

SIXTH ANNUAL College- and Career-Readiness Standards Networking Conference

Utilizing Powerful Practices to Engage All Learners



JULY 9-11
2018
ORLANDO
FLORIDA



SREB

Southern Regional
Education Board

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WELCOME TO SREB'S SIXTH ANNUAL COLLEGE- AND CAREER-READINESS STANDARDS NETWORKING CONFERENCE!

The College- and Career-Readiness Standards Networking Conference connects teams of educators — teachers, school and district leaders — to improve student learning through literacy and mathematics instruction and advance student achievement in all content areas.



Educators from across the nation will network and share their success stories about how their classrooms, schools and districts have been transformed through SREB's powerful literacy and mathematics practices, which have a foundation the Literacy Design Collaborative (LDC) and the Mathematics Design Collaborative (MDC).

SREB POWERFUL LITERACY PRACTICES

SREB's powerful literacy practices help teachers of all academic disciplines and career and technical education teachers plan instruction that engages students in reading complex grade-level texts and present their understanding of content orally and through authentic,

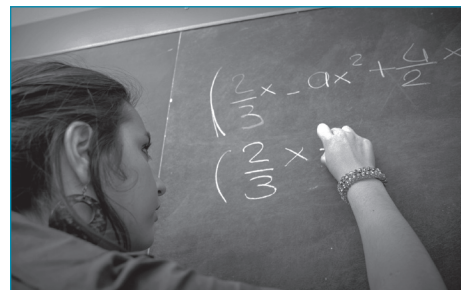
standards-based writing assignments. Students apply multiple literacy strategies to create written products authentic to the course discipline.

- **Literacy-Based Assignment:** The literacy-based assignment includes an authentic written product citing evidence from reading complex text(s) that aligned to the cognitive demand of the standard(s).
- **Lesson Sequence:** The lesson sequence supports/scaffolds the learning of literacy and content standards through explicit instruction.
- **Learning Targets:** Clear and measurable learning targets are established and communicated to the students and assessed by the teacher.
- **Learning Strategies:** Literacy strategies/mini-tasks (reading, writing, speaking and/or listening) are embedded into lessons to support the learning of skills and content.
- **Student Discourse:** Student discourse is integrated to support student ownership of learning.
- **Assessment:** Formative and summative assessments are used in all aspects of the learning process.

SREB POWERFUL MATHEMATICS PRACTICES

SREB's powerful mathematics practices provide teachers a framework, centered around formative assessment, that can transform their daily instruction and move students' thinking forward. Teachers learn to select and develop assignments designed to engage students in a productive struggle, which builds their procedural fluency and deepens their mathematical reasoning and understanding. Teachers shift from a traditional classroom environment in which learning focuses on the teacher as the expert to a classroom in which students are the experts — taking ownership of their learning.

- **Planning for and Ensuring a Balanced Approach to Mathematics:** Mathematics units are based on grade-level standards and articulate a balanced approach to mathematics, with an instructional plan and assessments that ensure students develop mathematical reasoning, conceptual understanding, procedural fluency and the ability to apply mathematics to real-world and non-routine contexts.
- **Engaging Students in Assignments That Matter:** Assignments include purposefully selected non-routine, real-world and abstract mathematical tasks that advance mathematical understanding, reasoning and application.
- **Utilizing Questioning and Feedback for Deeper Understanding:** Teachers utilize higher-order questions that elicit evidence of students' progress toward learning the shared mathematical goals and provide formative feedback to students that moves their thinking forward and leads to improved student performance.
- **Using Formative Assessment Data:** Teachers utilize data from formative assessments to ensure students' misconceptions are revealed, and to inform and adapt instruction to address students immediate learning needs.
- **Fostering a Classroom Environment That Supports Student Ownership of Learning:** The classroom environment supports students taking ownership of their learning.
- **Reflecting on Teaching Practice:** Based on data from formative and summative assessments, teachers continually reflect on their teaching practice and curriculum and make adjustments to ensure students have the opportunity to develop factual knowledge, procedural fluency, conceptual understanding, and the ability to apply that knowledge to non-routine real-world and abstract contexts.



CONFERENCE INFORMATION

Conference Mobile Software

Access our mobile conference software at <http://bit.ly/18NetworkingConf> to view the conference program on the go! Based on which sessions you “favorite,” the software will generate suggestions along with helpful information about the conference.

Registration

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

Conference Headquarters

Room: Osecola Registration Desk 1-2

Monday – Friday 8 a.m. – 5 p.m.

Saturday 8 a.m. – Noon

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

Emergencies and Messages

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

Social Media

Follow us on Twitter **@srebeducation** and “like” us on Facebook at <https://www.facebook.com/HSTWSummerConference> to receive up-to-date information about the conference and sessions. Use **#CCRS18**, **#SREBliteracy** and **#SREBPowerfulMathPractices** to join the conversation with fellow attendees, presenters and SREB staff.

Coffee and Lunch

Two morning coffee breaks (Tuesday and Wednesday) and one lunch (Tuesday) will be served in the **Florida Exhibition Hall**. Please see the Conference Schedule for service times.

Conference Evaluations

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



Certificates of Participation

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

CONFERENCE SCHEDULE

Monday — July 9, 2018

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

Tuesday — July 10, 2018

7 – 8 a.m.	Coffee
8 – 9 a.m.	Concurrent Sessions
9:15 – 10:15 a.m.	Concurrent Sessions
10:15 a.m.	Refreshment Break
10:45 – 11:45 a.m.	Concurrent Sessions
Noon – 1 p.m.	Lunch
1 – 2 p.m.	Concurrent Sessions
2:15 – 3:15 p.m.	Concurrent Sessions
3:15 p.m.	Refreshment Break
3:30 – 4:30 p.m.	Concurrent Sessions

Wednesday — July 11, 2018

7 – 8 a.m.	Coffee
8 – 9 a.m.	Concurrent Sessions
9:15 – 10:15 a.m.	Concurrent Sessions
10:30 – 11:30 a.m.	Closing General Session

FEATURED PRESENTERS

KEYNOTE SPEAKERS



Gerard Robinson

Gerard Robinson is the executive director of the Center for Advancing Opportunity (CAO), a Washington, D.C.-based organization that seeks to expand educational, social and economic opportunities in fragile communities across the country. The center supports students and faculty at historically black colleges and universities and other postsecondary institutions to develop research-based solutions to the most pressing issues facing these communities. Before CAO, Robinson was a fellow at the American Enterprise Institute. He worked on education policy issues including school choice in public and private schools, regulatory development and implementation of K-12 policy, and the role of community colleges and historically black colleges and universities in adult advancement. Before joining AEI, Robinson served as commissioner of education for the state of Florida, and as secretary of education for the Commonwealth of Virginia. He earned a master's in education from Harvard University and a Bachelor of Arts in philosophy from Howard University.



Sandra Alberti

Sandra Alberti serves as senior fellow of strategic partnerships for Student Achievement Partners, an organization committed to helping teachers and school leaders implement high quality college- and career-readiness standards. Alberti joined Student Achievement Partners after having served the New Jersey Department of Education in the roles of director of academic standards and director of math and science education. She was directly involved in state standards, assessments, and professional development policy and implementation strategies. Prior to working at the state level, Alberti held several district-level positions including school superintendent, assistant superintendent of teaching and learning, principal, subject area supervisor and high school science teacher. She has an undergraduate degree in biology from Rutgers University and master's and doctorate degrees in educational leadership from Rowan University.

FEATURED PRESENTERS



Sarah Bush

Sarah Bush is an associate professor of K-12 STEM education at the University of Central Florida in Orlando. Bush's research centers on deepening student and teacher understanding of mathematics through transdisciplinary STEAM (science, technology, engineering, the arts and mathematics) problem-based inquiry and mathematics, science and STEAM teacher professional development effectiveness. Bush seamlessly integrates her practical experience as a middle grades school mathematics teacher in public schools with her innovative STEAM scholarship to serve as an instructional leader and professional development provider in the field of mathematics education and STEAM education.



Michelle Dillard

Michelle Dillard is an assistant superintendent for Jefferson County Public Schools in Louisville, Kentucky, where she oversees two high schools, three middle grades schools, 15 elementary schools, and three Success Pathway schools. She has more than 20 years of leadership experience and specializes in building positive relationships to ensure a school culture of high expectations for educators and students. Prior to becoming an assistant superintendent, she was a special education teacher and principal. Most recently she served as principal for three years at Seneca High School, a model PLC school. Under Dillard's leadership, the school implemented the PLC at Work™ process and significantly improved student achievement. Dillard was named the Hilliard Lyons Principal of the Year, won the Louisville Defender 2010 Leadership Award, and was recognized as the 2015 Kentucky Woodmen of the World Outstanding Community Leader. She has written several articles and has presented professional development workshops on school turnaround for districts and universities.

FEATURED PRESENTERS



Karen Karp

Karen Karp is a professor at the School of Education at Johns Hopkins University where she works with doctoral students. She recently completed 21 years at the University of Louisville as a distinguished teaching professor in elementary mathematics education and is a professor emeritus. She has written more than 25 books on elementary mathematics education, including *Elementary and Middle School Mathematics Teaching Developmentally* (with Van de Walle and Bay-Williams). She also has written more than 45 articles, including her article with Bush and Dougherty in *Teaching Children Mathematics* titled “13 Rules That Expire,” named by the journal as article of the year in 2015. She is a former member of the Board of Directors of the National Council of Teachers of Mathematics and a former president of the Association of Mathematics Teacher Educators. During her time on the NCTM Board, she was funded by National Science Foundation to explore ways to bring the mathematics education and special education communities together to teach mathematics more effectively to students with disabilities.



Jean Lee

Jean Lee is an associate superintendent of schools for the Georgia Department of Juvenile Justice. During her 15 years in public education, Lee has served in various roles as an administrator and a classroom instructor. Before her tenure at the Georgia Department of Juvenile Justice, Lee worked as a literacy consultant for the Southern Regional Education Board (SREB), serving within the school improvement division. In this position, she was an ardent advocate for literacy, working closely with school and district leaders across the nation to create and actualize comprehensive and effective literacy plans. In the public school system, she served as a school improvement specialist, teaching and learning specialist, and director of CTAE. She helped design school improvement plans and compiled complex data about district progress toward its goals. Lee earned her bachelor's degree from Tuskegee University, Juris Doctorate from Mercer University School of Law and educational specialist in educational leadership from the University of West Georgia.



Nicole Barrick Renner

Nicole Barrick Renner is a curriculum quality manager at Literacy Design Collaborative and supports the ongoing development and improvement of LDC's curriculum resources and professional learning content. Before joining LDC, Renner worked as a performance assessment and English language arts content specialist at the Stanford Center for Assessment, Learning and Equity (SCALE), focusing on building educators' assessment literacy through professional development and technical support. Always an English teacher at heart, she began her career teaching high school ELA with a focus on project-based learning and Paideia Active Learning at East Nashville Magnet School in Tennessee. Renner holds a master's in secondary English education from Vanderbilt University, and a master's and bachelor's in English language and literature from the University of Virginia.



Stephanie Sanders

Stephanie Sanders serves as the program manager for English language arts/literacy at the Georgia Department of Education. She has more than 20 years experience in education as a classroom teacher and literacy instructional coach – 10 years in the high school classroom, four years in middle grades and two years in Title I elementary schools. In her current position, she has supported ELA teachers across Georgia for more than four years. Sanders is passionate about effective teaching and learning and is a recent graduate of the Education Policy Fellowship Program sponsored by the Georgia Partnership for Excellence in Education. Sanders holds a bachelor's in English education from Florida A&M University and a master's in public administration from Georgia State University.



Sharon Thomas

Sharon Thomas, senior consultant at Jim Knight's Instructional Coaching Group (ICG), is a National Board Certified English teacher, instructional coach, student advocate and writer. Along with her work in leading ICG workshops, Thomas coordinates the ICG coaching certification process. She serves as a consultant for the Touchstones Discussion Project as a certified SIM professional developer in writing. She is the founder of the Cecil County (Maryland) Teacher Leadership Network and has presented at conferences across North America on the issues of secondary school literacy and teacher leadership. Her experience with teacher leadership in school reform was published in *Principal Leadership*.



CONFERENCE OBJECTIVES

1. Teaching and Learning With Purpose: Presentations will engage participants in instructional best practices for intentional planning that increases access and equity for all learners and ensures students are career and college ready. Sessions will showcase strategies for establishing and connecting learning targets and creating long-term instructional plans that increase student engagement and spark student thinking and reasoning.

- Literacy-focused sessions will highlight specific lesson sequences, strategies and research-based powerful practices that scaffold all students through the process of building knowledge through reading grade-level texts and demonstrating understanding through evidence-based writing.
- Mathematics-focused sessions will highlight strategies for the design and use of lessons and instructional units that promote the coherence of state mathematics standards and help students connect key mathematical concepts.

2. Designing and Using Assignments That Matter:

Presentations will provide strategies for designing long- and short-term assignments that engage all students in learning grade-level college- and career-readiness standards. Sessions will highlight strategies for creating abstract and real-world assignments that provide a balanced approach to mathematics and for creating literacy-based assignments that require reading complex texts and writing authentic products.

- Literacy-focused sessions will highlight how science, social studies, English language arts, career and technical education, and elective teachers engage students in quality tasks that raise expectations for all.
- Mathematics-focused sessions will highlight how teachers design, use and facilitate assignments that require problem solving and reasoning to complete and provide students opportunities to apply factual, procedural and conceptual knowledge to abstract and real-world situations.

3. Fostering Student Ownership of Learning: Presentations will highlight powerful literacy and math practices that engage students in higher-order questioning, productive struggle, perseverance and problem solving to deepen their understanding of important concepts. Utilizing these practices, teachers facilitate a classroom environment in which students own their learning.

- Literacy-focused sessions will highlight how content teachers use literacy-based assignments to move students through the learning process from surface learning to deeper understanding to the transfer of knowledge and skills in new situations. Teachers will share how their assignments and lessons provide students the thinking tools they need to become independent learners beyond their classrooms.
- Mathematics-focused sessions will highlight strategies for orchestrating productive mathematical discussions in which students share ideas openly, justify their approaches to solving problems, critique each other's reasoning and provide each other meaningful feedback.

4. Utilizing Effective Assessment Strategies: Presentations will provide formative and summative assessment strategies for teacher reflection and advancement of student achievement. Sessions will showcase methods for analyzing student thinking, articulating feedback that builds shared understanding and ensuring student growth through effective re-engagement strategies and revision opportunities.

- Literacy-focused sessions will highlight how teachers embed assessments for both content and literacy skills in all phases of the learning process. Presenters will share strategies for collecting, analyzing, and responding to student work and data, providing timely and actionable feedback that moves learning forward.
- Mathematics-focused sessions will highlight strategies for asking questions that advance students' sense-making and for re-engaging students in learning based on formative assessment data.

5. Leading and Supporting the Change Process:

Presentations will emphasize how effective instructional leaders create and sustain long-term structures and supports for teachers. Sessions will focus on powerful literacy and math practices as frameworks for guiding timely feedback, selecting and allocating resources, creating a culture of shared leadership and designing innovative schedules to make data-driven decisions that promote quality shifts in instruction.

SESSION TYPES

Concurrent

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

Deep Dive

These in-depth 120-minute sessions prepare teachers to deeply implement SREB’s powerful literacy and mathematics practices that align to college- and career-readiness standards. Deep-dive sessions for principals and other leaders feature topics such as structuring professional learning communities (PLCs) and supporting teachers to implement powerful practices with fidelity.

Sharing

These 25-minute mini-sessions present effective practices and may be condensed versions of 60-minute sessions. Each sharing session presents twice within the same hour they are scheduled. All sharing sessions are located in **Sun Ballroom A** on **Tuesday, July 10**.

TARGET AUDIENCE

Beginner (B)

These sessions are designed to introduce attendees to the fundamental components and principles of the powerful literacy and mathematics practices. Learn how to design modules and use formative assessment strategies to engage students in rigorous grade-level assignments.

Experienced (E)

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

TIPS FOR USING THIS PROGRAM

- Each session is numbered. Look at the example below to help you find the sessions you want to attend.
- Refer to the convention center map on page 44 to find the location of meeting rooms.
- Conference objectives are described on page 5.
- Some sessions are scheduled to repeat. Repeated sessions will be indicated in bold after the session description.

EXAMPLE

Session Number and Title

82. Be the Change Agent: Change the Culture

Room: Sanibel 2-3

Objective: 5

Participants will learn strategies for effective PLCs. Learn how to conduct debriefs with timely feedback, non-hassle peer support through informal observations, common learning targets and strategies to develop strong teacher-leaders.

Repeat: Tuesday, 2:15 p.m., Sun Ballroom A

Presenter(s)

Presenter(s): Haley Holley, Assistant Principal, and Ellie Hilton, Curriculum Coordinator, Ouachita Parish School Board, Monroe, LA

Focus: Literacy/Math

Audience: B/E

Session Description

2018 OUTSTANDING LITERACY AND MATHEMATICS AWARD WINNERS

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

Outstanding Literacy Teacher Award
Valerie Freeman, North Pike High School, North Pike School District, MS

Outstanding Mathematics Teacher Award
Melinda Defee, Pike County Middle School, Pike County Schools, AL

Outstanding Local Trainers
Donna Patten and Tammy Whitlock, Ouachita Parish School Board, LA

Outstanding School Award
Moore High School, Moore School District, OK

Outstanding District Award
Stanly County Schools, NC

LITERACY AND MATHEMATICS TRAIN-THE-TRAINER WORKSHOPS

The Train-the-Trainer Workshops provide school- and district-level local trainers and coaches the tools and experience to spread and sustain SREB’s powerful literacy and mathematics practices to schools and districtwide. Trainers leave with the knowledge and support they need to succeed and help teachers implement the frameworks with fidelity.

