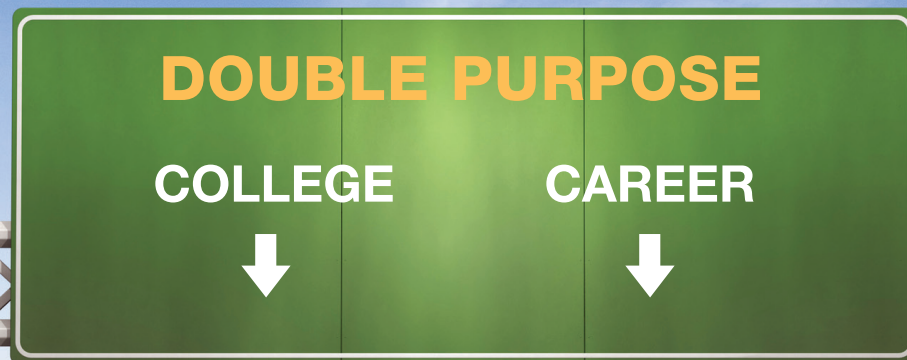


# 31st Annual High Schools That Work Staff Development Conference

Teaching and Learning for a Double Purpose:  
College and Careers



JULY 12-15  
**2017**  
NASHVILLE  
TENNESSEE

**SREB**


High Schools  
That Work

# SREB SCHOOL IMPROVEMENT

## PREPARING STUDENTS FOR COLLEGE AND CAREERS

The Report of the SREB Commission on Computer Science and Information Technology

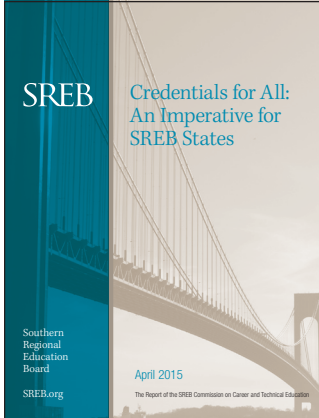
**SREB** Bridging the Computer Science Education Gap:  
*Five Actions States Can Take*



November 2016

Southern Regional Education Board  
SREB.org

**SREB** Credentials for All:  
An Imperative for SREB States




April 2015

The Report of the SREB Commission on Career and Technical Education

Southern Regional Education Board  
SREB.org

**SREB** Progress Over a Decade  
in Preparing More Effective School Principals




2012

Southern Regional Education Board  
www.sreb.org

THE REPORT OF THE SREB MIDDLE GRADES COMMISSION


**SREB** A NEW MISSION  
FOR THE MIDDLE GRADES



PREPARING STUDENTS FOR A CHANGING WORLD

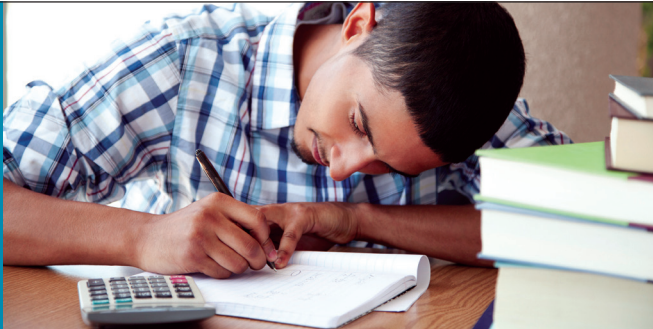
Southern Regional Education Board  
1901 Park St., N.W.  
Atlanta, GA 30318  
(404) 875-9211  
www.sreb.org

Beginning the Bachelor of Science in Nursing in High School  
*How Kentucky Created a 120-Credit Hour Nursing Career Pathway*




MAY 2017

**SREB**




**Mathematics Strategies: Professional Development for Schools and Districts**

Connecting Classrooms, Careers and College  
*Preparing students for success with SREB's new High Schools That Work design*



**SREB** | School Improvement

**College or Career?**  
why not both?



84 percent of Advanced Career students see a connection between what they do in their AC classes and potential future studies and a career

81 percent of Advanced Career students want to learn further course work on the AC pathway they chose

77 percent of Advanced Career students say their AC program has helped them in determining a career goal after high school


**SREB STEM-Based Advanced Career (AC) Pathways Prepare Students for Both College and Career.**

**SREB** | Advanced Career



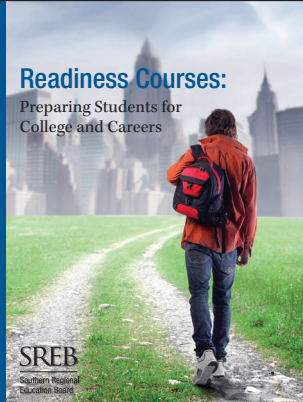
**Literacy Strategies: Professional Development for Schools and Districts**

**SREB** | High Schools That Work




**Project-Based Learning in Career Pathway Courses**

**Readiness Courses:**  
Preparing Students for College and Careers



**SREB**  
Southern Regional Education Board

**Teaching to Lead**  
*Preparing CTE Teachers for Today's Students*



Instructional Planning  
Instructional Strategies  
Classroom Assessment  
Classroom Management

**SREB** | National Research Center for Career and Technical Education

# SREB SCHOOL IMPROVEMENT INITIATIVES

## Advanced Career (AC)

AC is an initiative of SREB and a multi-state consortium focused on creating curricula for pathway programs of study that prepare high school students for careers and meaningful credentials or postsecondary certificates or degrees. Each AC four-course sequence is organized around authentic, hands-on projects requiring application of the college- and career-readiness standards in reading, writing, math, and science, as well as technical and 21st-century skills. Each career pathway is joined with a college-ready academic core and designed to bridge high school and postsecondary studies.

## College- and Career-Readiness Initiative in Literacy and Mathematics

This new initiative assists teachers as they seek to apply the new college- and career-readiness standards for literacy and math to classroom instruction, assignments and assessments. The Literacy Design Collaborative (LDC) initiative supports teachers to embed the literacy standards into instruction in ways that advance reading and writing skills and achievement across content areas. The Mathematics Design Collaborative (MDC) effort assists teachers to use formative assignments and assessments to improve students' understanding and reasoning skills in math.

## Counseling for Careers

Counseling for Careers is an initiative to assist districts and schools (middle grades, high schools and technology centers) to orient students, teachers, counselors, administrators, parents and community partners to career opportunities, career pathway programs of study, postsecondary education and training opportunities in the state and region. The intent is to help students align a career pathway program of study to a career goal, postsecondary studies, and/or employment, resulting in a successful future. Counseling for Careers gives students real-world experiences and career exploration through job shadowing, work-based learning, internships and career exploration events, such as a hands-on career fair.

## Direct Services to Districts and Schools

High Schools That Work (HSTW) provides services to high schools and middle grades schools across the nation that contract directly with SREB for assistance in adopting the HSTW or Making Middle Grades Work (MMGW) improvement designs. The districts and schools are committed to improving student achievement by providing challenging academic and career and technical education programs, setting high expectations for students and teachers, and offering quality professional development.

## Enhanced PBL in CTE

The Enhanced PBL in CTE initiative was established as a partner effort with the Advanced Career (AC) initiative. While AC focuses on the implementation of new career and technical education (CTE) programs of study, Enhanced PBL in CTE focuses on improving the quality of assignments and assessments in existing high-demand, high-skill, high-wage CTE programs. The training model is focused on teachers working with business and industry partners in developing real-world, project-based assignments that require students to apply technical, academic college- and career-readiness standards, technology, and 21st-century skills to compete.

## High Schools That Work (HSTW)

The HSTW Goals, Key Practices and Key Conditions are a framework for whole-school improvement at more than 1,200 high school sites in 30 states and the District of Columbia. HSTW works with the states to deliver technical assistance, professional development, publications and assessment services to schools and districts. The annual HSTW Staff Development Conference inspires and informs administrators, teachers and counselors seeking ways to raise standards and achievement.

## Learning-Centered Leadership Program

The mission of the Learning-Centered Leadership Program is to create leadership programs that effectively prepare principals and school leadership teams to lead improvement in curriculum, instruction and student achievement. This work is accomplished through researching and publishing reports on critical leadership issues, providing technical assistance to states and training school leadership teams to implement strategies for school improvement.

## Making Middle Grades Work (MMGW)

SREB's middle grades consortium works with more than 600 schools in 20 states to raise the academic achievement of middle grades students and to increase the percentages of students who are prepared for challenging high school studies. Schools implement a comprehensive framework that emphasizes rigorous academic courses and continuous school improvement.

## Teaching to Lead: Transitioning Business and Industry Professionals to the Classroom

SREB research shows the majority of new career and technical education (CTE) teachers arrive in the classroom from industry through alternative preparation programs that provide little or no preparation in how to teach. The Teaching to Lead program helps accelerate the transition of individuals with highly valued business and industry experience into the teaching profession without going through traditional teacher preparation and certification. The Teaching to Lead program includes more than 200 hours of professional development in instructional planning, research-based instructional strategies, classroom assessment and classroom management.

## Readiness Courses

SREB Readiness courses teach the disciplinary literacy, writing and math learning skills young adults must have to succeed in college study and the workplace: how to think independently, read for information and solve problems. SREB has developed two Readiness courses for postsecondary studies — Literacy Ready and Math Ready — to teach high school seniors who are unprepared for college the reading, writing and math skills they need to succeed in college and the workplace. SREB has also developed two Ready for High School courses in literacy and math for schools to use in either the eighth or ninth grade. These courses are designed to improve student preparedness for high school studies.

## Technology Centers That Work (TCTW)

TCTW assists shared-time career and technical education centers to improve student achievement and produce graduates who can achieve in high-demand, high-skill, high-wage career fields. The TCTW design is based on the HSTW design, with modifications that address the specific needs of shared-time centers. More than 175 centers in 17 states participate in activities to promote increased academic and technical performance.

## National Research Center for Career and Technical Education (NRCCTE)

The National Research Center for Career and Technical Education (NRCCTE) at SREB provides evidence-based solutions to challenges in policy and practice in students' college and career readiness in secondary schools and workforce readiness in community and technical colleges. NRCCTE provides research-based professional development to career and technical education (CTE) teachers. NRCCTE at SREB also provides research to guide the redesign of existing secondary CTE programs to ensure alignment with the needs of students, postsecondary education, the workplace and the community — thus enhancing students' transition to postsecondary education and the workplace.



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## CONFERENCE PURPOSE

The 2017 HSTW Staff Development Conference provides a platform for participants to share cutting-edge classroom-tested strategies that prepare students with the skills and knowledge needed to succeed in school and the 21st-century workplace.

## CONFERENCE OBJECTIVES AND SUB-OBJECTIVES

1. **Develop rigorous, engaging learning experiences through an instructional design process that provides students with opportunities to master grade-level competencies to succeed in college and careers.**
  - a. Design literacy-based assignments in all subject fields to engage students in comprehending grade-level texts and demonstrate understanding of discipline content in well-written reports.  
2, 8, 9, 10, 58, 59, 103, 104, 125, 142, 143, 144, 166, 167, 168, 189, 190, 212, 231, 232, 233, 280, 281, 324, 325, 326, 368, 371, 372, 396, 412, 413, 433, 434, 452, 453, 481, 499, 500, 534, 538, 539, 555
  - b. Formulate a series of math assignments that advance students' mathematical understanding and reasoning skills in solving both conceptual and applied problems.  
11, 35, 50, 60, 82, 105, 126, 145, 169, 191, 192, 213, 234, 235, 260, 282, 283, 309, 327, 328, 329, 373, 374, 397, 414, 415, 435, 454, 455, 482, 501, 556
  - c. Share strategies and resources to spread and sustain improved literacy-based assignments in all classes and formative assessment assignments in math classrooms.  
12, 36, 61, 62, 97, 106, 146, 170, 171, 193, 236, 237, 261, 284, 285, 310, 330, 351, 352, 375, 456, 457, 520, 521, 557
2. **Establish a middle grades to postsecondary system of counseling for careers through awareness, exploration and preparation.**
  - a. Develop activities, course and teacher advisement systems in the middle grades and early high school that allow students to explore a variety of career pathways.  
13, 51, 83, 127, 147, 184, 238, 276, 311, 353, 376, 416, 436, 458, 483, 502, 522, 535
  - b. Use a system of counseling for careers to support high school students in selecting and completing a personalized career pathway program of study spanning high school and at least the first year of postsecondary study.  
14, 84, 107, 128, 214, 286, 331, 377, 437
  - c. Engage parents in the counseling for careers system and educate them about the rising requirements of the workplace and new and emerging career opportunities.  
3, 15, 37, 52, 148, 194, 215, 262, 287, 378, 459, 540
3. **Develop administrators and teachers as lead learners who embrace and engage in a system of comprehensive school reform.**
  - a. Use HSTW/TCTW/MMGW survey data, classroom formative and summative assessments, and external data to inform decisions for school improvement.  
16, 38, 63, 108, 172, 195, 196, 216, 239, 288, 332, 354, 398, 417, 460, 484, 503
  - b. Create shared leadership to ensure new leaders and teachers are prepared to continue and sustain school improvement efforts.  
64, 65, 85, 129, 130, 149, 197, 198, 240, 289, 379, 399, 461, 523, 541, 558
  - c. Support teacher-leaders with professional development opportunities related to spreading proven practices, bringing on board new teachers, mentoring and providing professional learning communities.  
17, 39, 66, 86, 109, 150, 173, 199, 217, 218, 241, 263, 264, 274, 275, 312, 355, 380, 381, 418, 462, 463, 464, 504, 505, 524, 542, 554
4. **Provide supports to ensure students have the foundational literacy and mathematical skills needed to transition from the middle grades to high school, high school to postsecondary studies and postsecondary studies to careers.**
  - a. Implement support systems to ensure students have the personal, literacy, mathematics and habits of mind and study skills to achieve grade-level standards.  
18, 40, 55, 67, 110, 164, 219, 242, 313, 333, 400, 401, 411, 431, 438, 485, 506, 543, 559
  - b. Identify at-risk middle grades and high school students and provide the extra learning time and quality support they need to reach grade-level standards that include time for teachers to plan blended learning assignments across academic and career pathway courses.  
19, 41, 53, 56, 87, 131, 151, 152, 200, 201, 243, 244, 290, 334, 356, 369, 419, 420, 432, 439, 450, 465, 486, 507, 508, 525, 544, 560
  - c. Provide strategies to assist students to overcome obstacles and develop grit to instill a growth mind-set.  
4, 20, 68, 88, 98, 111, 132, 153, 154, 155, 163, 185, 245, 246, 291, 292, 335, 336, 357, 382, 383, 421, 440, 466, 467, 509, 545, 561
5. **Design career exploratory experiences in the middle grades that enable students and parents to design structured career pathway programs of study beginning in high school and including at least one year of postsecondary study and a sequential series of work-based learning opportunities.**
  - a. Design real-world, project-based assignments such as SREB's STEM projects to enable students to determine their aptitude, abilities and interests to aid in both advancing their high school readiness and in making an informed choice of a high school program of study.  
20, 21, 42, 69, 70, 112, 113, 114, 156, 157, 174, 175, 202, 247, 248, 293, 294, 295, 296, 314, 337, 338, 358, 384, 385, 402, 422, 441, 442, 468, 469, 510, 511, 546, 547, 562, 563
  - b. Design quality career pathways that span high school and postsecondary studies to include college-ready academics, technical, citizenship and workplace readiness skills.  
23, 24, 71, 72, 89, 115, 116, 133, 158, 165, 186, 203, 220, 249, 265, 277, 278, 297, 315, 339, 359, 423, 443, 470, 471, 487, 512, 526, 564
  - c. Involve employers and postsecondary leaders in designing authentic, challenging real-world project-based assignments that require students to apply academic, technical and workplace readiness skills.  
25, 43, 54, 90, 134, 204, 221, 250, 266, 298, 299, 340, 386, 387, 388, 472, 488, 527

## CONFERENCE OBJECTIVES AND SUB-OBJECTIVES

6. Create a culture of continuous improvement by implementing the Design Principles and Key Practices of High Schools That Work, Making Middle Grades Work and Technology Centers That Work.
  - a. Design and implement intellectually demanding career pathway programs of study, such as Advanced Career, that align with college- and career-readiness standards.  
1, 26, 73, 91, 99, 135, 136, 205, 251, 300, 316, 341, 360, 361, 389, 424, 473, 489, 513, 536
  - b. Redesign the senior year to accelerate student attainment of postsecondary credentials and degrees so that students who meet college-readiness benchmarks are provided opportunities to earn up to 30 semester hours of college credit, and students not meeting the benchmarks are provided Readiness courses, pathway courses and work-based learning opportunities to prepare them for an advanced credential or postsecondary degree.  
44, 74, 117, 222, 252, 253, 267, 301, 317, 342, 390, 391, 444, 474, 514, 528
  - c. Organize challenged schools around students' interests and aptitudes through pathways that align with opportunities in postsecondary studies and the workforce.  
45, 75, 176, 206, 207, 268, 302, 343, 403, 404, 490
7. Meet the needs of diverse learners through proven strategies.
  - a. Create a personalized learning environment whereby each student has consistent guidance and support throughout the K-12 experience.  
5, 46, 76, 77, 92, 100, 118, 137, 159, 160, 177, 178, 208, 223, 254, 318, 344, 362, 363, 370, 405, 425, 445, 475, 491, 515, 516, 537, 565
  - b. Provide the extended learning time and support services needed for students to graduate with the foundational literacy, mathematics, technical and workplace knowledge and skills necessary to achieve postsecondary and workplace success.  
27, 28, 47, 78, 79, 101, 138, 187, 255, 269, 303, 319, 345, 346, 406, 426, 492, 529
  - c. Design flexible programs of study that allow students to earn a credible credential by age 25.  
29, 93, 119, 224, 270, 304, 347, 392, 476, 530, 548
8. Work with districts to transform challenged middle grades and high schools into high-performing schools.
  - a. Conduct a comprehensive needs assessment to determine the conditions and proven practices needed to transform the middle grades, high schools and technology centers into high-performing schools.  
30, 94, 139, 179, 228, 364, 393, 446, 477, 496, 531, 549, 566
  - b. Provide support to teachers and administrators using professional development that aligns with identified needs to help them become facilitators of student learning.  
6, 31, 48, 80, 95, 120, 121, 140, 141, 180, 188, 209, 225, 229, 230, 256, 271, 305, 306, 320, 348, 394, 427, 428, 447, 478, 479, 493, 497, 517, 532, 550, 567
  - c. Create a culture of continuous improvement with a focus on teaching and learning.  
7, 32, 33, 34, 49, 57, 81, 96, 102, 122, 123, 124, 161, 162, 181, 182, 183, 210, 211, 226, 227, 257, 258, 259, 272, 273, 279, 307, 308, 321, 322, 323, 349, 350, 365, 366, 367, 395, 407, 408, 409, 410, 429, 430, 448, 449, 451, 480, 494, 495, 498, 518, 519, 533, 551, 552, 553, 568, 569

## SPECIAL INFORMATION

### Thank You, Tennessee Volunteers!

Very special thanks to the dedicated volunteers. Your enthusiastic assistance made this conference possible.

### Color Guard

The color guard ceremony will be conducted by the JROTC, AFJROTC, Whites Creek High School, Whites Creek, TN

**National Anthem:** I.T. Creswell Arts Magnet Middle School, Nashville, TN

### Conference Headquarters:

#### Room: Delta D Registration Desk

Wednesday – 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.

### Registration: Delta Lobby

Tuesday 3 – 6 p.m.

Wednesday 8 a.m. – 6 p.m.

Thursday 8 a.m. – Noon

### Exhibits: Tennessee Ballroom

Wednesday 10 a.m. – 2:30 p.m.

Thursday 8 a.m. – 3 p.m.

Friday 8 a.m. – 1:30 p.m.

### Meal Tickets

Continental breakfasts (7 a.m.) and lunch (11:45 a.m. and 1 p.m.) will be served in Ryman Exhibit Hall C2. **Lunch tickets are required and are included in your registration packet. Please take only one lunch per registered participant.** Refreshment breaks will be located in various locations throughout the convention center.

There will be two back-to-back lunch sessions on Thursday and Friday. Attendees are encouraged to attend the lunch time reserved for their state.

Thursday	11:45 a.m.	AL - OH
	1 p.m.	OK - WV

Friday	11:45 a.m.	OK - WV
	1 p.m.	AL - OH

### Conference Etiquette

Please be considerate of other participants:

- Turn cell phones to vibrate or off entirely.
- Arrive on time and stay for the entire session.
- Refrain from saving seats for others.
- Move to the front of meeting rooms and sit in the next available seat.
- Refrain from moving chairs from one table to another in the Mini-Sharing Sessions.

### Meeting Rooms

Please review the conference maps of the Opryland Resort & Convention Center on pages 93 – 95.

### Optional State and Site Team Meetings

State or site teams that would like to meet during the conference may request meeting rooms available from 4:30 – 6 p.m. on Thursday or Friday. Sign up at the Conference Headquarters located in Delta D Registration Desk.

### Mini-Sharing Sessions

Looking for additional information on a favorite conference objective? Missed an interesting session? Attend a Mini-Sharing Session, where you will learn more about a best practice, a teaching strategy or a winning program. Receive handouts and tips that will help raise expectations and increase student achievement. Mini-Sharing Sessions will take place in Presidential Ballroom A.

### Social Media and Mobile App

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 #HSTW17 to join the conversation with fellow attendees, presenters and SREB staff.

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

### Subscribe to our Best Practices Newsletters

These newsletters contain best practices from school leaders, teachers and other featured speakers from the 2017 HSTW Staff Development Conference. Each newsletter contains helpful information from schools successfully implementing the HSTW, MMGW and TCTW Key Practices. You also will find the name and email address of a person to contact should you want to learn more about a given school’s practice.

To receive email notifications when the newsletters are published online, subscribe here: [www.sreb.org/subscribe/bestpractices](http://www.sreb.org/subscribe/bestpractices).

### Online Presenter Handouts Available

Many presenters at this conference will make handouts available through an online system available on the conference website: [www.sreb.org/summerconference](http://www.sreb.org/summerconference). Handouts will be available through September 2017.

### Conference Evaluations

HSTW uses your feedback to improve the conference each year. An online evaluation form will be available after the HSTW Staff Development Conference. Certificates of participation will be available to participants only after completing the evaluation. The evaluation can be accessed at: [www.sreb.org/summerconference](http://www.sreb.org/summerconference)

### Certificates of Participation

Certificates of participation are available online to attendees who have completed the online evaluation. No continuing education credits will be issued by HSTW. Please contact your local school district for information on how credits are awarded for attending conferences.



## EXCELLENCE IN ACTION AWARDS

### Outstanding HSTW Sites:

Camden County High School, Kingsland, Georgia  
Meadowcreek High School, Norcross, Georgia

### Outstanding MMGW Sites:

Minor Middle School, Adamsville, Alabama  
Pike County Middle/High School, Brundidge, Alabama  
St. Marys Middle School, St. Marys, Georgia

### Outstanding TCTW Sites:

Columbia Area Career Center, Columbia, Missouri  
Anderson District 1 & 2 Technical Center, Williamston, South Carolina

### Outstanding HSTW Administrator:

Tommy Welch, Principal, Meadowcreek High School, Norcross, Georgia

### Outstanding AC Teachers:

Kim Cortines, Oak Hill High School, Oak Hill, West Virginia  
Patrick Smallwood, The Center for Advanced Technical Studies,  
Chapin, South Carolina

### Outstanding AC Administrator:

Donald Westerman, Principal, Fountain Lake High School,  
Hot Springs, Arkansas

### Outstanding State Support:

South Carolina

### Outstanding Literacy Ready Teacher:

Mary Zluticky, Horn Lake High School, Horn Lake, Mississippi

### Outstanding Math Ready Teacher:

Phil Wesson, Sheridan High School, Sheridan, Arkansas

### President's Trailblazer Award:

Mississippi Department of Education – Marla Davis and Jean Massey

## TIPS FOR USING THIS PROGRAM

### Find the Sessions You Want to Attend

- Each session is numbered. Look at the example below to help you find the sessions you want to attend.
- The room location is listed. Refer to the hotel maps on pages 93 – 95 in the back of your program.
- The objective is listed. See pages 2 – 3 for a complete list of objectives and their sub-objectives.
- Information about the session type and presenting school is provided in each session description. Please see the Program Key below for a guide to the various symbols and abbreviations.

## PROGRAM KEY

**EXAMPLE**

Session Number and Title	<b>1. Career Pathways 101</b>	<b>R</b>	Objective: 6A	Repeated Session
	Room: Jackson CD			Objective/ Sub-objective
	To remain competitive, the U.S. educational system must help more young people earn the postsecondary credentials and degrees that matter in today's economy. The presenters will introduce information on how to meet the challenge. Participants will be actively engaged in the who, what, when and how of developing and implementing career pathways that align with regional, state, workplace and postsecondary opportunities.			Session Description
Session to be Repeated	<b>Presenter(s):</b> Dale Winkler, Special Assistant to the Senior Vice President and Debra LaMothe, School Improvement and Leadership Trainer and Coach, SREB, Atlanta, GA			
Speaker(s)				

## PERSONAL SCHEDULE

### WEDNESDAY, JULY 12, 2017

TIME	EVENT	LOCATION
8 a.m.	Conference Registration	Delta Lobby
8:30 a.m.	High Schools That Work Board Meeting (By invitation only)	Bayou AB
10 a.m.	Exhibit Area Opens	Ryman Exhibit Hall C2
1:30 p.m.	New HSTW Design	Bayou CD
1:30 p.m.	New MMGW Design	Canal A
1:30 p.m.	New TCTW Design	Bayou E
3 p.m.	Opening General Session and Awards	Delta Ballroom A
4:30 p.m.	State Meetings	Various Locations (see page 8)

### THURSDAY, JULY 13, 2017

TIME	EVENT	LOCATION
7 a.m.	Continental Breakfast	Ryman Exhibit Hall C2
7 a.m.	Exhibit Area Opens	Tennessee Ballroom
8 a.m.	Concurrent Sessions	
9 a.m.	Break	Various Locations
9:15 a.m.	Concurrent Sessions	
10:30 a.m.	Concurrent Sessions	
11:45 a.m.	Lunch/Concurrent Sessions	Ryman Exhibit Hall C2
1 p.m.	Lunch/Concurrent Sessions	Ryman Exhibit Hall C2
2:15 p.m.	Concurrent Sessions	
3:15 p.m.	Break	Various Locations
3:30 p.m.	Concurrent Sessions	
4:30 p.m.	Optional Team Meetings	

### FRIDAY, JULY 14, 2017

TIME	EVENT	LOCATION
7 a.m.	Continental Breakfast	Ryman C2
7 a.m.	Exhibit Area Opens	Tennessee Ballroom
8 a.m.	Concurrent Sessions	
7:30 a.m.	Technology Centers That Work Advisory Committee Meeting (By invitation only)	Ryman Studio
9 a.m.	Break	Various Locations
9:15 a.m.	Concurrent Sessions	
10:30 a.m.	Concurrent Sessions	
11:45 a.m.	Lunch/Concurrent Sessions	Ryman C2
1 p.m.	Lunch/Concurrent Sessions	Ryman C2
2:15 p.m.	Concurrent Sessions	
3:15 p.m.	Break	Various Locations
3:30 p.m.	Concurrent Sessions	
4:30 p.m.	Optional Team Meetings	

## PERSONAL SCHEDULE

SATURDAY, JULY 15, 2017

TIME	EVENT	LOCATION
7 a.m.	Continental Breakfast	Various Locations
8 a.m.	Concurrent Sessions	
9:15 a.m.	Concurrent Sessions	
10:15 a.m.	Break	Various Locations
10:30 a.m.	Closing General Session	Delta Ballroom A
Noon	Conference Adjourns	

## MEETINGS, ORIENTATIONS AND WORKSHOPS

WEDNESDAY, JULY 12, 2017

### HSTW Board Meeting

Room: Bayou AB  
By invitation only

8:30 – 10:30 a.m.

### New Design

1:30 – 2:30 p.m.

These sessions will outline each of the HSTW, MMGW and TCTW Key Practices and new Design Principles for whole-school reform. Learn how schools can use these frameworks to customize a continuous improvement effort. Presenters will also provide session recommendations to help attendees begin their school improvement efforts.

### New High Schools That Work Design

Room: Bayou CD

The new HSTW design has a strong emphasis on career pathways connected to postsecondary studies, a college-ready academic core, career opportunities and rigorous assignments. Other dimensions of the new HSTW design will be described in detail.

**Presenter(s):** Gene Bottoms, Senior Vice President and Dale Winkler, Special Assistant to the Vice President, SREB, Atlanta, GA

### New Making Middle Grades Work Design

Room: Canal A

The new MMGW design focuses on getting students ready for high school. It has an emphasis on identifying students in grade six who are not on track to be ready and will need special help. It encourages schools to offer and eighth-graders to take readiness courses, which are designed to prepare students with the foundational literacy and math skills required of grade-level work in high school. The design also places a strong emphasis on STEM courses in the middle grades and on counseling students for college and careers.

**Presenter(s):** Judy Frank, Director, MMGW, SREB, Atlanta, GA

WEDNESDAY, JULY 12, 2017

### New Technology Centers That Work Design

Room: Bayou E

The new TCTW Design helps technical centers fulfill a purpose-driven mission to prepare students for success in postsecondary studies and the workplace. SREB staff work with teachers and administrators to ensure students have access to guided career pathway programs of study aligned to high-demand career fields and leading to postsecondary studies, worksite learning experiences and middle- and high-income careers. The TCTW Key Practices engage students in accelerated learning experiences that give them a sense of purpose, add value to their academic readiness and prepare them for both careers and college.

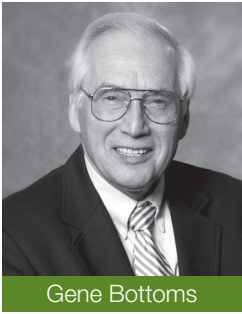
**Presenter(s):** Lynda Jackson, Director, TCTW, SREB, Atlanta, GA

FRIDAY, JULY 14, 2017

### TCTW Advisory Committee Meeting

Location: Ryman Studio DE

7:30 – 9 a.m.



**OPENING GENERAL SESSION – DELTA BALLROOM A**

**Teaching and Learning for a Double Purpose: College and Careers**

**President:** Steve Gratz, Senior Executive Director, Ohio Department of Education, Columbus, OH

**Flag Ceremony:** AFJROTC, Whites Creek High School, Whites Creek, TN

**National Anthem:** I.T. Creswell Arts Magnet Middle School, Nashville, TN

**Presenter:** Gene Bottoms, Senior Vice President, SREB, Atlanta, GA

**STATE MEETINGS**

STATE	PRESIDER	LOCATION
Alabama	Lynda Jackson	Canal A
Arkansas	Tim Johnston	Cheekwood ABC
Delaware	Sandy Culotta	Belmont B
District of Columbia	Judy Frank/Scott Warren	Hermitage D
Florida	Judy Frank/Scott Warren	Hermitage D
Georgia	Chuck Boyd	Bayou E
Illinois	Clara Clark	Hermitage E
Kentucky	Linda Flyod	Belle Meade AB
Louisiana	Pamela Broome	Hermitage A
Mississippi	Jean Massey	Cheekwood GH
Missouri	Janice Rehak	Canal C
New Jersey	Judy Frank/Scott Warren	Hermitage D
New Mexico	Janet Hunter	Hermitage B
New York	Matry Sugerik	Cheekwood F
North Carolina	Lauri Johnson	Bayou CD
Ohio	Dan Stacy	Presidential Ballroom CE
Oklahoma	Twila Green/Becki Foster	Canal E
Pennsylvania	Carolyn Helm	Belle Meade CD
South Carolina	Tom Siler	Presidential Ballroom D
Tennessee	Nancy Headrick	Canal B
Texas	Gary Wrinkle	Canal D
Virginia	Judy Frank/Scott Warren	Hermitage D
West Virginia	Stan Hopkins	Presidential Ballroom B
Non-HSTW States	Beth Green	Hermitage C

**120-MINUTE SESSIONS****1. Career Pathways 101**

Room: Jackson CD

Objective: 6A

To remain competitive, the U.S. educational system must help more young people earn the postsecondary credentials and degrees that matter in today's economy. The presenters will introduce information on how to meet the challenge. Participants will be actively engaged in the who, what, when and how of developing and implementing career pathways that align with regional, state, workplace and postsecondary opportunities.

**Presenter(s):** Dale Winkler, Special Assistant to the Senior Vice President and Debra LaMothe, School Improvement and Leadership Trainer and Coach, SREB, Atlanta, GA

**FEATURED SPEAKERS****60-MINUTE SESSIONS**

Timothy Rasinski

**2. The Roots of Comprehension: Teaching Vocabulary Through Word Roots**

Room: Bayou E

Objective: 1A

Vocabulary is important to students' reading comprehension. The presenter will introduce participants to an approach to vocabulary instruction with Latin and Greek roots. Most academic and

multisyllabic vocabulary are derived from Latin and Greek morphemes. The presenter will present a daily five- to 10-minute approach for building students' vocabulary.

**Presenter(s):** Timothy Rasinski, Professor, Kent State University, Kent, OH



Thomas Glanton

**3. Mastering Parental Involvement: Keeping Kids and Parents Involved**

Room: Presidential Ballroom B

Objective: 2C

Learn strategies for communicating successfully with different types of parents including unfocused, hostile, unresponsive, helicopter and enabling parents. Help them work with you, not against you,

through assertive communication and defined conferencing skills. The development of an easy-to-use home/school plan will result in more focused and successful students and parents.

**Presenter(s):** Thomas Glanton, President, The Education Company, Decatur, GA



Teresa Barnes

**4. Four Instructional Methods That Cultivate Leadership**

Room: Washington B

Objective: 4C

This presentation will cover the impact leadership qualities have on employability skills. Presenters will describe four instructional methods used to grow leadership. Each technique will be accompanied by examples of how each can be cultivated in the classroom. Finally, the presenter will discuss leadership skills that improve the chances of a student's successful employment.

**Presenter(s):** Teresa Barnes, Curriculum Specialist, Mississippi Community College Board, Jackson, MS

**FEATURED SPEAKERS****60-MINUTE SESSIONS**

Gene Bottoms

**5. Personalized Learning and SREB's New HSTW, MMGW and TCTW Designs**

Room: Governor's Chamber E

Objective: 7A

The presenter will look at the redesign of MMGW, HSTW and TCTW. He will explore personalized learning in the middle grades and high school classrooms and in career pathway classrooms

at comprehensive high schools and CTE centers. See benefits of personalized learning and its design features to ready students for college, careers or both.

**Presenter(s):** Gene Bottoms, Senior Vice President, SREB, Atlanta, GA



Baruti Kafele

**6. Is My School a Better School BECAUSE I Lead It?**

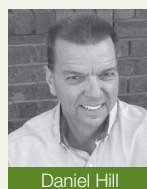
Room: Presidential Ballroom D

Objective: 8B

In this session, the presenter will challenge each participant to examine his or her own leadership identity, mission, purpose and vision as the leader of their school. Participants will engage in a

probing conversation about their perceived worth and value to their school communities.

**Presenter(s):** Baruti Kafele, Education Consultant, Principal Kafele Consulting, LLC, Jersey City, NJ



Daniel Hill

**7. Building School Culture ... Brick by Brick**

Room: Lincoln A

Objective: 8C

During this panel discussion, facilitated by author Danny Hill, four school leaders will share how they are building Brick House cultures. You will discover how they are increasing student achievement by requiring students to complete all assignments,

developing support strategies for struggling students, designing quality assignments and improving grading practices.

**Presenter(s):** Daniel Hill, Chief Manager, Power of ICU, Lebanon, TN; Cory Crosnoe, Principal, Jackson Junior High, Jackson, MO; Mitch Bartholomew, Principal, York High School, York, NE; Clark Harrell, Principal, Stewarts Creek High School, Smyrna, TN; and Sherri Nelson, Director of Instruction, Huron School District, Huron, SD

**60-MINUTE SESSIONS****8. Reading for Meaning: Strategies for All Students**

Room: Bayou B

Objective: 1A

Use an organized, systematic and daily approach using grade-level texts to teach reading that helps students acquire new information, relate to prior knowledge, summarize what they have read and increase critical thinking. By doing a daily review using a single passage with repeated practice, students are introduced to skills, learn the skills on a subconscious level and apply the skills they have learned.

**Presenter(s):** Judith Holbrook, Teacher, Retired, Fayette County Schools, Peachtree City, GA

**60-MINUTE SESSIONS**

**9. Breaking Into Literacy: Engaging Students in Literacy Through Innovative Lessons**

Room: Canal A Objective: 1A

In this hand-on lesson in literacy, participants will learn a variety of strategies to quickly capture students' interest and get them engaged in reading and writing. Participants can put the methods into practice during this session. Come join us as we attempt to break into quality, literacy-based assignments.

**Presenter(s):** Ricky Simpson, LDC Local Trainer, Honea-Path Middle School, Honea-Path, SC; Twyla Coleman, Literacy Trainer, SREB, Atlanta, GA; and Jennifer Simpson, Science Teacher, Belton Honea-Path High School, Due West, SC

**10. Teaching Literacy Through Film**

Room: Canal B Objective: 1A

This presentation highlights positive methods of teaching literacy through film. Teachers will receive activities to guide students into active participation and emotional investment in literature through the "text" of film. The three C's (camera, character and color), and the three S's (setting, story and sound) will be utilized for comprehension of texts and to encourage and stimulate writing.

**Presenter(s):** Gail Webb, Teacher, Bluefield High School, Bluefield, VA; and Teresa Russell, Data and Media Specialist, Mercer County Public Schools, Bluefield, VA

**11. Selecting the Best Formative Assessment Lesson (FAL) for Your Unit**

Room: Canal D Objective: 1B

A formative assessment lesson (FAL) is a great asset for any math unit. Selecting the most appropriate FAL provides valuable information that will help in deciding what next steps are needed for effective learning. In this session, presenters will discuss how to choose the best FAL for your unit and how to choose tasks that support the standards-based learning goals outlined in that unit.

**Presenter(s):** Cathey Ritter, Math Trainer, SREB, Atlanta, GA

**12. Sustaining Powerful Practices for Literacy**

Room: Canal E Objective: 1C

What does it look like when the Literacy Design Collaborative is implemented with fidelity? In this session, participants will examine SREB's literacy observation/coaching rubric to 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 their classrooms.

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

**13. Research Papers Brought to Life!**

Room: Bayou C Objective: 2A

Individualize traditional research papers are for all levels of learners. Students will delve into their chosen career paths by beginning with research in their chosen profession. Students can then augment their experience with the addition of professional internships and active participation in the field with a mentor. They also learn soft skills essential as informational text translates into real-life situations.

**Presenter(s):** Karrie Andersch and Ruth Herbert, Teachers, Hoke County High School, Raeford, NC

**60-MINUTE SESSIONS**

**14. Advising Students for Success in the 21st Century and Beyond**

Room: Jackson EF Objective: 2B

Undecided freshmen are more likely to fail to complete the education and training needed for economic self-sufficiency. Students must make three major decisions prior to high school graduation: career area of interest, credentials necessary and the best postsecondary education or training. Evidence-based strategies, tools/resources will be presented in this session.

**Presenter(s):** Lynn Anderson, Counseling for Career Coordinator, SREB, Atlanta, GA

**15. The Value and Promise of Career and Technical Education**

Room: Belle Meade AB Objective: 2C

In this session participants will unpack the findings of national research and their implications for state and local career and technical education leaders. Participants will learn of actionable strategies for communicating with parents and students about the value and promise of CTE.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Katie Fitzgerald, Senior Associate - Communications, Advance CTE, Silver Spring, MD

**16. HSTW and TCTW 2018 Surveys and Reports**

Room: Governor's Chamber C Objective: 3A

This session will provide a preview of what the redesigned 2018 High Schools That Work and Technology Centers That Work student and teacher surveys and reports will look like. Attendees will also learn how to interpret survey results and how to best utilize their reports to inform internal school improvement initiatives. The session will also allow ample time for a question and answer segment.

**Presenter(s):** Rebecca Purser, Research Associate; Paula Egelson, Director, Research; and Chris Fuga, Research Assistant, SREB, Atlanta, GA

**17. Connection in the Classroom: A Game Changer for Your Students**

Room: Canal C Objective: 3C

Participants will learn an empirically proven method that creates an environment of collaboration, acceptance and meaningful participation. Explore ways for students to overcome and honor differences, develop sustained, positive relationships and provide teachers with a method that helps students integrate content and work collaboratively to achieve learning objectives.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Mary Pennock, English Teacher, Jeff-Lewis BOCES, Watertown, NY

**18. "STEAMing" in Knowledge With English Language Learners**

Room: Lincoln D Objective: 4A

Learn in this informative session to teach strategies to English language learners to help them gain confidence in science, technology, engineering and math (STEM) learning through art. Find out how one school incorporates all these topics in the ESOL classroom to keep students engaged.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Maria Royle, Teacher, RB Stall High School, North Charleston, SC

**19. Summer Bridge Program for Upcoming Freshmen**

Room: Governor's Chamber B Objective: 4B

Entering freshmen face a myriad of challenges transitioning from the middle grades environment to high school. Summer bridge programs support this critical student transition. This school utilized a teacher-led focus team that researched transition for a year to develop its first summer bridge. Presenters will clarify the process, purpose and value of summer bridge programs.

**Presenter(s):** Gary Wrinkle, Lead Consultant, SREB, Atlanta, GA

**60-MINUTE SESSIONS****20. Gen X, Y, M, and Now G? Understand and Teach to a Generation of Gamers**

Room: Governor's Chamber D Objective: 4C

Video games have become ubiquitous with smartphones, shaping the minds of how kids interact with content. How do we teach to the gamer generation? See the ramifications in education and get closer to your students by understanding why games are addicting. Remediation, achievements and teamwork are core concepts in gamification and can be brought into the classroom to make them as addicting as the games they play.

**Presenter(s):** Nai Wang, Founder and President, KP Education Systems, Phoenix, AZ

**21. Communicate With the Greatest Number in the 21st-Century Workforce**

Room: Belle Meade CD Objective: 5A

This presentation will focus on three gold standard projects: online portfolios, school newsletters and an art exhibit. These projects provide students with the skills necessary to enter the 21st-century workforce. Each project demonstrates various multi-disciplinary skill sets that enable students to build knowledge, skills and experience while in real-world situations.

**Presenter(s):** Shawna Vanleer, Digital Media Arts Teacher and James Vanleer, Digital Media Arts Volunteer, Swenson Arts & Technology High School, Philadelphia, PA; and Marty Sugerik, Mathematics Consultant, SREB, Atlanta, GA

**22. Cardboard Karma**

Room: Hermitage A Objective: 5A

Students work in teams to design repurposed cardboard boxes, which are generated daily in the cafeteria and multiple workshops to produce marketable and aesthetic products. Students will apply design principles from their art classes to heighten aesthetic appeal, and a culminating, public exhibit will be held.

**R** — Friday, 9:15 a.m., Presidential Ballroom A

**Presenter(s):** Rainiel Guzman, Teacher (Art), School District of Philadelphia, Philadelphia, PA

**23. Advanced Pedagogy for CTE Teachers: Meeting the Needs of the Career Pathway Teacher**

Room: Cheekwood ABC Objective: 5B

Career pathways have become the desired framework for ensuring all students are prepared for college and careers. CTE is the critical element of a robust career pathway. School districts across the nation however, are struggling to find teachers to meet the growing demand for CTE. This session will prepare industry experts new to teaching as well as experienced teachers seeking to improve their skills to meet the new demands of the career pathway teacher.

**Presenter(s):** James Stone, Director, National Research Center, SREB, Atlanta, GA

**24. Real-World Readiness: Prepared or Just Educated?**

Room: Hermitage D Objective: 5B

Career pathway readiness requires more than a basic education. All students must enter the workplace with critical real-world skills if they expect to succeed. The ability to communicate (with more than their thumbs!), powerful people skills, strategic networking skills, genuine tolerance and comprehensive financial literacy are essential. Attendees will leave with proven strategies for teaching critical skills.

**R** — Friday, 9:15 a.m., Presidential Ballroom A

**Presenter(s):** Chad Foster, Author, Madison, GA

**60-MINUTE SESSIONS****25. Advanced Manufacturing Skills Training Alliance: A Model for CTE Programs**

Room: Hermitage C Objective: 5C

The creation of the Advanced Manufacturing Skills Training Alliance (AMSTA) in rural North Carolina leverages funds and the expertise of four public school districts and a community college as a force multiplier. Through this partnership, districts collaborate to deliver high-quality professional development for more than 150 CTE educators and provide work-based learning opportunities for over 8,000 students.

**R** — Thursday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Stan Winborne, Director of High Schools/CTE, Granville County Public Schools, Oxford, NC

**26. Introducing the AC STEM Pathway Academy Network**

Room: Magnolia Boardroom B Objective: 6A

High Schools That Work (HSTW) has long operated on the basis networking improves student experiences and outcomes. Now SREB combines the power of a network with schools implementing Advanced Career (AC). This new network includes professional development and coaching to help sites build strong career academies using a variety of models including comprehensive high schools, technical centers and community colleges.

**Presenter(s):** Beth Green, AC STEM Pathway Academy Network Coach, SREB, Atlanta, GA

**27. A Case for Soft Skills**

Room: Cheekwood F Objective: 7B

Soft skills are a hot topic. Join us for case-study driven session where hot topics show how improved soft skills resulted in a drop in discipline problems. Discover how student behavior is changed through hands-on learning, e-lessons, practical activities and pre- and post-assessments.

**Presenter(s):** Rebecca Bazzle, Creative Director, Microburst Learning, Columbia, SC

**28. Expanding the High School Experience With Tutoring and Enrichment**

Room: Jackson AB Objective: 7B

Students and teachers at this high school incorporated an enrichment component into their adviser/advisee program. This session will focus on how other schools can engage their students in a similar program that can provide academic tutoring, stress management, physical fitness and an improved school culture.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Daric Piraino, National Board Certified Teacher and Natalie Zimmerman, Teacher, Keyser High School, Keyser, WV

**29. Challenge Accepted: Strengthening IRCs in Shared-Time Centers**

Room: Cheekwood GH Objective: 7C

Administrators, let's accept the recommendation of the Commission on CTE to double the percentage of young adults who earn postsecondary credentials by age 25. Join the presenter to develop plans for ensuring all IRCs meet essential criteria for quality content and rigor, create quality PD/work time for teachers and use data to drive decisions.

**Presenter(s):** Gina Smith, Independent Consultant, Harrisonville, MO

**60-MINUTE SESSIONS**

**30. Subject-Area Accreditation: A Road Map for Strengthening Programs**

Room: Hermitage E

Objective: 8A

MBA Research has nearly 50 experience years researching education practices. From this work comes a system, or map, to help schools examine and continually improve programs. Learn about the research and design of this unique subject-specific accreditation process for business administration programs and its implications for other CTE programs.

**Presenter(s):** Lisa Berkey, Director, Benchmark Programs, MBA Research and Curriculum Center, Columbus, OH

**31. I Am an Administrator - Why Do I Need to Know About Math?**

Room: Bayou D

Objective: 8B

The teaching of mathematics needs to change and principals need to be able to assist teachers in making these changes. Session presenters will share the math-related instructional shifts that need to occur and present the case for changing instruction. Administrators will complete a rubric to assess the current state of implementation of math-related shifts at their own schools.

**Presenter(s):** Deborah Lemon, Mathematics Consultant, Independent Consultant, Shallotte, NC; and Leslie Texas, Educational Consultant, Leslie Texas Consulting, Louisville, KY

**32. Zombies, Gladiators and Princesses: Using Films and TV to Teach Writing**

Room: Bayou A

Objective: 8C

Learn how two teachers increased student engagement and performance by teaching standards-based writing using short clips from “The Walking Dead,” “Scandal,” “House of Cards,” “The Crown” and many others. Participants will receive various strategies to adapt any show or movie clip into a writing activity that will increase student morale and motivation.

**Presenter(s):** Katie Endicott and Beth Keatley, Teachers, Mingo Central High School, Delbarton, WV

**60-MINUTE SESSIONS**

**33. Walkthrough With a Purpose: Developing a Feedback Loop**

Room: Lincoln E

Objective: 8C

Learn how the principal of a large urban middle grades school harnesses the knowledge of key district leaders around quality teaching and learning. Participants will learn how to set up and conduct school walkthroughs utilizing district support and peer teachers and how to provide meaningful, timely feedback to teachers around assignments, student behaviors and teacher behaviors.

**Presenter(s):** Carita Venable, Principal, Irondale Middle School, Irondale, AL; Steve Broome, Director of State and District Partnerships; and Allyson Morgan, School Improvement, SREB, Atlanta, GA

**34. Strategies to Engage Students in a Collaborative Classroom**

Room: Presidential Chamber B

Objective: 8C

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

**Presenter(s):** Kim Goff, Math Consultant, SREB, Atlanta, GA; and Kristen Oxley, Math Supervisor, Kanawha County Schools, Charleston, WV



**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****35. Shuffleboard, Race Cars and Reaction Times:  
Find the Algebraic Connection**

Room: Presidential Ballroom A

Table: 1

Objective: 1B

Participants will create a playing field and write the equation that represents the possible points scored in the game. They will conduct time trials, predict who would win in a hypothetical race and conduct a race to see if the predicted winner wins. They will measure reaction time, calculate measures of central tendency and create a histogram.

