



College- and Career-Readiness Standards Networking Conference

Powerful Practices That Ignite Student Interest and Engagement

JULY 8-10

2019

BALTIMORE
MARYLAND

SREB

Southern Regional
Education Board

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

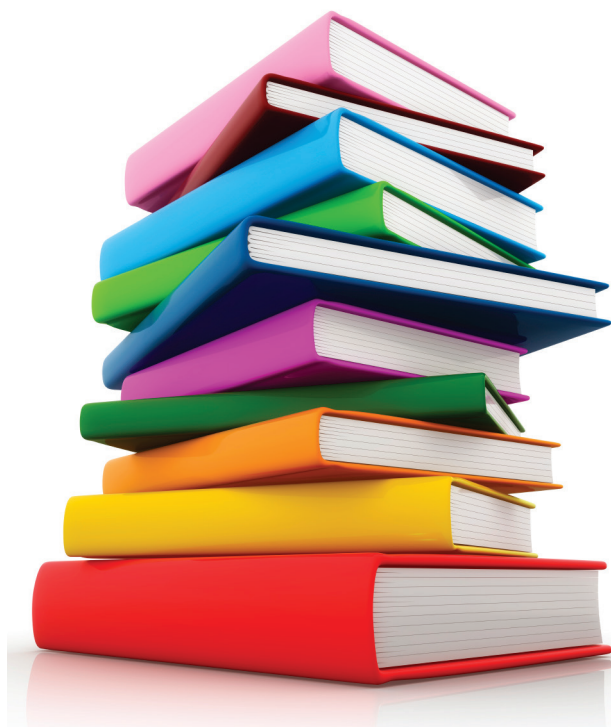
The College- and Career-Readiness Standards Networking Conference connects teams of educators — teachers, school and district leaders — to improve student learning through literacy and mathematics instruction and advance student achievement in all content areas.

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 in the Literacy Design Collaborative (LDC) and the Mathematics Design Collaborative (MDC).

SREB's 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 presenting 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 align to the depth of knowledge 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 involving 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's POWERFUL MATHEMATICS PRACTICES

SREB's powerful mathematics practices provide teachers with 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

Download the Conference App

The Networking Conference is going paperless this year! **Download our EventMobi app** at the [Apple App Store](#) or on [Google Play](#) to access event information, network with other attendees, view your schedule, explore our conference venues and more. Use the event code **2019ccrs** to access the conference app, where you can set up your login and password information, customize your personal profile and begin planning your conference experience.



Registration – Camden Lobby

Conference Headquarters

Room: 345 (Convention Center)

Monday – Wednesday 8 a.m. – 5 p.m.

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 [#2019CCRS](#), [#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 **Key Ballroom (Hilton)**. Please see the Conference Schedule for 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: <https://www.sreb.org/summerconference>



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 8, 2019

10 a.m. – 1 p.m.	Registration
1 – 2 p.m.	Opening General Session
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.	Team Meetings (Optional)

Tuesday – July 9, 2019

7 – 8 a.m.	Coffee
8 – 10 a.m.	Deep Dive Sessions
10 a.m.	Refreshment Break
10:30 – 11:30 a.m.	Concurrent Sessions
11:30 a.m. – 1 p.m.	Lunch
1 – 2 p.m.	Concurrent Sessions
2:15 – 3:15 p.m.	Concurrent Sessions
3:30 – 4:30 p.m.	Networking Session, Prize Giveaway and Refreshments
4:45 – 5:45 p.m.	Team Meetings (Optional)

Wednesday – July 10, 2019

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: IGNITE 2019

SREB COMMUNICATIONS PERMISSION and RELEASE

In consideration of registering for a Southern Regional Education Board conference, event or training session, participants grant SREB permission to record, videotape and photograph their images or voices and to use, reproduce, publish and display their names, photographs, video images or quoted material in any format or media including, without limitation, printed and electronic publications and materials, press releases, webpages, internet publications and other publications, materials, information and communications, at its discretion, for purposes consistent with its mission and nonprofit status. By registering, participants agree that they are not entitled to receive, and waive any right to, compensation for any such use of their images or voices. Participants who wish to opt out should notify SREB conference, event or training session staff.

FEATURED PRESENTERS

KEYNOTE SPEAKER



Rodney Flowers

Rodney Flowers, founder and president of Inspirational Endeavors, LLC, inspires, motivates and encourages individuals to reach for their hopes and dreams with earnest expectations regardless of their limitations or challenges. After a traumatic high school football injury, Flowers was paralyzed and confined to a wheelchair. Despite an unfavorable prognosis, he spent the next 18 years regaining his ability to walk and making a positive impact. Today, Flowers is an internationally respected writer, communicator, influencer, thought leader and change agent for overcoming life's adversities and maximizing individual achievement and success. Flowers is a three-time international Amazon bestselling author, keynote speaker, CEO, entrepreneur, transformational leader and resilience trainer.

FEATURED SPEAKERS



Robert Q. Berry, III

Robert Q. Berry, is president of the National Council of Teachers of Mathematics and a professor in the Curry School of Education at the University of Virginia. Berry's research addresses equity issues in mathematics education, including understanding Black children's mathematics experiences, measuring standards-based mathematics teaching practices, unpacking equitable mathematics teaching and learning; and exploring interactions between technology and mathematics education. Berry has published extensively in such publications as the *Journal for Research in Mathematics Education*, the *Journal of Teacher Education* and the *American Educational Research Journal*. A former middle school teacher, Berry was twice named Teacher of the Year in Virginia. Berry holds a bachelor's from Old Dominion University, a master's degree from Christopher Newport University and a doctorate from the University of North Carolina at Chapel Hill.



Jennifer Curtis

Jennifer Curtis, president and founder of Emerald Education, a school, district and state education agency collaborative, seeks to improve conditions and opportunities for success for each child. Curtis contributed to the National Council of Teachers of Mathematics' new book, *Catalyzing Change in High School Mathematics: Initiating Critical Conversations*. She recently served as section chief for mathematics at the North Carolina Department of Public Instruction. She holds an Ed.D. in Educational Leadership and Administration from the University of Virginia.



Robert Jackson

Robert Jackson began his teaching career over 20 years ago in Indianapolis Public Schools with a "no more excuses" teaching approach that set high expectations for his students and challenged them to not let their personal circumstances define their futures. As a highly sought-after speaker, Jackson delivers keynotes and workshops nationwide to educators, administrators, parents and students on such topics as cultural diversity, restorative practices, social and emotional learning, working with students who have experienced trauma and educating Black and Latino males. Jackson holds a bachelor's degree in industrial technology from Western Kentucky University.



Lorena Kelly

Lorena Kelly is principal of King's Grant Elementary in Virginia Beach City Public Schools. She began her career as an elementary teacher and later became an instructional specialist and language arts curriculum coordinator. Kelly's work focuses on literacy and job-embedded professional development to support teachers as they help all students reach their potential. She is the co-author, with Alan M. Blankstein and Pedro Noguera, of *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student*. Kelly holds a Ph.D. in education with a concentration in educational leadership.



Zackory Kirk

Zackory Kirk, director of curriculum and instruction for Atlanta Public Schools, has served as a teacher and educator for more than 15 years, including as a literacy coordinator, professional learning specialist and instructional coach. Kirk inspires teachers to adopt a continuous improvement mindset grounded in the responsibilities of teaching as a profession of service. He holds an Ed.D. in Educational Leadership and Administration from Argosy University Sarasota.



2019 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 observation protocols, providing formative feedback and celebrating the successes of teachers, coaches and administrators.

SESSION TYPES

Concurrent

In these 60-minute sessions, SREB coaches, 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.

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 powerful literacy practices (PLP) and powerful mathematics practices (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 maps on pages 45-46 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

8. Connecting Children's Literature With Middle Grades Math Classes

Room: 342 (BCC)

Focus: Math

Objective: 2

Audience: B/E

What if we read in math class? Want to put a new spin on a difficult concept like surface area? Need an interesting way to create box plots? Learn how to link literature with math and address college- and career-readiness standards. Explore lesson plans, book lists, foldables, rubrics and prizes. Come giggle with us.