<p>Literacy Trainer: Donn Kirkwood, Literacy Consultant, SREB</p> <p>Literacy Workshop Room: Tallahassee Monday, July 9, 2:15 – 4:30 p.m.</p>	<p>Math Trainer: Jason Adair, Mathematics Consultant, SREB and Robin Marcus, Independent Consultant</p> <p>Math Workshop Room: Tampa Monday, July 9, 2:15 – 4:30 p.m.</p>
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CERTIFIED LOCAL TRAINERS

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

LDC

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

MDC

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

LDC OR MDC	LOCAL TRAINER	STATE	DISTRICT/ORGANIZATION
LDC	Antoinette Parker	AL	Huntsville City Schools
LDC	Teleshia Mincey	GA	Richmond County School System
LDC	Patricia Morales	GA	Richmond County School System
LDC	Ken Newsom	LA	Richland Parish Public Schools
LDC	Kegi Wells	MS	Quitman County School District
LDC	Regina Propst	NC	Catawba County Schools
LDC	Kelly Workman	NC	Chatham County Schools
LDC	Karen Archer	NC	Gaston County Schools
LDC	Kathleen D'Avria	NC	Gaston County Schools
LDC	Celeste Sadler	NC	Gaston County Schools
LDC	Bianca Yavelak	NC	Gaston County Schools
LDC	Ann Grey Newcomb	NC	Granville County Schools
LDC	Lauren Piper	NC	Granville County Schools
LDC	Tonya Thomas	NC	Granville County Schools
LDC	Frankie Tucker	NC	Granville County Schools
LDC	Tashna Morris	NC	Hickory Public Schools
LDC	Melanie Cohen	NC	Hoke County Schools
LDC	Shayne Francis	NC	Hoke County Schools

CERTIFIED LOCAL TRAINERS

LDC OR MDC	LOCAL TRAINER	STATE	DISTRICT/ORGANIZATION
LDC	Marcia Long	NC	Hoke County Schools
LDC	Brenda Johnson	NC	Rutherford County Schools
LDC	Kerry Morrison	NC	Vance County Schools
LDC	Lorraine Walker	OK	Wagoner Public Schools
LDC	Doug Henderson	SC	Georgetown County School District
LDC	Pamela Vereen	SC	Georgetown County School District
LDC	Michelle Hall	SC	Anderson County School District 2
LDC	Jan Mundy	SC	Anderson County School District 2
LDC	Leslie Corner	SC	Kershaw County School District
LDC	Queenie Hall	SC	Rock Hill Schools
LDC	Debbie Ipock	SC	Williamsburg County School District
LDC	Donna Palmer-Lewis	SC	Williamsburg County School District
LDC	Ardrina Wise	SC	Williamsburg County School District
MDC	Angela Pettus	AL	Athens City Schools
MDC	Dorothy Hollings	AL	Birmingham City Schools
MDC	Beverly Kimes	AL	Birmingham City Schools
MDC	Megan Dalfovo-Szabo	DE	Caesar Rodney Schools
MDC	Manette Dupras	DE	Caesar Rodney Schools
MDC	Elyse Nehrbas	DE	Polytech School District
MDC	Tarya Harrell	MS	Quitman County School System
MDC	Kristen Nutt	MS	Water Valley School District
MDC	Jeanine Lynch	NC	Catawba County Schools
MDC	Shelly Gibson	NC	Gaston County Schools
MDC	Carolyn Spencer	NC	Gaston County Schools
MDC	Tonya Scott	NC	Hickory Public Schools
MDC	Rosa Bailey	NC	Hoke County Schools
MDC	Marcie Boutin	NC	Hoke County Schools
MDC	Debra Dowless	NC	Hoke County Schools
MDC	Amanda Kosarich	NC	Hoke County Schools
MDC	Shannon Register	NC	Hoke County Schools
MDC	Veronica Sturdivant	NC	Hoke County Schools
MDC	Caroline Langston	NC	Sampson County Schools
MDC	Christi Edwards	NC	Stanly County Schools
MDC	Mindy Englett	OK	Osage County Interlocal Cooperative
MDC	Kimberly Stanziola	SC	Beaufort County School District
MDC	Karen Warren-Pope	SC	Beaufort County School District
MDC	Kari Meldrum	SC	Richland School District Two
MDC	Mark Bell	TX	San Antonio Independent School District
MDC	Deborah Velasquez	TX	San Antonio Independent School District



Gerard Robinson

OPENING GENERAL SESSION — 1 P.M.

1. Closing the Opportunity Gap: Ensuring Access and Equity for All Students

Room: Osceola Ballroom CD

Opportunity is having a chance or a stepping stone to move from promise to prosperity. We will explore how effective our nation is at providing students school choice options and access to educational opportunities. In a recent study by The Center for Advancing Opportunity and Gallup, residents in fragile communities were asked what they think is the best way to improve access to opportunity. The most common choice, selected by 40 percent of residents, was to raise the minimum wage. The second most common option was to increase funding for public schools. Robinson will discuss the good, the bad and the ugly in closing the opportunity gap.

Presenter(s): Gerard Robinson, Center for Advancing Opportunity, Washington, D.C.

National Anthem: Tessa Stone, Dr. Phillips High School, Orlando, Florida

Flag Ceremony: Edgewater High School MCJROTC, Orlando, FL

MONDAY, 2:15 P.M.

120-MINUTE SESSIONS

2. Introducing Formative Assessment to Adapt Teaching and Learning

Room: Naples 1-2

Focus: Math

Objective: 4

Audience: B

Formative assessment lessons are used to make adjustments to teaching and learning based on individual student's misconceptions. See how one teacher has implemented FALs in middle grades and high school classrooms over the past three years.

Presenter(s): Gail Snider, Math Consultant, SREB, Atlanta, GA; Judith Buzzell, Math Coach, Georgetown County School District, Georgetown, SC

3. Tackling Tough Texts With Literacy-Based Assignments

Room: Sanibel 2-3

Focus: Literacy

Objective: 1

Audience: B

Participants will engage in literacy-based assignments for literature and informational texts. The assignments will model aligning a task to the content standards and incorporating literacy strategies at each step of a lesson sequence.

Presenter(s): Shameka Joyner and Antanisha McNeill, Teachers, Hoke County High School, Raeford, NC; Marcia Long, Teacher, SandHoke Early College High School, Raeford, NC

60-MINUTE SESSIONS

FEATURED PRESENTER



Nicole Renner

4. Argumentation Across the Disciplines

Room: Sun Ballroom C

Focus: Literacy

Objective: 1

Audience: B

Learning to comprehend, critique and construct reasoned arguments is the surest pathway for preparing students for college and careers. Explore examples and resources to support teaching academic argumentation rooted in texts and topics of significance in the disciplines of social studies, science and English language arts.

Presenter(s): Nicole Renner, Curriculum Quality Manager, LDC, New York, NY

60-MINUTE SESSIONS

5. United We Stand, Divided We Fall: Demonstrating Coherence in Mathematics

Room: Sarasota 3

Focus: Math

Objective: 1

Audience: B/E

Math standards are often taught as separate entities put away at the end of the lesson or unit. Experience high levels of connectivity among math standards and learn how to design lessons that demonstrate the coherence of state content and practice standards.

Presenter(s): Edward Thomas, President, Dimension 2000, Fayetteville, GA

6. CTE, STEM and Rigor: Best Practices in Contextualized/Integrated Curricula

Room: Destin

Focus: Literacy/Math

Objective: 1

Audience: B/E

CTE and math teachers team teach mathematics courses through relevant project-based CTE curricula. Algebra 1 in manufacturing processes, entrepreneurship and design (AMPED) and geometry in construction are fully developed courses taught. These courses enable student mastery and narrow the achievement gap.

Repeat: Tuesday, 10:45 a.m., Sun Ballroom A

Presenter(s): Scott Burke, Teacher, Thompson School District R2-J, Loveland, CO

7. Introduction to SREB's Powerful Literacy Practices

Room: Miami 2-3

Focus: Literacy

Objective: 1

Audience: B/E

SREB's powerful literacy practices highlight instructional shifts made by teachers as they move from traditional classroom instruction to providing students learning opportunities that strengthen and advance their ability to read, comprehend and analyze complex texts. Come learn more about how to leverage these practices to support your students.

Repeat: Tuesday, 8:00 a.m., Sanibel 2-3

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

60-MINUTE SESSIONS

8. Crafting Literacy-Based Assignments That Matter in Science*Room: Daytona**Focus: Literacy**Objective: 2**Audience: B/E*

Learn from five high school and middle grades school science teachers how they shifted from textbook curricula to real-world science tasks. This was achieved by designing literacy-based assignments that engage students in the joy of thinking like a scientist.

Repeat: Tuesday, 1:00 p.m., Sun Ballroom A

Presenter(s): Judy Commander, Independent Consultant, Fayetteville, GA

9. Semi-Homemade: Creating Quality FAL-Like Lessons*Room: Sun Ballroom 5-6**Focus: Math**Objective: 2**Audience: E*

There are times when teachers want to implement a formative assessment lesson on a topic but can't find a lesson that fits. We will focus on finding tasks that can be edited to incorporate FAL strategies. By learning how to create FAL-like lessons, teachers can use powerful math practices to support all lessons in the classroom.

Presenter(s): Kayla Barrientos and Jessica Hunter, Teachers, Ouachita Parish School Board, West Monroe, LA

10. Going Beyond the FAL*Room: Sun Ballroom A**Focus: Math**Objective: 2**Audience: E*

This session will provide participants with specific activities to help them develop and implement assignments that engage students in understanding math through the use of student-generated questions and visualization.

Repeat: Tuesday, 3:30 p.m., Sun Ballroom A

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

11. Teachers Work Too Hard: Strategies to Facilitate Ownership of Learning*Room: Sun Ballroom D**Focus: Literacy**Objective: 3**Audience: B*

In this interactive session, attendees will participate in activities that expose them to effective teaching strategies for engaging students in their classrooms. Learn new ways to make students responsible for their own learning and bump up their levels of achievement.

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

60-MINUTE SESSIONS

12. Herding Cats: Helping Elementary Students Take Ownership of Learning*Room: Naples 3**Focus: Math**Objective: 3**Audience: B*

Come experience strategies for helping students openly share ideas, use precise language and question each other's reasoning to provide meaningful feedback. Explore the journey of students taking ownership and transforming their learning and the teacher tools and strategies that made it possible.

Presenter(s): Leslie Texas, Educational Consultant, Leslie Texas Consulting LLC, Louisville, KY; Samantha Bennett, Elementary Teacher, Jefferson County Public Schools, Louisville, KY

13. Learn Like a Champion*Room: Sarasota 1-2**Focus: Math**Objective: 4**Audience: E*

Examine how re-engagement lessons impact the learning process, and learn how to design your own re-engagement lesson and incorporate higher-order questioning techniques into these lessons.

Repeat: Tuesday, 8:00 a.m., Sun Ballroom A

Presenter(s): Christy Stokes, Math Department Leader, Muller Road Middle School, Winnsboro, SC

14. The Struggle is Real: Changing School Culture*Room: Sanibel 1**Focus: Literacy/Math**Objective: 5**Audience: E*

The session will focus on how the math and English language arts teams at East Ouachita Middle School utilized LDC/MDC strategies and feedback. These innovative strategies have proven effective in augmenting the learning process and have helped shift school culture toward data-driven instruction.

Presenter(s): Ellie Hilton, Curriculum Coordinator; Sarah Colvin, Math Teacher; and Sherry Burroughs, ELA Teacher, Ouachita Parish School Board, Monroe, LA

15. Maximum Impact: Redesigning the Senior Year*Room: Sun Ballroom 1-2**Focus: Literacy/Math**Objective: 5**Audience: B/E*

The senior year should be a time of preparing all students for beyond high school, be that at a technical school, community college or university. By redesigning the senior year for what comes next, students can be better prepared for a competitive future.

Presenter(s): John Squires, Director, High School to College Readiness Program, and Dale Winkler, Vice President for School Improvement, SREB, Atlanta, GA

16. Shared Leadership: Why Collective Efficacy Matters*Room: Sun Ballroom 3-4**Focus: Literacy/Math**Objective: 5**Audience: B*

The level of collective efficacy in schools is a major factor in success toward student learning and achievement. How can school leaders work alongside teachers to build a culture of shared leadership and collective efficacy that embraces powerful teaching and learning in all classrooms?

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

120-MINUTE SESSION

17. District and School Leadership Support Professional Development

Room: Sanibel 1
Objective: 5

Focus: Literacy/Math
Audience: B/E

What does it take to be certain professional learning leads to impactful change? Panelists will share the structural, instructional, support and leadership shifts that have proven essential levers to ensuring all students graduate college and career ready.

Presenter(s): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA; Shane Goodwin, Principal, Sullivan Middle School, Rock Hill, SC; Tara Faircloth, Supervisor of Instruction, Caesar Rodney School District, Camden Wyoming, DE; Robert Kinsey, Principal, Tecumseh Middle School, Tecumseh, OK

60-MINUTE SESSIONS

FEATURED PRESENTER

**18. Literacy for Learning, Living and Leading**

Room: Sun Ballroom A
Objective: 2

Focus: Literacy
Audience: B/E

The Georgia Department of Education has established an innovative approach to literacy. Literacy for Learning, Living and Leading (L4) organizes stakeholders around values and evidence-based practices for building student literacy skills. Participants will learn about key elements of the L4 Plan and hear about GADOE's most recent activities supporting quality literacy instruction.

Presenter(s): Stephanie Sanders, Program Manager, ELA/Literacy, Georgia Department of Education, Atlanta, GA; Kenneth Mason, Director of Urban Initiatives, SREB, Atlanta, GA

19. Guess What? We're All Teaching the Mathematical Practices

Room: Sun Ballroom 3-4
Objective: 1

Focus: Literacy/Math
Audience: B/E

Those who are aware of the eight mathematical practices think of them only in terms of math classes, but are they really only for math content teachers? In reality, we are all — regardless of content area — teaching and using the mathematical practices. Come see how they can best work for you.

Presenter(s): Maria Derivan-George, Literacy Consultant, MDG Consulting, Raleigh, NC; Lessie Anderson, Mathematics Consultant, SREB, Atlanta, GA

20. Mini-Task Magic: Literacy Strategies for Reluctant Learners

Room: Miami 2-3
Objective: 1

Focus: Literacy
Audience: B

An English language arts teacher presents literacy mini-tasks that helped students dive deeper into reading and writing assignments and made tackling tough texts and writing tasks more manageable. Teachers joining in Year 2 of LDC implementation used mini-tasks as a good entry point into rigorous literacy practices.

Repeat: Tuesday, 2:15 p.m., Sun Ballroom A

Presenter(s): Alison Whisenant, Curriculum Specialist and Angela Brazil, Teacher, Muller Road Middle School, Blythewood, SC

60-MINUTE SESSIONS

21. Connect and Apply Knowledge Through Rigorous CTE Assignments

Room: Sun Ballroom 1-2
Objective: 2

Focus: Literacy/Math
Audience: E

Rigorous career and technical education assignments capture students' interests and help them connect their academic learning with their career and college goals. This session will present the essential elements of authentic, real-world assignments.

Presenter(s): Dale Winkler, Vice President for School Improvement; Debra LaMothe, School Improvement and Leadership Trainer and Coach, SREB, Atlanta, GA

22. Using Powerful Literacy Practices Across Various Content Areas

Room: Sun Ballroom 5-6
Objective: 2

Focus: Literacy
Audience: B

In this session, we will discuss our implementation of SREB's powerful literacy practices in English language arts, science and foreign language. We will explain our process to obtaining structure and give examples of the successes that we are experiencing.

Presenter(s): Feronica Hamilton, English Teacher; Pretel Simmons-Hill, Science Teacher; Freda McCanick, English Teacher; and John Sullivan, Spanish Teacher, Whale Branch Early College High School, Seabrook, SC

23. Increasing Success in Gateway Courses for College and Careers

Room: Sarasota 3
Objective: 2

Focus: Math
Audience: B/E

Students who succeed in Algebra 1 and geometry greatly increase their chances of success in college and career training programs. Participants in this session will learn instructional strategies and engagement activities guaranteed to increase students' success rates in these gateway courses.

Presenter(s): Edward Thomas, President, Dimension 2000, Fayetteville, GA

24. Flipping the Math Classroom to Promote Student Ownership of Learning

Room: Sun Ballroom C
Objective: 3

Focus: Math
Audience: B/E

The flipped classroom is a teaching model where online lesson content replaces traditional lectures. Students complete assignments and assessments online. A flipped classroom encourages students to be owners of their learning. This session will present the flipped classroom model, strategies for implementation and show how it can prepare students to be active learning participants in the mathematics classroom.

