Call for Presentations and Submission Guide

Submissions due by: **February 1, 2019**

SREB | School Improvement

Summer Conferences
Baltimore, Maryland │ July 8-13, 2019

Learn more: sreb.org/SummerConference

Questions? Contact us: summerstaffdev@sreb.org

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SREB Summer Conferences Overview

College- and Career-Readiness Standards Networking Conference

SREB's annual **College- and Career-Readiness Standards Networking Conference** focuses on literacy and mathematics tools and strategies that advance achievement, break down disciplinary barriers and spark student discovery. Teams of educators and school leaders explore how disciplinary literacy strategies empower students to own their learning and how to use formative assessment tools and strategies to engage students in a productive struggle with math.

Making Schools Work Conference

SREB's annual **Making Schools Work Conference,** formerly known as the High Schools That Work Staff Development Conference, is the nation's premier professional learning event for school improvement. Each year, more than 3,000 K-12 teachers, counselors, principals, technology center directors and state and district education agency personnel come together to share promising practices for advancing students' readiness and deeply implementing research-based school improvement strategies.

Quick facts about our summer conferences

3,000+ Attendees
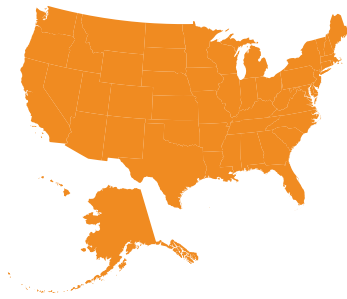
35 States

740+ Schools

400+ Sessions

700+ Presenters

65%
Sessions led by practitioners

Networking Conference Theme and Objectives

Powerful Practices That Ignite Student Interest and Engagement

1. **Engage students through collaborative discourse.**

   Sessions will showcase strategies to engage students in academic discourse through intentional planning of shared learning targets, strategic design of mathematics and literacy-based units and lessons, and purposeful facilitation of student-to-student feedback.

2. **Use meaningful assignments to ensure equity for each student.**

   Sessions will highlight strategies for designing enhanced learning experiences that challenge and inspire students to achieve in every class, take an interest in their studies, and make the effort needed to complete relevant, cognitively demanding mathematics and literacy-based assignments.

3. **Increase learning with assessment.**

   Sessions will explore strategies for designing and implementing assessments that reveal students' reasoning and understanding; using assessment data to adjust instruction to meet students' needs; and providing time and structures that support student self-assessment. Presentations will also showcase methods for providing effective feedback to students and creating data-driven instructional improvement plans.

4. **Enhance educator efficacy.**

   Sessions will highlight strategies for increasing collaboration, using mathematics and literacy-based observation protocols, providing formative feedback and celebrating the successes of teachers, coaches and administrators.

Making Schools Work Conference Objectives

1. **Engage each student in every classroom through high-quality instruction.**

   a. Integrate literacy-based assignments in all content areas.

   b. Implement powerful mathematics practices that build students' mathematical fluency, reasoning and problem-solving skills.

   c. Embed rich science, technology, engineering and mathematics learning experiences at all grade levels.

   d. Employ project- or problem-based instructional strategies that engage students in solving real-world problems.

   e. Use technology to support quality instruction.

   f. Provide opportunities for academic and career and technical education teachers to collaborate.

   g. Adopt flexible grading strategies that encourage student persistence.

2. **Ensure each student has access to curricula that align with grade-level readiness standards.**

   a. Align assignments and assessments with readiness standards.

   b. Engage teacher-teams in vertically aligning standards and curricula across the elementary grades, middle grades, high schools and technology centers.

   c. Implement curricula that lead to existing and emerging high-skill, high-wage, high-demand careers.

   d. Use assessment data to identify curricular gaps.

3. **Offer each student access to career pathways and programs of study that align with student interests and good jobs.**

   a. Align programs of study and career pathways with workforce needs.

b. Engage business and community partners in developing and evaluating programs of study and career pathways.

c. Market programs of study and career pathways to nontraditional students and students from diverse racial, ethnic and socioeconomic backgrounds.

d. Increase opportunities for students to take dual credit or dual enrollment courses.

e. Work with business and community partners to expand access to developmentally appropriate, structured work-based learning experiences that build students' academic, technical and employability skills.

f. Develop and implement career academies that allow students to take academic and CTE courses as a cohort.