**R** — Thursday, 10:30 a.m., Bayou B**Presenter(s):** Claudia Maness, President, CORD Communications, Waco, TX**36. Connecting Children's Literature With Middle Grades Mathematics**

Room: Presidential Ballroom A

Table: 2

Objective: 1C

What if we read in math class? Having trouble linking literature with learning activities in math class? Need an interesting way to create box plots? Join the fun and learn how to incorporate popular children's literature into your math class and address college- and career- readiness standards. Lesson plans, book list, foldables, rubrics, door prizes, laughter and more! Come giggle with us!

**R** — Friday, 2:15 p.m., Canal E**Presenter(s):** Candice Brucke, Assistant Principal, West-Oak Middle School, Westminster, SC**37. Being a RESOURCE, Not a RECRUITER: Supporting  
Sending Schools**

Room: Presidential Ballroom A

Table: 3

Objective: 2C

CTE counselors wear "hats" different from those of a traditional high school counselor. Important is the relationship a CTE counselor has with sending school counselors. Rethink your recruitment role! How can you be a resource to counselors and have a positive impact on the ongoing movement to prepare students for college and careers? The presenter(s) will discuss activities implemented to restructure the CTE counseling role.

**R** — Saturday, 8 a.m., Belmont C**Presenter(s):** Elizabeth Smith, Career Services Coordinator, Excelsior Springs Area Career Center, Excelsior Springs, MO**38. Data Analysis for the Classroom Teacher**

Room: Presidential Ballroom A

Table: 4

Objective: 3A

Data-driven decisions are needed to effectively target increasing student achievement in classrooms. Using raw data results, participants will learn how to work with numbers to determine student achievement levels and identify students and specific objectives on which to focus for the most impact on assessment outcomes.

**R** — Friday, 11:45 a.m., Bayou D**Presenter(s):** Pam Purcell, Literacy Consultant, SREB, Atlanta, GA and Angela Ellison, LDC Coach/teacher, North Pike High School, Summit, MS**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****39. I Push; You Push; We All Push for Math**

Room: Presidential Ballroom A

Table: 5

Objective: 3C

When teachers are given the time to plan collaboratively within their discipline, this creates a school culture that is focused on authentic teaching and learning. This session will give a synopsis of one high school's innovative professional learning (iPL) for its math teachers, which includes professional development and schoolwide math lesson studies.

**R** — Friday, 2:15 p.m., Bayou E**Presenter(s):** Calvin Eaton, Principal, Minor High School, Adamsville, AL**40. Tutor Time: Quality Interventions and Remediation in 15 minutes  
or Less!**

Room: Presidential Ballroom A

Table: 6

Objective: 4A

Time. The one thing we all wish we had more of! In this session, participants will learn how to target students who can benefit from short, frequent interventions to fill the gaps and remediate the skills hindering them from being successful with current math content. You will leave this session with samples, tips and tools to begin immediate implementation in your next school term.

**R** — Friday, 3:30 p.m., Jackson EF**Presenter(s):** Sarah Nida-Inman, Independent Consultant, White Hall, AR**41. Let's Hangout ... and Learn, Too!**

Room: Presidential Ballroom A

Table: 7

Objective: 4B

Typically speaking, students assigned to alternative suspensions are the same students educators would like to have in class most. By utilizing Google Hangouts and Google Hangouts on air, these students could virtually attend class in real-time. The student will only be able to communicate via the teacher and unable to communicate with peers unless allowed.

**R** — Friday, 11:45 a.m., Lincoln D**Presenter(s):** Ross Lunsford, Teacher, Springfield-Clark CTC, Springfield, OH**42. Project-Based Learning in the Middle Grades and High School**

Room: Presidential Ballroom A

Table: 8

Objective: 5A

Through project-based learning, students gain knowledge and skills by working together to investigate and respond to authentic, engaging and complex questions, problems or challenges using technology. Session participants will learn how to incorporate concepts that can be used in all subjects and will leave with ideas and lessons for implementation for the upcoming school year.

**R** — Friday, 9:15 a.m., Cheekwood ABC**Presenter(s):** Marsha Booker, Teacher, Cincinnati Public Schools, Cincinnati, OH

**TWO MINI-SHARING SESSIONS 25-MINUTES EACH**

**43. Embracing Community Partners to Support Advanced Career Classes**

Room: Presidential Ballroom A Table: 9  
Objective: 5C

Introducing Advanced Career opens a world of opportunity for students. Learn what it takes to involve industry and community partners in the day-to-day proceedings of an Advanced Career classroom. Discover the many ways partners can support your students and how to approach them.

**R** — Friday, 9:15 a.m., Hermitage E

**Presenter(s):** Andrea Krell, Teacher, Madison County High School, Madison, FL

**44. Students Choose Appetizing Options From an Innovative Course Menu**

Room: Presidential Ballroom A Table: 10  
Objective: 6B

This high school offers 23 innovative college and career pathways, leading students to earn over 400 industry credentials and technical certificates, as well as over 4,000 college credits. The school inspires students through guest speakers, internships and mentorships, tours of college campuses and career fairs. Students excel because they are truly college or career ready after graduation.

**R** — Thursday, 3:30 p.m., Hermitage C

**Presenter(s):** Katherine Reid, Federal Grant Program Manager, Putnam County High School, Eatonton, GA

**45. Integrating Career Academies With a Technical Center and IB Program**

Room: Presidential Ballroom A Table: 11  
Objective: 6C

See how an Alabama school met the challenges of scheduling and integrating career academy pathways with an area-wide International Baccalaureate program and a shared- time district career technical center on campus. The school has over three years of experience implementing LDC and MDC, one year piloting math and literacy college readiness courses while sharing facilities.

**R** — Thursday, 2:15 p.m., Hermitage E

**Presenter(s):** Antjuan Marsh, Principal, Shades Valley High School, Birmingham, AL

**46. ICAN: Intensive College Access Now**

Room: Presidential Ballroom A Table: 12  
Objective: 7A

Intensive College Access Now (ICAN) is a program that ensures every high school senior will gain admission to a two- or four-year college as well as complete the scholarship/grant applications including the FAFSA (Free Application for Federal Student Aid). ICAN encompasses a thorough 10-step method including a suggested timeline that guides parents and educators through the process of admission.

**R** — Thursday, 11:45 a.m., Ryman Studio DE

**Presenter(s):** Julie Brown, Counselor, Central High School, Louisville, KY

**TWO MINI-SHARING SESSIONS 25-MINUTES EACH**

**47. MODs: Flexible Intervention to Improve Graduation Rates and Student Success**

Room: Presidential Ballroom A Table: 13  
Objective: 7B

Learn how one high school implemented a flexible intervention schedule focused on individual student needs and increased graduation rates from 68 percent in 2010 with 32 dropouts to 93 percent and zero dropouts in 2016. Come see how this flexible intervention schedule could help improve graduation rates and increase success in your school.

**R** — Friday, 11:45 a.m., Jackson EF

**Presenter(s):** Marie White and Steven Alley, Tug Valley High School, Williamson, WV

**48. Professional Learning Communities: Improving Student Achievement**

Room: Presidential Ballroom A Table: 14  
Objective: 8B

The business concept of a learning organization has transformed, in education, to that of a learning community that strives to develop collaborative work cultures for teachers. Professional Learning Communities are the foundation upon which student academic achievement is built. This training provides teachers and administrators with the tools necessary to effectively implement PLCs within their schools.

**R** — Friday, 11:45 a.m., Washington B

**Presenter(s):** Deanne Austin, Lead Teacher and Torrey Hampton, Principal, Yazoo City Municipal School District, Yazoo City, MS

**49. The Student-Centered Building**

Room: Presidential Ballroom A Table: 15  
Objective: 8C

See the steps engaged to transform a teacher-centered building into a successful student-centered learning environment with fewer disciplinary referrals and increased student engagement. Hear about the steps, activities and practices our school employed to shift the culture — increasing student pride and reducing teacher stress.

**R** — Thursday, 3:30 p.m., Lincoln A

**Presenter(s):** Chris Dinkins, Director, Daniel Morgan Tech Center, Spartanburg, SC

**120-MINUTE SESSION****50. Got Assessments? Using Embedded Formative Assessment Techniques**

Room: Canal E

Objective: 1B

This session will connect the strategies of formative assessments to MDC instructional shifts so that teachers have a better tool kit for success. Participants will learn quick and easy strategies to monitor student understanding throughout the instructional period, including both technology-based and technology-free options.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA and Sharon Moehle, Math Teacher, Camdenton High School, Camdenton, MO

**51. Developing Academic and Life Skills Through Cooperative Structures**

Room: Ryman Studio JK

Objective: 2A

Cooperative structures increase students' active engagement and ensure the equality of student engagement by structuring for ALL students to answer ALL questions in a classroom. These structures create a student-centered classroom in which students are appreciated by their peers and are rewarded for their contributions. This session will engage participants in several Kagan cooperative structures.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Melanie Willette, International Trainer, Kagan, San Clemente, CA

**52. Help Wanted: Effective Strategies for Engaging Parents and the Community**

Room: Jackson EF

Objective: 2C

Changes in society require students to make major life decisions sooner. Students are asked to choose programs of study, postsecondary education and training and potential career objectives. Learn effective strategies for engaging parents and community role models in assisting students to acquire the knowledge and skills necessary to make those decisions.

**Presenter(s):** Lynn Anderson, Counseling for Career Coordinator, SREB, Atlanta, GA

**53. The POWER of Time: Transforming the High School Schedule**

Room: Lincoln E

Objective: 4B

Come see how one high school has created an innovative schedule. POWER Block creates time for support for our staff and students, helps us maintain focus for professional learning communities, and drives innovation and creation. Watch how we transformed a non-collaborative culture into a hub of learning in our community.

**Presenter(s):** Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN; Tammie Williams, Principal, Roanoke Rapids High School, Roanoke Rapids, NC; and Juliana Thompson, Executive Director for Instructional Services, Roanoke Rapids Graded School District, Roanoke Rapids, NC

**54. The Power of a Design Process to Teach Students to Think**

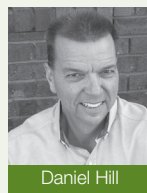
Room: Presidential Chamber B

Objective: 5C

To be prepared for college, careers and life, students need to be adaptable and flexible learners and thinkers. Integrating a design process across the curriculum provides a way of thinking through unique problems. Participants will experience and explore how each phase of a design process supports students. Brainstorm ways to incorporate a design process in a larger unit (project-based learning) or within a lesson.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Leslie Eaves, Career Academy Coach and Pathway Designer, SREB, Atlanta, GA

**FEATURED SPEAKERS****60-MINUTE SESSIONS**

Daniel Hill

**55. Treats and Threats ... Do They Really Work?**

Room: Lincoln A

Objective: 4A

If you don't do the work, then "failure, never get a job, be put in ISS" is the status quo threat that drains the life out of educators because it doesn't work and never will. ICU is a totally different approach to student apathy. Learn WHY it is so effective.

**Presenter(s):** Daniel Hill, Chief Manager, Power of ICU, Lebanon, TN



Steph Jensen

**56. Integrating Positive Alternatives to Zero Tolerances**

Room: Presidential Ballroom B

Objective: 4B

Zero tolerances policies were first implemented to dissuade students from major, violent misbehaviors. These policies have increased suspensions and expulsions at an alarming rate, leading to time out of class and increased drop-out rates. Join us to learn how replacing zero tolerance policies with positive, learning-focused alternatives allow students to grow in a safe, healthy environment.

**Presenter(s):** Steph Jensen, Director, Community Contracts and John McGuire, Community Contracts Representative, Boys Town, Boys Town, NE



John McGuire

**57. Critical Questions for Inspiring Classroom Excellence**

Room: Presidential Ballroom D

Objective: 8C

This empowering, introspective session will take attendees on a self-reflective journey to challenge them to think deeply and critically about their current practices relative to how they inspire classroom

excellence. Principal Kafefe's self-reflective questions and penetrating insights will reveal how teachers can inspire students of all racial, ethnic and socioeconomic backgrounds to strive for academic excellence.

**Presenter(s):** Baruti Kafefe, Education Consultant, Principal Kafefe Consulting, LLC, Jersey City, NJ



Baruti Kafefe

**60-MINUTE SESSIONS****58. Why You Need LDC in Your Elementary School**

Room: Bayou D

Objective: 1A

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

**60-MINUTE SESSIONS**

**59. Raise the Rigor: Strategies to Promote Reading Comprehension**

Room: Bayou E Objective: 1A

Every teacher is a literacy teacher, no matter the content being taught. This session will present specific strategies to incorporate rigorous, research-backed questioning strategies to improve reading comprehension through LDC mini-tasks. Through a hands-on approach, participants will learn questioning strategies that challenge high-achieving students and help lower-achieving students find success.

**Presenter(s):** Anna Hasenkamp, Teacher, Florence School District, Florence, SC and Debbie Hall, School Improvement Consultant, SREB, Atlanta, GA

**60. Math PBL...Not an Oxymoron**

Room: Canal C Objective: 1B

Students are more likely to “own” their learning if they can see real-world application of what they learn. Taking your math classroom from a “sit and get” to more of a “hands on, minds on” approach is one way to achieve this. This approach increases engagement, content retention and lends itself to differentiation.

**Presenter(s):** Mandy Robertson, Teacher, Fountain Lake Charter High School, Hot Springs, AR

**61. STEM to STREAM: The Integration of Literacy and Math in Science**

Room: Bayou C Objective: 1C

Three elementary teachers will share how rich literacy integration in conjunction with best mathematical practices enhance science instruction. Journey through a force and motion science lesson that encompasses literacy and mathematics. Topics include force and motion, cause and effect, data analysis, graphing, mathematical computation and vocabulary instruction.

**Presenter(s):** Tiarra Kernan-Davis, Danaya Simmons and Brenda Tucker, Teachers, Upchurch Elementary, Raeford, NC

**62. Designing Learning Targets and Meeting Them**

Room: Canal A Objective: 1C

It is difficult for students to reach a destination unless we share with them where they are going and how they will get there. Daily learning targets help foster student ownership and self-regulation. Learning targets guide students in achieving long term goals. This session will focus on creating daily targets that are meaningful and attainable for students and point them toward standards mastery.

**R** — Friday, 9:15 a.m., Presidential Ballroom A

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

**63. Grading What Matters: A Practical Guide to Standards-Based Grading**

Room: Bayou B Objective: 3A

Ready to move from traditional grading to standards-based grading, but don't know how to make the jump? Come investigate how to ditch your usual categories (exams, quizzes and homework) to create meaningful categories based on standards. Presenters will discuss the benefits of using grade bands to describe student performance and offer current subject-specific examples in high school English and math.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Christine Gupton, Andy Fleenor and Jill Green, Teachers, Renaissance High School, Franklin, TN

**60-MINUTE SESSIONS**

**64. Some Days I Laugh and Love It ... Or Cry and Hate It**

Room: Ryman Studio DE Objective: 3B

Do you have a love/hate relationship with education? Some veteran teachers are just simply unhappy. However, the literature shows teachers with solid relationships with students, parents and colleagues are thriving. In this session, participants will focus on “Eight Questions for Successful People.” In finding answers to the questions, participants may find ways to overcome the frustrations that come with education involvement.

**Presenter(s):** Daniel Perna, Owner, James Daniel & Associates, LLC, Houtzdale, PA and Linda Moyer, Consultant, James Daniel & Associates, LLC, Murphy, NC

**65. The Mathematics Design Collaborative Journey: A Teacher's Perspective**

Room: Canal D Objective: 3B

This session will provide a “birds’ eye view” of what MDC looks like in the classroom. Participants will see video clips of students in action. Both the presenter, a teacher, and the school principal will provide insights into the benefits of implementing MDC strategies and the value of utilizing formative assessment lessons.

**Presenter(s):** Daniel Matthews, Principal and Nicole Wilson, Math Teacher, Camden High School, Camden, SC and Cathey Ritter, Math Trainer, SREB, Atlanta, GA

**66. The Super Power of Words**

Room: Canal B Objective: 3C

This session will provide participants with an opportunity to cultivate and inspire team effort through the power of active listening and intentional word choice. Participants will leave with a better understanding of how the power of word choice can make or break the relationships that are built among colleagues and with students.

**Presenter(s):** Ashley Vaughn, Coordinator II, ASA Title I and General Programs and Angela Groseclose, Secondary Supervisor, Mercer County Public Schools, Princeton, WV

**67. Your Future, Build It!**

Room: Jackson AB Objective: 4A

Learn how this middle grades school is working to build students’ futures through mentoring, tutoring and literacy. In this session, the presenters will share how the school built these programs from drawing up plans through construction and inspection. A blueprint will be provided so participants can use these ideas to build a program for their schools.

**R** — Friday, 8 a.m., Presidential Ballroom A

**Presenter(s):** Sarah Deason and Chris Timmons, Assistant Principals; and Sheri Wells, Principal, Buford Middle School, Lancaster, SC

**68. Life Skills Instruction: Teaching Transcendent Skill Sets for Success!**

Room: Governor's Chamber B Objective: 4C

Skills such as communication, decision making, conflict resolution, goal setting and time management are essential ingredients to a successful life and career. Learn about and gain free access to the Overcoming Obstacles Life Skills Curricula for elementary, middle grades and high school students. These curricula received the 2013 Crystal Award of Excellence in dropout recovery, prevention and intervention.

**Presenter(s):** Gary Wrinkle, Lead Consultant, SREB, Atlanta, GA

**60-MINUTE SESSIONS****69. One Team, One Life**

Room: Belle Meade CD

Objective: 5A

Learn how project-based learning guided creation of a project that incorporated several school programs. The project is a combination of two PBL projects covering all aspects of vehicle rescue. Health assistance students must effectively diagnose and treat multiple automobile accident victims simultaneously. The culminating event is a schoolwide presentation featuring a step-by-step response to an alcohol-related crash.

**Presenter(s):** Adam Wilkinson and Stacey Wheaton, Instructors; Mark Krupa, Administrative Director, Greene County Career and Technology Center, Waynesburg, PA and Marty Sugerik, Mathematics Consultant, SREB, Atlanta, GA

**70. Mulch to be Done: A PBL Business Proposal**

Room: Cheekwood F

Objective: 5A

This project-based learning assignment starts with students measuring bedrooms, then calculating square footage of their bedroom. Measuring assignments continue through the first half of the year. In the spring, students are given a section of campus that needs a spring clean up and mulching for a customer.

**Presenter(s):** Ed Birdsall, Teacher, MCTS Sypek, Pennington, NJ

**71. Start With Relevance: Orientation to the New HSTW Design**

Room: Governor's Chamber E

Objective: 5B

Participants will learn how the new HSTW Key Practices can guide schools to improved completion rates and prepare more students for college and careers. This session, for both new and experienced HSTW and TCTW sites, will serve as a model for teams to use back at their schools to engage teachers and leaders in taking ownership of problems and solutions.

**R** — Thursday, 3:30 p.m., Presidential Ballroom A

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

**72. If You Build It, They Will Come**

Room: Belle Meade AB

Objective: 5B

Presenters from a suburban high school will discuss how they aligned career pathways and career academies to business and industry partners as well as postsecondary partners. Learn why alignment is so important for a school's success in developing career academies and in having successful work-based learning experiences for students.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Monique Lee, Principal; Markita Spikes, Assistant Principal; Terry Mouton, Associate Principal; and Tara Haynes, Academy Coach, South Gwinnett High School, Snellville, GA

**73. AC Coaching for Success**

Room: Magnolia Boardroom B

Objective: 6A

Advanced Career now offers free coaching services for teachers, and school and district leaders implementing AC. This session outlines support systems for technology, technical content, embedding academics in AC courses, helping struggling students, working with postsecondary and business partners, and more.

**Presenter(s):** Beth Green, AC STEM Pathway Academy Network Coach, SREB, Atlanta, GA

**74. WBL: More Than Mere Internships!**

Room: Cheekwood GH

Objective: 6B

Join the presenter for an in-depth analysis of the work-based learning quality indicator from SREB's program of study rubric. We will explore the description of work-based learning and its many forms. We will then apply the rubric to the programs within the schools of each attendee.

**R** — Thursday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Gina Smith, Independent Consultant, Harrisonville, MO

**60-MINUTE SESSIONS****75. Changing Focus: Transition From Graduation to Life Beyond in Reality**

Room: Cheekwood ABC

Objective: 6C

Discover how this alternative high school and early college high school, along with postsecondary and industry partners, developed three career pathways for their special population of students. The principal will share his journey on restructuring these two schools to focus on student interests and aptitudes to increase student engagement and success.

**R** — Friday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Janet Hunter, HSTW Consultant, SREB, Atlanta, GA and Porter Cutrell, Principal, University/Early College High School, Roswell, NM

**76. Flipping the Classroom: If Khan Can, So Can You!**

Room: Governor's Chamber D

Objective: 7A

See how students can review cloud content, self-assess at home, manage projects and come to school better prepared for engaging, hands-on instruction. This discussion will focus on why this is relevant, the benefits and drawbacks and easy-to-use tools. With online resources such as YouTube and a myriad of free tools, you can quickly and easily add PBL and flip your class.

**R** — Friday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Nai Wang, Founder & President, KP Education Systems, Phoenix, AZ

**77. A Comprehensive Approach to Personalized Learning**

Room: Washington B

Objective: 7A

This is a must-attend session for middle grades educators or high school leaders interested in a successful design to engage students in personalized learning. A school principal will share using advisory sessions; having students make up work; and building in time for teachers to develop students' character, accept greater responsibility for their own learning and begin to set both educational and career goals.

**Presenter(s):** Mary Carol Stanley, Principal, Luella Middle School, Locust Grove, GA

**78. Career Success and Simulated Workplace With Plant Systems**

Room: Hermitage C

Objective: 7B

Using guidelines for transformation, this school is boosting students' soft skills. We use our community as a resource in creating floral and plant products. Academics come alive when students see relevance. Technique is developed in the application of the skills given on a daily basis for those immediately entering the workforce as well as for those pursuing college.

**R** — Thursday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Gary Trail and Julie Sions, Instructors, Mineral County Technical Center, Keyser, WV

**79. Academic Approach: Teaching Beyond the Test**

Room: Lincoln D

Objective: 7B

Teaching vital college-readiness skills while raising ACT and SAT scores on test day are two goals often difficult to align. Academic Approach helps school leaders and faculty reach both goals through our rigorous, skills-based approach to student assessment, data analysis, and instructional action. We help your school and your students raise skills and scores at the same time.

**R** — Friday, 8 a.m., Presidential Ballroom A

**Presenter(s):** Anna Brandes, Director of School Programs, Academic Approach, Chicago, IL

**60-MINUTE SESSIONS**

**80. Surviving the Unknown: From the Workforce to CTE Teacher**

Room: Governor's Chamber C

Objective 8B

Teaching to lead is intensive professional development for business and industry professionals transitioning to the classroom. New teachers from West Virginia will share how the yearlong professional development helped them plan, deliver and assess engaging CTE instruction. State personnel will share their experiences in working with new CTE teachers.

**Presenter(s):** Nancy Headrick, Director, Teaching to Lead; Paula Egelson, Director, Research, SREB, Atlanta, GA; Brenda Tuckwiller, Chair, Career and Technical Education, WVU Institute of Technology, Montgomery, WV; Jennifer Stowers, Principal/CTE Director and Christina Holston, Medical Assisting Teacher, Ben Franklin Career Center, Dunbar, WV; Jeff Lacy, Assistant Principal and Ann Thomas, Cosmetology Teacher, Academy of Careers and Technology, Beckley Road, WV; Miranda Kessler, Health Science Instructor and Charles Shumaker, HVAC Instructor, Nicholas County Career/Technical Center, Craigsville, WV; Brad Sensel, Mill. Cabinet Instructor, Hedgesville High School, Hedgesville, WV; and Candi Legursky, Law and Public Safety Instructor, Beckley Center School, Office of Institutional Education, Beckley, WV

**60-MINUTE SESSIONS**

**81. Walking the Walk: Central Gwinnett's Academy Journey**

Room: Hermitage D

Objective: 8C

This session will cover how one school's project-based learning beliefs, academy triad leadership teams and community partnerships helped the high school transition into a college and career academy school. Presenters will share the school's struggles and lessons learned to help cast a vision for other schools moving toward the college and career academy model.

**Presenter(s):** Brent Cruce, Academy Coach; Shane Orr, Associate Principal; and Ashley Rutledge, Assistant Principal, Central Gwinnett High School, Lawrenceville, GA and Deirdra Cox, Founder/CEO, Community Sustainability Enterprises, Lawrenceville, GA

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****82. Do You See What I See? Patterns in Dot Problems**

Room: Presidential Ballroom A Table 1

Objective 1B

In this interactive session, participants will anticipate how students might view dot patterns and use expressions to describe the patterns. The focus will be on how to use these problems to create rich mathematical discourse among students in middle grades and high school math classrooms. Anticipating student responses and learning outcomes can also help teachers create self-regulated learners.

**R** – Friday, 10:30 a.m., Bayou D**Presenter(s):** Gail Snider, Math Consultant, SREB, Atlanta, GA**83. Middle Grades Career Connections**

Room: Presidential Ballroom A Table 2

Objective: 2A

During weekly advisory sessions, teachers enable students to get a brief overview of various STEAM careers. In grade eight, students are required to develop PEPs (Personalized Education Plans) for high school before our annual “Cruise In,” an event where students are encouraged to speak with high school and technical center students, teachers and guidance counselors. They also have the opportunity to explore local colleges and businesses.

**R** – Friday, 11:45 a.m., Cheekwood GH**Presenter(s):** Lynn Smith, Kara Breedlove and Martha Root, Teachers, Keyser Middle School, Keyser, WV**84. Rethinking How to Measure Success of a School**

Room: Presidential Ballroom A Table 3

Objective 2B

Learn how one district is rethinking success by beginning with the end in mind. By reverse engineering career goals, students and the community see what needs to be in place to ensure every student graduates career focused and college ready. With this shift, relevance of learning has become the centerpiece for instruction and the marriage of CTE and academic education the focus.

**R** – Friday, 8 a.m., Hermitage C**Presenter(s):** Mac Beaton, Director, CTE and Omega Wilson, Director, Secondary Education, Henrico County Public Schools, Henrico, VA**85. Outstanding Teacher Leadership = Unprecedented Student Success**

Room: Presidential Ballroom A Table 4

Objective: 3B

This session describes how this high school has developed highly skilled teacher-leaders. This has resulted in student achievement growth that led to the U.S. Department of Education’s National Blue Ribbon Award in 2015. The school’s principal was named Tennessee State Department of Education Principal of the Year for 2016-17.

**R** – Friday, 10:30 a.m., Governor’s Chamber D**Presenter(s):** Docia Generette, Principal, Middle College High School, Memphis, TN**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****86. Supporting the New and Emerging Teacher**

Room: Presidential Ballroom A Table 5

Objective: 3C

The New and Emerging Teacher Institute is designed to help new teachers transitioning from industry to education be successful. Most are experts in what they do and are confident in their abilities... until that first day of class. The program helps the transition process work for teachers (and their students) by providing additional support and professional learning during the early years of their teaching careers.

**R** – Friday, 10:30 a.m., Lincoln D**Presenter(s):** Angela McCallie, Instructional Specialist, QTL/ExplorNet, Fayetteville, AR**87. Ready, Set, Jump! A Sixth-Grade Summer Transition Initiative**

Room: Presidential Ballroom A Table 6

Objective: 4B

See how a middle grades school implemented a summer reading initiative. This was an eight-day intensive bridge program for rising sixth-graders who “achieved” at one or more grade levels below their current grade level. We used STAR reading and math scores to determine areas of deficiency to build a bridge for success. The program was designed to build capacity, confidence and excitement for reading and numeracy.

**R** – Thursday, 3:30 p.m., Ryman Studio JK**Presenter(s):** Patrice T. Green, Assistant Principal, Richland School District One, Columbia, SC**88. Doing the Right Thing Always**

Room: Presidential Ballroom A Table 7

Objective: 4C

Using research-based strategies, students can, and do, make the right choices when faced with real-life ethical decisions. With support from the Daniels Fund High School Ethics Initiative, free resources are now available for CTE teachers to integrate into their curricula or other initiative offerings. Resources, including the course guides and learning modules, are provided at no cost as digital downloads via Daniels.

**R** – Friday, 1 p.m., Lincoln D**Presenter(s):** Brenda Clark, Director of Professional Development, MBA Research and Curriculum Center, Columbus, OH**89. Implementing Advanced Manufacturing: Mechatronics Best Practices**

Room: Presidential Ballroom A Table 8

Objective: 5B

Learn about one school’s Mechatronics program of study (POS), which includes Algebra I, Digital Electronics, Mechatronics I and Mechatronics II. The Mechatronics I and Mechatronics II are dual enrollment courses in which students are enrolled at a local community college while still in high school. They can then go on to further studies upon graduation with 16 transcripted hours.

**R** – Friday, 1 p.m., Cheekwood GH**Presenter(s):** Tyra Pilgrim, CTE Coordinator, Rutherford County Schools, Murfreesboro, TN

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**90. “BAC” UP: Business Advisory Council**

Room: Presidential Ballroom A Table 9

Objective: 5C

Thinking of starting academies? Want to connect learning to careers? START HERE! By involving employers and postsecondary leaders, students and teachers receive local support through resources, mentoring and internships. In this session, presenters will share their journey and provide templates, minutes from meetings and outcomes.

**R** — Thursday, 3:30 p.m., Belle Meade AB

**Presenter(s):** Michele Eller, Director of Secondary Curriculum, Eufaula City Schools, Eufaula, AL

**91. Three Critical Assessment Strategies: Increase Student College and Career Access**

Room: Presidential Ballroom A Table 10

Objective: 6A

Learn how actionable strategies increase college access. Test, collect and connect student data to instructional strategies with supplemental curricula. Get student feedback within 10 days, allowing teachers to internalize highly varied reasons for choosing wrong answers. Finally, write customized lesson plans with varied instructional strategies to plug skill gaps.

**R** — Friday, 11:45 a.m., Governor’s Chamber B

**Presenter(s):** Dave Waldherr, CEO, Cambridge Educational Services, Des Plaines, IL

**92. Practice Makes Purpose: Engaging Classroom Strategies That Work!**

Room: Presidential Ballroom A Table 11

Objective: 7A

Are you searching for innovative ways to engage students? Are you looking for a class makeover? Get ready to learn how to increase student engagement! This energized session will provide tips to establishing a positive and student-centered classroom environment to improve academic achievement. Find out how PRACTICE MAKES PURPOSE!

**R** — Thursday, 3:30 p.m., Canal C

**Presenter(s):** Keri Fersner, Teacher, Ellore Elementary Middle School, Ellore, SC

**93. Bring Authenticity to Your CS Coding Program**

Room: Presidential Ballroom A Table 12

Objective: 7C

Explore MobileMakersEdu curricular and professional development programs in the growing field of coding. Created around experiential learning, authentic real-world skills and connections to the developer community, the program drives student engagement and re-energizes teachers. Hear how participation gets students beyond surfing on their smartphones and into their smartphones.

**R** — Saturday, 8 a.m., Governor’s Chamber B

**Presenter(s):** Jessi Chartier, Director of Programs and Products and Stacy Sniogowski, Director of Member Experience, Uncharted Learning, Barrington, IL

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**94. Data-Driven Leadership: An Evidence-Based Plan for Positive Change**

Room: Presidential Ballroom A Table 13

Objective: 8A

School leaders and teachers will share how their school addressed the sharp decline in student proficiency between the elementary and middle grades. Working together, the faculty and staff developed and implemented an improvement plan that transformed the school, teachers and students.

**R** — Friday, 1 p.m., Lincoln E

**Presenter(s):** Judith Frank, Director, MMGW, SREB, Atlanta, GA; Shondra Whitaker, Assistant Principal and Melinda Defee, Math Teacher, Pike County High School, Brundidge, AL

**95. Does Class Size Always Matter in Grades K-12?**

Room: Presidential Ballroom A Table 14

Objective: 8B

Class size is a controversial topic, but with overcrowding in schools, it is consequential. Although many factors change the way a classroom functions, class size is a variable that can have negative impact. Variables that affect when class size matters are grade level, subject area and teacher abilities. Mitigating the effects of class size will be discussed.

**R** — Saturday, 9:15 a.m., Hermitage E

**Presenter(s):** Holly Royston, Student, University of Central Florida, Riverview, FL

**96. IEP: Include Everyone Please!**

Room: Presidential Ballroom A Table 15

Objective: 8C

IEP has a new meaning: “Include Everyone Please”! An intervention specialist and a history teacher explain how they co-teach techniques that are well known but might not be in use to teach in a blended classroom. These ideas have taken struggling students from low performance on classroom and state exams to grade-level and proficient work.

**R** — Friday, 8 a.m., Presidential Chamber B

**Presenter(s):** Kent Stewart, Teacher, South Point High School, South Point, OH



## 120-MINUTE SESSIONS

**97. Creating Smarter Master Schedules: Schools Prioritize Teacher Time**

Room: Canal A

Objective: 1C

"We need more time!" teachers say. But how is this time generated in an environment with ever more responsibilities? Learn how one district created teacher time for LDC and MDC within a declining resource environment AND increased student learning time. Principals will share their new schedules, and SREB leadership will explain strategy.

**Presenter(s):** Jennifer Frentress, School Design Expert, School by Design, Hartford, CT; Tom Siler, Director, School Improvement, SREB, Atlanta, GA; and Anita Hunter, Principal, Sumter County Schools, Sumter, SC

## FEATURED SPEAKERS

## 60-MINUTE SESSIONS



Craig Carson

**98. Working Memory: The Role of Attention and Memory in the Classroom**

Room: Bayou E

Objective: 4C

The presenter will show how to build cognitive capacity in your learners. What you do matters! You have the power to positively influence the results within your four walls. Come explore the roles of

attention and memory. Your at-risk learners will see the greatest gains but expect growth from all!

**Presenter(s):** Craig Carson, Assistant Superintendent, Ozark R-VI Schools, Ozark, MO



Jonathan Bradley

**99. International Baccalaureate (IB)/Advanced Career (AC): Want to Try Both?**

Room: Governor's Chamber E

Objective: 6A

Come learn about an exciting new collaborative effort between the IB and AC initiatives. Schools wishing to offer an internationally-recognized college-preparatory academic curriculum coupled with rigorous career and technical 21st-century pathways will understand how to use the IB/AC designs to prepare all students for an array of postsecondary options.

**Presenter(s):** Jonathan Bradley, Development Manager – Southeast, International Baccalaureate Organization, Washington, DC



Joe Hendershott

**100. Seven Ways to Transform the Lives of Wounded Students**

Room: Presidential Ballroom D

Objective: 7A

Learn a wealth of strategies for teachers and principals working with wounded students: those who are beyond the point of "at-risk" and have experienced trauma in their lives. Seven key strategies will be shared for changing school culture to transform the lives of students. Attendees will recognize the power of effective leadership and empathy in creating a sense of community and safety.

**R** — Saturday, 8 a.m., Washington B

**Presenter(s):** Joe Hendershott, President, Hope 4 The Wounded, Inc., Celebration, FL

## FEATURED SPEAKERS

## 60-MINUTE SESSIONS



R. Lynn Canady

**101. Improving College- and Career-Ready Graduates With Mastery Learning**

Room: Cheekwood ABC

Objective: 7B

Schools have increased graduation rates; however, less than 40 percent of graduates meet college- and career-readiness standards. 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 planning time will be illustrated.

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



Thomas Glanton

**102. Classroom Management That Works: The Missing Ingredients**

Room: Presidential Ballroom B

Objective: 8C

Develop and implement a classroom management plan that reinforces positive behavior and stops negative behavior. You will be taken through the process that keeps students in school, in class

and on task. These strategies free teachers from everyday discipline challenges, leaving more time for instruction resulting in greater academic success.

**Presenter(s):** Thomas Glanton, President, The Education Company, Decatur, GA and Shirley Kilgore, Trainer, The Education Company, McDonough, GA

## 60-MINUTE SESSIONS

**103. Best Practices to Engage ELL Students in Learning**

Room: Bayou C

Objective: 1A

Do you feel overwhelmed with implementing LDC in K-2 classrooms with ELL students? Not to worry. We'll discuss the pacing and materials we've used throughout the instructional ladder (graphic organizers, anchor charts and vocabulary development) to build a stronger understanding of the standards for our students. As a result, students will be able to gradually improve comprehension and writing skills.

**Presenter(s):** Madison Siwec and Virginia Peel, Teachers, McLauchlin Elementary, Raeford, NC

**104. Focus on the Possibilities**

Room: Bayou D

Objective: 1A

The challenges of teaching the current generation of young people can cause one to question that "quality instruction is the best behavior management tool in any educational setting." The promise linked to this philosophy is explained as the presenter demonstrates reading and writing activities designed for preparing all students for higher levels of learning and career prosperity.

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

**105. Shuffleboard, Race Cars and Reaction Times: Find the Algebraic Connection**

Room: Bayou B

**R**

Objective: 1B

Participants will create a playing field and write the equation that represents the possible points scored in the game. They will conduct time trials, predict who would win in a hypothetical race and conduct a race to see if the predicted winner wins. They will measure reaction time, calculate measures of centrality tendency and create a histogram.

**Presenter(s):** Claudia Maness, President, CORD Communications, Waco, TX

**60-MINUTE SESSIONS**

**106. What Exactly Is Depth of Knowledge?**

Room: Bayou A Objective: 1C

How does depth of knowledge engage students to express and share the depth of their learning in academic and real-world contexts? Learn how Webb's Depth-of-Knowledge model can be superimposed with Bloom's Revised Taxonomy to develop and deliver learning experiences that address the cognitive rigor of college- and career- readiness standards.

**Presenter(s):** Erik Francis, ASCD Author / Professional Education Specialist, Maverik Education LLC, Scottsdale, AZ

**107. From Crayons to Careers**

Room: Jackson AB Objective: 2B

This small school delivers robust exposure to career and technical education beginning in grade two; exposure to STEM careers in grade five and strong career counseling in eighth grade. Students enter high school with well-defined goals for CTE programs of study, leading to effective transitions into postsecondary studies or careers.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Linda Sanford, Director of Instruction and Merida Tomb, Counselor, Wes Watkins Technology Center, Wetumka, OK

**108. Leadership Matters: Key Leadership Attributes of Effective Principals**

Room: Washington B Objective: 3A

At the core of leadership there are two functions: providing direction and exercising influence. How do successful leaders make a difference? This session will explore the core practices of successful leadership and strategies on how successful principals set a purpose, influence people, create structures and build efficacy to lead their organization.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Linda Floyd, Consultant, Kentucky Department of Education, Frankfort, KY

**109. Teaching Strategies Can Be Fun AND Effective!**

Room: Cheekwood GH Objective: 3C

Join us to learn the eight categories of research-based strategies and the effect using these strategies has on student achievement, classroom management, integration of academics and increased levels of thinking. The presenters will give participants examples of these strategies as applied to the classroom.

**Presenter(s):** Gina Smith, Independent Consultant, Harrisonville, MO and Dan Hogan, Culinary Arts Instructor, Manual Career and Technology Center, Kansas City, MO

**110. Positive Relationships Promote Student Success**

Room: Cheekwood F Objective: 4A

When teachers work to develop positive relationships with students, student performance, attendance, grades and attitudes improve. Personal interest surveys are used to gain knowledge of students' interests and goals. Program projects are geared toward those interests, which in turn increases student involvement at school and in students taking ownership of their studies.

**R** — Friday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Joanna Hammonds, STEM English Coach/ English Teacher and Dave Davenport, Welding Instructor, Collins Career Technical Center, Chesapeake, OH

**60-MINUTE SESSIONS**

**111. How Jackson Junior High Destroyed Student Apathy With an ICU Approach**

Room: Lincoln D Objective: 4C

This session will dive into how a Junior High School built a culture of care while going to war on student apathy. The presenter will share different strategies that are used on a daily basis to fully eliminate missing assignments and become a National ICU Brick House Award winner.

**Presenter(s):** Cory Crosnoe, Principal, Jackson Junior High, Jackson, MO

**112. Making Rural Careers Come Alive for Middle Grades Students**

Room: Belle Meade AB Objective: 5A

Presenters will showcase how students, using research and technology along with personal interview skills, created a documentary of the industries of a rural community. Presenters will share their students' journey into the lives of hard-working men and women. Through research, personal interviews and video, students learn the importance of knowing about the individuals who make a community possible.

**Presenter(s):** Randy Bloom, Teacher, Ilwaco Middle School, Ilwaco, WA

**113. Keeping It Real: Authentic Learning Through Classroom Publishing**

Room: Ryman Studio DE Objective: 5A

Learn to use classroom publishing to motivate and inspire your students with authentic audiences, real-life applications, cross-curricular experiences, exceptional opportunities for creativity and truly meaningful learning! This session is appropriate for all grade levels and includes helpful timelines, checklists, tips and samples of student publishing projects.

**Presenter(s):** Dawn Burnette, Teacher, Burnette Academy, Blairsville, GA and Ansley Burnette, Student, Toccoa Falls College, Blairsville, GA

**114. Designing and Implementing Cross-Curricular Project-Based Learning**

Room: Belle Meade CD Objective: 5A

See how teachers of a newly formed culinary arts academy designed and implemented a cross-curricular, academy-wide project encompassing the strategies of project-based learning. Together, the staff designed and implemented a project for all academic and CTE classes with an emphasis on meeting state standards and developing professional and 21st-century skills.

**Presenter(s):** Eric Palm, English Teacher and Scott Engle, Culinary Arts Instructor, Mercer County Technical Schools, Pennington, NJ; and Marty Sugerik, Mathematics Consultant, SREB, Atlanta, GA

**115. Pathways: Taking Baby Steps and Making Strides**

Room: Hermitage D Objective: 5B

Two large and diverse educational organizations in New York state have brought stakeholders together to develop programming and define career pathways. They worked collaboratively and consulted with each other on individual projects. They will share their journey and explore ways you can transform your school and/or region using career pathways.

**Presenter(s):** Tracy Gyoerkoe, Director of Career & Technical Education and Rachele Romoda, Supervisor of Instruction, Program Development and St. Lawrence Lewis BOCES, Canton, NY

**60-MINUTE SESSIONS****116. Why Quality Career and Technical Education Is Important**

Room: Jackson CD

Objective: 5B

A former state senator from Kentucky and current state commissioner of workforce education will share his views on why career and technical education is essential and what he believes are the features of a quality program that can make a difference in the lives of individuals and in communities.

**Presenter(s):** Joe Meyer, Mayor, City of Covington, Covington, KY and Dale Winkler, Special Assistant to the Senior Vice President, SREB, Atlanta, GA

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

Room: Governor's Chamber B

Objective: 6B

Too many students are graduating high school not college and career ready. Students are pushed from the middle grades into high school without the requisite skills. SREB can give your students the math and literacy skills they need to be successful in high school and graduate prepared. Learn about the dynamic SREB Ready courses and how you can have your teachers trained to guide your students to success.

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

**118. Student Advocacy: The Transforming Power of Teacher Involvement**

Room: Governor's Chamber D

Objective: 7A

Learn about one school's journey to design and implement an advisory program that encourages positive student-teacher and peer-to-peer relationships. This program provides relevant guidance for each grade level, and empowers teachers to plan relevant life-skill focused lessons for each grade level.

**Presenter(s):** Danton Robertson, Teacher, Fountain Lake Charter High School, Hot Springs, AR

**119. Positive Behavior Interventions and Support for High School Students**

Room: Canal B

Objective: 7C

Participants in this informative session will learn to demonstrate different behaviors expected of high school students that help to create a positive learning environment. This leads to a passion for learning in the whole school as well as in each individual classroom and among students themselves.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Elizabeth Berger, Special Education Teacher; Mary Page, English Teacher; Kia Frazier, Assistant Principal; and Lindsay Grant, Math Teacher, Rock Hill High School, Rock Hill, SC

**120. Holy Interactive! Interactive Technology in the Classroom**

Room: Canal D

Objective: 8B

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. Hear 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

**60-MINUTE SESSIONS****121. Using Your Data to Self-Evaluate**

Room: Governor's Chamber C

Objective: 8B

See how to use survey and achievement data to evaluate the effectiveness of current practices. Learn how to organize an evaluation framework, how to apply evaluation standards to measure program goals and how teachers can utilize evaluation techniques including targeted action research, survey development and focus groups. Evaluations can be done at an all-school or classroom-specific level.

**Presenter(s):** Paula Egelson, Director, Research; Rebecca Purser, Research Associate; and Chris Fuga, Research Assistant, SREB, Atlanta, GA

**122. Every Student Graduates; Every Student Prepared**

Room: Lincoln C

Objective: 8C

Persistent and consistent hard work are essential in any school's program of continuous improvement. Come hear the principal and assistant principal of this high school discuss effective strategies they have used to develop a culture of school improvement and increasing student achievement.

**R** — Friday, 9:15 a.m., Presidential Ballroom A

**Presenter(s):** Mikki Curtis, Assistant Principal, Fountain Lake Charter High School, Hot Springs, AR

**123. Disconnect to Connect: Using Interactive Notebooks**

Room: Canal C

Objective: 8C

Interactive notebooks may be used across many content areas. They are a way to help students organize their thoughts while accommodating for many learning styles. Interactive notebooks allow for students to create their own resources that can be used to as a studying tool later on.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Karla Lopez, Teacher, Saint James High School, Murrells Inlet, SC

**124. West Virginia's Journey: A Comprehensive Approach to Career Readiness for CTE Students**

Room: Magnolia Boardroom B

Objective: 8C

Presenters will describe a comprehensive approach to CTE reform and describe essential leadership and vision to tackle adversity and maintain focus. Aspects of the three-year effort include: re-engineering CTE teacher preparation; an emphasis on connected learning through the state's TCTW network; support and advocacy of Advanced Career programming; and the addition of mathematics and ELA teachers in CTE centers.

**R** — Friday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Kathleen McNally, School Improvement Specialist, SREB, Atlanta, GA; Jennifer Stowers, Principal/CTE Director, Ben Franklin Career Center, Dunbar, WV; Marcella Charles-Casto, Associate Principal/CTE Administrator, Mingo Central Comprehensive High School, Delbarton, WV; and Stanley Hopkins, Independent Consultant, Mount Alto, WV

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**125. Impact of Reading Instruction Utilizing KIPP Wheatley**

Room: Presidential Ballroom A Table 1

Objective: 1A

This study was set in four urban schools in western Tennessee and examined the impact of KIPP Wheatley instruction on the NWEA MAP reading scores of sixth-, seventh- and eighth-grade students. Tests were run comparing the NWEA MAP reading scores from the two years prior to implementation to the pilot year of implementation.

**R** — Friday, 3:30 p.m., Canal B

**Presenter(s):** Casey Jackson, Academic Programs Manager, KIPP Memphis Collegiate Schools, Cordova, TN

**126. Designing Quality Mathematics Units**

Room: Presidential Ballroom A Table 2

Objective: 1B

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

**R** — Friday, 1 p.m., Canal D

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

**127. BRIDGE: Building Rigor Ignites District Growth and Excellence**

Room: Presidential Ballroom A Table 3

Objective: 2A

This district has created a climate and culture of acceleration for all students through its efforts to build rigor across grade levels. Experience our journey from traditional grade-level expectations to acceleration of all students based on readiness for advanced academic opportunities in grades six through eight. Students are better prepared for 21st- century learning opportunities as they enter high school.

**R** — Friday, 2:15 p.m., Cheekwood ABC

**Presenter(s):** Trish Beason, Coordinator of Middle School Curriculum, Spartanburg 1, Campobello, SC; Karen Bush, Principal, Inman Intermediate School, Inman, SC; Tucker Hamrick, Principal, Landrum Middle School, Landrum, SC; and Jodi Wright, Principal, New Prospect Elementary School, Inman, SC

**128. The Sky is No Longer the Limit!**

Room: Presidential Ballroom A Table 4

Objective: 2B

Discover how this small school created three programs of study with certifications and dual credit opportunities for students with the leading question, “What do we need to make this happen with the resources we have?” The counselor and teacher advisers find ways to meet the needs of all their students to prepare them to be college and career ready. Twice a year, students review their Individual Learning Plan — the evolving written guide to their high school and postsecondary plans — with the assistance of their adviser, guidance counselor and parents.

**R** — Friday, 9:15 a.m., Jackson CD

**Presenter(s):** Alicia Faulds, Counselor, Media Arts Collaborative Charter School, Albuquerque, NM

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**129. Flexible, Innovative Scheduling Sustains Professional Learning Communities**

Room: Presidential Ballroom A Table 5

Objective: 3B

Flexible scheduling is a key element in successfully implementing professional learning communities. Learn how this flexible schedule has allowed professional learning communities to flourish and provide time for enrichment and intervention opportunities to take place for students during the school day.

**R** — Friday, 8 a.m., Lincoln A

**Presenter(s):** Joe Rowe, Principal, Ironton High School, Ironton, OH

**130. Finding Classroom Success Through Coaching**

Room: Presidential Ballroom A Table 6

Objective: 3B

Instructional coaches can help teachers better navigate new expectations and practices by collaborating to enhance planning, improve instruction and strengthen reflection. This session will focus on ways to effectively open channels of communication built on trust between teachers and coaches that encourage growth and creativity. Attendees will discover how coaches and teachers work together to strengthen classroom strategies and increase student learning.

**R** — Thursday, 3:30 p.m., Governor’s Chamber B

**Presenter(s):** Michael Lee, Principal and Carrie Beth Buchanan, Instructional Coach, Clay-Chalkville High School, Pinson, AL and Chuck Boyd, School improvement Consultant, SREB, Atlanta, GA

**131. Academic Lifeguards: Building Relationships and Saving Students**

Room: Presidential Ballroom A Table 7

Objective: 4B

All students are capable of learning and succeeding if educators cultivate caring relationships, provide academic and behavioral support to struggling students and collectively hold all students to high expectations. Discover how to identify students requiring additional support and begin formulating a schoolwide plan for developing a culture of learning and accountability.