Session
Description

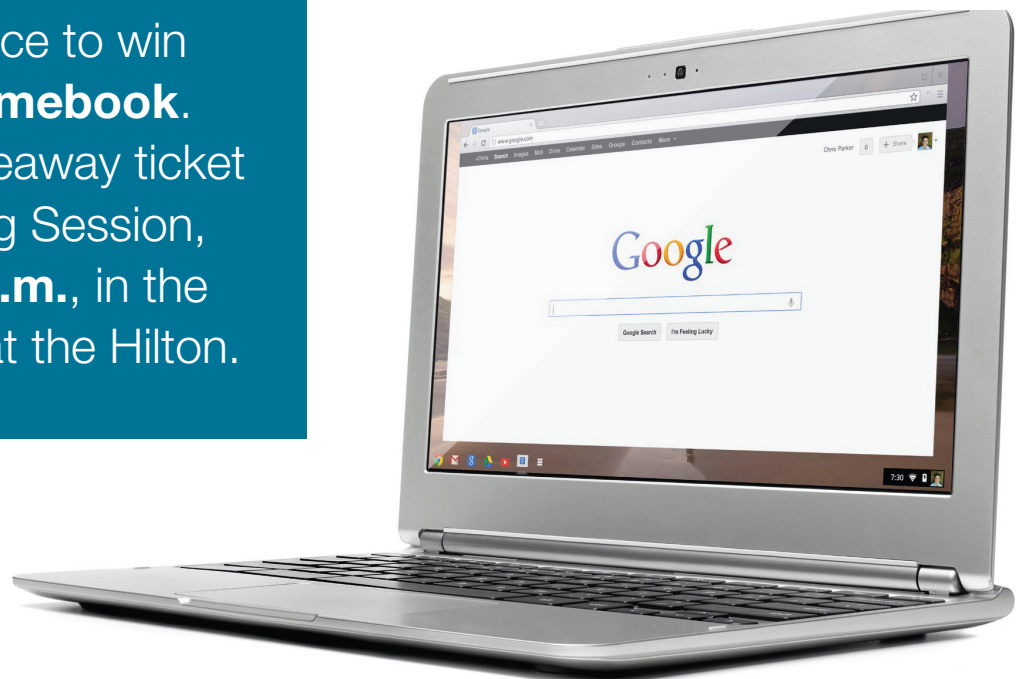
Speaker(s) — **Presenter(s):** Candice Brucke, Assistant Principal, West-Oak Middle School, Westminster, SC

2019 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.

AWARD	NAME	DISTRICT	STATE
Outstanding Literacy Teacher	Karen Brown	Stanly County Schools	NC
Outstanding Literacy Coach	Barbara Goggans	Georgetown County School District	SC
Outstanding Math Teacher	Janon Green	Sylacauga City School District	AL
Outstanding Math Coach	Sarah Potter	Caesar Rodney School District	DE
Outstanding Elementary School	Millwood Elementary	Sumter School District	SC
Outstanding Secondary School	Broken Arrow High School	Broken Arrow Public Schools	OK
Outstanding District		Ouachita Parish School System	LA

Enter for a chance to win
a **Google Chromebook**.
Pick up a prize giveaway ticket
at the Networking Session,
Tuesday, 3:30 p.m., in the
Holiday Ballroom at the Hilton.



KEYNOTE SPEAKER: OPENING GENERAL SESSION

MONDAY, 1 P.M.



Rodney Flowers

1. Powerful Practices That Ignite Student Interest and Engagement*Room: Ballroom (BCC)*

How do we engage, connect and make a positive impact on the lives of our students? How do we energize and inspire them to persevere even when faced with many challenges? In this powerful address, Rodney Flowers will discuss the key differences teachers can make in the lives of students by examining their own motivations, intentions, experiences and inspirations. Learn how to shift the onus away from mandated curricula, intensive testing and bureaucracy and still help students achieve and meet classroom targets.

Presenter(s): Rodney Flowers, President, Inspirational Endeavors, LLC

60-MINUTE SESSIONS

MONDAY, 2:15 P.M.

2. Increasing Mathematical Understandings Through Number Talks in Elementary Classrooms*Room: 339 (BCC)**Focus: Math**Objective: 1**Audience: B*

In this engaging session, participants will learn that classroom conversations and discussions around purposefully crafted computation problems are at the very core of number talks. Number talks help build accuracy, efficiency and flexibility in order to strengthen the computational fluency of students. Come learn about the key components of number talks and how to effectively implement them in your classroom.

Presenter(s): Jason Adair, Literacy and Mathematics Program Director, and Sarah Inman, School Improvement Instructional Coach, SREB, Atlanta, GA**3. Raising Engagement Through Cooperative Learning and Partner Discussions***Room: 340 (BCC)**Focus: Math**Objective: 1**Audience: B*

This session will model strategies to increase engagement in the mathematics classroom through partner discussions and cooperative learning. It will also focus on incorporating all aspects of real-life applications into daily instruction to enhance mathematical discussions among students. This will be a hands-on session in which participants serve in the role of the students and practice the strategies.

Presenter(s): Cathey Ritter, School Improvement Instructional Coach, SREB, Atlanta, GA**4. Are Political Cartoons Fake News?***Room: 328 (BCC)**Focus: Literacy**Objective: 1**Audience: B*

Explore literacy strategies that enhance student discourse using political cartoons as a primary source. Political cartoons capture the diversity of political opinion that is crucial to understanding different periods of time. These strategies will support a deeper understanding of history and contribute to meaningful conversations.

Presenter(s): Torrence Williams, Instructional Coach, and Delano Muhammad, Social Studies Teacher, Lee High School, Montgomery, AL; Donn Kirkwood, School Improvement Instructional Coach, and Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

5. Discourse Through Questioning

Room: 329 (BCC)

Focus: Literacy

Objective: 1

Audience: B

According to researchers, teachers ask 200 to 300 questions per day. This session will explore how teachers can use questioning strategies and protocols to increase student discourse.

Presenter(s): Shawn Bender, School Improvement Leadership Coach, SREB, Atlanta, GA; Shonterrius Lawson-Fountain, Lead Teacher, Birmingham City Schools, Birmingham, AL

6. Combatting Too Many Referrals and Lost Instructional Time

Room: 324 (BCC)

Focus: Literacy, Math, Coaching, Leadership

Objective: 1

Audience: B/E

Attention all school principals, assistant principals, curriculum specialists and other classroom leaders: Are you tired of handling discipline issues that result in office referrals and students missing instructional time? Attend this interactive session and learn how to coach your teachers on building better student relationships, engaging students and getting 100 percent class participation and retention.

Presenter(s): Trynee Thomas, Math Teacher, W. G. Sanders Middle School, Columbia, SC; Nnenna Anoruo, Math Teacher, Heyward Gibbes Middle School, Columbia, SC

7. The Power of Struggle

Room: 337-338 (BCC)

Focus: Math

Objective: 2

Audience: B

One of SREB's powerful mathematics practices is *Fostering A Classroom Environment That Supports Student Ownership of Learning*. Many classrooms are missing key elements that allow for student thinking and learning. In this session, participants will learn strategies for ensuring that 21st-century learners embrace productive struggle as a part of the learning process.

Presenter(s): Debbie Robertson, School Improvement Instructional Coach, SREB, Atlanta, GA; Tara Faircloth, Director of Curriculum and Instruction, and Sarah Potter, Math Resource Teacher, Caesar Rodney School District, Camden Wyoming, DE

8. Connecting Children's Literature With Middle Grades Math Classes

Room: 342 (BCC)

Focus: Math

Objective: 2

Audience: B/E

What if we read in math class? Want to put a new spin on a difficult concept like surface area? Need an interesting way to create box plots? Learn how to link literature with math and address college- and career-readiness standards. Explore lesson plans, book lists, foldables, rubrics and prizes. Come giggle with us.

Presenter(s): Candice Brucke, Assistant Principal, West-Oak Middle School, Westminster, SC

9. A Scaffold of Common Practices to Accelerate Student Achievement

Room: 330 (BCC)

Focus: Literacy

Objective: 2

Audience: B

Experience the process of creating a scaffold of meaningful practices that become common and used in all classrooms. Teacher-leaders vetted and reflected on best practices and built a scaffold of six practices that were rich in differentiation and supported reading and writing. Participants will learn how to build quality assignments that challenge students with clear learning expectations and success criteria.