4. **Provide each student with appropriate supports to graduate ready for college and careers.**

a. Implement an early warning system for students who do not meet grade-level readiness standards or are not on track to graduate.

b. Employ a system of tiered interventions for students who need academic, social, emotional or behavioral supports or are struggling with the effects of poverty or trauma.

c. Provide each student with developmentally appropriate career and college exploration and counseling, starting in the middle grades.

d. Identify students who need additional supports or readiness courses to transition successfully from the elementary grades to the middle grades, from the middle grades to high school, and from high school to postsecondary education and the workplace.

e. Commit to equity for each student as a means of addressing several issues (poverty, learning disabilities, biases, etc.).

f. Redesign the senior year to allow college-ready students to gain a head start on a postsecondary credential or degree and help students who do not meet readiness benchmarks to enter postsecondary programs without the need for remediation.

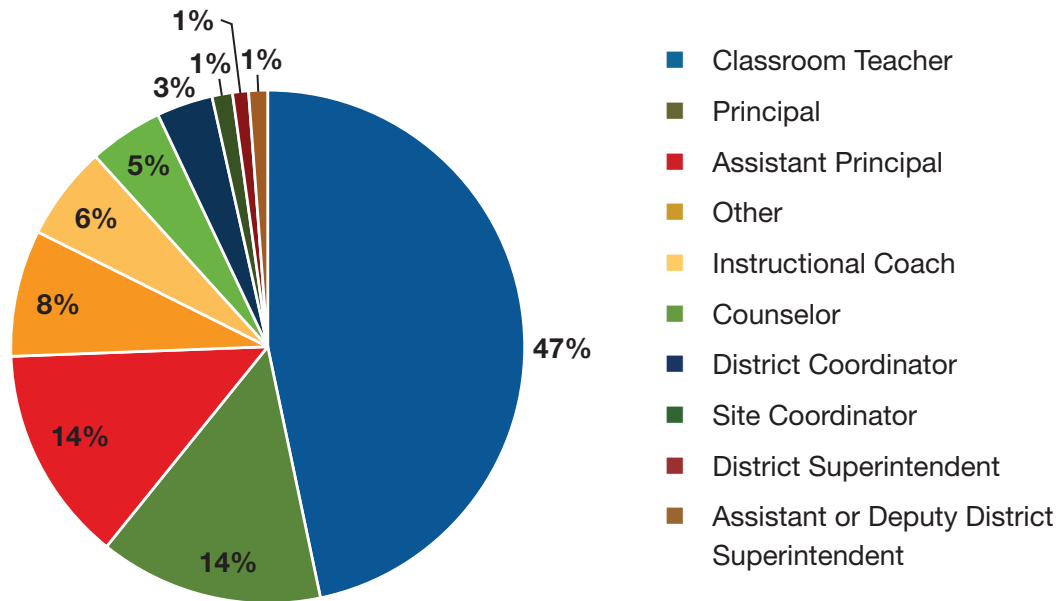5. **Establish systems and processes that promote a culture of continuous improvement.**

a. Create schedules and structures that engage teachers, counselors and school leaders in collectively identifying problems of practice and finding research-based solutions to those problems.

b. Use data to make effective decisions and monitor progress toward bold goals and objectives.

c. Provide teachers, counselors and school leaders with ongoing professional development that builds their capacity to deliver high-quality learning experiences.

d. Build leadership capacity within the school and the district.

e. Develop systems and processes for managing change.

f. Engage parents and communities in owning school successes and challenges.