Presenter(s): Dave Curlette, Mathematics Teacher, Gwinnett County Public Schools, Suwanee, GA

60-MINUTE SESSIONS

25. Direct Instruction in the Literacy-Based Classroom*Room: Daytona**Focus: Literacy**Objective: 4**Audience: B*

When used appropriately, direct instruction can help students build content and literacy skills. Presenters will share evidence-based elements of direct instruction that uses literacy strategies with complex concepts. See and use several strategies to help set objectives, check understanding and provide guided practice during the direct instruction process.

Presenter(s): Daniel Rock, Lead Literacy Consultant, SREB, Atlanta, GA

26. Using FAL-Like Activities in Upper-Level Classes*Room: Naples 3**Focus: Math**Objective: 4**Audience: E*

Formative assessments are instrumental in increasing student achievement, even in upper-level math classes. Come hear strategies for designing FAL-like lessons that engage students in classes like precalculus and calculus in a productive struggle.

Presenter(s): Kim Livengood, Independent Math Consultant, Columbia, TN; Christi Edwards, Mathematics Teacher — Secondary Math Coach, West Stanly High School, Locust, NC

27. Using FAL Data for Purposeful Interventions*Room: Destin**Focus: Math**Objective: 4**Audience: E*

In this session, we will look at real-time interventions that can be prepared in advance to meet the needs of students who “still don’t get it” after the FAL. Formative assessment data is only good if we can use it. You will leave this session with resources and materials to take back and implement Day 1 of the new school term.

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

60-MINUTE SESSIONS

28. Buried Alive but Moving Students Forward: Feedback and Management Strategies*Room: Sun Ballroom D**Focus: Literacy**Objective: 4**Audience: E*

Students need feedback beyond a letter grade and an “attaboy.” Learn how to give quality feedback while at the same time keeping the pace moving to provide students what they need to proceed. Learn and practice using the keys of powerful effective feedback using a rubric. Shared strategies will take you from panic to peace.

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

29. Continuing Quality Shifts in Instruction After MDC Training*Room: Sarasota 1-2**Focus: Math**Objective: 5**Audience: E*

Participants will learn how one middle grades school continues to sustain instructional shifts two years after all math teachers completed three years of MDC professional development. Hear how the school has continued to plan for MDC. Presenters will share data for student growth and progress.

Presenter(s): Deborah Lemon, Independent Mathematics Consultant, Shallotte, NC; Gail Dugger, Assistant Principal, St. Marys Middle School, St. Marys, GA

60-MINUTE SESSIONS

30. Intentional Literacy-Based Assignment Design*Room: Sun Ballroom A**Focus: Literacy**Objective: 1**Audience: E*

What is a literacy-based assignment? Engage participants in the design of a literacy-based assignment with a focus on the following SREB powerful literacy practices: literacy-based assignment, learning target, sequence of lesson, student discourse and formative assessment.

Repeat: Tuesday, 8:00 a.m., Sun Ballroom A

Presenter(s): Twyla Coleman, Literacy Trainer, SREB, Atlanta, GA; Kaye Jamison, Literacy Lead Coach, Newberry School District, Prosperity, SC

31. Creating Mathematical Discourse: Teacher and Administrator Viewpoints*Room: Sarasota 3**Focus: Math**Objective: 1**Audience: B*

What is mathematical discourse and what should it look like in a productive mathematics classroom? Participants will experience strategies that encourage all students to share ideas and provide formative assessment data to the teacher.

Repeat: Tuesday, 9:15 a.m., Sun Ballroom A

Presenter(s): Carrie Ann Myers, Assistant Principal, and Nicole Evett, Math Teacher, Kate D. Smith DAR Middle School, Grant, AL

32. Customizing the LDC Instructional Module Ladder*Room: Sanibel 2-3**Focus: Literacy**Objective: 1**Audience: E*

How can educators continue to maintain the alignment linking literacy skills and instruction going forward? Join us as we dig into strategies that will help attendees learn how to better ensure rigorous literacy skills and instruction customized specifically to rigorous focus standards and tasks.

Presenter(s): Sheri Blankenship, Literacy Coach, Rankin County School District, Brandon, MS

33. Powerful Math Practices: Assignments That Challenge the Gifted Learner*Room: Sarasota 1-2**Focus: Math**Objective: 2**Audience: B*

Learn ways to use formative assessment lessons to engage gifted and advanced students in math classes. Strategies include rigorous problem solving, questioning, analyzing peer work and applying new learning in abstract and real-world situations.

Presenter(s): Deborah Lemon, Independent Mathematics Consultant, Shallotte, NC

34. Socratic Seminar: Structured Student Discourse*Room: Sun Ballroom 1-2**Focus: Literacy**Objective: 3**Audience: B*

A first-year teacher of sixth-, seventh-, and eighth-grade students shares how she scaffolded reading strategies to engage students with structured student discourse routines, including the Socratic Seminar, that promote deeper understanding of text.

Presenter(s): Judy Commander, Independent Consultant, Fayetteville, GA; Ashley Maker, Teacher, Hominy Schools, Hominy, OK

60-MINUTE SESSIONS

35. Augmented Reality in Education*Room: Sun Ballroom D**Focus: Literacy/Math**Objective: 3**Audience: B/E*

Learn multiple ways to integrate augmented reality concepts in any classroom. See how educators design and develop augmented experiences to advance meaningful learning. Students are highly motivated to write about learning experiences in every content area. A.R.E. can be a catalyst for innovation in any classroom!

Repeat: Wednesday, 8:00 a.m., Sun Ballroom D

Presenter(s): Nicholas Peterson, Teacher, Kelly Mill Middle School, Blythewood, SC

36. Using Multiple Representations for Multiple Pathways to Student Success*Room: Tampa**Focus: Math**Objective: 3**Audience: E*

Multiple representations enable student problem solving in multiple ways including tables, graphs, visuals and symbolic methods. Students demonstrate a deeper understanding of mathematical concepts and increased performance. Leave with a template to incorporate this approach in your school or classroom.

Presenter(s): Mindy Englett, Mathematics Specialist, Osage County Interlocal Cooperative, Hominy, OK; Cindy Schimek, Independent Consultant, Katy, TX

37. Failing Toward Mastery*Room: Sun Ballroom C**Focus: Literacy**Objective: 4**Audience: E*

See how formative assessments empower students to build on strengths and overcome mistakes while mastering learning objectives. Apply concepts related to short-term and long-term goal setting to planning an instructional sequence that advances students' progress toward completing rigorous literacy assignments.

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

38. Mini-Tasks as Common Formative Assessments*Room: Tallahassee**Focus: Literacy**Objective: 4**Audience: B*

Learn how to use mini-tasks as guiding common formative assessments within a literacy-based module. Come experience the step-by-step process beginning with the essential standard to the final product.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Shantel O'Grady and Ashley Gillett, Teachers, Tecumseh Middle School, Tecumseh, OK

60-MINUTE SESSIONS**39. Using and Creating FAL-Like Activities to Improve Your Teaching***Room: Naples 1-2**Objective: 4**Focus: Math**Audience: E*

For elementary and upper-level mathematics courses, formative assessment lessons are limited; however, students in those classes still benefit from productive struggle, no matter what level. Participants will examine FAL-like activities, assess their rigor and relevance, and get a chance to design their own activities.

Presenter(s): Cathey Ritter, Math Trainer, SREB, Atlanta, GA; Amanda Allen, Teacher, Northwoods Elementary School, Jacksonville, NC

40. Out With the Old, In With the New*Room: Sun Ballroom 3-4**Objective: 4**Focus: Math**Audience: E*

This session will showcase nontraditional methods for analyzing student thinking. Session presenters will also highlight quick, short-cycle tasks for re-engaging students in learning based on formative assessment data.

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

41. Formative Assessment Lessons and the AfterMaths of the FALS*Room: Sun Ballroom 5-6**Objective: 4**Focus: Math**Audience: E*

Teachers will take away formative assessment lessons (FALS) and aftermaths of the lessons to identify students' obstacles, misconceptions and gaps in learning. Participants will see how to empower their students to turn their aspirations to achieve the college- and career-readiness standards into classroom realities.

Repeat: Tuesday, 8:00 a.m., Sun Ballroom A

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

42. Using Powerful Literacy Practices to Strengthen Instruction*Room: Miami 2-3**Objective: 5**Focus: Literacy**Audience: B/E*

Participants will examine SREB's powerful literacy practices rubric as an observation tool and as a catalyst for school/district improvement. Learn how to analyze data from the rubric to build capacity and sustain these practices in classrooms, throughout schools and districts, and across content areas and grade levels.

Presenter(s): Pamela Broome, Literacy Consultant, SREB, Atlanta, GA; Tammy Whitlock, Instructional Coordinator, Ouachita Parish School System, West Monroe, LA

60-MINUTE SESSIONS**43. It Takes a Village: MDC in a Large K-12 District***Room: Destin**Objective: 5**Focus: Math**Audience: B/E*

Hear how a large district has been implementing MDC across grades three through 12, with plans for adding kindergarten through second grade next year. Presenters will share structures in place for supporting classroom teachers, school-based coaches, administrators and professional development.

Presenter(s): Leslie Texas, Educational Consultant, Leslie Texas Consulting LLC, Louisville, KY; Angela Harris, Mathematics Specialist, Grades 6-12, and Lynn Smith, Math Specialist, Grades K-5, Jefferson County Public Schools, Louisville, KY

44. Our Story: Your Journey to Success*Room: Daytona**Objective: 5**Focus: Literacy/Math**Audience: B/E*

Participants will learn how one school district designed sustainable pathways and fostered support for MDC and LDC. In the process of changing perceptions, the school improved teachers' efficacies and capacities as well as opportunities for districtwide PLCs.

Presenter(s): Monique Whorton, Independent Literacy Consultant, Atlanta, GA; Karen Gray, Independent Math Consultant, Trussville, AL; Kari Meldrum, Math Specialist, and Alisa Long, Social Studies Specialist, Richland District Two, Columbia, SC

45. Increasing Achievement by Making Time*Room: Naple 3**Objective: 5**Focus: Literacy/Math**Audience: B/E*

Participants will see how analyzing data sets can uncover how schools use time and people — their most valuable assets. Explore school redesign options that increase learning time for teachers and students by making intentional choices around scheduling and staffing. See how becoming more strategic and intentional in aligning resources can solve academic challenges.

Presenter(s): Shawn Bender, Independent Consultant, Panorama Ed Consulting, Atlanta, GA

120-MINUTE SESSIONS

FEATURED PRESENTER



Sharon Thomas

46. Partnership and Praxis: Instructional Coaches as Leaders in Reform

Room: Sun Ballroom C Focus: Literacy/Math
Objective: 5 Audience: B/E

When instructional coaches partner with teachers and school and district leaders to create an environment that fosters adult learning, the impact on students is transformative. Participants will examine the elements of partnership necessary to create and maintain a culture of growth, the role of leaders and coaches in such an environment, and the coaching process in a culture of change.

Presenter(s): Sharon Thomas, Senior Consultant, Instructional Coaching Group, North East, MD

47. Shifting Instruction: Using the Powerful Mathematics Practices

Room: Naples 1-2
Objective: 5

Focus: Math
Audience: B

SREB's powerful mathematics practices are designed to shift instruction so students develop a deep understanding of mathematics. In this interactive session, participants will deepen their understanding of these powerful practices and see how they can be used to impact classroom instruction.

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

60-MINUTE SESSIONS

48. Number Talks and Rigorous Tasks in the Elementary Classroom

Room: Naples 3
Objective: 1

Focus: Math
Audience: B/E

Number talks can be used to increase student number sense while rigorous tasks help balance the approach to math by providing rich discussion points through a real-world application problem-solving experience. Mathematical discourse is sure to happen.

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

49. Good Enough or Good to Go: Ensure Quality Literacy-Based Assignments

Room: Miami 1
Objective: 1

Focus: Literacy
Audience: E

The presenter shows how purposeful quality literacy-based assignments raise expectations for all students to be successful. Applying this strategy to planning and delivering literacy-based lessons means instruction "good enough" for most students becomes "good to go" for all students. Learn the three moves to intentionally plan for good to go quality instruction.

Presenter(s): Judy Commander, Independent Consultant, Fayetteville, GA

60-MINUTE SESSIONS

50. Engaging Your Students With Hyperdocs to Support Literacy

Room: Sun Ballroom D
Objective: 1

Focus: Literacy
Audience: B/E

Learn and explore how to spark students' interests and get them involved in being creators of their learning instead of being only consumers of stand-and-deliver instruction. Learn to meet rigorous literacy standards and support powerful literacy practices in your classroom using technology.

Repeat: Tuesday, 1:00 p.m., Sun Ballroom C

Presenter(s): Nicole Covington and Shawna Monroe, Digital Technology Instructional Facilitators; and Dawn Ramseur, Executive Director of Digital Teaching & Learning, Hoke County Schools, Raeford, NC

51. Differentiating Reading and Writing Instruction in Various Content Areas

Room: Tallahassee
Objective: 1

Focus: Literacy
Audience: E

To prepare students to be college and career ready, it is important to recognize that needs in reading and writing are NOT the same in different disciplines. Explore how each discipline varies by task type, organizational structure, citation style and what serves as evidence to help you teach your students accordingly.

Repeat: Tuesday, 1:00 p.m., Sun Ballroom A

Presenter(s): Kay Hedrick, Literacy Consultant, Kentucky Educational Development Corporation, Lexington, KY; Debra Cullen, Independent Literacy Consultant, Clarksburg, WV

52. Introduction to SREB's Powerful Literacy Practices

Room: Sanibel 2-3
Objective: 1

Focus: Literacy
Audience: B

SREB's powerful literacy practices highlight instructional shifts made by teachers as they move from traditional classroom instruction to providing students with learning opportunities that strengthen and advance their ability to read, comprehend and analyze complex texts. Come learn more about how to leverage these practices to support your students.

Repeat: Monday, 2:15 p.m., Miami 2-3

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

53. It's Not in There: Removing the Black and White Answer

Room: Sun Ballroom 5-6
Objective: 2

Focus: Literacy
Audience: B

The only way to truly learn content is to mentally play with the information, mull it over, synthesize and apply. Participants will write complex thinking questions based on depth and complexity icons. These questions will force students to read text in its entirety, critically think and write a short, detailed response with text evidence.

Presenter(s): Meagan Fields, Assistant Principal, Jasper Junior High School, Jasper, AL; Pam Purcell, Literacy Consultant, SREB, Atlanta, GA

60-MINUTE SESSIONS

54. Data-Driven Practice: Improving Literacy and Content Achievement

Room: Sanibel 1
Objective: 2

Focus: Literacy
Audience: B/E

Annually, SREB administers teacher and student surveys, explores achievement data and collects testimonials from educators in the middle grades and high schools using the Literacy Design Collaborative. Explore how teachers, administrators and students view the impact of this powerful literacy framework.

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

55. Five Strategies to Take Home and Use Tomorrow

Room: Sun Ballroom 3-4
Objective: 2

Focus: Literacy
Audience: B

Reading and writing in science need not be scary or hard. Learn ways students can get information from texts, videos, and charts and graphs and turn them into meaningful written expressions of understanding. Explore five strategies that you can use immediately.

Repeat: Tuesday, 3:30 p.m., Sun Ballroom A

Presenter(s): Brittney Gilmer, Science Teacher, Pike County High School, Troy, AL

56. Are Your Seniors Prepared for College Math? Try SREB Math Ready

Room: Sarasota 3
Objective: 2

Focus: Math
Audience: B/E

Explore Math Ready, a tested course used in high schools across the nation. Students engage in rigorous mathematical activities to develop critical-thinking skills by solving real-world problems.

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

57. Strategies to Engage Learners in a Collaborative Mathematics Classroom

Room: Sun Ballroom 1-2
Objective: 2

Focus: Math
Audience: B

Teachers will become students as they participate in activities that promote collaboration and engagement. From Human Angles to Frayer Model with a Twist, this session will be fast-paced with many activities to take back to classrooms.

Presenter(s): Kristen Oxley, K-12 Mathematics Curriculum Specialist, Kanawha County Schools, Charleston, WV

58. Math Instruction Revisited: The Miracle of Learning CAN Happen

Room: Tampa
Objective: 3

Focus: Math
Audience: B

Learn what changes the equation for learning mathematics from only the “smart” kids to all kids. Included are technology, individual tutoring using powerful mathematics practices, changes in beliefs about teaching and learning mathematics on the part of district leaders, teachers, parents and students.

Presenter(s): Libby Chaskin, Independent Math Consultant, San Antonio, TX; Cindy Schimek, Independent Consultant, Katy, TX

60-MINUTE SESSIONS

59. Ready, Set, Engage

Room: Daytona
Objective: 4

Focus: Math
Audience: E

Learn to create a re-engagement lesson that will help students master college- and career-readiness standards. Engage in a scavenger hunt to discover real-world tasks based on formative assessment lessons. Build problem-solving skills and application of factual, procedural and conceptual understanding.

Presenter(s): Angela Matthews, Teacher, Ouachita Parish School System, Monroe, LA

60. It's Hard Work, But It's Worth It!

Room: Sarasota 1-2
Objective: 4

Focus: Math
Audience: B

This school district embraced SREB best practices with a targeted small-team approach in three middle grades schools and one high school. Experience their journey through the lens of a FAL to see how SREB's powerful mathematics practices improved student learning.