Presenter(s): Kelly Elrod, Principal, Kelly Simpson, English Language Arts Teacher, Lauren Hamby, Avid Teacher, Courtney Harmon, Math Teacher, and Jody O'Neill, Math Teacher, McCants Middle School, Anderson, SC

10. Students Struggling in Ninth Grade? Try SREB's Ready for High School Courses

Room: 333 (BCC)

Focus: Literacy, Math, Leadership

Objective: 2

Audience: B/E

Ninth grade is a critical year for student success in high school. Studies have shown the highest failure rates occur in English language arts and Algebra I. SREB has worked with states to develop Ready for High School courses in literacy and math that are being used to boost student achievement during the transition to high school.

Presenter(s): Kim Goff, Mathematics Consultant, SREB, Atlanta, GA

11. I Can Create Clear Learning Targets

Room: 336 (BCC)

Focus: Literacy

Objective: 3

Audience: B

Explore how to write clear learning targets in literacy-based assignments in all content areas. Takeaways will include how to write learning targets, how to differentiate with learning targets, how to embed literacy in learning targets and how to formatively assess learning through learning targets. Teachers, administrators and support professionals will take home strategies for planning classroom lessons, professional development sessions or systemic expectations.

Presenter(s): Marcia Long, English and Social Studies Coordinator, LDC Coach, Hoke County Schools, Fayetteville, NC

12. #STUDENTSUCCESS

Room: 343 (BCC)

Focus: Literacy, Math, Coaching

Objective: 3

Audience: E

By the end of the session, participants will be able to set success criteria and effectively articulate objectives for students. In addition, they will explore ways to help students master the objective of any assessment. Participants will engage in hands-on activities and explore different ways to help students experience academic success.

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

13. PMP + Google = A Coach's Best Friend

Room: 341 (BCC)

Focus: Math, Coaching

Objective: 4

Audience: E

A day in the life of a coach is filled with planning professional development, completing observations, analyzing data and motivating resistant teachers. See how one district combines SREB's powerful math practices rubric with Google tools to efficiently analyze data, guide professional development design and motivate resistant teachers. Participants will explore how to use a Google form to input PMP data, analyze data that has been prepared using Google tools and suggest appropriate professional development for teachers given various scenarios.

Presenter(s): Gail Snider, School Improvement Instructional Coach, SREB, Atlanta, GA; Donna Patten, Instructional Coordinator, Ouachita Parish School Board, Monroe, LA

14. Use Data to Inspire Change in Your School or District

Room: 331-332 (BCC)

Focus: Literacy, Coaching, Leadership

Objective: 4

Audience: B/E

How can Kim Marshall's 5 by 5 Observation Strategy paired with SREB's powerful literacy practices promote changes in instructional practices and growth in student achievement? Join this session for a demonstration of how to implement this practice and gather the data that provide evidence of success. This session will also show how free software like Google Forms and Google Data Studio help leadership teams run more efficiently and effectively with data-driven next steps.

Presenter(s): Tammy Whitlock, Instructional Coordinator, Ouachita Parish School System, West Monroe, LA

15. We Are a TEAM! Now What?

Room: 325 (BCC)
Objective: 4

Focus: Literacy, Math, Coaching, Leadership
Audience: B/E

The names change, but the goal is still the same: teacher collaboration that improves teaching and learning. Across the nation, schools organize faculty into teams for improvement. These teams include professional learning communities, middle grades school teams, academy teams, departments, focus teams or other types of teams that get teachers to work together. However, far too little time is spent on team development. Take home strategies for building and sustaining effective teams.

Presenter(s): Scott Warren, Director, Making Schools Work, SREB, Atlanta, GA

16. When You Gave Your All, But It Feels Like No One Learned Anything

Room: 327 (BCC)
Objective: 4

Focus: Literacy
Audience: B

Throughout the school year, secondary teachers work to help students grow academically who are reading at elementary grade levels and struggling with basic concepts. This can be a daunting experience, especially when there are few signs of progress. During this session, the presenter will explain and model how strengthening one's ability to gradually release students to perform creates a sense of peace for the teacher and achievement for students.

Presenter(s): Quinton Granville, School Improvement Instructional Coach, SREB, Atlanta, GA

17. Teacher Support: Coaching and Mentoring for New and Veteran Teachers

Room: 344 (BCC)
Objective: 4

Focus: Coaching, Leadership
Audience: B/E

As educators, we embrace the ideology that all students can learn and grow. It's through this lens that we approach teacher efficacy. All teachers can benefit from structured and purposeful collaboration in which they are given opportunities to participate in walk-throughs to observe other teachers and receive mentoring or coaching on specific strategies and skills from a colleague or supervisor. Building trust between staff is key to eliminating the teacher as an island culture. "All for one and one for all" is a foundation for building and maintaining collaborative educational processes on a school campus.

Repeat: Tuesday, 10:30 a.m., 330 (BCC)

Presenter(s): Nettie Ranel, Principal, Rayville Junior High School, Rayville, LA



Enter for a chance to win a **Google Chromebook**, one of five (5) **free conference registrations** to the 2020 Making Schools Work Conference in New Orleans, a **\$100 Emeril's gift card** good at most Emeril Lagasse restaurants nationwide, or cool prizes from local Baltimore sponsors. Pick up a prize giveaway ticket at the Networking Session, **Tuesday, 3:30 p.m.**, in the Holiday Ballroom at the Hilton.

FEATURED SPEAKERS



Lorena Kelly

18. Fostering Critical Consumers of Information*Room: 327 (BCC)**Objective: 2**Focus: Literacy**Audience: B/E*

Does your current system provide all students with the opportunity to grow as critical consumers of information? While the foundation of this task is literacy, it permeates through all subject areas by impacting critical thinking and problem solving. This session will focus on leading change that fosters the development of critical consumers of information and explores structures that support equity and access to opportunities that prepare students to be college and career ready.

Presenter(s): Lorena Kelly, Principal, Virginia Beach City Public Schools, Virginia Beach, VA



Jennifer Curtis

19. Overcoming the Status Quo in High School Mathematics: Moving From Conversations to Actions*Room: 340 (BCC)**Objective: 4**Focus: Math**Audience: B/E*

In our information and technology-rich culture, mathematics learning is more essential than at any other time as a means of viewing and understanding the world. How does our current educational system position mathematics and make it accessible to all? This session examines ways in which every educator can not only have the conversation but move to action and ensure all students have opportunities to learn mathematics.

Presenter(s): Jennifer Curtis, President, Emerald Education, Durham, NC

20. Shaping Our Kids Through Literacy*Room: 336 (BCC)**Objective: 1**Focus: Literacy**Audience: E*

The session will highlight the relationship between the English language arts teacher and other content area teachers, including social studies, science and elective teachers, through disciplinary literacy. We'll explore how the relationship between ELA teachers and other teachers can be similar to a marriage or parenting situation in which the partners share the same expectations, techniques, and management routines. The presenters will demonstrate how to incorporate these strategies into all content areas.

Presenter(s): Comecya Scriven, Social Studies Teacher, East Hoke Middle School, Raeford, NC; Alisa Sellers, English Language Arts Teacher, Hoke County Schools, Raeford, NC

CANCELLED

21. The Great Escape*Room: 337-338 (BCC)**Objective: 1**Focus: Math**Audience: E*

Teachers are constantly researching ways to keep students learning and interested in the classroom. Escape rooms are a great way to keep students actively involved in the content and allow them to self-assess as well as work collaboratively. Learn how to create a fresh, cutting-edge escape room that keeps your students engaged and excited about learning.

Repeat: Tuesday, 10:30 a.m., 343 (BCC)**Presenter(s):** Kayla Barrientos, Teacher, Ouachita Parish Schools, West Monroe, LA**22. Increasing Mathematical Understandings Through Number Talks in Secondary Classrooms***Room: 339 (BCC)**Objective: 1**Focus: Math**Audience: B*

In this engaging session, participants will learn that classroom conversations and discussions around purposefully crafted computation problems are at the very core of number talks. Number talks help build accuracy, efficiency and flexibility in order to strengthen the computational fluency of students. Come learn about the key components of number talks and how to effectively implement them in your classroom.