g. Leverage funding streams to support quality curricula and instruction.
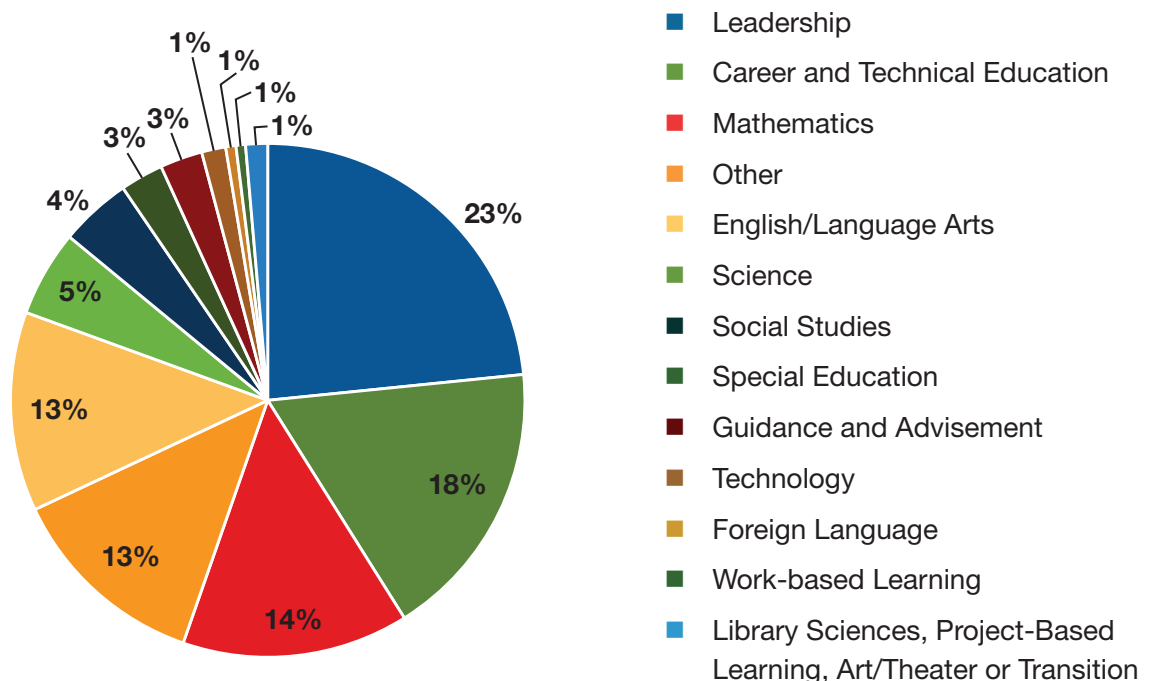
How to Submit a Successful Proposal

Know your audience.

More than 3,000 K-12 teachers, counselors, principals, technology center directors and national, state and local education agency staff attend SREB's summer conferences to participate in transformative professional learning, hands-on workshops, networking opportunities and awards ceremonies. Here's a snapshot of who attended in 2018 and the content areas they represented.

Who attends?

- Classroom Teacher — 47%
- Principal
- Assistant Principal — 14%
- Other
- Instructional Coach — 6%
- Counselor — 5%
- District Coordinator
- Site Coordinator
- District Superintendent
- Assistant or Deputy District Superintendent

(Chart values: 47%, 14%, 14%, 8%, 6%, 5%, 3%, 1%, 1%, 1%)

What are their interests?

- Leadership — 23%
- Career and Technical Education — 18%
- Mathematics — 14%
- Other — 13%
- English/Language Arts — 13%
- Science — 5%
- Social Studies — 4%
- Special Education — 3%
- Guidance and Advisement — 3%
- Technology — 1%
- Foreign Language — 1%
- Work-based Learning — 1%
- Library Sciences, Project-Based Learning, Art/Theater or Transition — 1%

N = 3,300 2018 attendees. Zero percent indicates under one percent of attendees.

Choose the right session format.

Each year, teams of teachers, counselors and school leaders convene at SREB's summer conferences to identify their schools' strengths and challenges, explore new tools and strategies, deepen their self-confidence and create plans for student success.

Innovative, inspirational sessions led by educators like you are the reason school teams return to SREB's summer conferences again and again!

What session type is right for you and your audience?

60-minute promising practice / concurrent sessions — Promising practice sessions highlight powerful practices and pedagogies that transform teaching and learning in any disciplinary area and in any setting — including elementary schools, middle grades schools, high schools, technology centers and postsecondary institutions. Promising practice sessions are your chance to spotlight strategies that have enhanced student engagement and achievement and improved the culture of your school, center or postsecondary institution.

Past attendees agree: The best sessions include multimedia, movement and hands-on learning. Start with an icebreaker to get attendees energized, then involve them in group exercises, case studies, discussions or games. Switch activities frequently to keep their attention. Consider including students' perspectives or participation in your session, too!

More tips for a successful promising practice session:

- Explain how you achieved faculty buy-in and supported staff participation. Describe whether professional development supported your efforts and who implemented key strategies.

- Share data showing how student engagement and achievement improved — this might include state and national assessment results, course grades, attendance and behavioral data, student surveys and classroom artifacts.

- Offer personal reflections — yours and those of fellow educators or students — on your school improvement journey. Describe what you might have done differently and what you'd like to do in the future.

Proposal Checklist
Don't forget these essential elements!

Title – Memorable titles draw a crowd! Limit your title to *no more than 10 words* that give attendees a clear idea of what they'll experience.

Abstract – If your session's title is an appetizer, the abstract is the main course. Abstracts should summarize the goal of your session in *no more than 100 words*. Some tips:

- Offer an accurate, detailed preview of what attendees will learn.

- Highlight your session's key takeaways.

- Identify your target audience, the grade levels and content areas they teach, and the diverse communities they serve.

- Define any abbreviations or acronyms that might be unfamiliar.