Presenter(s): Debbie Robertson, Mathematics Consultant, SREB, Atlanta, GA; Tara Faircloth, Supervisor of Instruction, Caesar Rodney School District, Camden Wyoming, DE; Sarah Potter, Math Support Teacher, Postlethwait Middle School, Caesar Rodney School District, Camden, DE

61. Change of Practices to Grow as a School

Room: Miami 2-3
Objective: 5

Focus: Literacy/Math
Audience: B

Implementing LDC and MDC schoolwide with fidelity guided West Stanly Middle School to exhibit the second greatest growth of any middle grades school in North Carolina. Hear how using evidence-based strategies like Cornell notes made a difference for our students.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Danny Poplin, Assistant Superintendent, Stanly County School District, Albemarle, NC; Jennifer Huneycutt, Principal, West Stanly Middle School, Albemarle, NC

62. Get Ready to Shift!

Room: Destin
Objective: 5

Focus: Math
Audience: B

Learn about one Title I school's journey in becoming a showcase school for the tools and strategies of the Mathematics Design Collaborative. See how the initiative spread through grades six through eight math classes and how SREB's powerful math practices changed the way students learn and perform in math.

Presenter(s): Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC; Davina Coleman, Numeracy Coach, Amanda Gelles, Teacher, and Jennifer Morillo, Principal, Robert Smalls International Academy, Beaufort, SC

SHARING SESSIONS

SUN BALLROOM A

63. Intentional Literacy-Based Assignment Design

Table: 1

Focus: Literacy

Objective: 1

Audience: E

What is a literacy-based assignment? This presentation will engage participants in the design of a literacy-based assignment with a focus on the following SREB powerful literacy practices: literacy-based assignment, learning target, sequence of lesson, student discourse and formative assessment.

Repeat: Monday, 4:45 p.m., Sun Ballroom A

Presenter(s): Twyla Coleman, Literacy Trainer, SREB, Atlanta, GA; Kaye Jamison, Literacy Lead Coach, Newberry School District, Prosperity, SC

64. Geometry Students and ACT: Preparing With Math Tools and Strategies

Table: 2

Focus: Math

Objective: 1

Audience: E

Highlights of work correlating state geometry standards, ACT college standards and powerful mathematics practices and math standards will be reviewed. How these can be used to plan geometry units and schoolwide ACT prep is the focus of this interactive workshop.

Presenter(s): Jeanne Glover, Independent Mathematics Consultant, Tyrnza, AR

65. LDC/PBL for CTE for Dummies ... HELP!

Table: 3

Focus: Literacy

Objective: 2

Audience: B

By beginning with a real-world scenario assignment in mind, CTE teachers can plan instruction to include technical skills needed for students to successfully complete and present relevant projects. The LDC/PBL hybrid module process supports this instruction by embedding content standards and college- and career-readiness standards.

Presenter(s): Taneka Hicks, Business Education Instructor, and Julie Moreno, Business/Marketing Teacher, Hueytown High School, Hueytown, AL

66. We Can't Learn the Math for Them!

Table: 4

Focus: Math

Objective: 3

Audience: B/E

Explore effective strategies that engage students in learning. These strategies include the use of videos, error analysis, open-ended problems that foster the adoption of a growth mindset and the value of making mistakes.

Repeat: Tuesday, 1:00 p.m., Destin

Presenter(s): Valerie Dickerson, Independent Consultant, SREB, Cumming, GA; Tarya Harrell, District Math Coach, Quintman County Public Schools, Marks, MS

SHARING SESSIONS

SUN BALLROOM A

67. Formative Assessment Lessons and the AfterMaths of the FALS

Table: 5

Focus: Math

Objective: 4

Audience: E

Teachers will take away formative assessment lessons (FALS) and aftermaths of the lessons to identify students' obstacles, misconceptions and gaps in learning. Participants will learn how to empower their students to turn their aspirations to achieve the college- and career-readiness standards into classroom realities.

Repeat: Monday, 4:45 p.m., Sun Ballroom 5-6

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

68. Learn Like a Champion

Table: 6

Focus: Math

Objective: 4

Audience: E

During this session, examine how re-engagement lessons can impact the learning process, and learn how to design your own re-engagement lesson. You will also learn how to incorporate higher-order questioning techniques into these lessons.

Repeat: Monday, 2:15 p.m., Sarasota 1-2

Presenter(s): Christy Stokes, Math Department Leader, Muller Road Middle School, Winnsboro, SC

69. PLCs With Purpose: Maximizing Effectiveness Through Differentiation

Table: 7

Focus: Literacy/Math

Objective: 5

Audience: B/E

Jefferson County Schools utilizes a variety of strategies to provide protected time for professional learning communities within the school day. Learn how administrators are making time for PLCs and how instructional support staff and teacher-leaders work together to meet the needs of individual schools.

Repeat: Tuesday, 1:00 p.m., Sanibel 1

Presenter(s): Jennifer Rouse, Algebra/Math 8 Teacher, Corner Middle School, Birmingham, AL; Leslie Richards, Secondary Math Supervisor, Jefferson County Board of Education, Birmingham, AL

60-MINUTE SESSIONS

FEATURED PRESENTERS



Karen Karp

70. Breaking the Mathematics Rules and Cleaning Up Your Language

Room: Tampa

Focus: Math

Objective: 2

Audience: B/E

In this session, we will outline common mathematics rules and vocabulary shared by teachers that students tend to overgeneralize. These rules should be avoided when teaching mathematics for understanding. Come see if your rules have a short shelf life.

Repeat: Tuesday, 1:00 p.m., Tampa

Presenter(s): Karen Karp, Professor, Johns Hopkins University, Louisville, KY; Sarah Bush, Associate Professor, University of Central Florida, Winter Park, FL



Sarah Bush

71. Expanding Students' Learning Through Writing

Room: Daytona

Focus: Literacy

Objective: 1

Audience: B

What does good writing look like in a kindergarten through grade one classroom? This session will share how modules and literacy-based assignments are used to engage students to construct purposeful writing.

Repeat: Tuesday, 1:00 p.m., Sun Ballroom A

Presenter(s): Amy King, Amy Yanick and Sydney Crompt, Teachers, Rockfish Hoke Elementary School, Raeford, NC

72. Power of Evidence and Reasoning in All Content Areas

Room: Miami 2-3

Focus: Literacy

Objective: 1

Audience: B

Literacy-based assignments require students to respond with evidence from the text and reasoning beyond the text. Teachers from grade school through college use a range of approaches to teach these skills. We will present a tool for teachers and administrators to use to create collective teacher efficacy.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Karey Algeria, Local Trainer, Jefferson-Davis School District, Prentiss, MS

73. Yours, Mine, Ours, Theirs: Building Text Sets From Multiple Perspectives

Room: Sun Ballroom 1-2

Focus: Literacy

Objective: 2

Audience: B

Intentional text selection provides students with the means necessary to craft nuanced arguments. Interactive ways to use speech and debate that promote students' multiple literacies will be shared as well. This session will include hands-on activities that will enable participants to implement desired components immediately.

Repeat: Tuesday, 3:30 p.m., Sun Ballroom A

Presenter(s): Dana Jacobson, Instructional Transformation Specialist, Shades Valley High School, Birmingham, AL

60-MINUTE SESSIONS

74. Do Your Students Struggle With High School Math? Try SREB Ready for High School Math

Room: Sarasota 3

Focus: Math

Objective: 2

Audience: B/E

Just as it is important to prepare high school students for college and careers, it is also important to prepare eighth-graders to succeed in high school. Explore how to prepare eighth-graders to meet the challenges of entering high school by implementing the new High School Ready Math course.

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

75. Making Math Matter: Powerful Math Practices Deepen Students' Understanding

Room: Sanibel 1

Focus: Math

Objective: 2

Audience: B/E

Annually, the Southern Regional Education Board administers teacher and student surveys, explores achievement data and collects testimonials from educators using the Mathematics Design Collaborative. Explore how teachers, administrators and students view the impact of this powerful math framework and leave with a plan to implement these practices in your school.

Presenter(s): Lauri Johnson, Director of School Leader Development; Joseph Tadlock, Senior Researcher; and Dan Mollette, Director of Literacy and Mathematics Training, SREB, Atlanta, GA

76. More Talking in Math Class, Please!

Room: Sarasota 1-2

Focus: Math

Objective: 3

Audience: B/E

Learn the importance of having mathematical discussions in any level of math class while fostering student ownership of learning. The presenters will demonstrate strategies such as Math Talks and explain why they are beneficial for every learner. Learn how to improve collaboration during rigorous math activities to ensure deeper learning.

Presenter(s): Cathey Ritter, Math Trainer, SREB, Atlanta, GA; Amanda Allen, Teacher, Northwoods Elementary School, Jacksonville, NC

77. The Struggle is Real ... Let's Embrace It!

Room: Sun Ballroom 3-4

Focus: Math

Objective: 3

Audience: E

Teachers at this high-poverty, early college high school will share how they work together to gradually transform students' way of thinking about mathematics. Through the implementation of vertical alignment via productive struggle, students are taking ownership of their learning.

Presenter(s): Lindsey Buff, Kellen Morgan and Abby Quintana, Math Master Teachers, Fox Tech High School, San Antonio, TX

60-MINUTE SESSIONS

78. The Productive Struggle is Real*Room: Sun Ballroom D**Focus: Literacy**Objective: 3**Audience: E*

Learn to strengthen your ability to use literacy strategies that build students' capacities to use textual evidence to complete rigorous assignments. The presenter demonstrates how to plan and facilitate instruction that prepares students for higher levels of learning.

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

79. Re-Engaging Students and Promoting Mathematical Discourse*Room: Naples 3**Focus: Math**Objective: 4**Audience: E*

To ensure the effectiveness of formative assessment, data must be used to inform instruction. Identify misconceptions and target interventions based on specifically identified needs. Don't just reteach all content. Re-engagement versus reteaching makes the assessment more effective as an instructional tool.

Presenter(s): Debbie Robertson, Mathematics Consultant, SREB, Atlanta, GA; Dawn Perks, Independent Consultant, Burlington, NC

80. Mission "I'm Possible"*Room: Destin**Focus: Math**Objective: 4**Audience: B*

As a middle grades teacher in an alternative school, it sometimes seems certain projects or collaborative activities will not work because students are deficient in certain skills. In this session, participants will engage in a formative assessment lesson and learn how to use effective strategies in an alternative setting or with troubled students.

Presenter(s): Wendy Parker-Powell, Middle Level Math Teacher, Richland School District Two/Blythewood Academy, Blythewood, SC; Karen Gray, Independent Mathematics Consultant, Trussville, AL

81. Assignments for the Real World*Room: Tallahassee**Focus: Literacy**Objective: 4**Audience: B*

In this session, core content and CTE teachers will examine skills needed for their students to read and write in their discipline. Participants will explore ways to develop assignments that reflect students' learning and are authentic to the content and skills necessary in that field.

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

60-MINUTE SESSIONS

82. Be the Change Agent: Change the Culture*Room: Sanibel 2-3**Focus: Literacy/Math**Objective: 5**Audience: B/E*

Participants will learn strategies for effective PLCs. Learn how to conduct debriefs with timely feedback, non-hassle peer support through informal observations, common learning targets and strategies to develop strong teacher-leaders.

Repeat: Tuesday, 2:15 p.m., Sun Ballroom A

Presenter(s): Haley Holley, Assistant Principal, and Ellie Hilton, Curriculum Coordinator, Ouachita Parish School Board, Monroe, LA

83. Principals as Partners: Using the Powerful Literacy Practices Rubric*Room: Sun Ballroom 5-6**Focus: Literacy**Objective: 5**Audience: B/E*

The PLP rubric allows administrators, whether new to literacy strategies or well-versed in them, to share strategies and "look-fors" with the faculty and staff. Learn how implementing the PLP rubric can help prepare better teachers and administrators and build a collaborative literacy environment in your school.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA; Meagan Fields, Assistant Principal, Jasper Junior High School, Jasper, AL

84. What's Wrong With Your LDC Program? It's Probably Your Principal...*Room: Miami 1**Focus: Literacy**Objective: 5**Audience: B/E*

Learn how one principal created a balanced approach to shared leadership through trust and accountability, how he worked as a part of a team and not part of a problem. Come hear about the process of school transformation; learn how to create a unified culture; and discover how LDC became the way they do business every day.

Presenter(s): Shane Goodwin, Principal; Rebecca Shackleford, Instructional Coach; and Tricia Crenshaw, Valerie Sims, William McHenry, and Kay McKinney, Teachers, Sullivan Middle School, Rock Hill, SC

SHARING SESSIONS

SUN BALLROOM A

85. Mastering Mathematics Measurement*Table: 1**Focus: Math**Objective: 1**Audience: B/E*

Measurement is a crucial part of the mathematics curriculum and a practical way to incorporate multiple mathematical topics such as geometry and statistics. Learn about vertical alignment of measurement tasks for grades six through eight. Participants will work through tasks that make connections to previous and subsequent standards.

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

86. Turning Thinking Into Transitions*Table: 2**Focus: Literacy**Objective: 1**Audience: E*

Make your students' thinking visible with thinking routines. Students can enhance reading and note-taking skills, be engaged in bridging conversations, practice speaking and listening skills and create writing products. These routines capture students' attention, develop thought processes and deepen understanding in all content areas.

Repeat: Wednesday, 8:00 a.m., Sanibel 2-3

Presenter(s): Rebecca Ingram, Content Goal Clarity Coach, and Rick Daniel, Social Studies Specialist, Jefferson County Public Schools, Louisville, KY

87. Creating Mathematical Discourse: Teacher and Administrator Viewpoints*Table: 3**Focus: Math**Objective: 1**Audience: B*

Presenters will address mathematical discourse: what it is and what it should look like in a productive mathematics classroom. Participants will experience strategies that encourage all students to share ideas and provide formative assessment data to the teacher.

Repeat: Monday, 4:45 p.m., Sarasota 3

Presenter(s): Carrie Ann Myers, Assistant Principal, and Nicole Evett, Math Teacher, Kate D. Smith DAR Middle School, Grant, AL

88. LDC for CTE Using PBL ... OMG!*Table: 4**Focus: Literacy**Objective: 2**Audience: B/E*

How can career and technical education (CTE) teachers design a module that reflects principles of the Literacy Design Collaborative (LDC) and project-based learning (PBL)? Examine a method of planning that merges the two concepts. Presenters will provide a planning template that offers a structured approach for creating literacy-based assignments with real-world situations.

Presenter(s): Taneka Hicks, Business Education Instructor, and Julie Moreno, Business/Marketing Teacher, Hueytown High School, Hueytown, AL

SHARING SESSIONS

SUN BALLROOM A

89. Growing Learners With STEM and the Five Strategies*Table: 5**Focus: Math**Objective: 2**Audience: E*

Get students playing with math to foster a growth mindset. STEM-based experiments lead to authentic, deep mathematical discussions. Sentence stems encourage students to step outside their comfort zones and talk WITH each other instead of TO the teacher. Embracing failure leads to reflection and understanding. Students learn to communicate as cooperative, creative problem solvers.

Repeat: Tuesday, 2:15 p.m., Tampa

Presenter(s): Elisabeth Read, Teacher, Kammerer Middle School, Louisville, KY

90. I Can't Do This (Yet)*Table: 6**Focus: Math**Objective: 3**Audience: B*

Create a classroom climate that uses teacher questions and content and delivery style to achieve productive mathematical discussions. These discussions reflect the productive struggle that students engage in during the problem-solving process.

Presenter(s): Valerie Dickerson, Independent Consultant, Cumming, GA; Tarya Harrell, District Math Coach, Quitman County Public Schools, Marks, MS

91. Establishing Pathways to Reading Proficiency*Table: 7**Focus: Literacy**Objective: 5**Audience: B*

In this session, participants will review data that emphasize the importance of quality literacy experiences for early learners. We will also briefly discuss how effective partnerships impact on the system, regional and state levels and drive language acquisition and ultimately academic success.

Presenter(s): Kenneth Mason, Director of Urban Initiatives, Director, SREB, Atlanta, GA

60-MINUTE SESSIONS

92. Powerful Literacy Practices in the Social Studies Classroom*Room: Miami 1**Focus: Literacy**Objective: 1**Audience: E*

Get an overview of SREB's powerful literacy practices that highlight instructional shifts made by teachers as they move from traditional classroom instruction to providing students with learning opportunities that strengthen and advance their ability to read, comprehend and analyze complex texts.

Presenter(s): Connie Lester, School Improvement Consultant/Literacy Trainer, SREB, Atlanta, GA; Ann Browning, Teacher, Campbell County Comprehensive High School, Jacksboro, TN

93. Alignment of Skills and Instruction to Hit the True Target*Room: Sun Ballroom 5-6**Focus: Literacy**Objective: 1**Audience: E*

When using a literacy-based assignment, students need purposeful instruction to hit the target. Participants will analyze what it takes to hit the target by exploring a line of thinking to design purposeful instruction aiming directly for the bullseye. Explore how the formative assessments can guide corrective measures to ensure students hit the mark.

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

94. Can You Walk the Walk?*Room: Naples 1-2**Focus: Math**Objective: 2**Audience: E*

Presenters will model a pre-FAL lesson using TI motion detectors to demonstrate how technology can be used to promote student understanding of mathematical concepts. Concepts explored include interpreting graphs and an exploration of linear and quadratic functions. Student understanding is then assessed using FALS and/or rich tasks.

