set has proven an effective way to improve college readiness without adding more dimensions to an already ambiguous definition.

Presenter(s): Amanda McCown, Doctoral Candidate, Hardin-Simmons University, Midland, TX

69. What Great Coaches Do Best

Room: *Presidential Boardroom A*
Objective: 4

Focus: *MDC*
Audience: *B*

Implementing MDC strategies usually requires teachers to make major changes in the way they teach their students. Supporting this change is crucial during the initial stages of implementation. Local trainers/coaches must support their teachers to help them make and sustain these changes. Explore what great MDC coaches do best.

Presenter(s): Cathy Ritter, Mathematics Consultant, SREB, Atlanta, GA and Karen Gray, Independent Consultant, Karen Gray Consulting LLC, Trussville, AL

70. LDC's Teacher Learning Kit

Room: *Cheekwood F*
Objective: 4

Focus: *LDC*
Audience: *B*

Using LDC's online courses, implementation resources and analytics plus a blended learning framework, school systems are designing virtual professional learning based on LDC goals and standards. This session will show how these courses and resources can be used to transform classroom practice and professional development with targeted key learning goals for teachers and leaders.

Presenter(s): Angela Bennett-Glock, VP, Business Development & Marketing, Literacy Design Collaborative, New York, NY and Daniel Rock, Lead Literacy Consultant, SREB, Atlanta, GA

71. Using Surveys to Inform Our Leadership

Room: *Belle Meade AB*
Objective: 4

Focus: *LDC/MDC*
Audience: *E*

In the spring of 2017, SREB surveyed teachers and students involved in LDC and MDC. This data provided valuable information about teacher perceptions of their professional learning and student reports of their literacy and math instruction. In this session, school and district leaders will discuss how they are using this data to guide their school improvement planning.

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

72. Tips for Rolling Out LDC in High School

Room: *Belmont B*
Objective: 5

Focus: *LDC*
Audience: *B/E*

The Literacy Design Collaborative can be a tough sell to subject area teachers who believe literacy should be the purview of English language arts teachers. In this session, the presenters will present effective strategies to roll out LDC that will decrease the instances of teacher resistance. Learn how to get reluctant teachers to see the value of embedding literacy in all subject areas.

Presenter(s): Sheila Cato, Instructional Coach, Whale Branch Cluster School, Seabrook, SC and Pretel Simmons, Science Teacher, Whale Branch Early College High School, Seabrook, SC

60-MINUTE SESSIONS

73. High Impact Instruction Through LDC

Room: *Cheekwood GH*
Objective: 5

Focus: *LDC*
Audience: *B*

Learn how one district has developed a systematic plan for deepening learning using LDC tools. District leaders think about how to use literacy as a catalyst for improving learning outcomes for all students and how to use formative assessment to advance students' literacy understanding and reasoning.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA and Karen Brown, CTE Teacher, Stanly County, Albemarle, NC

74. Transforming Your Professional Learning Community

Room: *Lincoln E*
Objective: 5

R

Focus: *LDC/MDC*
Audience: *E*

Although we have good intentions, some districts face logistical challenges that make meeting on a regular basis a difficult task. By using a digital platform, teachers and administrators can meet with each other regardless of scheduling conflicts or distance restraints at little to no cost! Come explore the digital world and empower your staff with a no excuses PLC format.

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

75. MDC in Rural School Districts

Room: *Presidential Chamber A*
Objective: 5

Focus: *MDC*
Audience: *B*

Learn how a group of rural schools in Oklahoma overcame logistical challenges in implementing the Mathematics Design Collaborative. Scheduling visits, dealing with only one math teacher in a school and the distance between schools can be challenges to managing the implementation of MDC.

Presenter(s): Cindy Schimek, Independent Consultant, SREB, Houston, TX and Mindy Englett, Project Manager, Osage County Interlocal Cooperative, Hominy, OK

76. Student Learning Without Formal Instruction

Room: *Jackson AB*
Objective: 6

Focus: *MDC*
Audience: *E*

Teach standards not as units of instruction but as an embedded practice throughout the year. Learning occurs as students are exposed to rich tasks, games and data from their own classrooms. Items such as cards, dice, coins, and board games can be used to enhance learning.

Presenter(s): Donna Cook, District Math Coordinator, Florence School District 1, Florence, SC and Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

77. A Multi-Perspective Reflection of LDC Year 1

Table 1
Objective: 5

R

Focus: LDC
Audience: B

This engaging and informative session will examine one school's journey through Year 1 of the Literacy Design Collaborative and the learning environments that promoted effective collaboration. Teachers, coaches, and administrators will share struggles and successes. Come see how this can help you with LDC implementation.

Presenter(s): Deborah Bennett, Meranda Esters, Karen Cammisa and Dawn Coleman, Kelly Mill Middle School, Blythewood, SC; Dywana Smith, Richland School District Two, Columbia, SC; and Monique Whorton, Independent Consultant, Marietta, GA

78. Creating Multi-Day, Multi-Modal Units for English Language Arts

Table 2
Objective: 1

R

Focus: LDC
Audience: B

Learn how to create multi-day, multi-modal units for English language arts that address college- and career-readiness standards, appeal to all learning styles, self-differentiate and provide differentiated work products appropriate for all levels. These units also employ reading, writing, speaking and listening skills. Participants will leave this session with concrete examples to implement in their classrooms and districts.

Presenter(s): Paula Corbett, Teacher, Beaufort High School, Beaufort, SC

79. LDC Curriculum Alignment System

Table 3
Objective: 4

R

Focus: LDC
Audience: E

This session will provide an update on current and future Literacy Design Collaborative work, including an overview of curriculum alignment systems, coach credentialing and state-level network building, innovative professional learning, research and content development.

Presenter(s): Barb Smith, Director of Partnerships and Professional Learning, Literacy Design Collaborative, New York, NY; and Kelly Philbeck, LDC/NGLN Instructional Specialist, Kentucky Department of Education, Frankfort, KY

80. Creating Cooperative Learning Groups

Table 4
Objective: 6

R

Focus: LDC
Audience: E

Learn ways to create cooperative learning groups in the classroom and how to establish a routine for student groups. There will be a focus on the importance of this type of learning environment and resources that bring cooperative learning alive in your classroom.

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

81. Three Stages Defining Authentic Literacy

Table 5
Objective: 1

Focus: LDC
Audience: B

Mike Schmoker, author of *Focus* (2011) and *Leading with Focus* (2016), describes the three stages of an authentic literacy lesson as close reading/annotation, discussion of the text and writing about the text. Learn how these activities are “the heart of both what we learn and how we learn.” How does this research apply to LDC? LDC provides a framework of authentic literacy.

Presenter(s): Mary Grace Hicks, LDC Local Trainer, Blount County Board of Education, Cleveland, AL

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

82. Implementing MDC in Grades Six Through 12

Table 6
Objective: 2

Focus: MDC
Audience: B

This mini-sharing session will focus on the implementation of MDC strategies in a rural school, grades six through 12. Presenters will discuss the struggles and successes we have experienced since beginning this process two years ago. Presenters will share ideas on using effective questioning techniques to encourage productive struggle — improving student discourse and preparing quality instructional units.

Presenter(s): Wanda Audrict, Director - Mathematics Programs, Executive Consultants – Teaching, Learning, Leadership, Research, LLC, Stone Mountain, GA; Kanelia Burchfield and Stefanie Ledbetter, Teachers, Jefferson County Board of Education, Bessemer, AL

83. Technology Tools for High-Yield Instructional Strategies in Math

Table 7
Objective: 6

R

Focus: MDC
Audience: B

In this session, participants will learn or increase their knowledge of Marzano's High Yield-Instructional Strategies integrated with technology tools that help improve students' creativity, problem-solving abilities and research skills in the math classroom. After a re-engagement lesson, technology can be used to promote collaboration and critical thinking.

Presenter(s): Angela McCord, Education Consultant, MC Squared Consulting, Okatie, SC and Davina Coleman, Numeracy Coach, Robert Smalls International Academy, Beaufort, SC

84. Insights From a New MDC Teacher: Positive Impacts on Everyday Lessons

Table 8
Objective: 3

R

Focus: MDC
Audience: B

Participants will focus on practices learned from MDC that can be easily embedded in everyday lessons. Hear how a new MDC teacher has incorporated MDC strategies to take her instruction from good to great. Participants will leave with take-aways for immediate turnaround in the classroom. Learn how small tweaks can have a large impact and improve student achievement.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN; Bethany Eddy, Teacher, Hayden Middle School, Hayden, AL; and Meagan Holt, Math Coach, Blount County Schools, Oneonta, AL

85. The 1, 2, 3s of MDC

Table 9
Objective: 2

R

Focus: MDC
Audience: B

In this session, the presenters will focus on the basics of MDC in elementary classrooms. Our goal is to provide participants with excellent resources, both take home and online. Learn how MDC has transformed classrooms, as well as changed one school's teacher collaboration. Presenters will talk about the highs and lows of the school's experience and will provide time for an open discussion and Q&A.

Presenter(s): Tammy Dillard, Fifth-Grade Math Teacher and Melissa McLain, Third-Grade Teacher, Fultondale Elementary, Fultondale, AL; and Dawn Perks, Independent Consultant, Burlington, NC

FEATURED PRESENTER

60-MINUTE SESSIONS

60-MINUTE SESSIONS



Suzanne Simons

86. Guarantee Equity Through Curriculum

Room: Cheekwood F
Objective: 4

Focus: LDC
Audience: B/E

Participants in this informative session will learn how schools or districts can implement common modules to guarantee equity for students across grades, subjects and proficiency levels. You'll see examples of Literacy Design Collaborative curriculum maps across genre, themes, products and much more.

Presenter(s): Suzanne Simons, Chief Academic Officer, Literacy Design Collaborative, New York, NY

87. Transforming Social Studies With Content Literacy

Room: Cheekwood GH
Objective: 1

Focus: LDC
Audience: E

Students wear a variety of thinking caps as they journey from class to class. This interactive workshop gives teachers the skills to align the critical thinking required in social studies to the appropriate pathway. Experience the journey of two high school U.S. History teachers when they used content literacy to change the focus of their classrooms.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Amber Armstrong and Laura Guidry, History Teachers, Northwest Rankin High School, Flowood, MS; and Sheri Blankenship, Literacy Coach, Rankin Public Schools, Brandon, MS

88. The Art of Reflective Practice - Literacy

Room: Belle Meade AB
Objective: 1

Focus: LDC
Audience: E

What does it look like when the Literacy Design Collaborative is implemented with fidelity? In this session, participants will examine SREB's observation/coaching rubric and self-assess their current practice as teachers. The discussion will focus on using the rubric as a reflective practitioner, relate it to what you do in practice and refocus your thinking on your existing knowledge to help generate new ideas.

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

89. Formative Assessment: What Do THEY Know? How Do YOU Know?

Room: Presidential Boardroom A
Objective: 2

Focus: MDC
Audience: B

This session will address a variety of tools and formative assessment strategies that can be used to help assess student understanding and monitor their progress. From using technology to math scavenger hunts to charts and whiteboards, many strategies are available to ensure students meet standards.

Presenter(s): Cathey Ritter, Mathematics Consultant, SREB, Atlanta, GA and Marcelle Powell, Teacher, Hobbton Middle School, Clinton, NC

90. Mathematics Design Collaborative: Not Just for the Gifted

Room: Presidential Boardroom B
Objective: 2

Focus: MDC
Audience: B

Many teachers feel formative assessment lessons (FALs) are only meant for gifted and honors students, but all students need the chance to experience productive struggle. In this session, teachers will learn how FALs can be an effective tool for students with various learning abilities.

Presenter(s): Donna Patten, Math Department Head, West Monroe High School, Monroe, LA; Gail Snider, Math Consultant, SREB, Atlanta, GA; Kayla Barrientos and Lauren Howe, Teachers, Ouachita Parish, Calhoun, LA

91. What's the Math Question? Ensuring It All Adds Up

Room: Jackson D
Objective: 2

Focus: MDC
Audience: E

The session focuses on generating and implementing effective math questioning. Learn to use inquiry to elicit student responses that require higher-order thinking skills. Students need experience in taking responsibility for their own learning, engaging in productive struggle and communicating with peers in problem solving.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN and Teresa Morton, Math Curriculum Coach, Stanly County Schools, Albemarle, NC

92. Strengthening Students' Literacy Skills Via Cooperative Learning

Room: Hermitage D
Objective: 3

Focus: B
Audience: B

This session addresses building teachers' abilities to plan and facilitate cooperative learning strategies that maximizes students' abilities to teach and inform each other, creating a true student-centered environment. The instructional focus is on planning, developing groups and group-member roles, linking the group work to a meaningful assignment and applying results to plan next steps.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA and Tonya Fulton, Secondary Educator, Richmond County School System, Hepzibah, GA

93. LDC In the Inclusion Classroom

Room: Hermitage C
Objective: 3

R

Focus: LDC
Audience: B/E

This presentation focuses on one school's implementation of LDC practices through the lens of ESOL and special education inclusion classes. Classroom teachers in a variety of disciplines will discuss how they balance the rigor and high expectations of LDC tasks with the scaffolding needed to help all students achieve success. Participants will learn practical strategies for increasing achievement.

Presenter(s): Pat Freda, Principal; Angela Bellantone, Literacy Coach; Lee Trew, Special Education Teacher; Corinne Miranda, English Language Arts Teacher; and Karen Kasych, Science Teacher, Bluffton Middle School, Bluffton, SC

94. Get Students Ready for High School With This New English Course

Room: Belle Meade CD
Objective: 3

Focus: LDC
Audience: E

Before getting high school students ready for college and careers, eighth-graders must meet the challenges of high school. Ninth grade is the most critical year for students who hope to graduate in four years. Maximize their chance for success by implementing the High School Ready Literacy course in middle grades.

Presenter(s): John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA

95. Creating Assignments That Target Student Misconceptions

Room: Jackson AB
Objective: 3

R

Focus: MDC
Audience: E

Student misconceptions in math are inevitable. Uncorrected, they can cause students to become frustrated and doubt their abilities. Come see how we, as math teachers, can predict and target student misconceptions through assignments. Designing assignments in this way will improve students' understanding.