Presenter(s): Jason Adair, Literacy and Mathematics Program Director, and Sarah Inman, School Improvement Instructional Coach, SREB, Atlanta, GA**23. Strategies for Success in High-Level Science Courses***Room: 324 (BCC)**Objective: 1**Focus: Literacy, Coaching**Audience: B/E*

College-level science classes can be more than just lectures and labs in the high school classroom. This session will address strategies for engaging AP and gifted or advanced science students and ensuring their participation, buy-in and mastery of rigorous content. All advanced science curricula will be highlighted. Participants will be able to apply these strategies to any high school science courses.

Presenter(s): Bethany Lambert, Science Teacher, Sandy Creek High School, Tyrone, GA**24. Maximum Impact: Redesigning the Senior Year***Room: 333 (BCC)**Objective: 2**Focus: Leadership**Audience: B/E*

About two-thirds of all jobs in the United States require some form of postsecondary education or training. Yet most high school graduates are not prepared for the rigors of college-level course work. SREB's approach to redesigning the senior year brings high schools together with higher education and industry partners to prepare students for college and careers and equip them with the skills they'll need beyond high school.

Presenter(s): Dale Winkler, Vice President, School Improvement, SREB, Atlanta, GA**25. Building a Community of Learners Through MDC in K-5 Classrooms***Room: 341 (BCC)**Objective: 2**Focus: Math**Audience: B*

Participants will explore how a whole-school philosophy driven by the Mathematics Design Collaborative best practices has enhanced student engagement and conceptual knowledge of mathematics.

Presenter(s): Shayne Francis, K-2 Academic Coach, Sandy Grove Elementary, Lumber Bridge, NC; Alisa McCallum, 3-5 Academic Coach, Hoke County Schools, Lumber Bridge, NC

26. Are Your Math Tasks Up to Snuff?*Room: 342 (BCC)**Objective: 2**Focus: Math**Audience: E*

We all have those tasks we love and have been using in our classroom for years. But do they meet the cognitive demand that is needed for the mathematics classroom today? This session will take a look at traditional math tasks and how to upgrade them. Participants will use ideas from two documents, SREB's powerful mathematics practices rubric and A Framework to Evaluate Cognitive Complexity in Mathematics Assessments, to evaluate and revise tasks to increase cognitive complexity in everyday tasks.

Repeat: Tuesday, 2:15 p.m., 342 (BCC)**Presenter(s):** Margaret Acree, Math Teacher, Sterlington High School, Farmerville, LA**27. Time to Be WAC! (Writing Across the Curricula)***Room: 328 (BCC)**Objective: 2**Focus: Literacy**Audience: B/E*

Sometimes teachers from content areas other than ELA are reluctant to assign writing because they are "not writing teachers." What writing looks like in science, however, does not look like writing in ELA or social studies — nor should they. In this session, presenters will share what formative and summative writing assignments look like in each of the content areas: ELA, science, social studies and CTE. Participants will leave with strategies for writing to learn, writing to inform and authentic writing.

Presenter(s): Barbara Goggans, Curriculum Coach for ELA, six-12, Georgetown County School District, Georgetown, SC; Marsha Moseley, School Improvement Leadership Coach, SREB, Atlanta, GA**28. Researching a Brighter Future for College and Career Readiness***Room: 329 (BCC)**Objective: 2**Focus: Literacy**Audience: E*

This presentation will illustrate how to individualize traditional research papers for all levels of learners. Students delve into their chosen career paths by beginning with research about their chosen profession. Professional internships, active participation in the field with a mentor and the modeling of soft skills are targeted in the project's components. Participants will learn how to ensure students use informational texts and apply them to real-life situations.

Presenter(s): Karrie Andersch and Ruth Herbert, English Teachers, Hoke County High School, Raeford, NC**29. Have You Googled Me Yet? Creating ePortfolios Using Google Sites***Room: 325 (BCC)**Objective: 3**Focus: Literacy, Math, Coaching**Audience: B/E*

Are you looking for an exciting way for students to showcase their work? Are you interested in learning ways to infuse technology within your current pedagogy that will allow you to measure student learning? Electronic portfolios that use Google sites may just be the tool you've been looking for. Best of all, it is free with the use of a Google account.

Presenter(s): Yolanda Singleton, Teacher, Fairfield Career and Technology Center, Winnsboro, SC**30. Systems at Work in Mathematics***Room: 343 (BCC)**Objective: 4**Focus: Math, Coaching, Leadership**Audience: E*

Participants will discover how Jefferson County Public Schools in Louisville, Kentucky, is shifting from a focus on only formative assessment lessons to embedding SREB's powerful mathematics practices into everyday instruction.

Presenter(s): Casey Watson, Middle School Math Instructional Coach, Stacy Justus, High School Math Instructional Lead, and Sara Downs, Middle School Math Instructional Lead, Jefferson County Public Schools, Louisville, KY; Leslie Texas, Educational Consultant, Leslie Texas Consulting LLC, Louisville, KY

31. Jumpstarting the Improvement Process: Using a Curriculum and Instruction Review to Establish a Need for Change

Room: 344 (BCC)

Focus: Leadership

Objective: 4

Audience: B

SREB's curriculum and instruction review (CIR) process helps schools meet the Perkins V requirement for a comprehensive local needs assessment. The CIR also builds capacity among school and district staff to change practices. In this session, participants will learn how to leverage a CIR that leads to systemic and lasting improvement. SREB coaches and school and state leaders will share the keys to engaging school, district and community leaders to collect and reflect on evidence that reveals promising practices and areas for growth.

Repeat: Wednesday, 9:15 a.m., 330 (BCC)

Presenter(s): Daniel Rock, School Improvement Instructional Coach, and Scott Warren, Director, Making Schools Work, SREB, Atlanta, GA

32. Motivating CTE Teachers to Incorporate Literacy Into Their Curriculum

Room: 330 (BCC)

Focus: Literacy, Coaching, Leadership

Objective: 4

Audience: E

CTE teachers sometimes resist incorporating literacy skills into their curriculum. Participants will take home the practical tools they need to motivate their colleagues to integrate literacy skills in their content areas. Although geared toward CTE teachers, this session will present facts and tools any teacher who is hesitant to incorporate literacy into the classroom can use.

Repeat: Tuesday, 10:30 a.m., 324 (BCC)

Presenter(s): Karen Brown, Career Technical Teacher, West Stanly High School, Oakboro, NC

33. Five Findings From a Correlational Study of the Impact of SREB's Powerful Literacy Practices on Student Achievement

Room: 331-332 (BCC)

Focus: Literacy, Coaching, Leadership

Objective: 4

Audience: E

This session will examine findings from two years of data collection and analyses from teacher observations using SREB's powerful literacy practices and explain important findings from a correlational analysis toward improving student achievement.

Presenter(s): Tammy Whitlock, Instructional Coordinator, Ouachita Parish School System, West Monroe, LA

TEAM MEETINGS

MONDAY, 4:45 P.M.



Excited about all you have learned on Day 1 of the 2019 Networking Conference? Contact Conference Headquarters in 345-346 (BCC) or visit <http://bit.ly/2UiyDBY> to request a room for your team to meet, share ideas, and debrief the day.

WELCOME TO DAY 2 OF THE 2019 COLLEGE- AND CAREER-READINESS STANDARDS NETWORKING CONFERENCE!

We are excited to offer 16 engaging sessions from 8-10 a.m. that will give attendees an opportunity to dive deep into meaningful and relevant educational topics. These deep-dive sessions encourage attendees to network with educators from across the nation while participating in hands-on learning. Bring your laptop or tablet fully charged and a willingness to learn as you dig into these great sessions.

34. Powerful Practices for the Elementary Classroom

Room: 339 (BCC)

Focus: Literacy, Math

Objective: 1

Audience: B

From planning a quality assignment to monitoring expected behaviors and outcomes from teachers and students, SREB's powerful literacy and mathematics practices serve as tools to make good lessons great and compliant students fully engaged and excited about learning. During this session, we will work with teachers to embed these practices into their daily planning routines to reach their learning goals and empower them as leaders in facilitating engaging classroom routines.