Presenter(s): Libby Chaskin, Independent Math Consultant, San Antonio, TX; Martin Alvarez, Mathematics Department Chair, Edison High School, San Antonio, TX; Mark Bell, School Improvement Specialist, San Antonio ISD, San Antonio, TX; Deborah Velasquez, Teacher Leader, Jefferson High School, San Antonio, TX

95. Tiger Time: The Turning Point for Our Classroom and School Culture*Room: Sun Ballroom 1-2**Focus: Literacy/Math**Objective: 3**Audience: B/E*

Giving students the ability to have a choice in their daily school itinerary has the effect of giving them a feeling of self-empowerment and allows some of our younger students to mature. This has facilitated one school in offering remediation and enabled students to have fun during the school day.

Presenter(s): Jeseca Sowder, Social Studies Teacher; Matt Smith, Math Teacher; Keith Taylor, Physical Education Teacher; and Larrissa Roberts, Business Teacher, Princeton Senior High School, Princeton, WV

60-MINUTE SESSIONS

96. Re-Engaging Lessons Using YouTube: Bring Your Own Device!*Room: Sun Ballroom C**Focus: Math**Objective: 4**Audience: E*

Digital media can be a boon to effective classroom instruction. Learn how a teacher in one consistently underperforming school engages students by creating YouTube videos to accompany each problem in a lesson. Participants will experience a lesson and learn how to create the videos.

Presenter(s): Callie Angel, Teacher, and Tara Alexander, Math Department Chair, San Antonio ISD, San Antonio, TX

97. Let's Mix It Up With Blended Learning*Room: Tampa**Focus: Math**Objective: 4**Audience: B*

Engage students in math with a blended learning approach. Address how to get students to take ownership of their learning and be better prepared for the rigors of the real world.

Presenter(s): Damita Terry, Teacher, East Hoke Middle School, Raeford, NC; Veronica Sturdivant, Math Coordinator, Hoke County Schools, Raeford, NC

98. Growing Stronger Together: Creating a Culture of Peer-to-Peer Coaching*Room: Daytona**Focus: Literacy/Math**Objective: 5**Audience: B/E*

Creating a positive culture has its challenges, but even more so when teachers are asked to coach their colleagues. Participants will explore peer-to-peer coaching — looking into how this practice builds teacher leadership and professional collegiality.

Repeat: Tuesday, 3:30 p.m., Sun Ballroom A

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

99. Professional Learning: Integrated Professional Development*Room: Sun Ballroom 3-4**Focus: Literacy/Math**Objective: 5**Audience: B/E*

Presenters will discuss communities of professional learning and professional development for powerful practices, sheltered instruction observation protocol and the South Carolina Teaching Standards 4.0 Rubric. See how these are integrated with examples of successes through implementation.

Presenter(s): Sheila Cato, Instructional Coach, Whale Branch Cluster School/Beaufort County School District, Seabrook, SC

100. Ground Zero of LDC*Room: Miami 2-3**Focus: Literacy**Objective: 5**Audience: E*

How might local trainers provide one-on-one coaching to accelerate the spread of LDC using the Better Conversation Model by Jim Knight? Learn how to build strong relationships focused on instruction to create practices that use LDC Teaching Tasks to develop clear learning intentions.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Gerald O'Dom, Local Trainer, Wayne County Schools, Waynesboro, MS

60-MINUTE SESSIONS**101. Using Persuasion and Data to Enact Change***Room: Sanibel 1**Focus: Literacy**Objective: 5**Audience: B/E*

Two administrators will discuss the trials and tribulations of implementing change in two middle grades schools. Changing from a subject-area approach to literacy to a schoolwide approach takes positive persuasion and data to convince teachers that change can be for the best.

Presenter(s): Tammy Small, Assistant Administrator, Lugoff-Elgin Middle School, Dalzell, SC; Byron Johnson, Principal, Camden Middle School, Camden, SC; Twyla Coleman, Literacy Trainer, SREB, Atlanta, GA

102. Teacher Observations: Using Powerful Literacy Practices to Improve Teaching*Room: Sun Ballroom D**Focus: Literacy**Objective: 5**Audience: B*

Teachers, coaches and administrators will learn how to support colleagues in making literacy central to teaching content on a daily basis. Using SREB's powerful literacy practices, participants will engage in a partnership approach to preparing for, implementing and following up on an observation focused on literacy instruction.

Presenter(s): Quinton Granville, Literacy Consultant, and Daniel Rock, Lead Literacy Consultant, SREB, Atlanta, GA

103. Intentional Steps for LDC Success*Room: Sanibel 2-3**Focus: Literacy**Objective: 5**Audience: E*

Ouachita Parish administrators and teacher-leaders will describe how leveraging a trained cohort in the district and in schools helped to facilitate successful LDC implementation during Year 2. This session will guide participants in developing an action plan for leading LDC with fidelity in their own schools and districts.

Presenter(s): Pamela Broome, Literacy Consultant, SREB, Atlanta, GA; Tammy Whitlock, Instructional Coordinator, Robin Austin, Instructional Coordinator, and Haley Holley, Assistant Principal, Ouachita Parish School System, Monroe, LA; Randa Wigley, Teacher, West Ouachita High School, West Monroe, LA; Garrah Leshe, Teacher, Good Hope Middle School, West Monroe, LA; Bucky Chandler, Teacher, Sterlington High School, Monroe, LA

104. Embedding MDC Leadership and Strategies: One Principal's Perspective*Room: Sarasota 3**Focus: Math**Objective: 5**Audience: B/E*

Using the MDC principles and strategies, this administrator is turning around a low-performing school and was awarded for having top growth in the state in 2017. See how he used MDC strategies to create a culture where formative assessments and rigorous instruction led to quality shifts in instruction.

Repeat: Tuesday, 1:00 p.m., Sun Ballroom A

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

60-MINUTE SESSIONS**105. Put Me in, Coach!***Room: Sarasota 1-2**Focus: Math**Objective: 5**Audience: B/E*

Coaching should be a response to a need suggested by data. This session will emphasize how effective instructional leaders can use instructional coaching and the powerful math practices to help determine where support and resources are needed to ensure quality shifts in instruction.

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

106. Increasing Powerful Instructional Practices Through Learning Walks*Room: Destin**Focus: Math**Objective: 5**Audience: E*

By using SREB student survey data and data collected on learning walks, our district has been able to place a laser focus on high-impact instructional strategies. We will share our journey with using the SREB powerful math practices tool to identify areas needing school improvement with administrators, academic coaches and teachers.

Presenter(s): Robin Marcus, Independent Math Consultant, Durham, NC; Jodi Hofberg, Secondary Math/Science Specialist, Alamance-Burlington School System, Burlington, NC; Heather Ward, Principal, Southern Alamance Middle School, Burlington, NC

107. Inspiration From Observation*Room: Naples 3**Focus: Literacy/Math**Objective: 5**Audience: B/E*

Getting into classrooms and conducting teacher observations is the most important job a principal can have, but carving out time for these visits is always a challenge. Learn how one principal uses focused observations to overcome this challenge.

Presenter(s): Judy Frank, Director, MMGW, SREB, Atlanta, GA; Dewey DeBoard, Principal, and Suzanne Hunt, Instructional Coach, Crossville Middle School, Crossville, AL

108. Reading Apprenticeship: Supporting Students to Own Disciplinary Literacy*Room: Tallahassee**Focus: Literacy**Objective: 3**Audience: E*

Reading Apprenticeship helps students strengthen their literacy identities, skills and stamina for wrestling with comprehension challenges, and it is a perfect complement to LDC. Participants in this hands-on workshop will explore classroom videos and leave with resources for helping students develop the academic dispositions needed to become more engaged learners.

Presenter(s): Ruth Schoenbach, Co-Director, WestEd/Reading Apprenticeship, San Francisco, CA

SHARING SESSIONS

SUN BALLROOM A

109. Keep Your Friends Close and Your Engagement Strategies Closer*Table: 1**Focus: Literacy**Objective: 1**Audience: B*

Attendees will learn about and participate in a variety of research-based, impactful strategies for improving students' cognitive engagement. These strategies will provide opportunities for educators to observe student growth and learning, and make students active learners.

Presenter(s): Amanda McGrath, District Goal Clarity Coach (Curriculum Coach), Jefferson County Public Schools, Louisville, KY

110. CTE, STEM and Rigor: Best Practices in Contextualized/Integrated Curricula*Table: 2**Focus: Literacy/Math**Objective: 1**Audience: B/E*

CTE and math teachers team teach mathematics courses through relevant project-based CTE curricula. Algebra 1 in manufacturing processes, entrepreneurship and design (AMPED) and geometry in construction are fully developed courses taught in multiple schools. These courses enable student mastery and narrow the achievement gap.

Repeat: Monday, 2:15 p.m., Destin

Presenter(s): Scott Burke, Teacher, Thompson School District R2-J, Loveland, CO

111. Talk Like Ted and Other Public Speaking Strategies*Table: 3**Focus: Literacy**Objective: 2**Audience: B*

This session will cover how to implement the non-fiction book *Talk Like Ted* by Carmine Gallo in the eighth-grade classroom and strategies to help prepare young teens to speak in public.

Repeat: Tuesday, 1:00 p.m., Daytona

Presenter(s): Jessica Hayes, Teacher, Ruhama Junior High School, Fort Payne, AL

112. Vocabulary Strategies Across the Disciplines*Table: 4**Focus: Literacy**Objective: 2**Audience: B*

This session will provide several different vocabulary strategies that can be used across all disciplines to further enhance students' cognition of vocabulary. These strategies, such as the Freyer Model and Word Splash, can be taken back to the classroom and used immediately.

Presenter(s): LaToya Gay, ELA Teacher/Local Trainer, Banks Middle School, Brundidge, AL; Dana Davis, Independent Consultant, Irving, TX

SHARING SESSIONS

SUN BALLROOM A

113. Improving Mathematical Discourse in Your Classroom*Table: 5**Focus: Math**Objective: 3**Audience: B*

Learn how to power up your math lessons by engaging all learners in purposeful discourse, higher-order questioning and productive struggle. Encourage students to share their ideas with others, justify problem-solving techniques and give meaningful feedback to their peers.

Presenter(s): Marina Mosneaguta, Teacher, Alice Drive Middle School, Sumter, SC

114. Memestorying History: A Social Approach*Table: 6**Focus: Literacy**Objective: 3**Audience: B/E*

"Memestorying History" is a creative way to take a dry history classroom into the 21st century by adding the social media phenomenon of memes to the classroom. Learn how to combine this social phenomenon with historical scripting to get your students engaged and willing to take ownership of their learning.

Repeat: Tuesday, 1:00 p.m., Sun Ballroom 3-4

Presenter(s): Ricky Simpson, LDC Local Trainer, Honea-Path Middle School, Honea-Path, SC

115. Supporting Change With the Powerful Math Practices*Table: 7**Focus: Math**Objective: 5**Audience: E*

The SREB powerful mathematical practices ensure that a math classroom is based on an understanding of mathematics rather than coverage of material. In this session, participants will develop a plan for supporting teacher growth utilizing the PMPs.

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

120-MINUTE SESSIONS

116. Leadership to Ensure Powerful Professional Development*Room: Miami 2-3**Focus: Literacy/Math**Objective: 5**Audience: B/E*

Professional development only works when it influences what teachers do. This panel will discuss how three districts are working to increase student achievement by focusing their professional development on transforming teaching and learning in literacy and mathematics.

Presenter(s): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA; Sheri Blankenship, Literacy Coach, Rankin County School District, Brandon, MS; Taki Sarhaan, Principal, Minor Middle School, Adamsville, AL; Donna Patten, Local Trainer, Ouachita Parish School Board, West Monroe, LA

117. Hands-On and Classroom Ready: Lessons in Contextual Learning*Room: Sanibel 2-3**Focus: Literacy/Math**Objective: 2**Audience: B*

See geometry in a construction program and Algebra I in a manufacturing process. Make learning meaningful to students by connecting it to real-world situations and activities. Participants will engage in lessons developed for CTE and math content areas.

Presenter(s): Scott Burke, Teacher, Thompson School District R2-J, Loveland, CO

60-MINUTE SESSIONS

FEATURED PRESENTERS



Karen Karp

118. Breaking the Mathematics Rules and Cleaning Up Your Language*Room: Tampa**Focus: Math**Objective: 2**Audience: B/E*

In this session, we will outline common mathematics rules and vocabulary shared by teachers that students tend to overgeneralize. These rules should be avoided when teaching mathematics for understanding. Come see if your rules have a short shelf life.

Repeat: Tuesday, 9:15 a.m., Tampa

Presenter(s): Karen Karp, Professor, Johns Hopkins University, Louisville, KY; Sarah Bush, Associate Professor, University of Central Florida, Winter Park, FL



Sarah Bush

119. ¡Hola Matemáticas!*Room: Sarasota 1-2**Focus: Math**Objective: 1**Audience: B*

These rural Alabama schools use meaningful assignments to make math relevant to students, who are 86 percent Hispanic. Test scores show an increase in students' understanding of math, while classrooms observations show an increase in student engagement and mathematical discourse.

Presenter(s): Suzanne Hunt, Instructional Coach, Dewey DeBoard, Principal, Brittney Crumbley, Sixth-Grade Teacher, and Luis Segura, Eighth-Grade Teacher, Crossville Middle School, Crossville, AL; Regina Parris, Math Teacher, Fyffe High School, Fyffe, AL; Kim Livengood, Independent Math Consultant, Columbia, TN

60-MINUTE SESSIONS

120. Raising the Cognitive Level of Math Tasks*Room: Naples 1-2**Focus: Math**Objective: 1**Audience: B*

Participants will examine the characteristics of a rich math task. Explore ways to raise the cognitive level of a non-rich task. Any problem set or activity has the potential for becoming a task that is rigorous and encourages students to think and reason at a higher level.

Presenter(s): Cathey Ritter, Math Trainer, SREB, Atlanta, GA; Karen Gray, Independent Mathematics Consultant, Trussville, AL

121. Engaging Your Students With Hyperdocs to Support Literacy*Room: Sun Ballroom C**Focus: Literacy**Objective: 1**Audience: E*

Learn and explore how to spark students' interests and get them involved in being creators of their learning instead of being only consumers of stand-and-deliver instruction. Learn to meet rigorous literacy standards and support powerful literacy practices in your classroom using technology.

Repeat: Tuesday, 8:00 a.m., Sun Ballroom D

Presenter(s): Nicole Covington, Digital Technology Instructional Facilitator; Shawna Monroe, Digital Technology Instructional Facilitator; and Dawn Ramseur, Executive Director of Digital Teaching & Learning, Hoke County Schools, Raeford, NC

122. From Standards to Success: How to Teach Literacy*Room: Sun Ballroom 1-2**Focus: Literacy**Objective: 1**Audience: B*

Come learn how to make the standards work for you. Participants will explore how integrating multiple standards can help focus instruction, differentiate lessons and increase rigor. With careful planning and scaffolding of lessons, students can experience success and take learning to new levels.

Presenter(s): Pam Purcell, Literacy Consultant, SREB, Atlanta, GA; Valerie Freeman, Teacher, North Pike High School, Summit, MS; Angela Ellison, SREB-Certified LDC Local Trainer, North Pike High School, Summit, MS

123. Rethinking Student Advisory*Room: Tallahassee**Focus: Literacy/Math**Objective: 1**Audience: B/E*

Learn how one school implemented SREB's Counseling for Careers (C4C) and revamped the traditional homeroom process into a structured and effective advising period. Presenters will explain the process of obtaining structure and give examples of the successes experienced through implementing C4C guidelines.

Presenter(s): Kathryn Cooke, Teacher; Kimberly Brown, Lead School Counselor; and Pretel Simmons-Hill, Science Teacher, Whale Branch Early College High School, Seabrook, SC

60-MINUTE SESSIONS

124. Talk Like Ted and Other Public Speaking Strategies*Room: Daytona**Focus: Literacy**Objective: 2**Audience: B*

This session will cover how to implement the non-fiction book *Talk Like Ted* by Carmine Gallo in the eighth-grade classroom and strategies to help prepare young teens to speak in public.

Repeat: Tuesday, 10:45 a.m., Sun Ballroom A

Presenter(s): Jessica Hayes, Teacher, Ruhama Junior High School, Fort Payne, AL

125. Memestorying History: A Social Approach*Room: Sun Ballroom 3-4**Focus: Literacy**Objective: 3**Audience: B/E*

"Memestorying History" is a creative way to take a dry history classroom into the 21st century by adding the social media phenomenon of memes to the classroom. Learn how to combine this social phenomenon with historical scripting to get your students engaged and willing to take ownership of their learning.

Repeat: Tuesday, 10:45 a.m., Sun Ballroom A

Presenter(s): Ricky Simpson, LDC Local Trainer, Honea-Path Middle School, Honea-Path, SC

126. We Can't Learn the Math for Them!*Room: Destin**Focus: Math**Objective: 3**Audience: E*

Explore effective strategies that engage students in learning. These strategies include the use of videos, error analysis, open-ended problems that foster the adoption of a growth mindset and the value of making mistakes.