Presenter(s): Tim Boyles, Teacher, Florence School District 1, Florence, SC and Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC

60-MINUTE SESSIONS**96. The Teaching Task and Schoolwide LDC Implementation**

Room: *Hermitage B*
Objective: 3

Focus: *LDC*
Audience: *B/E*

Participants will be provided materials to roll out the basics of LDC module writing via a user-friendly, schoolwide approach. Come practice developing learning stations that scaffold students for success with the teaching task. The presenters will share one school's approach to schoolwide LDC implementation.

Presenter(s): Sonia Cumpian, Fred Schwab and John Laymon, Implementation Specialists, San Antonio ISD, San Antonio, TX and Dana Davis, Independent Consultant, Dana Davis Consulting, Irving, TX

97. Building LDC Capacity With a Revolving Door

Room: *Presidential Chamber A*
Objective: 3

Focus: *LDC*
Audience: *E*

Are you facing challenges regarding teacher turnover and spreading of LDC? This session will provide a snapshot of practices to meet the challenges of teacher turnover and effectiveness. Learn how to develop practices and strategies to increase student growth and minimize teacher burnout.

Presenters: Debra Cullen, Independent Contractor, Clarksburg, WV and Belinda Shropshire, LDC Support Staff, McComb High School, McComb, MS

98. Virtual Coaching for MDC and LDC

Room: *Jackson C*
Objective: 4

Focus: *LDC/MDC*
Audience: *B/E*

This session will feature methodologies and uses of virtual coaching to build the capacity of LDC and MDC in schools, as well as help create school communities of collaboration.

Presenter(s): Jason Adair, Mathematics Consultant, SREB, Atlanta, GA and Maria Derivan-George, Literacy Coach, Independent Consultant, Raleigh, NC

99. Strategies for Administrators To Recognize Quality Assignments

Room: *Belmont B*
Objective: 4

Focus: *LDC*
Audience: *B*

Many teachers seek tasks that might be fun or keep kids busy. However, these tasks are not intellectually demanding. This presentation will give participants strategies for identifying quality assignments versus what are referred to as "Grecian Urns," projects/assignments that teachers might reference as interdisciplinary, hands-on learning, or project-based instruction but are not standards driven.

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

60-MINUTE SESSIONS**100. Designing Robust Lessons: Instructional Shifts That Engage Students**

Room: *Lincoln D*
Objective: 5

Focus: *MDC*
Audience: *E*

Examine and apply tools and artifacts that are helping MDC teachers plan instructional materials and practices to engage students on grade-level content that incorporates a balanced approach to mathematics. Hear how TRU observation and conversation materials guide teacher collaboration in refining lessons to meet the exemplars of powerful MDC practices.

Presenter(s): Donna Farmer, Independent Math Consultant, Prospect, KY

101. Strategies to Engage Students in a Collaborative Classroom

Room: *Lincoln E*
Objective: 6

Focus: *MDC*
Audience: *B*

Participants will become students and engage in a variety of math activities that can be used in the classroom. In this session, presenters will incorporate strategies to promote effective teacher facilitation of collaborative groups. Learn how intentional grouping and engaging strategies can increase student achievement.

Presenter(s): Kristen Oxley, Math Supervisor, Kanawha County Schools, Charleston, WV

102. Holy Interactive! Interactive Technology in the Classroom

Room: *Cheekwood ABC*
Objective: 6

Focus: *LDC/MDC*
Audience: *B/E*

Google Classroom, Actively learn, Padlet and many more, oh my. Learn to create interactive lessons that involve every student in your classroom in this informative and interactive session. The presenters will be discussing how you can "up the rigor" and work easier to effectively meet the needs of every student in your classroom. We have data to support 1:1 classroom technology integration.

Presenter(s): Bob Stokes, School Improvement Consultant, SREB, Atlanta, GA and Heather DeLaurent, Library Media Specialist, Camdenton Middle School, Camdenton, MO

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

103. The Value of Vertical Teaming in LDC: The Journey in the Whale Branch Cluster

Table 1 **R** *Focus: LDC*
Objective: 4 *Audience: B*

Come and hear a “Whale of a Tale” of how two middle grades schools and a high school aligned their goals and their curriculum through Year 1 of LDC. Through vertical and horizontal articulation, the three schools are building literacy instruction across the content areas.

Presenter(s): Chad Cox, Principal, Whale Branch Middle School, Seabrook, SC; Mona Lise Dickson, Principal, Whale Branch Early College High School, Seabrook, SC; and Beth Moore, Independent Consultant, Columbia, SC

104. LDC: Fighting for Visibility in a Science Classroom

Table 2 **R** *Focus: LDC*
Objective: 3 *Audience: B*

The presenter will focus on the struggles black women faced and surmounted in the early years of the manned space program at NASA. Come learn how the Literacy Design Collaborative can bring your class into view of the ultimate high country. The presenters will blend current topics and science standards to engage students in their own learning.

Presenter(s): Aisha Dixon, Science Teacher and Kimberly White, Instructional Coach, Richmond County Board of Education, Augusta, GA

105. LDC in CTE: Integrating Literacy Beyond the Core

Table 3 **R** *Focus: LDC*
Objective: 1 *Audience: B*

Participants will learn how LDC can be implemented in career and technical education (CTE) courses. Examples will include LDC modules taught in marketing and economics classes. Takeaways include an understanding of how an LDC module can be applied to any course.

Presenter(s): Chase Moore and Emily Edmison, Marketing Teacher, Beech High School, Hendersonville, TN

106. Adopting Versus Adapting a Mini-Task

Table 4 **R** *Focus: LDC*
Objective: 3 *Audience: E*

LDC CoreTools provides access to teacher-created literacy mini-tasks. Some mini-tasks are designed to be used with any text and in any content area. However, others are specific to texts and content. Many of the content-specific mini-tasks can be adapted to work well with a different content. This session will focus on analyzing a content teaching task and building the instruction for the teaching task by adopting and adapting mini-tasks.

Presenter(s): Connie Lester, School Improvement Consultant/Literacy Trainer, SREB, Atlanta, GA

107. Using High Impact Learning Maps to Build Modules

Table 5 **R** *Focus: LDC*
Objective: 1 *Audience: B*

Feeling overwhelmed by the Literacy Design Collaborative process? Make the task easier by learning how to use Jim Knight’s learning maps from High-Impact Instruction (2013) to facilitate planning, build connections among content areas and map out the skills students need to complete the teaching task.

Presenter(s): Mary Grace Hicks, Local LDC Trainer, Blount County Board of Education, Oneonta, AL

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

108. Redesigning Time to Support Teacher Planning and Student Learning

Table 6 **R** *Focus: LDC/MDC*
Objective: 5 *Audience: E*

Come to this session and hear from a panel of practitioners about how one urban middle grades school redesigned time to give core teachers one day of planning every month, while providing students with engaging and relevant instruction by certified staff. Time can be a variable, and it can be redesigned to support teaching and learning!

Presenter(s): Allyson Morgan, School Improvement Consultant, SREB, Atlanta, GA and Taki Sarhaan, Principal, Minor Middle School, Adamsville, AL

109. The Real Truth of MDC

Table 7 **R** *Focus: MDC*
Objective: 3 *Audience: B*

In this session, the presenter will lead a truthful conversation about her journey with MDC. All of the ups and downs, and how FALs have helped inside the classroom and in students’ everyday lives.

Presenter(s): Kelsie Willingham, Teacher/Numeracy Coach, Jere Baxter Middle School, Nashville, TN

110. Do Your Tasks Stand High But Your Students Fall Short?

Table 8 **R** *Focus: MDC*
Objective: 2 *Audience: B*

Tasks and FALs can seem unachievable. However, the presenter kept an open mind and incorporated them into the classroom, and it worked. Students built conceptual understanding and developed perseverance. Tasks and FALs helped students grow tremendously. Share a first-year teacher’s journey with her students as they engaged in productive struggle to reach high expectations.

Presenter(s): DeAria Shields, Math Teacher, Jere Baxter Middle Prep, Nashville, TN

111. Using Number Talks and Rigorous Tasks in the Elementary Classroom

Table 9 **R** *Focus: MDC*
Objective: 3 *Audience: E*

In this session, you will engage in Number Talks and rigorous tasks that can be utilized in your elementary classroom daily to engineer effective discussions and to formatively assess your students.

Presenter(s): Dawn Perks, Independent Mathematics Consultant, Burlington, NC

FEATURED PRESENTER

60-MINUTE SESSIONS

60-MINUTE SESSIONS



Eleanor Dougherty

112. Using LDC Assignments to Map Course Work

Room: Hermitage D
Objective: 1

Focus: LDC
Audience: B/E

During this session, attendees learn about a method for mapping the Literacy Design Collaborative modules and mini-tasks to create a trajectory of learning in any subject or course. Participants will take away strategies effective in any subject area for building student proficiency across all curricula.

Presenter(s): Eleanor Dougherty, Consultant, Silver Spring, MD

113. Working to Improve STEM Through LDC

Room: Presidential Chamber A
Objective: 1

Focus: LDC
Audience: E

Presenters will share LDC science modules that include unique skills and mini-tasks. Rural LDC Science is an Ohio grant-funded collaborative of five rural districts, middle grades/high school science teachers, Battelle Education, HSTW Northeast Ohio Region and the PAST Foundation. The goal is to increase the number of students prepared with STEM skills and practices.

Presenter(s): Amanda Michalak, Teacher, Northwestern High School, West Salem, OH; Diana Rogers, Regional Coordinator, HSTW Northeast Ohio Region; Leanna Colosimo and Jill Beiser, Grove City, OH

114. Using Interactive Technology to Develop Arguments Around Historical Speeches

Room: Hermitage A
Objective: 1

Focus: LDC
Audience: B

Examine the use of mini-tasks to scaffold a challenging task prompt that leads to student success. The presenter will discuss the thought process of the module design, embracing the LDC philosophy of productive struggle, and follow one student's progress on the journey. The key takeaway for attendees will be the use of the Padlet app to construct a "sticky note argument plan."

Presenter(s): Erik Booker, Bates Middle School, Sumter, SC

115. Differentiating Instruction in Elementary LDC Modules

Room: Belle Meade AB
Objective: 1

Focus: LDC
Audience: B/E

Hear about strategies and resources used to scaffold instruction in modules to meet the needs of a diverse student population. Learn how to help students meet the high expectations of elementary literacy and content standards through reading, listening, discussing and writing.

Presenter(s): Christy Hamilton, Principal; Krista Schabow and Patti Hathorn, Teachers, Kermit Johnson Elementary School, Pinson, AL; Randall Wilson, Instructional Coach, Jefferson County Schools, Birmingham, AL; and Jill Potts, Coordinator, Elementary LDC/MDC, SREB, Atlanta, GA

116. Awesome Annotations and Human Impact! Engaging Your Scholars in Literacy-Based Strategies

Room: Cheekwood ABC
Objective: 1

Focus: LDC
Audience: E

Walk through the unit from the student's perspective and piece together the mini-tasks leading to a culminating activity. The unit begins with students analyzing modern/historic food webs using prior knowledge. Students graph complex data to provide a visual model of the changes that occur in the aquatic food webs over time. Students prepare a letter detailing their findings as the culminating activity.

Presenter(s): Apryl Moore, Teacher, Shawnee Career Magnet Academy, Louisville, KY and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

117. When Answers Aren't Enough: Must Show Work

Room: Jackson C
Objective: 2

R

Focus: MDC
Audience: B

The SREB Process Readiness Indicators state students should use tools strategically to support thinking and problem solving. However, when the tool is a calculator, the definition of "strategic" varies. The answer is not enough. Students must show their work. In Mississippi, graphing calculators are banned on the Algebra I assessment. Learn the positive influence of this decision on school ratings and why enacting MDC FALS and tasks can have similar results for you.

Presenter(s): Elizabeth Repsher, Independent Consultant, Petal, MS

118. Transformation, Conversation, Collaboration: Learning Through Student Consensus

Room: Hermitage C
Objective: 3

Focus: LDC
Audience: B

Participants will practice a transition to writing mini-task for students analyzing Ethos, Pathos and Logos using a consensus mapping strategy to produce a defensible argument. This mini-task provides an effective example of student synthesis from their reading to the production of an authentic writing product using structured, student-based collaboration and conversation.

Presenter(s): Britani May, Teacher and Michelle Landrum, Supervisor/LDC District Trainer, Jefferson County Schools, Birmingham, AL

119. Unit Planning Made Easy

Room: Lincoln D
Objective: 3

Focus: MDC
Audience: B/E

This session will focus on using two FALS – one to introduce the unit and one to follow up before the summative exam. Presenters will also share rich tasks that provide formative assessment opportunities throughout the unit. Hear stories of students engaged in productive struggle, making sense of problems and persevering in solving them.

Presenter(s): Rhonda Kilgo, Teacher, Florence Middle School, Brandon, MS; LaVonda White, District Math Coach, Rankin County School District, Brandon, MS; and Donna Farmer, Independent Math Consultant, Prospect, KY

120. Arrays ... Not Just for Finding Area

Room: Lincoln A
Objective: 3

Focus: MDC
Audience: B/E

Come to this interactive session to see how the concrete idea of area models begins in elementary school and builds through the grades to Algebra II. Participants will experience activities to see how area model concepts build as math content progresses. Experience hands-on activities, technology tools, and other resources correlated to area model concepts at each grade level.

Presenter(s): Jeanne Glover, Independent Consultant, JRJ Math Consulting, Tyrnza, AR

121. LDC Assessment Tools: Student Work Rubrics and Benchmark Mini-Tasks

Room: Cheekwood F
Objective: 3

R

Focus: LDC
Audience: B/E

Experience LDC assessment tools for all grade levels and disciplines. Learn to take advantage of the new SCALE student work rubrics, including customized rubric dimensions for science, social studies and reading. Experiment with using Benchmark Mini-Tasks. These tools can be leveraged to support all learners by meeting them where they are.