Presenter(s): Sarah Inman, School Improvement Instructional Coach, and Shawn Bender, School Improvement Leadership Coach, SREB, Atlanta, GA

35. I Think I Can, I Think I Can ...

Room: 343 (BCC)

Focus: Literacy, Math, Coaching

Objective: 1

Audience: B

How often have you heard a student say, "I can't do this"? Have you noticed your students staring at a task, not having the confidence to even begin the assignment? Too many students have a fixed mindset perspective. Our goal is to promote a growth mindset with our students. That is, we want our students to believe that they can learn. Because if they think they can, they will. Participants will investigate ways to change their students' perspectives from a fixed mindset to a growth mindset, no matter the grade level or the subject matter.

Presenter(s): Cathey Ritter, School Improvement Instructional Coach, SREB, Atlanta, GA

36. The Power in the PLPs

Room: 342 (BCC)

Focus: Literacy

Objective: 2

Audience: B

The powerful literacy practices are just that — POWERFUL! These practices shift teachers, students and classrooms toward a more literacy focused environment. Explore how the PLPs can transform your classroom and gain valuable experience as you score a classroom teacher using SREB's powerful literacy practices rubric.

Presenter(s): Barbara Goggans, Curriculum Coach for ELA, grades six-12, Georgetown County School District, Georgetown, SC; Marsha Moseley, School Improvement Leadership Coach, SREB, Atlanta, GA

37. Design Process Learning: A Whole-School STEM Approach

Room: 344 (BCC)

Focus: Literacy, Math

Objective: 2

Audience: B/E

Linking student learning to the design process has the power to integrate thought processes used in business and industry to solve problems in the classroom or school learning environment. Participants will leave this workshop with tools and strategies to engage students in design process learning that develops their critical thinking skills.

Presenter(s): Leslie Eaves, Program Director, Project-Based Learning, SREB, Atlanta, GA

38. Think and Teach Like a Scientist*Room: 324 (BCC)**Objective: 2**Focus: Literacy**Audience: B/E*

Explore the true literacy of a scientist to prepare your students for careers in the field of science. Take a deep dive into SREB's powerful literacy practices that prepare and inspire students to seek careers in STEM fields.

Presenter(s): Donn Kirkwood, School Improvement Instructional Coach, SREB, Atlanta, GA; Linn Richardson, Instructional Coach, Millwood Elementary School, Sumter, SC

39. Stop Stealing My Learning*Room: 325 (BCC)**Objective: 2**Focus: Literacy, Math, Coaching**Audience: B/E*

Self-regulated learners know where they are going and have an idea of how they should get there. In this session, participants will explore several strategies that encourage students to take ownership of their learning in all content areas. We will also consider several ways teachers can unintentionally steal the learning.

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

40. ELA Teachers: Unleash Your Power*Room: 328 (BCC)**Objective: 2**Focus: Literacy**Audience: B/E*

English language arts teachers have tremendous power, but are your powers caged by old habits? Learn how SREB's powerful literacy practices combined with literacy-based assignments can create long-range plans for powerful, transformative, standards-based learning. Bring your digital technology to build a literacy-based assignment during this session!

Presenter(s): Daniel Rock, School Improvement Instructional Coach, SREB, Atlanta, GA

41. Engaging Students in Social Studies Through Powerful Literacy Practices*Room: 329 (BCC)**Objective: 2**Focus: Literacy**Audience: B/E*

This session is designed to support social studies teachers with planning and teaching literacy-based assignments. Attendees will explore an overview of SREB's powerful literacy practices from a social studies perspective; walk through the steps for planning a social studies literacy-based assignment and model; and explore how to plan a sequence of lessons that engage students in critical thinking and writing as they prepare to complete the literacy-based assignment.

Presenter(s): Quinton Granville, School Improvement Instructional Coach, SREB, Atlanta, GA

42. Industry Impacting Instruction for Workforce-Ready Classrooms*Room: 330 (BCC)**Objective: 2**Focus: Literacy, Leadership**Audience: B/E*

Attendees will explore current workforce needs in their states and collaborate with others to create instructional plans. We will consider how to engage industry professionals in transforming and modernizing the content knowledge, experiences and assignments for quality career and technical education classrooms. Participants will design and take home a literacy-based assignment that integrates employability skills and technical skills and aligns with career pathway requirements, state program certifications and relevant industry credentials.

Presenter(s): Kenneth Mason, School Improvement Instructional Coach, SREB, Atlanta, GA; Barbara Wall, Director of Career, Technical and Agricultural Education, Georgia Department of Education, Atlanta, GA

43. Promoting A Balanced Approach to Mathematics in Your Classroom

Room: 341 (BCC)
Objective: 2

Focus: Math
Audience: E

A proper balance between factual, procedural, conceptual and metacognitive knowledge is essential for students to develop a deep understanding of mathematics. In this session, participants will examine tasks for their knowledge dimensions and learn how to purposefully promote a balanced understanding in their classrooms. Participants will leave with strategies to design lessons and assignments that address the four knowledge dimensions and ensure that students develop a deep understanding of math.

Presenter(s): Jason Adair, Literacy and Mathematics Program Director, SREB, Atlanta, GA

44. Using Feedback and Questioning to Improve Student Performance

Room: 327 (BCC)
Objective: 3

Focus: Literacy, Math
Audience: B

Engaging in student discourse and providing proper feedback on student performance are two of the most powerful ways to engage students in their learning and improve their performance. Learn why these strategies are so powerful and participate in several hands-on activities that focus on ways to provide feedback and approach student discourse. This session is interactive, so be ready!

Presenter(s): George Johnson, School Improvement Leadership Coach, SREB, Atlanta, GA

45. Powerful Mathematics Practices: A Formula for Effective Instruction

Room: 340 (BCC)
Objective: 3

Focus: Math
Audience: B

Participants will explore SREB's powerful mathematics practices, experience them in action and explore practical ways to implement the practices in your classroom. SREB's PMPs are a tool for instruction, a structure for reflection and a prescription for growth.

Presenter(s): Debbie Robertson, School Improvement Instructional Coach, SREB, Atlanta, GA

46. Increase Your Effectiveness With Embedded Formative Assessment Techniques

Room: 321-323 (BCC)
Objective: 3

Focus: Literacy, Math, Coaching, Leadership
Audience: E

How do you know if your students "get it"? This session will highlight key tools and strategies that support formative assessments in the classroom. Participants will explore technology-based and technology-free tools that can be used to check for understanding throughout the instructional period. Participants will learn quick and easy strategies that range from no technology at all to one-to-one device use. Attend this session if you want to increase your use of formative assessments.

Presenter(s): Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Sharon Moehle, Math Teacher, Lake Career Technical Center, Camdenton, MO

47. Coaching Across Content Areas

Room: 331-332 (BCC)
Objective: 4

Focus: Coaching
Audience: B/E

In this session, accountability interventionists, teacher-leaders and instructional coaches in all content areas will look at tools and strategies that support schoolwide instructional coaching. Participants will focus on how SREB's powerful mathematics and literacy practices can be used as a framework for guiding coaching, providing timely feedback and creating a culture of shared leadership that promotes quality shifts in instruction.

Presenter(s): Lessie Anderson, School Improvement Instructional Coach, SREB, Atlanta, GA

48. Not All Teachers Need the Same Supports

Room: 336 (BCC)

Objective: 4

Focus: Leadership

Audience: B/E

Take a deep dive into leveraging SREB's powerful mathematics and literacy practice tools that ensure student-centered classrooms are rich with meaningful assignments that ignite productive struggle rather than cause student shutdown. In this interactive session, school leaders will apply SREB's powerful practices rubrics to a classroom teacher's instruction and use the rubrics to craft feedback that can be used to shift instruction, as needed, to move student learning forward.

Presenter(s): Kenna Barger, Division Director, Instructional Programs, SREB, Atlanta, GA

49. Advancing Equity Through Words and Action

Room: 337-338 (BCC)

Objective: 4

Focus: Leadership

Audience: B/E

While actions can be more powerful than words, district or school mission statements, core beliefs and strategic priorities tell the story of what is valued. Participants will look at what their district and school put on paper. Does it advance equity? Does it keep students and families at the center while also acknowledging and valuing the diverse experiences others bring? Does it commonsense that students are not data points but rather whole people with complex stories? Participants will review processes and protocols to ensure that their words and actions are designed to address inequities. Attendees are encouraged to bring work artifacts to this hands-on session.