- Explain any instruments, research or technology tools you'll address.

Additional Information – For the Networking Conference, please expand on your abstract, describing your session in greater detail and providing data-driven evidence of the success of your approach. For the Making Schools Work Conference, explain how your session aligns with one or more conference sub-objectives (see pages 2-3).

Keywords – List up to five descriptors to help Making Schools Work Conference attendees find your session!

Documents – Our proposal system will allow you to upload up to five handouts or supplemental documents. You may wait to upload your handouts until you receive notification that your proposal is accepted.

120-minute deep-dive sessions* —
Deep-dive sessions give school teams
time to explore a problem of practice in
their K-12 school, technology center or
postsecondary institution and partner
with other educators to develop tools,
strategies and plans to address that
problem. This year, Making Schools Work
Conference organizers have set aside
special time the morning of Saturday,
July 13, to offer deep-dive sessions.
SREB staff and consultants will be
on hand in each session to support
presenters and attendees.

Your deep-dive session proposal should
describe how educators at your school,
center or postsecondary institution
identified a specific problem of practice,
what data you used to identify potential
causes of the problem, what goals
and measures you set for assessing
the problem, and how you researched,
tested and adapted strategies for solving it.

How School Teams Solve Problems

- Identify a Problem of Practice
- Determine Root Causes / Drivers
- Establish Goals / Determine Measures
- Research Actions
- Test Actions
- Adopt Broadly / Adapt and Retest / Abandon
- Monitor Progress / Adapt as Needed

Attendees should leave your session with tools, strategies or plans for tackling similar issues in their schools.

Table talk sessions* — These 25-minute sessions – scheduled back-to-back in two blocks for one hour – allow presenters and attendees to share and gather information about a topic in a less formal setting. Table talk sessions are hosted at round tables that accommodate up to 10 attendees. They can be condensed versions of a 60-minute promising practice session or a 120-minute deep-dive session but can also be stand-alone sessions about key problems of practice and top-of-mind issues that relate to conference objectives. Conference organizers encourage you to follow many of the same tips offered for promising practice and deep-dive sessions — make sure your proposal indicates who would benefit from attending and what they will be able to share and take away from your session. Consider using concise handouts, short videos or other multimedia to help tell your story. We encourage you to capture attendees' names and contact information so you can continue learning together after the conference

Flash talk sessions* — Step into the spotlight! By popular demand, SREB has added flash talks to this year's Making Schools Work Conference. Flash talks are an ideal way to share key facts about promising practices or pedagogies in your school or classroom in *seven minutes or less,* with three minutes for attendees to ask questions. SREB staff will facilitate the talks, which will run every 15 minutes Thursday morning on the main stage of the level 400 ballroom in the Baltimore Convention Center. Only 12 flash talk spots are available, so make your proposal memorable! We recommend structuring your talk like a story, incorporating audience participation, offering practical takeaways and avoiding the use of notes. Practicing your opening and closing lines and key points in between will help you stay on track. Each presenter will be fitted with a lavalier microphone, allowing you to make full use of the stage. Props are encouraged but *only one PowerPoint slide* is permitted per talk. If your proposal is accepted, we will ask you to upload your slide, should you choose to use one, before the conference. Note that all flash talks will be filmed and shared on SREB's conference website and social media.

* Making Schools Work Conference only
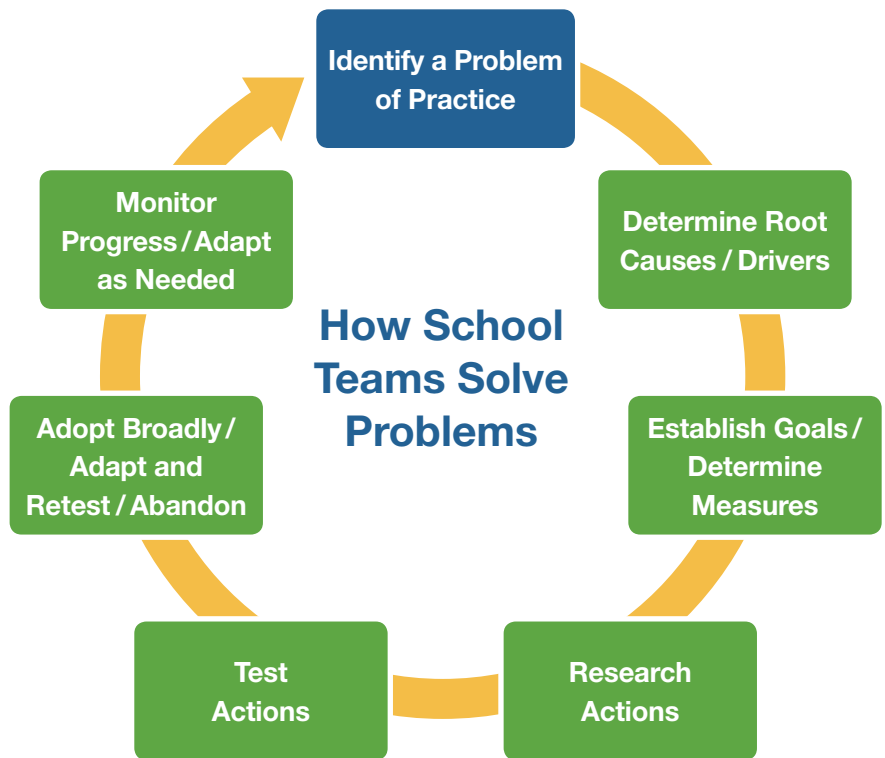
Focus on a key conference objective.