Presenter(s): Nicole Renner, Manager of Core Content Development, LDC, New York, NY

60-MINUTE SESSIONS

122. He Said, She Said ... Promoting Student Discourse Through the Use of FALS

Room: Lincoln E **R** Focus: MDC
Objective: 3 Audience: B

Participants will take on the role of students as they work through a formative assessment lesson. Participants will be introduced to how students become teaching and learning resources for each other as they work through problems, justify their reasoning and analyze the work of others.

Presenter(s): DeLaura Downs, Algebra/Math 8 Teacher, Irondale Middle School, Birmingham, AL and Jennifer Rouse, Algebra/Math 8 Teacher, Corner Middle School, Birmingham, AL

123. Prepare Seniors for College-Level Studies With New Literacy Course

Room: Belle Meade CD Focus: LDC
Objective: 3 Audience: E

Explore the senior course that prepares students to be college and career ready. Literacy Ready is a tested course used in several schools. Learn how this course blends the best strategies of disciplinary literacy and the framework of the Literacy Design Collaborative. Students engage in rigorous literacy activities as they learn the skills of reading and writing that are specific to English, science and history.

Presenter(s): John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA

124. Fireworks in the Classroom With Math Stations

Room: Lincoln C **R** Focus: MDC
Objective: 3 Audience: B/E

Let stations be the spark that ignites student engagement, deeper learning, higher-order thinking, and mathematical conversations in your classroom. Come join this session and experience being a student again and witness creative math stations that are designed based on the best practices of MDC.

Presenter(s): Michelle Short, Seventh-Grade Math Teacher and Shanna Younts, Teacher, Summit Parkway Middle School, Columbia, SC; and Karen Gray, Independent Consultant, Karen Gray Consulting LLC, Trussville, AL

125. Innovative Technology Coaching Practices

Room: Cheekwood GH Focus: LDC
Objective: 4 Audience: E

Explore an innovative use of virtual coaching using web conferencing by an LDC coach to facilitate feedback and PLCs. Web conferencing makes time a flexible commodity with feedback and PLCs. The technology gives teachers an opportunity to analyze instruction, student work and reflect on growth.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Sheri Blankenship, Literacy Coach, Rankin Public Schools, Brandon, MS; and Requel Hollingsworth, English Language Arts Teacher, Puckett Middle School, Brandon, MS

126. Effective Feedback to Support Instruction

Room: Presidential Boardroom A Focus: MDC
Objective: 4 Audience: E

Participants in this dynamic session will engage with math instructional coaches on effective use of the principles of MDC. This session will center on providing effective feedback around those principles from the perspective of recent MDC classroom teachers who have transitioned to a coaching role.

Presenter(s): Casey Watson, Middle School Math Goal Clarity Coach, Valley High School and Prep Academy, Louisville, KY; Kanna Edison, Content Goal Clarity Coach; Stacy Justus, Instructional Coach; and Sara Downs, Teacher, Jefferson County Public Schools, Louisville, KY; and Leslie Texas, Educational Consultant, Leslie Texas Consulting, Louisville, KY

60-MINUTE SESSIONS

127. Spreading LDC Implementation as a Local Trainer in an Urban High School

Room: Hermitage B Focus: LDC
Objective: 4 Audience: B/E

Explore best practices for spreading LDC across your campus. The presenters will share the challenges and processes a local trainer experienced supporting the campuswide implementation of LDC at an urban high school.

Presenter(s): Nicole Esparza and John Hilliard, Implementation Specialists, San Antonio Independent School District, San Antonio, TX; and Dana Davis, Independent Consultant, Dana Davis Consulting, Irving, TX

128. LDC in Rural Schools: Lessons We Learned on the Road

Room: Belmont B **R** Focus: LDC
Objective: 5 Audience: B

Although much has been made of the challenges of improving instruction in isolated rural school settings, we decided to work with the strengths of the rural settings: teachers' abilities to adapt. In this session, we will share artifacts of teacher effort and student success of Year 1 LDC implementation.

Presenter(s): Judy Commander, Independent Consultant, Fayetteville, GA and Sandy Dossett, LDC Local Trainer, Oklahoma Cooperative Interlocal Council, Bartlesville, OK

129. The POWER of Time: Schedules Supporting LDC and MDC

Room: Jackson D Focus: LDC/MDC
Objective: 5 Audience: E

Come see how our high school has created an innovative schedule to support rigorous instruction. Power Block creates time for LDC and MDC support for our staff and students, promotes teacher collaboration and ongoing professional development in focused PLCs. Watch how we transformed a non-collaborative culture into a hub of learning.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN; Juliana Thompson, Assistant Principal/LDC Coach, Roanoke Rapids High School, Roanoke Rapids, NC; Tammie Williams, Roanoke Rapids, NC; Marcus Carey, Assistant Principal and Marci Merritt, Media Coordinator/SIT Chair, Roanoke Rapids Graded School District, Roanoke Rapids, NC

130. Using the TI-Nspire Calculator to Inform Instruction

Room: Jackson AB Focus: MDC
Objective: 6 Audience: B/E

See how the TI-Nspire calculator can be used for formative assessment. Presenters will demonstrate how this calculator can be used to assign and collect evidence of learning quickly and efficiently. Bring your TI-Nspire. Some calculators will be available for use during the session.

Presenter(s): Libby Chaskin, Independent Math Consultant, San Antonio, TX; Mark Bell, Math Instructional Specialist, San Antonio Independent School District, San Antonio, TX; Deborah Velasquez, Mathematics Department Head and Sharon Franco, Teacher, Jefferson High School, San Antonio, TX

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

131. Collaboration's the Thing: Using LDC in the Primary Grades

Table 1
Objective: 5

R

Focus: LDC
Audience: B

Creating discipline-specific, rigorous writing assignments in grades K-2 can seem like an uphill battle resulting in building your own resources from scratch. We'll show you how two LDC newbies are using LDC's resources to collaboratively create and teach writing assignments in and even across content areas for first-grade students!

Presenter(s): Herolinda Recendez and Rebecca Mangos, Teachers, Westport Heights Elementary, Inglewood, CA

132. Enhancing the "C" in LDC

Table 2
Objective: 6

R

Focus: LDC
Audience: E

Learn how a team of teachers used LDC to enhance collaboration, provide professional support for teachers new to LDC and produce remarkable student growth. Participants will hear how eighth-grade social studies teachers learned the value of collaboration to develop a seminar approach that uses LDC practices to enhance teaching and learning.

Presenter(s): Raffy Garza-Vizcaino, Independent Consultant, Pflugerville, TX; Kelli Garr, Assistant Principal; Kevin Welch, Social Studies Teacher and Shauna Evans, Goal Clarity Coach, Newburg Middle School, Louisville, KY

133. LDC Instruction Beyond the Module

Table 3
Objective: 3

R

Focus: LDC
Audience: E

At the core of the Literacy Design Collaborative (LDC) are multi-week modules. The module supports teachers to effectively teach reading, writing, speaking and listening in any subject area. LDC teachers are expected to use modules three to four times each school year. This session will focus on using LDC resources to develop daily or weekly LDC lessons that focus on developing literacy skills as students master content standards.

Presenter(s): Connie Lester, School Improvement Consultant/Literacy Trainer, SREB, Atlanta, GA

134. Using the LDC Framework to Promote Student Engagement

Table 4
Objective: 6

R

Focus: LDC
Audience: B/E

How can we enhance the learning environment for our students? We can enhance it by keeping them engaged! This session will focus on how to use the Literacy Design Collaborative framework to ensure our students are engaged and have a vested interest in their learning.

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

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

135. Written Prompts That Shift Students' Mathematical Thinking

Table 5
Objective: 3

R

Focus: MDC
Audience: B/E

Presenters and participants will discuss how to shift from providing students with all information, questions, and steps for determining an outcome to providing students with a written or verbal prompt that allows students to start asking questions and collecting information on their own. This instructional shift encourages students to become owners of their own learning as they reason abstractly and quantitatively.

Presenter(s): Kandi Loy-Kay and Kim Starkey, Teachers, Wetzel County Schools, New Martinsville, WV

136. Great Minds Think Alike!

Table 6
Objective: 6

R

Focus: MDC
Audience: B/E

Does one student dominate the group or do all students contribute in group projects? Are your students shying away from sharing their work or answers? This session will offer some strategies for designing your student groups to be productive and not destructive. Discover how to organize the students so they will work together and learn how to orchestrate group discussions for producing quality work.

Presenter(s): Myra Cannon, Independent Math Consultant, Thomasville, NC

137. Building Teacher Leadership to Build Capacity and Sustainability

Table 7
Objective: 4

R

Focus: MDC
Audience: E


How do you build the capacity of support while scaling? Come hear how a large urban district has spread MDC from 10 to over 24 schools within three years. A district of over 100,000 students and small district staff is building capacity through empowering teachers to lead. Teacher leadership has expanded our capacity to train, support and lead without losing momentum as we scale.

Presenter(s): Angela Harris, Mathematics Specialist, Grades 6-12, Jefferson County Public Schools, Louisville, KY

FEATURED PRESENTERS

120-MINUTE SESSIONS


60-MINUTE SESSIONS



138. Five Critical Leadership Practices That Transform Teaching and Learning
Room: Cheekwood ABC Focus: LDC/MDC
Objective: 4 Audience: B/E

Recognizing the need for leadership/clarity in classrooms, the presenters will describe the process of implementing five critical leadership practices. Session participants will examine their leadership practices and design steps for creating a collaborative learning culture essential to the success of LDC and MDC and that results in deeper student learning.

Presenter(s): Ruth Ash and Pat Hodge, Co-Founders, Education Solutions LLC, Gulf Shores, AL



Room: Lincoln D Focus: MDC
Objective: 3 Audience: B/E

139. Macro Differentiation With Close Reading

Room: Cheekwood GH Focus: LDC
Objective: 1 Audience: B

Come explore differentiation at the macro level of instructional design. Teachers will gain a wealth of knowledge and tools to meet their students' needs. Explore researched best practices of backward design, enduring skills and responsive teaching.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA and Nick Thomas, Social Studies Teacher, Brandon Middle School, Brandon, MS

140. Norms and Routines for Working Together and Learning Mathematics

Room: Lincoln D Focus: MDC
Objective: 3 Audience: B/E

Many formative assessment lessons (FALs) establish norms for students working together and sharing work. How might we cultivate a classroom community where respecting quiet think time, making thinking visible, working well together and contributing to each other's learning of mathematics is the norm every day and not just on FAL day?

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

141. Tasks, Student Work and Rubrics: Tools for Transformation

Room: Lincoln C Focus: MDC
Objective: 3 Audience: E

Take a deeper dive into the Five Strategies of Assessment for Learning using math tasks, student work and rubrics. Participants will examine the use of tasks and sample student work to engage students in developing criteria for success, and explore the importance of rubrics for clarifying and sharing learning intentions.

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

60-MINUTE SESSIONS

142. Cross Curriculum Gallery Walk

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

Session participants will take a walk with the presenters and explore how the Literacy Design Collaborative can be used in many content areas leading to generalized improvement in instruction. Get firsthand experience in implementing different mini-tasks in your school's or district's curricula.

Presenter(s): Pamela Broome, Literacy Consultant, SREB, Atlanta, GA; Marci Bryant, Jared Peters, Laren Littleton, Jennifer McCorkle, Teachers, Ouachita Parish LDC, West Monroe, LA; and Tammy Whitlock, LDC Local Trainer, Ouachita Parish School Board, West Monroe, LA

143. Using LDC in the Science Classroom

Room: Hermitage B Focus: LDC
Objective: 1 Audience: B

Learn several ways LDC can be incorporated into the science classroom. The presenter will discuss the importance of literacy to understanding the science curricula and give examples of literacy that go beyond simple writing and reading assignments. See how literacy is connected to current science standards.

Presenter(s): Robert Easley, Teacher, Hillcrest Middle School, Dalzell, SC

144. Literacy to Writing Through Mini-Tasks

Room: Hermitage C Focus: LDC
Objective: 1 Audience: B

GIST is a reading method formulating the central idea through summarization. Graffiti write is a strategy to encourage critical thinking for students by analyzing themes in multiple texts while utilizing artistic skills. Poetry analysis helps students become comfortable and fluent in reading poetry and analyzing its development. LDC teachers will have the opportunity to see how three mini-tasks led students to success on the teaching task.

Presenter(s): Cathleen Lail, Eighth-Grade Teacher and Erin Roberts, AIG Teacher, Hickory Public Schools, Hickory, NC

145. Calculator Use and FALs: Are They Mutually Exclusive?

Room: Jackson AB Focus: MDC
Objective: 2 Audience: B/E

This session will focus on ways the TI-Nspire calculator can be used to scaffold instruction in a formative assessment lesson (FAL). Is the use of a calculator during a FAL a useful or detrimental practice? Does this change the intention of the FAL? Come explore and discuss some innovative calculator and FAL practices.

Presenter(s): Libby Chaskin, Independent Math Consultant, SREB, San Antonio, TX; Mark Bell, Math Instructional Specialist, San Antonio Independent School District, San Antonio, TX; Martin Alvarez, Mathematics Department Chair and Blanca Oropez, Teacher, Edison High School, San Antonio, TX

146. No GPSing Allowed

Room: Lincoln E Focus: MDC
Objective: 2 Audience: B/E

Teachers GPS students when they tell them how to do challenging problems step by step after they get stuck. Come join us as we analyze student work, share anecdotal evidence and examine data that support our belief that we help our students learn the most when we help them the least.

Presenter(s): Valerie Dickerson, Independent Mathematics Consultant, Cumming, GA; Shamekia Adams, Math Teacher and Aretha Smith, Teacher, Sumter School District, Sumter, SC

147. Do Your Tasks Stand High But Your Students Fall Short?

Room: Presidential Chamber A R Focus: MDC
Objective: 2 Audience: B

Tasks and FALs can seem unachievable. However, the presenter kept an open mind and incorporated them into the classroom, and it worked. Students built conceptual understandings and developed perseverance. Tasks and FALs helped students grow tremendously. Share a first-year teacher's journey with her students as they engaged in productive struggle to reach high expectations.