Presenter(s): Scott Warren, Director, Making Schools Work, SREB, Atlanta, GA



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50. Five Key Strategies for Ensuring Student Success

Room: 328 (BCC)

Focus: Leadership

Objective: 1

Audience: B/E

Over the last three years, this Title I school has implemented specific support strategies and interventions — and improved its performance on the state report card by almost 20 points. Come hear how St. Marys Middle School improved students' educational experiences and take away strategies for success in your school.

Presenter(s): Tom Siler, Director, State and District Partnerships, SREB, Atlanta, GA; Angela McManigal, Principal, and Wachin Kennedy, Special Education Coordinator, St. Marys Middle School, St. Marys, GA

51. Using PLPs and ADI to Increase ACT and EOC scores

Room: 336 (BCC)

Focus: Literacy

Objective: 1

Audience: B

Why is that some students participate in science labs but do not grasp the important concepts you are trying to convey? Learn how to use SREB's powerful literacy practices in the science lab setting to promote critical thinking, data analysis and data interpretation. These transferable learning tools are critical to performing well on the ACT and other summative assessments. Participants will engage in an argument-driven lab and explore data showing the effects of argument-driven inquiry labs and SREB's PLPs on science ACT scores.

Presenter(s): Randa Wigley, Teacher, West Ouachita High School, Monroe, LA

52. Increasing Peer-to-Peer Collaboration in Mathematics

Room: 339 (BCC)

Focus: Math

Objective: 1

Audience: B

As teachers, we want our students to be competent mathematicians who apply their numeracy skills in a variety of ways with confidence. For this to occur, our students must be able to articulate their understanding of key mathematical concepts and skills. Illustrative Mathematics provides middle grades students with opportunities to engage in purposeful mathematical dialogue through collaboration with their peers.

Presenter(s): Melissa Myers, Math Master Teacher, Jefferson County Public Schools, Louisville, KY

53. Building Student Agency Through Rich Conversations

Room: 341 (BCC)

Focus: Literacy

Objective: 1

Audience: B

Developing student agency through relevant and rigorous conversations is an underutilized but high leverage instructional strategy. Making content relevant does not necessarily imply that students should only study topics that are directly related to their daily lives, such as social media or food. With the right questions and prompts, even more esoteric content can begin to feel relevant. Participants will explore strategies for sparking rich conversations in every classroom.

Presenter(s): Kirk Sykes, Area Executive Director, Fulton County Schools, Atlanta, GA

54. The Great Escape

Room: 343 (BCC)

Focus: Math

Objective: 1

Audience: E

Teachers are constantly researching ways to keep students learning and interested in the classroom. Escape rooms are a great way to keep students actively involved in the content and allow them to self-assess as well as work collaboratively. Learn how to create a fresh, cutting-edge escape room that keeps your students engaged and excited about learning.

Repeat: Monday, 3:30 p.m., 337-338 (BCC)

Presenter(s): Kayla Barrientos, Teacher, Ouachita Parish Schools, West Monroe, LA

55. What Surprises You?*Room: 342 (BCC)**Focus: Literacy**Objective: 2**Audience: E*

According to the book *Reading Nonfiction*, students may not answer when you ask, “What did you learn?” after they read a nonfiction text. However, they nearly always are able to tell you what surprised them. This session will highlight the questions students need to ask in their science, social studies, ELA and CTE classes, as well as the close reading strategies for nonfiction provided by authors Beers and Probst. Participants will leave the session with classroom techniques to increase their students’ literacy across all disciplines.

Presenter(s): Barbara Goggans, Curriculum Coach for ELA, grades six-12, Georgetown County School District, Georgetown, SC; Deanna Stone, Curriculum Coach, Carvers Bay Middle School, Hemingway, SC

56. Choosing Assignments to Engage Learners in Meaningful Mathematics*Room: 340 (BCC)**Focus: Math, Coaching, Leadership**Objective: 2**Audience: B*

Participants will learn how a school used their coach and teacher-leader to shift teachers toward student-centered learning experiences. Participants will use SREB’s powerful mathematics practices rubric and instructional framework and data to shift their instruction.

Presenter(s): Stephanie Fields, Goal Clarity Coach, and Molly Sullivan, Teacher, Noe Middle School, Louisville, KY

57. The Growing Pains of Writing a Literacy-Based Assignment*Room: 329 (BCC)**Focus: Literacy**Objective: 2**Audience: B*

So, you want to create a literacy-based assignment, but you don’t know where to start, let alone how to implement one. Not to worry, we’ve had the same growing pains. Come discuss how to reach all students through scaffolding vocabulary and guided writing. We will take a walk through the thought process of implementing a literacy-based assignment and experiencing success for all learners.

Presenter(s): Jennifer Book, Second-Grade Teacher, and Madison Rzatkiwicz, Academic Coach, Hoke County Schools, Raeford, NC

58. Teach Us All: A Literacy Approach To Multicultural Education*Room: 331-332 (BCC)**Focus: Literacy**Objective: 2**Audience: B/E*

Find out what multicultural education is and how it can enhance students’ college- and career-readiness skills. Participants will learn literacy strategies that create equal opportunities for all students, enhance the level of equitable pedagogy and reduce the barriers that increase the achievement gap. Gain a new perspective on diversity!

Presenter(s): Antanisha McNeill, Principal Intern, SandHoke Early College, Raeford, NC; Jasmine Underwood, Teacher, and David Shaw, Teacher, Hoke County High School, Raeford, NC

59. Readiness: A Chance for School Leaders to Make a Real Difference*Room: 333 (BCC)**Focus: Literacy, Math, Coaching, Leadership**Objective: 2**Audience: B/E*

It’s a crisis that cannot be ignored – too many students are not graduating from high school ready for college and careers. At the same time, far too many students are being pushed from the middle grades into high school without the skills needed to be successful. SREB’s Readiness courses enhance students’ math and literacy skills and help them achieve success in high school and prepare for postsecondary programs. Learn about these dynamic courses and how your school can use them to guide your students to success.

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

60. Assessment: Penalty or With Purpose?*Room: 325 (BCC)**Focus: Math**Objective: 3**Audience: B*

This engaging session will focus on assessment, both formative and summative, as a method of advancing learning. Come discover how they are not necessarily exclusive of each other and take home resources and the means to incorporate them into the classroom.

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

61. Assessment in Bloom: Formative Assessment Through Blended Learning*Room: 327 (BCC)**Focus: Literacy**Objective: 3**Audience: B/E*

This session will share assessment strategies using the blended learning approach across all content areas through the use of technology, station rotations, multiple intelligences and Bloom's taxonomy. Participants will take home strategies for engaging students in various tasks that culminate in a formative assessment, explore multiple learning styles and learn how to integrate blended learning in various content areas.

Presenter(s): James Courdway, Teacher, West Hoke Middle School, Raeford, NC; Lindsey Sise, Seventh-Grade Science Teacher, Hoke County Schools, Raeford, NC

62. The Math Coach's Role in Supporting MDC*Room: 344 (BCC)**Focus: Math, Coaching**Objective: 4**Audience: E*

The key to any successful coach and mentee relationship is collaboration. This session will be an introduction to successful practices and protocols used in coaching math teachers. Participants will leave the session with the necessary documents and technology resources needed to take teachers from good to great.

Presenter(s): Deborah Lemon, Mathematics Consultant, Shallotte, NC; Robbie Smith, Multi-Tiered System of Supports (MTSS) Math Coach, Hinds County School District, Raymond, MS

63. Motivating CTE Teachers to Incorporate Literacy Into Their Curriculum*Room: 324 (BCC)**Focus: Literacy, Coaching, Leadership**Objective: 4**Audience: E*

CTE teachers sometimes resist incorporating literacy skills into their curriculum. Participants will take home the practical tools they need to motivate their colleagues to integrate literacy skills in their content areas. Although geared toward CTE teachers, this session will present facts and tools any teacher can use who is hesitant to incorporate literacy into the classroom.

Repeat: Monday, 3:30 p.m., 330 (BCC)

Presenter(s): Karen Brown, Career Technical Teacher, West Stanly High School, Oakboro, NC

64. Technology Tools and Instructional Strategies — The Perfect Match*Room: 337-338 (BCC)**Focus: Literacy, Math**Objective: 4**Audience: B/E*

This session will focus on matching technology tools with instructional strategies that improve student engagement and scaffold learning. Come learn how to use a variety of digital tools, like Padlet, Flipgrid and Kami, to incorporate annotation, gallery walks and more into your lessons.