**R** — Thursday, 2:15 p.m., Lincoln B

**Presenter(s):** Sherri Nelson, Director of Instruction, Huron School District, Huron, SD

**132. How to Increase Engagement in Adult Learners**

Room: Presidential Ballroom A Table 8

Objective: 4C

Adult learning has specific components different from teaching young adolescents. This presentation will look at effective ways for instructors to increase engagement with students by looking at how adults learn. This includes their fears and needs as well as specific instructional strategies to provide engaging instruction, help students feel at ease and help instructors to build effective relationships.

**R** — Friday, 11:45 a.m., Belle Meade CD

**Presenter(s):** Rhonda Robbins, Assistant Principal, Strive Prep-Excel, Denver, CO

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****133. The Translation Academy: Bilingual Abilities Empower Students**

Room: Presidential Ballroom A Table 9

Objective: 5B

See how the translation academy at this high school enables bilingual students to use their abilities to enrich the lives of others while growing professionally and educationally. High school classes feature 21st-century skills embedded and foreign language is used to prepare students for the future. The iTranslate students are empowered to create networks for postsecondary connections and to create choices.

**R** — Saturday, 9:15 a.m., Hermitage D**Presenter(s):** Paige Watts, Director of the Translation Academy, Morris Innovative High School, Dalton, GA**134. Advanced Manufacturing Skills Training Alliance: A Model for CTE Programs**Room: Presidential Ballroom A **R** Table 10

Objective: 5C

The creation of the Advanced Manufacturing Skills Training Alliance (AMSTA) in rural North Carolina leverages funds and the expertise of four public school districts and a community college as a force multiplier. Through this partnership, districts collaborate to deliver high-quality professional development for more than 150 CTE educators and provide work-based learning opportunities for over 8,000 students.

**Presenter(s):** Stan Winborne, Director of High Schools/CTE, Granville County Public Schools, Oxford, NC**135. Building Business Leaders: PBL + Accelerated Curriculum = College Credit**

Room: Presidential Ballroom A Table 11

Objective: 6A

More of your students will pursue careers in business administration than any other career area. Modern business demands strong, ethical decision-makers who will become future leaders. Aligned with SREB's Advanced Career, High School of Business is an intellectually demanding program of study for students interested in college and careers in all areas of business: entrepreneurship, finance, marketing and management.

**R** — Thursday, 3:30 p.m., Hermitage E**Presenter(s):** Lisa Berkey, Director, Benchmark Programs, MBA Research and Curriculum Center, Columbus, OH**136. CTE Effects on Student Preparation for College and Career Readiness**

Room: Presidential Ballroom A Table 12

Objective: 6A

Learn about the impact of career and technical education (CTE) programs of study on college and career readiness. Utilization of the one-way analysis of variance showed that there was no evidence that CTE completion versus academic path completion status significantly affected college- and career-readiness measures.

**R** — Friday, 9:15 a.m., Hermitage C**Presenter(s):** Jodie Higgs, Teacher, Union University, Memphis, TN**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****137. A First-Year Principal's Vision for Career Academies**

Room: Presidential Ballroom A Table 13

Objective: 7A

This session will focus on the organizational structure used by a first-year principal in developing career academies in a rural school serving students in grades six through 12. The focus will be on using student voice to determine pathways and create career academies. The use of strategic scheduling to accommodate students' choices and communication with stakeholders will also be discussed.

**R** — Thursday, 2:15 p.m., Presidential Chamber B**Presenter(s):** Connie Luper, Leadership Coach, SREB, Atlanta, GA; and Pam Dennis, Principal, Oak Grove High School, Bessemer, AL**138. Redesigning Time to Support Teacher Planning and Student Learning**

Room: Presidential Ballroom A Table 14

Objective: 7B

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

**R** — Friday, 9:15 a.m., Lincoln E**Presenter(s):** Taki Sarhaan, Principal, Minor Middle School, Adamsville, AL; and Allyson Morgan, School Improvement, SREB, Atlanta, GA**139. Does Your Center Have the Key Elements of a Pathway System?**

Room: Presidential Ballroom A Table 15

Objective 8A

Presenters will explore the current status of programs of study at participants' tech centers through the use of a rubric and guides developed by SREB. This will assist with a review of centers' programs of study, along with supporting documents to develop a plan to meet the exemplary level of a fully developed pathway.

**R** — Saturday, 8 a.m., Cheekwood GH**Presenter(s):** Lynda Jackson, Director, TCTW, SREB, Atlanta, GA**140. Think You Can Dance? Why Do It Without Discipline?**

Room: Presidential Ballroom A Table 16

Objective: 8B

Teachers are spending more and more time with pesky everyday disciplinary problems and less time teaching the curriculum. Restore the "class" in your classroom and alleviate up to 70 percent of disciplinary problems. Learn simple, effective strategies to diffuse and amuse, not confuse and abuse. Walk away with timeless techniques you can use in your classrooms!

**R** — Friday, 8 a.m., Washington B**Presenter(s):** Steve Buffington, Classroom Behavior Manager, Trainer buff, Ravenswood, WV

FEATURED SPEAKER

60-MINUTE SESSIONS

60-MINUTE SESSIONS



Craig Boykin

**141. How to Motivate the Unmotivated: Teaching With Poverty in Mind**

Room: Presidential Ballroom D Objective: 8B

It's clear that students from poverty are habitually at a disadvantage, and educators find it challenging to motivate such students to become positively engaged in their own learning. Craig J. Boykin advises educators avoid giving up on "difficult" students. Boykin was held back twice in school, placed in special education, diagnosed with a learning disability and dropped out of high school. Hear how he overcame disabilities!

**R** — Thursday, 3:30 p.m., Presidential Ballroom D

**Presenter(s):** Craig Boykin, Speaker/Author, 180 Group LLC, Montgomery, AL

**142. Brain-Based Learning Strategies to Promote Writing: WUP It UP!**

Room: Bayou A Objective: 1A

Use YouTube videos to promote writing across the curriculum. Classroom action research and educational research on the role of music and novelty in learning will be presented. Participants will engage in simulated student writing to experience increasing dopamine, the chemical reaction to novelty, and decreasing cortisol, the chemical reaction to music on the learner prior to writing. Participants will be encouraged to join a website.

**R** — Friday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Lucilla Esham, Teacher, Sussex Technical High School, Georgetown, DE

**143. Collaboration: Combining Secondary CTE With Elementary for Engaging LDC**

Room: Bayou C Objective: 1A

Elementary and high school participants in this session will discover the essential steps in creating an engaging elementary LDC module with effective collaboration via the high school CTE department. Learn the steps necessary to build the foundations students require to be successful throughout life by taking a walk through our process of growing students from crayons to college and careers!

**Presenter(s):** Adell Baldwin, Executive Director, Hoke County Schools, Raeford, NC; Marcie Boutin, Elizabeth Santamour and Taylor Reilly, Teachers, Scurlock Elementary, Raeford, NC

**144. I Did Read IT! I Still Don't Get it!!**

Room: Bayou D Objective: 1A

This session presents literacy-based teaching strategies for engaging students 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 a college- and career-aligned literacy-based product.

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

**145. Why Mathematical Literacy Matters**

Room: Canal D Objective: 1B

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

**146. Assessment for Learning Day to Day: Instruction Beyond FALs**

Room: Canal E Objective: 1C

What do the Five Strategies of Assessment for Learning look like when implemented on a consistent day-to-day basis? In this session, participants will look at simple formative assessment tools that address the Five Strategies of Assessment for Learning and tips you can use every day to improve students' understanding and content mastery.

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

**147. Coding Across the Curriculum**

Room: Washington B Objective: 2A

In a world dominated by computers, knowing how to code is a valuable skill to potential employers. In this session, the presenter will demonstrate examples of how coding can be applied to core subjects. He will provide a link to a PDF that contains program examples and help getting started integrating coding into core subjects.

**R** — Friday, 9:15 a.m., Presidential Ballroom A and Friday, 1 p.m., Hermitage C

**Presenter(s):** Harold Smith, Teacher, Manual Career and Technical Center, Kansas City, MO

**148. Getting Parents Interested About Their Students' Futures**

Room: Jackson CD Objective: 2C

Presenters will share ideas for getting parents engaged and excited about students' math achievement. See how parents can change their perspectives on the ways math and technology have shaped teaching mathematics. Jobs that they have most likely never heard of will be reviewed to demonstrate how the teaching of mathematics must change to meet future demands.

**Presenter(s):** Deborah Lemon, Mathematics Consultant, Independent Consultant, Shallotte, NC; and Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC

**149. Go Slow to Go Fast: Empowering Teacher Leadership for ELA**

Room: Bayou E Objective: 3B

English language arts educators are being required to make paradigm shifts in how they integrate reading, writing, speaking/viewing/listening and language to promote critical thinking and college and career readiness. This session will illustrate how two districts chose to go slow so teams could create and implement standards-based integrated units using inquiry as a vehicle for instruction.

**R** — Friday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Jennifer McCarty Plucker, Executive Educational Consultant, Mackin Educational Resources, Burnsville, MN

**150. SCOTUS: How You Can Improve Instruction**

Room: Canal C Objective: 3C

Learn about a summer institute led by Supreme Court experts, journalists, authors and lawyers who give an in-depth understanding of how the court chooses and decides cases, and what it is like to argue before the court. The program culminates with a visit to the Supreme Court to hear decisions handed down. The institute prepares teachers to use innovative methods to teach about current and historical cases.

**Presenter(s):** Kimberly Huffman, Social Studies Instructor, WSCCC, Smithville, OH

**60-MINUTE SESSIONS****151. Behavior Is a Symptom, NOT the Problem: Getting to the Root**

Room: Presidential Ballroom B Objective: 4B

"Behavior is a Symptom" demystifies common behavior problems by first explaining WHY they occur and teaching HOW to change them. Learn the precursors to all behavior, how to transform academic and behavioral outcomes, what leads to at-risk behaviors. We'll demonstrate how relevance and relationships impact behavior.

**Presenter(s):** Hotep MBA, Founder, Hustle University, Stone Mountain, GA**152. High School Cuts Failure Rates by 70 Percent: Come See How!**

Room: Presidential Chamber B Objective: 4B

Learn how one high school has developed a multi-tier support system that focuses on student responsibility and apathy, while providing struggling students with tiered support. Learn how team building, student evaluation, grade-level data teams, math strategies courses, personalized learning periods and ICU have reduced weekly failure rates by nearly 70 percent over five years.

**R** — Friday, 9:15 a.m., Presidential Ballroom A**Presenter(s):** Mitch Bartholomew, Principal, York High School, York, NE**153. Thinking About Thinking: Metacognition**

Room: Cheekwood GH Objective: 4C

A key to success is teaching students to learn on their own. We'll explore the significance of metacognition and how to incorporate the process into the classroom. The goal is to help educators and learners understand the role metacognition plays in the learning process and how to encourage students to understand how they think.

**Presenter(s):** Shana Hannibal, Teacher, Rock Hill School District, Rock Hill, SC**154. Innovative Successful Data Days**

Room: Jackson EF Objective: 4C

See how this middle grades school aligned SREB and district initiatives to support student learning and ownership. Students read and analyze benchmark data reports, identify strengths and weaknesses, set goals and identify specific strategies to reach their goals. Participants will leave with tools to implement their own student data day and examples of scheduling, goal setting and instructional strategies to meet goals.

**Presenter(s):** Ashley Lehman, eighth grade Science Teacher and Carita Venable, Principal, Irondale Middle School, Irondale, AL, and Cena Davis, School Improvement Consultant, SREB, Atlanta, GA**155. The Anatomy of a College-Ready Student: As Real as It Gets**

Room: Ryman Studio JK Objective: 4C

A wise college grad once said the shock of going from high school to college can be likened to going from taking a drink from a water fountain to taking a drink from a fire hydrant. Thousands of students choke or drop out of college because they are not fully prepared for the expectations and culture. This session will impart proven assessment tools and strategies to get them there and keep them there.

**Presenter(s):** Bridget Lambright, Owner, AchieverHouse LLC, Beachwood, OH**156. Capping off the Senior Year**

Room: Cheekwood F Objective: 5A

The senior capstone project is a process that gives students the opportunity to choose a topic of interest, conduct research, design a related project, and present the results to the school and to the community. In the process, students learn and apply essential career and technical communication skills. Come see how the senior capstone project can raise the achievement levels for your students.

**Presenter(s):** Valerie Ayers, Teacher, Pendleton High School, Pendleton, SC**60-MINUTE SESSIONS****157. CERT School: High School Modeled to National, Portable Industry Credentials**

Room: Cheekwood ABC Objective: 5A

Disaster responder training at CERT School fulfills content requirements for a high school diploma and jump starts students into careers. Students learn to lead and protect lives in emergency situations. Previously left or pushed out of a traditional school system without a diploma, these students acquire mid-level skill credentials for a wide range of occupations with strong earning potentials.

**Presenter(s):** Chris Litzau, Principal, CERT School, Milwaukee, WI**158. Phlebotomy: A Career to Stick With**

Room: Belle Meade CD Objective: 5B

Learn about one school's phlebotomy technician certification during the senior year curriculum. The session is intended for career technical education secondary instructors and administrators. Participants will learn to develop and deliver content for a successful phlebotomy certification program.

**R** — Thursday, 2:15 p.m., Presidential Ballroom A**Presenter(s):** Diane Ellis and Patricia Valukievic, Health Careers Instructors, Cuyahoga Valley Career Center, Brecksville, OH**159. Reach Me to Teach Me**

Room: Canal B Objective: 7A

This session is designed to assist participants in implementing UDL strategies into their daily instruction. The presenters will provide participants an understanding of what UDL strategies are, their importance, and how they impact learning by increasing student retention.

**R** — Friday, 9:15 a.m., Presidential Ballroom A**Presenter(s):** Elizabeth Gibson, Instructional Coach, Dougherty Comprehensive High School, Albany, GA**160. ICAN: Intensive College Access Now**Room: Ryman Studio DE **R** Objective: 7A

Intensive College Access Now (ICAN) is a program that ensures every high school senior will gain admission to a two- or four-year college and complete the scholarship/grant applications including the FAFSA (Free Application for Federal Student Aid). ICAN encompasses a thorough 10-step method including a suggested timeline that guides parents and educators through the admission process.

**Presenter(s):** Julie Brown, Counselor, Central High School, Louisville, KY**161. You Want Me to Teach All of THOSE Students in One Class?**

Room: Governor's Chamber C Objective: 8C

Teachers will engage via hands-on techniques designed to arm them with proven, brain-based strategies to cultivate a learning community for the most difficult students --many of whom may be underachieving. Teachers will use these strategies to maintain appropriate classroom decorum and learn how and when to incorporate rigor and utilize a team-teaching approach.

**Presenter(s):** Irma Richardson, Teacher, Irma Middle School, Columbia, SC; Yvonne Baxter and Kenesha Johnson, Teachers, Richland School District 2, Columbia, SC; and Jakeria Thrower, Teacher, Southside High School, Greenville, SC**162. It Takes a Thief**

Room: Jackson AB Objective: 8C

Faced with the challenge of serving a diverse population plagued with high poverty, the administration of this school sought proven best practices and molded them to create effective programs for its students. This school has emerged as an academic powerhouse. Hear their story.

**R** — Friday, 2:15 p.m., Presidential Ballroom A**Presenter(s):** Dirk Ash, Principal; Kyle Nix, Tarron Huddleston and Joseph Crumby, Assistant Principals, LaVergne High School, La Vergne, TN

**120-MINUTE SESSION**

**163. Learning Games: FACS, Business, Marketing and Health Science**

Room: Hermitage C Objective: 4C

Classroom strategies that engage and involve students have a positive impact. The Learning Games approach encourages the application of course content in a safe and motivating learning environment. The workshop experience provides practical ideas for CTE teachers. Middle grades and high school teachers will play games and learn how to use active learning strategies in their classrooms.

**Presenter(s):** Kim Smith, Owner, CreativEd Services, Orlando, FL

**FEATURED SPEAKERS**



Daniel Hill

**164. The Recipe for Success – Cooking Up**

Room: Lincoln A Objective: 4A

When you combine essential ingredients with step-by-step instruction you create an award-winning dish of results. In this session, practitioners will discuss what must be in place to make a successful learning community where students master standards through high level learning expectations using an ICU approach.

**Presenter(s):** Daniel Hill, Chief Manager, Power of ICU, Lebanon, TN; Roseann Bruns, Math Teacher and Instructional Coach, Jackson Junior High, Jackson, MO; Sherri Nelson, Director of Instruction, Huron School District, Huron, SD; Cory Crosnoe, Principal, Jackson Junior High, Jackson, MO; and Clark Harrell, Principal, Stewarts Creek High School, Smyrna, TN



Michael Holik

**165. Wake Up the Sleeping With Student-Centered Learning**

Room: Cheekwood ABC Objective: 5B

CTE teachers are losing the battle of deeper engagement to technology. When students aren't engaged, they aren't learning. Through self-reflection and evaluation, teachers learn how to transform their traditional unengaged classrooms into a highly engaged activity center of deeper student-centered learning.

**Presenter(s):** Michael Holik, Assistant Professor, West Chester University, Wilmington, DE

**166. A Long Walk to Water: Spotlight on Elementary Gifted Education**

Room: Canal C Objective: 1A

Learn how fifth-grade gifted students in one school district extended an LDC module into an exciting project-based learning experience. Students were reading, researching and writing. Teachers will share ideas, resources and tips on how to motivate students through an inspiring service project.

**Presenter(s):** Wanda Ussery, Academic Coach and Angela Myers, Teacher, Rockfish Hoke Elementary, Raeford, NC; and Jennifer Crenshaw, Teacher, Sandy Grove Elementary, Lumber Bridge, NC

**167. Handy Cheat Sheets for Good-to-Go Mini-Task and Module Development**

Room: Canal A Objective: 1A

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 Literacy Design Collaborative trainers, teachers can simplify their work and make the LDC materials they create “good to go.”

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

**60-MINUTE SESSIONS**

**168. ELA and Special Education Team Up With LDC**

Room: Canal E Objective: 1A

Teachers working in cross-curricular teams are “trending” in the education profession. In this session, learn how two middle grades teachers use the Literacy Design Collaborative framework in their co-taught class to raise the level of their middle-graders’ literacy skills.

**Presenter(s):** Debra Cullen, Independent Literacy Consultant, Clarksburg, WV; Chris Shinn and Linda Williams, Teachers, Stonewall Jackson Middle School, Sissonville, WV

**169. MDC in Higher- Level Math Classes**

Room: Bayou D Objective: 1B

The presenter will discuss how she has effectively implemented MDC in her higher-level math classes (Honors Algebra II and trigonometry/pre-calculus). She will discuss how lessons are chosen and adapted for use in her classroom. The presenter will also discuss how the Mathematics Design Collaborative lessons differ in higher-level math classrooms.

**Presenter(s):** Brittany Dameron, Teacher, Riverside High School, Belle, WV; and Kim Goff, Math Consultant, SREB, Atlanta, GA

**170. The MDC Active Learner: Ready, Set, Retain!**

Room: Bayou E Objective: 1C

The Mathematics Design Collaborative reveals the more engaged students are, the more information they will retain. This session focuses on ways to get students more active in their learning. Teachers from various grade levels will model how to increase retention through engaging students. Be an active participant in this engaging retention journey.

**Presenter(s):** Esther Hollingsworth-Shaw and Tishera Roper, Teachers, Hoke County High School, Raeford, NC; Jessica Shaw, Teacher, Rockfish Hoke Elementary, Raeford, NC; and Johnathan Foster, Teacher, Sandy Grove Middle School, Lumber Bridge, NC

**171. Connecting Students to Their Futures**

Room: Bayou C Objective: 1C

This session focuses on the successes and challenges of MDC and LDC implementation in a rural Title 1 elementary school. Examine the approach of a third-grade team to improve student performance through the best practices of LDC and MDC. This approach with integrated technology helps foster critical thinking skills, ensuring all students, including the economically disadvantaged, are college and career ready.

**Presenter(s):** Patty Sandt and Amanda Tilley Crowder, Teachers; Hayden Simon, Assistant Principal; and Bridget Parnell-Hayes, Principal, Hawk Eye Elementary School, Red Springs, NC

**172. Using Data to Support School Cultural Change**

Room: Jackson AB Objective: 3A

Participants will identify six characteristics of a positive school culture and use the provided survey to assist in the identification of cultural challenges. Through sample school data, participants will create strategies for implementing schoolwide change to address the identified cultural challenges. Research shared will show that by addressing school culture, professional learning and student achievement will improve.

**Presenter(s):** Lydotta Taylor, President, The EdVenture Group, Morgantown, WV; and Brittany Cunningham, Senior Researcher and Project Leader, Insight Policy Research, Arlington, VA



**60-MINUTE SESSION****173. Best in Class Strategies: Setting Students Apart for High Performance**

Room: Governor's Chamber B

Objective: 3C

Applying Center for Teacher Effectiveness strategies/practices to improve students', teachers' and school performance is well documented across the United States. This is demonstrated by improvement in students' positive behaviors, rise in performance scores, increased teacher job satisfaction, decrease in dropout rates and suspensions. Also in evidence: an overall improvement in the feeling and tone throughout the school building.

**R** — Thursday, 3:30 p.m., Presidential Ballroom A**Presenter(s):** Myrna Araneta, Educational Consultant, Center for Teacher Effectiveness, Las Vegas, NV**174. Career-Driven Instruction Using a Literacy Design**

Room: Cheekwood GH

Objective: 5A

The Literacy Design Collaborative provides a framework for the transition from a career field to the classroom. The LDC framework allows career and technical education teachers to design instruction that incorporates real-world applications. This workshop will demonstrate and share the journey presenters took to embed literacy to break down complex technical texts and create authentic products.

**Presenter(s):** Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; and Jessica Dunlap, CTE Teacher, Moore High School, Norman, OK**175. Literacy, PBL and STEM: ALL in ONE**

Room: Magnolia Boardroom B

Objective: 5A

Presenters will describe how STEM mentoring clubs of varying grade levels were involved in promoting STEM literacy at the high school and partner schools in the district. Through the effective use of project-based learning strategies, the club members were able to develop their own driving questions and objectives and identify finished products for their presentations.

**Presenter(s):** Maria Maderal, STEM Master Teacher, Marlboro County High School, Laurinburg, SC**176. Organizing District Schools Around Career Pathways**

Room: Belle Meade CD

Objective: 6C

Learn how a Delaware district reorganized three shared-time centers into comprehensive technical schools of choice focusing on career pathways. Strategies will be presented on how the district selects pathways for revision, addition and removal based on alignment with business/industry labor needs and students' interests. Strategies used to blend academics and technical programs through PBL and PLC teams will be provided.

**Presenter(s):** Sandy Culotta, Manager, Project-Based Learning, SREB, Atlanta, GA; Jack King, District CTE Specialist, New Castle County Vocational Technical School District, Wilmington, DE; and Jermaine Williams, Cooperative Education Coordinator, St. Georges Technical High School, Middletown, DE**177. Google Docs and Applications for Educators**

Room: Lincoln D

Objective: 7A

Google Docs enables educators and students to collaborate online in real time on the same project. As students work, a revision history is created enabling teachers to track students' progress and work is saved automatically. Students also learn how to use add-on features available in Google Docs to improve writing or to complete math assignments. Teachers can insert equations or handwritten diagrams.

**Presenter(s):** Tea McCaulla, English Instructor and Verdie Williams, HSTW Co-coordinator/Math Instructor, Pickaway-Ross Career & Technology Center, Chillicothe, OH**60-MINUTE SESSIONS****178. AACTS: Reimagining Time to Promote Student Success**

Room: Jackson EF

Objective: 7A

Learn how collaboration, innovation and formative assessment were used to raise student achievement levels in English language arts and math. A variety of strategies and tech tools will be covered to help raise school achievement levels and promote student success.

**Presenter(s):** Marie White and Steven Alley, Tug Valley High School, Williamson, WV**179. Time Travel 101: Keeping Ahead of the Past**

Room: Presidential Chamber B

Objective: 8A

Schools must keep up with the times if their students are to have a chance at a successful future. In this session, learn how a school in the largest district in Georgia made the switch from a 20th-century traditional high school to a 21st-century college and career academy.

**Presenter(s):** John Tronolone, Academy Coach, Berkmar High School, Lilburn, GA**180. Using Surveys to Inform Improvement Planning**

Room: Jackson CD

Objective: 8B

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.

**R** — Thursday, 3:30 p.m., Presidential Ballroom A**Presenter(s):** Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA**181. Focused Change: Making Sense of the Full Plate**

Room: Canal D

Objective: 8C

Change is necessary if our students are to be prepared for a challenging future in a global economy. See how one district leader ensures teachers understand the focus of multiple changes and how they work in concert to affect positive student performance.

**Presenter(s):** Bob Stokes, School Improvement Consultant, SREB, Atlanta, GA; and Ryan Neal, Assistant Superintendent, Camdenton RIII Schools, Camdenton, MO**182. Creating a Culturally Responsive Learning Community**

Room: Lincoln E

Objective: 8C

Students learn more effectively when instruction reflects their cultural backgrounds. Learn the overarching principles and concepts related to culturally responsive pedagogy. Concrete strategies on how these can be implemented will be discussed.

**R** — Friday, 10:30 a.m., Presidential Ballroom A**Presenter(s):** Jay Poroda, Director of Academics, Tolles Career & Technical Center, Plain City, OH

**120-MINUTE SESSIONS**

**183. Practical, Sustainable and Successful Collaborative Systems of Support**

Room: Jackson AB

Objective: 8C

Get insights into current continuous improvement work occurring in schools. The presenters will share examples of dramatic improvement in student learning and provide clear steps for addressing the when, who, how and what of systems of support. Explore practical and efficient suggestions and resources for coordinating school improvement efforts on behalf of all students.

**R** — Friday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Chris Weber, Founder, Chris Weber Education, Los Angeles, CA

**FEATURED SPEAKERS**



Steph Jensen

**184. Developing Five Skills for Career Success**

Room: Cheekwood ABC

Objective: 2A

Setting students up for career success goes beyond academic knowledge. Social and emotional learning helps prepare students for life after high school by giving them the soft skills they need for success. Join us for a discussion on developing five essential social skills for facilitating career success for your students.

**Presenter(s):** Steph Jensen, Director, Community Contracts and John McGuire, Community Contracts Representative, Boys Town, Boys Town, NE



John McGuire

**60-MINUTE SESSIONS**



Craig Carson

**185. Be a Hero Through Solid Classroom Relationships!**

Room: Bayou E

Objective: 4C

Relationships matter. Explore some practical strategies that teachers can implement to help relationships soar. The power of relationships is a great lever when working with students in poverty.

Personalizing the learning, connecting everyone for success, and championing empathy can change the dynamics of any classroom. Leave with ideas that you can apply the first day of class!

**Presenter(s):** Craig Carson, Assistant Superintendent, Ozark R-VI Schools, Ozark, MO



Gene Bottoms

**186. What Employers and Educators Perceive as Most Important**

Room: Governor's Chamber E

Objective: 5B

In this session, the presenter will compare the most salient skills mentioned by employers and educators for student success in the workplace. The presenter will engage participants in the types of assignments needed to advance students' mastery of the most important skills.

**Presenter(s):** Gene Bottoms, Senior Vice President, SREB, Atlanta, GA

**FEATURED SPEAKERS**

**60-MINUTE SESSIONS**



David Shepard

**187. Strategies to Help Schools Move From Six periods to Four Periods**

Room: Washington B

Objective: 7B

Schools and centers are adopting four- or five-period days to provide students extra time. These changes in the schedule are usually made to address student achievement. It is vital all teachers are involved in the decision-making process and also have the skills to teach longer blocks. The presenters will outline the steps necessary for success.

**Presenter(s):** David Shepard, Consultant, The Middle Matters and More, Lexington, KY



Bert Simmons

**188. You Think You Have Tough Kids? — Turn That Behavior Around!**

Room: Presidential Ballroom B

Objective: 8B

Empower teachers with an effective schoolwide plan that motivates defiant, non-compliant students, and stops teacher/student negative confrontations, office referrals and suspensions. Become skilled at knowing what to do with a bully and how to use restorative justice for dispute resolution.

**Presenter(s):** Bert Simmons, Founder, Consultant and Trainer, The Education Company, Decatur, GA

**60-MINUTE SESSIONS**

**189. The Greenhouse Effect**

Room: Bayou C

Objective: 1A

What will you do to grow your high-achieving students? Be prepared to stimulate, impart and transform students in Advanced Placement courses through LDC, project-based learning (PBL) and digital learning, which can bring about synergy in your classroom. The presenters will align essential elements of both LDC and PBL while effectively integrating technology in AP courses to increase growth in high-achieving students.

**Presenter(s):** Rachel Sanders and Shawna Monroe, Teacher, Hoke County High School, Raeford, NC

**190. Engaging Student Writers Through Focus, Annotation and Mastery**

Room: Ryman Studio DE

Objective: 1A

Students who think like writers approach all written texts with increased confidence, awareness and understanding. Experience how to use focus and annotation to teach students to think critically about their own writing, thereby taking them to new levels of mastery in composition. Handouts will include sample assignments, relevant research and student-written samples that illustrate these practices. Come prepared to change the way you think about writing instruction!

**Presenter(s):** Dawn Burnette, Teacher, Burnette Academy, Blairsville, GA; and Ansley Burnette, Student, Toccoa Falls College, Blairsville, GA

**191. The Building Blocks for College- and Career- Ready Students**

Room: Bayou D

Objective: 1B

Learn the benefits of MDC from the middle grades to high school in a rural setting and how MDC is providing students with the tools to think critically in postsecondary endeavors. Presenters will discuss how MDC before high school affects implementation at the high school level. Presenters will discuss why their students in particular are doing so well with MDC lessons.

**Presenter(s):** Brittany Dameron and Randi Nichols, Teachers, DuPont Middle School, Belle, WV

**60-MINUTE SESSIONS****192. Fast-Paced, Team-Oriented Math Game Nets Huge Results for At-Risk Students**

Room: Bayou B

Objective: 1B

After nearly 20 years of development, the presenter has successfully implemented the Huppenthal Method, a unique math game that uses speed and team dynamics to get kids to stop counting on their fingers, while becoming increasingly confident and fluent in all forms of standardized mathematics. Come and learn how this new model will revolutionize at-risk youths' math scores.

**Presenter(s):** Nai Wang, Founder and President, KP Education Systems, Phoenix, AZ; and John Huppenthal, Math Teacher, Gervin Prep Academy, Chandler, AZ

**193. Spreading LDC in a Small School**

Room: Canal B

Objective: 1C

Learn strategies for implementing the Literacy Design Collaborative (LDC) in a small school. The presenters will share strategies for getting the initiative going, as well as expanding and sustaining LDC practices and principles in daily instruction across all content areas. Participants will leave with ready-to-go resources to implement LDC in any small to medium-sized school.

**R** — Friday, 8 a.m., Presidential Ballroom A

**Presenter(s):** Keonia Davis, Teacher, Mayewood Middle School, Sumter, SC; and Zachariah Lowe, Teacher, Sumter School District, Sumter, SC

**194. Learning to Partner, Preparing Students for the 21st Century and Beyond**

Room: Jackson EF

Objective: 2C

Thriving school/industry/business partnerships are necessary for schools to be successful. With over five million jobs available and not enough skilled workers, collaboration among all parties is required. Successful partnerships provide students with positive career role models and opportunities for internships and community service; educators gain knowledge and practical experience.

**Presenter(s):** John Pritchett, Curriculum Coordinator, Georgia State Department of Education, Atlanta, GA; and Lynn Anderson, Counseling for Career Coordinator, SREB, Atlanta, GA

**195. Classroom Assessment Ideas You Can Use!**

Room: Governor's Chamber C

Objective: 3A

This session will focus on such practical summative and formative assessment topics as how to create a good test, provide feedback from tests to support student learning, offer explicit learning expectations to students, share rubrics and exemplars with students and use the results of pre-assessments to inform instructional design. The session will be highly interactive.

**Presenter(s):** Paula Egelson, Director, Research and Chris Fuga, Research Assistant, SREB, Atlanta, GA

**196. Success: When Preparation Meets Execution**

Room: Canal A

Objective: 3A

SREB examined data from hundreds of schools to learn why some flourished and others did not. Participants learn the key ingredients for deepening and sustaining instruction using the LDC framework. They will learn the steps leadership teams can take to ensure their implementation leads to the desired results.

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

**60-MINUTE SESSIONS****197. Creating the Village, Embracing Whole School Connections**

Room: Governor's Chamber B

Objective: 3B

How do you meet millennials' needs to feel like active, contributing and integral members of the organization? How do you tap into the collective wisdom of the staff in a systemic effort to address the needs of the stakeholders? This session will provide insight into theory, practice and the wisdom of two principals at different stages of implementation.

**Presenter(s):** Gary Wrinkle, Lead Consultant, SREB, Atlanta, GA; Ricky Nicholson, Principal, La Marque High School, La Marque, TX; and Holly LaRoe, Principal, Texas City High School, Texas City, TX

**198. Meeting the Goal for College and Career Ready**

Room: Jackson CD

Objective: 3B

This session will highlight a panel of CTE administrators who have created learning environments that support the SREB goal of 80 percent of students being college and career ready. The presenters will share success, struggles and how to overcome obstacles to ensure student success.

**Presenter(s):** Lynda Jackson, Director, TCTW and Dale Winkler, Special Assistant to the Senior Vice President, SREB, Atlanta, GA; Brian Noller, Director, Northland Career Center, Platte City, MO; and Tracy Gyorkoe, Director of Career, Technical, Adult and Continuing, Jefferson-Lewis BOCES, NY, Watertown, NY

**199. The Mathematics Design Collaborative Journey: A Principal's Perspective**

Room: Canal D

Objective: 3C

Learn how a South Carolina principal has facilitated success for his teachers in their MDC journey. In this session, he will discuss how his school and district have progressed during their first two years. Along with a star teacher, he will provide evidence of the impact of utilizing MDC strategies and formative assessment lessons.

**Presenter(s):** Daniel Matthews, Principal and Nicole Wilson, Math Teacher, Camden High School, Camden, SC; and Cathey Ritter, Math Trainer, SREB, Atlanta, GA

**200. Academic Lifeguards: Building Relationships and Saving Students**

Room: Lincoln A

**R**

Objective: 4B

All students are capable of learning and succeeding if educators cultivate caring relationships, provide academic and behavioral support to struggling students and collectively hold all students to high expectations. Discover how to identify students requiring additional support and begin formulating a schoolwide plan for developing a culture of learning and accountability.

**Presenter(s):** Sherri Nelson, Director of Instruction, Huron School District, Huron, SD

**201. Making the Connection: Curbing Potential Violence and Bullying in Schools**

Room: Presidential Ballroom D

Objective: 4B

This presentation will provide innovative and pertinent information regarding students' well-being and examine how relationships between students and staff, if properly maintained, can contribute to a productive, energetic academic learning environment. An emphasis is on discovering potential problems that may arise in schools before they happen, remembering that prevention is key.

**Presenter(s):** Victor Woods, National Speaker/Author, Success International Incorporated, Bloomingdale, IL

**60-MINUTE SESSIONS**

**202. Research-Based Inquiry: Senior Digital Exploration**

Room: Canal C Objective: 5A

English IV students at this school are required to complete a senior digital exploration. This project is based on a subject of interest (either future careers, college and special interests). From this, students use PDL to find research, complete annotated bibliographies, research papers, business letters, and a Weebly or Google Site is used for presentations and collaboration.

**Presenter(s):** Sarah Crist, ELA, Teacher; Jennifer Debock, Teacher and Sonny Williams, Media Specialist, St. James High School, Murrells Inlet, SC

**203. Are You Implementing PBL in Career Pathway Courses? Learn to Keep the Ball Rolling!**

Room: Belle Meade CD Objective: 5B

Has your PBL implementation stalled or does it need a jump start? Observe how one center focused on the guiding principles of PBL to capitalize on a successful year of all-school implementation and sustain a culture of continued growth.

**Presenter(s):** Brandon Russell, Assistant Director and Jeaniene Thompson, Administration, Columbia Area Career Center, Columbia, MO; and Marty Sugerik, Mathematics Consultant, SREB, Atlanta, GA

**204. Employers As Partners in PBL Design: Health Careers Simulated Workplace**

Room: Magnolia Boardroom B Objective: 5C

Explore where simulated workplace meets project-based learning! See how a health-care company's health careers simulated workplace provides students opportunities to take the reins of their learning and how community health-care professionals have partnered with them to design, develop and assess student learning through project efforts.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Kathleen McNally, School Improvement Specialist, SREB, Atlanta, GA; Joan Murray and Wendy DeAngelis, Health Careers Teachers, John D. Rockefeller Career Center, New Cumberland, WV

**205. Launching a Successful AC STEM Pathway Academy**

Room: Cheekwood GH Objective: 6A

What does it take to start a successful Advanced Career STEM pathway program? This session can ensure new AC sites have the best possible start. Principals, superintendents, career and technical education administrators, and curriculum specialists will find answers to concerns ranging from selecting the right AC program using workforce data to planning for technology.

**R** — Friday, 8 a.m. and 9:15 a.m., Presidential Ballroom A

**Presenter(s):** Beth Green, AC STEM Pathway Academy Network Coach, SREB, Atlanta, GA

**206. Creating the Bridge: The Role of Business in Education Innovation**

Room: Canal E Objective: 6C

This session will share an innovative best practice that sparked dramatic student success, infused business leadership into education, built community collaboration, maximized dual credit, and is now connecting work-based learning opportunities.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Ivy Alford, Director of State and District Partnerships and Steve Broome, Director of State and District Partnerships SREB, Atlanta, GA; Tracey Bryan, President/CEO, The Bridge of Southern New Mexico, Las Cruces, NM

**60-MINUTE SESSIONS**

**207. Integrating Career Academies With a Technical Center and IB Program**

Room: Hermitage E **R** Objective: 6C

See how an Alabama school met the challenges of scheduling and integrating career academy pathways with an area-wide International Baccalaureate program and a shared- time district career technical center on campus. The school has over three years of experience implementing LDC and MDC, one year piloting math and literacy college readiness courses while sharing facilities.

**Presenter(s):** Antjuan Marsh, Principal, Shades Valley High School, Birmingham, AL

**208. A First-Year Principal's Vision for Career Academies**

Room: Presidential Chamber B **R** Objective: 7A

This session will focus on the organizational structure used by a first-year principal in developing career academies in a rural school serving students in grades six through 12. The focus will be on using student voice to determine pathways and create career academies. The use of strategic scheduling to accommodate students' choices and communication with stakeholders will also be discussed.

**Presenter(s):** Connie Luper, Leadership Coach, SREB, Atlanta, GA; and Pam Dennis, Principal, Oak Grove High School, Bessemer, AL

**209. Transitioning Business and Industry Professionals to the Classroom**

Room: Lincoln E Objective: 8B

Even though prospective CTE teachers from alternative backgrounds bring a vast amount of career-field experiences to the classroom, they still need to make the successful transition to teaching. Learn how Nashville Metropolitan Public Schools is supporting business and industry professionals in transitioning to the classroom as CTE teachers.

**R** — Friday, 8 a.m., Presidential Ballroom A

**Presenter(s):** Nancy Headrick, Director, Teaching to Lead, SREB, Atlanta, GA; and Gaye Martin, Coordinator, Career and Technical Education, Metro Nashville Public Schools, Nashville, TN

**210. Rapport, Relationships and Relevance: Wait, I Know You!!**

Room: Ryman Studio JK Objective: 8C

This session will engage all educators to revive the spirit of continuous improvement. How do you focus on teaching, and how can students focus on learning when no one knows who he or she is dealing with? Educators will relearn what is needed to increase instructional time in the classroom to focus on the impact that teaching has on the learner.

**Presenter(s):** Lashawnte Jackson, Associate Consultant, Center for Teacher Effectiveness, Aiken, SC

**211. Administrator Efficacy Related to Teacher Support**

Room: Hermitage A Objective: 8C

A panel will share a plan to assess district and building-level school administrators via self-assessment of strengths versus skills essential to supporting and guiding career and technical education teachers. Attendees will react to draft skills and knowledge identified and will be encouraged to offer suggestions for additional items that should be addressed in the assessment.

**Presenter(s):** Brenda Tuckwiller, Chair, Career and Technical Education and David Yost, Assistant Professor, Regional Teacher Educator, WVU Institute of Technology, Beckley, WV; Michelle Conrad and Larae Watkins, Assistant Professors, Co-Directors, CTE, Central Missouri University, Warrensburg, MO; Kemaly Parr, Assistant Professor/Director, CTE, Murray State University, Murray, KY; and Howard Gordon, Professor/Coord, CTE, University of Las Vegas, Las Vegas, NV

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****212. LDC: Enhancing the Social Studies Classroom**

Room: Presidential Ballroom A Table 1

Objective: 1A

Utilizing LDC modules and mini-tasks can transform social studies classrooms into much more interactive and engaging learning environments. In one year of LDC, the presenter's students learned to delve deeply into various types of texts, thus gaining a better understanding. These LDC modules and mini-tasks have assisted students in developing and transforming their literacy skills.

**R** – Friday, 10:30 a.m., Canal C**Presenter(s):** Michael Kremer, Teacher/Department Chair, Crestwood High School, Sumter, SC**213. Designing Robust Lessons: Instructional Shifts That Engage Students**

Room: Presidential Ballroom A Table 2

Objective: 1B

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.

**R** – Friday, 9:15 a.m., Canal D**Presenter(s):** Donna Farmer, Independent Math Consultant, Prospect, KY**214. From Crayons to Careers**Room: Presidential Ballroom A **R** Table 3

Objective: 2B

This small school delivers robust exposure to career and technical education beginning in grade two; exposure to STEM careers in grade five and strong career counseling in eighth grade. Students enter high school with well-defined goals for CTE programs of study, leading to effective transitions into postsecondary studies or careers.

**Presenter(s):** Linda Sanford, Director of Instruction and Merida Tomb, Counselor, Wes Watkins Technology Center, Wetumka, OK**215. The Value and Promise of Career and Technical Education**Room: Presidential Ballroom A **R** Table 4

Objective: 2C

In this session participants will unpack the findings of national research and their implications for state and local career and technical education leaders. Participants will learn of actionable strategies for communicating with parents and students about the value and promise of CTE.

**Presenter(s):** Katie Fitzgerald, Senior Associate - Communications, Advance CTE, Silver Spring, MD**216. Grading What Matters: A Practical Guide to Standards-Based Grading**Room: Presidential Ballroom A **R** Table 5

Objective: 3A

Ready to move from traditional grading to standards-based grading, but don't know how to make the jump? Come investigate how to ditch your usual categories (exams, quizzes and homework) to create meaningful categories based on standards. Presenters will discuss the benefits of using grade bands to describe student performance and offer current subject-specific examples in high school English and math.

**Presenter(s):** Christine Gupton, Andy Fleenor and Jill Green, Teachers, Renaissance High School, Franklin, TN**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****217. Connection in the Classroom: A Game Changer for Your Students**Room: Presidential Ballroom A **R** Table 6

Objective: 3C

Participants will learn an empirically proven method that creates an environment of collaboration, acceptance and meaningful participation. Explore ways for students to overcome and honor differences, develop sustained, positive relationships and provide teachers with a method that helps students integrate content and work collaboratively to achieve learning objectives.

**Presenter(s):** Mary Pennock, English Teacher, Jeff-Lewis BOCES, Watertown, NY**218. Supporting Teachers and Students Through Critical Friends Groups**

Room: Presidential Ballroom A Table 7

Objective: 3C

Come listen, watch and participate as presenters share how students' work improved and how it was achieved through their successful Critical Friends Group (CFG). Learn protocol strategies, warm-ups and ice-breakers in this hands-on PLC session that will help you implement the CFG process in your school. Members share experiences and learn that it is not just OK to help one another grow. It is ESSENTIAL to our success.

**R** – Friday, 11:45 a.m., Canal B**Presenter(s):** Jeanne Constantino, Teacher, East High School, Youngstown, OH; and Traci Cain, Teacher, Youngstown City Schools, Youngstown, OH**219. "STEAMing" in Knowledge With English Language Learners**Room: Presidential Ballroom A **R** Table 8

Objective: 4A

Learn in this informative session to teach strategies to English language learners to help them gain confidence in science, technology, engineering and math (STEM) learning through art. Find out how one school incorporates all these topics in the ESOL classroom to keep students engaged.

**Presenter(s):** Maria Royle, Teacher, R. B. Stall High School, North Charleston, SC**220. Phlebotomy: A Career to Stick With**Room: Presidential Ballroom A **R** Table 9

Objective: 5B

Learn about one school's phlebotomy technician certification during the senior year curriculum. The session is intended for career and technical education secondary instructors and administrators. Information about the permission/consent forms and appointment scheduling/lab setup will be provided. Participants will learn to develop and deliver content for a successful phlebotomy certification program.

**Presenter(s):** Diane Ellis and Patricia Valukievic, Health Careers Instructors, Cuyahoga Valley Career Center, Brecksville, OH**221. The Power of a Design Process to Teach Students to Think**Room: Presidential Ballroom A **R** Table 10

Objective: 5C

To be prepared for college, careers and life, students need to be adaptable and flexible learners and thinkers. Integrating a design process across the curriculum provides a way of thinking through unique problems. Participants will experience and explore how each phase of a design process supports students. Brainstorm ways to incorporate a design process in a larger unit (project-based learning) or within a lesson.

**Presenter(s):** Leslie Eaves, Career Academy Coach and Pathway Designer, SREB, Atlanta, GA

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**222. Design the BEST Senior Year for Your Graduating Students**

Room: Presidential Ballroom A Table 11

Objective: 6B

Many shared-time centers, which have students for a few hours each day, wonder how to meet the objective of redesigning the senior year to accelerate student attainment of postsecondary credentials and degrees. Join a former CTE administrator and an experienced health science instructor to learn how!

**R** — Friday, 1 p.m., Belle Meade CD

**Presenter(s):** Gina Smith, Independent Consultant, Harrisonville, MO; and Melanie Ryan, Health Science Instructor, Dallas County Technical Center, Louisburg, MO

**223. Personalized Learning That Works**

Room: Presidential Ballroom A Table 12

Objective: 7A

The presenter will share research and practices around the three elements that are key to establishing and maintaining personalized learning environments: tailoring instruction to individual needs, skills and interests. Instructional approaches offer learning experiences that prepare students for college and careers, and teachers manage the learning environment by leading instruction and guiding students.

**R** — Saturday, 9:15 a.m., Governor’s Chamber B

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

**224. Positive Behavior Interventions and Support for High School Students**

Room: Presidential Ballroom A **R** Table 13

Objective: 7C

Participants in this informative session will learn to demonstrate different behaviors expected of high school students that help to create a positive learning environment. This leads to a passion for learning in the whole school as well as in each individual classrooms and among students themselves.

**Presenter(s):** Elizabeth Berger, Special Education Teacher; Mary Page, English Teacher; Kia Frazier, Assistant Principal; and Lindsay Grant, Math Teacher, Rock Hill High School, Rock Hill, SC

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**225. Solutions to Help Students, Teachers and Administrators Manage Projects**

Room: Presidential Ballroom A Table 14

Objective: 8B

Students, teachers and administrators all benefit from knowing how to effectively manage projects. PM teaches time management, planning and organization, invaluable skills in today’s complex and hectic world. Learn connections between PM and PBL, how PM helps build college- and career- ready students and where to find no-cost resources.

**R** — Friday, 1 p.m., Lincoln C

**Presenter(s):** Diane Fromm, Programs Manager, PMI Educational Foundation, Berwyn, PA

**226. Effective Use of TBT Meetings for Improving Student Performance**

Room: Presidential Ballroom A Table 15

Objective: 8C

Learn how this high school was successful integrating TBT department and grade-level meetings into its daily schedule. Presenters will explain how the agenda focuses on improving the performance of students identified as being “at risk.” Hear about the continuous process and how differentiated teaching comes into play.

**R** — Friday, 11:45 a.m., Jackson CD

**Presenter(s):** Wayne Hanzel, Industrial tech Teacher, Athens high school, Athens, OH

**227. Disconnect to Connect: Using Interactive Notebooks**

Room: Presidential Ballroom A **R** Table 16

Objective: 8C

Interactive notebooks may be used across many content areas. They are a way to help students organize their thoughts while accommodating for many learning styles. Interactive notebooks allow for students to create their own resources that can be used to as a studying tool later on.

**Presenter(s):** Karla Lopez, Teacher, Saint James High School, Murrells Inlet, SC

## FEATURED SPEAKERS

## 60-MINUTE SESSIONS

## 60-MINUTE SESSIONS



David Shepard

**228. Knowing and Improving Your School Cultures**

Room: Washington B Objective: 8A

Participants in this session will learn how to collect and analyze data, how to set priorities and how to write quality action plans. The two primary goals: Inform school leaders about the role school cultures play and answer the “Where do we start?” and “What do we do?” questions regarding planning for school reform.

**Presenter(s):** David Shepard, Consultant, The Middle Matters and More, Lexington, KY



Craig Boykin

**229. How to Motivate the Unmotivated: Teaching With Poverty in Mind**Room: Presidential Ballroom D **R** Objective: 8B

It's clear that students from poverty are habitually at a disadvantage, and educators find it challenging to motivate such students to become positively engaged in their own learning. Craig J. Boykin

advises educators to avoid giving up on “difficult” students. Boykin was held back twice in school, placed in special education, diagnosed with a learning disability and dropped out of high school. Hear how he overcame disabilities to succeed!