Repeat: Tuesday, 8:00 a.m., Sun Ballroom A

Presenter(s): Valerie Dickerson, Independent Consultant, Cumming, GA; Tarya Harrell, District Math Coach, Quintman County Public Schools, Marks, MS

127. Assess Like A Champion*Room: Naples 3**Focus: Math**Objective: 4**Audience: E*

Using backward design, participants will learn how to create standards-based summative assessments as well as learn strategies for formative assessment in algebra and geometry. Additionally, participants examine how to create lessons of their own with embedded formative assessment strategies. Participants will need to be able to access their state's standards.

Presenter(s): Christy Stokes, Math Department Leader, Muller Road Middle School, Winnsboro, SC

60-MINUTE SESSIONS

128. Finding the KEYS to Unlock Mathematical Discussions in Your Classroom*Room: Sun Ballroom 5-6**Focus: Math**Objective: 4**Audience: E*

Discover the KEYS to unlocking mathematical discourse in your classroom. We will explore research-based strategies for evoking student-to-student discourse proven to work. See strategies for asking questions that advance students' understanding and re-engage students in learning.

Presenter(s): Christi Edwards, Mathematics Teacher Secondary Math Coach, West Stanly High School, Locust, NC

129. An Epidemiological View to Create Healthy Environments for Literacy*Room: Sun Ballroom D**Focus: Literacy**Objective: 5**Audience: B/E*

This session will focus on the science behind creating positive learning environments supporting language acquisition. We will discuss language as a significant factor influencing students' behavior, mental health development and academic outcomes. The Get Georgia Reading Campaign is actively studying these concepts statewide.

Presenter(s): Kenneth Mason, Director of Urban Initiatives, SREB, Atlanta, GA

130. PLCs With Purpose: Maximizing Effectiveness Through Differentiation*Room: Sanibel 1**Focus: Literacy/Math**Objective: 5**Audience: B/E*

Jefferson County Schools utilizes a variety of strategies to provide protected time for professional learning communities within the school day. Learn how administrators are making time for PLCs and how instructional support staff and teacher-leaders work together to meet the needs of individual schools.

Repeat: Tuesday, 8:00 a.m., Sun Ballroom A

Presenter(s): Jennifer Rouse, Algebra/Math 8 Teacher, Corner Middle School, Birmingham, AL; Leslie Richards, Secondary Math Supervisor, Jefferson County Board of Education, Birmingham, AL

131. Succeeding With MDC in the Elementary Grades*Room: Sarasota 3**Focus: Math**Objective: 5**Audience: B/E*

Building strong mathematical foundations in the elementary grades is critical for long-term success. This session will share how one district is using MDC and SREB's powerful mathematics practices to grow teacher-leaders and build ongoing sustainability.

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

SHARING SESSIONS

SUN BALLROOM A

132. Expanding Students' Learning Through Writing*Table: 1**Focus: Literacy**Objective: 1**Audience: B*

What does good writing look like in a kindergarten through grade one classroom? This session will share how modules and literacy-based assignments are used to engage students to construct purposeful writing.

Repeat: Tuesday, 9:15 a.m., Daytona

Presenter(s): Amy King, Amy Yanick, and Sydney Crompt, Teachers, Rockfish Hoke Elementary School, Raeford, NC

133. Why Do I Have to Show My Work?*Table: 2**Focus: Math**Objective: 1**Audience: B*

We always ask students to show their work. Why is it important to understand how students are thinking? This session will evaluate the importance of analyzing student work and student thinking and discuss ways to help make this a successful part of our instructional and professional learning time.

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

134. Differentiating Reading and Writing Instruction in Various Content Areas*Table: 3**Focus: Literacy**Objective: 1**Audience: E*

To prepare our students better to be college and career ready, it is important to recognize that needs in reading and writing are NOT the same in different disciplines. Explore how each discipline varies by task type, organizational structure, citation style and what serves as evidence to help you teach your students accordingly.

Repeat: Tuesday, 8:00 a.m., Tallahassee

Presenter(s): Kay Hedrick, Literacy Consultant, Kentucky Educational Development Corporation, Lexington, KY; Debra Cullen, Independent Literacy Consultant, Clarksburg, WV

135. Crafting Literacy-Based Assignments That Matter in Science*Table: 4**Focus: Literacy**Objective: 2**Audience: B*

Learn from five high school and middle grades school science teachers how they shifted from textbook curricula to real-world science tasks. This was achieved by designing literacy-based assignments that engage students in the joy of thinking like a scientist.

Repeat: Monday, 2:15 p.m., Daytona

Presenter(s): Judy Commander, Independent Consultant, Fayetteville, GA

SHARING SESSIONS

SUN BALLROOM A

136. MDC Assessment Practices: From Formative to Summative*Table: 5**Focus: Math**Objective: 4**Audience: E*

Despite our best efforts, FALs often do not mimic our daily instruction or questioning. Once we become comfortable with the FAL process, our assignments, daily activities as well as summative assessments should provoke questions and real-world examples. We will look at quality summative assessments and how to create a classroom beyond the FAL.

Repeat: Tuesday, 2:15 p.m., Sun Ballroom A

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

137. Creating a Positive Virtual Learning Environment*Table: 6**Focus: Literacy**Objective: 5**Audience: E*

Working in a virtual environment to develop a strong community of learners who can support each other outside of the brick and mortar classroom can be challenging and rewarding. We will demonstrate techniques used over three years to incorporate LDC and research-based powerful literacy practices into our virtual LDC coaching sessions.

Presenter(s): Monique Whorton, Independent Literacy Consultant, Atlanta, GA

138. Moving Beyond the Textbook With Student-Centered Lessons*Table: 7**Focus: Math**Objective: 5**Audience: E*

San Antonio district leaders will share the process for developing a rich MDC-based curriculum. Learn how to incorporate formative assessment lessons into a curriculum that supports math content and level of rigor in MDC. Participants will receive several examples of lessons that they can use in their districts.

Repeat: Wednesday, 9:15 a.m., Tampa

Presenter(s): Libby Chaskin, Independent Math Consultant, San Antonio, TX; Mark Bell, School Improvement Specialist, San Antonio Independent School District, San Antonio, TX

139. Embedding MDC Leadership and Strategies: One Principal's Perspective*Table: 8**Focus: Math**Objective: 5**Audience: B/E*

Using the MDC principles and strategies, this administrator is turning around a low-performing school and was awarded for having top growth in the state in 2017. See how he used MDC strategies to create a culture where formative assessments and rigorous instruction led to quality shifts in instruction.

Repeat: Tuesday, 10:45 a.m., Sarasota 3

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

60-MINUTE SESSIONS

FEATURED PRESENTER



Jean Lee

140. State Agencies Focus on Instruction to Push Back at Poverty

Room: Sun Ballroom D

Focus: Literacy

Objective: 3

Audience: B/E

Learn how the Georgia Department of Juvenile Justice and Georgia Department of Education are creating literacy learning opportunities for students in challenging and traumatizing situations statewide. Both agencies are promoting culturally relevant pedagogy, school climate and quality literacy experiences for students impacted by hardship and poverty.

Presenter(s): Jean Lee, Associate Superintendent, Georgia Department of Juvenile Justice, Decatur, GA; Kenneth Mason, Director of Urban Initiatives, SREB, Atlanta, GA

141. Powerful Math Practices and the Visual Learner

Room: Naples 3

Focus: Math

Objective: 1

Audience: E

The formative assessment lessons associated with powerful mathematics practices can assist students in using visual strategies to deepen conceptual understanding and increase achievement. Learn how these lessons have been used to support both teachers and students to incorporate more visual approaches to mathematical content.

Presenter(s): Mindy Englett, Mathematics Specialist, Osage County Interlocal Cooperative, Hominy, OK; Cindy Schimek, Independent Consultant, Katy, TX

142. Differentiating Literacy Via Literacy Learning Centers

Room: Tallahassee

Focus: Literacy

Objective: 1

Audience: E

Learn to create differentiated mini-tasks and teaching tasks and model literacy learning centers that utilize texts from multiple media sources. Experience how differentiation and embedded scaffolding facilitate students' engagement with rigorous content and aids in their completion of rigorous tasks.

Presenter(s): Fred Schwab and Carmen Grayson, Implementation Specialists, San Antonio Independent School District, San Antonio, TX; Dana Davis, Independent Consultant, Irving, TX

143. Steps to Success: Literacy-Based Lessons With Powerful Literacy Practices

Room: Sun Ballroom 3-4

Focus: Literacy

Objective: 1

Audience: E

What are the critical steps for planning a literacy-based lesson that embeds SREB's powerful literacy practices? Participants will explore SREB and LDC resources for developing literacy-based lessons with a strong focus on teacher behaviors, student behaviors and artifacts of the PLPs.

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

60-MINUTE SESSIONS

144. Using Discussion Protocols to Increase Student Discourse Via Mini-Tasks

Room: Miami 1

Focus: Literacy

Objective: 1

Audience: B

Discussion protocols are useful for facilitating student discourse and collaboration in any content area. We will be presenting several protocols that participants can apply in the classroom and the workplace. Protocols as mini-tasks promote student-to-student discussion and collaboration and enhance the value of different perspectives.

Presenter(s): Molly Barlow, Biology Teacher and Amy Sigman, Student Services Coordinator/Math Teacher, Challenger Early College High School, Hickory, NC; Karen Venditti, Independent Literacy Consultant, Atlanta, GA

145. SREB's New Elementary Literacy Design

Room: Daytona

Focus: Literacy

Objective: 2

Audience: B

SREB has developed an elementary professional development design to support teachers and leaders in accelerating reading and writing achievement for all students. Participants in this informative session will learn how this design can improve teacher skills in formative assessment, literacy-based assignments in social studies and science, and guided reading groups.

Presenter(s): Daniel Rock, Lead Literacy Consultant, and Twyla Coleman, Literacy Trainer, SREB, Atlanta, GA; Mary Kate Tittle, Fourth-Grade Teacher, Pleasant Grove Elementary, Pleasant Grove, AL; Shawn Bender, Independent Consultant, Panorama Ed Consulting, Atlanta, GA

146. Enhance Career and Technical Education Instruction With Authentic Literacy

Room: Sun Ballroom 1-2

Focus: Literacy

Objective: 2

Audience: B

Explore ways to combine the fundamentals of literacy with career and technical education requirements. Learn to create meaningful assignments that meet the workplace demands students will face beyond graduation.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Karen Brown, Career Technical Teacher, West Stanly High School, Oakboro, NC

147. Using the Structure of a FAL to Create Interactive Lessons

Room: Naples 1-2

Focus: Math

Objective: 2

Audience: E

Presenters will model the process they use to create engaging lessons that follow the intent of the formative assessment lessons. Participants will take away strategies to create their own interactive lessons to further engage their students, including using collaborative time to assist their fellow teachers.

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

60-MINUTE SESSIONS

148. Students Ready for High School? Try SREB Ready for High School Literacy*Room: Sanibel 1**Focus: Literacy**Objective: 2**Audience: B/E*

Just as it is important to prepare high school students for college and careers, it is also important to prepare eighth-graders to succeed in high school. Explore how to prepare eighth-graders to meet the challenges of entering high school by implementing the new High School Ready literacy course.

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

149. Growing Learners With STEM and the Five Strategies*Room: Tampa**Focus: Math**Objective: 2**Audience: E*

Get students playing with math to foster a growth mindset. STEM-based experiments lead to authentic, deep mathematical discussions. Sentence stems encourage students to step outside their comfort zones and talk WITH each other instead of TO the teacher. Embracing failure leads to reflection and understanding. Students learn to communicate as cooperative, creative problem solvers.

Repeat: Tuesday, 9:15 a.m., Sun Ballroom A

Presenter(s): Elisabeth Read, Teacher, Kammerer Middle School, Louisville, KY

150. Conversations in the Math Classroom and Digitally-Infused FALs*Room: Sun Ballroom C**Focus: Math**Objective: 3**Audience: E*

Find ways for all students to participate and be heard. We'll discuss how to support this endeavor using both digital and analog techniques in math instruction. We'll also explore how to incorporate digital elements of formative assessment lessons to keep prep time to a minimum while maintaining the rigor and integrity of the lesson.

Presenter(s): Carolyn Spencer, Mathematics Curriculum Facilitator, Gaston County Schools, Gastonia, NC; Debbie Robertson, Mathematics Consultant, SREB, Atlanta, GA

151. Hands Go Up, and They Stay There*Room: Destin**Focus: Math**Objective: 3**Audience: B/E*

All we do is learn, learn, learn, no matter what! Are you looking for strategies to engage students in mathematical thinking? Are your students taking ownership of their learning? This session will offer strategies for engaging students and fostering an environment that allows students to take risks.

Presenter(s): Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC; Michelle Gordon, District Math Coordinator, and Karen Warren-Pope, Numeracy Coach, Beaufort County School District, Beaufort, SC

60-MINUTE SESSIONS

152. I Know I Taught Them This!!*Room: Sarasota 1-2**Focus: Math**Objective: 4**Audience: E*

Too often, teachers miss signs of student misunderstanding that could be avoided with appropriate forms of formative assessment. When students show they lack understanding through these formative assessment strategies, teachers can bring students into understanding by re-engaging them with strategic, applicable techniques.

Presenter(s): Kim Livengood, Independent Math Consultant, Columbia, TN

153. Evolution Over Time: Creating Structures for Teacher Leadership and Sustainability*Room: Sarasota 3**Focus: Math**Objective: 5**Audience: B/E*

Systemic change takes time. Hear about one district's journey in developing differentiated professional development opportunities, job-embedded coaching and support, and systems for growing teacher-leaders to build and sustain a powerful math practices culture.

Presenter(s): Shannon Register, Assistant Superintendent of Secondary Education, and Veronica Sturdivant, Math Coordinator, Hoke County Schools, Raeford, NC; Leslie Texas, Educational Consultant, Leslie Texas Consulting LLC, Louisville, KY

154. Continuous Improvement in Literacy and Mathematics*Room: Sun Ballroom 5-6**Focus: Literacy/Math**Objective: 5**Audience: E*

This engaging and informative session will examine one school's secrets of success to support collaboration and empower reflection on powerful practices for math and literacy instruction. Teachers, coaches and administrators will share their areas of continuous improvement in literacy and using formative data to individualize mathematics instruction.

Presenter(s): Monique Whorton, Independent Literacy Consultant, Atlanta, GA; Deborah Bennett, Curriculum Specialist, and Meranda Esters, Nicholas Peterson, DeAnna Chambers, Ervina Smith, and Brenna Heiler, Teachers, Kelly Mill Middle School, Blythewood, SC

SHARING SESSIONS

SUN BALLROOM A

155. Under the Sea With MDC

Table: 1

Focus: Math

Objective: 1

Audience: B

Dive into a deeper understanding of mathematical strategies for creating a balanced approach to learning and developing meaningful assignments for students. Learn to utilize strategies for questioning and feedback to engage elementary students.

Presenter(s): Amanda Kosarich and Marcie Boutin, Teachers, Scurlock Elementary, Raeford, NC

156. Mini-Task Magic: Literacy Strategies for Reluctant Learners

Table: 2

Focus: Literacy

Objective: 1

Audience: B/E

An English language arts teacher presents literacy mini-tasks that helped students dive deeper into reading and writing assignments and made tackling tough texts and tough writing tasks more manageable. Teachers joining in Year 2 of LDC implementation used mini-tasks as a good entry point into rigorous literacy practices.

Repeat: Monday, 3:30 p.m., Miami 2-3

Presenter(s): Alison Whisenant, Curriculum Specialist, Muller Road Middle School, Blythewood, SC

157. Taking the Mystery Out of LDC for CTE by Using the LDC/PBL Hybrid Model

Table: 3

Focus: Literacy

Objective: 2

Audience: B

Become more comfortable with embedding literacy strategies in CTE. The presenter will share modules for various pathways, such as business, health, science, informatics, cosmetology and engineering.

Presenter(s): Vickie Starnes, Business Education Instructor, and Dionne Williams, Business/Marketing Instructor, Center Point High School, Center Point, AL

158. Rich Math Tasks + Purposeful Questions = Deeper Mathematical Understanding

Table: 4

Focus: Math

Objective: 2

Audience: E

Using TRU Math, six teachers evaluated tasks they used to engage students in math classes. Then they created a website with links to tasks that emphasize conceptual understanding, problem solving and productive struggle. Come hear their story of success and improved student understanding.

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

159. All Aboard!

Table: 5

Focus: Math

Objective: 3

Audience: B

Who's flying the plane? When kids are truly taking ownership, they will be the ones asking questions and having discussions that truly drive learning. This session will highlight powerful math strategies that engage students in productive mathematical discussions where they openly share ideas, justify their approaches to solving problems and provide meaningful feedback.

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

SHARING SESSIONS

SUN BALLROOM A

160. School Leaders as Best Practices Advocates

Table: 6

Focus: Literacy/Math

Objective: 3

Audience: B/E

Learn how a high-poverty, at-risk urban school implemented literacy and problem-solving strategies every student needs for school and postsecondary success. When school leaders provide time, support, feedback and dialogue with individual teachers and through professional learning communities, teachers are willing to implement best practices outside their comfort zone.

Presenter(s): Kimberley Ash, Assistant Principal, and Yesenia Cordova, Principal, Brackenridge High School, San Antonio, TX

161. MDC Assessment Practices: From Formative to Summative

Table: 7

Focus: Math

Objective: 4

Audience: E

Despite our best efforts, FALs often do not mimic our daily instruction or questioning. Once we become comfortable with the FAL process, our assignments, daily activities as well as summative assessments should provoke questions and real-world examples. We will look at quality summative assessments and how to create a classroom beyond the FAL.