Presenter(s): DeAria Shields, Math Teacher, Jere Baxter Middle Prep, Nashville, TN

60-MINUTE SESSIONS**148. For Deeper Math Understanding, Check Your Rules at the Door**

Room: Jackson D
Objective: 3

Focus: MDC
Audience: B/E

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

Presenter(s): Jason Adair and Paige Graiser, Mathematics Consultants, SREB, Atlanta, GA

149. The “Why” Factor: Questioning That Deepens Understanding

Room: Cheekwood F
Objective: 3

Focus: LDC
Audience: B

This session focuses on using questioning methods and strategies to spark higher levels of interest in students. The presenters will demonstrate how to plan and facilitate literacy-based activities that focus on engaging students in formulating questions and responding to higher-order questions to deepen their comprehension and understanding of complex texts.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA and Tonya Fulton, Secondary Educator, Richmond County School System, Hephzibah, GA

150. The FAL Is Just the Beginning! Five Strategies, Five Days a Week

Room: Jackson C
Objective: 3

Focus: MDC
Audience: E

Embedding the Five Strategies of Assessment for Learning in your everyday teaching practice creates a dynamic classroom where student growth is measured and celebrated daily. Experience strategies in action for encouraging math talk, effective questioning and ongoing formative assessment.

Presenter(s): Elisabeth Read, Teacher, Kammerer Middle School, Louisville, KY and Leslie Texas, Educational Consultant, Leslie Texas Consulting, Louisville, KY

151. Building Capacity With LDC

Room: Hermitage D
Objective: 4

Focus: LDC
Audience: B

This session will explore how the teachers of a large urban school district used the Literacy Design Collaborative to build capacity around high quality, rigorous literacy instruction. Additionally, teachers will share how this planning process has positively impacted the progress of the ENL (English as New Language) population at the school.

Presenter(s): Pat Mitchell, Principal and Jennifer Barry, First-Grade Teacher, PS 48 – William Wordsworth School, Jamaica, NY

152. Powerful Practices in the MDC Classroom

Room: Presidential Boardroom A
Objective: 4

Focus: MDC
Audience: B/E

What does it look like when MDC is implemented with fidelity? In this session, participants will examine SREB’s observation/coaching rubric to use in mathematics classrooms. Discussion will focus on using the rubric as a coaching tool and as a way to measure the instructional shifts leaders are looking for in their classrooms.

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

60-MINUTE SESSIONS**153. Anchor to Success**

Room: Belle Meade CD
Objective: 4

Focus: LDC
Audience: B

Schools want to align writing assignments to standards, but many struggle to engage overwhelmed or reluctant teachers in the collaborative planning needed to get there. The presenters will discuss using LDC’s planning resources to engage teachers in collaborative planning and align curricula to standards across grade levels.

Presenter(s): Paloma Fabian, Manhattan Place Elementary School, San Pedro, CA and Humberto Benitiz, Assistant Principal, Manhattan Place Elementary School, South Gate, CA

154. LDC Rollout Plans That Work: Focus on Teamwork and Support

Room: Belmont B
Objective: 4

Focus: LDC
Audience: E

Middle school educators discuss the successes and challenges involved in the rollout of the Literacy Design Collaborative (LDC). Training sessions focused on showing teachers how to recognize quality teaching tasks, changing mind-sets about literacy, navigating LDC CoreTools and taking baby steps.

Presenter(s): Tammy Small, Intervention Teacher and Karen Bullard, Principal, Lugoff-Elgin Middle School, Dalzell, SC; Byron Johnson, Principal, Camden Middle School, Camden, SC; and Twyla Coleman, Literacy Trainer, SREB, Atlanta, GA

155. A Multi-Perspective Reflection of LDC Year 1

Room: Belle Meade AB
Objective: 5

R

Focus: LDC
Audience: B

This engaging and informative session will examine one school’s journey through Year 1 of the Literacy Design Collaborative and the learning environments that promoted effective collaboration. Teachers, coaches, and administrators will share struggles and successes.

Presenter(s): Deborah Bennett, Meranda Esters, Karen Cammisa, and Dawn Coleman, Kelly Mill Middle School, Blythewood, SC; Dywana Smith, Richland School District Two, Columbia, SC; and Monique Whorton, Independent Consultant, Marietta, GA

156. Done With the FAL: Now What?

Room: Lincoln A
Objective: 6

Focus: MDC
Audience: E

Ever completed an MDC formative assessment lesson and wondered “What now? Did the students really understand the concept? Do I need to reteach the topic?” This presentation will explore strategies that re-engage students and strengthen their mastery of the concepts and standards addressed in the FAL.

Presenter(s): Angela Mathews and Erica Faust, Teachers, Ouachita Parish School Board, West Monroe, LA

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

157. Getting the Gold Star: Good To Go Mini-task and Module Development

Table 1 **R** *Focus: LDC*
 Objective: 1 *Audience: B*

Teachers often spend hours creating mini-tasks and modules, only to find that they do not meet the requirements of national jurors. Using a variety of “cheat sheets” from veteran LDC trainers, teachers can simplify their work and make the LDC materials they create “Good To Go.” See how this can work for your district or school.

Presenter(s): Debbie Hall, School Improvement Consultant, SREB, Atlanta, GA

158. Designing a Focused Lesson Using the Mini-Task Framework

Table 2 **R** *Focus: LDC*
 Objective: 3 *Audience: B*

This session will highlight how to improve a mediocre standards-based science lesson into an exemplary science lesson by implementing the LDC mini-task framework. Proper training in using LDC mini-tasks increases the likelihood non-English language arts teachers will incorporate literacy into the design of their lessons, creating more thoughtful and rigorous lessons with more student engagement.

Presenter(s): Dana Davis, Independent Consultant, Dana Davis Consulting, Irving, TX and Allen Wilson, Implementation Specialist, San Antonio Independent School District, San Antonio, TX

159. LDC In the Inclusion Classroom

Table 3 **R** *Focus: LDC*
 Objective: 3 *Audience: B*

This presentation focuses on one school's implementation of LDC practices through the lens of ESOL (English to Speakers of Other Languages) and special education inclusion classes. Classroom teachers in a variety of disciplines will discuss how they balance the rigor and high expectations of LDC tasks with the scaffolding needed to help all students achieve success. Participants will learn practical strategies for increasing achievement.

Presenter(s): Pat Freda, Principal; Angela Bellantone, Literacy Coach; Lee Trew, Special Education Teacher; Corinne Miranda, English Language Arts Teacher; and Karen Kasych, Science Teacher, Bluffton Middle School, Bluffton, SC

160. Mission to Mars: Reading to the Red Planet With PBL

Table 4 *Focus: LDC*
 Objective: 3 *Audience: E*

Take your class to Mars! Use problem-based learning to enhance your classroom and transform the learning experience for your students. Your students will use primary fiction and secondary nonfiction texts to support material introduced in your classroom. Students will engage in their own learning and work in teams to research and accurately support their choices with evidence and sound reasoning.

Presenter(s): Maggie Rudd, Eighth-Grade Language Arts Teacher, Alamance County School System, Graham, NC

161. LDC: Yes, You Can

Table 5 **R** *Focus: LDC*
 Objective: 1 *Audience: B*

LDC can be integrated into any subject. See how to incorporate writing occasionally to expand on student knowledge. Learn how LDC modules can be written, customized and modified to fit your students' needs.

Presenter(s): Christina Wilkins, CTE Teacher; Jennie Maidene, CTE Site Coordinator; and Robin Johnson, Teacher, Public Schools of Robeson County, Rowland, NC; and Judy Commander, Independent Consultant, Fayetteville, GA

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

162. Employing Growth Mind-set to Improve College Readiness

Table 6 **R** *Focus: LDC/MDC*
 Objective: 4 *Audience: B/E*

Many college-readiness programs exist, but with the definition of college readiness ambiguous at best, it makes evaluating the effectiveness of these programs problematic. Employing Carol Dweck's (2016) notion of growth mind-set has proven an effective way to improve college readiness without adding more dimensions to an already ambiguous definition.

Presenter(s): Amanda McCown, Doctoral Candidate, Hardin-Simmons University, Midland, TX

163. Moving Learning Forward When Prerequisite Skills Are Left Behind

Table 7 **R** *Focus: MDC*
 Objective: 3 *Audience: B/E*

Participants will look at day-to-day assessment for learning strategies that can be used to meet the needs of students lacking prerequisite skills without compromising instructional time. Participants will develop a list of common OMGs (obstacles, misconceptions, gaps in learning) for their course/grade level and create formative assessment tools that alleviate the need to reteach while increasing student re-engagement and content knowledge.

Presenter(s): Lessie Anderson, Mathematics Consultant, SREB, Atlanta, GA

164. MDC Local Trainer at Eight Schools: Tech Can Help Ensure Success

Table 8 *Focus: MDC*
 Objective: 5 *Audience: B*

Success of local trainers is essential if the Mathematics Design Collaborative is to be effective. This session will share practical strategies, specifically using technology as a tool, to assist local trainers who have multiple schools. These tools will include communication, collaboration and MDC documentation.

Presenter(s): Jeannette Johnson, Secondary Mathematics Coach, Georgetown County School District, Georgetown, SC and Gail Snider, Math Consultant, SREB, Atlanta, GA

165. Question Stems: Creating a Mathematically Sound Sharing Session

Table 9 **R** *Focus: MDC*
 Objective: 3 *Audience: E*

Many teachers struggle during classroom sharing sessions because students are unsure how to ask proper questions. Question stems are a wonderful tool for training students to ask and answer mathematically powerful questions that will increase the discourse and the transfer of knowledge in student-led sharing discussions. Receive tips and tools to take back to your classroom for immediate implementation.

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

60-MINUTE SESSIONS**166. Informational Essay: The Harlem Renaissance**

Room: Hermitage B
Objective: 1

Focus: LDC
Audience: B

Consider how the following assignment can build students' understanding: "After researching black artists during the Harlem Renaissance using literary texts, websites and various other sources, write an informational essay in which you analyze the contribution of black artists to the artistic landscape of the United States. Support your discussion with evidence from the texts."

Presenter(s): Debra Cullen, Independent Consultant, Clarksburg, WV; Sadonna Kimble, Teacher, Wetzel County Schools, New Martinsville, WV; and David Riggie, Teacher, Paden City Elementary, Paden City, WV

167. Integrating Technology in MDC Formative Assessment Lessons and Tasks

Room: Lincoln E
Objective: 2

Focus: MDC
Audience: E

This session will feature hands-on experience as participants complete a partial formative assessment lesson (FAL) and MAP task using iPads. Participants will use and explore the app Classkick to provide immediate feedback. Participants will also discuss other ways that various technologies could be incorporated into existing FALs and tasks.

Presenter(s): Jessica Hunter and Wendy Holland, Teachers, Sterlington High School, Monroe, LA and Gail Snider, Math Consultant, SREB, Atlanta, GA

168. Engaging Students in Reading Complex Text

Room: Cheekwood F
Objective: 3

Focus: LDC
Audience: B

Explore instructional practices that enable teachers to engage students in literacy-based activities and assignments designed to improve students' comprehension of complex texts and build the stamina to analyze complex texts. Focus will be on planning, delivery of instruction and monitoring students' progress.

Presenter(s): Quinton Granville, Literacy Consultant, SREB, Atlanta, GA and Rischa Sturgis, Secondary Educator, Richmond County School System, Hephzibah, GA

169. Insights From a New MDC Teacher: Positive Impacts on Everyday Lessons

Room: Lincoln A
Objective: 3

R

Focus: MDC
Audience: B/E

Participants will focus on practices learned from MDC that can be easily be embedded in everyday lessons. Hear how a new MDC teacher has incorporated MDC strategies to take her instruction from good to great. Learn how small tweaks can have a large impact and improve student achievement.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN; Bethany Eddy, Teacher, Hayden Middle School, Hayden, AL; and Meagan Holt, Math Coach, Blount County Schools, Oneonta, AL

170. Find Your Voice: Using Debates to Transition to Writing

Room: Hermitage A
Objective: 3

Focus: LDC
Audience: E

Walk in the shoes of your students and find your voice. The "Transition to Writing" stage is often skipped or rushed during instruction at the expense of students. Explore strategies to develop students for success with writing by engaging in a rigorous academic debate after reading a text. Participants will reflect on the process and analyze shared student work.

Presenter(s): Sabrina Martiello, Teacher, Lenoir County Public Schools, Kinston, NC and Pamela Broome, Literacy Consultant, SREB, Atlanta, GA

60-MINUTE SESSIONS**171. Using LDC to Ensure English Language Learners Can Access and Write About Content**

Room: Belmont B
Objective: 3

Focus: LDC
Audience: B

Learn how one school's administrators and teachers have set their sights on schoolwide alignment of writing to standards, including the school's English language development standards. Consider how your school might sustainably use LDC planning tools, online professional learning content and virtual coaching to ensure English language learners can read and write complex text with intentional and deliberate purpose.

Presenter(s): Celenia Calderon, Coordinator and Maria Teresa Alcala, Teacher, Saturn Street Elementary School, Los Angeles, CA

172. Mathematics Design Collaborative: Everything You Want to Know

Room: Jackson D
Objective: 4

Focus: MDC
Audience: B

You have heard the buzzwords: MDC, productive struggle, GPSing, FALs. MDC provides teachers not with a math curriculum but with a set of teaching tools designed to move student thinking forward and deepen math understanding. This session is designed for non-math administrators and district personnel to gain an understanding of MDC and its implementation without any math-induced fear and stress.

Presenter(s): Paige Graiser, Mathematics Consultant, SREB, Atlanta, GA

173. Building Effective School Leadership Teams

Room: Belmont C
Objective: 4

Focus: LDC/MDC
Audience: B/E

Being part of an effective educator team empowers teachers while increasing the perceived level of professionalism and work satisfaction. Come engage in conversations and reflection about what it means to establish a culture of continuous improvement through the creation of effective educator teams.

Presenter(s): Maria Derivan-George, Literacy Coach, Independent Consultant, Raleigh, NC and Tresha Layne, Career Pathway/Career Academy Coach, SREB, Atlanta, GA

174. LDC Curriculum Alignment System

Room: Hermitage D
Objective: 4

R

Focus: LDC
Audience: B/E

This session will provide an update on current and future Literacy Design Collaborative work, including an overview of curriculum alignment systems, coach credentialing and state-level network building, innovative professional learning, research and content developments.