**Presenter(s):** Craig Boykin, Speaker / Author, 180 Group LLC, Montgomery, AL



Thomas Glanton

**230. Administrative Strategies for Reducing Suspensions**

Room: Presidential Ballroom B Objective: 8B

Learn to use an administrative system that addresses two types of disruptive behavior: mischievous and severe. Techniques including discipline, shelter, tardy and truancy cards are a

critical part of this schoolwide management system. The system successfully reduces suspensions and expulsions, keeping students in school, on task and learning.

**Presenter(s):** Thomas Glanton, President and Bert Simmons, Founder, Consultant and Trainer, The Education Company, Decatur, GA

## 60-MINUTE SESSIONS

**231. From Frustration to Freedom: Reading Reimagined**

Room: Bayou E Objective: 1A

Participants will explore challenges students face when struggling to comprehend and will consider how students can use their strengths. Hear how one district implemented student-centered literacy interventions. Participants can see how they might design their approach to engage learners, accelerate growth and foster identity change for struggling learners. The “hottest reads” for adolescent resistant, reluctant and striving readers will be highlighted.

**Presenter(s):** Jennifer McCarty Plucker, Executive Educational Consultant, Mackin Educational Resources, Burnsville, MN

**232. One School — One LDC**

Room: Bayou C Objective: 1A

Follow the journey with classroom teachers as one school implements a Literacy Design Collaborative module schoolwide. Teachers share their triumphs and struggles in engaging with the LDC framework and LDC module creation. LDC is vital in elementary grades to prepare students and to ensure they are college, career and life ready in the years to come.

**Presenter(s):** Brandi Calloway, Karla Rojas, Angel Baker and Cherri Pegues, Teachers, Don Steed Elementary School, Raeford, NC

**233. Meaningful Grammar: The Language of Writing**

Room: Ryman Studio DE Objective: 1A

More than rules and exercises, grammar defines the complex ways words connect to create meaning. Understanding grammar empowers students to use language precisely while maintaining their voices. It can be quick, simple and even fun! Learn a practical approach that promotes literacy and mastery for all grade levels. Handouts include sample lessons and all necessary instructions for implementing this approach in your classroom.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Dawn Burnette, Teacher, Burnette Academy, Blairsville, GA and Ansley Burnette, Student, Toccoa Falls College, Blairsville, GA

**234. Embedded Instruction Including Applied Applications**

Room: Bayou D Objective: 1B

Learn about teaching standards, e.g., probability and statistics, not as a unit of instruction but as an embedded practice. The learning occurs as the students are exposed to rich tasks, games and data. Cards, dice and coins and board games will be used to enhance learning. Mean, median, mode, probability, sampling, box and whisker plots, and plotting data will all be included in the process.

**Presenter(s):** Deborah Lemon, Mathematics Consultant, Independent Consultant, Shallotte, NC and Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC

**235. Re-Engagement: Answering the “What Now?” of Formative Assessment**

Room: Canal A Objective: 1B

Re-engagement lessons have students look at previously administered recycled tasks. Re-engagement lessons provide the answer to the question “what now?” after formative assessment lessons. This session will detail how to create re-engagement lessons based on formative assessment knowledge.

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

**236. Success in CTE: Eliminate Literacy Lapses and Navigate Numeracy Needs**

Room: Magnolia Boardroom B Objective: 1C

Facilitated by CTE English and mathematics teachers, this workshop will provide CTE teachers with instructional strategies to help students with common math and English problems. These strategies are effective in improving students' presentations, reading of technical materials, technical writing, linear measurement, proportions and understanding decimals. Participants will work through lesson examples and receive templates they can use with their students.

**Presenter(s):** Kathleen McNally, School Improvement Specialist, SREB, Atlanta, GA; Sara Hampton, Mathematics Teacher and Cyndi Nelson, English Teacher, Carver Career Center, Charleston, WV

**60-MINUTE SESSIONS**

**237. How Do You Know What They Know?**

Room: Canal D Objective: 1C

Participants will investigate ways to engineer effective discussions, questions and tasks that provide evidence of student learning. Students need the time and opportunity to investigate, question, discuss and grapple with math for the best learning to take place. Presenters will demonstrate ways to facilitate conversations in math classrooms that encourage students’ conceptual understanding of mathematics.

**Presenter(s):** Cathey Ritter, Math Trainer, SREB, Atlanta, GA and Karen Gray, Independent Consultant, Karen Gray Consulting LLC, Trussville, AL

**238. Creating a Foundation for Student Success in the Middle Grades**

Room: Jackson EF Objective: 2A

For students to be prepared with the knowledge and skills necessary to make wise choices when entering high school, middle grades school students must develop a personalized education and career plan. Join this session to receive resources, templates and an action plan to take back to your school or district.

**Presenter(s):** Judith Frank, Director, MMGW and Lynn Anderson, Counseling for Careers Coordinator, SREB, Atlanta, GA

**239. Adventures in “ASPIRE-ing”**

Room: Governor’s Chamber C Objective: 3A

Learn to grow 10th-graders’ scores on the ACT Aspire (English and reading) exams. Through data collection and interpretation, students’ areas of strengths and needs were identified. This program incorporates the data from two benchmark exams, activities aligned with college- and career-readiness standards, and a system for teachers, administrators, parents and students to actively engage in the process of tracking and recording progress.

**R** — Friday, 10:30 a.m., Presidential Ballroom A

**Presenter(s):** Leigh Anne Brown and Jenny Spradlin, English Teachers, Calera High School, Calera, AL

**240. Finding Classroom Success Through Coaching**

Room: Governor’s Chamber B **R** Objective: 3B

Instructional coaches can help teachers better navigate new expectations and practices by collaborating to enhance planning, improve instruction and strengthen reflection. This session will focus on ways to effectively open channels of communication built on trust between teachers and coaches that encourage growth and creativity. Attendees will discover how coaches and teachers work together to strengthen classroom strategies and increase student learning.

**Presenter(s):** Michael Lee, Principal and Carrie Beth Buchanan, Instructional Coach, Clay-Chalkville High School, Pinson, AL; and Chuck Boyd, School improvement Consultant, SREB, Atlanta, GA

**241. Go Digital: Transform Your Professional Learning Community**

Room: Presidential Chamber B Objective: 3C

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

**60-MINUTE SESSIONS**

**242. Stop Structures: Content Learning in Secondary School Classroom**

Room: Canal B Objective: 4A

Short term, working memory can hold only a limited amount of information. However, if the teacher stops and has students interact over the content, students tag the information for storage in long-term memory. The presenter will engage participants in Stop Structures to have pairs or teams interact in a structured way to process the content just presented.

**Presenter(s):** Melanie Willette, International Trainer, Kagan, San Clemente, CA

**243. Ready, Set, Jump! A Sixth-Grade Summer Transition Initiative**

Room: Ryman Studio JK **R** Objective: 4B

See how a middle grades school implemented a summer reading initiative. This was an eight-day intensive bridge program for rising sixth-graders who achieved at one or more grade levels below their current grade level. We used STAR reading and math scores to determine areas of deficiency to build a bridge for success. The program was designed to build capacity, confidence and excitement for reading and numeracy.

**Presenter(s):** Patrice T. Green, Assistant Principal, Richland School District One, Columbia, SC

**244. Options for Remediation and Extension Without Expanding the Budget**

Room: Governor’s Chamber D Objective: 4B

This informative session will be focused on how one school has worked hard to provide support to struggling students. It is doing this by expanding extension/exploration opportunities (such as STEM and project-based learning) to the school’s less academically successful students — all without expanding the school’s budget or staffing resources.

**Presenter(s):** Gary Miller, Lorri Burns and Monica Ortman, Teachers, Northridge Middle School, Springfield, OH

**245. The Power of One!**

Room: Lincoln E Objective: 4C

Learn how to change the culture of your classroom, school and district with the Power of One. A superintendent will present techniques created to inspire and motivate the most challenging students in a high poverty, rural district. Create positive engagement needed to set high expectations for ALL students. This district improved behavior, enhanced academic achievement and believed in students.

**Presenter(s):** Jacqueline Brooks, Superintendent, Macon County Schools, Tuskegee, AL and Allyson Morgan, School Improvement, SREB, Atlanta, GA

**246. Social Emotional Learning Coaching in Schools**

Room: Lincoln C Objective: 4C

Presenters will share the power of SEL coaching during the school day versus traditional counseling. We will share three years of data in the presentation with evidence of the districtwide reduction in repeat suspensions. Finally, we will share the blueprint to how we arrived at this solution for an urban school district.

**Presenter(s):** Jonathon Futch, Principal, Cincinnati Public School, Cincinnati, OH; LaMarque Ward, Chief Dream Builder/CEO, Dream Builders University, Cincinnati, OH; and Jason Haap, Educational Consultant, Hamilton County ESC, Cincinnati, OH



## FEATURED SPEAKERS

## 60-MINUTE SESSIONS

## 60-MINUTE SESSIONS

**247. 6S: Because If You're Not First, You're Last!**

Room: Cheekwood F

Objective: 5A

Participants will see how one career academy has adopted 6S as part of its simulated workplace Initiative. Presenters will discuss how they have implemented it in their specific program areas. Learn how it is beneficial to their specific field of work. Hear how it has affected productivity with students and teachers.

**Presenter(s):** Jonathon Williams, Precision Machining Instructor and Todd Peterson, Welding Instructor, Calhoun County Career Academy, Jacksonville, AL

**248. Creating a Schoolwide PBL Project**

Room: Cheekwood ABC

Objective: 5A

Find out how this alternative high school created a schoolwide project-based learning (PBL) lesson engaging all students and teachers. As you listen to their journey, you will learn how they used the PBL process to determine the topic for their project, and the roles and responsibilities of students, teachers and industry partners. Discover how they incorporated standards from all content areas in this authentic, real-world project.

**Presenter(s):** Andrea Batista, Science Teacher, University High School, Roswell, NM and Janet Hunter, HSTW Consultant, SREB, Atlanta, GA

**249. Go Big or Go Home!**

Room: Cheekwood GH

Objective: 5B

Find out how one large high school with a diverse population progressed from having one program of study to becoming an academy school. Utilizing student interest inventories, community input and local industry demands, the academy design was tailored to produce truly college and career-ready graduates.

**Presenter(s):** Clara Clark, School Improvement Consultant, SREB, Atlanta, GA; Kevin Marks and Joanna Singer, English Teachers; Jennifer Haan, Assistant Principal; Kristin Gustine, Jorge Robles and Caitlin Habersang, Teachers, Las Cruces High School, Las Cruces, NM

**250. "BAC" UP: Business Advisory Council**

Room: Belle Meade AB

R

Objective: 5C

Thinking of starting academies? Want to connect learning to careers? START HERE! By involving employers and postsecondary leaders, students and teachers receive local support through resources, mentoring and internships. In this session, presenters will share their journey and provide templates, minutes from meetings and outcomes.

**Presenter(s):** Michele Eller, Director of Secondary Curriculum, Eufaula City Schools, Eufaula, AL

**251. Building Business Leaders: PBL + Accelerated Curriculum = College Credit**

Room: Hermitage E

R

Objective: 6A

More of your students will pursue careers in business administration than any other career area. Modern business demands strong, ethical decision-makers who will become future leaders. Aligned with SREB's Advanced Career, High School of Business is an intellectually demanding program of study for students interested in college and careers in all areas of business: entrepreneurship, finance, marketing and management.

**Presenter(s):** Lisa Berkey, Director, Benchmark Programs, MBA Research and Curriculum Center, Columbus, OH

**252. Maximum Impact: Redesigning the Senior Year**

Room: Jackson CD

Objective: 6B

The senior year should be a time of preparing for the next step after high school, be that technical school, community college or university. By redesigning the senior year to include advance curriculum programs and readiness courses, schools can ensure students are prepared for what comes next. Learn about SREB's redesign of the senior year, including dual enrollment and advanced curriculum courses.

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

**253. Students Choose Appetizing Options From an Innovative Course Menu**

Room: Hermitage C

R

Objective: 6B

This high school offers 23 innovative college- and career-pathways, leading students to earn over 400 industry credentials and technical certificates, as well as over 4,000 college credits. The school inspires students through guest speakers, internships and mentorships, tours of college campuses and career fairs. Students excel because they are truly college or career ready after graduation.

**Presenter(s):** Katherine Reid, Federal Grant Program Manager, Putnam County High School, Eatonton, GA

**254. Practice Makes Purpose: Engaging Classroom Strategies That Work!**

Room: Canal C

R

Objective: 7A

Are you searching for innovative ways to engage students? Are you looking for a class makeover? Get ready to learn how to increase student engagement! This energized session will provide tips to establishing a positive and student-centered classroom environment to improve academic achievement. Find out how PRACTICE MAKES PURPOSE!

**Presenter(s):** Keri Fersner, Teacher, Ellore Elementary Middle School, Ellore, SC

**255. Changing the Missing Assignment Culture**

Room: Governor's Chamber E

Objective: 7B

Have you ever thought to yourself, "How am I going to get my students to make up their missing work?" Students can't learn effectively if they don't do the work and turn in assignments. After adopting the Power of ICU, our school is now getting every student to complete every assignment. Come and see how we have succeeded and how you can too.

**Presenter(s):** Beth Smith and Molly Sylvia, Teachers and Debbie Queen, Curriculum Advisor, Green High School, Franklin Furnace, OH

**256. A Power Combination: MDC and the Discovery Ed Math Techbook**

Room: Canal E

Objective: 8B

Presenters will demonstrate how blending MDC and Discovery Education's math "techbook" makes a powerful combination for teachers. See how one middle grades school has utilized these tools and professional development to make substantial gains in math. Aligning resources with professional practice has made a significant impact on closing the achievement gap.

**Presenter(s):** Kimberly Livengood, Independent Math Consultant, Livengood Consulting, LLC, Columbia, TN; Chad Cox, Principal, Whale Branch Cluster School, Seabrook, SC; and Anna Strassner, Education Partnerships Manager, Discovery Education, Charlotte, NC

**60-MINUTE SESSIONS**

**257. Tune Your Tuning: The Reflective Process of the Tuning Protocol**

Room: Bayou B

Objective: 8C

This workshop will empower educators with building a climate of trust using a collaborative reflective process of sharing instructional plans, student work and assessment methods. Educators will learn how to develop a strategic personalized presentation format for a schoolwide tuning protocol implementation process using its key components.

**Presenter(s):** Tikki Middleton, Assistant Principal and Shontier Barnes, Principal, Morgan Road Middle School, Hephzibah, GA

**258. The Student-Centered Building**

Room: Lincoln A

**R**

Objective: 8C

See the steps engaged to transform a teacher-centered building into a successful student-centered learning environment with fewer disciplinary referrals and increased student engagement. Hear the steps, activities and practices our school employed to shift the culture -- increasing student pride and reducing teacher stress.

**Presenter(s):** Chris Dinkins, Director, Daniel Morgan Technical Center, Spartanburg, SC

**60-MINUTE SESSIONS**

**259. Project-Based Learning: Front-Loading to Help Develop the Endgame**

Room: Belle Meade CD

Objective: 8C

Observe how this set of teachers found ways to modify teaching practices through project-based learning. This enabled them to incorporate authentic projects that otherwise would have to be omitted in the press for time. Dive into the nuts and bolts of front-loading your PBL curriculum and see your students soar.

**Presenter(s):** Karen Hirst, PLTW Biomedical Science Teacher, Columbia Area Career Center, Columbia, MO and Marty Sugerik, Mathematics Consultant, SREB, Atlanta, GA

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****260. Data Visualization and Mapping**

Room: Presidential Ballroom A Table 1

Objective: 1B

Do your students have trouble with basic math concepts such as decimals, percentages, fractions and locating information? Do they understand how to gather and communicate statistical data? See how to bring math alive for your students by using engaging tools. This session will explore mapping with data, visualization with graphs, charts and info-graphics.

**R** — Friday, 2:15 p.m., Bayou D**Presenter(s):** Carolyn Helm, TCTW Lead Specialist, SREB, Atlanta, GA**261. Creating Self-Regulated Learners**

Room: Presidential Ballroom A Table 2

Objective: 1C

As teachers help create self-regulated learners in the classroom, students' achievement scores increase. Teachers must clarify and share learning intentions and criteria for students' success. Presenters will consider the Five Strategies of Assessment for Learning and how teachers must establish the learning intention and success criteria before they can motivate students to become owners of their own learning.

**R** — Friday, 8 a.m., Bayou D**Presenter(s):** Gail Snider, Math Consultant, SREB, Atlanta, GA**262. Cougars Forging Careers: One State's Journey**

Room: Presidential Ballroom A Table 3

Objective: 2C

The West Virginia journey begins at one high school and continues to expand and progress. Urban high schools will meet a variety of challenges such as scheduling, curriculum and staffing in the course of this program. The presenters will share their (great and not so good) experiences and journey.

**R** — Friday, 8 a.m., Belmont C**Presenter(s):** Kathryn Snyder, Teacher, Capital High School, Charleston, WV**263. Train to Thrive, Not Just to Survive, in the Classroom**

Room: Presidential Ballroom A Table 4

Objective: 3C

The presenter has 28 years in education in Kentucky. She will share proven strategies for bringing "on the spot" applications of self-worth back into their profession by taking back the power handed down to them. The presenter teaches, motivates and encourages educators during her on-site trainings.

**R** — Friday, 3:30 p.m., Lincoln C**Presenter(s):** Eunice Hubbard, Trainer, Time to Teach, Center for Teacher Effectiveness, Lexington, KY**264. Best in Class Strategies: Setting Students Apart for High Performance**Room: Presidential Ballroom A **R** Table 5

Objective: 3C

Applying Center for Teacher Effectiveness strategies/practices to improve student, teacher and school performance is well documented. This is demonstrated by improvement in students' positive behaviors, rise in performance scores, increased teacher job satisfaction, decrease in dropout rates and suspensions. Also in evidence: an overall improvement in the feeling and tone throughout the school building.

**Presenter(s):** Myrna Araneta, Educational Consultant, Center for Teacher Effectiveness, Las Vegas, NV**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****265. Start With Relevance: Orientation to the New HSTW Design**Room: Presidential Ballroom A **R** Table 6

Objective: 5B

Participants will learn how the new HSTW Key Practices can guide schools to improved completion rates and prepare more students for college and careers. This session, for both new and veteran HSTW and TCTW sites, will serve as a model for teams to use at their schools to engage teachers and leaders in taking ownership of problems and solutions.

**Presenter(s):** Scott Warren, Director of State Initiatives, SREB, Atlanta, GA**266. Building a House While Building Student Capacity: Authentic Learning**

Room: Presidential Ballroom A Table 7

Objective: 5C

See how students experience authentic learning experiences in carpentry, electricity and masonry via an annual house building project. Students apply knowledge and skills learned in the classroom to build a house that is put on the market. Through the project and course work, students are prepared with authentic jobsite learning experiences and workplace readiness skills assessed via certification exams.

**R** — Friday, 8 a.m., Lincoln D**Presenter(s):** William Crowder Jr., Principal, Henrico County Public Schools, Highland Springs, VA**267. WBL: More Than Mere Internships!**Room: Presidential Ballroom A **R** Table 8

Objective: 6B

Teachers, administrators, all educators: Lend me your ears! Join the presenter for an in-depth analysis of the work-based learning quality indicator from SREB's program of study rubric. We will explore the description of work-based learning and its many forms. We will then apply the rubric to the programs within the schools of each attendee.

**Presenter(s):** Gina Smith, Independent Consultant, Harrisonville, MO**268. Making School Matter for Students**

Room: Presidential Ballroom A Table 9

Objective: 6C

Disengaged, indifferent and bored students are the bane of classrooms and teachers everywhere. The finest and latest teaching strategies are worthless if students are not motivated. Come hear how one Kentucky priority school is helping students "own their own learning" by developing Talent Development Academies. Students who care are students who learn.

**R** — Friday, 9:15 a.m., Belle Meade AB**Presenter(s):** Bryce Hibbard, Principal, Southern High School, Louisville, KY**269. Career Success and Simulated Workplace With Plant Systems**Room: Presidential Ballroom A **R** Table 10

Objective: 7B

Using guidelines for transformation, this school is boosting students' soft skills. We use our community as a resource in creating floral and plant products. Academics come alive when students see relevance. Technique is developed in the application of the skills given on a daily basis for those immediately entering the workforce as well as for those pursuing college.

**Presenter(s):** Gary Trail and Julie Sions, Instructors, Mineral County Technical Center, Keyser, WV

**TWO MINI-SHARING SESSIONS      25-MINUTES EACH**

**270. Drones: Jobs, Regulations and Certification**

Room: Presidential Ballroom A Table 11  
Objective: 7C

Learn why and how this high school developed a curriculum for unmanned aerial systems (UAS) in partnership with the Arkansas Department of Career Education and ExplorNet. This three-course STEM program of study provides secondary students with knowledge to become remote pilot certified and to build, operate and repair a UAS. This growing field is taking off for those with UAS backgrounds and skills.

**R** — Friday, 2:15 p.m., Lincoln D

**Presenter(s):** Tim Johnston, Program Coordinator, Arkansas Department Career Education, Little Rock, AR and Angela McCallie, Instructional Specialist, QTL/ExplorNet, Fayetteville, AR

**271. Using Surveys to Inform Improvement Planning**

Room: Presidential Ballroom A **R** Table 12  
Objective: 8B

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):** Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA

**272. How to Change Grading Practices to Close the Performance Gap**

Room: Presidential Ballroom A Table 13  
Objective: 8C

The presenter will show proven techniques in this high energy, dynamic session that will help transform your campus and have more students learning and earning passing grades. This session will also have a strong emphasis on techniques to reduce disciplinary challenges so that teachers will have time to teach.

**R** — Friday, 2:15 p.m., Lincoln A

**Presenter(s):** Barbara Polk, Principal, Polk Consulting, Port Arthur, TX

**TWO MINI-SHARING SESSIONS      25-MINUTES EACH**

**273. Total Participation Techniques: Making Every Child an Active Learner**

Room: Presidential Ballroom A Table 14  
Objective: 8C

Students need to chew on concepts, jot down their thoughts, compare understandings with peers, articulate their questions and celebrate the learning that is occurring in the moment. Participants will be formulating their own total participation techniques to take back to their classrooms and implement the very first day of school.

**R** — Friday, 8 a.m., Canal B

**Presenter(s):** Candice Brucke, Assistant Principal, West-Oak Middle School, Westminster, SC

**274. Opportunities for Social Studies Teachers to Enrich Their Classrooms**

Room: Presidential Ballroom A Table 15  
Objective: 3C

Learn about the vast array of opportunities available for professional development (mostly free) that will enrich your personal study of social studies, provide primary resources for the classroom and improve your classroom instruction. Teachers are encouraged to share their professional development opportunities. Everyone leaves with a great awareness of what is available for the social studies teacher.

**Presenter(s):** Kimberly Huffman, Social Studies Instructor, WCSCC, Smithville, OH

## FEATURED SPEAKERS

## 120-MINUTE SESSIONS



Robert Jackson

**275. Strategies and Solutions for Educating Black and Latino Males**

Room: Presidential Ballroom B Objective: 3C

Finding strategies for educating black and Latino students is a major issue in modern education. During this session, participants will be challenged to self-evaluate and become aware of their mental

models and learn strategies for retaining these young men in school and beyond. Educators will leave this session with strategies they can use right away.

**Presenter(s):** Robert Jackson, National Speaker/Author, Robert Jackson Consulting, Indianapolis, IN

**276. Developing an Effective Districtwide Advisement Initiative**

Room: Jackson EF Objective: 2A

The fundamental purpose of advisement is to provide every student with a relationship with at least one adult in the school characterized by warmth, concern and understanding. A successful advisement initiative is not implemented in a vacuum, but will align and reinforce the school's vision and values. Witness the journey, successes and roadblocks to an effective districtwide initiative and leave with a ready-to-implement advisement plan.

**Presenter(s):** Sherri Savage, Director of School Counseling, Jefferson County Schools, Birmingham, AL; and Lynn Anderson, Counseling for Career Coordinator, SREB, Atlanta, GA

**277. Reset the Pins: Eight Elements to a Gold-Standard PBL**

Room: Cheekwood GH Objective: 5B

Glean how CTE instructors used the eight essential design elements to create and implement PBL in their classrooms. Participants will also engage in a hands-on activity to rethink a current project or activity to develop an outline of a gold-standard PBL.

**Presenter(s):** Brandon Russell, Assistant Director, Columbia Area Career Center, Columbia, MO

## FEATURED SPEAKERS

## 60-MINUTE SESSIONS



Gene Bottoms

**278. Pros and Cons of Designing High School Career Pathway Courses as Education or as a Training Program**

Room: Governor's Chamber E Objective: 1A

Explore the key features of career pathway courses as an educational program versus career pathway courses as training for specific jobs.

What is the difference between a welding program designed as a training program versus one designed as an educational program? This session is designed for postsecondary leaders, high school leaders of CTE program, district chief academic officers and high school principals. The intent is to examine the differences between programs designed to advance students' abilities to adapt to an ever-changing workplace versus one designed to prepare students to do a very narrow specific task.

**Presenter(s):** Gene Bottoms, Senior Vice President, SREB, Atlanta, GA

## FEATURED SPEAKERS

## 60-MINUTE SESSIONS



Craig Carson

**279. Enriching a Culture: Transforming a High-Poverty System With REAL Change**

Room: Presidential Ballroom D Objective: 8C

The presenter describes the journey of transforming a high poverty district from provisional to accredited with distinction. The "REAL" change came through hard work and a focus on R - relationships;

E - engagement; A - alignment of goals, pedagogy and services; and becoming L - learner centered. By purposefully integrating best practices, any system can improve and experience REAL change.

**Presenter(s):** Craig Carson, Assistant Superintendent, Ozark R-VI Schools, Ozark, MO

## 60-MINUTE SESSIONS

**280. What's On Your Plate?**

Room: Bayou B Objective: 1A

Learn through one district's two-year journey how it implemented LDC, gained support and built teams in schools. Hear how LDC has made an impact on our growth as teachers, teams and on curricula. Hear about experiences from a first-year to a 20-year teacher.

**Presenter(s):** Courtney Monnette, Instructional Coach, SCS, Sylacauga, AL; and Tricia Clark, Lead Teacher, Sylacauga Public Schools, Sylacauga, AL

**281. Preventing Literacy Genocide: Rebirth of Discourse Via Accountable Talk**

Room: Bayou E Objective: 1A

See how literacy across content areas with scaffolding questions and tools incorporated to broaden student-to-student discourse and strengthen student writing greatly strengthens students' subject area mastery. Using literary strategies, accountable talk stems and scaffolding questions as formative assessment to inform instruction will be discussed.

**Presenter(s):** Tanya Bloomfield and Arlene Kendall, Teachers, Grover Cleveland High School, Queens, NY; and Pamela Broome, Literacy Consultant, SREB, Atlanta, GA

**282. Shifting Perspective From Covering Curriculum To Preparing Students**

Room: Bayou A Objective: 1B

See how academic and technical schools have shifted from isolated entities to a collaborative team. Academic and technical teachers devise instructional concepts that make academic instruction an authentic experience. Learn what brought about this transition and how this collaboration has made academic and technical teachers equal partners.

**Presenter(s):** Daniel Perna, Owner, James Daniel & Associates, LLC, Houtzdale, PA; Michelle Saylor, Superintendent, Bellefonte Area School District, Bellefonte, PA; Tracy Boone, Director of Curriculum and Instruction, Bald Eagle Area School District, Wingate, PA; and MaryAnn Volders, Vice President for Secondary Education, Central Pennsylvania Institute of Science and Technology, Pleasant Gap, PA

**283. Why Are You Asking All Them Questions?**

Room: Canal E Objective: 1B

If you have questions about questions, then this session is for you. The presenters will share how to create better questions for students. Learn how to use information in a formative assessment lesson to create/revise questions that move learning forward.

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

**60-MINUTE SESSIONS****284. Creating Self-Regulated Learners**Room: Bayou D **R** Objective: 1C

As teachers help create self-regulated learners in the classroom, students' achievement scores increase. Teachers must clarify and share learning intentions and criteria for students' success. Presenters will consider the Five Strategies of Assessment for Learning and how teachers must establish the learning intention and success criteria before they can motivate students to become owners of their own learning.

**Presenter(s):** Gail Snider, Math Consultant, SREB, Atlanta, GA**285. Succeeding With MDC in the Elementary Grades**

Room: Canal D Objective: 1C

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 not afraid to engage in productive struggle. Achievement data show it's working. This session will share how they did it and how growing teacher-leaders and building ongoing sustainability are keys to continued success.

**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**286. Rethinking How to Measure Success of a School**Room: Hermitage C **R** Objective: 2B

Learn how one district is "rethinking" success by beginning with the end in mind. By reverse engineering career goals, students and the community see what needs to be in place to ensure every student graduates career focused and college ready. With this shift, relevance of learning has become the centerpiece for instruction and the marriage of CTE and academic education the focus.

**Presenter(s):** Mac Beaton, Director, CT; and Omega Wilson, Director, Secondary Education, Henrico County Public Schools, Henrico, VA**287. Cougars Forging Careers: One State's Journey**Room: Belmont C **R** Objective: 2C

The West Virginia journey begins at one high school and continues to expand and progress. Urban high schools will meet a variety of challenges such as scheduling, curriculum and staffing in the course of this program. The presenters will share their (great and not so good) experiences and journey.

**Presenter(s):** Kathryn Snyder, Teacher, Capital High School, Charleston, WV**288. Survey, Interview and Achievement Data Reflect on LDC/MDC Implementation**

Room: Jackson CD Objective: 3A

SREB uses a variety of data to determine successes and areas for improvement. Thus, we have developed teacher, student and local trainer surveys to determine how our partners view the work. Additionally, we have conducted an in-depth study of achievement data coupled with teacher and leader stories from the field. In this session, participants will see results and collaboratively interpret the data.

**Presenter(s):** Dan Mollette, Director of Training and Mathematics Lead; Lauri Johnson, Director of School Leader Development; Daniel Rock, Lead Literacy Consultant; Joseph Tadlock, Senior Researcher; and Amanda Merritt, Lead, Mathematics Design Collaborative Coordinator, SREB, Atlanta, GA**60-MINUTE SESSIONS****289. Flexible, Innovative Scheduling Sustain Professional Learning Communities**Room: Lincoln A **R** Objective: 3B

Flexible scheduling is a key element in successfully implementing professional learning communities. Learn how this flexible schedule has allowed professional learning communities to flourish and provide time for enrichment and intervention opportunities to take place for students during the school day.

**Presenter(s):** Joe Rowe, Principal, Ironton High School, Ironton, OH**290. Physical Activity in the Academic Classroom? What?! What ?!?**

Room: Bayou C Objective: 4B

Studies show physical activity activates parts of the brain leading to an increase in exam scores, an improved ability to concentrate and comprehend and a drop in disciplinary problems. This session will provide the opportunity to actively participate; the presenters will demonstrate two strategies to incorporate physical activity into the academic classroom.

**Presenter(s):** Shari McCourt and Carrie Soellner, Teachers, Penta Career Center, Perrysburg, OH**291. The Role of Self Efficacy and Growth Mind-set in CTE**

Room: Jackson AB Objective: 4C

The presenter will focus on strategies to develop a positive self-image. Self-efficacy enables students to see themselves as successful. Growth mind-set will help students to learn how to learn difficult material without giving up on themselves. Together these two strategies will help CTE students stay engaged, re-engage and/or complete their programs of study to achieve the careers of their dreams.

**Presenter(s):** Rhonda Robbins, Assistant Principal, Strive Prep-Excel, Denver, CO**292. Who Says You Can't Have It All!**

Room: Belle Meade AB Objective: 4C

Learn about one school's student expo. In a rural area it was hard to deliver on experiences for soft skills and exposure for students, but this is a win-win for students, the community and our school. Parents, businesses leaders and partners come to see or purchase student work. The great thing is all programs can participate if they choose.

**Presenter(s):** Patty Reid, Culinary Arts Instructor and Stephon Boyd, Carpentry Teacher, Fairfield Career & Technology Center, Winnsboro, SC**293. Sister School Project: You Can Change the World**

Room: Lincoln E Objective: 5A

See how project-based learning led to a project impacting lives in Honduras. Students traveled to Honduras with a focus on technology, health and science. The team delivered and networked computers to connect learning, volunteered in a clinic, fit prosthetics students designed (for under \$300) and installed two water purification systems. This year, several other school systems are participating in this project.

**Presenter(s):** Brian Copes, Engineering Teacher and Desaree Jackson, Assistant Principal, Thompson Middle School, Alabaster, AL; and Cena Davis, School Improvement Consultant, SREB, Atlanta, GA**294. Transitioning to the Academy Concept in a Career Center**

Room: Cheekwood F Objective: 5A

Ever feel like you are building a plane as you are flying it? Come meet the team from a career center in Ohio who faced the equivalent -- piloting an academy in a traditional setting within a short time frame. Fueled by belief and conviction, this group charted a course of problem-based learning and CTE/ academic integration. Learn how they are moving toward a destination of maximum student success.

**Presenter(s):** Ralph Sandy, Principal; Lisa Argiro, Cosmetology Instructor; Matthew Putzier, Culinary Instructor and Monica Ciarniello, Math Instructor, Mahoning County Career and Technical Center, Canfield, OH

**60-MINUTE SESSIONS****295. Scaffolding + Grit + Attitude = Students' Progress Growth  
Mind-set = Student Success**

Room: Cheekwood ABC

Objective: 5A

Many students struggle with academic challenges. To help them move to higher levels of learning, teachers must provide appropriate scaffolding and encourage grit and a growth mind-set among their students. With the combination of all three elements, teachers can assist students to learn and thrive.

**R** —Friday, 10:30 a.m., Presidential Ballroom A**Presenter(s):** Abigail Armstrong, Assistant Professor, Winthrop University, Gastonia, NC**296. Game Changer: The Socioeconomic Benefits of Public-Private Partnerships**

Room: Hermitage E

Objective: 5A

Private Public Partnerships (PPPs) in secondary schools align business partners with specific college and career academies to provide students and teachers with industry relevance. This model incorporates industry "space based" enterprises in the school building, along with teacher externships, student job shadowing and paid internships through work-based learning.

**Presenter(s):** Deirdra Cox, Founder/CEO, Community Sustainability Enterprises, Lawrenceville, GA; and Rhonda Anderson, President/Certified Life Coach, A Scholars Touch, Roswell, GA**297. Embedding Academics in CTE: Everything You Need to Know and More**

Room: Hermitage D

Objective: 5B

This session explores how embedding and enhancing academics in the CTE classroom can boost student achievement and understanding of concepts while increasing academic rigor, enabling students to obtain high school credit in math or ELA. Learn a step-by-step process for obtaining secondary credit for an embedded academic course in a CTE program.

**Presenter(s):** Jessica Campbell and Jennifer Cogar, Teachers, Ben Franklin Career and Technical Center, Dunbar, WV**298. Building a House While Building Student Capacity:  
Authentic Learning**

Room: Lincoln D

**R**

Objective: 5C

See how students experience authentic learning experiences in carpentry, electricity and masonry via an annual house building project. Students apply knowledge and skills learned in the classroom to build a house that is put on the market. Through the project and course work, students are prepared with authentic jobsite learning experience and workplace readiness skills assessed via certification exams.

**Presenter(s):** William Crowder Jr., Principal, Henrico County Public Schools, Highland Springs, VA**299. 21st-Century Strategies to Promote Advanced Manufacturing**

Room: Hermitage A

Objective: 5C

The Fabricators and Manufacturers Association recently partnered with this school district, technical colleges and local industry to develop an outreach camp. The 2016 NUTS, BOLTS & THINGAMAJIGS Summer Outreach Camp encouraged youth to pursue careers in manufacturing technology. The program provided project-based learning and encouraged partnership.

**Presenter(s):** Stacey Gray-Feaster, Career Specialist/Work-Based Learning Coordinator, Fairfield County School District, Winnsboro, SC**60-MINUTE SESSIONS****300. Advanced Career Pathway Supports Rigorous Instruction and Assessment**

Room: Governor's Chamber C

Objective: 6A

SREB's Advanced Career (AC) pathway curricula give students greater depth of knowledge and skills for more options after high school. AC includes such pathways as Aerospace Engineering, Clean Energy Technology and Informatics. Learn more about AC offerings; project-based learning; the integration of literacy, math and science; researching a project design plan as a student team; and course assessments.

**Presenter(s):** Paula Egelson, Director, Research and Chris Fuga, Research Assistant, SREB, Atlanta, GA**301. Getting Students Ready for High School? Try This New English Course**

Room: Governor's Chamber B

Objective: 6B

Ninth grade is the most critical year for students who hope to graduate in four years. Give your eighth-graders the chance to succeed by implementing the new High School Ready Literacy course. Patterned after the successful Literacy Ready course for high school seniors, this middle grades course employs successful literacy strategies based on disciplinary literacy and the framework of the Literacy Design Collaborative.

**Presenter(s):** George Johnson, School Improvement Consultant and John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA**302. There's a "U" for You: Career Bound, College Bound**

Room: Belle Meade CD

Objective: 6C

Learn how an urban district reorganized into career academy-themed small learning communities. These academies are centered around students' career interests, which are focused in high demand, high wage and high skills areas. We developed a student-centered advisory curriculum by grade level to help promote relationships among students and staff.

**R** —Friday, 10:30 a.m., Presidential Ballroom A**Presenter(s):** Mandie Holtsford, Counselor; Blanca Riojas and Emerald Jimenez, Assistant Principals; Carlos Borrego, Teacher/Academy Coordinator; and Kiah Mitchell Scott, College Readiness Coach, San Antonio ISD, San Antonio, TX; and Martha Quijano, School Improvement Consultant, SREB, Atlanta, GA**303. Scaffolding Strategies for the Young and the Restless**

Room: Lincoln C

Objective: 7B

Do you teach struggling students? All too often, struggling students seemingly don't have the skills they need to be successful. In this session, we'll explore practical strategies for all grade levels and content areas that can help your struggling learners succeed.

**R** —Friday, 10:30 a.m., Presidential Ballroom A**Presenter(s):** Barbara Blackburn, Author and Consultant, Blackburn Consulting Group, Fletcher, NC**304. Measuring Career Readiness Through State Accountability**

Room: Magnolia Boardroom B

Objective: 7C

How do you measure career readiness in an accountability system? What are the important attributes to ensure promotion of a postsecondary and career-appropriate culture? This session will focus on Tennessee's measures for career readiness in its accountability model. Particular focus is placed on early postsecondary opportunities, equity in access, and identifying and tracking receipt of industry certifications.

**Presenter(s):** Heather Justice, Executive Director, Office of CTE, Tennessee Department of Education, Nashville, TN

**60-MINUTE SESSIONS**

**305. Think You Can Dance? Why Do It Without Discipline?**

Room: Washington B **R** Objective: 8B

Teachers are spending more and more time with pesky everyday disciplinary problems and less time teaching the curriculum. Restore the “class” in your classroom and alleviate up to 70 percent of disciplinary problems. Learn simple, effective strategies to diffuse and amuse, not confuse and abuse. Walk away with timeless techniques you can use in your classrooms!

**Presenter(s):** Steve Buffington, Classroom Behavior Manager, Trainer buff, Ravenswood, WV

**306. Creating a Comprehensive Plan to Increase Student ACT Achievement**

Room: Governor’s Chamber D Objective: 8B

Motivate students and empower teachers using data analysis and proven strategies to increase scores. Learn about a plan that equips teachers with the data and tools to incorporate ACT standards into the content classroom as well as an elective course. Participants will hear how schools across Alabama are using creative solutions to drastically improve student scores.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Wynell Gilbert, Professional Development Facilitator, College Prep Alabama, Birmingham, AL

**60-MINUTE SESSIONS**

**307. IEP: Include Everyone Please!**

Room: Presidential Chamber B **R** Objective: 8C

IEP has a new meaning: “ Include Everyone Please”! An intervention specialist and a history teacher explain how they co-teach techniques that are well known but might not be in use to teach in a blended classroom. These ideas have taken struggling students from low performance on classroom and state exams to grade-level and proficient work.

**Presenter(s):** Kent Stewart, Teacher, South Point High School, South Point, OH

**308. Total Participation Techniques: Making Every Child an Active Learner**

Room: Canal B **R** Objective: 8C

Students need to chew on concepts, jot down their thoughts, compare understandings with peers, articulate their questions and celebrate the learning that is occurring in the moment. Participants will be formulating their own total participation techniques to take back to their classrooms and implement the very first day of school.

**Presenter(s):** Candice Brucke, Assistant Principal, West-Oak Middle School, Westminster, SC



**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****309. Moving Learning Forward When Prerequisite Skills Are Left Behind**

Room: Presidential Ballroom A Table 1

Objective: 1B

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 or current course standards and objectives. Participants will develop a list of the most common OMGs for their course/grade level and create formative assessment tools that alleviate the need to reteach while increasing student re-engagement and content knowledge.

**R** — Friday, 11:45 a.m., Canal D**Presenter(s):** Lessie Anderson, Mathematics Consultant, SREB, Atlanta, GA**310. Spreading LDC in a Small School**Room: Presidential Ballroom A **R** Table 2

Objective: 1C

Learn strategies for implementing the Literacy Design Collaborative (LDC) in a small school. The presenters will share strategies for getting the initiative going, as well as expanding and sustaining LDC practices and principles in daily instruction across all contents. Participants will leave with ready-to-go resources to implement LDC in any small to medium-sized school.

**Presenter(s):** Keonia Davis, Teacher, Mayewood Middle School, Sumter, SC; and Zachariah Lowe, Teacher, Sumter School District, Sumter, SC**311. Broadcasting Your School Brand**

Room: Presidential Ballroom A Table 3

Objective: 2A

Learn how a rural district developed a comprehensive curriculum for broadcast journalism for grades five through 12. The program connects elementary, middle grades and high school students with the community and prepares them for careers in marketing, branding and broadcasting. Presenters will focus on development and program branding and the positive impact on the school and community.

**R** — Friday, 3:30 p.m., Belmont C**Presenter(s):** Blaine Hathcock, Principal, Demopolis Middle School, Demopolis, AL; and Kyle Kallhoff, Superintendent, Demopolis City Schools, Demopolis, AL**312. Travel to Germany for Free and Gain a Wealth of Knowledge**

Room: Presidential Ballroom A Table 4

Objective: 3C

Where do the best lessons in life come from? From experience! Experience is what the Transatlantic Outreach Program is all about. Since 2002, TOP has sought to find the best and most qualified social studies educators (STEM teachers, too) and give them the opportunity to experience 21st-Century Germany in the most dramatic way possible: in person.

**Presenter(s):** Kimberly Huffman, Social Studies Instructor, WCSCC, Smithville, OH**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****313. Your Future, Build It!**Room: Presidential Ballroom A **R** Table 5

Objective: 4A

Learn how this middle grades school is working to build students' futures through mentoring, tutoring and literacy. In this session, the presenters will share how the school built these programs from drawing up plans through construction and inspection. A blueprint will be provided so participants can use these ideas to build a program for their schools.

**Presenter(s):** Sarah Deason and Chris Timmons, Assistant Principals and Sheri Wells, Principal, Buford Middle School, Lancaster, SC**314. PBL 101: Beginning the Journey to Rock Star Status!**

Room: Presidential Ballroom A Table 6

Objective: 5A

Assignments that provide students choice, opportunities to work with peers and are challenging typically top students' lists. High quality project-based learning is attainable. This session will help with an effective, step-by-step process to develop that first authentic project. If you are a newbie to PBL, this session is for you; if you are experienced, this session will reinforce best practices associated with high quality PBL.

**R** — Friday, 1 p.m., Governor's Chamber C**Presenter(s):** Gary Wrinkle, Lead Consultant, SREB, Atlanta, GA**315. Operating a School-Based Enterprise for Your Academy CTSO**

Room: Presidential Ballroom A Table 7

Objective: 5B

Come learn about a high school that has initiated a school-based enterprise that operates in coordination with the school's PTSO organization. All finances, purchasing and remuneration flow through the parent volunteer organization. The school does not run the enterprise!

**R** — Friday, 3:30 p.m., Belle Meade CD**Presenter(s):** Robert Kriebel, Metro Nashville Public Schools, Nashville, TN**316. Launching a Successful AC STEM Pathway Academy**

Room: Presidential Ballroom A Table 8

Objective: 6A

What does it take to start a successful Advanced Career STEM pathway program? This session can ensure new AC sites have the best possible start. Principals, superintendents, career and technical education administrators, and curriculum specialists will find answers to concerns ranging from selecting the right AC program using workforce data to planning for technology.

**R** — Friday, 9:15 a.m., Presidential Ballroom A**Presenter(s):** Beth Green, AC STEM Pathway Academy Network Coach, SREB, Atlanta, GA**317. Earn an Associate Degree in High School**

Room: Presidential Ballroom A Table 9

Objective: 6B

With open minded collaboration among postsecondary and secondary institutions, anything is possible. Come and hear how a small, community-based rural high school has been able to collaborate with private and four-year universities and a community college to establish a university certificate in French and an associate degree in liberal studies that students can earn in high school.

**R** — Friday, 3:30 p.m., Magnolia Boardroom B**Presenter(s):** Dwayne Conway, Principal and Kristen Levesque, Assistant Principal, Maranacook Community High School, Readfield, ME

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**318. Kirby School of Innovation**

Room: Presidential Ballroom A Table 10

Objective: 7A

Kirby School District is one of 11 schools selected to be a School of Innovation. Students have personalized learning plans that include career pathways provided by the district through on site, online or off campus learning.

**R** — Friday, 11:45 a.m., Governor's Chamber C

**Presenter(s):** Dolores Cowart, Principal, Kirby School, Kirby, AR

**319. Academic Approach: Teaching Beyond the Test**

Room: Presidential Ballroom A **R** Table 11

Objective: 7B

Teaching vital college-readiness skills while raising ACT and SAT scores on test day are two goals often difficult to align. Academic Approach helps school leaders and faculty reach both goals through our rigorous, skills-based approach to student assessment, data analysis and instructional action. We help your school and your students raise skills and scores at the same time.

**Presenter(s):** Anna Brandes, Director of School Programs, Academic Approach, Chicago, IL

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**320. Transitioning Business and Industry Professionals to the Classroom**

Room: Presidential Ballroom A **R** Table 12

Objective: 8B

Even though prospective CTE teachers from alternative backgrounds bring a vast amount of career-field experiences to the classroom, they still need to make the successful transition to teaching. Learn how Nashville Metropolitan Public Schools is supporting business and industry professionals in transitioning to the classroom as CTE teachers.

**Presenter(s):** Nancy Headrick, Director, Teaching to Lead, SREB, Atlanta, GA; and Gaye Martin, Coordinator, Career and Technical Education, Metro Nashville Public Schools, Nashville, TN

**321. Lighthouse to Lighthouse: Opening Up Collaboration Through "Kid Talks"**

Room: Presidential Ballroom A Table 13

Objective: 8C

Often teachers of the same student struggle with the same issues, or one may discover the secret to getting good results where another doesn't. This session is designed to help implement a procedure where teachers share information about students to help improve their performance.

**R** — Friday, 1 p.m., Jackson CD

**Presenter(s):** Gibson Lowry and Cindy Moffett, Assistant Principals, Berkmar High School, Lilburn, GA

## FEATURED SPEAKERS

## 60-MINUTE SESSIONS

## 60-MINUTE SESSIONS



William Kist

**322. Getting Started With Blended Learning**

Room: Bayou E

Objective: 8C

Delve into 10 proven ways to plan blended learning that make a difference in advancing college- and career-readiness standards around literacy and mathematics. Blended learning combines both face-to-face and online instruction. Strategies will be

demonstrated and tips shared for new and veteran instructors. A template for planning blended lessons will be included.

**Presenter(s):** William Kist, Professor, Kent State University, Akron, OH



Daniel Hill

**323. A Proven Formula for Success ... A Brick House Culture**

Room: Presidential Ballroom D

Objective: 8C

Through stories, anecdotes and practical strategies, the presenter offers a blueprint for any school to ensure student success. The formula: Assignment Completion + Quality Assignments (eliminate busy

work) + Healthy Grading Practices (remove toxic practices) = Student Success offers a sustainable paradigm shift that puts your school family working toward the same goal.

**Presenter(s):** Daniel Hill, Chief Manager, Power of ICU, Lebanon, TN

## 60-MINUTE SESSIONS

**324. Reading and Analyzing Informational Text**

Room: Bayou A

Objective: 1A

It is essential that teachers are provided with a variety of strategies to help students understand and analyze informational text. This session will explore ways to help students deepen their level of understanding and analyze informational text. Participants will learn strategies focused on what to do before, during and after reading.

**Presenter(s):** Meranda Esters, Teacher, Kelly Mill Middle School, Blythewood, SC

**325. Disciplinary Writing in the Elementary Grades**

Room: Bayou D

Objective: 1A

Selecting an effective writing product often is dependent on knowing which types of products are central to which specific disciplines. Participants will learn how to design assignments that can be used to teach students the writing moves common to the disciplines of ELA, science and social studies.

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

**326. "Marketing" Language Arts**

Room: Bayou C

Objective: 1A

Learn about a curriculum noted for enabling students to achieve high standards on high-stakes exams. The curriculum shows efforts to integrate literacy and language arts with marketing and entrepreneurship in a project-based learning environment. If your teachers are not quite teaching through the "academy lens," come get a glimpse of the effort and mind-set it takes to make that magic happen.