Repeat: Tuesday, 1:00 p.m., Sun Ballroom A

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

162. Be the Change Agent: Change the Culture

Table: 8

Focus: Literacy/Math

Objective: 5

Audience: B/E

Participants will learn strategies for effective PLCs. Learn how to conduct debriefs with timely feedback, non-hassle peer support through informal observations, common learning targets and strategies to develop strong teacher-leaders.

Repeat: Tuesday, 9:15 a.m., Sanibel 2-3

Presenter(s): Haley Holley, Assistant Principal, and Ellie Hilton, Curriculum Coordinator, Ouachita Parish School Board, Monroe, LA

60-MINUTE SESSIONS

FEATURED PRESENTER



Nicole Renner

163. Building Curriculum and Capacity*Room: Tallahassee**Focus: Literacy**Objective: 5**Audience: B*

This interactive session will model the blended professional learning strategies and collaborative curriculum mapping process used in one district. These strategies serve to engage leadership, building administrators and teacher-leaders in crafting a coherent, common approach to literacy instruction.

Presenter(s): Nicole Renner, Curriculum Quality Manager, LDC, New York, NY; Sheri Blankenship, Literacy Coach, Rankin County School District, Brandon, MS

164. It's All in the Words*Room: Sun Ballroom 5-6**Focus: Literacy**Objective: 1**Audience: E*

Studying word choice will help students build vocabulary to analyze text not only at the whole-text level but at the word, phrase and sentence levels. Participants will receive new strategies to help students expand their vocabulary, which will enable them to deeply analyze texts.

Presenter(s): Meranda Esters, Teacher, Kelly Mill Middle School, Blythewood, SC

165. Preparing Seniors for College-Level Studies? Try SREB Literacy Ready*Room: Sanibel 1**Focus: Literacy**Objective: 1**Audience: B/E*

Learn about Literacy Ready, a tested course used in schools across the country. It blends the best strategies of disciplinary literacy and the framework of SREB's powerful literacy practices. Implement the course with the proven track record of improving student skills in reading and writing.

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

166. Researching a Brighter Future to be College and Career Ready*Room: Miami 1**Focus: Literacy**Objective: 2**Audience: E*

This presentation will illustrate how to individualize traditional research papers for all levels of learners. Students delve into career paths by beginning with research. Added are chosen professions, professional internships, active participation in their fields with a mentor, then students model soft skills.

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

60-MINUTE SESSIONS

167. It's Slick Slime Time!*Room: Naples 1-2**Focus: Math**Objective: 2**Audience: B/E*

Come see how slime can help your students apply their knowledge of ratios and proportions to a real-world situation. Students love hands-on activities and they love slime even more. With just a few simple ingredients, your students will be excited to learn.

Presenter(s): Gail Snider, Math Consultant, SREB, Atlanta, GA; Helen Neal and Jessica Wood, Teachers, Tecumseh Public Schools, Tecumseh, OK

168. Integrating Math and Literacy in Business Courses*Room: Sun Ballroom 1-2**Focus: Literacy/Math**Objective: 2**Audience: B*

Success in business today often hinges on the collection, consolidation and dissemination of data. This presentation will explain how rigorous literacy and math strategies can be integrated into a microcomputer applications course to introduce students to how businesses use Microsoft Excel.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Melissa Fulmore, Vocational Teacher, Michele Franceski, Math Teacher and Kimberly Mack, Interim Director, Florence Career Center, Florence, SC

169. Rolling Pins Have No Place in the Math Classroom*Room: Tampa**Focus: Math**Objective: 3**Audience: B/E*

Too often teachers take a quality task and smooth out all the struggles through their facilitation. Task selection and quality facilitation are essential for students to develop a deep understanding of mathematics. In this interactive session, participants will leave with an understanding of how to facilitate a task and strategies to encourage students to productively struggle as they learn.

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

170. Speaking of Ownership: Student Discourse in a Literacy-Based Classroom*Room: Sun Ballroom 3-4**Focus: Literacy**Objective: 3**Audience: E*

Who takes ownership of student learning in the classroom, the teacher or the student? Join this session to learn how student discourse can shift the ownership of student learning from the teacher to the student. We will explore resources and strategies for embedding student discourse in a literacy-based classroom.

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

60-MINUTE SESSIONS

171. Using Standards-Based Grading to Increase Student Achievement

Room: Sarasota 1-2
Objective: 4

Focus: Math
Audience: B

You have mathematical learning targets, now what? Learn how to use your targets to implement standards-based grading that enables students to better self-assess what they know and what they don't know.

Presenter(s): Jeremy Miller, Mathematics Teacher, Lee County High School, Beattyville, KY

172. Changing the Teaching Profession: One Teacher at a Time!

Room: Sarasota 3
Objective: 4

Focus: Math
Audience: E

Participants will hear two teachers' stories about how powerful math practices changed their instruction. Hear how their teaching strategies were analyzed and changed during the first two years of implementation. Hear how using formative assessment to guide learning changed school culture.

Presenter(s): Deborah Lemon, Mathematics Consultant, Michael Hobbs, Principal, and Betsy O'Hara and Anne Wilmoth, Math Teachers, Cedar Grove Middle School, Supply, NC

173. Re-Engagement: What Does That Look Like?

Room: Sanibel 2-3
Objective: 4

Focus: Math
Audience: B

Explore strategies that deepen mathematical understanding and re-engage students in deeper learning. Re-engagement lessons can include a mix of technology, hands-on activities and instructional opportunities that allow students to take ownership of their learning using each other as resources. Teachers can be strategic in planning strategies to target skills.

Presenter(s): Michelle Short, Seventh-Grade Math Teacher, Summit Parkway Middle School, Columbia, SC

60-MINUTE SESSIONS

174. Building a Better Foundation in Grades Three Through Five

Room: Naples 3
Objective: 5

Focus: Math
Audience: B

The presenters will focus on the basics of powerful math practices in elementary classrooms and how to lead school change. The goal is to provide a variety of resources available online and at home. Participants will learn to transform classrooms while analyzing data. Session includes opportunities for questions and answers.

Presenter(s): Cathey Ritter, Math Trainer, SREB, Atlanta, GA; Amanda Allen, Teacher, Northwoods Elementary School, Jacksonville, NC

175. Flipping the Classroom Across the Curriculum

Room: Sun Ballroom C
Objective: 5

Focus: Literacy/Math
Audience: B/E

The flipped classroom is a teaching model where online lesson content replaces traditional lectures. Students complete assignments and assessments online. A flipped classroom encourages students to be owners of their learning. This session will present strategies of the flipped classroom model among various content areas. Come learn how implementing changes in your lesson planning can help prepare students to be active learning participants.

Presenter(s): Dave Curlette, Math Teacher, Gwinnett County Public Schools, Suwanee, GA

176. Redesigning Time to Support Teacher Planning and Student Learning

Room: Miami 2-3
Objective: 5

Focus: Literacy/Math
Audience: B/E

Come hear how a 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): Lauri Johnson, Director of School Leader Development, SREB, Atlanta, GA; Taki Sarhaan, Principal, Minor Middle School, Adamsville, AL

SHARING SESSIONS

SUN BALLROOM A

177. MDC is NEW to Me!*Table: 1**Objective: 1**Focus: Math**Audience: B*

An elementary math teacher explains her journey through MDC and how student achievement increased after implementing MDC practices. Explore this journey through the eyes of a new math teacher and hear how she gained a deeper understanding of mathematics teaching and learning.

Repeat: Wednesday, 9:15 a.m., Naples 3

Presenter(s): Kurkessa Springs, Teacher; Alfred Jean Hammond, Principal; and Demarious McNeill, Assistant Principal, West Hoke Elementary School, Raeford, NC

178. Math Learning Centers: One Piece in the Middle Grades School Puzzle*Table: 2**Objective: 2**Focus: Math**Audience: B/E*

Teachers, planning together, chose math centers as a strategy to engage small groups of students deeply in content. Learn how the team chose activities, what worked and what needs work to continue their progress to greater student achievement.

Presenter(s): Jeanne Glover, Independent Consultant, Tyronza, AR

179. Five Strategies to Take Home and Use Tomorrow*Table: 3**Objective: 2**Focus: Literacy**Audience: B*

Reading and writing in science need not be scary or hard. Learn ways students can get information from informational texts, videos, and charts and graphs and turn them into meaningful written expressions of understanding. Explore five strategies that you can take home and use immediately.

Repeat: Tuesday, 8:00 a.m., Sun Ballroom 3-4

Presenter(s): Brittney Gilmer, Science Teacher, Pike County High School, Troy, AL

180. Going Beyond the FAL*Table: 4**Objective: 2**Focus: Math**Audience: E*

This session will provide participants with specific activities to help them develop and implement assignments that engage students in understanding math through the use of student-generated questions and visualization.

Repeat: Monday, 2:15 p.m., Sun Ballroom A

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

SHARING SESSIONS

SUN BALLROOM A

181. Yours, Mine, Ours, Theirs: Building Text Sets From Multiple Perspectives*Table: 5**Objective: 2**Focus: Literacy**Audience: B/E*

Intentional text selection provides students with the means necessary to craft nuanced arguments. Interactive ways to use speech and debate that promote students' multiple literacies will be covered as well. This session will include hands-on activities that will enable participants to implement desired components immediately.

Repeat: Tuesday, 9:15 a.m., Sun Ballroom 1-2

Presenter(s): Dana Jacobson, Instructional Transformation Specialist, Shades Valley High School, Birmingham, AL

182. A School That Leads Together Succeeds Together!*Table: 6**Objective: 3**Focus: Math**Audience: B*

This session looks at how effective instructional leaders can create and sustain long-term support for teachers by using a shared common language and approach. Participants will focus on how the powerful math practices can be used as a framework for guiding timely feedback and selecting and allocating resources.

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

183. This is My CTE Class ... Why Are We Reading?*Table: 7**Objective: 3**Focus: Literacy**Audience: B*

Incorporating reading into a CTE class can be difficult; however, there are reading mini-tasks that work for CTE and maintain student engagement. We'll examine different types of reading mini-tasks for skills-based classes that are simple but effective.

Presenter(s): Vickie Starnes, Business Education Instructor, Gardendale High School, Gardendale, AL; Dionne Williams, Business/Marketing Instructor, Center Point High School, Center Point, AL

184. Growing Stronger Together: Creating a Culture of Peer-to-Peer Coaching*Table: 8**Objective: 5**Focus: Literacy/Math**Audience: B/E*

Creating a positive culture has its challenges, but even more so when teachers are asked to coach their colleagues. In this session, participants will explore peer-to-peer coaching, looking into how this practice builds teacher leadership and professional collegiality.

Repeat: Tuesday, 10:45 a.m., Daytona

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

120-MINUTE SESSION

185. Powerful Mathematics Practices in Action

Room: Sarasota 1-2

Focus: Math

Objective: 1

Audience: E

Participants will utilize SREB's powerful mathematics practices to examine strategies that increase student engagement and spark student thinking and reasoning. Teachers use rigorous assignments, effective questioning strategies and formative assessment data as students own their learning.

Presenter(s): Casey Watson, Middle School Math Goal Clarity Coach; Sara Downs, Teacher, and Stacy Justus, Instructional Coach, Jefferson County Schools, Louisville, KY; Jane Grieb, Secondary Math Instructional Coach, Fairdale High School, Louisville, KY

60-MINUTE SESSIONS

FEATURED PRESENTERS



Nicole Renner

186. Ensuring Equity in Lake County, Florida

Room: Miami 2-3

Focus: Literacy

Objective: 2

Audience: B

District leaders will share how they worked with LDC to build common anchor assignments into the district's curriculum blueprints to provide equitable access to rigorous, authentic literacy experiences across grade levels, disciplines and school buildings. We'll share the structures used and lessons learned.

Presenter(s): Nicole Renner, Curriculum Quality Manager, LDC, New York, NY



Michelle Dillard

187. Data-Driven, High-Leverage Math and Literacy Strategies

Room: Sun Ballroom C

Focus: Literacy/Math

Objective: 5

Audience: B/E

The turnaround process requires an understanding of culture, high-leverage math and literacy strategies, and a laser focus on data to drive next steps. This session will focus on building a positive culture and climate via LDC and MDC practices. Participants will examine the impact of supporting change as an instructional leader and effective teacher buy-in for these strategies.

Presenter(s): Michelle Dillard, Assistant Superintendent, Jefferson County Public Schools, Louisville, KY

188. Nix the Tricks Before the Rules Expire

Room: Naples 1-2

Focus: Math

Objective: 1

Audience: B/E

Learn how to teach the rigorous college- and career-readiness standards for mathematics by connecting key mathematical concepts and teaching for understanding. Participants will explore strategies and activities to assist students in making sense of the math behind the rules and procedures.

Presenter(s): Deborah Lemon, Mathematics Consultant, Independent Consultant, Shallotte, NC; Kim McCuiston, Math Coach, Brunswick County Schools, Bolivia, NC

60-MINUTE SESSIONS

189. Purposeful Literacy in the CTE Classroom

Room: Miami 1

Focus: Literacy

Objective: 1

Audience: B

How can the CTE classroom use literacy practices to support content? In this session, we will work through literacy strategies that guide all CTE students in working through texts they will need in their content areas. These strategies will also enable students to succeed in completing purposeful writing assignments.

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

190. Polytech High and Its MDC Story

Room: Sarasota 3

Focus: Math

Objective: 1

Audience: B

Come hear how Polytech's journey through MDC shifted thinking about what a math classroom looks like. Teachers make more deliberate instructional decisions that engage students in a balanced approach to mathematics and promote mathematical discourse. Students justify their thinking, critique each other's reasoning and persevere as they become confident mathematical thinkers.

Presenter(s): Debbie Robertson, Mathematics Consultant, SREB, Atlanta, GA; Sean Kenney and Travis Wharton, Math Teachers, and Denise Doughty, Math Support Teacher, Polytech High School, Woodside, DE

191. Turning Thinking Into Transitions

Room: Sanibel 2-3

Focus: Literacy

Objective: 1

Audience: E

Make your students' thinking visible with thinking routines. Students enhance their reading and note-taking skills, are engaged in bridging conversations by practicing speaking, listening, and creating written products. These routines capture students' attention, develop thought processes and deepen understanding in all content areas.

Repeat: Tuesday, 9:15 a.m., Sun Ballroom A

Presenter(s): Rebecca Ingram, Content Goal Clarity Coach, and Rick Daniel, Social Studies Specialist, Jefferson County Public Schools, Louisville, KY

192. PBL? LDC? Different Abbreviations, Easy Integration

Room: Sanibel 1

Focus: Literacy

Objective: 1

Audience: E

Come learn how to combine project-based learning with LDC practices. Attendees will examine a cross-curricular project and consider what it takes to make a project authentic, meaningful, and related to building literacy, social skills, job skills, and collaborative skills. Bring your content standards and begin developing your PBL/LDC lessons during this session.

Presenter(s): Connie Lester, School Improvement Consultant/Literacy Trainer, SREB, Atlanta, GA; Chris Codispoti, Social Studies Teacher, and Sarah Askins, English Language Arts Teacher, Chatham County Schools, Goldston, NC

60-MINUTE SESSIONS

193. Augmented Reality in Education*Room: Sun Ballroom D**Focus: Literacy/Math**Objective: 3**Audience: B/E*

Learn multiple ways to integrate augmented reality concepts in any classroom. See how educators design and develop augmented experiences to advance meaningful learning. Students are highly motivated to write about learning experiences in every content area. A.R.E. can be a catalyst for innovation in any classroom!

Repeat: Monday, 4:45 p.m., Sun Ballroom D

Presenter(s): Nicholas Peterson, Teacher, Kelly Mill Middle School, Blythewood, SC

194. Breaking the Mathematics Language Barrier*Room: Tampa**Focus: Math**Objective: 3**Audience: B/E*

What can we do to encourage and strengthen mathematical discourse in the classroom? Learn how we can make our students more comfortable giving oral and written explanations about the mathematics they are doing. We'll discuss why this is difficult for students and why it is an important concept they need to develop.

Presenter(s): Myra Cannon, Independent Math Consultant, Thomasville, NC; Kim Livengood, Independent Math Consultant, Columbia, TN

195. Five Ways to Tell If Your Lessons Make the Grade*Room: Sun Ballroom A**Focus: Literacy/Math**Objective: 3**Audience: E*

Assignments that matter engage students in rigorous content leading to predetermined learning goals. Powerful math/literacy practices rubrics can help you decide if your lessons should be thrown out or revised. Presenters will share strategies based on these rubrics to revise current lessons.

Presenter(s): Gail Snider, Math Consultant, SREB, Atlanta, GA; Donna Patten, Local Trainer, Ouachita Parish School Board, West Monroe, LA

60-MINUTE SESSIONS

196. Be the "I Can" You Wish to See in Your Classroom*Room: Tallahassee**Focus: Literacy**Objective: 3**Audience: B/E*

Students' abilities to master standards and complete rigorous tasks depend on their teachers' belief in them and their sense of self-efficacy. This session addresses how to persevere through the peaks and valleys that are associated with empowering ALL students to succeed at completing rigorous academic assignments.