Presenter(s): Barb Smith, Director of Partnerships and Professional Learning, Literacy Design Collaborative, New York, NY and Kelly Philbeck, LDC/NGLN Instructional Specialist, Kentucky Department of Education, Frankfort, KY

175. Riding on the Struggle Bus With Us

Room: Presidential Boardroom B
Objective: 4

Focus: MDC
Audience: B

MDC provides students opportunities to engage in productive struggle as they develop mathematical understandings. However, for teachers, the planning, implementation and spreading of MDC can be a struggle. Teachers and students are on the same struggle bus!! In this session, we will discuss how school and district leaders can support teachers throughout Year 1 implementation.

Presenter(s): Elizabeth Repsher, Independent Consultant, Petal, MS and Johnel Stewart, Lead Teacher, Jefferson Davis County Schools, Prentiss, MS

60-MINUTE SESSIONS**176. Sustaining and Managing the Work: Keys to Being a Local Trainer**

Room: Belle Meade AB
Objective: 4

Focus: LDC
Audience: B/E

This session is just the thing for instructional coaches and local trainers seeking to become firmly grounded in the Literacy Design Collaborative. Come explore tips and tricks to help you manage the workload, inspire new teachers to participate and sustain the work going forward for the benefit of teachers and students.

Presenter(s): Mary Grace Hicks, LDC Local Trainer, Blount County Board of Education, Oneonta, AL

177. Coaching Through Collaboration: Responsive Interventions

Room: Hermitage C
Objective: 5

Focus: LDC
Audience: E

This session will present hands-on solutions to roadblocks that prevent successful LDC implementation. Participants will experience two modified mini-tasks to implement with other LDC users. These activities work in tandem to equip teachers with a better understanding of LDC terminology, which will help them produce more carefully constructed products/modules.

Presenter(s): Regina Propst, Secondary Curriculum Specialist, Catawba County Schools, Hickory, NC and Karen Venditti, Coach, KJ Education Solutions, Crown Point, IN

178. Results Matter: Using Survey, Interview and Achievement Data

Room: Presidential Boardroom A
Objective: 5

Focus: LDC/MDC
Audience: B/E

SREB has developed teacher, student and local trainer surveys. Additionally, SREB has conducted an in-depth study of achievement data coupled with teacher and leader stories from the field. In this session, participants will see our results and collaboratively interpret the data we collected.

Presenter(s): Dan Mollette, Director of Training; Lauri Johnson, Director of School Leader Development; Daniel Rock, Lead Literacy Consultant; Joseph Tadlock, Senior Researcher; and Amanda Merritt, Mathematics Design Collaborative Lead, SREB, Atlanta, GA

60-MINUTE SESSIONS**179. Collaboration's the Thing: Using LDC in the Primary Grades**

Room: Belle Meade CD
Objective: 5

R

Focus: LDC
Audience: B

Creating discipline-specific, rigorous writing assignments in grades K-2 can seem like an uphill battle resulting in building your own resources from scratch. We'll show you how two LDC newbies are using LDC's resources to collaboratively create and teach writing assignments in and even across content areas for first-grade students!

Presenter(s): Herolinda Recendez and Rebecca Mangos, Teacher, Westport Heights Elementary, Los Angeles, CA

180. Technology Tools for High-Yield Instructional Strategies in Math

Room: Jackson AB
Objective: 6

R

Focus: MDC
Audience: B

In this session, participants will learn or increase their knowledge of Marzano's High Yield-Instructional Strategies integrated with technology tools that help improve students' creativity, problem-solving abilities and research skills in the math classroom. After a re-engagement lesson, technology can be used to promote collaboration and critical thinking.

Presenter(s): Angela McCord, Education Consultant, MC Squared Consulting, Okatie, SC and Davina Coleman, Numeracy Coach, Robert Smalls International Academy, Beaufort, SC

181. Going Digital With MDC

Room: Jackson C
Objective: 6

Focus: MDC
Audience: E

One of the complaints about prepping for a FAL is the amount of time that goes into it. Reclaim your time. Come learn how to integrate technology into your lessons and take your FALs to the next level: DIGITAL! Bring your PC or MAC and discover new ways to engage students in a productive struggle with math.

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

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

182. Rigor or Recreation? What Kinds of Mini-Tasks Are You Creating?

Table 1
Objective: 1

R

Focus: LDC
Audience: E

Teachers spend hours creating interesting lessons to keep students actively engaged. But how rigorous are those lessons? In this session, the presenter will show session participants how to determine if a lesson is a rigorous intellectual pursuit or no more than a creative waste of time.

Presenter(s): Debbie Hall, School Improvement Consultant, SREB, Atlanta, GA

183. LDC Assessment Tools: Student Work Rubrics and Benchmark Mini-Tasks

Table 2
Objective: 3

R

Focus: LDC
Audience: B

Experience LDC assessment tools for all grade levels and disciplines. Learn to take advantage of the new SCALE student work rubrics, including customized rubric dimensions for science, social studies and reading. Experiment with using Benchmark Mini-Tasks, each focused on a single reading standard, to support and track development of key literacy skills throughout the school year. These tools can be leveraged to support all learners by meeting them where they are.

Presenter(s): Nicole Renner, Manager of Core Content Development, LDC, New York, NY

184. Coaching Through the Culture: Opening the Doors of Collaboration With LDC

Table 3
Objective: 5

R

Focus: LDC
Audience: B

See how LDC played a critical role in developing teacher-leaders across this district. LDC aligned with creating a more collaborative culture while also increasing rigor and student engagement. Learn the tools used in selecting teachers and preparing faculty to implement LDC strategies while planning for district realignment. Strategies critical in creating a cultural paradigm shift will also be a focus.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA and Meagan Fields, Secondary Instructional Partner, Jasper City Schools, Jasper, AL

185. LDC is NOT Reinventing the Wheel: Take Your Lessons to the Next Level

Table 4
Objective: 3

R

Focus: LDC
Audience: B

Teachers will be ready to take their daily instruction to the next level through incorporating content-specific grade-level texts, authentic conversations and written products with their students. Social studies, science and English language arts teachers will receive access to classroom-tested lesson plans that embed the LDC framework, enhance the student learning experience and foster students as independent learners.

Presenter(s): April Cullom, Teacher, Pelham High School, Pelham, AL

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

186. Transforming Your Professional Learning Community

Table 5
Objective: 5

R

Focus: LDC/MDC
Audience: E

Although we have good intentions, some districts face logistical challenges that make meeting on a regular basis a difficult task. By using a digital platform, teachers and administrators can meet with each other regardless of scheduling conflicts or distance restraints at little to no cost! Come explore the digital world and empower your staff with a no excuses PLC format.

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

187. Assessment for Learning Day to Day: Instruction Beyond the FAL

Table 6
Objective: 3

R

Focus: MDC
Audience: E

What do the Five Strategies of Assessment for Learning look like when applied on a day-to-day basis? In this session, participants will look at simple formative assessment tools that address the five strategies. Learn tips for use every day to ensure consistency in assessment.

Presenter(s): Lessie Anderson, Mathematics Consultant, SREB, Atlanta, GA

188. He Said, She Said ... Promoting Student Discourse Through the Use of FALs

Table 7
Objective: 3

R

Focus: MDC
Audience: B

Participants will take on the role of students as they work through a formative assessment lesson. Participants will be introduced to how students become teaching and learning resources for each other as they work through problems, justify their reasoning and analyze the work of others.

Presenter(s): DeLaura Downs, Algebra/Math 8 Teacher, Irondale Middle School, Birmingham, AL and Jennifer Rouse, Algebra/Math 8 Teacher, Corner Middle School, Birmingham, AL

189. Creating Assignments That Target Student Misconceptions

Table 8
Objective: 3

R

Focus: MDC
Audience: E

Student misconceptions in math are inevitable. Uncorrected, they can cause students to become frustrated and doubt their abilities. It is our responsibility to rid students of these conceptual understandings. Come see how we, as math teachers, can predict and target student misconceptions through assignments.

Presenter(s): Tim Boyles, Teacher, Florence School District 1, Florence, SC and Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC

60-MINUTE SESSIONS

190. Implementing an LDC Module in a High School Classroom

Room: *Hermitage B*
Objective: 1

Focus: *LDC*
Audience: *E*

The presenter will walk attendees through the process of creating and implementing an LDC module. The presenter will share joys and frustrations and how to overcome challenges of implementation.

Presenter(s): Debra Cullen, Independent Consultant, Clarksburg, WV and Amy Moore, Instructional Coach, Wetzel County Schools, New Martinsville, WV

191. Teachers Teach, But the Students Lead

Room: *Hermitage C*
Objective: 1

Focus: *LDC*
Audience: *B*

In this interactive session, the presenter will conduct an LDC Socratic Seminar administered in the presenter's classroom to foster "wealthy" discussions of complex text with all levels of learners. This seminar will be modeled as student-led for all levels of learners.

Presenter(s): Tamika Rasheed, Teacher, Kammerer Middle School, Louisville, KY and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

192. Finding Instantaneous Rates of Change: Applications of Slope

Room: *Lincoln D*
Objective: 2

Focus: *MDC*
Audience: *E*

College- and career-readiness standards first mention slope in grade six and expand and deepen the concept through Algebra II and beyond. Participants will experience hands-on activities to help build rate of change concepts at each grade. To view online games and activities related to unit rates, participants can bring an Internet-capable device.

Presenter(s): Jeanne Glover, Independent Consultant, JRJ Math Consulting, Tyrnza, AR

193. Using FAL-Like Activities at the Next Level

Room: *Presidential Chamber A*
Objective: 2

Focus: *MDC*
Audience: *E*

Though the number of formative assessment lessons are limited for upper-level mathematics courses, students in those classes still greatly benefit from the opportunity for productive struggle. Come here how a high school mathematics teacher created FAL-like activities to engage her precalculus and calculus students and ensure they received a balanced approach to mathematics.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN and Christi Edwards, Mathematics Teacher – MDC Teacher Trainer, Stanly County Schools, Oakboro, NC

194. High-Stakes Exam: How Can MDC Help?

Room: *Jackson AB*
Objective: 2

Focus: *MDC*
Audience: *B/E*

The presenters will discuss the pros and cons of high-stakes testing. They will also demonstrate how MDC formative assessment lessons and tasks are used for review in a large Texas district. The reviews are very planned and deliberate and are designed to maximize student learning. Games, technology and activities are used.

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

60-MINUTE SESSIONS

195. Effective Blended Professional Learning Communities

Room: *Hermitage D*
Objective: 3

Focus: *LDC*
Audience: *E*

Virtual is the way of the future! In this session, learn how schools and coaches are using video meetings and other online tools, such as LDC data analytics, to encourage and support LDC professional learning communities.

Presenter(s): Barbara Brown, i3 Grant Project Director, New York, LDC, New York, NY

196. Math Ready: Here I Come, College!

Room: *Presidential Boardroom B*
Objective: 3

Focus: *MDC*
Audience: *E*

Many students dream of college, but their math scores may be a stumbling block. Math Ready is the SREB course designed for high school seniors with low standardized exam scores and would likely take remedial math in college. Using critical thinking activities, Math Ready enhances basic math skills and prepares students for college-level work. Learn how this course serves students and how working with local community colleges can make this a transition course.

Presenter(s): Nidia Fernandez-Lee, Teacher, Shades Valley High School, Irondale, AL

197. Adopting Versus Adapting a Mini-Task

Room: *Cheekwood GH*
Objective: 3

R

Focus: *LDC*
Audience: *E*

LDC CoreTools provides access to teacher-created literacy mini-tasks. Some mini-tasks are designed to be used with any text and in any content area. However, others are specific to texts and content. Many of the content-specific mini-tasks can be adapted to work well with a different content. This session will focus on analyzing a content teaching task and building the instruction for the teaching task by adopting and adapting mini-tasks.

Presenter(s): Connie Lester, School Improvement Consultant/Literacy Trainer, SREB, Atlanta, GA

198. MDC Implementation: A Districtwide Vision for Math Grades 3-12

Room: *Lincoln C*
Objective: 4

Focus: *MDC*
Audience: *B*

After several years in the district, our school implemented MDC. The teachers took off with it, and it became the catalyst for change that created a vision for what mathematics instruction should look like in third through 12th grade. Real change in instruction and genuine collaboration have resulted. The teachers are realizing the value of their shifting role, and the students are reaping the benefits.

Presenter(s): Donna Cook, District Math Coordinator, Florence School District 1, Florence, SC and Dawn Perks, Independent Consultant, Burlington, NC

199. The Value of Vertical Teaming in LDC: The Journey in the Whale Branch Cluster

Room: *Belle Meade CD*
Objective: 4

R

Focus: *LDC*
Audience: *B*

Come and hear a "Whale of a Tale" of how two middle grades schools and a high school aligned their goals and their curriculum through Year 1 of LDC. Through vertical and horizontal articulation, the three schools are building literacy instruction across the content areas.

Presenter(s): Chad Cox, Principal, Whale Branch Middle School, Seabrook, SC; Mona Lise Dickson, Principal, Whale Branch Early College High School, Seabrook, SC; and Beth Moore, Independent Consultant, Columbia, SC

60-MINUTE SESSIONS**200. Maximum Impact: Redesigning the Senior Year**

Room: Belle Meade AB
Objective: 4

Focus: LDC/MDC
Audience: E

The senior year should be a time when all students prepare for life after high school, be that at a technical school, community college or university. By redesigning the senior year to include advanced curricula and readiness courses, schools can ensure students are ready for what comes next. SREB's redesign of the senior year, which includes strategies for increasing readiness, dual enrollment and advanced career courses, will be shared and discussed.

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

201. A Rocky Road to the Right Path

Room: Belmont B
Objective: 4

Focus: LDC/MDC
Audience: B

Hear about the challenges and solutions to developing PLCs, SLCs, block schedules, etc. to create a student and adult culture of collaboration that focuses on increasing student achievement through a high-functioning professional learning community.