**Presenter(s):** Carla Youmans, Entrepreneurship Academy Lead, Discovery High School, Lawrenceville, GA

**327. Bowling for Rational Expressions**

Room: Bayou B

Objective: 1B

In this innovative session, participants will use tennis balls to bowl for rational expressions. They will also use an umbrella to determine the equation of a parabola and will participate in a double elimination rock-paper-scissors tournament to compare theoretical and experimental probability. Rational is as rational does!

**Presenter(s):** Claudia Maness, President, CORD Communications, Waco, TX

**328. Designing Robust Lessons: Instructional Shifts That Engage Students**

Room: Canal D

**R**

Objective: 1B

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

**329. I KNOW I Taught Them This!!!**

Room: Canal E

Objective: 1B

In this session, presenters will discuss how using formative assessment lessons helps teachers determine what information did not "stick" with students, despite teaching content until "blue in the face." Once we have determined student deficiencies, how do we re-engage students to learn the material conceptually and be able to apply their learning to real-world situations?

**R** — Friday, 2:15 p.m., Presidential Ballroom A

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

**330. Write Justice: Using Text to Engage Struggling Readers and Writers**

Room: Canal B

Objective: 1C

Participants will learn how the presenter used social justice to engage a whole class in writing and speaking from reliable sources. Learn the concept of Write Justice, or the ability to use writing and reading to become engaged in social justice happening around students. The presenter used this method to get 98 percent of students to create portfolios resulting in improved writing.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Franchesca Warren, District Support, The Educator's Room, Atlanta, GA

**331. The Sky is No Longer the Limit!**

Room: Jackson CD

**R**

Objective: 2B

Discover how this small school created three programs of study with certifications and dual credit opportunities for students. With the leading question, "What do we need to make this happen with the resources we have?" the counselor and teacher-advisers find ways to meet the needs of all their students to prepare them to be college and career ready. Twice a year, students review their Individual Learning Plan — the evolving written guide to their high school and postsecondary plans — with the assistance of their adviser, guidance counselor and parents.

**Presenter(s):** Alicia Faulds, Counselor; Jonathan Dooley, Principal; Tom Richardson and Andrew Barrow, Teachers, Media Arts Collaborative Charter School, Albuquerque, NM and Clara Clark, School Improvement Consultant, SREB, Atlanta, GA

**60-MINUTE SESSIONS****332. MMGW 2018 Surveys and Reports**

Room: Governor's Chamber C

Objective: 3A

In this session, the presenters will provide a preview of what the redesigned 2018 Making Middle Grades Work student and teacher surveys and reports will look like. Attendees will also learn how to interpret survey results and how to best utilize their reports to inform and execute internal school improvement initiatives.

**Presenter(s):** Chris Fuga, Research Assistant; Rebecca Purser, Research Associate; and Paula Egelson, Director, Research, SREB, Atlanta, GA

**333. Ready for College? AVID Support for Students With College Dreams!**

Room: Lincoln A

Objective: 4A

See how a small system found great support for students in grades three through 12 with the AVID (Advancement via Individual Determination) program. AVID targets students with ability but who may be first-generation college students or otherwise limited on college support, providing them with unique experiences and instruction to prepare for college and careers. Explore data and success stories from these college-ready preparation classes.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Carol Martin, Director of Instruction and Intervention, Sylacauga City Schools, Sylacauga, AL

**334. Leveraging Community Partnerships for Students in Crisis**

Room: Governor's Chamber D

Objective: 4B

Learn how one district has organized community agencies in a partnership to provide student and faculty support to overcome poverty and socioemotional issues. Based on medical research, the faculty and administration are rethinking school policies with restorative practice resources. In addition, compassion fatigue and self-care of teachers are an essential part of this program.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Timothy Nolan, Consultant, HSTW Southwest Ohio, Cincinnati, OH

**335. Standards-Based Grading and Gamification Through a Growth Mind-Set**

Room: Lincoln D

Objective: 4C

How can you adapt this style of teaching, grading and assessments in your classroom? After 17 years, the presenter switched her instruction, assessments and grading to a standards-based approach. She finally felt able to meet the needs of all learners in the classroom. By the way, the "Gamification" of your classroom doesn't hurt the process!

**Presenter(s):** Kathy Thayer, Teacher/Department Chair/Data Coach, Mount Vernon Middle School, Howard, OH

**336. When Teams Don't Work**

Room: Canal C

Objective: 4C

Have you tried to implement group work in your classroom and have struggled to keep groups engaged and working together? In this session, participants will experience several strategies to encourage collaboration, team building and high-level discourse. Participants will leave with a greater understanding of the elements of cooperative learning, the teacher and student roles of teams, and a bank of new strategies to try.

**Presenter(s):** Brittany Mzingo, Jennifer Gohs and Marcus Blakeney, Jefferson County Public Schools, Louisville, KY

**60-MINUTE SESSIONS****337. Project-Based Learning in the Middle Grades and High School**

Room: Cheekwood ABC

**R**

Objective: 5A

Through project-based learning, students gain knowledge and skills by working together to investigate and respond to authentic, engaging and complex questions, problems or challenges using technology. Session participants will learn how to incorporate concepts that can be used in all subjects and will leave with ideas and lessons for implementation for the upcoming school year.

**Presenter(s):** Marsha Booker, Pre-Algebra Teacher; Candace James, History/Lead Teacher; Toresa Jenkins, Intervention Specialist; and Stacy Morganroth-Lapham, Science Department Chair, Shroder High School, Cincinnati, OH

**338. How Can the Middle Grades Prepare Students to Be Career Ready?**

Room: Governor's Chamber E

Objective: 5A

Learn how one middle grades school has developed a program called Areas of Career Interest (ACI), which exposes students to different career pathways. ACI is designed with the intention of supporting the high school's instructional program, building relationships with local business partners and assessing the ever-important soft skills of employability.

**Presenter(s):** Matthew Stacey, Principal, Camdenton Middle School, Camdenton, MO; and Bob Stokes, School Improvement Consultant, SREB, Atlanta, GA

**339. CTE: Preparing Students for College AND Careers**

Room: Hermitage D

Objective: 5B

Career and technical education (CTE) is the successful marriage of career and technical training and rigorous academics. The infamous vo-tech isn't a bad thing, but it's got a bad rap. Vo-tech's stereotypical student is the problem child who can't make it at high school and has no hope of college, and gets "dumped" at the vo-tech center. CTE students get the best of both worlds: academics and college- and career-readiness.

**Presenter(s):** Stephani Reynolds, Director and Elizabeth Smith, Career Services Coordinator, Excelsior Springs Area Career Center, Excelsior Springs, MO

**340. Embracing Community Partners to Support Advanced Career Classes**

Room: Hermitage E

**R**

Objective: 5C

Introducing Advanced Career opens a world of opportunity for students. Learn what it takes to involve industry and community partners in the day-to-day proceedings of an Advanced Career classroom. Discover the many ways partners can support your students and how to approach them.

**Presenter(s):** Andrea Krell, Teacher, Madison County High School, Madison, FL

**341. CTE's Effects on Student Preparation for College and Career Readiness**

Room: Hermitage C

**R**

Objective: 6A

Learn about the impact of career and technical education (CTE) programs of study on college and career readiness. Utilization of the one-way analysis of variance showed no evidence that CTE completion versus academic path completion status significantly affected college- and career-readiness measures.

**Presenter(s):** Jodie Higgs, Teacher, Union University, Memphis, TN

**60-MINUTE SESSIONS****342. Preparing Seniors for College-Level Studies? Try This New Literacy Course**

Room: Governor's Chamber B

Objective: 6B

Explore the senior English course that prepares students to be college and career ready. Literacy Ready is a tested course used in several school systems across the country. 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 specific to English, science and history.

**Presenter(s):** George Johnson, School Improvement Consultant and John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA

**343. Making School Matter for Students**

Room: Belle Meade AB

**R**

Objective: 6C

Disengaged, indifferent and bored students are the bane of classrooms and teachers everywhere. The finest and latest teaching strategies are worthless if students are not motivated. Come hear how one Kentucky priority school is helping students "own their own learning" by developing Talent Development Academies. Students who care are students who learn.

**Presenter(s):** Bryce Hibbard, Principal, Southern High School, Louisville, KY

**344. Blended Learning Using Sutori**

Room: Jackson AB

Objective: 7A

Come see how blended learning can enhance instruction for all subjects. Two teachers on their school's blended learning team will review their successes in implementing effective strategies to promote student engagement and individualized learning. Discussion will focus around an online platform called Sutori.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Maryam Fischer, Teacher/Athletic Trainer and Paul Hudacko, Teacher, St James High School, Murrells Inlet, SC

**345. Co-Teaching as a Marriage**

Room: Washington B

Objective: 7B

Make co-teaching work like a marriage. See how to partner with your special education teacher to create a positive learning environment that meets student's needs. There should not be a divide in the classroom between the two teachers. It needs to be a united, cohesive front — just like a marriage.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Kevin Shupe, Assistant Principal, Mineral County Schools, Cumberland, MD; Rebecca Williams, Teacher and Jenise Grabenstein, Special Education Teacher, Frankfort Middle School, Ridgeley, WV

**346. Redesigning Time to Support Teacher Planning and Student Learning**

Room: Lincoln E

**R**

Objective: 7B

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

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

**60-MINUTE SESSIONS****347. Accelerating Student Success: Increasing Recognized Credentials and Alliances**

Room: Magnolia Boardroom B

Objective: 7C

See how Oklahoma technology centers and high schools have increased student success on local and state certification exams. Postsecondary partners are awarding college credit to students earning industry certifications. Gain strategies to increase students' successes on exams and to work with postsecondary partners to expand options to award students with concurrent credit.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; and Becki Foster, Deputy State Director, Oklahoma Department of Career and Technology Education, Stillwater, OK

**348. Improving Instruction Through Feedback**

Room: Presidential Chamber B

Objective: 8B

Providing feedback on instruction remains one of the most challenging and rewarding ways to serve teachers and their students. You must diagnose instruction from both content and pedagogical perspectives, prescribe actionable steps for improvement, and do both in a way that the values the teacher. In this session, the presenters will explore improving feedback impact.

**Presenter(s):** Andy Baxter, Vice President, Educator Effectiveness, SREB, Atlanta, GA

**349. Cornerstones for Building a Culture of Improvement**

Room: Lincoln C

Objective: 8C

This high school has moved from a focus school to a proficient, high-growth school by concentrating on four key practices: having professional learning communities, adopting a system for continuous classroom improvement, using content literacy to support college and career readiness and implementing a focused response to intervention protocol. What worked for us can work for you.

**Presenter(s):** Betsy Webster, Social Studies Teacher; Kevin Webster, Teacher; Duane Kline, Principal; and Anne Kline, College and Career Coach, Owen County High School, Owenton, KY

**350. Creating and Living With Classroom Rules, Procedures and Routines**

Room: Belle Meade CD

Objective: 8C

The presenters of this session will provide a set of reasonable and efficient guidelines for creating classroom rules and routines. The concepts and practices are based on best practices from several speakers, authors and educators combined into an easy-to-follow and implement format.

**Presenter(s):** Mike Eubank, Director of Full-Time Programs and David Graham, Criminal Justice Teacher, Mid-America Technology Center, Wayne, OK

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****351. Designing Learning Targets and Meeting Them**

Room: Presidential Ballroom A **R** Table 1  
Objective: 1C

It is difficult for students to reach a destination unless we share with them where they are going and how they will get there. Daily learning targets help foster student ownership and self-regulation. Learning targets guide students in achieving long term goals. This session will focus on creating daily targets that are meaningful and attainable for students and point them toward standards mastery.

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

**352. The Role of Questions in Teaching, Thinking and Learning**

Room: Presidential Ballroom A Table 2  
Objective: 1C

Good questions lead to great thinking. If we want students to think critically we must stimulate them with questions that lead students to ask more probing questions. Cognitive thinking skills are developed not by answers but by questions; teachers can increase complex thinking by asking the right questions.

**R** — Saturday, 9:15 a.m., Delta Island C

**Presenter(s):** Judith Frank, Director, MMGW, SREB, Atlanta, GA

**353. Coding Across the Curriculum**

Room: Presidential Ballroom A Table 3  
Objective: 2A

In a world dominated by computers, knowing how to code is a valuable skill to potential employers. In this session, the presenter will demonstrate examples of how coding can be applied to core subjects. He will provide a link to a PDF that contains program examples and help getting started with integrating coding into core subjects.

**R** — Friday, 1 p.m., Hermitage C

**Presenter(s):** Harold Smith, Teacher, Manual Career and Technical Center, Kansas City, MO

**354. Effects of Literacy Interventions on Exam Scores in Math and Science**

Room: Presidential Ballroom A Table 4  
Objective: 3A

Is there an effect of literacy remediation on exam scores and student motivation? We'll compare students' lexile scores, using i-Ready diagnostics, with exam scores on math and science standardized exams, specifically end of course (EOC) exams for biology and geometry. Using pre- and post-test data, research can determine the effectiveness of the Literacy Design Collaboration (LDC) and the Mathematics Design Collaborative (MDC).

**R** — Friday, 3:30 p.m., Bayou B

**Presenter(s):** Thomas Basile and Sydney Basile, Students, Augusta University, Augusta, GA

**355. Blended Learning for All Classrooms**

Room: Presidential Ballroom A Table 5  
Objective: 3C

Participants will get an opportunity to see the use of blended learning in academic and elective courses. The presenters will provide a brief overview of what blended learning is and focus on how to better implement small groups and digital practice.

**R** — Friday, 2:15 p.m., Bayou B

**Presenter(s):** Lindsay Mayer and Zachary Howard, Teachers, St. James High School, Myrtle Beach, SC

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****356. High School Cuts Failure Rates by 70 Percent: Come See How!**

Room: Presidential Ballroom A **R** Table 6  
Objective: 4B

Learn how one high school has developed a multi-tier support system that focuses on student responsibility and apathy, while providing struggling students with tiered support. Learn how team building focused on student evaluation, and implementing grade-level data teams, math strategies courses, personalized learning periods and ICU have reduced weekly failure rates by nearly 70 percent over five years.

**Presenter(s):** Mitch Bartholomew, Principal, York High School, York, NE

**357. Enlightened Teaching: Meeting the Needs**

Room: Presidential Ballroom A Table 7  
Objective: 4C

Enlightened teaching is a philosophy that transforms educational and mindfulness theories into practice in the classroom. Maslow's Hierarchy of Needs has been applied to instruct both teachers and students to maximize potential to reach self-actualization. This presentation is based on the book *Enlightened Teaching: Elevating Through Maslow's Hierarchy of Needs*.

**R** — Saturday, 9:15 a.m., Magnolia Boardroom B

**Presenter(s):** Joyce Cooper, Founder, Enlightened Teaching 4 You, LLC, Rock Hill, SC

**358. Cardboard Karma**

Room: Presidential Ballroom A **R** Table 8  
Objective: 5A

Students work in teams to design repurposed cardboard boxes, which are generated daily in the cafeteria and multiple workshops. They apply design principles from art classes and produce marketable and aesthetic products. An exhibit will be held and feedback given, which leads to product modification.

**Presenter(s):** Rainiel Guzman, Teacher (Art), School District of Philadelphia, Philadelphia, PA

**359. Real-World Readiness: Prepared or Just Educated?**

Room: Presidential Ballroom A **R** Table 9  
Objective: 5B

Career pathway readiness requires more than a basic education. All students must enter the workplace with critical real-world skills if they expect to succeed. The ability to communicate (with more than their thumbs!), powerful people skills, strategic networking skills, genuine tolerance and comprehensive financial literacy are essential. Attendees will leave with experience proven strategies for teaching critical skills.

**Presenter(s):** Chad Foster, Author, Madison, GA

**360. Career Tech Pathways Lead to Hope and Purpose**

Room: Presidential Ballroom A Table 10  
Objective: 6A

Learn how one STEM academy in a socioeconomically depressed area of Ohio offers career pathways to juniors and seniors to break the cycle of poverty. Industry credentials connect purpose to students' high school courses through immediate eligibility for gainful employment. Students access dual credit career and technical education and college courses on the CCTC campus with hope of completing a postsecondary degree.

**R** — Friday, 3:30 p.m., Cheekwood ABC

**Presenter(s):** Andrea Zaph, STEM Academy Principal, Collins Career Center, Chesapeake, OH

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****361. Launching a Successful AC STEM Pathway Academy**Room: Presidential Ballroom A **R** Table 11

Objective: 6A

What does it take to start a successful Advanced Career STEM pathway program? This session can ensure new AC sites have the best possible start. Principals, superintendents, career and technical education administrators, and curriculum specialists will find answers to concerns ranging from selecting the right AC program using workforce data to planning for technology.

**Presenter(s):** Beth Green, AC STEM Pathway Academy Network Coach, SREB, Atlanta, GA

**362. Reach Me to Teach Me**Room: Presidential Ballroom A **R** Table 12

Objective: 7A

This session is designed to assist participants in implementing UDL strategies into their daily instruction. The presenters will provide participants an understanding of what UDL strategies are, their importance, and how they impact learning by increasing student retention.

**Presenter(s):** Elizabeth Gibson, Instructional Coach, Dougherty Comprehensive High School, Albany, GA

**363. Cooperative Learning: Tips and Tricks for Full Student Engagement**

Room: Presidential Ballroom A Table 13

Objective: 7A

Learn tips and tricks for planning successful blended learning lessons in your classroom, regardless of content area. The session will provide insight into methods of grouping students by various abilities and developing activities that will meet the needs of all learning styles within your classroom while keeping students fully engaged.

**R** — Friday, 3:30 p.m., Jackson AB

**Presenter(s):** Henry Wortley and Jennifer Debock, Teachers, St. James High School, Murrells Inlet, SC

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****364. Three Steps to Healthier Assessment and Grading Practices**

Room: Presidential Ballroom A Table 14

Objective: 8A

What happened when teachers at this school discovered they didn't agree on the purpose of grades? They stepped forward together and built a schoolwide culture focused on learning. Examine three baby steps all teachers can take to begin the journey toward healthier assessment and grading practices.

**R** — Saturday, 9:15 a.m., Governor's Chamber D

**365. Taking Student Collaboration to the Next Level**

Room: Presidential Ballroom A Table 15

Objective: 8C

Participants will learn ways to turn traditional "groupwork" into true student collaboration. Technology tools such as Quizlet Live will be shared as well as activities inspired by Kagan cooperative learning. Come see how to make your students owners of their learning and stakeholders in their futures.

**Presenter(s):** Alison Reichert, Instructional Coach, St. James High School, Murrells Inlet, SC

**366. Every Student Graduates; Every Student Prepared**Room: Presidential Ballroom A **R** Table 16

Objective: 8C

Persistent and consistent hard work is essential in any school's program of continuous improvement. Come hear the principal and assistant principal of this high school discuss effective strategies they have used to develop a culture of school improvement and increasing student achievement.

**Presenter(s):** Mikki Curtis, Assistant Principal, Fountain Lake Charter High School, Hot Springs, AR

**120-MINUTE SESSIONS**

**367. The Truth About Academies at Work**

Room: Jackson AB

Objective: 8C

Participants will learn how instruction for students comes to life in this engaging lesson. The Truth about Academies at Work program examines how to make innovation and transformation come to life while protecting a school's most important investment — teaching and learning.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Reuben Gresham, Principal, Lanier High School, Buford, GA

**FEATURED SPEAKERS**



Gene Bottoms

**368. High-Quality Curriculum and Instruction Materials in Career Pathway Classes**

Room: Governor's Chamber E

Objective: 5B

This session will include a short presentation on SREB's new Advanced Career curricula and the impact it is having on how teachers teach and how students are engaged in challenging assignments in CTE classrooms. Explore what master AC teachers say about the change in student motivation, problem solving, communication, technical understanding, teamwork, lifelong learning, work ethic and more.

**Presenter(s):** Gene Bottoms, Senior Vice President and Dale Winkler, Special Assistant to the Senior Vice President, SREB, Atlanta, GA; Tony Jury, Principal, Carroll County Area Technology Center, Carrollton, KY; and Don Westerman, Principal, Fountain Lake High School, Hot Springs, AR



Steph Jensen

**369. Calming the Cortisol Brain**

Room: Presidential Ballroom B

Objective: 4B

Estimates suggest 66 percent of students have experienced some sort of trauma, 25 percent before age 18. Students exposed to traumatic events experience brain changes, often resulting in misbehavior and trouble learning. Join us for a discussion of how trauma affects our brains and behavior. How can we can positively address these changes when dealing with behavior in the classroom?

**Presenter(s):** Steph Jensen, Director, Community Contracts and John McGuire, Community Contracts Representative, Boys Town, Boys Town, NE



John McGuire

**370. Understanding and Reaching Wounded Students**

Room: Presidential Ballroom D

Objective: 7A

Based on the presenter's book *Reaching the Wounded Student*, this session will look at ways to encourage the wounded student to find academic and life success. By looking at the effects of trauma, this practitioner will describe methods for boosting esteem, creating empathic connections and cultivating community. Other topics include ways to devise alternative discipline to help students remain in the classroom, increase achievement and ultimately graduate.

**Presenter(s):** Joe Hendershott, President, Hope 4 The Wounded, Inc., Celebration, FL



Joe Hendershott

**60-MINUTE SESSIONS**

**371. Using LDC and PLCs to Incorporate Literacy Across the Curriculum**

Room: Canal E

Objective: 1A

Participants will hear how an English language arts teacher and a social studies teacher have successfully implemented Literacy Design Collaborative modules across the curricula. Through collaboration, they helped create a culture of all teachers being literacy teachers.

**Presenter(s):** Debra Cullen, Independent Literacy Consultant, Clarksburg, WV; Jolena Morgan and Eleanor McCoy, Teachers, Riverside High School, Charleston, WV

**372. LDC: Enhancing the Social Studies Classroom**

Room: Canal C

**R**

Objective: 1A

Utilizing LDC modules and mini-tasks can transform social studies classrooms into much more interactive and engaging learning environments. In one year of LDC, the presenter's students learned to delve deeply into various types of texts. These LDC modules and mini-tasks have assisted students in developing and transforming their literacy skills.

**Presenter(s):** Michael Kremer, Teacher/Department Chair, Crestwood High School, Sumter, SC

**373. Mathematics Design Collaborative: Everything You Want to Know**

Room: Canal D

Objective: 1B

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 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 mathematics-induced fear and stress.

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

**374. Do You See What I See? Patterns in Dot Problems**

Room: Bayou D

**R**

Objective: 1B

In this interactive session, participants will anticipate how students might view dot patterns and use expressions to describe the patterns. The focus will be on how to use these problems to create rich mathematical discourse among students in middle grades and high school math classrooms. Anticipating student responses and learning outcomes can also help teachers create self-regulated learners.

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

**375. Sustaining Powerful Practices in the Math Classroom**

Room: Bayou E

Objective: 1C

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 to use in mathematics classrooms. The discussion will focus on using the rubric as a coaching tool and as a way to measure the instructional shifts leaders look for in classrooms.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

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

**376. Healthcare by Design**

Room: Belmont C

Objective: 2A

Students apply knowledge of teamwork skills to health careers, health care delivery systems and health standards to create a facility to provide care for a population. They learn to compare and contrast educational qualifications and wages, professional responsibilities and the interdisciplinary relationships of health care to gain realistic insight into their career choices.

**R** — Friday, 2:15 p.m., Presidential Ballroom A

**Presenter(s):** Laurie Hund-Schieber, Instructor, Medical Assisting, Elkhart Area Career Center, Elkhart, IN



**60-MINUTE SESSIONS****377. Growing One Another!**

Room: Jackson CD

Objective: 2B

Explore Taos High School's first-year lesson learned in creating an advisory program that uses both emotional intelligence and career exploration. Learn about the victories and struggles as schools worked with all staff to be advisers for all students. The importance of professional developments and nurturing the teachers was one of many lessons learned. Examine lessons for students and professional activities for your staff.

**Presenter(s):** Clara Clark, School Improvement Consultant, SREB, Atlanta, GA; Toni Wright, Katherine Duran and Sue Martin-Trujillo, Teachers; and Robbie Trujillo, Principal, Taos High School, Taos, NM

**378. The Necessity of Parent and Community Partnerships in Rural Schools**

Room: Jackson EF

Objective: 2C

Even though parents in rural school districts interact more frequently than their urban or suburban counterparts, 54 percent report being less than satisfied with their school partnership experience. Join this interactive, informative session to learn new strategies for positive parent and community partnerships in rural settings.

**Presenter(s):** Cena Davis, School Improvement Consultant and Lynn Anderson, Counseling for Career Coordinator, SREB, Atlanta, GA and Melvin Lowe, CTE Director, Macon County Board of Education, Tuskegee Institute, AL

**379. Outstanding Teacher Leadership = Unprecedented Student Success**

Room: Governor's Chamber D

**R**

Objective: 3B

Hear how this high school has developed highly skilled teacher-leaders. This has resulted in student achievement growth that led to the school earning the U.S. Department of Education's National Blue Ribbon Award in 2015. The school's principal was named Tennessee State Department of Education Principal of the Year for 2016-17.

**Presenter(s):** Docia Generette, Principal, Middle College High School, Memphis, TN

**380. Supporting the New and Emerging Teacher**

Room: Lincoln D

**R**

Objective: 3C

The New and Emerging Teacher Institute is designed to help new teachers transitioning from industry to education be successful. Most are experts in what they do and are confident in their abilities — until that first day of class. The program helps the transition process work for teachers (and their students) by providing additional support and professional learning during the early years of their teaching careers.

**Presenter(s):** Angela McCallie, Instructional Specialist, QTL/ExplorNet, Fayetteville, AR

**381. Dealing With Angry Ducks: The Art of Positive Parent-Teacher Conferences**

Room: Washington B

Objective: 3C

Learn strategies and supports to help teachers, counselors and school leaders deal with difficult conferences and situations in a positive, student-focused manner. Referencing current texts, they will provide insight into how a proactive approach and a calm and confident response can help avoid the potential pitfalls that lead to ineffective conferences.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Gales Scroggs, Assistant Principal, Fort Mill High School, Fort Mill, SC and Caryn Scroggs, Counselor, Nation Ford High School, Fort Mill, SC

**60-MINUTE SESSIONS****382. Create a Learning Place by Constructing a Culture for Growth**

Room: Bayou A

Objective: 4C

A growth culture helps each student individually to focus on moving toward a standard. This session will present a framework with practical examples to use in creating this culture of learning growth. Each participant will leave the session with concrete ideas that can be used in any subject or grade.

**Presenter(s):** Daniel Perna, Owner, James Daniel & Associates, LLC, Houtzdale, PA; Sarah Mahurt, Retired Professor, Purdue University, West Lafayette, IN; and Kerry Hoffman, Director, Collaborative Literacy, Purdue University, West Lafayette, IN

**383. Growth Mind-Set and the Secondary School Learner**

Room: Canal B

Objective: 4C

When students learn more about how their brains work, they achieve more. In this session, we will explore strategies for moving secondary school students from fixed mind-sets to growth mind-sets. The presenter will guide participants through four research-based ways to foster a growth mind-set in adolescent students.

**Presenter(s):** Melanie Willette, International Trainer, Kagan, San Clemente, CA

**384. Transforming a Cluster Through Project-Based Learning**

Room: Cheekwood F

Objective: 5A

Learn about strategies implemented as a STEM-based educational program for unique learners. It has expanded to include six elementary schools and two middle grades schools. See expanded and supported project-based learning across our cluster with three specific initiatives: robotics, community gardens and sustainability. Vertical teaming strategies will be shared demonstrating how our programs alongside vertical curriculum alignment have revitalized our cluster.

**Presenter(s):** William Nye, Career Academy Coach, Science Department Chair, Meadowcreek High School, Norcross, GA

**385. Motivating Students to Achieve: The CEEMS Way**

Room: Cheekwood ABC

Objective: 5A

Join us to learn how to utilize Challenge Based Learning (CBL) and the Engineering Design Process (EDP) to get your students motivated to learn content. Introduce a real-world challenge developed by your students, and they will dive into the academic content necessary to meet the challenge. Participants will experience CBL and EDP as well as leave with resources and access to a plethora of CEEMS units to choose from.

**Presenter(s):** Beth Francis, Gifted Coordinator/Teacher and Marie Pollitt, Eighth-grade Science, Felicity-Franklin Local Schools, Felicity, OH

**386. Building Partnerships Through Collaboration With Project-Based Learning**

Room: Cheekwood GH

Objective: 5C

Explore how business and industry tours can establish partnerships and authenticate instruction in the classroom. By providing employers and postsecondary leaders with multiple options to support problem-based learning in the classroom, we increase the level of authenticity to produce assignments that students use as evidence in a job interview.

**Presenter(s):** Marty Sugerik, Mathematics Consultant, SREB, Atlanta, GA

**60-MINUTE SESSIONS****387. Growing Business Partnerships in a Shared Learning Center**

Room: Hermitage C

Objective: 5C

Learn how this career and technical education center has developed an innovative plan to embed business partners throughout each program in the building. The center has developed focus areas through which businesses can collaborate with instructors and students. The center's interactive business partnership document helps connect ideas with areas of need.

**R** — Friday, 3:30 p.m., Presidential Ballroom A**Presenter(s):** Lisa Weatherly, Assistant Director, Northland Career Center, Platte City, MO**388. Mechatronics and Warren County CTE Pathways: LEADING Students to College & High-Tech Careers**

Room: Hermitage D

Objective: 5C

Warren County High School partnered with Motlow State Community College and the Business Action Roundtable Committee to train students in a set of employability skills that industries in Warren County need. Due to partnerships, WCHS was able to provide students training needed to fill high-skill manufacturing positions through the development and implementation of our 7th – 14th/16th Mechatronics academic pathway which is interlinked to local, regional and state economic and labor market needs and trends. This pathway bridges learning for our students 7th-postsecondary enrollment.

**Presenter(s):** Tracy Risinger, Career & Technical Education Director, Warren County Board of Education, McMinnville, TN**389. Making the Transition to the Advanced Career Classroom**

Room: Hermitage E

Objective: 6A

Discover the challenges and successes of becoming a facilitator of student learning in an Advanced Career Energy and Power classroom. Hear about the content matter growth in students as they embrace project-based learning, and learn what you can do to begin this shift in your own classroom.

**R** — Friday, 2:15 p.m., Presidential Ballroom A**Presenter(s):** Andrea Krell, Teacher, Madison County High School, Madison, FL**390. Students Struggle With High School Math? Try This New Math Course!**

Room: Governor's Chamber B

Objective: 6B

Ninth grade is critical for students who hope to graduate in four years. Give your eighth-graders the chance to succeed by implementing 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 Mathematics Design Collaborative. Implement and get your students ready for high school math.

**Presenter(s):** Kenna Barger, Director, Product and Material Development and John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA**391. Entrepreneurship: The Empowering Nature of Failure**

Room: Governor's Chamber C

Objective: 6B

When is an entrepreneurship class not just a business class? When the program is rigorously authentic, it is anything but business as usual. Many schools have bridged the gap between community and academics to create an entrepreneurship program based on the real world. The teaching team includes business people as class coaches and mentors.

**R** — Friday, 3:30 p.m., Presidential Ballroom A**Presenter(s):** Gary Wrinkle, Lead Consultant, SREB, Dripping Springs, TX; Christy Scott and Margarita Geleske, Co-Executive Directors, Uncharted Learning, Barrington, IL**60-MINUTE SESSIONS****392. Building a Better Pipeline Through Partnerships**

Room: Magnolia Boardroom B

Objective: 7C

Review tools and strategies to better engage business and postsecondary partners to improve student outcomes and opportunities. This session will provide strategies to engage partners for gathering input to increase the rigor and relevance of CTE course offerings. School leaders will discuss their pathway journeys and the increased opportunities for students.

**Presenter(s):** Steve Broome, Director of State and District Partnerships and Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Porter Cutrell, Principal, University/Early College High School, Roswell, NM and Robert Trujillo, Principal, Taos High School, Taos, NM**393. What Is a TCTW Needs Assessment and Why Conduct One?**

Room: Presidential Chamber B

Objective: 8A

A "comprehensive needs assessment" can help a center document actual challenges and actions to overcome the challenges. This presentation will provide the process for conducting a needs assessment to help centers identify strategies for school improvement.

**R** — Friday, 3:30 p.m., Presidential Ballroom A**Presenter(s):** Lynda Jackson, Director, TCTW, SREB, Atlanta, GA**394. Rigorous Professional Development for New CTE Teachers**

Room: Lincoln E

Objective: 8B

Several states and school districts are using Teaching to Lead just-in-time professional development to accelerate the transition of business and industry professionals to the classroom. Learn how Nashville, Missouri and West Virginia are using intensive professional development that includes instructional planning and strategies, classroom assessment and classroom management for new CTE teachers.

**Presenter(s):** Nancy Headrick, Director, Teaching to Lead, SREB, Kansas City, MO; Gaye Martin, Coordinator, Career and Technical Education, Metro Nashville Public Schools, Nashville, TN; Brenda Tuckwiller, Chair, Career and Technical Education, WVU Institute of Technology, Montgomery, WV; Michelle Conrad and Larae Watkins, Assistant Professors, Co-Directors, CTE, Central Missouri University, Warrensburg, MO**395. Engaging Staff in Analyzing the Site Review Report**

Room: Lincoln C

Objective: 8C

Learn how this junior high school has used the results of the Site Review Report to engage staff in quality discussion and create a building improvement plan to benefit teachers and students. Also, learn how analyzing the results of the SRP has facilitated change conversation throughout the school.

**R** — Friday, 2:15 p.m., Presidential Ballroom A**Presenter(s):** Brian Dalton, Principal, Lebanon Junior High School, Lebanon, OH

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****396. Brain-Based Learning Strategies to Promote Writing: WUP It UP!**Room: Presidential Ballroom A **R** Table 1

Objective: 1A

Use YouTube videos to promote writing across the curriculum. Classroom action research and educational research on the role of music and novelty in learning will be presented. Participants will engage in simulated student writing to experience increasing dopamine, the chemical reaction to novelty, and decreasing cortisol, the chemical reaction to music on the learner prior to writing. Participants will be encouraged to join a website.

**Presenter(s):** Lucilla Esham, Teacher, Sussex Technical High School, Georgetown, DE

**397. The “AfterMaths” of a FAL: Adapting Teaching and Learning**

Room: Presidential Ballroom A Table 2

Objective: 1B

Adapting teaching and learning will encourage teachers to debrief from their FALs (formative assessment lessons) and determine their future steps. Participants will be introduced to re-engagement lessons, multiclassroom regrouping and regrouping within the classroom. Participants will be introduced to content-specific tasks that were investigated in the FAL but still present misconceptions.

**R** — Saturday, 9:15 a.m., Cheekwood ABC

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

**398. Adventures in “ASPIRE-ing”**Room: Presidential Ballroom A **R** Table 3

Objective: 3A

Learn to grow 10th-graders’ scores on the ACT Aspire (English and reading) exams. Through data collection and interpretation, students’ areas of strengths and needs were identified. This program incorporates the data from two benchmark exams, activities aligned with college- and career-readiness standards, and a system for teachers, administrators, parents and students to actively engage in the process of tracking and recording progress.

**Presenter(s):** Leigh Anne Brown and Jenny Spradlin, English Teachers, Calera High School, Calera, AL

**399. Go Slow to Go Fast: Empowering Teacher Leadership for ELA**Room: Presidential Ballroom A **R** Table 4

Objective: 3B

English language arts educators are being required to make paradigm shifts in how they integrate reading, writing, speaking/viewing/listening and language to promote critical thinking and college and career readiness. This session will illustrate how two districts chose to go slow so teams could create and implement standards-based integrated units using inquiry as a vehicle for instruction.

**Presenter(s):** Jennifer McCarty Plucker, Executive Educational Consultant, Mackin Educational Resources, Burnsville, MN

**400. Tech-Free Time: An Essential Part of Digital Literacy**

Room: Presidential Ballroom A Table 5

Objective: 4A

Will students willingly put away their phones and iPads and play board games? Should the discussion of digital literacy skills include the importance of going without digital technology? The answer is yes! In this session, we will discuss the tech skill of balancing digital and non-digital personal time and how our students reacted when we asked them to put away their devices.

**R** — Saturday, 8 a.m., Hermitage E

**Presenter(s):** Christina Van Dyke, Teacher Librarian, Tolles Career and Technical Center, Plain City, OH

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****401. Positive Relationships Promote Student Success**Room: Presidential Ballroom A **R** Table 6

Objective: 4A

When teachers work to develop positive relationships with students, student performance, attendance, grades and attitudes improve. Personal interest surveys are used to gain knowledge of students’ interests and goals. Program projects are geared toward those interests, which in turn increases student involvement at school and in students taking ownership of their studies.

**Presenter(s):** Joanna Hammonds, STEM English Coach/ English Teacher and Dave Davenport, Welding Instructor, Collins Career Technical Center, Chesapeake, OH

**402. Scaffolding + Grit + Attitude = Students’ Progress Growth Mind-set = Student Success**Room: Presidential Ballroom A **R** Table 7

Objective: 5A

Many students struggle with academic challenges. To help them move to higher levels of learning, teachers must provide appropriate scaffolding and encourage grit and a growth mind-set among their students. With the combination of all three elements, teachers can assist students to learn and thrive.

**Presenter(s):** Abigail Armstrong, Assistant Professor, Winthrop University, Gastonia, NC

**403. Changing Focus: Transition from Graduation to Life Beyond in Reality**Room: Presidential Ballroom A **R** Table 8

Objective: 6C

Discover how this alternative high school and early college high school, along with postsecondary and industry partners, developed three career pathways for their special population of students. The principal will share his journey on restructuring these two schools to focus on student interests and aptitudes to increase student engagement and success.

**Presenter(s):** Janet Hunter, HSTW Consultant, SREB, Atlanta, GA and Porter Cutrell, Principal, University/Early College High School, Roswell, NM

**404. There’s a “U” for You: Career Bound, College Bound**Room: Presidential Ballroom A **R** Table 9

Objective: 6C

Learn how an urban district reorganized into career academy-themed small learning communities. These academies are centered around students’ career interests, which are focused in high- demand, high- wage and high- skills areas. We developed a student-centered advisory curriculum by grade level to help promote relationships among students and staff.

**Presenter(s):** Mandie Holtsford, Counselor; Blanca Riojas and Emerald Jimenez, Assistant Principals; Carlos Borrego, Teacher/Academy Coordinator; and Kiah Mitchell Scott, College Readiness Coach, San Antonio ISD, San Antonio, TX; and Martha Quijano, School Improvement Consultant, SREB, Atlanta, GA

**TWO MINI-SHARING SESSIONS      25-MINUTES EACH****405. Flipping the Classroom: If Khan Can, So Can You!**

Room: Presidential Ballroom A      **R**      Table 10  
Objective: 7A

See how students can review cloud content, self-assess at home, manage projects and come to school better prepared for engaging, hands-on instruction. This discussion will focus on why this is relevant, the benefits and drawbacks and easy-to-use tools. With online resources such as YouTube and a myriad of free tools, you can quickly and easily add PBL and flip your class.

Presenter(s): Nai Wang, Founder & President, KP Education Systems, Phoenix, AZ

**406. Scaffolding Strategies for the Young and the Restless**

Room: Presidential Ballroom A      **R**      Table 11  
Objective: 7B

Do you teach struggling students? All too often, struggling students seemingly don't have the skills they need to be successful. In this session, we'll explore practical strategies for all grade levels and content areas that can help your struggling learners succeed.

Presenter(s): Barbara Blackburn, Author and Consultant, Blackburn Consulting Group, Fletcher, NC

**407. Finding Those Super Powers You Never Knew You Had**

Table 11      Objective: 8C

Participants will get those research-based classroom management tools that can be implemented in the classroom at once with observable results! Take care of disciplinary problems before they become an instructional disruption in your classroom. Decrease disciplinary occurrences; increase academic success, and enhance a positive environment in the classroom.

**R** — Friday, 3:30 p.m., Canal E

Presenter(s): Scott Struyk, Educator, Scott's Educational Consulting, Grand Haven, MI

**408. Practical, Sustainable and Successful Collaborative Systems of Support**

Room: Presidential Ballroom A      **R**      Table 12  
Objective: 8C

Get insights into current continuous improvement work occurring in schools. The presenters will share examples of dramatic improvement in student learning and provide clear steps for addressing the when, who, how and what of systems of support. Explore practical and efficient suggestions and resources for coordinating school improvement efforts on behalf of all students.

Presenter(s): Chris Weber, Founder, Chris Weber Education, Los Angeles, CA

**TWO MINI-SHARING SESSIONS      25-MINUTES EACH****409. West Virginia's Journey: A Comprehensive Approach to Career Readiness for CTE Students**

Room: Presidential Ballroom A      **R**      Table 13  
Objective: 8C

Presenters will describe a comprehensive approach to CTE reform and describe essential leadership and vision to tackle adversity and maintain focus. Aspects of the three-year effort include: re-engineering CTE teacher preparation; an emphasis on connected learning through the state's TCTW network; support and advocacy of Advanced Career programming; and the addition of mathematics and ELA teachers in CTE centers.

Presenter(s): Kathleen McNally, School Improvement Specialist, SREB, Atlanta, GA; Jennifer Stowers, Principal/CTE Director, Ben Franklin Career Center, Dunbar, WV; Marcella Charles-Casto, Associate Principal/CTE Administrator, Mingo Central Comprehensive High School, Delbarton, WV; and Stanley Hopkins, Independent Consultant, Mount Alto, WV

**410. Creating a Culturally Responsive Learning Community**

Room: Presidential Ballroom A      **R**      Table 14  
Objective: 8C

Students learn more effectively when instruction reflects their cultural backgrounds. Following this presentation, participants will have a better understanding of the overarching principles and concepts related to Culturally Responsive Pedagogy. Concrete strategies on how these can be implemented within the learning community will be discussed.

Presenter(s): Jay Poroda, Director of Academics, Tolles Career & Technical Center, Plain City, OH

## FEATURED SPEAKER

## 60-MINUTE SESSIONS



David Shepard

**411. How to Establish and Improve Middle Level Teams and Ninth-Grade Academies**

Room: Presidential Ballroom D Objective: 4A

When teachers work together toward the common goal of helping all students become more successful, the experience always works out well. Schools across the country place teachers in teams, families or pods in an effort to better meet the needs of their students. This session will outline specific step for establishing, implementing and evaluating middle grades school teams and ninth- grade academy groups.

**Presenter(s):** David Shepard, Consultant, The Middle Matters and More, Lexington, KY

## 60-MINUTE SESSIONS

**412. What's Required for Effective Reading Instruction? The Surprise Answer!**

Room: Bayou C Objective: 1A

The presenters will explain how process learning differs from declarative learning and the paradigm-shifting implications for reading instruction and reading intervention. They will also share what the brain does when it reads excellently — it isn't identifying words! Effectiveness data from an intervention model based on this information will be presented.

**Presenter(s):** Dee Tadlock, Adjunct Faculty, Central Washington University, Shelton, WA

**413. Literacy Skills Thrive in Science**

Room: Canal E Objective: 1A

The most monumental, world-changing discovery in science or innovation in engineering means nothing if those responsible can't make sentences with nouns and verbs and communicate to the broader world. Come see how a science teacher uses the Literacy Design Collaborative framework to bring real-world literacy to his science students.

**Presenter(s):** Debra Cullen, Independent Literacy Consultant, Clarksburg, WV; and Joseph Overbaugh, Science Teacher, Sissonville High School, Charleston, WV

**414. Moving Learning Forward When Prerequisite Skills Are Left Behind**Room: Canal D **R** Objective: 1B

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 or current course standards and objectives. Participants will develop a list of the most common OMGs (obstacles, misconceptions and 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

**415. Just What is Cognitive Demand?**

Room: Bayou E Objective: 1B

A knowledge of cognitive demand has implications for curriculum, instruction and assessment. Learn the basics of this concept so that there is a common understanding and discussion by teachers of the levels of thinking required for students' mastery of mathematics concepts.

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

## 60-MINUTE SESSIONS

**416. Middle Grades Career Connections**Room: Cheekwood GH **R** Objective: 2A

During weekly advisory sessions, teachers enable students to get a brief overview of various STEAM careers. In grade eight, students are required to develop PEPs (Personalized Education Plans) for high school before our annual "Cruise In," an event where students are encouraged to speak with high school and tech center students, teachers and guidance counselors. They also can explore local colleges and businesses.

**Presenter(s):** Lynn Smith, Kara Breedlove and Martha Root, Teachers, Keyser Middle School, Keyser, WV

**417. Data Analysis for the Classroom Teacher**Room: Bayou D **R** Objective: 3A

Data-driven decisions are needed to effectively target increasing student achievement in classrooms. Using raw data results, participants will learn how to work with numbers to determine student achievement levels and identify students and specific objectives on which to focus for the most impact on assessment outcomes.

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

**418. Supporting Teachers and Students Through Critical Friends Groups**Room: Canal B **R** Objective: 3C

Come listen, watch and participate as presenters share how students' work improved and how it was achieved through their successful Critical Friends Group (CFG). Learn protocol strategies, warm-ups and ice-breakers in this hands-on session that will help you implement the CFG process in your school. Members share experiences and learn that it is not just OK to help one another grow. It is ESSENTIAL to our success.

**Presenter(s):** Jeanne Constantino, Teacher, East High School, Youngstown, OH; and Traci Cain, Teacher, Youngstown City Schools, Youngstown, OH

**419. Let's Hangout ... and Learn, Too!**Room: Lincoln D **R** Objective: 4B

Typically speaking, students assigned to alternative suspensions are the same students educators would like to have in class most. By utilizing Google Hangouts and Google Hangouts on air, these students could virtually attend class in real-time. The student will only be able to communicate via the teacher and unable to communicate with peers unless allowed.

**Presenter(s):** Ross Lunsford, Teacher, Springfield-Clark CTC, Springfield, OH

**420. From Risk to Resiliency: Reducing Disproportionate Discipline**

Room: Lincoln C Objective: 4B

A positive school climate is recognized as essential for school reform and improving attendance, behavior and academic outcomes for all students, especially those most at risk. The focus is on reducing disproportionate discipline and improving climate. See evidence-based solutions for improving the ABCs: achievement, behavior and climate.

**Presenter(s):** Robert Kirton, Adjunct Professor, South Carolina State University, Orangeburg, SC

**421. How to Increase Engagement in Adult Learners**Room: Belle Meade CD **R** Objective: 4C

Adult learning has specific components different from teaching young adolescents. This presentation will look at effective ways for instructors to increase engagement with students by looking at how adults learn. This includes their fears and needs as well as specific instructional strategies to provide engaging instruction, help students feel at ease and help instructors to build effective relationships.

**Presenter(s):** Rhonda Robbins, Assistant Principal, Strive Prep-Excel, Denver, CO

**60-MINUTE SESSIONS****422. Global Career Education: Project-Based Learning, Management Training and Toolkit**

Room: Hermitage C

Objective: 5A

Explore a new global project-based learning and management teacher toolkit with free online resources and a new online, interactive professional development course developed by ACTE and the Asia Society. This session will highlight how educators can integrate global skills and content into the curriculum to support what is already being taught and lead to higher rates of student success.

**Presenter(s):** Michelle Conrad and Larae Watkins, Assistant Professors, Co-Directors, CTE, Central Missouri University, Warrensburg, MO

**423. Career Pathways 101: What You Need to Know**

Room: Lincoln E

Objective: 5B

Participants will gain valuable insight into implementing career pathways or academies that align students' career interests with workforce demand and postsecondary options that lead to a credible credential by age 25. Covered: the support components students need when engaged in a rigorous core academic program that integrates rich and challenging CTE studies while providing meaningful work-based learning experience.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Chuck Boyd, School improvement Consultant, SREB, Atlanta, GA

**424. Three Critical Assessment Strategies: Increase Student College and Career Access**

Room: Governor's Chamber B

**R**

Objective: 6A

Learn how actionable strategies increase college access. Test, collect and connect student data to instructional strategies with supplemental curricula. Get student feedback within 10 days, allowing teachers to internalize highly varied reasons for choosing wrong answers. Finally, write customized lesson plans with varied instructional strategies to plug skill gaps.

**Presenter(s):** Dave Waldherr, CEO, Cambridge Educational Services, Des Plaines, IL

**425. Kirby School of Innovation**

Room: Governor's Chamber C

**R**

Objective: 7A

Kirby School District is one of 11 schools selected to be a School of Innovation. Students have personalized learning plans that include career pathways provided by the district through on-site, online or off-campus learning.

**Presenter(s):** Dolores Cowart, Principal, Kirby School, Kirby, AR

**426. MODs: Flexible Intervention to Improve Graduation Rates and Student Success**

Room: Jackson EF

**R**

Objective: 7B

Learn how one high school implemented a flexible intervention schedule focused on individual student needs. It increased graduation rates from 68 percent in 2010 with 32 dropouts to 93 percent and zero dropouts in 2016. Come see how this flexible intervention schedule could help improve graduation rates and increase success in your school.

**Presenter(s):** Marie White and Steven Alley, Tug Valley High School, Williamson, WV

**60-MINUTE SESSIONS****427. Professional Learning Communities: Improving Student Achievement**

Room: Washington B

**R**

Objective: 8B

The business concept of a learning organization has transformed in education to that of a learning community that strives to develop collaborative work cultures for teachers. Professional Learning Communities (PLCs) are the foundation upon which student academic achievement is built. This training provides teachers and administrators with the tools necessary to effectively implement PLCs within their schools.