Presenter(s): Tammy Whitlock, Instructional Coordinator, Ellie Hilton, Curriculum Coordinator, and Joy Powell, Instructional Technology Coordinator, Ouachita Parish School Board, Monroe, LA

65. Teacher Support: Coaching and Mentoring for New and Veteran Teachers

Room: 330 (BCC)

Objective: 4

Focus: Coaching, Leadership

Audience: B/E

As educators, we embrace the ideology that all students can learn and grow. It's through this lens that we approach teacher efficacy. All teachers can benefit from structured and purposeful collaboration in which they are given opportunities to participate in walk-throughs to observe other teachers and receive mentoring or coaching on specific strategies and skills from a colleague or supervisor. Building trust between staff is key to eliminating the teacher as an island culture. "All for one and one for all" is a foundation for building and maintaining collaborative educational processes on a school campus.

Repeat: Monday, 2:15 p.m., 344 (BCC)

Presenter(s): Nettie Ranel, Principal, Rayville Junior High School, Rayville, LA



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FEATURED SPEAKER



Lorena Kelly

66. Using Collaboration to Cultivate Educator Capacity*Room: 325 (BCC)**Objective: 4**Focus: Coaching, Leadership**Audience: B/E*

Human capital is a significant lever when we consider this question: Are we doing everything we can to ensure all students get powerful instruction that will prepare them to be college and career ready? In this session, we will examine steps you can take and resources you can use to establish effective collaboration and networks that cultivate educators' capacity as a means of fostering excellence through equity.

Presenter(s): Lorena Kelly, Principal, Virginia Beach City Public Schools, Virginia Beach, VA

67. If They Would Just Hush and Pay Attention*Room: 337-338 (BCC)**Objective: 1**Focus: Literacy**Audience: B*

Join this interactive session that prepares educators to apply literacy strategies such as "Real Talk" to overcome the challenges associated with engaging post-millennials in college- and career-aligned skills practice. Participants will learn how to plan standards-based instruction that incorporates students' voice as a tool for empowering students to apply their verbal and written communication skills to complete content-specific assignments in social studies, ELA, science, CTE and other content areas.

Presenter(s): Quinton Granville, School Improvement Instructional Coach, SREB, Atlanta, GA

68. Engaging Students Through Movement in a Mathematics Classroom*Room: 341 (BCC)**Objective: 1**Focus: Math**Audience: B/E*

This session will model ways to incorporate purposeful movement through activities that focus and engage students in the classroom. We will address re-engagement activities and strategies that can be used for different standards-based skills practice and demonstrate how to incorporate strategic movements during a lesson. This session will be geared toward middle school mathematics teachers.

Presenter(s): Ashley Kardols, Teacher/Department Chair, Ramsey Middle School, Louisville, KY; Amanda Roe, Math Teacher, Westport Middle School, Louisville, KY

69. Creating Classrooms Where Students Are Active Members of the Discourse Community*Room: 342 (BCC)**Objective: 1**Focus: Math, Coaching, Leadership**Audience: B*

Participants will experience how to align grade-level rigorous tasks with the Standards for Mathematical Practice and National Council of Teachers of Mathematics Teaching Practices to create a classroom environment in which students are active members of the discourse community. We will look at the teachers' role, questioning techniques, mathematical representations and students' roles through the lens of math tasks. Participants will learn to strategically plan for effective implementation.

Presenter(s): Beth Sappe, Director, STEM Mathematics, and Dan Oliver, Middle School Math Specialist, Baltimore City Schools, Baltimore, MD

70. Providing Relevant Connections Through Reading*Room: 328 (BCC)**Focus: Literacy**Objective: 1**Audience: E*

Participants will explore culturally relevant reading strategies to integrate in classroom discussions. Text selection and analysis will be emphasized to create authentic cultural awareness. Participants will discuss implicit bias when teachers and students have different experiences, viewpoints and cultural backgrounds. This session will also include strategies for promoting culturally responsive teaching with text interaction.

Presenter(s): Kenneth Mason, School Improvement Instructional Coach, SREB, Atlanta, GA; Melanie Dukes, Instructional Coach, Atlanta Public Schools, Atlanta, GA

71. Destination Success: Engaging High School Males Through Writing and Speaking*Room: 329 (BCC)**Focus: Literacy, Coaching**Objective: 1**Audience: B/E*

Travel with us as we venture to see how one all-male high school achieved a 100 percent graduation rate and a 100 percent college acceptance rate for seven continuous years. Participants will learn strategies for engaging and motivating their students to strive for college and career success.

Presenter(s): Sabreen Mutawally, Curriculum Facilitator, Dwain Waddell, Social Worker, and Kimberly Williams, Learn and Earn Facilitator, The Middle College at North Carolina A&T State University, Greensboro, NC

72. Imaginative Literature in the ELA Classroom: Making It Come Alive*Room: 330 (BCC)**Focus: Literacy**Objective: 1**Audience: B/E*

This session presents a new classroom literature program that addresses a national problem: Screen time is increasing while students are reading and comprehending less. Participants will experience how unique lesson plans, built around imaginative works of literature, can drive cross-disciplinary student success and develop essential skills for career and life success.

Presenter(s): Luke Schlueter, Associate Professor of English, Cuyahoga Community College, Broadview Heights, OH

73. Digital Storytelling: A Picture is Worth a Thousand Words*Room: 327 (BCC)**Focus: Literacy**Objective: 2**Audience: B/E*

Using a combination of digital mediums, participants will explore how to bring digital storytelling into the classroom. This computer-based, student-driven learning project is a great way to tap into research, writing and technology. It also offers students choice: The best stories are the ones students want to tell, not ones that are chosen for them.

Presenter(s): Gay Pernau, Media Specialist, and Terri Engnoth, English Teacher, Frankfort High School, Ridgeley, WV

74. Making Sense of Math in the Elementary Grades*Room: 343 (BCC)**Focus: Math**Objective: 2**Audience: B*

How many times have you heard the phrase, or actually muttered the words yourself, “These students lack number sense”? Well, in the students’ defense, this is not an inherited skill, but rather one that only gets developed given the right learning opportunities. This session will share strategies and resources that provide access and equity for students to build sense-making and confidence in math.

Presenter(s): Leslie Texas, Educational Consultant, Leslie Texas Consulting LLC, Louisville, KY

75. Maximizing Access in the Middle Grades School Mathematics Classroom

Room: 344 (BCC)

Focus: Math

Objective: 2

Audience: B

This session is designed to open a discussion with middle grades school mathematics and special education teachers regarding strategies that can be implemented in inclusion settings to maximize access to math for all learners. Attendees will explore the creation of a literacy-rich environment in the math classroom through vocabulary studies and anchor charts, ways to assist students in creating structure for themselves, and ideas for embedding remediation within a grade-level curriculum.

CANCELLED

Repeat: Wednesday, 9:15 a.m., 341 (BCC)

Presenter(s): Janet Varner, Special Education/Mathematics Teacher, St. Mary's County Public Schools, Mechanicsville, MD

76. Enhancing Literacy With Inquiry Using SREB's Powerful Literacy Practices

Room: 324 (BCC)

Focus: Literacy

Objective: 2

Audience: B

In 2018-19, Millwood Elementary School went on a meaningful journey toward teaching through inquiry, technology and data action planning. Explore hands-on activities connected to literacy strategies and see how teaching fifth-graders became much more effective when students and teachers shared a common goal.

Presenter(s): Donn Kirkwood, School Improvement Instructional Coach, SREB, Atlanta, GA; Rachael Horne, Teacher, and Cornelius Leach, Principal, Millwood Elementary School, Sumter, SC

77. Nowhere to Be and All Night to Get There

Room: 339 (BCC)

Focus: Math

Objective: 2

Audience: B

Teachers constantly struggle with how to cover all of their standards and objectives within the time allotted, be it in a semester or in a yearlong class. Unlike the popular Rascal Flatts song in this session's title, many teachers feel they have too far to go and no time to get there. And in their haste, many teachers omit posting, articulating and referring to the learning target throughout the lesson. Come learn how to maximize the benefits of using learning targets in your classroom.