Presenter(s): Kimberley Ash, Assistant Principal; Yesenia Cordova, Principal; Kenny Davis, Teacher, Brackenridge High School, San Antonio, TX and Dana Davis, Independent Consultant, Dana Davis Consulting, Irving, TX

202. Building Teacher Leadership to Build Capacity and Sustainability

Room: Jackson C
Objective: 4

R

Focus: MDC
Audience: E

How do you build the capacity of support while scaling? Come hear how a large urban district has spread MDC from 10 to over 24 schools within three years. A district of over 100,000 students with a small district staff is building capacity through empowering teachers to lead. Teacher leadership has expanded our capacity to train, support and lead without losing momentum as we scale.

Presenter(s): Angela Harris, Mathematics Specialist, Grades 6-12, Jefferson County Public Schools, Louisville, KY

203. Through the Looking Glass: Revising LDC Professional Development

Room: Cheekwood ABC
Objective: 5

Focus: LDC
Audience: E

District and school leaders will learn how a district professional development team used teacher feedback to revamp the delivery of Literacy Design Collaborative professional learning to better serve the needs of the district's teachers. This session will explain the initial delivery plan, changes made in the delivery strategies, impact on teacher capacity and next steps for increased teacher ownership and leadership.

Presenter(s): Denise Carrell, Middle School English Language Arts Specialist and Diane Batts-Cole, Goal Clarity Coach, Jefferson County Public Schools, Louisville, KY; and Kate Grindon, Effectiveness Coach, Kentucky Department of Education, Frankfort, KY

60-MINUTE SESSIONS**204. Spotlight! Using a Demonstration Day to Increase Capacity**

Room: Presidential Boardroom A
Objective: 5

Focus: LDC/MDC
Audience: E

This spring, SREB, LDC and Rankin County School District collaborated to showcase the impact LDC and MDC are having on teaching and learning. Leaders visited classrooms, listened to teachers and talked with leaders committed to using LDC and MDC to increase student achievement. See how the district ramped up implementation across the district.

Presenter(s): Sheri Blakenship, Literacy Coach, Rankin County School District, Brandon, MS and Daniel Rock, Lead Literacy Consultant, SREB, Atlanta, GA

205. Corraling Knowledge With the Colleague Collaboration Circle

Room: Lincoln E
Objective: 5

Focus: LDC/MDC
Audience: E

Colleague circles, using the problem practice protocol, provide an opportunity to access knowledge and offer solutions for specific problems. Teacher-leaders striving to spread LDC and MDC to their schools or districts face obstacles. This session will allow participants to engage in a problem practice protocol that can be reproduced based on needs.

Presenter(s): Donna Patten, Math Department Head, West Monroe High School, Monroe, LA and Gail Snider, Math Consultant, SREB, Atlanta, GA

206. Using an Online Platform to Spread MDC

Room: Cheekwood F
Objective: 5

R

Focus: MDC
Audience: E

Attendees will learn how they can utilize a series of online MDC courses to spread MDC tools and strategies to all math teachers in their schools or districts. These four online courses are designed to provide opportunities for professional learning and collaboration as teachers shift and upgrade instruction in math classrooms.

Presenter(s): Jason Adair, Mathematics Consultant, SREB, Atlanta, GA

207. Beginning a Federal Literacy Grant in Kentucky

Room: Belmont C
Objective: 5

Focus: LDC
Audience: B

This presentation examines the framework of a federal multi-million-dollar grant and how LDC is impacting middle grades and high school teachers' understanding of embedded literacy. The LINK grant focus is to build both educator and school capacity to increase effectiveness and also to work within the surrounding rural areas to create coordinated and targeted literacy-rich environments.

Presenter(s): Kelly Clark, Kay Hedrick, Literacy Consultant; and Wendy King, Kentucky Educational Development Corporation, Lexington, KY

208. Enhancing the "C" in LDC

Room: Hermitage A
Objective: 6

R

Focus: LDC
Audience: E

Learn how a team of teachers used LDC to enhance collaboration, provide professional support for teachers new to LDC and produce remarkable student growth. Participants will hear how eighth-grade social studies teachers developed a seminar approach that uses LDC practices to enhance teaching and learning.

Presenter(s): Raffy Garza-Vizcaino, Independent Consultant, Pflugerville, TX; Kelli Garr, Assistant Principal; Kevin Welch, Social Studies Teacher; and Shauna Evans, Goal Clarity Coach, Newburg Middle School, Louisville, KY

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

209. LDC Literacy Lessons

Table 1
Objective: 3

Focus: LDC
Audience: B

Learn how to use LDC to create literacy lessons that can be used in any class. Participants will learn how the Literacy Design Collaborative framework can be used to create and implement project-based learning and analyze text. Come and see how students can plan a garden, research and present information about a college decision and a family vacation.

Presenter(s): Tammy Small, Intervention Teacher, Lugoff-Elgin Middle School, Dalzell, SC and Twyla Coleman, Literacy Trainer, SREB, Atlanta, GA

210. A Perfect Pairing: LDC and Project-Based Learning

Table 2
Objective: 1

Focus: LDC
Audience: E

Grade-level teams from Fultondale Elementary in Jefferson County, Alabama will share how they engage students in multiple projects that each start with an LDC module. These teachers work together to plan modules in English language arts, science, and social studies that include extensions in which students apply what they learn to teach others or to build something – such as usable yard art from recycled materials. Discover how the power of authentic projects motivates students in grades three through six to engage in rigorous research, reading, and writing.

Presenter(s): Jill Potts, Coordinator, Elementary LDC/MDC, SREB, Atlanta, GA; Natalie Campbell, Elaine Peters and Heather Weems, Teachers, Fultondale Elementary, Fultondale, AL

211. “ARE” You Innovative in Instruction?

Table 3
Objective: 6

Focus: LDC/MDC
Audience: E

Augmented reality in education (ARE) will get your students hooked on learning. See multiple ways to integrate augmented reality concepts into any classroom. Learn to design and develop ARE instruction to advance the meaningful learning in your schools. Students write about learning experiences in every content area. Augmented reality is the catalyst for innovation in any classroom.

Presenter(s): Nicholas Peterson, Teacher, Richland 2 School District, Blythewood, SC

212. Enhancing Reading Strategies Through Successful Student Groups

Table 4
Objective: 3

R

Focus: LDC
Audience: B

Developing successful student groups is imperative to implementing the higher-order thinking and learning required by LDC modules. In this session, learn how to develop, facilitate and assess a predominately cooperative learning environment that will enhance reading skills for multiple levels of students.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA and Angela Ellison, LDC Coach/teacher, North Pike High School, Summit, MS

SHARING SESSIONS

PRESIDENTIAL CHAMBER B

213. LDC in Rural Schools: Lessons We Learned on the Road

Table 5
Objective: 5

R

Focus: LDC
Audience: B

Although much has been made of the challenges of improving instruction in isolated rural school settings, as SREB and local trainers, we decided to work with the strengths of the rural settings: teachers’ abilities to adapt. In this session, we will share artifacts of teacher effort and student success of Year 1 LDC implementation.

Presenter(s): Judy Commander, Independent Consultant, Fayetteville, GA and Sandy Dossett, LDC Local Trainer, Oklahoma Cooperative Interlocal Council, Bartlesville, OK

214. When Answers Aren’t Enough: Must Show Work

Table 6
Objective: 2

R

Focus: MDC
Audience: B

The SREB Process Readiness Indicators state students should use tools strategically to support thinking and problem solving. However, when that tool is a calculator, the definition of “strategic” varies. The answer is not enough. Students must show their work. In Mississippi, graphing calculators are banned on the Algebra I assessment. Learn the positive influence of this decision on school ratings and why enacting MDC FALs and tasks can have similar results for you.

Presenter(s): Elizabeth Repsher, Independent Consultant, Petal, MS

215. Formative Assessment Lessons: Math Is Less Answering and More Learning

Table 7
Objective: 3

R

Focus: MDC
Audience: E

Do you want to shift your students’ mind-set about mathematics and transform learning in your classroom? In this presentation, you will hear how high schools in one district are utilizing the Five Strategies of Assessment for Learning to elevate students to a higher level of thinking and deeper understanding of mathematics.

Presenter(s): Meagan McCutcheon, Implementation Specialist, San Antonio ISD, San Antonio, TX and Jeri DeLeon, Teacher/ Department Chair, San Antonio ISD, San Antonio, TX

216. Fireworks in the Classroom With Math Stations

Table 9
Objective: 3

R

Focus: MDC
Audience: B

Let stations be the spark that ignites student engagement, deeper learning, higher-order thinking, and mathematical conversations in your classroom. Come join this session and experience being a student again and the creative math stations that are designed based on MDC best practices.

Presenter(s): Michelle Short, Seventh-Grade Math Teacher and Shanna Younts, Teacher, Summit Parkway Middle School, Columbia, SC; and Karen Gray, Independent Consultant, Karen Gray Consulting LLC, Trussville, AL

FEATURED PRESENTER

120-MINUTE SESSIONS



Eleanor Dougherty

217. Teaching LDC Paideia Seminar Modules

Room: Hermitage D

Focus: LDC

Objective: 1

Audience: E

During this session, attendees participate in a Literacy Design Collaborative Paideia Seminar Module and consider the connections to the post-seminar writing task and instructional plan. The session emphasizes multiple literacy skills and practices embedded in this approach to teaching an LDC module.

Presenter(s): Eleanor Dougherty, Consultant, Silver Spring, MD

FEATURED PRESENTER

60-MINUTE SESSIONS



R. Lynn Canady

218. Accelerating Literacy Skills in Primary Grades: Why and How

Room: Cheekwood F

Focus: LDC

Objective: 1

Audience: B/E

Less than 35 percent of students enter third grade as proficient readers, then the achievement gap grows even wider. Schools can obtain six years of growth in students' first four years of school by focusing on prevention and less on intervention and retention. Critical variables are teachers, time and explicit instruction.

Presenter(s): Robert Lynn Canady, Professor Emeritus, University of Virginia, Charlottesville, VA

219. LDC: Yes, You Can

Room: Belmont B

R

Focus: LDC

Objective: 1

Audience: B

LDC can be integrated into any subject. See how to incorporate writing occasionally to expand on student knowledge. Learn how LDC modules can be written, customized and modified to fit your student's needs.

Presenter(s): Christina Wilkins, CTE Teacher; Jennie Maidene, CTE Site Coordinator; and Robin Johnson, Teacher, Public Schools of Robeson County, Rowland, NC; and Judy Commander, Independent Consultant, Fayetteville, GA

220. Engage Elementary Students With LDC and PBL

Room: Hermitage B

Focus: LDC

Objective: 1

Audience: B/E

Fifth- and sixth-grade teachers will share how they plan cross-discipline projects that incorporate LDC modules. Learn how they collaborate to teach the science, social studies and literacy standards through projects that engage students in reading, researching, experimenting, writing and creating.

Presenter(s): Kristen McGrath, Kelvin Golden, Alyson Torbett, Melinda Boyd and Josh Patton, Teachers, Fultondale Elementary, Fultondale, AL

221. Re-Engagement: Answering the "What Now?" of Formative Assessment

Room: Jackson AB

Focus: MDC

Objective: 2

Audience: B/E

Re-engagement lessons have students look at a previously administered, task, with a renewed perspective. They answer the question "what now?" after formative assessment lessons. Learn how to create re-engagement lessons based on formative assessment data.

Presenter(s): Debbie Robertson, Mathematics Consultant, SREB, Atlanta, GA

60-MINUTE SESSIONS

222. ESOL Tool Kit for Success

Room: Lincoln C

Focus: LDC/MDC

Objective: 2

Audience: E

ESOL (English to Speakers of Other Languages) students need a "tool kit" of strategies to experience success and growth with assessments. Research shows the school-age ESOL population has experienced significant growth over the past few decades. Through a formative assessment lesson, the presenters will observe and address the strategies of how ESOL students perform the operations of multiplication and division.

Presenter(s): Lisa Yingling, Teacher, Myrtle Beach Intermediate, North Myrtle Beach, SC and Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC

223. Project-Based Learning for Your Students

Room: Lincoln A

Focus: MDC

Objective: 3

Audience: E

Participants will have access to teacher-created projects that extend opportunities for productive struggle by integrating additional challenges, encouraging creativity and focusing on specific standards. These assignments include presentation skills, writing and peer feedback using rubrics. Student projects are exemplars of the Five Strategies of Assessment for Learning for all levels of learners.

Presenter(s): Athraa Alabudy, Teacher, Jefferson County Public Schools, Louisville, KY; Kim D'Annunzio, Teacher, Olmsted Academy South, Louisville, KY and Barbara Moore, School Improvement Consultant, SREB, Atlanta, GA

224. Mathematical Discourse: Walk the Walk and Talk the Talk

Room: Jackson D

Focus: MDC

Objective: 3

Audience: B/E

How can we encourage and strengthen mathematical discourse in the classroom? Learn how we can make our students more comfortable giving verbal and written explanations about the mathematics they are doing. See why this is difficult for students, and why this is an important concept for them to develop.

Presenter(s): Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN and Myra Cannon, Independent Math Consultant, Thomasville, NC

225. Reversing the Cinderella Syndrome (Learned Helplessness)

Room: Presidential Boardroom A

Focus: MDC

Objective: 3

Audience: B

See how MDC has energized and improved teaching at this school. The strategies of MDC have allowed educators to improve techniques for questioning and provide effective feedback that create a student-centered classroom. Presenters will discuss elements of FALS and tasks that encourage students to identify and resolve their own misconceptions.

Presenter(s): Valerie Dickerson, Independent Consultant, Cumming, GA and Tarya Harrell, Math Coach and Teacher, MS Palmer High School, Marks, MS

226. Independent Thinking: Strategies to Enhance Student Engagement

Room: Belmont C

Focus: LDC

Objective: 3

Audience: B

In this session, participants will learn about tools to help students process visual and textual information. Using resources from "Facing History and Ourselves," the facilitators will demonstrate the use of a close-viewing and close-reading protocol to study events of the American civil rights movement. Come and see how to make critical historical events "real" for your students.

Presenter(s): Rick Daniel, Social Studies Specialist, Jefferson County Public Schools, Louisville, KY

60-MINUTE SESSIONS

227. Why Mathematical Literacy Matters

Room: Jackson C
Objective: 3

Focus: MDC
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

228. Assessment for Learning Day to Day: Instruction Beyond the FAL

Room: Lincoln E
Objective: 3

R

Focus: MDC
Audience: E

What do the Five Strategies of Assessment for Learning look like when applied on a day-to-day basis? In this session participants will look at simple formative assessment tools that address the Five Strategies of Assessment for Learning. Learn tips for use every day to ensure consistency in assessment.