**Presenter(s):** Deanne Austin, Lead Teacher and Torrey Hampton, Principal, Yazoo City Municipal School District, Yazoo City, MS

**428. Blended Learning and Active Learning Spaces**

Room: Hermitage D

Objective: 8B

This session will look at a blended academic learning model being used at the Delaware Area Career Center. Instruction is delivered in a unique way compared to the traditional period-to-period model. This allows teachers to individualize and differentiate instruction to meet all learners at their level of needs. Students' levels of achievement are thus maximized.

**R** — Friday, 3:30 p.m., Presidential Ballroom A

**Presenter(s):** Brian Hale and Greg Carpenter, Lead Instructors; Ryan Mitchell, Math Instructor; and Briana Kelley, Intervention Specialist, Delaware Area Career Center, Delaware, OH

**429. Effective Use of TBT Meetings for Improving Student Performance**

Room: Jackson CD

**R**

Objective: 8C

Learn how this high school was successful integrating TBT department and grade-level meetings into its daily schedule. Presenters will explain how the agenda focuses on improving the performance of students identified as being "at risk." Hear about the continuous process and how differentiated teaching comes into play.

**Presenter(s):** Wayne Hanzel, Industrial tech Teacher, Athens High School, Athens, OH

**430. Brick House vs. Brick House: A School Culture Showdown!**

Room: Presidential Chamber B

Objective: 8C

Can a school really get ALL students to complete ALL assignments? Would you believe two schools accomplished this feat? Break out your copy of "Dueling Banjos" as things get heated between two instructional leaders who have developed schoolwide cultures of learning and accountability. Brick House versus Brick House ... WINNER TAKES ALL!

**Presenter(s):** Sherri Nelson, Director of Instruction, Huron School District, Huron, SD; and Cory Crosnoe, Principal, Jackson Junior High, Jackson, MO

## FEATURED SPEAKERS

## 60-MINUTE SESSIONS

## 60-MINUTE SESSIONS



Dennis Ryan

**431. Learning to Learn: Understanding the Brain and Learning**

Room: Presidential Chamber B Objective: 4A

This presentation informs high school teachers of techniques that can be used to improve students' learning. Presenters will review "Eight Rules for Learning" derived from a consensus of leading brain-based learning researchers as best practices for learning.

**Presenter(s):** Dennis Ryan, Medical Professions Instructor, East Career and Technical Academy, North Las Vegas, NV



Daniel Hill

**432. Make Every Minute Count for Learning!**

Room: Presidential Ballroom D Objective: 4B

"Do you provide plenty of extra time/help for your students?" Our teachers unanimously responded YES! "Do your teachers provide enough time/help?" The overwhelming response from our students was absolutely not. We responded by making use of every minute of down time. Before, during and after-school ideas and successes will be shared.

**Presenter(s):** Daniel Hill, Chief Manager, Power of ICU, Lebanon, TN

## 60-MINUTE SESSIONS

**433. Research Skills in the LDC Framework to Drive Student Success**

Room: Canal C Objective: 1A

See how LDC framework was used to create cross curricular projects, content areas engaging leveled text, classic and contemporary lead-in texts, effective and responsible research skills and gathering evidence from text. Learn about collaboration between the media specialist and content area teachers. Gain knowledge in Google Classroom, selecting leveled sources and lead-in text, tools for research and more!

**Presenter(s):** Bridgit Valgenti, Library Media Specialist and Vanessa Villec, English Language Arts/English Teacher, Lakewood Middle School, Lakewood, NJ

**434. Create, Collaborate and Communicate: Digital Tools for Literacy-Rich Tasks**

Room: Bayou C Objective: 1A

Discover ideas on how to design literacy-rich tasks that allow students to create, collaborate and communicate content knowledge. The presenters will focus on using Google Docs, forms, sheets and slides to enhance curricula in place. This session will go beyond the substitution phase of technology integration and turn your classroom into a student-centered learning environment.

**Presenter(s):** Stacy Hughes, Teacher, Falkville High School, Trinity, AL

**435. Designing Quality Mathematics Units**

Room: Canal D Objective: 1B

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

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

**436. Coding Across the Curriculum**

Room: Hermitage C Objective: 2A

In a world dominated by computers, knowing how to code is a valuable skill to potential employers. In this session, the presenter will demonstrate examples of how coding can be applied to core subjects. He will provide a link to a PDF that contains program examples and helps getting started integrating coding into core subjects.

**Presenter(s):** Harold Smith, Teacher, Manual Career and Technical Center, Kansas City, MO

**437. Navigating 21st-Century Pathways and Beyond**

Room: Jackson EF Objective: 2B

Career pathways are instructional opportunities based on students' interests, abilities and future workforce needs. They should be meaningful to students' futures and motivate them to reach further and higher. Are we preparing students with the necessary knowledge and skills to make these interest/career decisions?

**Presenter(s):** Dale Winkler, Special Assistant to the Senior Vice President and Lynn Anderson, Counseling for Career Coordinator, SREB, Atlanta, GA

**438. Advertising: Dollars and Decisions**

Room: Cheekwood F Objective: 4A

Use advertising to explore and integrate financial literacy, economics, math, social studies, art, music and English language arts skills. Advertising will bring inquiry into your classroom and add the special "real world" to learning that can make a difference and enhance thinking skills. This session, designed for all grade levels, focuses on, "It's your dollars and your decisions that count."

**Presenter(s):** Jeannette Bennett, Senior Economic Education Specialist, Federal Reserve Bank of St. Louis - Memphis Branch, Memphis, TN

**439. Coach 'Em Up; Turn 'Em Loose**

Room: Governor's Chamber B Objective: 4B

The graduation coach initiative at this high school has yielded tremendous results. The graduation rate has increased; discipline referrals decreased. The number of students passing AP and dual credit courses has increased, and the school moved from a D to a B on the last report card. The graduation coach initiative focuses on student success beyond graduation. The school partners with local businesses and colleges to provide opportunities.

**Presenter(s):** Raashad Fitzpatrick, Principal and Daniel Foster, Graduation Coach, Gaffney High School, Gaffney, SC

**440. Doing the Right Thing Always**

Room: Lincoln D Objective: 4C

Using research-based strategies, students can, and do, make the right choices when faced with real-life ethical decisions. Free resources are now available for CTE teachers to integrate into their curricula or other initiative offerings. Resources, including the course guides and learning modules, are provided at no cost as digital downloads.

**Presenter(s):** Brenda Clark, Director of Professional Development, MBA Research and Curriculum Center, Columbus, OH

**441. Is Project-Based Learning Really Worth It?**

Room: Cheekwood ABC Objective: 5A

Learn how professional development allowed principals to participate in discussions about PBL as instructional leaders and to experience what it is like to engage in a PBL assignment as a student. "Schoology" served as the principals learning management system (LMS) to house the professional development materials for future use. Teachers in their individual schools maintained their PBL materials for their final PBL presentations to the local county board of education.

**Presenter(s):** Lou Maynus, Assistant Superintendent and Bob Calhoun, Executive Director Elementary Schools, Kanawha County Board of Education, Charleston, WV

**60-MINUTE SESSIONS****442. PBL 101: Beginning the Journey to Rock Star Status!**Room: Governor's Chamber C **R** Objective: 5A

Assignments that provide students choice, opportunities to work with peers and are challenging typically top students' lists. High quality project-based learning is attainable. This session will help with an effective, step-by-step process to develop that first authentic project. If you are a newbie to PBL, this session is for you; if you are experienced, this session will reinforce best practices associated with high quality PBL.

**Presenter(s):** Gary Wrinkle, Lead Consultant, SREB, Atlanta, GA**443. Implementing Advanced Manufacturing: Mechatronics Best Practices**Room: Cheekwood GH **R** Objective: 5B

Learn about one school's Mechatronics program of study (POS), which includes Algebra I, Digital Electronics, Mechatronics I and Mechatronics II. The Mechatronics I and Mechatronics II are dual enrollment courses in which students are enrolled at a local community college while still in high school. They can then go on to further studies upon graduation with 16 transcribed hours.

**Presenter(s):** Tyra Pilgrim, CTE Coordinator, Rutherford County Schools, Murfreesboro, TN**444. Design the BEST Senior Year for Your Graduating Students**Room: Belle Meade CD **R** Objective: 6B

Many shared-time centers, which have students for a few hours each day, wonder how to meet the objective of redesigning the senior year to accelerate student attainment of postsecondary credentials and degrees. Join a former CTE administrator and an experienced health science instructor to learn how!

**Presenter(s):** Gina Smith, Independent Consultant, Harrisonville, MO and Melanie Ryan, Health Science Instructor, Dallas County Technical Center, Louisville, MO**445. Providing Student Choice Through Differentiation Menus**

Room: Jackson AB Objective: 7A

With the "Menu" program, students take ownership of their work while teachers tailor instruction to meet individual needs. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile through content, process, products and learning environment. Menus empower students through choice while ensuring adherence to important learning goals. Menus can accommodate all areas and levels, including academic and program classrooms.

**Presenter(s):** Amory Wilson and Carol Ward, Math Instructors, Collins Career Technical Center, Chesapeake, OH**446. Data-Driven Leadership: An Evidence-Based Plan for Positive Change**Room: Lincoln E **R** Objective: 8A

School leaders and teachers will share how their school addressed the sharp decline in student proficiency between the elementary and middle grades. Working together, the faculty and staff developed and implemented an improvement plan that transformed the school, teachers and students.

**Presenter(s):** Judith Frank, Director, MMGW, SREB, Atlanta, GA; Shondra Whitaker, Assistant Principal; and Melinda Defee, Math Teacher, Pike County High School, Brundidge, AL**60-MINUTE SESSIONS****447. Solutions to Help Students, Teachers and Administrators Manage Projects**Room: Lincoln C **R** Objective: 8B

Students, teachers and administrators all benefit from knowing how to effectively manage projects. PM teaches time management, planning and organization — invaluable skills in today's complex and hectic world. Learn connections between PM and PBL, how PM helps build college- and career- ready students. Find out where to find no-cost resources.

**Presenter(s):** Diane Fromm, Programs Manager, PMI Educational Foundation, Berwyn, PA**448. Creating and Sustaining a Positive Climate and Culture**

Room: Presidential Ballroom B Objective: 8C

Learn how climate control enables a revolutionary approach to organizational leadership. Session attendees will learn to create, strengthen and maintain a strong organizational culture and climate that will empower all of those within it. Results: improved staff morale, secured buy-in and loyalty, increased school pride, reduced turn-over and improved community relations.

**Presenter(s):** Hotep MBA, Founder, Hustle University, Stone Mountain, GA**449. Lighthouse to Lighthouse: Opening Up Collaboration Through "Kid Talks"**Room: Jackson CD **R** Objective: 8C

Often teachers of the same students struggle with the same issues, or one may discover the secret to getting good results where another doesn't. This session is designed to help implement a procedure where teachers share information about students to help improve their performance.

**Presenter(s):** Gibson Lowry and Cindy Moffett, Assistant Principals, Berkmar HS, Lilburn, GA



## FEATURED SPEAKERS

## 60-MINUTE SESSIONS



Steph Jensen

#### 450. Restorative Justice and Social Skills: A Recipe for Success

Room: Presidential Ballroom B Objective: 4B

Pairing social skills with restorative justice enhances self-management and internalization of conflict resolution. When this internalization of behavior, consequences and resolutions occur, students

are able to achieve long-term behavior change and school culture improves. Join us for a discussion on blending social skills and restorative practices to reach a new level of success in your school.

**Presenter(s):** Steph Jensen, Director, Community Contracts and Robert Spicer, CEO, Restorative Strategies, LLC, Boys Town, NE

Stephanie  
Smith-Budhai

#### 451. Developing Critical Thinking, Communication, Collaboration and Creativity Skills

Room: Presidential Chamber B Objective: 8C

Presenters will focus on developing students' critical thinking, communication, collaboration and creativity skills through intentional use, exploration and engagement of technology and multimedia tools.

**Presenter(s):** Stephanie Smith-Budhai, Associate Professor and Director of Graduate Education and Laura Taddei, Associate Professor, Neumann University, Aston, PA

## 60-MINUTE SESSIONS

#### 452. Creating and Implementing Rigorous Assessments to Ensure Success

Room: Bayou C Objective: 1A

Learn about an effective assessment literacy implementation plan that supports the creation and use of rigorous assessment questions, activities and projects aligned to the four depth of knowledge levels as defined by career and technical education and academic standards. Best practices, tools and strategies will be shared.

**Presenter(s):** Christina Kerns and Tonya Kessinger, Supervisors and Carrie Soellner, Teacher, Penta Career Center, Perrysburg, OH

#### 453. Revealing Rubrics Ready for Rookies

Room: Canal C Objective: 1A

Learn a very simple formula for creating a rubric. In place for five years at this tech center, this strategy has been a much-needed solution for many teachers. The rubric gives students a visible "finish line" of skills mastery that assists in assessment and feedback for both the teacher and student. The concept of correlating grades to rubric levels also will be discussed.

**Presenter(s):** Mike Eubank, Director of Full-Time Programs, Mid-America Technology Center, Wayne, OK

#### 454. Using Mathematical Tasks to Change the Conversation

Room: Canal D Objective: 1B

Come experience the power of tasks in transforming classrooms for both students and teachers. This session will take participants through a task as students would engage in it. Learn about the strategic planning that led to the powerful implementation.

**Presenter(s):** Leslie Texas, Educational Consultant, Leslie Texas Consulting, Louisville, KY; and Amanda Merritt, Lead, Mathematics Design Collaborative Coordinator, SREB, Atlanta, GA

## 60-MINUTE SESSIONS

#### 455. Data Visualization and Mapping

Room: Bayou D **R** Objective: 1B

Do your students have trouble with basic math concepts such as decimals, percentages, fractions and locating information? Do they understand how to gather and communicate statistical data? See how to bring math alive for your students by using engaging tools. This session will explore mapping with data, visualization with graphs, charts and info-graphics.

**Presenter(s):** Carolyn Helm, TCTW Lead Specialist, SREB, Atlanta, GA

#### 456. That's a Good Question! Cognitive Rigor Through Classroom Questioning

Room: Bayou A Objective: 1C

What is a good question -- or rather, how does a good question prompt and encourage students to think deeply and express and share the depth and extent of their learning? Learn how to develop good questions that promote the cognitive rigor of college- and career- readiness standards by challenging students to demonstrate higher order thinking and communicate depth of knowledge.

**Presenter(s):** Erik Francis, ASCD Author / Professional Education Specialist, Maverik Education LLC, Scottsdale, AZ

#### 457. Connecting Children's Literature with Middle Grades Mathematics

Room: Canal E **R** Objective: 1C

What if we read in math class? Having trouble linking literature with learning activities in math class? Need an interesting way to create box plots? Join the fun and learn how to incorporate popular children's literature into your math class and address college- and career- readiness standards. Lesson plans, book list, foldables, rubrics, door prizes, laughter and more! Come giggle with us!

**Presenter(s):** Candice Brucke, Assistant Principal, West-Oak Middle School, Westminster, SC

#### 458. BRIDGE: Building Rigor Ignites District Growth and Excellence

Room: Cheekwood ABC **R** Objective: 2A

This district has created a climate and culture of acceleration for all students through its effort to build rigor across grade levels. Experience our journey from traditional grade-level expectations to acceleration of all students based on readiness for advanced academic opportunities in grades six through eight. Students are better prepared for 21st-century learning opportunities as they enter high school.

**Presenter(s):** Trish Beason, Coordinator of Middle School Curriculum, Spartanburg 1, Campobello, SC; Karen Bush, Principal, Inman Intermediate School, Inman, SC; Tucker Hamrick, Principal, Landrum Middle School, Landrum, SC; and Jodi Wright, Principal, New Prospect Elementary School, Inman, SC

#### 459. Career Exploration Project for Parents: Empowering Parents to Lead

Room: Jackson EF Objective: 2C

The career exploration project enables parents to facilitate new and emerging career opportunities and workplace requirements. Learn to build a bridge to connect the classroom with future education and job opportunities. Participants will use the SREB design process to familiarize themselves with a baseline project customized to meet the needs of any school or center.

**Presenter(s):** Marty Sugerik, Mathematics Consultant and Lynn Anderson, Counseling for Career Coordinator, SREB, Atlanta, GA

**60-MINUTE SESSIONS****460. Data-Driven Collaborative Teams**

Room: Jackson AB

Objective: 3A

Join us to learn how a second-year academy high school has incorporated formative and summative data. This data has been incorporated within course teams to transform both student achievement and teacher development. Come see how your district or school can benefit from our process.

**Presenter(s):** Deborah White, Assistant Principal; Christin Funderburk, Tommy Nguyen, Valerie Lewis, and Danielle Malcom, Academy Lead Teachers, Discovery High School, Lawrenceville, GA

**461. Two Problems: Finding Time and Using It Effectively**

Room: Lincoln E

Objective: 3B

Participants will learn techniques that can be used immediately to expand common planning opportunities for middle grades school teams, high school teams, career academy teams and school improvement focus teams. In addition, participants will learn how to avoid common pitfalls that keep teams from operating effectively.

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

**462. Rigorous Instruction: Mini-Professional Development Sessions**

Room: Lincoln C

Objective: 3C

Is instructional rigor an important component in your school or district? In this session, the presenter will explore aspects of rigor beyond mastering the basic standards and will also discuss options for professional development. Participants will leave with five specific 30-45 minute interactive sessions for teachers.

**Presenter(s):** Barbara Blackburn, Author and Consultant, Blackburn Consulting Group, Fletcher, NC

**463. I Push; You Push; We All Push for Math**

Room: Bayou E

R

Objective: 3C

When teachers are given the time to plan collaboratively within their discipline, a school culture is created focused on authentic teaching and learning. This session will give a synopsis of one high school's innovative professional learning (iPL) for its math teachers, which includes professional development and schoolwide math lesson studies.

**Presenter(s):** Calvin Eaton, Principal, Minor High School, Adamsville, AL

**464. Blended Learning for All Classrooms**

Room: Bayou B

R

Objective: 3C

Participants will get an opportunity to see the use of blended learning in academic and elective courses. The presenters will provide a brief overview of what blended learning is and focus on how to better implement small groups and digital practice.

**Presenter(s):** Lindsay Mayer and Zachary Howard, Teachers, St. James High School, Myrtle Beach, SC

**465. Blending at Its Best: Engaging and Differentiating for the 21st-Century**

Room: Washington B

Objective: 4B

During this session, participants will be actively engaged in the exploration of free- or low-cost websites that enhance instruction and learning. Time will be spent on the development of key tools, and participants will be able to leave with something they can take back and use in their classrooms. Personal devices required for participation.

**Presenter(s):** Traci DeWall, Technology Integration Specialist; Kelly Barr, Seventh-grade math teacher; McKinley Buckley, Teacher; and Brittany Duellel, Gilmer County High School, Glenville, WV

**60-MINUTE SESSIONS****466. Test Anxiety Antecedents and Coinciding Interventions**

Room: Canal B

Objective: 4C

This session seeks to identify the common antecedents of exam anxiety by determining common risk factors among those who experience anxiety and discuss potentially effective interventions. In identifying these antecedents, classroom environments, emotions, motivation, information processing and effects on exam anxiety will be evaluated.

**Presenter(s):** Alexandra Savoca, University of Central Florida, Casselberry, FL

**467. Stress: The Overlooked Crisis**

Room: Cheekwood F

Objective: 4C

The cost of toxic stress, absenteeism, teacher turnover and poor health are high, but can be addressed. In a study published by Long Island University, high school students in a NYC high school had higher GPAs when enrolled in a semester of Pure Edge Power curriculum compared to control group. Explore best practices to teach students and educators self-care strategies.

**Presenter(s):** Chi Kim, Chief Strategy & Operations Officer, Pure Edge, Inc., Wilmington, NC

**468. Looking for Learning in a Project-Based Learning Classroom**

Room: Cheekwood GH

Objective: 5A

Project-based learning (PBL) has the power to not only teach content but also to support students to develop key skills they will need to be successful in college, careers and life. At the cornerstone of PBL are student-centered instructional practices. The presenters will explore what PBL looks like in practice and provide tools for teachers, administrators and other educational leaders.

**Presenter(s):** Sandy Culotta, Manager, Project-Based Learning and Leslie Eaves, Career Academy Coach and Pathway Designer, SREB, Atlanta, GA

**469. A Cutting Edge Salon Business Project**

Room: Belmont C

Objective: 5A

The Salon Business Project afforded students an opportunity to establish a salon from the ground floor. This entailed a broad range of decisions, from decor choices to preparing a comprehensive business plan. This session describes the project's key components, timeline, strategies to foster effective collaboration, and lessons learned by both teachers and students.

**Presenter(s):** Mary Pennock, English Teacher and Kathy Piche, Cosmetology Instructor, Jeff-Lewis BOCES, Watertown, NY

**470. Redesigning Schools: Districts Innovatively Tackle Tricky Asset Challenges**

Room: Governor's Chamber C

Objective: 5B

Hear how two South Carolina districts inventoried their assets – dollars, time, staff, students and programs – then analyzed those assets against HSTW principles and discovered innovative solutions to long-standing education issues. The goal: to improve their schools' abilities to graduate students prepared for postsecondary school and careers.

**Presenter(s):** Jennifer Frentress, School Design Expert, School by Design, Hartford, CT; Cornelius Leach, Assistant Superintendent for Curriculum and Instruction, Sumter School District, Sumter, SC; and Tom Siler, Director, School Improvement, SREB, Atlanta, GA

**60-MINUTE SESSIONS****471. Kentucky's Nursing Career Pathway**

Room: Magnolia Boardroom B

Objective: 5B

The Kentucky Nursing Career Pathway is a collaboration of SREB, state agencies and education sites. The 120-college credit pathway is a seamless alignment-and-delivery system of integrated-and-linked courses originating in high school and sequenced through community college toward attainment of targeted certification, licensure and academic credentials leading to employment and a bachelor of science degree in nursing.

**Presenter(s):** Tim Shaughnessy, Developer Career Pathway Programs of Study, SREB, Louisville, KY; and Laura Arnold, Associate Commissioner, KY Department of Education Office of CTE, Frankfort, KY

**472. Engineering Essentials for STEM Instruction: How Do I Infuse the Real-World Problem**

Room: Hermitage E

Objective: 5C

Discovering what engineering is can open doors for teachers and students. Creating effective engineering-infused lessons break down the barriers between science, math and technology instruction. Tapping into the engineering design process addresses 21st-century skills and college and career readiness, as well as meeting STEM subject standards.

**Presenter(s):** Pamela Truesdell, Resource Team Member, University of Cincinnati, Cincinnati, OH

**473. Engaging Students Through Simulated Workplace**

Room: Hermitage C

Objective: 6A

Simulated Workplace is a model that transforms the culture of career and technical education by creating high quality business and industry learning environments. In this presentation, West Virginia teachers and administrators will share how Simulated Workplace has transformed their school into an engaging, professional environment that helps students achieve college and career readiness.

**Presenter(s):** Thomas Bayless, Principal/CTE Director; Alex Milanese and Alicia Milanese, Teachers, Nicholas County Career and Technical Center, Craigsville, WV

**474. Seniors Prepared for College Math? This Course Gets Them Ready!**

Room: Governor's Chamber B

Objective: 6B

Explore the senior math course that prepares students 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):** Kenna Barger, Director and John Squires, Director, High School to College Readiness Program, SREB, Atlanta, GA

**475. If Students Don't Learn: Reteach! Relearn! Reassess!**

Room: Governor's Chamber D

Objective: 7A

Our teachers have transformed their assessment practices, and all students are learning! School administrators attribute this success to identifying at-risk students, endorsing extended learning time, providing an extensive menu of extra help opportunities and requiring reassessments. Discover how to make reteaching and relearning more efficient and ensure reassessments produce desirable results.

**Presenter(s):** Sherri Nelson, Director of Instruction, Huron School District, Huron, SD

**60-MINUTE SESSIONS****476. Drones: Jobs, Regulations and Certification**

Room: Lincoln D

**R**

Objective: 7C

Learn why and how this high school developed a curriculum for unmanned aerial systems (UAS) in partnership with the Arkansas Department of Career Education and ExplorNet. This three-course STEM program of study provides secondary students with knowledge to become remote pilot certified and to build, operate and repair a UAS. This growing field is taking off for those with UAS backgrounds and skills.

**Presenter(s):** Tim Johnston, Program Coordinator, Arkansas Department Career Education, Little Rock, AR; and Angela McCallie, Instructional Specialist, QTL/ExplorNet, Fayetteville, AR

**477. Are Your Pathways Leading to a Credential?**

Room: Jackson CD

Objective: 8A

The SREB Credentials for All report has charged states, districts and schools to build bridges from high school to postsecondary education and the workplace by creating rigorous, relevant career pathways driven by labor market demand. This session will explore the current status of your programs of study, along with supporting documents to develop a plan to meet the exemplary level of a fully developed pathway.

**Presenter(s):** Dale Winkler, Special Assistant to the Senior Vice-President, SREB, Atlanta, GA

**478. Filling in the Teaching and Learning Gaps for New Teachers**

Room: Belle Meade CD

Objective: 8B

Teaching to Lead is a professional development model designed to accelerate the transition of business and industry professionals into the classroom. Attendees will learn how the University of Central Missouri is providing professional development to support business and industry professional in becoming effective and engaging career and technical education teachers.

**Presenter(s):** Nancy Headrick, Director, Teaching to Lead, SREB, Kansas City, MO; Michelle Conrad and Larae Watkins, Assistant Professors, Co-Directors, CTE, Central Missouri University, Warrensburg, MO; and Gina Smith, Independent Consultant, SREB, Harrisonville, MO

**479. Don't Mind Me, Just Passing Through ...**

Room: Governor's Chamber E

Objective: 8B

This session will examine the purposeful use of district-created walkthrough strategies and methods and the process of using them from start to finish. The presenters will discuss the importance of feedback as well as data collection and calibration of observers.

**Presenter(s):** Ryan Neal, Assistant Superintendent, Camdenton RIII Schools, Camdenton, MO; and Bob Stokes, School Improvement Consultant, SREB, Atlanta, GA

**480. How to Change Grading Practices to Close the Performance Gap**

Room: Lincoln A

**R**

Objective: 8C

The presenter will show proven techniques in this high energy, dynamic session that will help transform your campus and have more students learning and earning passing grades. This session will also have a strong emphasis on techniques to reduce disciplinary challenges so that teachers will have time to teach.

**Presenter(s):** Barbara Polk, Principal, Polk Consulting, Port Arthur, TX

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****481. Meaningful Grammar: The Language of Writing**

Room: Presidential Ballroom A **R** Table 1  
Objective: 1A

More than rules and exercises, grammar defines the complex ways words connect to create meaning. Understanding grammar empowers students to use language precisely while maintaining their voices. It can be quick, simple and even fun! Learn a practical approach that promotes literacy and mastery for all grade levels. Handouts include sample lessons and all necessary instructions for implementing this approach in your classroom.

**Presenter(s):** Dawn Burnette, Teacher, Burnette Academy, Blairsville, GA; and Ansley Burnette, Student, Toccoa Falls College, Blairsville, GA

**482. I KNOW I Taught Them This!!!**

Room: Presidential Ballroom A **R** Table 2  
Objective: 1B

In this session presenters will discuss how using formative assessment lessons helps teachers determine which information did not “stick” with students, despite teaching content until “blue in the face.” Once we have determined student deficiencies, how do we re-engage students to learn the material conceptually and be able to apply their learning to real-world situations?

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

**483. Healthcare by Design**

Room: Presidential Ballroom **R** A Table 3  
Objective: 2A

Students apply knowledge of teamwork skills to health careers, health care delivery systems and health standards to create a facility with all the components and policies to provide care for a population within the facility. They learn to compare and contrast educational qualifications and wages, professional responsibilities and the interdisciplinary relationships of healthcare to give them realistic insight into their career choices.

**Presenter(s):** Laurie Hund-Schieber, Instructor, Medical Assisting, Elkhart Area Career Center, Elkhart, IN

**484. Leadership Matters: Key Leadership Attributes of Effective Principals**

Room: Presidential Ballroom A **R** Table 4  
Objective: 3A

At the core of leadership there are two functions: providing direction and exercising influence. How do successful leaders make a difference? This session will explore the core practices of successful leadership and strategies on how successful principals set a purpose, influence people, create structures and build efficacy to lead their organization.

**Presenter(s):** Linda Floyd, Consultant, Kentucky Department of Education, Frankfort, KY

**485. Ready for College? AVID Support for Students With College Dreams!**

Room: Presidential Ballroom A **R** A Table 5  
Objective: 4A

See how a small system found great support for students in grades three through 12 with the AVID (Advancement via Individual Determination) program. AVID targets students with ability but who may be first-generation college students or otherwise limited on college support, providing them with unique experiences and instruction to prepare for college and careers. Explore data and success stories from these college-ready preparation classes.

**Presenter(s):** Carol Martin, Director of Instruction and Intervention, Sylacauga City Schools, Sylacauga, AL

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****486. Student Interventions to Increase Student Achievement**

Room: Presidential Ballroom A Table 6  
Objective: 4B

In this session, see how student interventions do more than merely help to grow student engagement. Interventions can also help to increase a school's plan of improvement by growing the pass rate, which builds the graduation rate for struggling schools.

**R** — Saturday, 8 a.m., Cheekwood F

**Presenter(s):** Beau Pezoldt, Academy Coach; Rita McGill, Academy Lead; Daria Williamson, Career Academy Counselor; Peryentha Gore, Assistant Principal, Shiloh High School, Snellville, GA

**487. If You Build It, They Will Come**

Room: Presidential Ballroom A **R** Table 7  
Objective: 5B

Presenters from a suburban high school will discuss how they aligned career pathways and career academies to business and industry partners as well as postsecondary partners. Learn why alignment is so important for a school's success in developing career academies and in having successful work-based learning experiences for students.

**Presenter(s):** Monique Lee, Principal; Markita Spikes, Assistant Principal; Terry Mouton, Associate Principal; and Tara Haynes, Academy Coach, South Gwinnett High School, Snellville, GA

**488. Employers As Partners in PBL Design: Health Careers Simulated Workplace**

Room: Presidential Ballroom A **R** Table 8  
Objective: 5C

Explore where simulated workplace meets project-based learning! See how a health-care company's health careers simulated workplace provides students opportunities to take the reins of their learning and how community health-care professionals have partnered with them to design, develop and assess student learning through project efforts.

**Presenter(s):** Kathleen McNally, School Improvement Specialist, SREB, Atlanta, GA; Joan Murray and Wendy DeAngelis, Health Careers Teacher, John D. Rockefeller Career Center, New Cumberland, WV

**489. Making the Transition to the Advanced Career Classroom**

Room: Presidential Ballroom A **R** Table 9  
Objective: 6A

Discover the challenges and successes of becoming a facilitator of student learning in an Advanced Career Energy and Power classroom. Hear about the content matter growth in students as they embrace project-based learning, and learn what you can do to begin this transition in your own classroom.

**Presenter(s):** Andrea Krell, Teacher, Madison County High School, Madison, FL

**490. Creating the Bridge: The Role of Business in Education Innovation**

Room: Presidential Ballroom A **R** Table 10  
Objective: 6C

This session will share an innovative best practice that sparked dramatic student success, infused business leadership into education, built community collaboration, maximized dual credit and is now connecting work-based learning opportunities.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships and Steve Broome, Director of State and District Partnerships, SREB, Atlanta, GA; and Tracey Bryan, President/CEO, The Bridge of Southern New Mexico, Las Cruces, NM

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****491. Blended Learning Using Sutori**Room: Presidential Ballroom A **R** Table 11

Objective: 7A

Come see how blended learning can enhance instruction for all subjects. Two teachers on their school's blended learning team will review their successes in implementing effective strategies to promote student engagement and individualized learning. Discussion will focus around an online platform called Sutori.

**Presenter(s):** Maryam Fischer, Teacher/Athletic Trainer and Paul Hudacko, Teacher, St James High School, Murrells Inlet, SC

**492. Expanding the High School Experience With Tutoring and Enrichment**Room: Presidential Ballroom A **R** Table 12

Objective: 7B

Students and teachers at this high school implemented an enrichment component into their adviser/advisee program. This session will focus on how other schools can engage their students in a similar program that can provide academic tutoring, stress management, physical fitness and an improved school culture.

**Presenter(s):** Daric Piraino, National Board-Certified Teacher and Natalie Zimmerman, Teacher, Keyser High School, Keyser, WV

**493. Creating a Comprehensive Plan to Increase Student ACT Achievement**Room: Presidential Ballroom A **R** Table 13

Objective: 8B

Motivate students and empower teachers using data analysis and proven strategies to increase scores. Learn about a plan that equips teachers with the data and tools to incorporate ACT standards into the content classroom as well as an elective course. Participants will hear how schools across Alabama are using creative solutions to drastically improve student scores.

**Presenter(s):** Wynell Gilbert, Professional Development Facilitator, College Prep Alabama, Birmingham, AL

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****494. It Takes a Thief**Room: Presidential Ballroom A **R** Table 14

Objective: 8C

Faced with the challenge of serving a diverse population plagued with high poverty, the administration of this school sought proven best practices and molded them to create effective programs for its students. This school has emerged as an academic powerhouse and hopes to share its story with teachers and administrators.

**Presenter(s):** Dirk Ash, Principal; Kyle Nix, Tarron Huddleston and Joseph Crumby, Assistant Principals, LaVergne High School, La Vergne, TN

**495. Engaging Staff in Analyzing the Site Review Report**Room: Presidential Ballroom A **R** Table 15

Objective: 8C

Learn how this junior high school has used the results of the Site Review Report to engage staff in quality discussion and create a building improvement plan to benefit teachers and students. Also, learn how analyzing the results of the SRP has facilitated change conversation throughout the school.

**Presenter(s):** Brian Dalton, Principal, Lebanon Junior High School, Lebanon, OH

## FEATURED SPEAKERS



David Shepard

**496. Nine Necessary Skills That Enhance Educational Communication**

Room: Presidential Chamber B Objective: 8B

Participants in this session will examine nine vital skills that create a win-win outcome to avoid confrontation in almost any educational situation.

Participants should leave with both the skills and confidence necessary to deal with such educational situations and maintain an appropriate learning environment.

**Presenter(s):** David Shepard, Consultant, The Middle Matters and More, Lexington, KY



Joe Hendershott

**497. Hope 4 the Wounded Teacher**

Room: Presidential Ballroom D Objective: 8B

After years of hearing, “We are totally on board with reaching wounded students, but what about wounded teachers?” We are listening, and we hear you. Educators today face challenges and stresses like never before, so in response, I am teaming up with my wife, Dardi, to bring you a session devoted to your needs. Join us for a time of empowerment through discussion and experientials with the goal of trading in the tough stuff for HOPE.

**Presenter(s):** Joe Hendershott, President, Hope 4 The Wounded, Inc., Celebration, FL



Daniel Hill

**498. Grade Cleanse ... “I Want to Switch, But Don’t Know How”**

Room: Washington B Objective: 8C

Grading experts tell us our grades are often meaningless because they don’t reflect learning. Teachers often say, “I want to switch but I don’t know how!” Grade Cleanse offers six “baby steps”

that allow teachers to move at their own pace. Cleanse #1 will “jump start” you to healthier grading.

**Presenter(s):** Daniel Hill, Chief Manager, Power of ICU, Lebanon, TN

**499. Books, Lessons and Ideas: Engaging Learners in Reading and Writing**

Room: Bayou D Objective: 1A

A child’s literacy development is dependent on the interconnection between reading and writing. Learn about books that can be used in engaging reading and writing lessons and activities that appeal to students of many ages, interests and abilities. Highlighted books, lessons and activities can align to a variety of genres and writing attributes.

**Presenter(s):** Cindy Martin, School Improvement and Leadership Trainer and Coach, SREB, Atlanta, GA

**500. Impact of Reading Instruction Utilizing KIPP Wheatley**

Room: Canal B Objective: 1A

This study was set in four urban schools in western Tennessee and examined the impact of KIPP Wheatley instruction on the NWEA MAP Reading scores of sixth-, seventh- and eighth-grade students. Tests were run comparing the NWEA MAP Reading scores from the two years prior to implementation to the pilot year of implementation.

**Presenter(s):** Casey Jackson, Academic Programs Manager, KIPP Memphis Collegiate Schools, Cordova, TN

## 60-MINUTE SESSIONS

## 60-MINUTE SESSIONS

**501. For Deeper Math Understanding, Check Your Rules at the Door**

Room: Canal D Objective: 1B

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

**502. Broadcasting Your School Brand**

Room: Belmont C Objective: 2A

Learn how a rural district developed a comprehensive curriculum for broadcast journalism for grades five through 12. The program connects elementary, middle grades and high school students with the community and prepares them for careers in marketing, branding and broadcasting. Presenters will focus on development and program branding and the positive impact on the school and community.

**Presenter(s):** Blaine Hathcock, Principal, Demopolis Middle School, Demopolis, AL; and Kyle Kallhoff, Superintendent, Demopolis City Schools, Demopolis, AL

**503. Effects of Literacy Interventions on Exam Scores in Math and Science**

Room: Bayou B Objective: 3A

Is there an effect of literacy remediation on exam scores and student motivation? We’ll compare students’ lexile scores, using i-Ready diagnostics, with exam scores on math and science standardized exams, specifically end-of-course (EOC) exams for biology and geometry. Using pre- and post-test data, research can determine the effectiveness of the Literacy Design Collaboration (LDC) and the Mathematics Design Collaborative (MDC).

**Presenter(s):** Thomas Basile and Sydney Basile, Students, Augusta University, Augusta, GA

**504. Train to Thrive, Not Just Survive, in the Classroom**

Room: Lincoln C Objective: 3C

The presenter has 28 years of experience in education in Kentucky. She will share proven strategies for bringing “on the spot” applications of self-worth back into the profession by taking back the power handed down. As a successful educator trainer, the presenter teaches, motivates and encourages educators during her on-site trainings.

**Presenter(s):** Eunice Hubbard, Trainer, Time to Teach, Center for Teacher Effectiveness, Lexington, KY

**505. Yin & Yang - Two Sides Come Together to Achieve School/ Student Success**

Room: Lincoln E Objective: 3C

In this session, both teacher and principal discuss what it takes to build a quality school culture where all 800 middle level students complete every assignment. Jackson Junior High has reduced retention rates to zero and increased test scores to award-winning levels in Missouri all due to a commitment to student success and collaboration.

**Presenter(s):** Cory Crosnoe, Principal, Jackson Junior High, Jackson, MO; and Roseann Bruns, Math Teacher and Instructional Coach, Jackson Junior High, Jackson, MO

**60-MINUTE SESSIONS****506. Tutor Time: Quality Interventions and Remediation in 15 minutes or Less!**

Room: Jackson EF **R** Objective: 4A  
 Time. The one thing we all wish we had more of! In this session, participants will learn how to target students who can benefit from short, frequent interventions to fill the gaps and remediate the skills hindering them from being successful with current math content. You will leave this session with samples, tips and tools to begin immediate implementation.

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

**507. Improving Classroom Management With High Poverty, High Minority Students**

Room: Lincoln A Objective: 4B  
 The “warm demander” is a teacher stance that communicates both warmth and a non-negotiable demand for student effort and mutual respect. This presentation will focus on how to build effective student relationships, the role of equity in the classroom and fundamental tips for effective classroom management as viewed through the warm demander lens as a means to empower minority students and/or students in poverty.

**Presenter(s):** Rhonda Robbins, Assistant Principal, Strive Prep-Excel, Denver, CO

**508. Freshman Academy: Focus on Successful Transition to High School**

Room: Lincoln D Objective: 4B  
 Many freshman struggle with transition from the middle grades to high school. The presenters will show how their school was able to implement a Freshman Academy focused on student voice, identity, collaboration and mentorship. Ideas will be shared on creating a learning community focused around a humanities and STEM block while incorporating technology and project-based learning.

**Presenter(s):** Marie White and Steven Alley, Tug Valley High School, Williamson, WV

**509. More Than Editing: How The Oracle Created a Collaborative Environment**

Room: Canal C Objective: 4C  
 Learn about a framework for improving student writing across the curriculum, specifically a peer-to-peer-oriented, student-staffed writing center. This research-based approach, along with school buy-in, has led to greater student confidence with writing assignments. Our session will include the planning process, student staffing/training, implementation and evaluation of The Oracle Writing Center.

**Presenter(s):** Bryan O’Shea, English Teacher, Oracle Writing Center Director; Rachel Glibbery, English Teacher, ESL Teacher; and Allison Jordan, Academic Assistance Coordinator, Northwestern High School, Rock Hill, SC

**510. PBL for the Middle Grades Made Easy: Starting With the End in Mind**

Room: Cheekwood GH Objective: 5A  
 Following a standardized format for planning middle grades PBL allows teachers to visualize the final outcomes(s) and plan the progression of student learning. This presentation of three middle grades ELA projects will allow teachers to plan an entry event, along with reviewing a selection of scaffolded lessons and rubrics. Finally, participants will come to understand that one project CAN fulfill a variety of standards.

**Presenter(s):** Anita Zuber and Rachel Taylor, Teachers, Van Wert Middle School, Van Wert, OH

**60-MINUTE SESSIONS****511. Creating and Sustaining a Food Bank for Students in Need**

Room: Jackson CD Objective: 5A  
 Do you notice students on free- or reduced-priced lunches slipping through the cracks? Do you worry about students during the weekend? Has a student’s family member recently lost a job or been diagnosed with an illness? Learn how to organize and disperse food, apparel and hygiene items to students in need.

**Presenter(s):** Elizabeth Kiss Wray, Supervisor, Penta Career Center, Perrysburg, OH

**512. Operating a School-Based Enterprise for Your Academy CTSO**

Room: Belle Meade CD **R** Objective: 5B  
 Come learn about a high school that has initiated a school-based enterprise that operates in coordination with the school’s PTSO organization. All finances, purchasing and remuneration flow through the parent volunteer organization. The school does not run the enterprise!

**Presenter(s):** Robert Kriebel, Metro Nashville Public Schools, Nashville, TN

**513. Career Tech Pathways Lead to Hope and Purpose**

Room: Cheekwood ABC **R** Objective: 6A  
 Learn how one STEM academy in a socioeconomically depressed area of Ohio offers career pathways to juniors and seniors to break the cycle of poverty. Industry credentials connect purpose to students’ high school courses through immediate eligibility for gainful employment. Students access dual credit career and technical education and college courses on the CCTC campus with hope of completing a postsecondary degree.

**Presenter(s):** Andrea Zaph, STEM Academy Principal, Collins Career Center, Chesapeake, OH

**514. Earn an Associate Degree in High School**

Room: Magnolia Boardroom B **R** Objective: 6B  
 With open minded collaboration among postsecondary and secondary institutions, anything is possible. Come and hear how a small, community-based rural high school has been able to collaborate with private and four-year universities and a community college to establish a university certificate in French and an associate degree in liberal studies that students can earn in high school.

**Presenter(s):** Dwayne Conway, Principal and Kristen Levesque, Assistant Principal, Maranacook Community High School, Readfield, ME

**515. Using the Blended Classroom to Personalize Learning**

Room: Bayou E Objective: 7A  
 Participants in this informative session will learn how to use a blended classroom model to personalize learning in the middle grades school classroom. With the blended classroom model, students take ownership of their learning and advance at their own pace. Individual student mastery has improved with this model.

**Presenter(s):** Jennifer Heard, Assistant Principal and Jason McDermott, Teacher, Daniel Island School, Charleston, SC

**516. Cooperative Learning: Tips and Tricks for Full Student Engagement**

Room: Jackson AB **R** Objective: 7A  
 Learn tips and tricks for planning successful blended learning lessons in your classroom, regardless of content area. The session will provide insight into methods of grouping students by various abilities and developing activities that will meet the needs of all learning styles within your classroom while keeping students fully engaged.

**Presenter(s):** Henry Wortley and Jennifer Debock, Teachers, St. James High School, Murrells Inlet, SC

**60-MINUTE SESSIONS**

**517. CTE Learn: Administrator Skill Development Pilot Program**

Room: Hermitage C Objective: 8B

Are you a CTE administrator looking for professional development opportunities? This session will introduce ACTE's CTE Learn online community, training modules, and resources for CTE administrators and school leaders. An overview of the pilot implementation of the administrator training will also be presented.

**Presenter(s):** Michelle Conrad and Larae Watkins, Assistant Professors, Co-Directors, CTE, Central Missouri University, Warrensburg, MO; and Kemaly Parr, Assistant Professor/Director, CTE, Murray State University, Murray, KY

**518. Finding Those Super Powers You Never Knew You Had**

Room: Canal E **R** Objective: 8C

Participants will get those research-based classroom management tools that can be implemented in the classroom at once with observable results! Take care of disciplinary problems before they become an instructional disruption in your classroom. Decrease disciplinary occurrences; increase academic success, and enhance a positive environment in the classroom.

**Presenter(s):** Scott Struyk, Educator, Scott's Educational Consulting, Grand Haven, MI

**60-MINUTE SESSIONS**

**519. Why Won't Kids Do Their Work?**

Room: Governor's Chamber D Objective: 8C

Are you tired of students not completing their assignments and wondering why they won't do their work? Find the answers in a missing assignment list. By using the list wisely, you will learn the secrets to getting students to do their work and how to improve instruction and assignments.

**Presenter(s):** Sherri Nelson, Director of Instruction, Huron School District, Huron, SD



**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****520. Write Justice: Using Text to Engage Struggling Readers and Writers**Table 1 **R** Objective: 1C

Participants will learn how the presenter used social justice to engage a whole class in writing and speaking from reliable sources. Learn the concept of Write Justice, or the ability to use writing and reading to become engaged in social justice happening around students. The presenter used this method to get 98 percent of students to create portfolios resulting in improved writing.

**Presenter(s):** Franchesca Warren, District Support, The Educator's Room, Atlanta, GA

**521. Sustaining Powerful Practices in the Math Classroom**Table 2 **R** Objective: 1C

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 to use in mathematics 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 their classrooms.

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

**522. Developing Academic and Life Skills Through Cooperative Structures**Table 3 **R** Objective: 2A

Cooperative structures increase students' active engagement and ensure the equality of student engagement by structuring for ALL students to answer ALL questions in a classroom. Furthermore, structures create a student-centered classroom in which students are appreciated by their peers and are rewarded for their contributions. This session will engage participants in several Kagan cooperative structures.

**Presenter(s):** Melanie Willette, International Trainer, Kagan, San Clemente, CA

**523. Launching Leadership With Systematic Support: Full STEAM Ahead**

Table 4 Objective: 3B

Presenters will share how school leadership can be structured to directly reflect goals, how agendas can be utilized as a tool and how school leadership can be systematically structured. The session is for teacher-leaders, administrators and other non-instructional school leadership staff. Attendees will acquire knowledge and a variety of materials to continually support and sustain leadership.

**R** — Saturday, 8 a.m., Delta Island B

**Presenter(s):** Chelsey Mintz, Instructional Coach; Anthony Dixon, Principal; and Charla Groves, Assistant Principal, Philip Simmons Middle School, Wando, SC

**524. Dealing With Angry Ducks: The Art of Positive Parent-Teacher Conferences**Table 5 **R** Objective: 3C

Learn strategies and supports to help teachers, counselors and school leaders deal with difficult conferences and situations in a positive, student-focused manner. Referencing current texts, they will provide insight into how a proactive approach and a calm and confident response can help avoid the potential pitfalls that lead to ineffective conferences.

**Presenter(s):** Gales Scroggs, Assistant Principal, Fort Mill High School, Fort Mill, SC; and Caryn Scroggs, Counselor, Nation Ford High School, Fort Mill, SC

**TWO MINI-SHARING SESSIONS****25-MINUTES EACH****525. Leveraging Community Partnerships for Students in Crisis**Table 6 **R** Objective: 4B

Learn how one district has organized community agencies in a partnership to provide student and faculty support to overcome poverty and socioemotional issues. Based on medical research, the faculty and administration are rethinking school policies with restorative practice resources. In addition, compassion fatigue and self-care of teachers are an essential part of this program.

**Presenter(s):** Timothy Nolan, Consultant, HSTW Southwest Ohio, Cincinnati, OH

**526. Career Pathways 101: What You Need to Know**Table 7 **R** Objective: 5B

Participants will gain valuable insight into implementing career pathways or academies that align students' career interests with workforce demand and postsecondary options that lead to a credible credential by age 25. Covered: the support components students need when engaged in a rigorous core academic program that integrates rich and challenging career and technical education studies while providing meaningful work-based learning experience.

**Presenter(s):** Chuck Boyd, School improvement Consultant, SREB, Atlanta, GA

**527. Growing Business Partnerships in a Shared Learning Center**Table 8 **R** Objective: 5C

Learn how this career and technical education center has developed an innovative plan to embed business partners throughout each program in the building. The center has developed focus areas through which businesses can collaborate with instructors and students. The center's interactive business partnership document helps connect ideas with areas of need.

**Presenter(s):** Lisa Weatherly, Assistant Director, Northland Career Center, Platte City, MO

**528. Entrepreneurship: The Empowering Nature of Failure**Table 9 **R** Objective: 6B

When is an entrepreneurship class not just a business class? When the program is rigorously authentic, it is anything but business as usual. Many schools have bridged the gap between community and academics to create an entrepreneurship program based on the real world. The teaching team includes business people as class coaches and mentors.

**Presenter(s):** Gary Wrinkle, Lead Consultant, SREB, Atlanta, GA; Christy Scott and Margarita Geleske, Co-Executive Directors, Uncharted Learning, Barrington, IL

**529. Co-Teaching as a Marriage**Table 10 **R** Objective: 7B

Make co-teaching work like a marriage. See how to partner with your special education teacher to create a positive learning environment that meets student's needs. There should not be a divide in the classroom between the two teachers. It needs to be a united, cohesive front --- just like a marriage.