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

197. Supporting Teacher Leaders to Create a Literacy and Math Focus*Room: Sun Ballroom 5-6**Focus: Literacy/Math**Objective: 5**Audience: B*

This high school leadership team talks about the pathway built to spread LDC and MDC in a large school with some 200 teachers. The team will explain how a two-year journey created a successful action plan. Teacher-leaders focused on the efficient practices of John Hattie to provide support and feedback to some 75 percent of their faculty.

Presenter(s): Mike Coyle, Principal; Ben Irwin, Math Teacher; Danielle O'Roarke, English Language Arts Teacher; Nancy Nix, Math Teacher; and Kelly Leiter, LDC Teacher, Moore High School, Moore, OK

198. Strategically Elevating Rigor in Elementary Schools*Room: Sun Ballroom 1-2**Focus: Literacy**Objective: 5**Audience: E*

Participants will learn how this district developed a plan to support content leadership teams in five elementary schools to embed LDC modules into their curricula and spread literacy goals across all content areas. The district recognized that LDC would have to vertically align middle grades schools and elementary schools with the shifts being made in high schools.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Kimberly Kinley-Howard, Local Trainer, Florence School District One, Florence, SC

60-MINUTE SESSIONS

199. MDC is NEW to Me!*Room: Naples 3**Objective: 1**Focus: Math**Audience: B*

An elementary math teacher explains her journey through MDC and how student achievement increased. Explore this journey through the eyes of a new math teacher and hear how she gained a deeper understanding of mathematics teaching and learning.

Repeat: Tuesday, 3:30 p.m., Sun Ballroom A

Presenter(s): Kurkessa Springs, Teacher, Alfred Jean Hammond, Principal, and Demarious McNeill, Assistant Principal, West Hoke Elementary School, Raeford, NC

200. Teaching Writing Through Evidence-Based Writing*Room: Miami 2-3**Objective: 1**Focus: Literacy**Audience: E*

SREB utilizes powerful literacy practices to implement literacy in all content areas. These practices begin with the “end in mind” and produce an authentic student product. Teachers guide students through a progressive structure of preparing for the task, reading process, transitioning to writing and writing process.

Presenter(s): Fred Schwab, Implementation Specialist, San Antonio ISD, San Antonio, TX; Dana Davis, Independent Consultant, Irving, TX

201. Connecting Inquiry Across Content Areas*Room: Sun Ballroom 1-2**Objective: 1**Focus: Literacy**Audience: B*

We'll present an integrated look at an original LDC module that incorporates multiple texts related to geography, environmental science and history. Session participants will delve into students' exploration of the inquiry process through the lens of the scientific method and the Social Studies C3 Framework.

Presenter(s): Donn Kirkwood, Literacy Consultant, SREB, Atlanta, GA; Kimberly Kinley-Howard, Local Trainer, Florence School District One, Florence, SC; Lenora Rivers-Davis, Literacy Teacher, Wilson High School, Florence, SC

202. SREB MDC/LDC and National Board Certification*Room: Daytona**Objective: 1**Focus: Literacy/Math**Audience: B/E*

Join this session to learn how the new National Board Certification process has helped advance the development of individual teachers and teaching, and how the SREB literacy and math professional learning can support you as you pursue Board certification.

Presenter(s): Kim D. O'Neil, Senior Manager, Standards, National Board for Professional Teaching Standards, Arlington, VA

203. Teaching LDC With GAME-ON Strategies While Using Data*Room: Sun Ballroom D**Objective: 2**Focus: Literacy**Audience: B*

Learn how to create an atmosphere where students want to come and learn. Integrate games and game-like learning activities to enhance learning and transform lessons, units and the overall class to advance the education of students.

Presenter(s): Nicholas Peterson, Teacher, Kelly Mill Middle School, Blythewood, SC

60-MINUTE SESSIONS

204. Rigorous CTE Assignments*Room: Sanibel 2-3**Objective: 2**Focus: Literacy**Audience: B*

Whether long or short, make literacy-based assignments not only authentic but rigorous in the CTE classroom. Participants will review examples of typical literacy-based assignments and explore the route for enhancing the rigor. Participate in discussions and activities that will help lead to the creation of rigorous tasks that envelop multiple content.

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

205. Readiness: A Chance for School Leaders to Make a Real Difference*Room: Sanibel 1**Objective: 2**Focus: Literacy/Math**Audience: B/E*

Too many students are not graduating high school college and career ready. It's a crisis that cannot be ignored. At the same time, far too many students are pushed from the middle grades into high school without the requisite skills to be successful. Learn about the dynamic SREB Ready courses.

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

206. Pump Up the PMPs!*Room: Destin**Objective: 2**Focus: Math**Audience: E*

This session will focus on using SREB's powerful math practice of Engaging Students in Assignments that Matter to create a culture that promotes a quality shift in instruction. Attendees will experience a rich task and rate it using the PMP rubric.

Presenter(s): Cathey Ritter, Math Trainer, SREB, Atlanta, GA; Lori Ricard, Math Specialist, Newberry County Schools, Pomaria, SC

207. Number Sense and Problem Solving: Essential Ingredients for College and Career Readiness*Room: Sun Ballroom C**Objective: 2**Focus: Math**Audience: B/E*

Too often, teachers cite a lack of number sense and problem-solving skills as reasons for students' struggles in math. Experience practical and effective engagement strategies that help students develop number sense, understanding and problem-solving skills.

Presenter(s): Edward Thomas, President, Dimension 2000, Fayetteville, GA

208. Overcoming the Everyday Monotone: Engaging Students*Room: Naples 1-2**Objective: 2**Focus: Math**Audience: E*

Activities such as Scoot, gallery walks and interactive task card games align with SREB's powerful math practices while creating a fun student-driven environment. Each activity will be embedded with an equal balance of procedural, conceptual and application strategies to help students develop a deeper understanding of mathematical concepts.

Presenter(s): Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC; Kimberly Stanziola, Numeracy Coach, Beaufort County School District, Bluffton, SC; Kelsey Brooks, Math Teacher, Bluffton Middle School, Bluffton, SC

60-MINUTE SESSIONS

209. Strategies to Get Students Talking in Your Discipline*Room: Sun Ballroom 3-4**Focus: Literacy**Objective: 3**Audience: E*

Explore ways to get students to discuss content in your classrooms. Consider the environment and planning necessary to create the right conditions for students to learn with and from each other through productive conversations. Leave with new strategies that can be implemented in any rigorous literacy classroom.

Presenter(s): Sheri Blankenship, Literacy Coach, Rankin County School District, Brandon, MS

210. Anyone Can Get It ... Go for It!*Room: Tallahassee**Focus: Literacy**Objective: 4**Audience: B*

Learn how to plan and implement a series of assessments that prepare students to complete rigorous literacy assignments and eliminate the phrase, "I don't know how to start." Increase your students' engagement in the writing process using the VICE method as an assessment strategy.

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

211. Using the PDSA Process to Support and Empower Change*Room: Sarasota 3**Focus: Literacy/Math**Objective: 5**Audience: B/E*

In this session, participants will learn about PDSAs (Plan-Do-Study-Act cycles), a method for testing change. Each cycle is essentially a mini-experiment where observed outcomes are compared to predictions to become a major source of learning. If your team is ready to tackle problems that might be hindering progress, PDSA cycles can build buy-in and momentum to overcome challenges.

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

60-MINUTE SESSIONS

212. District Collaboration With a Strategic Focus*Room: Sun Ballroom A**Focus: Literacy/Math**Objective: 5**Audience: B/E*

Participants will come away with innovative ideas for school improvement. Local trainers, along with their SREB consultants, will describe their dynamic collaboration and resulting district action plan, which is a key component to the success of both LDC and MDC in the Ouachita Parish School District.

Presenter(s): Pamela Broome, Literacy Consultant, and Gail Snider, Math Consultant, SREB, Atlanta, GA; Tammy Whitlock, Instructional Coordinator/LDC Local Trainer, and Donna Patten, MDC Local Trainer, Ouachita Parish School Board, West Monroe, LA

213. Effective Instructional Leaders as Catalysts for Change*Room: Sun Ballroom 5-6**Focus: Literacy/Math**Objective: 5**Audience: B/E*

Participants will learn how to design a highly effective team culture that promotes data-driven decision-making and collaboration via powerful literacy practices. When teachers receive timely feedback, the selection and allocation of resources becomes more strategic, and innovative team scheduling can enhance quality instruction.

Presenter(s): Chuck Boyd, School Improvement Consultant, and Twyla Coleman, Literacy Trainer, SREB, Atlanta, GA

214. Moving Beyond the Textbook With Student-Centered Lessons*Room: Tampa**Focus: Math**Objective: 5**Audience: E*

San Antonio district leaders will share the process for developing a rich MDC-based curriculum. Learn how to incorporate formative assessment lessons into a curriculum that supports math content and level of rigor of MDC. Participants will receive several examples of lessons that they can use in their districts.

Repeat: Tuesday, 1:00 p.m., Sun Ballroom A

Presenter(s): Libby Chaskin, Independent Math Consultant, San Antonio, TX; Mark Bell, School Improvement Specialist, San Antonio ISD, San Antonio, TX



Sandra Alberti

CLOSING GENERAL SESSION — 10:30 A.M.**215. Beyond Compliance: Making the Work, Work****Room:** Osceola Ballroom CD

College- and career-readiness standards have been central to policies of school improvement for nearly a decade. Sandra Alberti, Senior Fellow of Strategic Partnerships at Student Achievement Partners, has been at the center of this work since 2010 working with educators at all levels from the classroom to the state house. She will discuss how the work that started as a policy initiative is really a call to action for leaders, including teacher leaders and community leaders, to support all learners in reaching authentic college and career readiness. She will share examples of work that states, districts and schools have engaged in to create a movement of education leaders who are motivated to move beyond compliance to seize the opportunity of leveraging the standards to *making the work, work*.

Presenter(s): Sandra Alberti, Senior Fellow, Strategic Partnerships for Student Achievement Partners, New York, NY

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Kosarich, Amanda	155	Scurlock Elementary	Raeford, NC	amanda.kirby@hcs.k12.nc.us
LaMothe, Debra	21	SREB	Atlanta, GA	debra.lamothe@sreb.org

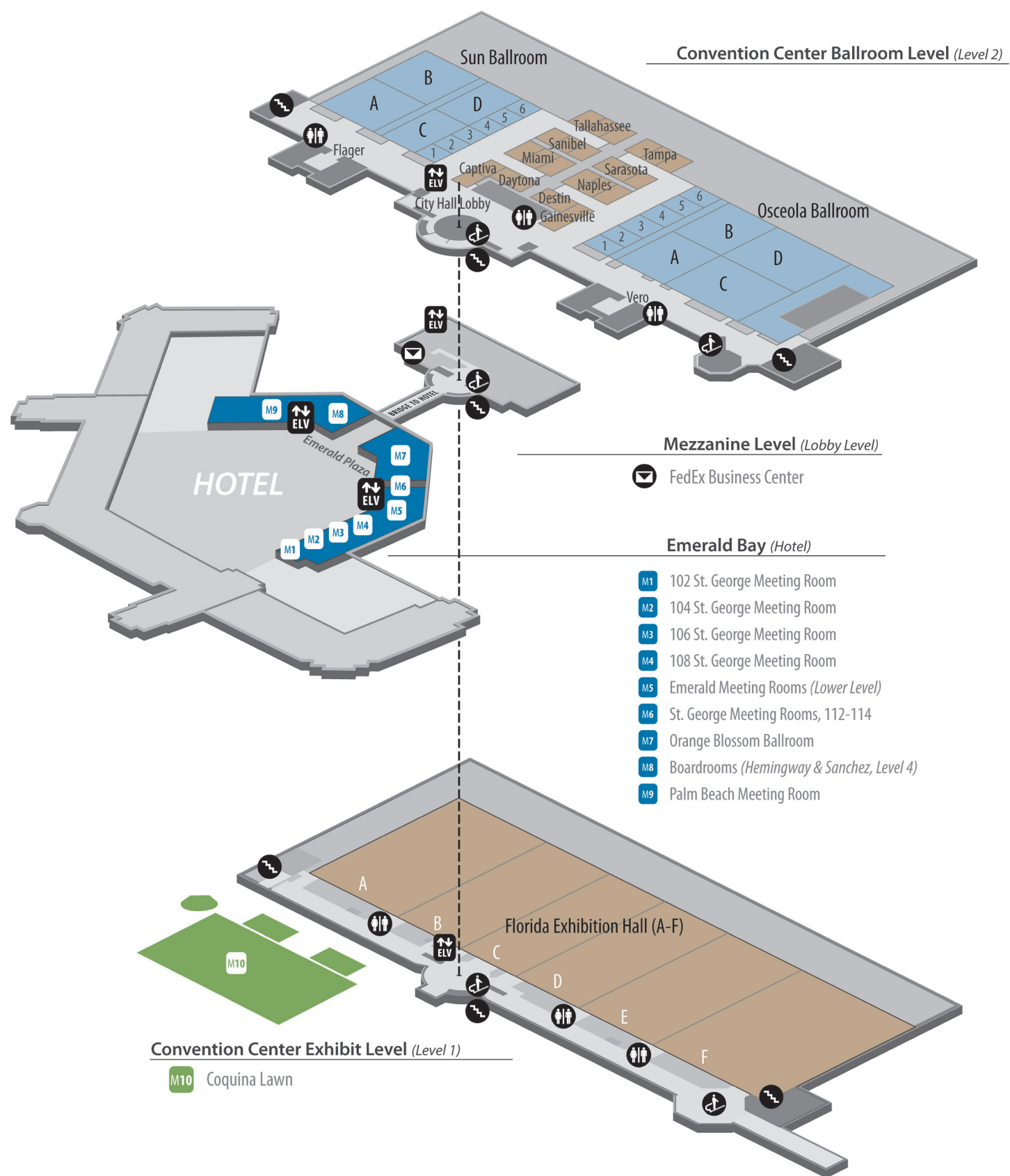
NAME	SESSION NUMBERS	ORGANIZATION	CITY/STATE	EMAIL
Lee, Jean	140	Georgia Department of Juvenile Justice	Decatur, GA	jean.lee@djj.state.ga.us
Leiter, Kelly	197	Moore High School	Moore, OK	kellyleiter@mooreschools.com
Lemon, Deborah	29, 33, 104, 139, 172, 188		Shallotte, NC	lemond1@atmc.net
Leshe, Garrah	103	Good Hope Middle School	West Monroe, LA	leshe@opsb.net
Lester, Connie	7, 52, 92, 143, 170, 192	SREB	Atlanta, GA	connie.lester@sreb.org
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Long, Marcia	3	Sandhoke Early College	Raeford, NC	
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McNeill, Demarious	177, 199	West Hoke Elementary School	Raeford, NC	demarious.mcneill@hcs.k12.nc.us
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Moreno, Julie	65, 88	Hueytown High School	Hueytown, AL	jmoreno@jefcoed.com
Morgan, Kellen	77	Fox Tech High School	San Antonio, TX	kmorgan1@saisd.net
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O'Roarke, Danielle	197	Moore High School	Moore, OK	daniellenegal@mooreschools.com
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PRESENTER INDEX

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Parker-Powell, Wendy	80	Blythewood Academy	Blythewood, SC	wpowell@richland2.org
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Peterson, Nicholas	35, 154, 193, 203	Kelly Mill Middle School	Blythewood, SC	npeterson@richland2.org
Pope, Karen	151	Beaufort Middle School	St. Helena Island, SC	karen.warren-pope@beaufort.k12.sc.us
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Register, Shannon	153	Hoke County Schools	Raeford, NC	sregister@hcs.k12.nc.us
Renner, Nicole	4, 163, 186	Literacy Design Collaborative	New York, NY	nicole@ldc.org
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Ritter, Cathey	39, 76, 120, 174, 206	SREB	Atlanta, GA	rittercs1957@gmail.com
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Simmons-Hill, Pretel	22, 123	Whale Branch Early College High School	Seabrook, SC	pretel.simmons@beaufort.k12.sc.us
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NAME	SESSION NUMBERS	ORGANIZATION	CITY/STATE	EMAIL
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Yanick, Amy	71, 132	Rockfish Hoke Elementary School	Raeford, NC	ayanick@hcs.k12.nc.us

GAYLORD CONVENTION CENTER





Southern Regional
Education Board

Seventh Annual College- and Career-Readiness Standards Networking Conference

Monday, July 8 — Wednesday, July 10, 2019
Hilton Baltimore and the Baltimore Convention Center
Baltimore, Maryland

www.sreb.org/networkingconference

REGISTRATION AND PROPOSALS:

The conference announcement brochure and registration materials will be available online and sent to member schools by January 2019. We will also begin accepting proposals to present at www.sreb.org/networkingconference.

HOTEL INFORMATION:

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

made by Friday, May 24, 2019, to receive the SREB room rate. It is advisable to reserve your rooms early, as the SREB block tends to sell out quickly.

By Wednesday, May 22, 2019, each room must list each occupant's name and a valid method of payment for the one-night deposit. Credit cards and checks are considered valid methods of payment; school purchase orders will not be accepted.

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

The following is a sample of conference hotels:

Conference Hotel	Single/Double Room*
Hilton Baltimore	
Single	\$169
Double	\$169
Triple	\$189
Quadruple	\$209

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

Note: Remember to ask for the 2019 SREB/HSTW Conference rate when booking your reservation.

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