Presenter(s): Lessie Anderson, Mathematics Consultant, SREB, Atlanta, GA

229. Ready Students for High School Math With This New Math Course

Room: Belle Meade AB
Objective: 3

Focus: MDC
Audience: E

Ninth grade is the most critical year for students hoping to graduate in four years. Get your eighth-graders ready with the new Ready for High School Math course. Patterned after the successful Math Ready course for high school seniors, this middle grades course employs successful strategies based on the MDC framework.

Presenter(s): John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA

230. Using Survey Data as a Coaching Tool

Room: Presidential Chamber A
Objective: 4

Focus: LDC/MDC
Audience: B/E

In the spring of 2017, SREB surveyed teachers and students involved in LDC and MDC. This data provided valuable information about teacher perceptions of their professional learning and student reports of their literacy and math instruction. LDC and MDC instructional coaches will share how they are using this data with teachers they support and discuss trends they noticed across classrooms and schools.

Presenter(s): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA; Mary Grace Hicks, Local Trainer, Blount County Board of Education, Cleveland, AL; and Jodi Hofberg, Secondary Math/Science Specialist, Alamance-Burlington School System, Burlington, NC

231. Success: When Preparation Meets Execution

Room: Cheekwood GH
Objective: 4

Focus: LDC
Audience: B

This year, SREB examined data from hundreds of schools to learn why some schools flourished with LDC and others did not. This session will examine the key ingredients for deepening and sustaining instruction using the LDC framework. Learn the steps leadership teams can take to ensure LDC implementation leads to the desired results.

Presenter(s): Daniel Rock, Lead Literacy Consultant and Joseph Tadlock, Senior Qualitative Researcher, SREB, Atlanta, GA

60-MINUTE SESSIONS

232. Get Ready to Get Your Students Literacy Ready!

Room: Hermitage A
Objective: 4

Focus: LDC
Audience: E

Are students ready for college-level courses, and do they have the ACT/SAT scores for acceptance into their desired schools? Literacy Ready is a course developed by SREB with those concerns in mind. Six units cover three subject areas (science, history and reading) with the primary focus of building literacy skills. Learn how the course has been implemented, the benefits and barriers discovered through the process, and how this literacy approach altered one teacher's mind-set.

Presenter(s): Tiona Fowler, Teacher, Shades Valley High School, Irondale, AL

233. Collaborating for the Greater Good

Room: Cheekwood ABC
Objective: 5

Focus: LDC
Audience: E

Learn how one school has taken the philosophy of LDC and created thematic units through collaborative efforts. The presenters will discuss the importance of having team work and bringing out the strengths of the teaching staff while building on anchor texts.

Presenter(s): Amanda Hoskins, Ann Miller and Kathryn Snyder, Teachers, Capital High School, Charleston, WV

234. Succeeding With MDC in the Elementary Grades

Room: Lincoln D
Objective: 5

Focus: MDC
Audience: B

Building strong mathematical foundations in the elementary grades is critical for long-term success. See how one district uses questioning and critical thinking strategies for developing independent student problem solvers who aren't afraid to engage in productive struggle. Achievement data show it's working.

Presenter(s): Leslie Texas, Educational Consultant, Leslie Texas Consulting, Louisville, KY; Rosa Bailey, Director of Instruction and Debra Dowless, Assistant Superintendent of Elementary Education, Hoke County Schools, Raeford, NC

235. Go on a Google Expedition With LDC Mini-Tasks

Room: Hermitage C
Objective: 6

Focus: LDC
Audience: E

This session will present ideas for combining a Google Expedition with an LDC mini-task to keep students engaged in the lesson. Participants will experience a trip with a Google Expedition and will complete a mini-task as a model. Presenters will share a collection of mini-tasks that work with all Google Expeditions and include a focus on building literacy skills.

Presenter(s): Regina Propst, Secondary Curriculum Specialist; Donna Rudisill and Stacy Lovdahl, Instructional Technology Facilitators, Catawba County Schools, Newton, NC

FEATURED PRESENTER

60-MINUTE SESSIONS



R. Lynn Canady

236. Increasing Career- and College-Ready Graduates With Masterful Support

Room: Cheekwood F

Focus: LDC/MDC

Objective: 3

Audience: E

Schools have increased graduation rates; however, less than 40 percent of graduating seniors are college or career ready. Implementation of mastery learning can be a catalyst for changes needed to boost student achievement in the middle grades and high schools. Schedules that include student supports and extended teacher development will be illustrated.

Presenter(s): Robert Lynn Canady, Professor Emeritus, University of Virginia, Charlottesville, VA

237. Year 1 LDC Implementation at a Middle Grades School

Room: Belle Meade CD

Focus: LDC

Objective: 1

Audience: B

School leaders share the process for selecting participants for an LDC team, and teachers discuss creating and implementing modules in science, social studies, English language arts and Spanish. Teachers will also share how they problem solved to implement LDC with fidelity, how they grew professionally as teachers and how LDC impacted student achievement.

Presenter(s): Heather Bundy, Literacy Coach, Kaylin Wyant, Rachel Wallace, Kevin Burns and Catia Gilbert, Teachers, Whale Branch Middle School, Seabrook, SC

238. Rigor or Recreation? What Kind of Mini-Tasks Are You Creating?

Room: Belle Meade AB

R

Focus: LDC

Objective: 1

Audience: E

Teachers spend hours creating interesting lessons to keep students actively engaged. But how rigorous are those lessons? Learn how to determine if a lesson is a rigorous, intellectual pursuit or no more than a creative waste of time.

Presenter(s): Debbie Hall, School Improvement Consultant, SREB, Atlanta, GA

239. How to Design to Quality and Have Fun Doing It: Key Strategies for Streamlining the LDC Design Process

Room: Hermitage A

Focus: LDC

Objective: 1

Audience: B

This session will feature lessons learned from working with teachers and take a deep dive into one key resource: LDC Starter Tasks. These tasks, driven by reading standards and easily adaptable for use with your favorite texts and local content, give educators a leg up in designing LDC modules.

Presenter(s): Nicole Renner, Manager of Core Content Development, LDC, New York, NY and Sheri Blankenship, Literacy Coach, Rankin Public Schools, Brandon, MS

240. The Art of Reflective Practice — Math

Room: Presidential Chamber A

Focus: MDC

Objective: 2

Audience: E

What does it look like when the Mathematics Design Collaborative is implemented with fidelity? In this session, participants will examine SREB's observation/coaching rubric and self-assess their current practice as mathematics teachers. The discussion will focus on using the rubric as a reflective practitioner, relate it to what you do in practice and refocus your thinking on your existing knowledge to help generate new ideas.

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

60-MINUTE SESSIONS

241. Manipulating Mathematical Discourse in the Middle Grades

Room: Lincoln D

Focus: MDC

Objective: 2

Audience: B

Explore strategies to engage middle grades students in rich mathematical discourse as they examine mathematical concepts. Questioning techniques will be modeled and structuring lessons to move students from concrete examples using manipulatives. We will progress through charts and graphs and finally end with more abstract representations in the form of algebraic equations.

Presenter(s): Cathey Ritter, Independent Consultant, Vestavia Hills, AL and Marcelle Powell, Teacher, Hobpton Middle School, Clinton, NC

242. Designing a Focused Lesson Using the Mini-Task Framework

Room: Hermitage B

R

Focus: LDC

Objective: 3

Audience: B

This session will highlight how to improve a mediocre standards-based science lesson into an exemplary science lesson by implementing the LDC mini-task framework. Proper training in using LDC mini-tasks increases the likelihood non-ELA teachers will incorporate literacy into the design of their lessons.

Presenter(s): Dana Davis, Independent Consultant, Dana Davis Consulting, Irving, TX and Allen Wilson, Implementation Specialist, San Antonio Independent School District, San Antonio, TX

243. Using Number Talks and Rigorous Tasks in the Elementary Classroom

Room: Lincoln E

R

Focus: MDC

Objective: 3

Audience: E

In this session, you will engage in Number Talks and rigorous tasks that can be utilized in your classroom daily to engineer effective discussions and to formatively assess your students.

Presenter(s): Dawn Perks, Independent Consultant, Burlington, NC

244. LDC Instruction Beyond the Module

Room: Cheekwood GH

R

Focus: LDC

Objective: 3

Audience: E

With LDC, multi-week modules support teachers to effectively teach reading, writing, speaking and listening in any subject area. Explore how to use LDC resources to develop LDC lessons that focus on developing literacy skills as students master content standards.

Presenter(s): Connie Lester, School Improvement Consultant/Literacy Trainer, SREB, Atlanta, GA

245. Creating Self-Regulated Learners

Room: Presidential Boardroom B

Focus: LDC/MDC

Objective: 3

Audience: E

Consider the Five Strategies of Assessment for Learning and how teachers must establish the learning intention and success criteria before students become owners of their own learning. Participants will reflect on the mind shifts that must take place as they develop curricula for the self-regulated learners of the future.

Presenter(s): Gail Snider, Math Consultant, SREB, Atlanta, GA

246. Asking the Right Questions

Room: Hermitage C

Focus: LDC

Objective: 3

Audience: B

Every discipline has complex texts that students need to read and understand. Asking the right questions about a text is a way to scaffold instruction and build understanding. Look at what the text says, how the text works, and what the text means in your disciplines to create effective text-dependent questions for close reading.

Presenter(s): Barbara Goggans, Curriculum Coach for English language arts, 6-12, Georgetown County School District, Georgetown, SC and Jill Potts, Coordinator, Elementary LDC/MDC, SREB, Atlanta, GA

60-MINUTE SESSIONS

247. We've done a FAL ... Now What?

Room: Presidential Boardroom A
Objective: 3

Focus: MDC
Audience: E

Let's face it. The number of FALs is limited. What else can we do to implement MDC strategies? In this session, the presenters will provide a series of activities that engage participants in using games, manipulatives and technology to foster a student-centered classroom in which students take ownership of their learning.

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

248. STOP! Don't Be a Talking Head!

Room: Lincoln C
Objective: 3

Focus: MDC
Audience: B

Suffering from "talking head syndrome?" Get ready to take a recovery journey that removes the weight of student learning off your shoulders and places the ownership of learning back on your students. Tap into the best instructional practices to engage learners in collaborative academic discourse.

Presenter(s): Angela McCord, Instructional Coach, MC Squared Consulting, Okatie, SC; Davina Coleman, Numeracy Coach, Robert Smalls International Academy, Beaufort, SC; and Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC

249. The Real Truth of MDC

Room: Jackson C
Objective: 3

R

Focus: MDC
Audience: B

Do you ever wish your administrative team would stop adding things to your plate? In this session, the presenter will have a truthful conversation about her journey with MDC — all of the ups and downs, and how FALs have helped inside the classroom and in students' everyday lives.

Presenter(s): Kelsie Willingham, Teacher/Numeracy Coach, Jere Baxter Middle School, Nashville, TN

250. Formative Assessment Lessons: Math Is Less Answering and More Learning

Room: Presidential Chamber B
Objective: 3

R

Focus: MDC
Audience: E

Do you want to shift your students' mind-set about mathematics and transform learning in your classroom? In this presentation, you will hear how high schools in one district are utilizing the "Five Strategies of Assessment for Learning" to elevate students to a higher level of thinking and deeper understanding of mathematics.

Presenter(s): Meagan McCutcheon, Implementation Specialist and Jeri DeLeon, Teacher Department Chair, San Antonio ISD, San Antonio, TX

60-MINUTE SESSIONS

251. Using the Paradigm Shifts to Ensure Quality Assignments Daily

Room: Belmont B
Objective: 3

Focus: LDC
Audience: E

This session will highlight how Local Trainers/Instructional Coaches have implemented the spread of quality assignments daily from the onset of having to change the mindset of educators through the knowledge of the paradigm shifts to the actual Action Plan of the spread. In addition, they will share how this Action Plan is helping administrators, instructional coaches, and teachers to recognize the importance of designing quality assignments in all content areas to be used daily.

Presenter(s): Kaye Jamison, LDC Local Trainer, Newberry School District, Newberry, SC and Ricky Simpson, LDC Local Trainer, Honea-Path Middle School, Honea-Path, SC and Twyla Coleman, SREB Literacy Trainer, SREB, Clovis, NM

252. It Takes a Village: Leading Change Through Shared Responsibility

Room: Jackson AB
Objective: 4

Focus: MDC
Audience: E

This session will focus on how a large district has been implementing the Mathematics Design Collaborative and its plans for continued expansion. Presenters will share structures for supporting classroom teachers, school-based coaches and administrators, and discuss professional development opportunities to promote teacher leadership and sustainability.

Presenter(s): Kanna Edison, Content Goal Clarity Coach and Angela Harris, Mathematics Specialist, Grades 6-12, Jefferson County Public Schools, Louisville, KY and Leslie Texas, Educational Consultant, Leslie Texas Consulting, Louisville, KY

253. Creating District Curriculum That Includes and Aligns FALS

Room: Lincoln A
Objective: 4

Focus: MDC
Audience: E

Learn about the method used in San Antonio Independent School District that aligns curriculum to the state standards. Participants will experience all phases of developing a robust curriculum that includes day-by-day activities, interim assessments and FALS. At the end of the process teachers have a "product" that they can use daily in the classroom.

Presenter(s): Libby Chaskin, Independent Math Consultant, SREB, San Antonio, TX and Karyne Usher, Leadership Instructional Coordinator, San Antonio ISD, San Antonio, TX

254. Using the LDC Framework to Promote Student Engagement

Room: Cheekwood ABC
Objective: 6

R

Focus: LDC
Audience: E

How can we enhance the learning environment for our students? We can enhance it by keeping them engaged! This session will focus on how to use the Literacy Design Collaborative framework to ensure our students are engaged and have a vested interest in their learning.