**Presenter(s):** Kevin Shupe, Assistant Principal, Mineral County Schools, Cumberland, MD; Rebecca Williams, Teacher and Jenise Grabenstein, Special Education Teacher, Frankfort Middle School, Ridgeley, WV

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**530. Accelerating Student Success: Increasing Recognized Credentials and Alliances**

Table 11 **R** Objective: 7C

See how Oklahoma technology centers and high schools have increased student success on local and state certification exams. Postsecondary partners are awarding college credit to students earning industry certifications. Gain strategies to increase students' successes on exams and to work with postsecondary partners to expand options to award students with concurrent credit.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA and Becki Foster, Deputy State Director, Oklahoma Department of Career and Technology Education, Stillwater, OK

**531. What Is a TCTW Needs Assessment and Why Conduct One?**

Table 12 **R** Objective: 8A

A “comprehensive needs assessment” can help a center document actual challenges and actions to overcome the challenges. This presentation will provide the process for conducting a needs assessment to help centers identify strategies for school improvement.

**Presenter(s):** Lynda Jackson, Director, TCTW, SREB, Atlanta, GA

**TWO MINI-SHARING SESSIONS**

**25-MINUTES EACH**

**532. Blended Learning and Active Learning Spaces**

Table 13 **R** Objective: 8B

This session will take a look at a blended, academic learning model being used at the Delaware Area Career Center. Instruction is delivered in a unique way compared to the traditional period- to- period model. This allows teachers to individualize and differentiate instruction to meet all learners at their level of needs. Students' levels of achievement are thus maximized.

**Presenter(s):** Brian Hale and Greg Carpenter, Lead Instructors; Ryan Mitchell, Math Instructor; and Briana Kelley, Intervention Specialist, Delaware Area Career Center, Delaware, OH

**533. The Truth About Academies at Work**

Table 14 **R** Objective: 8C

Participants will learn how instruction for students come to life in this engaging lesson. The Truth about Academies at Work program examines how to make innovation and transformation come to life while protecting a school's most important investment:, teaching and learning.

**Presenter(s):** Reuben Gresham, Principal, Lanier High School, Buford, GA

**120-MINUTE SESSIONS****534. Macro Differentiation With Close Reading**

Room: Delta Island E

Objective: 1A

Come explore differentiation at the macro level of instructional design. Teachers will gain a wealth of knowledge and tools to meet 100 percent of their students' needs. Explore researched best practices of backward design, enduring skills and responsive teaching. Each piece of the instructional design increases the confidence and ability of students to achieve academic writing expectations.

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

**535. Teaching the Essential Soft Skills**

Room: Jackson EF

Objective: 2A

Studies show that soft skills and emotional intelligence account for up to 85 percent of an individual's success. Join this interactive session as we turn teachers into facilitators; identify best practices; examine evidence based resources and tools; and explore project-based teaching and learning — all necessary for teaching much-needed soft skills.

**Presenter(s):** Lynn Anderson, Counseling for Career Coordinator and Leslie Eaves, Career Academy Coach and Pathway Designer, SREB, Atlanta, GA

**FEATURED SPEAKERS****60-MINUTE SESSIONS**

Gene Bottoms

**536. Accountability Model Values Both College and Career Readiness**

Room: Governor's Chamber E

Objective: 6A

College readiness and career readiness should receive equal value within an accountability model, and a bonus should be awarded to students both college and career ready. The presenter will explore these questions: What will be the consequences if districts and schools had such an accountability model? How will this change students, parents, faculty and the public view of career pathways? How would a district or school go about creating an accountability model?

**Presenter(s):** Gene Bottoms, Senior Vice President, SREB, Atlanta, GA



Joe Hendershott

**537. Seven Ways to Transform the Lives of Wounded Students**

Room: Washington B

**R**

Objective: 7A

Learn a wealth of strategies for teachers and principals working with wounded students; those who are beyond the point of "at-risk" and have experienced trauma in their lives. Seven key strategies will be shared for changing school culture to transform the lives of students. Attendees will recognize the power of effective leadership and empathy in creating a sense of community and safety.

**Presenter(s):** Joe Hendershott, President, Hope 4 The Wounded, Inc., Celebration, FL

**538. Uncommon Collaboration: The Power of LDC in the ELA and Science Classrooms**

Room: Cheekwood ABC

Objective: 1A

Participants will see how an expert writing teacher and a reluctant science teacher worked together to successfully use the Literacy Design Collaborative (LDC) framework to teach all students how to use the writing strategies learned in ELA to effectively communicate their thoughts and ideas in the science classroom.

**Presenter(s):** Marie Russ and Joy Starks, Teachers, Blythewood Middle School, Blythewood, SC

**60-MINUTE SESSIONS****539. My LDC Journey With ACE!**

Room: Delta Island C

Objective: 1A

Text dependent analysis is one of the most difficult for middle grades students. The Literacy Design Collaborative encourages teachers to think outside the box in creating lessons to teach their students. The ACE (answer, cite and explain) method has proven beneficial to students in creating solid student responses to text dependent questions.

**Presenter(s):** Gayle Wilson, Teacher, Hillcrest Middle School, Dalzell, SC

**540. Being a RESOURCE, Not a RECRUITER: Supporting Sending Schools**

Room: Belmont C

**R**

Objective: 2C

CTE counselors wear "hats" different from those of a traditional high school counselor. Important is the relationship a CTE counselor has with sending school counselors. Rethink your recruitment role! How can you be a resource to counselors and have a positive impact on the ongoing movement to prepare students for college and careers? The presenter(s) will discuss activities implemented to restructure the CTE counseling role.

**Presenter(s):** Elizabeth Smith, Career Services Coordinator, Excelsior Springs Area Career Center, Excelsior Springs, MO

**541. Launching Leadership With Systematic Support: Full STEAM Ahead**

Room: Delta Island B

**R**

Objective: 3B

Presenters will share how school leadership can be structured to directly reflect goals, how agendas can be utilized as a tool and how school leadership can be systematically structured. The session is for teacher-leaders, administrators and other non-instructional school leadership staff. Attendees will acquire knowledge and a variety of materials to continually support and sustain leadership.

**Presenter(s):** Chelsey Mintz, Instructional Coach; Anthony Dixon, Principal; and Charla Groves, Assistant Principal, Philip Simmons Middle School, Wando, SC

**542. Rigor in the CTE Classroom**

Room: Belle Meade AB

Objective: 3C

Despite the rhetoric around college and career readiness for all students, just 8 percent of high school graduates complete a full college and rigorous career pathway curriculum. And, nearly half of graduates complete neither a college- nor career- ready course sequence. Utilizing the 10 elements of rigorous assignments in your classroom prepares students for college and career readiness.

**Presenter(s):** Debra LaMothe, School Improvement and Leadership Trainer and Coach and Sandy Culotta, Manager, Project-Based Learning, SREB, Atlanta, GA

**543. Tech-Free Time: An Essential Part of Digital Literacy**

Room: Hermitage E

**R**

Objective: 4A

Will students willingly put away their phones and iPads and play board games? Should the discussion of digital literacy skills include the importance of going without digital technology? The answer is yes! In this session we will discuss the tech skill of balancing digital and non-digital personal time and how our students reacted when we asked them to put away their devices.

**Presenter(s):** Christina Van Dyke, Teacher Librarian, Tolles Career and Technical Center, Plain City, OH

**120-MINUTE SESSIONS****544. Student Interventions to Increase Student Achievement**Room: Cheekwood F **R** Objective: 4B

In this session, see how student interventions do more than merely help to grow student engagement. Interventions can also help to increase a school's plan of improvement by growing the pass rate, which builds the graduation rate for struggling schools.

**Presenter(s):** Beau Pezoldt, Academy Coach; Rita McGill, Academy Lead; Daria Williamson, Career Academy Counselor; and Peryenthia Gore, Assistant Principal, Shiloh High School, Snellville, GA

**545. Growth and Gains in the Ninth-Grade Academy**

Room: Belle Meade CD Objective: 4C

Ninth-grade academies have grown in importance and prominence in recent years. In this session, the presenters will look at the structure and function of a ninth-grade academy. Covered will be how it grows and develops and fits into the other schema of academies in an academy-based school.

**Presenter(s):** Jamie Hare, Language Arts/Special Education Teacher and Gypsy Hernandez, Assistant Principal, Berkmar High School, Lilburn, GA

**546. PBL, Blooms, Unit Plans and Literacy: A Strategy That Works**

Room: Magnolia Boardroom B Objective: 5A

Learn about implementation of the unit plan/lesson plan strategy used at the technology center. This model has been implemented successfully into 90 percent of the full-time programs at the center. Based on SREB/TCTW models, it gives the teacher specific time goals and observable practices to implement into each class, each day. The application easily adapts to PBL, while giving the teacher the ability to track standards, skills and assign grades.

**Presenter(s):** Mike Eubank, Director of Full-Time Programs, Mid-America Technology Center, Wayne, OK

**547. Science and Math Matters**

Room: Hermitage C Objective: 5A

Members of a Tuskegee Institute Middle School team will share their journey to overcome the odds and emerge as a CLAS banner school. High expectations, strategies to engage high-poverty students and school/teacher support ignited a love for learning. The team will share obstacles encountered, successful strategies and triumphant outcomes!

**Presenter(s):** Rosemary Wright, Principal, Macon County Schools, Tuskegee, AL

**548. Bring Authenticity to Your CS Coding Program**Room: Governor's Chamber B **R** Objective: 7C

Explore MobileMakersEdu curricular and professional development programs in the growing field of coding. Created around experiential learning, authentic real-world skills, and connections to the developer community, the program drives student engagement and re-energizes teachers. Hear how participation gets students beyond surfing on their smartphones and into their smartphones.

**Presenter(s):** Jessi Chartier, Director of Programs and Products and Stacy Sniegowski, Director of Member Experience, Uncharted Learning, Barrington, IL

**60-MINUTE SESSIONS****549. Does Your Center Have the Key Elements of a Pathway System?**Room: Cheekwood GH **R** Objective: 8A

Presenters will explore the current status of programs of study at participants' tech centers through the use of a rubric and guides developed by SREB. This will assist with a review of centers' programs of study, along with supporting documents to develop a plan to meet the exemplary level of a fully developed pathway.

**Presenter(s):** Lynda Jackson, Director, TCTW, SREB, Atlanta, GA

**550. Who Are Today's Students and How Do We Reach and Teach Them?**

Room: Hermitage D Objective: 8B

The presenter discusses today's youth and how educators respond to them. He will suggest the primary reasons today's students are not performing academically and provide solutions. Learn about a series of exercises to improve every educator's understanding of the 21st-century student and explore useful and practical strategies to implement in the classroom.

**Presenter(s):** Ako Kambon, President/CEO, Visionary Leaders Institute, Columbus, OH

**551. From Reacting to Strategic Planning**

Room: Governor's Chamber C Objective: 8C

Through the development of a vision for improvement, setting benchmarks for gauging progress, and using rubrics (including SREB's Career Academy Rubric) to self-monitor improvement, schools now strategically plan for real change. In this session, participants will learn how to engage faculty in true strategic planning for improvement that uses data in new ways to benefit student achievement.

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

**552. Contemplative Pedagogy: Teachers as Neuroscientists**

Room: Belmont B Objective: 8C

Learn about brain research as it applies to instruction and learning. Hear proven strategies to rebuild neuropathways to enhance comprehension and memory. Activities will include creative meditation exercise and group interactive access to a customized TED ED lesson.

**Presenter(s):** Tara Lawson Loftis, RTI and Instructional Coach, Wilson County Schools, Mount Juliet, TN

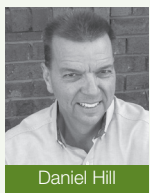
**553. Digging Our Way to Success: A Comprehensive Approach to AP**

Room: Governor's Chamber D Objective: 8C

Learn how this school team increased AP achievement, enrollment and motivation in ONE year. The team will share ideas that were implemented to create vertical alignment, parent involvement and a new level of rigorous expectations. Gain insight into how the team made the AP program more approachable, accessible and passable in a low socioeconomic region.

**Presenter(s):** Katie Endicott, Beth Keatley, Brandon Cline, and Josh Johnson, Teachers, Mingo Central High School, Delbarton, WV

## 60-MINUTE SESSIONS

**554. Top of the Mind ... “Keep the Mission, Top of the Mind”**

Room: Governor’s Chamber E Objective: 3C

“Keep the Mission Top of the Mind,” comes from John Miller’s book. In every OUTSTANDING organization (your school), every stakeholder must have the main purpose on the Top of Their Mind constantly. The presenter will share how he applied this mantra in his school and the positive impact it had.

**Presenter(s):** Daniel Hill, Chief Manager, Power of ICU, Lebanon, TN**555. Writing Across the Curriculum: A Working Document**

Room: Hermitage C Objective: 1A

What’s all the current excitement about writing across the curriculum? Aren’t our students supposed to be writing only in English language arts classes? The answer: No. The modern workplace demands well-versed students. With increased dependence on email, desktop publishing and the Internet, sound writing skills are imperative. Every student must be able to write in every subject.

**Presenter(s):** David Thompson, Social Studies Teacher; Sherri Lengthorn, Teacher; and Jeanne Pellegrino, Special Education teacher, Weir High School, Weirton, WV**556. The “AfterMaths” of a FAL: Adapting Teaching and Learning**Room: Cheekwood ABC **R** Objective: 1B

Adapting teacher and learning will encourage teachers to debrief from their FALs (formative assessment lessons) and determine their future steps. Participants will be introduced to re-engagement lessons, multiclass room regrouping and regrouping within the classroom. Participants will be introduced to content specific tasks that were investigated in the FAL but still present misconceptions.

**Presenter(s):** Erin Kleier, Katie Gibbons and Jackie Raque, Math Teachers, Jefferson County Public Schools, Louisville, KY**557. The Role of Questions in Teaching, Thinking and Learning**Room: Delta Island C **R** Objective: 1C

Good questions lead to great thinking. If we want students to think critically we must stimulate them with questions that lead students to ask more probing questions. Cognitive thinking skills are developed not by answers but by questions; teachers can increase complex thinking by asking the right questions.

**Presenter(s):** Judith Frank, Director, MMGW, SREB, Atlanta, GA**558. Coach Like You Mean It: Instructional Coaches for Literacy**

Room: Delta Island B Objective: 3B

In struggling schools, instructional coaches are being used in all the wrong ways, from disciplining students to serving as an extra set of hands in the building. In any school, the role of the instructional coach must be properly defined. In this session, principals will learn how to mobilize their coaches to work with struggling teachers and how redefining their roles can help change a school.

**Presenter(s):** Franchesca Warren, District Support, The Educator’s Room, Atlanta, GA

## 60-MINUTE SESSIONS

**559. Keep it Current: Teaching With a Focus on Finance**

Room: Belmont B Objective: 4A

Change personal finance to an integrated exciting adventure in learning. After all, it’s more than a subject; it’s the REAL world! Focusing on income tax, soft skills, prepaid cards, payday loans, advertising and gasoline prices; strategies will be shared for effectively integrating usage according to national standards. This fast-paced session includes FREE ready-to-use lessons and resources, information text articles, active learning strategies and the integration of technology as a teaching tool.

**Presenter(s):** Jeannette Bennett, Senior Economic Education Specialist, Federal Reserve Bank of St. Louis - Memphis Branch, Memphis, TN**560. Engaging Black Males in All Content Areas**

Room: Washington B Objective: 4B

Engaging black males is a chronic challenge in education. This presentation will give teachers strategies to use to engage black male students in all content areas. We will cover strategies for critical thinking, collaboration, relationship building and hands-on activities. These strategies have proven to be successful in different school environments.

**Presenter(s):** Alvin Allen, iLegacy, Columbia, SC**561. Enlightened Teaching: Meeting the Needs**Room: Magnolia Boardroom B **R** Objective: 4C

Enlightened teaching is a philosophy that transforms educational and mindfulness theories into practice in the classroom. Maslow’s Hierarchy of Needs has been applied to instruct both teachers and students to maximize potential to reach self-actualization. This presentation is based on the book, Enlightened Teaching: Elevating Through Maslow’s Hierarchy of Needs.

**Presenter(s):** Joyce Cooper, Founder, Enlightened Teaching 4 You, LLC, Rock Hill, SC**562. Design, Create and Print! 3D Printing in the Classroom**

Room: Belle Meade CD Objective: 5A

Learn how this career and technology center is using 3D printing in career and technical education and academic classrooms. With 3D printing technology, students are enabled to fabricate their ideas into solid models while fostering STEM and project-based learning.

**Presenter(s):** Matthew Dudas, CNET Instructor and Cynthia Unger, Media Specialist, Mid-East Career and Technology Center, Zanesville, OH**563. Perseverance and Problem Solving: Building an Engineering Program**

Room: Belle Meade AB Objective: 5A

Learn about three different projects second-year engineering students completed and the perseverance gained to face other challenges. The projects provide problem-solving skills in different degrees that will produce perseverance for future projects in the engineering pathway and/or industry. The projects include the Toothpick Bride, Upcycle and the Cardboard Chair Challenge.

**Presenter(s):** Jessica Ashlock, Engineering Teacher, Dalton High School, Dalton, GA; and Marty Sugerik, Mathematics Consultant, SREB, Atlanta, GA**564. The Translation Academy: Bilingual Abilities Empower Students**Room: Hermitage D **R** Objective: 5B

See how the translation academy at this high school enables bilingual students to use their abilities to enrich the lives of others while growing professionally and educationally. High school classes feature 21st-century skills embedded and foreign language is used to prepare students for the future. The iTranslate students are empowered and create networks for postsecondary connections and to create choices.

**Presenter(s):** Paige Watts, Director of the Translation Academy, Morris Innovative High School, Dalton, GA

**60-MINUTE SESSIONS**

**565. Personalized Learning That Works**

Room: Governor's Chamber B **R** Objective: 7A

The presenter will share research and practices around the three elements that are key to establishing and maintaining personalized learning environments: tailoring instruction to individual needs, skills and interests. Instructional approaches offer learning experiences that prepare students for college and careers, and teachers manage the learning environment by leading instruction and guiding students.

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

**566. Three Steps to Healthier Assessment and Grading Practices**

Room: Governor's Chamber D **R** Objective: 8A

What happened when teachers at this school discovered they didn't agree on the purpose of grades? They stepped forward together and built a schoolwide culture focused on learning. Examine three baby steps all teachers can take to begin the journey toward healthier assessment and grading practices.

**Presenter(s):** Sherri Nelson, Director of Instruction, Huron School District, Huron, SD

**567. Does Class Size Always Matter in Grades K-12?**

Room: Hermitage E **R** Objective: 8B

Class size is a controversial topic, but with overcrowding in schools, it is consequential. Although many factors change the way a classroom functions, class size is a variable that can have negative impact. Variables that affect when class size matters are grade level, subject area and teacher abilities. Mitigating the effects of class size will be discussed.

**Presenter(s):** Holly Royston, Student, University of Central Florida, Riverview, FL

**60-MINUTE SESSIONS**

**568. Purposefully Driving Toward Improvement**

Room: Cheekwood GH Objective: 8C

Participants in this engaging session will be introduced to strategies, processes and procedures that may be used at the district or school level to support principals, teachers and other staff as they strive to increase student achievement. Ideas for instructional coaching, data conferences, effective feedback, observation and more will be shared.

**Presenter(s):** Cindy Martin, School Improvement and Leadership Trainer and Coach, SREB, Atlanta, GA

**569. "Liberating" the At-Risk Teacher**

Room: Governor's Chamber C Objective: 8C

We've all heard horror stories about the "zombie" teacher who refuses to leave even though they have already died academically. This teacher will never fail an evaluation or commit an act of gross negligence that would help you help them to their next career option. Learn effective means of getting the right people in the right seats on the right bus, without needing a lawyer to walk you through every step.

**Presenter(s):** Chris Dinkins, Director, Daniel Morgan Technical Center, Spartanburg, SC



Mark Taylor

**CLOSING GENERAL SESSION – DELTA BALLROOM A**

**Meet Generation NeXt; Teaching Today's Learners**

Today's learners are different. Our students have characteristics and expectations that present unique challenges to those charged with teaching, serving and supervising them through their secondary school experience. The products of a very different social environment than most of us who work with them, their issues with self-esteem and self-appraisals, digital orientation and styles of interacting can impact, and interfere with, their compliance, responsibility for their own learning and ultimate academic success at school, their college readiness and their ultimate workplace readiness and success. This program will help attendees understand the social, personal and academic traits and preferences of our students, how these characteristics impact compliance, learning, persistence and success, and how we can reassess and improve teaching and learning practices to create a culture of continuous improvement for the development of all students.

**Presenter:** Mark Taylor, President, Taylor Programs

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Adair, Jason	145, 501	SREB	Atlanta, GA	jason.adair@sreb.org
Alford, Ivy	50, 206, 347, 392, 490, 530	SREB	Atlanta, GA	ivy.alford@sreb.org
Allen, Alvin	560	iLegacy	Columbia, SC	alvin.allen@richlandone.org
Alley, Steven	47, 178, 426, 508	Tug Valley High School	Williamson, WV	sdalley@k12.wv.us
Andersch, Karrie	13	Hoke County High School	Raeford, NC	
Anderson, Lessie	146, 309, 414	SREB	Atlanta, GA	lessie.anderson@sreb.org
Anderson, Lynn	14, 52, 194, 238, 276, 378, 437, 459, 535	SREB	Atlanta, GA	lynn.anderson@sreb.org
Anderson, Rhonda	296	A Scholars Touch	Roswell, GA	randerson@ascholarstouch.com
Araneta, Myrna	173, 264	Center for TeacherEffectiveness	Las Vegas, NV	draraneta@gmail.com
Argiro, Lisa	294	MCCTC	Canfield, OH	lisa.argiro@mahoningctc.com
Armstrong, Abbigail	295, 402	Winthrop University	Gastonia, NC	armstronga@winthrop.edu
Arnold, Laura	471	KY Dept of Education Office of CTE	Frankfort, KY	laura.arnold@education.ky.gov
Ash, Dirk	162, 494	La Vergne High School	La Vergne, TN	ashd@rcschools.net
Ashlock, Jessica	563	Dalton High School	Dalton, GA	jessica.ashlock@dalton.k12.ga.us
Austin, Deanne	48, 427	Yazoo City Municipal School District	Yazoo City, MS	daustin@yazoocty.k12.ms.us
Ayers, Valerie	156	Pendleton High School	Pendleton, SC	vayers@anderson4.org
Bailey, Rosa	285	Hoke County Schools	Raeford, NC	rbailey@hcs.k12.nc.us
Baker, Angel	232	Don Steed Elementary School	Raeford, NC	abaker@hcs.k12.nc.us
Baldwin, Adell	143	Hoke County Schools	Raeford, NC	lbaldwin@hcs.k12.nc.us
Barger, Kenna	390, 474	SREB	Atlanta, GA	Kenna.Barger@SREB.org
Barnes, Amber	306, 493	College Prep Alabama	Birmingham, AL	abarnes@campcollege.org
Barnes, Shontier	257	Morgan Road Middle School	Hephzibah, GA	barnesh@boe.richmond.k12.ga.us
Barnes, Teresa	4	Mississippi Community College Board	Jackson, MS	tbarnes@mccb.edu
Barr, Kelly	465	Gilmer County High School	Glenville, WV	kelly.barr@k12.wv.us
Bartholomew, Mitch	7, 152, 356	York High School	York, NE	mitch.bartholomew@yorkdukes.org
Basile, Sydney	354, 503	Augusta University	Augusta, GA	
Basile, Thomas	354, 503	Augusta University	Augusta, GA	basilth@boe.richmond.k12.ga.us
Batista, Andrea	248	University High School	Roswell, NM	abatista@risd.k12.nm.us
Baxter, Andy	348	SREB	Atlanta, GA	andy.baxter@sreb.org
Baxter, Yvonne	161	Lexington/Richland 5	Columbia, SC	ybaxter@lexrich5.org
Bayless, Thomas	473	Nicholas County Career and Technical Center	Summersville, WV	tbayless@k12.wv.us
Bazzle, Rebecca	27	Microburst Learning	Columbia, SC	R.bazzle@microburstlearning.com
Beason, Trish	127, 458	Spartanburg 1	Campobello, SC	trish.beason@spart1.org
Beaton, Mac	84, 286	Henrico County Public Schools	Henrico, VA	mrbeaton@henrico.k12.va.us
Bennett, Jeannette	438, 559	Federal Reserve Bank of St. Louis - Memphis Branch	Memphis, TN	jeannette.n.bennett@stls.frb.org
Berger, Elizabeth	119, 224	Rock Hill High School	Rock Hill, SC	eberger@rhmail.org
Berkey, Lisa	30, 135, 251	MBA Research and Curriculum Center	Columbus, OH	berkeyl@mbaresearch.org
Birdsall, Ed	70	MCTS Sypek	Pennington, NJ	ebirdsall@mcts.edu
Blackburn, Barbara	303, 406, 462	Blackburn Consulting Group	Fletcher, NC	bcbgroup@gmail.com

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Blakeney, Marcus	336	Jefferson County Public Schools	Louisville, KY	
Bloom, Randy	112	Ilwaco Middle School	Ilwaco, WA	
Bloomfield, Tanya	281	Grover Cleveland high School	Ridgewood, NY	tbloomfield@schools.nyc.gov
Bond, Jacobie	283	Roanoke Rapids High School	Roanoke Rapids, NC	bondj.rrhs@rrgsd.org
Booker, Marsha	42, 337	Shroder High School	Cincinnati, OH	
Boone, Tracy	282	Bald Eagle Area School District	Wingate, PA	tracy.boone@beasd.net
Borrego, Carlos	302, 404	San Antonio ISD	San Antonio, TX	cborrego1@saisd.net
Bottoms, Gene	5, 186, 278, 368, 536	SREB	Atlanta, GA	beth.andrews@sreb.org
Boutin, Marcie	143	Scurlock Elementary	Raeford, NC	
Boyd, Chuck	130, 240, 423, 526	SREB	Atlanta, GA	chuck.boyd@sreb.org
Boyd, Stephon	292	Fairfield Career & Technology Center	Winnsboro, SC	sboyd@fairfield.k12.sc.us
Boykin, Craig	141, 229	180 Group LLC	Montgomery, AL	craigboykin@gmail.com
Bradley, Jonathan	99	International Baccalaureate Organization	Washington, DC	jonathan.bradley@ibo.org
Brandes, Anna	79, 319	Academic Approach	chicago, IL	
Breedlove, Kara	83, 416	Keyser Middle School	Keyser, WV	kbreedlove@k12.wv.us
Brooks, Jacqueline	245	Macon County Schools	Tuskegee, AL	brooksja@macon12.org
Broome, Pamela	145, 281	SREB	Atlanta, GA	pamela.broome@sreb.org
Broome, Steve	33, 206, 392, 490	SREB	Atlanta, GA	steve.broome@sreb.org
Brown, Julie	46, 160	Central High School	Louisville, KY	julie.brown@jefferson.kyschools.us
Brown, Leigh Anne	239, 398	Calera High School	Calera, AL	labrown326@gmail.com
Brucke, Candice	36, 273, 308, 457	West-Oak Middle School	Westminster, SC	cbrucke@g.oconee.k12.sc.us
Bruns, Roseann	164, 505	Jackson Junior High	Jackson, MO	rbruns@jr2mail.org
Bryan, Tracey	206, 490	The Bridge of Southern New Mexico	Las Cruces, NM	
Buchanan, Carrie Beth	130, 240	Clay-Chalkville High School	Pinson, AL	cbgantt@jefcoed.com
Buckley, McKinley	465		Glennville, WV	mjbuckley@k12.wv.us
Buffington, Steve	140, 305	Trainer buff	Ravenswood, WV	buffington53@yahoo.com
Burnette, Ansley	113, 190, 233, 481	Toccoa Falls College	Blairsville, GA	ansleyburnette2018@gmail.com
Burnette, Dawn	113, 190, 233, 481	Burnette Academy	Blairsville, GA	dawnburnette@yahoo.com
Burns, Lorri	244	Northridge Middle School	Springfield, OH	
Bush, Karen	127, 458	Inman Intermediate School	Inman, SC	karen.bush@spart1.org
Cain, Traci	218, 418	Youngstown City Schools	Youngstown, OH	traci.cain@youngstown.k12.oh.us
Calhoun, Bob	441	Kanawha County Board of Education	Charleston, WV	jcalhoun@mail.kana.k12.wv.us
Calloway, Brandi	232	Don Steed Elementary School	Raeford, NC	
Campbell, Jessica	297	Ben Franklin Career and Technical Center	Dunbar, WV	jicampbell@mail.kana.k12.wv.us
Canady, R. Lynn	101	University of Virginia	Charlottesville, VA	rlynncanady@aol.com
Carpenter, Greg	428, 532	Delaware Area Career Center	Delaware, OH	carpenterg@delawareareacc.org
Carson, Craig	98, 185, 279	Ozark R-VI Schools	Ozark, MO	craigcarson@mail.ozark.k12.mo.us
Charles-Casto, Marcella	124, 409	Mingo Central Comprehensive High School	Delbarton, WV	mcharles@k12.wv.us
Chartier, Jessi	93, 548	Uncharted Learning	Barrington, IL	



PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Ciarniello, Monica	294	Mahoning County Career and Technical Center	Canfield, OH	monica.cianiello@mahoningctc.com
Clark, Brenda	88, 440	MBA Research and Curriculum Center	Columbus, OH	clarkb@mbaresearch.org
Clark, Clara	249, 377	SREB	Atlanta, GA	clara.clark@sreb.org
Cline, Brandon	553	Mingo Central High School	Delbarton, WV	
Cogar, Jennifer	297	Ben Franklin Career and Technical Center	Dunbar, WV	
Coleman, Twyla	9	SREB	Atlanta, GA	twyla.coleman@sreb.org
Conrad, Michelle	211, 394, 422, 478, 517	University of Central Missouri	Warrensburg, MO	mconrad@ucmo.edu
Constantino, Jeanne	218, 418	East High School	Youngstown, OH	jconstantino1@neo.rr.com
Conway, Dwayne	317, 514	Maranacook Community High School	Readfield, ME	
Cooper, Joyce	357, 561	Enlightened Teaching 4 You, LLC	Rock Hill, SC	enlightenedteaching4you@gmail.com
Copes, Brian	293	Thompson High School	Alabaster, AL	brian.copes@acsboe.org
Cowart, Dolores	318, 425	Kirby School	kirby, AR	dolores.cowart@kirbytrojans.net
Cox, Chad	256	Whale Branch Cluster School	Seabrook, SC	chad.cox@beaufort.k12.sc.us
Cox, Deirdra	81, 296	Community Sustainability Enterprises	Lawrenceville, GA	deirdra@communityse.org
Crenshaw, Jennifer	166	Sandy Grove Elementary	Lumber Bridge, NC	jcrenshaw@hcs.k12.nc.us
Crist, Sarah	202	St. James High School	Murrells Inlet, SC	scrist@horrycountyschools.net
Croom, Alexandria	306, 493	College Prep Alabama	Birmingham, AL	acroom@campcollege.org
Crosnoe, Cory	7, 111, 164, 430, 505	Jackson Junior High	Jackson, MO	ccrosnoe@jr2mail.org
Crowder Jr., William	266, 298	Henrico County Public Schools	Highland Springs, VA	wjcrowder@henrico.k12.va.us
Cruce, Brent	81	Central Gwinnett High School	Lawrenceville, GA	brent.cruce@gmail.com
Crumby, Joseph	162, 494	LaVergne High School	La Vergne, TN	
Cullen, Debra	168, 371, 413		Clarksburg, WV	debracullen72@gmail.com
Culotta, Sandy	176, 468, 542	SREB	Atlanta, GA	sandy.culotta@sreb.org
Cunningham, Brittany	172	Insight Policy Research	Arlington, VA	BCunningham@insightpolicyresearch.com
Curtis, Mikki	122, 366	Fountain Lake Charter High School	Hot Springs, AR	
Cutrell, Porter	75, 403, 392	University/Early College High School	Roswell, NM	pcutrell@risd.k12.nm.us
Dalton, Brian	395, 495	Lebanon Junior High School	Lebanon, OH	dalton.brian@lebanonschools.org
Dameron, Brittany	191, 169	Riverside High School	Belle, WV	bdameron@mail.kana.k12.wv.us
Davenport, Dave	110, 401	Collins Career Technical Center	Chesapeake, OH	davenportdb@collins-cc.edu
Davis, Cena	154, 293, 378	SREB	Atlanta, GA	cena.davis@sreb.org
Davis, Keonia	193, 310	Mayewood Middle School	Sumter, SC	keonia.davis@sumterschools.net
DeAngelis, Wendy	204, 488	John D. Rockefeller Career Center	New Cumberland, WV	wdeangel@k12.wv.us
Deason, Sarah	67, 313	Buford Middle School	Lancaster, SC	sarah.deason@lcsdmail.net
Debock, Jennifer	202, 363, 516	St. James High School	Murrells Inlet, SC	jdebock@horrycountyschools.net
Defee, Melinda	94, 446	Pike County High School	Brundidge, AL	mdefee@pikecountyschools.com
DeLaurent, Heather	120	Camdenton Middle School	Camdenton, MO	hdelaurent@camdentonschools.org
Dennis, Pam	137, 208	Oak Grove High School	Bessemer, AL	
DeWall, Traci	465	Gilmer County High School	Glenville, WV	tdewall@k12.wv.us
Dinkins, Chris	49, 258, 569	Daniel Morgan Technical Center	Spartanburg, SC	krsmith@spartanburg3.org

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PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Dixon, Anthony	523, 541	Philip Simmons Middle School	Wando, SC	
Dowless, Debra	285	Hoke County Schools	Raeford, NC	ddowless@hcs.k12.nc.us
Dudas, Matthew	562	Mid-East Career and Technology Centers	Zanesville, OH	
Duelley, Brittany	465		Glennville, WV	bduelley@k12.wv.us
Dunlap, Jessica	174	Moore High School	Norman, OK	jessicadunlap@mooreschools.com
Duran, Katherine	377	Taos High School	Taos, NM	katdur@taoschools.org
Eaton, Calvin	39, 463	Minor High School	Adamsville, AL	keaton@jefcoed.com
Eaves, Leslie	54, 221, 468, 535	SREB	Atlanta, GA	leslie.eaves@sreb.org
Egelson, Paula	16, 80, 121, 195, 300, 332	SREB	Atlanta, GA	paula.egelson@sreb.org
Eller, Michele	90, 250	Eufaula City Schools	Eufaula, AL	
Ellis, Diane	158, 220	Cuyahoga Valley Career Center	Brecksville, OH	dellis@cvccworks.edu
Ellison, Angela	38, 417	North Pike High School	Summit, MS	aellison@npsd.k12.ms.us
Endicott, Katie	32, 553	Mingo Central High School	Delbarton, WV	akendicott@k12.wv.us
Engle, Scott	114	Mercer County Technical Schools	Pennington, NJ	
Esham, Lucilla	142, 396	Sussex Technical High School	Georgetown, DE	lucilla.esham@sussexvt.k12.de.us
Esters, Meranda	324	Kelly Mill Middle School	Blythewood, SC	drmesters@gmail.com
Eubank, Mike	350, 453, 546	Mid-America Technology Center	Wayne, OK	meubank@matech.edu
Farmer, Donna	126, 213, 328, 435		Prospect, KY	dtfarmer37@gmail.com
Faulds, Alicia	128, 331	Media Arts Collaborative Charter School	Albuquerque, NM	
Feeley, Mark	148, 234	Math Concepts, LLC	North Myrtle Beach, SC	markfeeley219@gmail.com
Fersner, Keri	92, 254	Elloree Elementary Middle School	Elloree, SC	kfersner@gmail.com
Fischer, Maryam	344, 491	St. James High School	Murrells Inlet, SC	mfischer@horrycountyschools.net
Fitzgerald, Katie	15, 215	Advance CTE	Silver Spring, MD	kfitzgerald@careertech.org
Fitzpatrick, Raashad	439	Gaffney High School	Gaffney, SC	raashad.fitzpatrick@cherokee1.org
Fleenor, Andy	63, 216	Renaissance High School	Franklin, TN	andyf@wcs.edu
Floyd, Linda	108, 484	Kentucky Department of Education	Frankfort, KY	linda.floyd@education.ky.gov
Foster, Becki	347, 530	Oklahoma Department of Career and Technology Education	Stillwater, OK	becki.foster@careertech.ok.gov
Foster, Chad	24, 359		Madison, GA	chadwfoster@att.net
Foster, Daniel	439	Gaffney High School	Gaffney, SC	daniel.foster@cherokee1.org
Foster, Johnathan	170	Sandy Grove Middle School	Lumber Bridge, NC	jfoster@hcs.k12.nc.us
Francis, Beth	385	Felicity Franklin Local Schools	Felicity, OH	francisb@felicityschools.org
Francis, Erik	106, 456	Maverik Education LLC	Scottsdale, AZ	maverik@maverikeducation.com
Frank, Judith	94, 238, 352, 446, 557	SREB	Atlanta, GA	judy.frank@sreb.org
Frazier, Kia	119, 224	Rock Hill High School	Rock hill, SC	KFrazier@rhmail.org
Frentress, Jennifer	97, 470	School by Design	Hartford, CT	jenniferfrentress3@gmail.com
Fromm, Diane	225, 447	PMI Educational Foundation	Berwyn, PA	diane.fromm@pmi.org
Fuga, Chris	16, 121, 195, 300, 332	SREB	Atlanta, GA	chris.fuga@sreb.org
Funderburk, Christin	460	Discovery High School	Lawrenceville, GA	
Futch, Jonathon	246	Cincinnati Public School	Cincinnati, OH	futchjo@cps-k12.org

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Geleske, Margarita	391, 528	Uncharted Learning	Barrington, IL	margarita@incubatoredu.org
Generette, Docia	85, 379	Middle College High School	Memphis, TN	generetted@scsk12.org
Gibbons, Katie	397, 556	Jefferson County Public Schools	Louisville, KY	mary.gibbons@jefferson.kyschools.us
Gibson, Elizabeth	159, 362	Dougherty Comprehensive High School	Albany, GA	elizabeth.givens@docoschools.org
Glanton, Thomas	3, 102, 230	The Education Company	Decatur, GA	thomasglanton@educationcompany.com
Glibbery, Rachel	509	Northwestern High School	Rock Hill, SC	rglibbery@rhmail.org
Goff, Kim	34, 169, 191	SREB	Atlanta, GA	Kim.Goff@sreb.org
Gohs, Jennifer	336	Jefferson County Public Schools	Louisville, KY	
Gordon, Howard	211	University of Las Vega	Las Vegas, NV	howard.gordon@unlv.edu
Gore, Peryenthia	486, 544	Shiloh High School	snellville, GA	peryenthia_gore@gwinnett.k12.ga.us
Grabenstein, Jenise	345, 529	Frankfort Middle School	Ridgeley, WV	jgrabenstein@k12.wv.us
Graham, David	350	Mid-America Technology Center	Wayne, OK	dgraham@matech.edu
Graiser, Paige	373, 501	SREB	Atlanta, GA	paige.graiser@sreb.org
Grant, Lindsay	119, 224	Rock Hill High School	Rock Hill, SC	LGrant@rhmail.org
Granville, Quinton	104, 144	SREB	Atlanta, GA	quinton.granville@sreb.org
Gray, Karen	237	Karen Gray Consulting LLC	Trussville, AL	karensparksgrey@gmail.com
Gray-Feaster, Stacey	299	Fairfield County School District	Winnsboro, SC	sgfeaster@fairfield.k12.sc.us
Green, Beth	26, 73, 205, 316, 361	SREB	Atlanta, GA	beth.green@sreb.org
Green, Jill	63, 216	Renaissance High School	Franklin, TN	jillg1@wcs.edu
Green, Patrice T.	87, 243	Richland School District One	Columbia, SC	patrice.green@richlandone.org
Gresham, Reuben	367, 533	Lanier High School	Buford, GA	reuben_gresham@gwinnett.k12.ga.us
Groseclose, Angela	66	Mercer County Public Schools	Boissevain, VA	agroseclose@k12.wv.us
Groves, Charla	523, 541	Philip Simmons Middle School	Wando, SC	
Gupton, Christine	63, 216	Renaissance High School	Franklin, TN	christine.gupton@wcs.edu
Gustine, Kristin	249	Las Cruces High School	Las Cruces, NM	kgustine@lcps.net
Guzman, Rainiel	20, 358	School District of Philadelphia	Philadelphia, PA	rainielaxel@hotmail.com
Gyoerkoe, Tracy	115	Jefferson Lewis BOCES	Watertown, NY	tygoerkoe@boces.com
Gyoerkoe, Tracy	198	Jefferson-Lewis BOCES	Watertown, NY	
Haan, Jennifer	249	Las Cruces High School	Las Cruces, NM	jhaan@lcps.net
Haap, Jason	246	Hamilton County ESC	Cincinnati, OH	Jason.Haap@hcesc.org
Habersang, Caitlin	249	Las Cruces High School	Las Cruces, NM	
Hairrell, Kasie	247			khairrel.av@ccboe.us
Hale, Brian	428, 532	Delaware Area Career Center	Delaware, OH	haleb@delawareareacc.org
Hall, Debbie	59, 167	SREB	Atlanta, GA	debbie.hall@sreb.org
Hammonds, Joanna	110, 401	Collins Career Technical Center	Chesapeake, OH	hammondsjl@collins-cc.edu
Hampton, Sara	236	Carver Career Center	Charleston, WV	shampton@mail.kana.k12.wv.us
Hampton, Torrey	48, 427	Yazoo City Municipal School District	Yazoo City, MS	thampton@yazoocity.k12.ms.us
Hamrick, Tucker	127, 458	Landrum Middle School	Landrum, SC	tucker.hamrick@spart1.org
Hannibal, Shana	153	Rock Hill School District	Rock Hill, SC	shannibal@rhmail.org
Hanzel, Wayne	429, 226	Athens high school	Athens, OH	whanzel@athenscsd.org

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Hare, Jamie	545	Gwinnett County Public Schools - Berkmar HS	Liburn, GA	
Harrell, Clark	7, 164	Stewarts Creek High School	Smyrna, TN	harrelloc@rcschools.net
Hasenkamp, Anna	59	Florence School District	Florence, SC	anna.walden@fsd1.org
Hathcock, Blaine	311, 502	Demopolis Middle School	Demopolis, AL	bhathcock@dcseu.com
Haynes, Tara	72, 487	South Gwinnett High School	Snellville, GA	tara_haynes@gwinnett.k12.ga.us
Headrick, Nancy	80, 209, 320, 394, 478	SREB	Atlanta, GA	nancy.headrick@sreb.org
Heard, Jennifer	515	Daniel Island School	Charleston, SC	heardj@bcstdschools.net
Helm, Carolyn	260, 455	SREB	Atlanta, GA	carolyn.helm@sreb.org
Hendershott, Joe	100, 370, 497, 537	Hope 4 The Wounded, Inc.	Kissimmee, FL	joe@hope4thewounded.org
Herbert, Ruth	13	Hoke County High School	Raeford, NC	
Hernandez, Gypsy	545	Gwinnett County Public Schools - Berkmar HS	Liburn, GA	john_tronolone@gwinnett.k12.ga.us
Hibbard, Bryce	268, 343	Southern High School	Louisville, KY	bryce.hibbard@jefferson.kyschools.us
Higgs, Jodie	136, 341	Union University	Memphis, TN	jodiehiggs@gmail.com
Hill, Daniel	7, 55, 164, 323, 432, 498, 554	Power of ICU	Lebanon, TN	hilldw61@yahoo.com
Hirst, Karen	259	Columbia Area Career Center	Columbia, MO	khirst@cpsk12.org
Hoffman, Kerry	382	Purdue University	West Lafayette, IN	kahoffma@purdue.edu
Hogan, Dan	109	Manual Career and Technology Center	Kansas City, MO	dhogan@kcpublicschools.org
Holbrook, Judith	8	Fayette County Schools	Peachtree City, GA	judithholbrookdgp@gmail.com
Holik, Michael	165	West Chester University	Wilmington, DE	holikmresearch@gmail.com
Hollingsworth-Shaw, Esther	170	Hoke County High School	Raeford, NC	ehshaw@hcs.k12.nc.us
Holston, Christina	80	Ben Franklin Career Center	Dunbar, WV	cciholston@mail.kana.k12.wv.us
Holtsford, Mandie	302, 404	San Antonio ISD	San Antonio, TX	mholtford2@saisd.net
Hopkins, Stanley	124, 409		Mount Alto, WV	hopkins.stanley@yahoo.com
Howard, Zachary	355, 464	St. James High School	Myrtle Beach, SC	zhoward@horrycountyschools.net
Hubbard, Eunice	263, 504	Time to Teach, Center for Teacher Effectiveness	Lexington, KY	euniceshubbard@yahoo.com
Hudacko, Paul	344, 491	St. James High School	Murrells Inlet, SC	phudacko@horrycountyschools.net
Huddleston, Tarron	162, 494	LaVergne High School	La Vergne, TN	
Huffman, Kimberly	150, 274, 312	WCSCC	Smithville, OH	kjhuffman7@sssnet.com
Hughes, Stacy	434	Falkville High School	Trinity, AL	slhughes@morgank12.org
Hund-Schieber, Laurie	376, 483	Elkhart Area Career Center	Elkhart, IN	lhund@elkhart.k12.in.us
Hunter, Anita	97	Sumter County Schools	Sumter, SC	Anita.Hunter@sumterschools.net
Hunter, Janet	75, 248, 403	SREB	Atlanta, GA	janet.hunter@sreb.org
Huppenthal, John	192	Gervin Prep Academy	Chandler, AZ	jhuppent@hotmail.com
Jackson, Casey	125, 500	KIPP Memphis Collegiate Schools	Cordova, TN	casmjackson@gmail.com
Jackson, Desaree	293	Thompson Middle School	Alabaster, AL	desaree.jackson@acsboe.org
Jackson, Lashawnte	210	Center for teacher Effectiveness	Aiken, SC	lashawntejackson@timetoteach.com
Jackson, Lynda	139, 198, 393, 531, 549	SREB	Atlanta, GA	lynda.jackson@sreb.org
Jackson, Robert	275	Robert Jackson Consulting	Indianapolis, IN	robert@robertjacksonmotivates.com
James, Candace	42, 337	Shroder High School	Cincinnati, OH	jamesca@cps-k12.org

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Jenkins, Toresa	42, 337	Shroder High School	Cincinnati, OH	jenkint@cps-k12.org
Jensen, Steph	56, 184, 369, 450	Boys Town	Boys Town, NE	steph.jensen@boystown.org
Jimenez, Emerald	302, 404	San Antonio ISD	San Antonio, TX	ejimenez@saisd.net
Johnson, George	301, 342	SREB	Atlanta, GA	george.johnson@sreb.org
Johnson, Josh	553	Mingo Central High School	Delbarton, WV	joshua.johnson@k12.wv.us
Johnson, Kenesha	161	Richland School District 2	Columbia, SC	kjohnson@richland2.org
Johnson, Lauri	12, 180, 271, 288, 375, 521	SREB	Atlanta, GA	lauri.johnson@sreb.org
Johnston, Tim	270, 476	Arkansas Department Career Education	Little Rock, AR	tim.johnston@arkansas.gov
Jones, Kendra	283	Roanoke Rapids High School	Roanoke Rapids, NC	jonesk.rrhs@rrgsd.org
Jordan, Allison	509	Northwestern High School	Rock Hill, SC	ajordan@rhmail.org
Jury, Tony	368	Carroll County Area Technology Center	Carrollton, KY	tonyjury@carroll.kyschools.us
Justice, Heather	304	Tennessee Department of Education	Nashville, TN	heather.justice@tn.gov
Kafele, Baruti	6, 57	Principal Kafele Consulting, LLC	Jersey City, NJ	principalkafele@verizon.net
Kallhoff, Kyle	311, 502	Demopolis City Schools	Demopolis, AL	kkallhoff@dcsedu.com
Kambon, Ako	550	Visionary Leaders Institute	Columbus, OH	ako@vli123.com
Keatley, Beth	32, 553	Mingo Central High School	Delbarton, WV	ekeatley@k12.wv.us
Kelley, Briana	428, 532	Delaware Area Career Center	Delaware, OH	kelleyb@delawareareacc.org
Kendall, Arlene	281	Grover Cleveland High School	Queens, NY	akendall@schools.nyc.gov
Kernan-Davis, Tiarra	61	Upchurch Elementary	Raeford, NC	
Kerns, Christina	452	Penta Career Center	Perrysburg, OH	
Kessinger, Tonya	452	Penta Career Center	Perrysburg, OH	tkessinger@pentacc.org
Kessler, Miranda	80	Nicholas County Career/Technical Center	Craigsville, WV	miranda.kessler@kas.wv.us
Kilgore, Shirley	102	The Education Company	McDonough, GA	
Kim, Chi	467	Pure Edge, Inc.	Wilmington, NC	chi@pureedgeinc.org
King, Jack	176	New Castle County Vocational Technical School District	Wilmington, DE	john.king@nccvt.k12.de.us
Kirkwood, Donn	174, 534	SREB	Atlanta, GA	donn.kirkwood@sreb.org
Kirton, Robert	420	South Carolina State University	Orangeburg, SC	rkirton7@me.com
Kiss Wray, Elizabeth	511	Penta Career Center	Perrysburg, OH	ewray@pentacc.org
Kist, William	322	Kent State University	Akron, OH	wkist@kent.edu
Kleier, Erin	397, 556	Jefferson County Public Schools	Louisville, KY	erin.kleier@jefferson.kyschools.us
Kline, Anne	349	Owen County High School	Owenton, KY	klineanne@gmail.com
Kline, Duane	349	Owen County High School	Owenton, KY	duane.kline@owen.kyschools.us
Krell, Andrea	43, 340, 389, 489	Madison County High School	Madison, FL	andrea.krell@madisonmail.us
Kremer, Michael	212, 372	Crestwood High School	Sumter, SC	michael.kremer@sumterschools.net
Kriebel, Robert	315, 512	Metro Nashville Public Schools	Nashville, TN	robert.kriebel@mnps.org
Krupa, Mark	69	Greene County Career and Technology Center	Waynesburg, PA	krupam@greenectc.org
Lacy, Jeff	80	Academy of Careers and Technology	Beckley Road, WV	jlacy@k12.wv.us
Lambright, Bridget	155	AchieverHouse LLC	Beachwood, OH	lambrightb@gmail.com
LaMothe, Debra	1, 542	SREB	Atlanta, GA	debra.lamothe@sreb.org