See pages 2 and 3 for a complete description of conference objectives and sub-objectives.

College- and Career-Readiness Standards Networking Conference
Powerful Practices That Ignite Student Interest and Engagement

1. Engage students through collaborative discourse.
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Making Schools Work Conference

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5. Establish systems and processes that promote a culture of continuous improvement.

Submit your proposal! »»»

The submission deadline for all Networking and Making Schools Work Conference session proposals is Friday, February 1, 2019.

Submit your proposal online:

- **Making Schools Work Conference: bit.ly/2019SCProposal**
- **College- and Career-Readiness Standards Networking Conference: bit.ly/2018NCProposal**

Don't forget to:

- Spotlight the tools, tips and strategies attendees can take home and use in their classrooms.
- Be clear and concise about your session's goals and how your session aligns with Networking or Making Schools Work Conference objectives.
- Make your session irresistible to your target audience!
- Include any key facts, research or pedagogies you plan to highlight.
- Be sure to choose the best session format for your topic.
- Check the FAQ (see next page) for additional details.

Session FAQ

What is the deadline to submit?

The deadline is **Friday, February 1, 2019.** Note that this is a much earlier deadline than in previous years. The sooner the system closes, the sooner we can publish our conference programs and you can begin planning your schedule!

How do I submit a session?

All proposals are submitted through our online system. If you don't complete it in one sitting, you may save your proposal and complete it later. We recommend using a laptop or desktop computer instead of a mobile device to ensure a successful submission.

Use these links to submit:

- Making Schools Work Conference:
  bit.ly/2019SCProposal

- Networking Conference:
  bit.ly/2018NCProposal

May I submit more than one proposal?

Yes. However, if the number of quality proposals exceeds the number of sessions available, our conference organizers may choose to accept one proposal per person.

May I have multiple presenters?

Please select one person to serve as the lead for your submission. This person may add presenters but will own the session. We will correspond with the session owner.

When will I find out if my session has been accepted?

Presenters will receive notice of acceptance and the date, time and location of their sessions no later than April 1, 2019.

When will conference programs be published?

Programs will be published online and via mobile app no later than May 15, 2019. ***There will be no printed conference programs this year.***

What is required of presenters?

All presenters must:

- Align sessions with a conference objective.

- Provide a valid email address and phone number at your school and home.

- Provide your job title, position, school, district and state.

- Agree to present at your scheduled time.

- Bring your own laptop for your presentation (projectors will be available in promising practice and deep-dive session rooms).

- Arrange and pay for your travel and lodging.

- Register and pay the registration fee.

What can I do to ensure that my proposal is accepted?

We appreciate the care you invest in preparing proposals. When choosing sessions, we consider:

- **Session diversity:** SREB strives to ensure that conference sessions address diverse topics, audiences, grade levels and formats. We encourage you to apply your unique perspective to a conference objective and/or sub-objective and to emphasize tangible takeaways for session attendees.

- **Session availability:** Starting this year, we've reduced the total number of sessions at the Making Schools Work Conference to ensure that attendees aren't overwhelmed by choices and presenters can enjoy larger, engaged audiences.

- **Session value:** SREB's summer conferences are renowned for helping educators and school teams acquire research-based, classroom-tested tools and strategies they can use to improve student engagement and achievement and transform their school communities. Conference organizers look for sessions that feature hands-on problem-solving, powerful practices, inspiring stories of transformational change and examples of strong leadership.

Still have questions?

Email us at summerstaffdev@sreb.org.

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For more information on presenting at SREB's
summer conferences, contact summerstaffdev@sreb.org.

Southern Regional Education Board
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