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

Closing General Session — 10:30 A.M.**255. Transforming Classroom Experiences With the Powerful Practices of Literacy and Mathematics**

Room: Delta Ballroom A
Objective: 4

Focus: LDC/MDC
Audience: B/E

Award-winning school and district leaders will share how they built a culture of collaboration around the powerful practices of literacy and mathematics to transform instruction and meet students' learning needs. Panelists will discuss how resources, such as time and support, are focused on the development of high-quality learning experiences for all students.

Facilitator: Lauri Johnson, Director of School Leader Development, SREB

Panelist(s): Nick Thomas, Teacher, Brandon Middle School, Rankin County School District, MS; Athraa Alabudy, Teacher, Olmsted Academy South, Jefferson County Public Schools, KY; Meagan Holt, Instructional Coach, Blount County Schools, AL; and Tanya Crisco, Principal, South Stanly High School, Stanly County Schools, NC

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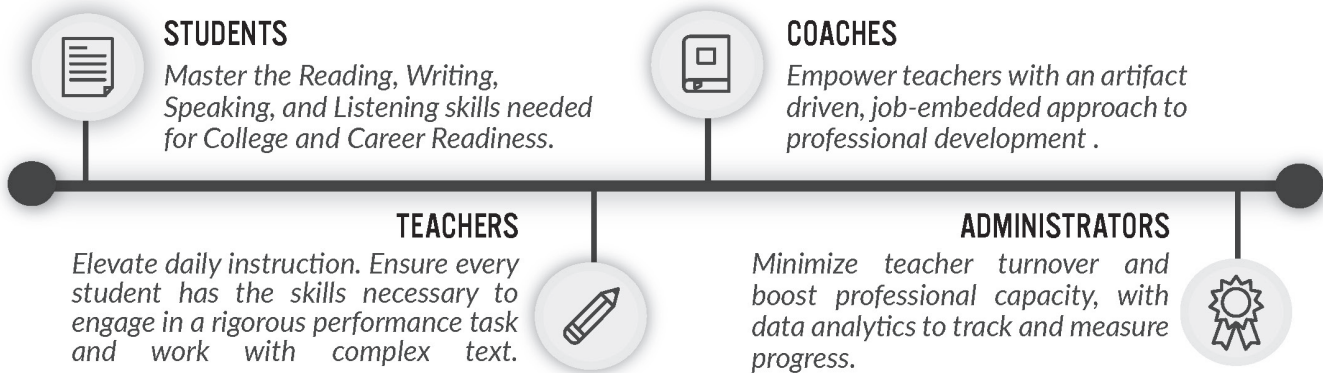
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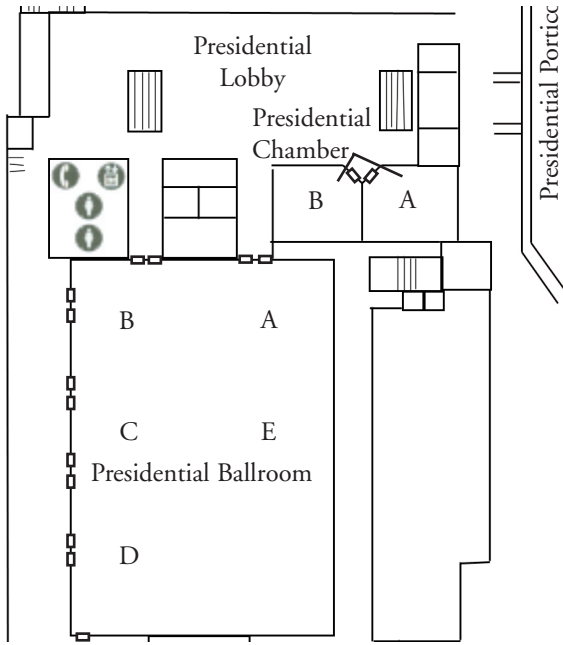


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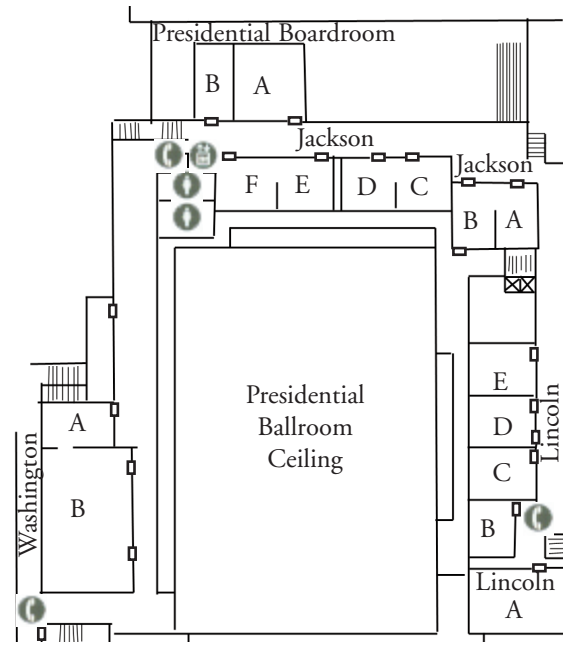


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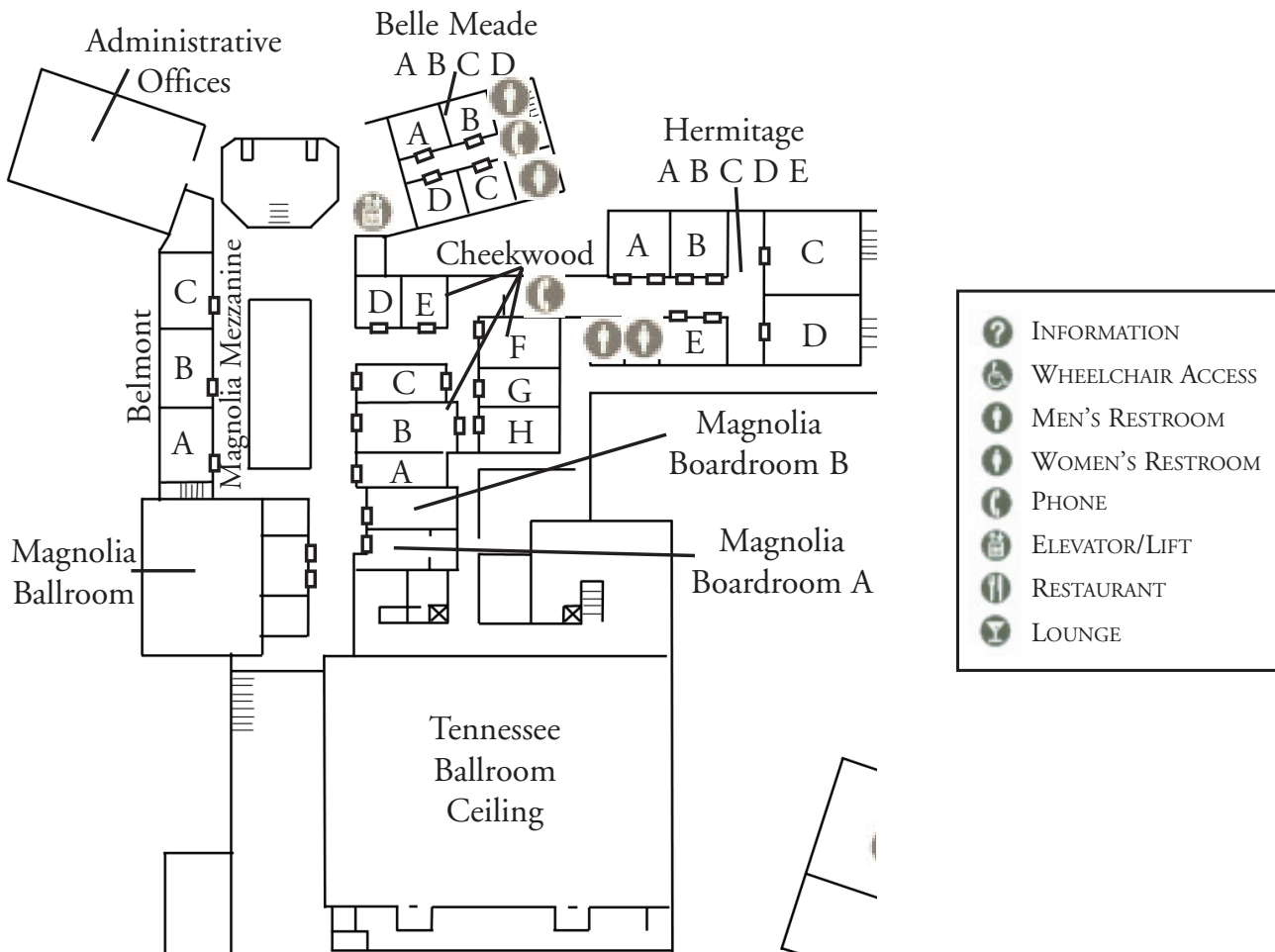
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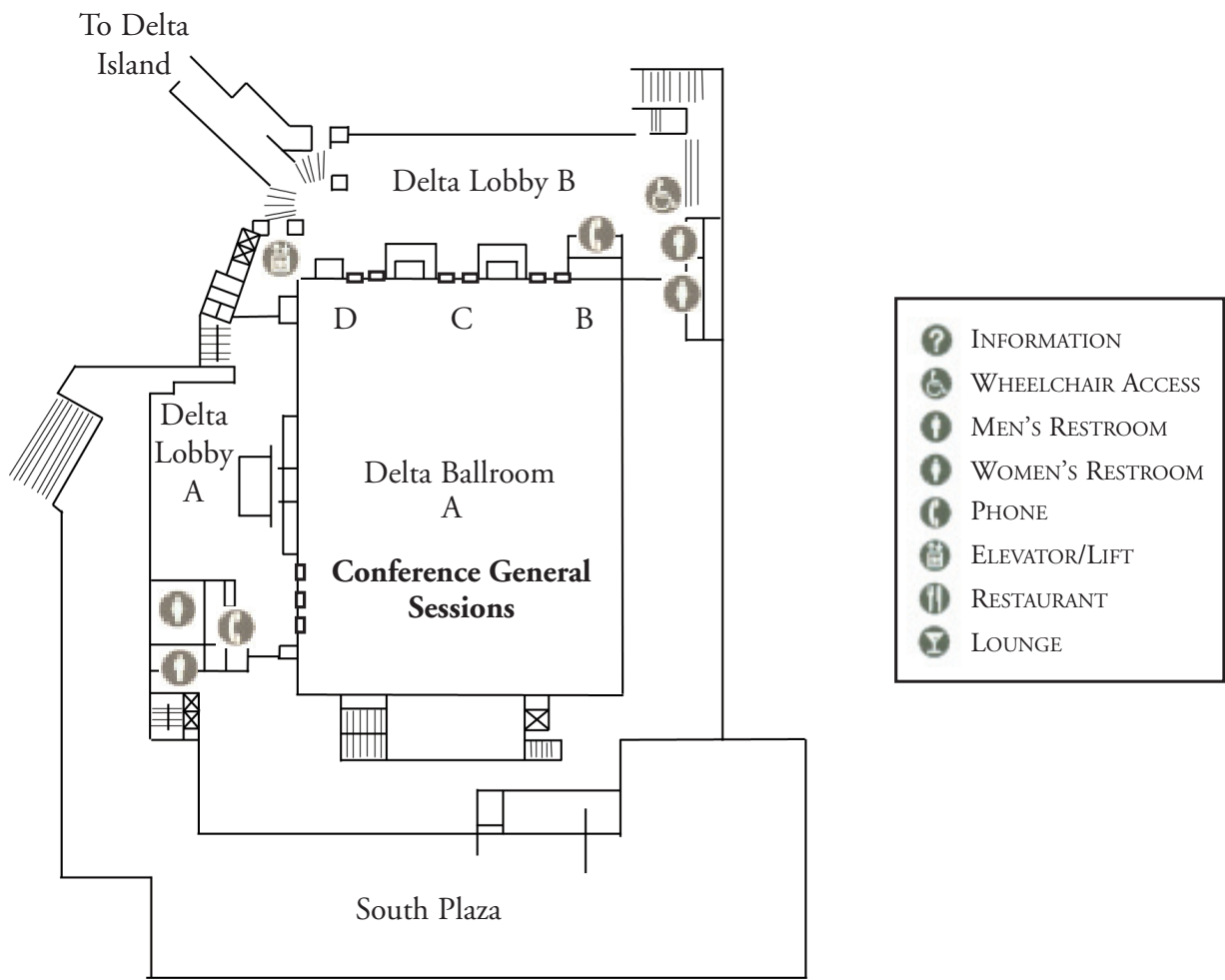


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DELTA SECTION





Southern Regional Education Board

Sixth Annual College- and Career-Readiness Standards Networking Conference

Monday, July 9 – Wednesday, July 11, 2018
Gaylord Palms Resort & Convention Center
Orlando, Florida

www.sreb.org/networkingconference

REGISTRATION AND PROPOSALS:

The conference announcement brochure and registration materials will be available online and sent to member schools by January 2018. We will also begin accepting proposals to present at www.sreb.org/networkingconference.

HOTEL INFORMATION:

Connections Housing will act as the booking agent for all contracted conference hotels. To reserve a room, please visit www.bitly.com/connectionshousing or call (404) 842-0000 or (800) 262-9974. As is standard practice, hotels will require a one-night deposit for each room reservation. Refunds will be given only if cancellations are made at least seven (7) days prior to the scheduled date of arrival. Reservations must be

made by Friday, May 25, 2018, in order to receive the SREB room rate. It is advisable to reserve your rooms early, as the SREB block tends to sell out quickly.

By Wednesday, May 23, 2018, each room must list each occupant’s name and a valid method of payment for the one-night deposit. Credit cards and checks are considered valid methods of payment; school purchase orders will not be accepted.

Please call Connections Housing at (404) 842-0000 or (800) 262-9974 with any questions regarding hotel reservations.

The following is a sample of conference hotels:

Conference Hotel	Single/Double Room*
Gaylord Palms	
Single	\$159
Double	\$159
Triple	\$199
Quadruple	\$209

* The room rates above do not include room tax or fees.

Note: Remember to ask for the 2018 SREB/HSTW Conference rate when booking your reservation.

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