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PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Jenkins, Toresa	42, 337	Shroder High School	Cincinnati, OH	jenkint@cps-k12.org
Jensen, Steph	56, 184, 369, 450	Boys Town	Boys Town, NE	steph.jensen@boystown.org
Jimenez, Emerald	302, 404	San Antonio ISD	San Antonio, TX	ejimenez@saisd.net
Johnson, George	301, 342	SREB	Atlanta, GA	george.johnson@sreb.org
Johnson, Josh	553	Mingo Central High School	Delbarton, WV	joshua.johnson@k12.wv.us
Johnson, Kenesha	161	Richland School District 2	Columbia, SC	kjohnson@richland2.org
Johnson, Lauri	12, 180, 271, 288, 375, 521	SREB	Atlanta, GA	lauri.johnson@sreb.org
Johnston, Tim	270, 476	Arkansas Department Career Education	Little Rock, AR	tim.johnston@arkansas.gov
Jones, Kendra	283	Roanoke Rapids High School	Roanoke Rapids, NC	jonesk.rrhs@rrgsd.org
Jordan, Allison	509	Northwestern High School	Rock Hill, SC	ajordan@rhmail.org
Jury, Tony	368	Carroll County Area Technology Center	Carrollton, KY	tonyjury@carroll.kyschools.us
Justice, Heather	304	Tennessee Department of Education	Nashville, TN	heather.justice@tn.gov
Kafele, Baruti	6, 57	Principal Kafele Consulting, LLC	Jersey City, NJ	principalkafele@verizon.net
Kallhoff, Kyle	311, 502	Demopolis City Schools	Demopolis, AL	kkallhoff@dcsedu.com
Kambon, Ako	550	Visionary Leaders Institute	Columbus, OH	ako@vli123.com
Keatley, Beth	32, 553	Mingo Central High School	Delbarton, WV	ekeatley@k12.wv.us
Kelley, Briana	428, 532	Delaware Area Career Center	Delaware, OH	kelleby@delawareareacc.org
Kendall, Arlene	281	Grover Cleveland High School	Queens, NY	akendall@schools.nyc.gov
Kernan-Davis, Tiarra	61	Upchurch Elementary	Raeford, NC	
Kerns, Christina	452	Penta Career Center	Perrysburg, OH	
Kessinger, Tonya	452	Penta Career Center	Perrysburg, OH	tkessinger@pentacc.org
Kessler, Miranda	80	Nicholas County Career/Technical Center	Craigsville, WV	miranda.kessler@kas.wv.us
Kilgore, Shirley	102	The Education Company	McDonough, GA	
Kim, Chi	467	Pure Edge, Inc.	Wilmington, NC	chi@pureedgeinc.org
King, Jack	176	New Castle County Vocational Technical School District	Wilmington, DE	john.king@nccvt.k12.de.us
Kirkwood, Donn	174, 534	SREB	Atlanta, GA	donn.kirkwood@sreb.org
Kirton, Robert	420	South Carolina State University	Orangeburg, SC	rkirton7@me.com
Kiss Wray, Elizabeth	511	Penta Career Center	Perrysburg, OH	ewray@pentacc.org
Kist, William	322	Kent State University	Akron, OH	wkist@kent.edu
Kleier, Erin	397, 556	Jefferson County Public Schools	Louisville, KY	erin.kleier@jefferson.kyschools.us
Kline, Anne	349	Owen County High School	Owenton, KY	klineanne@gmail.com
Kline, Duane	349	Owen County High School	Owenton, KY	duane.kline@owen.kyschools.us
Krell, Andrea	43, 340, 389, 489	Madison County High School	Madison, FL	andrea.krell@madisonmail.us
Kremer, Michael	212, 372	Crestwood High School	Sumter, SC	michael.kremer@sumterschools.net
Kriebel, Robert	315, 512	Metro Nashville Public Schools	Nashville, TN	robert.kriebel@mnps.org
Krupa, Mark	69	Greene County Career and Technology Center	Waynesburg, PA	krupam@greenectc.org
Lacy, Jeff	80	Academy of Careers and Technology	Beckley Road, WV	jlacy@k12.wv.us
Lambright, Bridget	155	AchieverHouse LLC	Beachwood, OH	lambrightb@gmail.com
LaMothe, Debra	1, 542	SREB	Atlanta, GA	debra.lamothe@sreb.org

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
LaRoe, Holly	197	Texas City High School	Texas City, TX	HLaRoe@tcisd.org
Lawson Loftis, Tara	552	Wilson County Schools	Mount Juliet, TN	loftist@wilsonk12tn.us
Leach, Cornelius	470	Sumter School District	Sumter, SC	
Lee, Michael	130, 240	Clay-Chalkville High School	Pinson, AL	mblee@jefcoed.com
Lee, Monique	72, 487	South Gwinnett High School	Snelville, GA	monique_lee@gwinnett.k12.ga.us
Legursky, Candi	80	Beckley Center School - Office of Institutional Education	Beckley, WV	clegursk@k12.wv.us
Lehman, Ashley	154	Irondale Middle School	Irondale, AL	alehman@jefcoed.com
Lemon, Deborah	31, 148, 234	Independent Consultant	Shallotte, NC	lemond1@atmc.net
Lengthorn, Sherri	555	Weir High School	Weirton, WV	slengthorn@k12.wv.us
Levesque, Kristen	317, 514	Maranacook Community High School	Readfield, ME	kristen_levesque@maranacook.org
Lewis, Valerie	460	Discovery High School	Lawrenceville, GA	
Litzau, Chris	157	CERT School	Milwaukee, WI	investinyouth@wi.rr.com
Livengood, Kimberly	53, 256, 283, 329, 482	Livengood Consulting, LLC	Columbia, TN	livengoodconsultingllc@gmail.com
Lopez, Karla	123, 227	Saint James High School	Murles Inlet, SC	klopez@horrycountyschools.net
Lowe, Melvin	378	Macon County Board of Education	Tuskegee Institute, AL	lowema@maconk12.org
Lowe, Zachariah	193, 310	Sumter School District	Sumter, SC	zachariah.lowe@sumterschools.net
Lowry, Gibson	321, 449	Gwinnett County Public Schools - Berkmar HS	Lilburn, GA	
Lunsford, Ross	41, 419	Springfield-Clark CTC	Springfield, OH	rosslunsford@scctc.org
Luper, Connie	137, 208	SREB	Atlanta, GA	connie.luper@sreb.org
Maderal, Maria	175	Marlboro County High School	Laurinburg, SC	mmaderal@marlboro.k12.sc.us
Mahurt, Sarah	382	Purdue University	West Lafayette, IN	sarahmahurt@yahoo.com
Malcom, Danielle	460	Discovery High School	Lawrenceville, GA	
Maness, Claudia	35, 105, 327	CORD Communications	Waco, TX	cdmaness@cordcommunications.com
Marks, Kevin	249	Las Cruces High School	Las Cruces, NM	kmarks@lcpns.net
Marsh, Antjuan	45, 207	Shades Valley High School	Birmingham, AL	camarsh@jefcoed.com
Martin, Carol	333, 485	Sylacauga City Schools	Sylacauga, AL	carol.martin@scsboe.org
Martin, Cindy	499, 568	SREB	Atlanta, GA	cindy.martin@sreb.org
Martin, Gaye	209, 320, 394	Metro Nashville Public Schools	Nashville, TN	Gaye.Martin@mnps.org
Martin-Trujillo, Sue	377	Taos High School	Taos, NM	suetru@taoschools.org
Matthews, Daniel	65, 199	Camden High School	Camden, SC	daniel.matthews@kcsdschools.net
Mayer, Lindsay	355, 464	St. James High School	Myrtle Beach, SC	lmayer@horrycountyschools.net
Maynus, Lou	441	Kanawha County Board of Education	Charleston, WV	lmaynus@k12.wv.us
MBA, Hotep	151, 448	Hustle University	Stone Mountain, GA	hustleuinc@gmail.com
McCallie, Angela	86, 270, 380, 476	QTL/ExplorNet	Fayetteville, AR	amccallie@qtlcenters.org
McCarty Plucker, Jennifer	149, 231, 399	Mackin Educational Resources	Burnsville, MN	jennifer.mp@mackin.com
McCaula, Tea	177	Pickaway-Ross Career & Technology Center	Chillicothe, OH	teawana.mccaula@pickawayross.com
McCourt, Shari	290	Penta Career Center	Perrysburg, OH	
McCoy, Eleanor	371	Riverside High School	Charleston, WV	esmccoy@mail.kana.k12.wv.us
McDermott, Jason	515	Daniel Island School	Charleston, SC	

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PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
McGill, Rita	486, 544	Shiloh High School	Snellville, GA	rita_mcgill@gwinnett.k12.ga.us
McGuire, John	56, 184, 369	Boys Town	Boys Town, NE	john.mcguire@boystown.org
McNally, Kathleen	124, 204, 236, 409, 488	SREB	Atlanta, GA	kathleen.mcnally@sreb.org
Merritt, Amanda	288, 454	SREB	Atlanta, GA	amanda.merritt@sreb.org
Meyer, Joe	116	City of Covington	Covington, KY	joeumeyer@gmail.com
Middleton, Tikki	257	Morgan Road Middle	Hephzibah, GA	middlti@boe.richmond.k12.ga.us
Milanese, Alex	473	Nicholas County Career and Technical Center	Craigsville, WV	jmilanese@k12.wv.us
Milanese, Alicia	473	Nicholas County Career and Technical Center	Craigsville, WV	amilanese@k12.wv.us
Miller, Gary	244	Northridge Middle School	Springfield, OH	garymiller@nelsd.org
Mintz, Chelsey	523, 541	Philip Simmons Middle School	Wando, SC	mintzc@bcstdschools.net
Mitchell, Ryan	428, 532	Delaware Area Career Center	Delaware, OH	mitchellr@delawareareacc.org
Mitchell Scott, Kiah	302, 404	San Antonio ISD	San Antonio, TX	kmitchellScott1@saisd.net
Moehle, Sharon	50	Camdenton High School	Camdenton, MO	smoehle@camdentonschools.org
Moffett, Cindy	321, 449	Gwinnett County Public Schools- Berkmar HS	Lilburn, GA	cindy_moffett@gwinnett.k12.ga.us
Mollette, Dan	288	SREB	Atlanta, GA	dan.mollette@sreb.org
Monnette, Courtney	280	SCS	Sylacauga, AL	courtney.monnette@scsboe.org
Monroe, Shawna	189	Hoke County High School	Raeford, NC	smonroe@hcs.k12.nc.us
Morgan, Allyson	33, 138, 245, 346	SREB	Atlanta, GA	allyson.morgan@sreb.org
Morgan, Jolena	371	Riverside High School	South Charleston, WV	
Morganroth-Lapham, Stacy	42, 337	Shroder High School	Cincinnati, OH	lamphams@cps-k12.org
Mouton, Terry	72, 487	South Gwinnett High School	Snellville, GA	
Moyer, Linda	64	James Daniel & Associates, LLC	Murphy, NC	literacy.lmoyer@gmail.com
Mozingo, Brittany	336	Jefferson County Public Schools	Louisville, KY	brittany.mozingo@jefferson.kyschools.us
Murray, Joan	204, 488	John D. Rockefeller Career Center	New Cumberland, WV	jmmurray@k12.wv.us
Myers, Angela	166	Rockfish Hoke Elementary	Raeford, NC	anglea.myers@hcs.k12.nc.s
Neal, Ryan	181, 479	Camdenton RIII Schools	Camdenton, MO	rneal@camdentonschools.org
Nelson, Cyndi	236	Carver Career Center	Charleston, WV	cnelson@mail.kana.k12.wv.us
Nelson, Sherri	7, 131, 164, 200, 364, 430, 475, 519, 566	Huron School District	Huron, SD	sherri.nelson@k12.sd.us
Nguyen, Tommy	460	Discovery High School	Lawrenceville, GA	
Nichols, Randi	191	DuPont Middle School	Belle, WV	rnichols@mail.kana.k12.wv.us
Nicholson, Ricky	197	La Marque High School	La Marque, TX	rnicholson@tcisd.org
Nida-Inman, Sarah	40, 241, 506		White Hall, AR	arkmathmdc@gmail.com
Nix, Kyle	162, 494	LaVergne High School	La Vergne, TN	nix@rcschools.net
Nolan, Timothy	334, 525	HSTW Southwest Ohio	Cincinnati, OH	timothy.nolan@cincinnatiastate.edu
Noller, Brian	198	Northland Career Center	Platte City, MO	
Nye, William	384	Meadowcreek High School	Norcross, GA	william_nye@gwinnett.k12.ga.us
Orr, Shane	81	Central Gwinnett High School	Lawrenceville, GA	shane_orr@gwinnett.k12.ga.us
Ortman, Monica	244	Northridge MS	Springfield, OH	monicaortman@nelsd.org
O'Shea, Bryan	509	Northwestern High School	Rock Hill, SC	



PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Overbaugh, Joseph	413	Sissonville High School	Charleston, WV	jaoverbaugh@mail.kana.k12.wv.us
Oxley, Kristen	34	Kanawha County Schools	Charleston, WV	koxley@mail.kana.k12.wv.us
Page, Mary	119, 224	Rock Hill High School	Rock Hill, SC	mpage@rhmail.org
Palm, Eric	114	Mercer County Technical Schools	Pennington, NJ	epalm41@gmail.com
Parnell-Hayes, Bridget	171	Hawk Eye Elementary School	Red Springs, NC	bparnell@hcs.k12.nc.us
Parr, Kemaly	211, 517	Murray State University	Murray, KY	kparr@murray.state.edu
Peel, Virginia	103	McLauchlin Elementary	Raeford, NC	virginia.peel@hcs.k12.nc.us
Pegues, Cherri	232	Don Steed Elementary School	Raeford, NC	cpegues@hcs.k12.nc.us
Pellegrino, Jeanne	555	Weir High School	Weirton, WV	jpellegrino@k12.wv.us
Pennock, Mary	17, 217, 469	Jefferson-Lewis BOCES	Watertown, NY	mpennock@boces.com
Perna, Daniel	64, 282, 382	James Daniel & Associates, LLC	Houtzdale, PA	jamesdanielassociates@gmail.com
Peterson, Todd	247	Calhoun County Career Academy	Jacksonville, AL	rpeterso.av@ccboe.us
Pezoldt, Beau	486, 544	Shiloh High School	Snelville, GA	beau_pezoldt@gwinnett.k12.ga.us
Piche, Kathy	469	Jefferson-Lewis BOCES	Watertown, NY	kpiche@boces.com
Pilgrim, Tyra	89, 443	Rutherford County Schools	Murfreesboro, TN	pilgrimt@rcschools.net
Piraino, Daric	28, 492	Keyser High School	Keyser, WV	dpiraino@k12.wv.us
Polk, Barbara	272, 480	Polk Consulting	Port Arthur, TX	barbararaypolk@aol.com
Pollitt, Marie	385	Felicity-Franklin Local Schools	Felicity, OH	pollittm@felicityschoools.org
Poroda, Jay	182, 410	Tolles Career & Technical Center	Plain City, OH	jporoda@tollestech.com
Potts, Jill	58, 223, 325, 565	SREB	Atlanta, GA	jill.potts@sreb.org
Pritchett, John	194	Ga State Dept of Education	Atlanta, GA	
Purcell, Pam	38, 417	SREB	Atlanta, GA	pam.purcell@sreb.org
Purser, Rebecca	16, 121, 332	SREB	Atlanta, GA	rebecca.purser@sreb.org
Putzier, Matthew	294	MCCTC	Canfield, OH	matthew.putzier@mahoningctc.com
Queen, Debbie	255	Green High School	Franklin Furnace, OH	dqueen@greenbobcats.org
Quijano, Martha	302, 404	SREB	Atlanta, GA	martha.quijano@sreb.org
Raque, Jackie	397, 556	Jefferson County Public Schools	Louisville, KY	jacqueline.raque@jefferson.kyschools.us
Rasinski, Timothy	2	Kent State University	Kent, OH	trasinsk@kent.edu
Reichert, Alison	365	St. James High School	Murrells Inlet, SC	areichert@horrycountyschools.net
Reid, Katherine	44, 253	Putnam County High School	Eatonton, GA	katherine_reid@putnam.k12.ga.us
Reid, Patty	292	Fairfield Career & Technology Center	Winnsboro, SC	preid@fairfield.k12.sc.us
Reilly, Taylor	143	Scurlock Elementary	Raeford, NC	taylor.reilly@hcs.k12.nc.us
Reynolds, Stephani	339	Excelsior Springs Schools	Excelsior Springs, MO	sreynolds@ga.essd40.com
Richardson, Irma	161	Irmo Middle School	Columbia, SC	irichard@lexrich5.org
Riojas, Blanca	302, 404	San Antonio ISD	san antonio, TX	brojas1@saisd.net
Risinger, Tracy	388	Warren County Board of Education	McMinnville, TN	risingert@warrenschoools.com
Ritter, Cathy	11, 65, 199, 237		Atlanta, GA	rittercs1957@gmail.com
Robbins, Rhonda	132, 291, 421, 507	Strive Prep-Excel	Denver, CO	rjrobbins4@centurylink.net
Robertson, Danton	118	Fountain Lake Charter High School	Hot Springs, AR	

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PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Robertson, Debbie	62, 235, 351	SREB	Atlanta, GA	debbie.robertson@sreb.org
Robertson, Mandy	60	Fountain Lake Charter High School	Hot Springs, AR	arobertson@flcobras.com
Robles, Jorge	249	Las Cruces High School	Las Cruces, NM	
Rock, Daniel	196, 288	SREB	Atlanta, GA	daniel.rock@sreb.org
Rojas, Karla	232	Don Steed Elementary School	Raeford, NC	krojas@hcs.k12.nc.us
Romoda, Rachele	115	St. Lawrence Lewis BOCES	Canton, NY	rromoda@slloboces.org
Root, Martha	83, 416	Keyser Middle School	Keyser, WV	mroot@k12.wv.us
Roper, Tishera	170	Hoke County High School	Raeford, NC	troper@hcs.k12.nc.us
Rowe, Joe	129, 289	IRONTON HIGH SCHOOL	Ironton, OH	joe.rowe@tigertown.com
Royle, Maria	18, 219	RB Stall High School	North Charleston, SC	maria_royle@charleston.k12.sc.us
Royston, Holly	95, 567	University of Central Florida	Riverview, FL	hmgreene@knights.ucf.edu
Russ, Marie	538	Blythewood Middle School	Blythewood, SC	mruss@richland2.org
Russell, Brandon	203, 277	Columbia Area Career Center	Columbia, MO	brussell@cpsk12.org
Russell, Teresa	10	Mercer County Public Schools	Bluefield, VA	trussell@k12.wv.us
Rutledge, Ashley	81	Central Gwinnett High School	Lawrenceville, GA	ashley_rutledge@gwinnett.k12.ga.us
Ryan, Dennis	431	East Career and Technical Academy	North Las Vegas, NV	ryandl@nv.ccsd.net
Ryan, Melanie	222, 444	Dallas County Technical Center	Louisburg, MO	melanie.ryan@bysonpride.org
Sanders, Rachel	189	Hoke County High School	Raeford, NC	
Sandt, Patty	171	Hawk Eye Elementary School	Red Springs, NC	
Sandy, Ralph	294	MCCTC	Canfield, OH	ralph.sandy@mahoningctc.com
Sanford, Linda	107, 214	Wes Watkins Technology Center	Wetumka, OK	lsanford@wwtech.edu
Santamour, Elizabeth	143	Scurlock Elementary	Raeford, NC	esantamour@hcs.k12.nc.us
Sarhaan, Taki	138, 346	Minor Middle School	Adamsville, AL	tsarhann@jefcoed.com
Savage, Sherri	276	Jefferson County Schools	Birmingham, AL	sherrisavage@icloud.com
Savoca, Alexandria	466	University of Central Florida	Casselberry, FL	alexnataya@knights.ucf.edu
Saylor, Michelle	282	Bellefonte Area School District	Bellefonte, PA	msaylor@basd.net
Schimek, Cindy	415		Houston, TX	cschimekpdq@gmail.com
Scott, Christy	391, 528	Uncharted Learning	Barrington, IL	christy@incubatoredu.org
Scroggs, Caryn	381, 524	Nation Ford High School	Fort Mill, SC	scroggsc@fortmillschools.org
Scroggs, Gales	381, 524	Fort Mill High School	Fort Mill, SC	scroggsg@fortmillschools.org
Sensel, Brad	80	Hedgesville High School	Hedgesville, WV	jsensel@k12.2v.us
Shaughnessy, Tim	471	SREB	Atlanta, GA	tim.shaughnessy@sreb.org
Shaw, Jessica	170	Rockfish Hoke Elementary	Raeford, NC	jcshaw@hcs.k12.nc.us
Shepard, David	187, 228, 411, 496	The Middle Matters and More	Lexington, KY	middlesmatters@aol.com
Shinn, Chris	168	Stonewall Jackson Middle School	Poca, WV	cshinn@mail.kana.k12.wv.us
Shumaker, Charles	80	Nicholas County Career/Technical Center	Craigsville, WV	charles.shumaker@k12.wv.us
Shupe, Kevin	345, 529	Mineral County Schools	Cumberland, MD	shupe86@hotmail.com
Siler, Tom	97, 470	SREB	Atlanta, GA	tom.siler@sreb.org
Simmons, Bert	188, 230	The Education Company	Decatur, GA	bertsimmons@educationcompany.com

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Simmons, Danaya	61	Upchurch Elementary	Raeford, NC	dsimmons@hcs.k12.nc.us
Simon, Hayden	171	Hawk Eye Elementary School	Red Springs, NC	hsimon@hcs.k12.nc.us
Simpson, Jennifer	9	Belton Honea-Path High School	Due West, SC	jsimpson@asd2.org
Simpson, Ricky	9	Honea-Path Middle School	Honea-Path, SC	rsimpson@asd2.org
Singer, Joanna	249	Las Cruces High School	Las Cruces, NM	jsinger@lcp.net
Sions, Julie	78, 269	Mineral County Technical Center	Keyser, WV	jsions@k12.wv.us
Siwec, Madison	103	McLaughlin Elementary	Raeford, NC	
Smith, Beth	255	Green High School	Franklin Furnace, OH	esmith@greenbobcats.org
Smith, Elizabeth	37, 339, 540	Excelsior Springs Area Career Center	Excelsior Springs, MO	esmith@ga.essd40.com
Smith, Gina	29, 74, 109, 222, 267, 444, 478		Harrisonville, MO	gina.smith1915@gmail.com
Smith, Harold	147, 436, 353	Manual Career and Technical Center	Kansas City, MO	hasmith@kcpublicschools.org
Smith, Kim	163	CreativEd Services	Orlando, FL	creativEd@cfl.rr.com
Smith, Lynn	83, 416	Keyser Middle School	Keyser, WV	lynsmith@access.k12.wv.us
Smith-Budhai, Stephanie	451	Neumann University	Philadelphia, PA	budhais@neumann.edu
Snider, Gail	82, 261, 284, 374	SREB	Atlanta, GA	gail.snider@sreb.org
Sniegowski, Stacy	93, 548	Uncharted Learning	Barrington, IL	stacy@mobilemakers.co
Snyder, Kathryn	262, 287	Capital High School	Charleston, WV	ksnyder@mail.kana.k12.wv.us
Soellner, Carrie	290, 452	Penta Career Center	Perrysburg, OH	csoellner@pentacc.org
Spicer, Robert	450	Resorative Strategies, LLC	Boys Town, NE	
Spikes, Markita	72, 487	South Gwinnett High School	Snelville, GA	markita_spikes@gwinnett.k12.ga.us
Spradlin, Jenny	239, 398	Calera High School	Calera, AL	jspradlin@shelbyed.org
Squires, John	117, 252, 301, 342, 390, 474	SREB	Atlanta, GA	john.squires@sreb.org
Stacey, Matthew	338	Camdenton Middle School	Camdenton, MO	mstacey@camdentonschools.org
Stanley, Mary Carol	77	Luella Middle School	Locust Grive, GA	marycarol.stanley@henry.k12.ga.us
Starks, Joy	538	Blythewood Middle School	Blythewood, SC	jstarks@richland2.org
Stewart, Kent	96, 307	South Point High School	South Point, OH	kstewart@southpoint.k12.oh.us
Stokes, Bob	120, 181, 338, 479	SREB	Atlanta, GA	bob.stokes@sreb.org
Stone, James	23	NRCCTE at SREB	St Paul, MN	james.stone@sreb.org
Stowers, Jennifer	80, 124, 409	Ben Franklin Career Center	Dunbar, WV	jstowers@mail.kana.k12.wv.us
Strassner, Anna	256	Discovery Education	Charlotte, NC	anna_strassner@discovery.com
Struyk, Scott	407, 518	Scott's Educational Consulting	Grand Haven, MI	scottstruyk@gmail.com
Sugerik, Marty	21, 69, 114, 203, 259, 459, 386, 563	SREB	Atlanta, GA	marty.sugerik@sreb.org
Sylvia, Molly	255	Green High School	Franklin Furnace, OH	msylvia@greenbobcats.org
Taddei, Laura	451	Neumann University	Aston, PA	taddeil@neumann.edu
Tadlock, Dee	412	Central Washington University	Shelton, WA	deet@readright.com
Tadlock, Joseph	196, 288	SREB	Atlanta, GA	josesph.tadlock@sreb.org
Taylor, Lydotta	172	The EdVenture Group	Morgantown, WV	lmtaylor@edvgroup.org
Taylor, Rachel	510	Van Wert Middle School	Van Wert, OH	
Texas, Leslie	31, 285, 454	Leslie Texas Consulting	Louisville, KY	texasconsulting@bellsouth.net

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Thayer, Kathy	335	Mount Vernon Middle School	Howard, OH	kthayer@mvcasd.us
Thomas, Ann	80	Academy of Careers and Technology	Beckley Road, WV	amthomas@k12.wv.us
Thompson, David	555	Weir High School	Weirton, WV	dwthompson@k12.wv.us
Thompson, Jeaniene	203	Columbia Area Career Center	Columbia, MO	jthompson@cpsk12.org
Thompson, Juliana	53	Roanoke Rapids Graded School District	Roanoke Rapids, NC	thompsonj.rrhs@rrgsd.org
Thrower, Jakeria	161	Southside High school	Greenville, SC	jthrower@greenvilleschools.us
Tilley Crowder, Amanda	171	Hawk Eye Elementary School	Red Springs, NC	atilley@hcs.k12.nc.us
Timmons, Chris	67, 313	Buford Middle School	Lancaster, SC	christopher.timmons@lcsdmail.net
Tomb, Merida	107, 214	Wes Watkins Technology Center	Wetumka, OK	
Trail, Gary	78, 269	Mineral County Technical Center	Keyser, WV	gtrail@k12.wv.us
Tronolone, John	179	Berkmar High School	Lilburn, GA	john_tronolone@gwinnett.k12.ga.us
Truesdell, Pamela	472	University of Cincinnati	Cincinnati, OH	pamela.truesdell@gmail.com
Trujillo, Robbie	377	Taos High School	Taos, NM	robtru@taosschools.org
Trujillo, Robert	392	Taos High School	Taos, NM	
Tucker, Brenda	61	Upchurch Elementary	Raeford, NC	btucker@hcs.k12.nc.us
Tuckwiller, Brenda	80, 211, 394	WVU Institute of Technology	Montgomery, WV	brenda.tuckwiller@mail.wvu.edu
Unger, Cynthia	562	Mid-East Career and Technology Center	Zanesville, OH	cunger@mideastctc.org
Ussery, Wanda	166	Rockfish Hoke Elementary	Raeford, NC	
Valgenti, Bridgit	433	Lakewood Middle School	Lakewood, NJ	bvalgenti@lakewoodpiners.org
Valukievic, Patricia	158, 220	Cuyahoga Valley Career Center	Brecksville, OH	pvalukievic@cvccworks.edu
Van Dyke, Christina	400, 543	Tolles Career and Technical Center	Plain City, OH	cvandyke@tollestech.com
Vanleer, James	21	Swenson Arts & Technology HS	Philadelphia, PA	cmdolphinlover@yahoo.com
Vanleer, Shawna	21	Swenson Arts & Technology HS	Philadelphia, PA	
Vaughn, Ashley	66	Mercer County Public Schools	Princeton, WV	avaughn@k12.wv.us
Venable, Carita	33, 154	Irondale Middle School	Irondale, AL	
Villeg, Vanessa	433	Lakewood Middle School	Lakewood, NJ	villeg@lakewoodpiners.org
Volders, MaryAnn	282	Central Pennsylvania Institute of Science and Technology	Pleasant Gap, PA	mavolders@cpi.edu
Waldherr, Dave	91, 424	Cambridge Educational Services	Des Plaines, IL	waldherr@cambridgeed.com
Wang, Nai	20, 76, 192, 405	KP Education Systems	Phoenix, AZ	nai@kpcurriculum.com
Ward, Carol	445	Collins Career Technical Center	Chesapeake, OH	wardcj@collins-cc.edu
Ward, LaMarque	246	Dream Builders University	Cincinnati, OH	l.ward@dreambuildersuniversity.com
Warren, Franchesca	330, 520, 558	The Educator's Room	Atlanta, GA	fran@theeducatorsroom.com
Warren, Scott	71, 265, 461, 551	SREB	Atlanta, GA	scott.warren@sreb.org
Watkins, Larae	211, 394, 422, 478, 517	Central Missouri University	Warrensburg, MO	lwatkins@ucmo.edu
Watts, Paige	133, 564	Morris Innovative High School	Dalton, GA	paige.watts@dalton.k12.ga.us
Weatherly, Lisa	387, 527	Northland Career Center	Platte City, MO	weatherl@platteco.k12.mo.us
Webb, Gail	10	Bluefield High School	Bluefield, VA	gwebb@k12.wv.us
Weber, Chris	183, 408	Chris Weber Education	Los Angeles, CA	Chris@chriswebereducation.com
Webster, Betsy	349	Owen County High School	Owenton, KY	betsy.webster@owen.kyschools.us

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY	EMAIL
Webster, Kevin	349	Owen County High School	Owenton, KY	kevin.webster@owen.kyschools.us
Wells, Sheri	67, 313	Buford Middle School	Lancaster, SC	sheri.wells@lcsdmail.net
Westerman, Don	368	Fountain Lake High School	Hot Springs, AR	dwesterman@flocobras.com
Wheaton, Stacey	69	GCCTC	Waynesburg, PA	
Whitaker, Shondra	94, 446	Pike County Schools	Brundidge, AL	swhitaker@pikecountyschools.com
White, Deborah	460	Discovery High School	Lawrenceville, GA	deborah_white@gwinnett.k12.ga.us
White, Marie	47, 178, 426, 508	Tug Valley High School	Williamson, WV	m.mccoey@k12.wv.us
Wilkinson, Adam	69	Greene County CTC	Waynesburg, PA	
Willette, Melanie	51, 242, 383, 522	Kagan	San Clemente, CA	
Williams, Jermaine	176	St. Georges Technical High School	Middletown, DE	jermaine.williams@nccvt.k12.de.us
Williams, Jonathon	247	Calhoun County Career Academy	Jacksonville, AL	
Williams, Linda	168	Stonewall Jackson Middle School	Sissonville, WV	lawilliams@mail.kana.k12.wv.us
Williams, Rebecca	345, 529	Frankfort Middle School	Ridgeley, WV	rawilliams@k12.wv.us
Williams, Sonny	202	St. James High School	Murrells Inlet, SC	
Williams, Tammie	53	Roanoke Rapids High School	Roanoke Rapids, NC	williamst.rrhs@rrgsd.org
Williams, Verdie	177	Pickaway-Ross Career & Technology Center	Chillicothe, OH	Verdie.Williams@PickawayRoss.com
Williamson, Daria	486, 544	Shiloh High School	Snellville, GA	Daria_Williamson@gwinnett.k12.ga.us
Wilson, Amory	445	Collins Career Technical Center	Chesapeake, OH	wilsonak@collins-cc.edu
Wilson, Gayle	539	Hillcrest Middle School	Dalzell, SC	gayle.wilson@sumterschools.net
Wilson, Nicole	65, 199	Camden High School	Camden, SC	
Wilson, Omega	84, 286	Henrico County Public Schools	Henrico, VA	owwilson@henrico.k12.va.us
Winborne, Stan	25, 134	Granville County Public Schools	Oxford, NC	winbornes@gcs.k12.nc.us
Winkler, Dale	1, 116, 198, 252, 368, 437, 477	SREB	Atlanta, GA	dale.winkler@sreb.org
Woods, Victor	201	Success International Incorporated	Bloomington, IL	victormwoods@yahoo.com
Wortley, Henry	363, 516	St. James High School	Murrells Inlet, SC	hwortley@horrycountyschools.net
Wright, Jodi	127, 458	New Prospect Elementary School	Inman, SC	
Wright, Rosemary	547	Macon County Schools	Tuskegee, AL	
Wright, Toni	377	Taos High School	Taos, NM	
Wrinkle, Gary	19, 68, 197, 314, 391, 442, 528	SREB	Atlanta, GA	gary.wrinkle@sreb.org
Yost, David	211	WVU Institute of Technology	Lewisburg WV, WV	david.yost@mail.wvu.edu
Youmans, Carla	326	Discovery High School	Lawrenceville, GA	carla_youmans@gwinnett.k12.ga.us
Zaph, Andrea	360, 513	Collins Career Center	Chesapeake, OH	zaphra@collins-cc.edu
Zimmerman, Natalie	28, 492	Keyser High School	Keyser, WV	
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<p><b>Amyra LLC</b> 209 3465 SpringRun Drive Decatur, GA 30032 Barbara Culp amyralc@gmail.com (404) 245-3619 www.amyralc.com</p>	<p><b>Goodheart-Willcox Publisher</b> 500 18604 West Creek Drive Tinley Park, IL 60477 Erffmeyer Melissa merffmeyer@g-w.com (800) 323-0440 www.g-w.com</p>	<p><b>PMI Educational Foundation</b> 309 1039 Millbrook Road Berwyn, PA 19312 Diane Fromm frommd@comcast.net (610) 356-4600 pmief.org</p>
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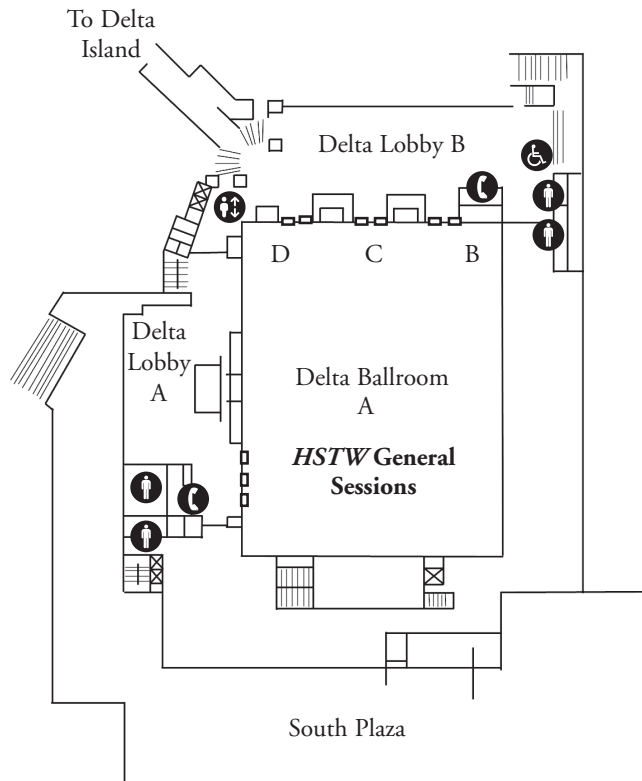
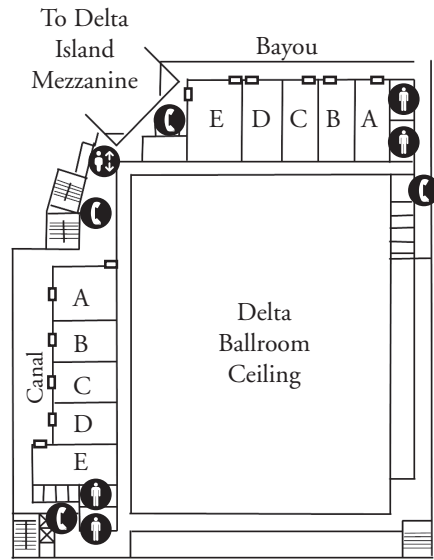
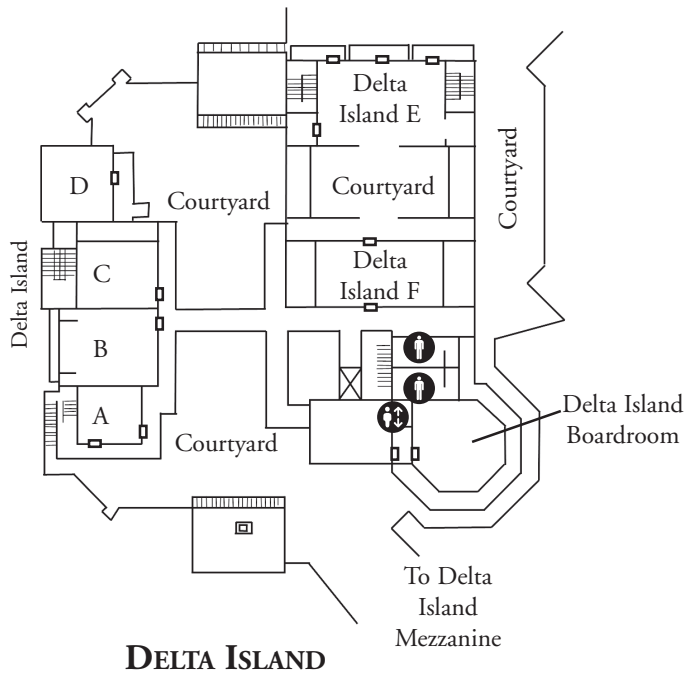
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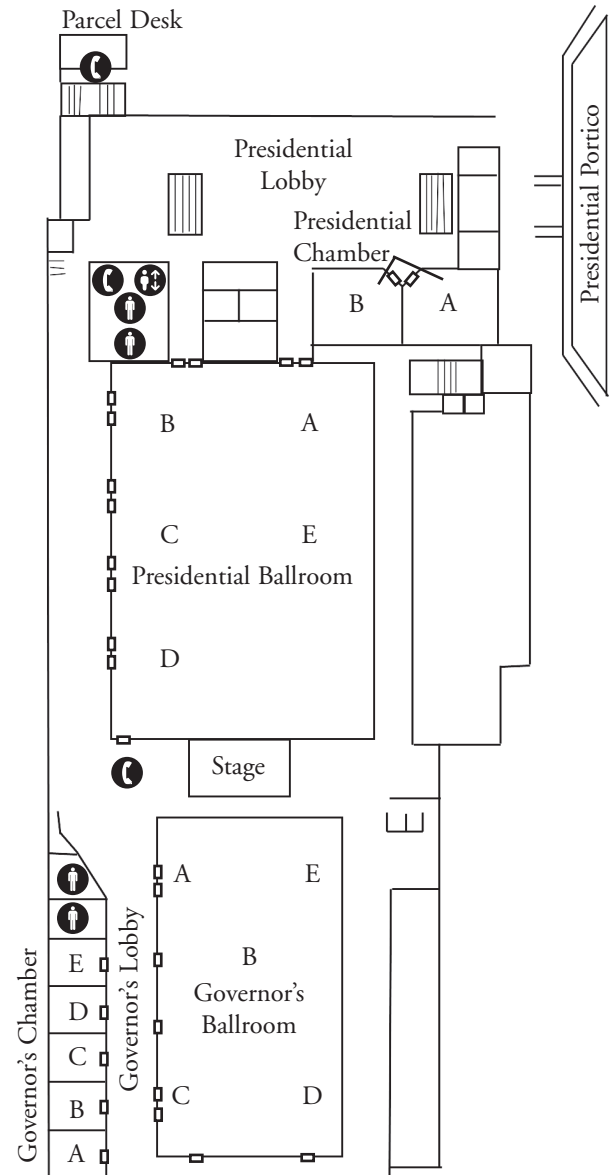
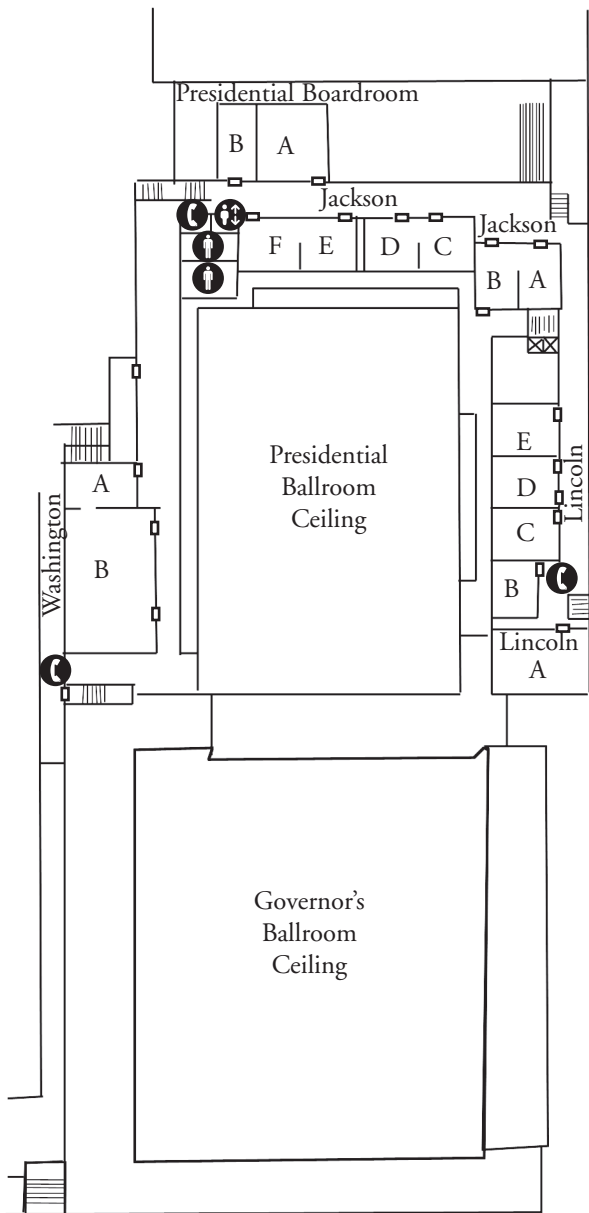
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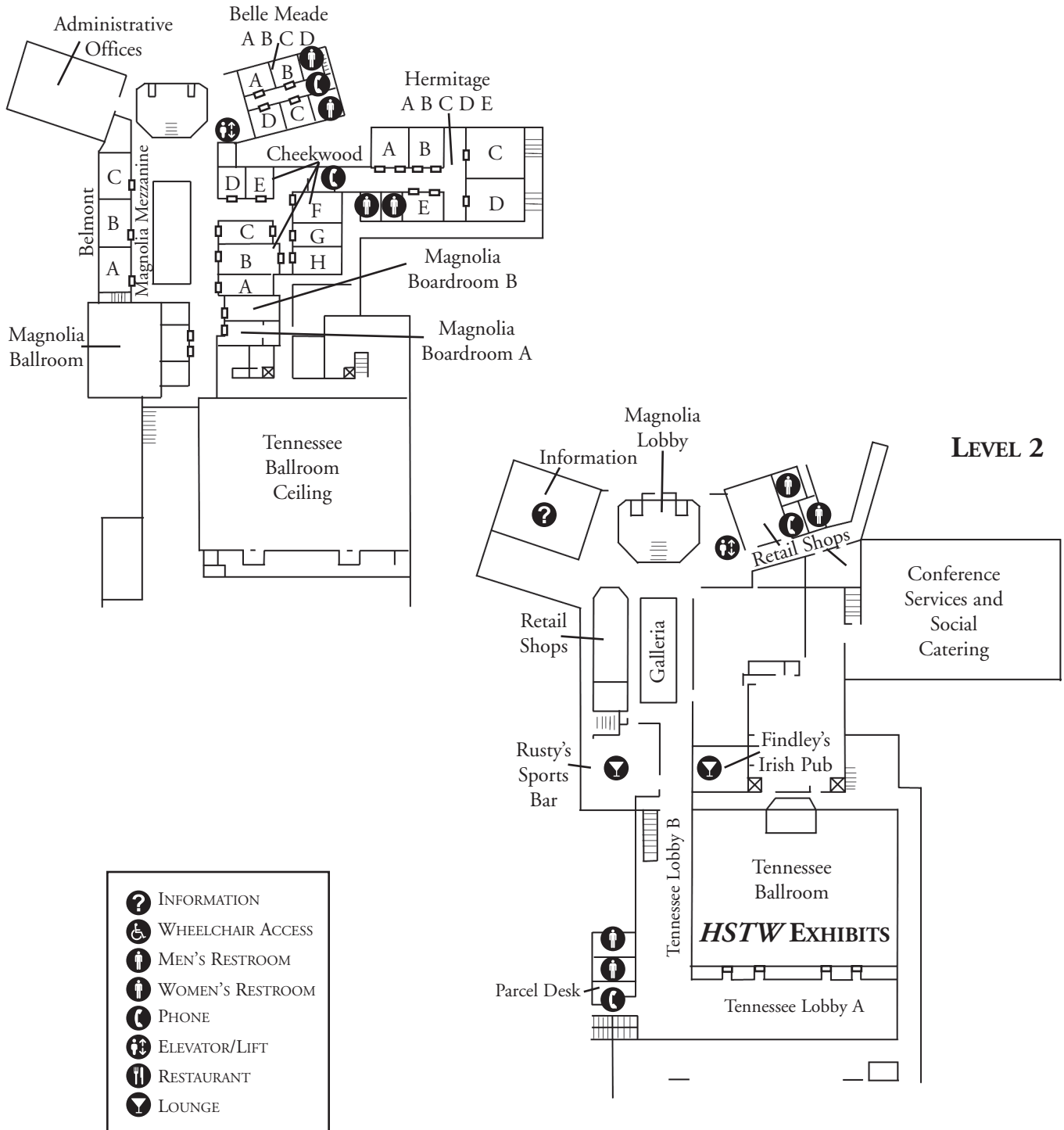
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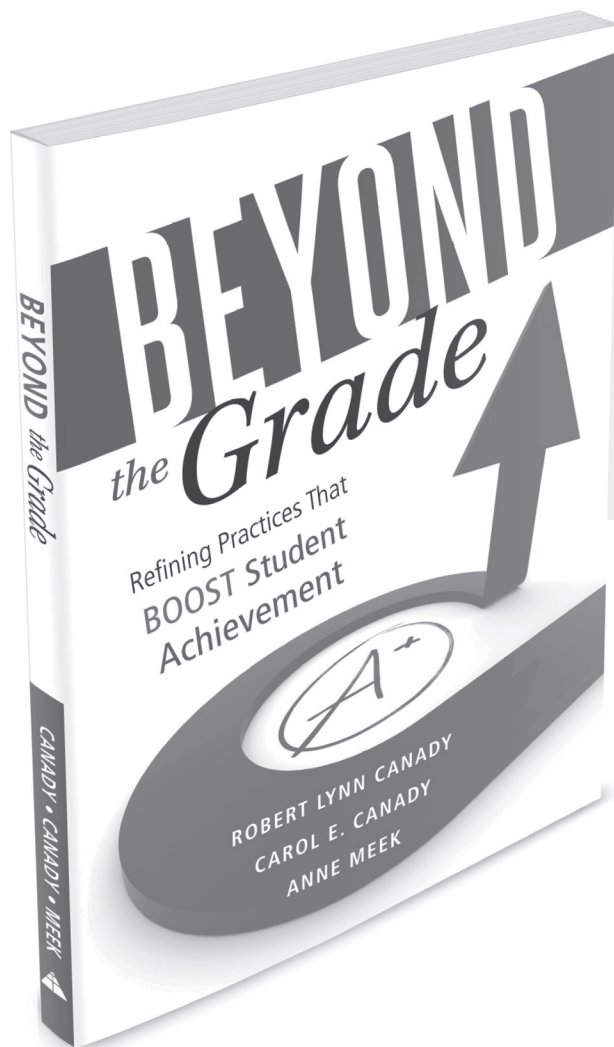


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Triple	\$199
Quadruple	\$209

\* 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.

17V15  
JUNE 2017

SREB

592 10th St., N.W.  
Atlanta, GA 30318-5776  
(404) 875-9211