Presenter(s): Jason Adair, Literacy and Mathematics Program Director, SREB, Atlanta, GA; Kim Livengood, Math Consultant, Livengood Consulting, LLC, Columbia, TN

78. A Connecting Thread: Literacy Through Project-Based Learning

Room: 336 (BCC)

Focus: Literacy

Objective: 2

Audience: B/E

Project-based learning (PBL) encourages students to make powerful learning connections between content, careers and their communities. Embedding literacy practices throughout a PBL unit further supports students to fully engage in learning while developing key skills needed for success in college, careers and life. Participants will experience and explore literacy strategies connected to the phases within a PBL unit.

Presenter(s): Leslie Eaves, Program Director, Project-Based Learning, SREB, Atlanta, GA

79. Scaffolding Students to Scholars: One School's Math and Literacy Journey

Room: 333 (BCC)

Objective: 3

Focus: Literacy, Math, Coaching, Leadership

Audience: B/E

Broken Arrow High School, the largest high school in Oklahoma, does everything BIG: nationally recognized fine arts programs, regional and state athletic championships, and most importantly, observed evidence of students reading and writing routinely in disciplinary classes and engaging in mathematical thinking to reinforce conceptual understanding in math. In short, school personnel have to think big to provide an engaging learning experience for 3,500 students in grades 10-12. Applying SREB's powerful literacy and math practices, school leaders learned alongside teachers how to shift instruction from passive to active and from teacher-led to student-centered. It is working!

Presenter(s): Elizabeth Burns, Principal, Broken Arrow High School, Broken Arrow, OK; Kim Garrett, Director of High School Academics, Broken Arrow Public Schools, Broken Arrow, OK; Judy Commander, Independent Consultant, Fayetteville, GA; Sarah Inman, School Improvement Instructional Coach, SREB, Atlanta, GA

80. Keep Calm and Gather Evidence: Ways to Formatively Assess

Room: 340 (BCC)

Objective: 3

Focus: Math

Audience: B/E

Evaluating students' learning is a critical part of the teaching process, but gathering assessment evidence to inform instruction can be a daunting task. We will begin with how to productively evaluate your daily assessment of student understanding in ways that can inform your instruction and offer students feedback. Participants will explore 10 teacher mind frames that together summarize a great deal of what works. Let us inspire you to sharpen your tools and make the greatest possible impact on your students' learning!

Presenter(s): Cathey Ritter, School Improvement Instructional Coach, SREB, Atlanta, GA; Karen Gray, Mathematics Consultant, Karen Gray Consulting, LLC, Trussville, AL

81. Rise of the Machine: Using Brain Science to Improve Learning

Room: 331-332 (BCC)

Objective: 4

Focus: Literacy, Math, Coaching

Audience: B/E

Our brains are complicated. With all the stimuli and information swirling around our brains, it is a wonder they can retain anything, much less geometry, physics and romantic poetry. Yet they do. In this session, participants will learn how to leverage the science of the brain, memory and research on learning to help choose instructional practices and learning strategies that maximize retention.

Presenter(s): Daniel Rock, School Improvement Instructional Coach, SREB, Atlanta, GA



Enter for a chance to win a **Google Chromebook**, one of five (5) **free conference registrations** to the 2020 Making Schools Work Conference in New Orleans, a **\$100 Emeril's gift card** good at most Emeril Lagasse restaurants nationwide, or cool prizes from local Baltimore sponsors. Pick up a prize giveaway ticket at the Networking Session, **Tuesday, 3:30 p.m.**, in the Holiday Ballroom at the Hilton.

FEATURED SPEAKER



Zackory Kirk

82. Igniting the Spark: Developing High-Quality Disciplinary Literacy Tasks That Engage Students and Ignite Achievement

Room: 325 (BCC)

Focus: Literacy

Objective: 3

Audience: B/E

This interactive professional learning session will emphasize effective assessment design in the secondary classroom that truly measures the intended rigor outcomes of standards-based instruction. With formative assessment as the foundation for measuring student progress and with summative assessment as the end in mind, this session's learning will delve deeply into the critical elements of self-assessment, balanced assessment design and moving toward effective types of assessment for each learner. By the end of the session, participants will leave with the tools they need to ensure that each learner knows where he or she is going, the tools needed for the journey, and the ability to monitor his or her own progress.

Presenter(s): Zackory Kirk, Director, Curriculum and Instruction, Atlanta Public Schools, Atlanta, GA

83. The Power of the Protocol

Room: 340 (BCC)

Focus: Math

Objective: 1

Audience: B

Protocols are often used to focus discussions and build collective understanding. In this session, participants will discover how protocols in the math classroom can serve as a resource to both support facilitation during whole-class or small-group activities and engage students in SREB's powerful mathematics practices.

Presenter(s): Lessie Anderson, School Improvement Instructional Coach, SREB, Atlanta, GA

84. Blending Learning With the Station Rotation Model

Room: 327 (BCC)

Focus: Literacy

Objective: 1

Audience: B

This session will engage attendees in creating, designing and implementing the framework needed to incorporate blended learning in classrooms and school cultures. Participants will use tech tools to enhance and empower effective blended learning through station rotation.

Presenter(s): Rachel Sanders, Science Teacher, Hoke County High School, Raeford, NC; Tabitha Turner, Science Teacher, Hoke County Schools, Fayetteville, NC

85. Our Journey to Achieving STEM Certification

Room: 328 (BCC)

Focus: Literacy, Math, Leadership

Objective: 1

Audience: B/E

Hear how SREB helped St. Marys Middle School achieve its goal of receiving STEM certification from the Georgia Department of Education while simultaneously raising its state report card rating by 20 points to become an A-rated school.

Presenter(s): Holly Cottrell, Teacher, and Gail Dugger, Assistant Principal, St. Marys Middle School, St. Marys, GA; Tom Siler, Director, State and District Partnerships, SREB, Atlanta, GA

86. Science and Literacy: What a Great Pair!*Room: 324 (BCC)**Objective: 1**Focus: Literacy**Audience: B*

This session will help teachers incorporate literacy-rich strategies into their science content area to meet the needs of all students. Participants will be able to put these strategies to work right away in their classrooms to help students improve their reading comprehension and understand science content.

Presenter(s): Stephanie Dupree, Third-Grade Science Teacher, and Nadia Johnson, Teacher, Hoke County Schools, Raeford, NC

87. Powerful Assignments Matter in CTE Classes*Room: 329 (BCC)**Objective: 2**Focus: Literacy, Math, Coaching, Leadership**Audience: B/E*

For over 30 years, SREB has tracked students' high school experiences and academic performance to glean insight into what works. Two trends have held steady for students in career and technical education courses: 1) rigorous, powerful assignments make a substantial difference in students' readiness for college and careers; and 2) not enough CTE students have access to such assignments. Explore what makes powerful assignments powerful, what powerful assignments look like, how to know when powerful assignments work and how schools can offer more powerful assignments.

Presenter(s): Dale Winkler, Vice President, School Improvement, SREB, Atlanta, GA

88. Vocabulary Connection: Is It Really Important?*Room: 330 (BCC)**Objective: 2**Focus: Literacy**Audience: B*

Through student discourse, students are able to develop deeper understanding of words and how they are used in context. Come learn how to empower even reluctant learners to handle complex texts.

Presenter(s): Devlin McMillian, English Chair, Lee High School, Montgomery, AL

89. Increasing Student Engagement With Assignments That Matter*Room: 341 (BCC)**Objective: 2**Focus: Math, Coaching, Leadership**Audience: B*

Participants will learn how to use SREB's powerful mathematics practices rubric to create assignments that matter for self-reflection on teaching practice and to move toward consistently using assignments that matter.

Presenter(s): Casey Watson, Middle School Math Instructional Coach, Stacy Justus, High School Math Instructional Lead, and Sara Downs, Middle School Math Instructional Lead, Jefferson County Public Schools, Louisville, KY

90. Are Your Math Tasks Up to Snuff?*Room: 342 (BCC)**Objective: 2**Focus: Math**Audience: E*

We all have those tasks we love and have been using in our classroom for years. But do they meet the cognitive demand that is needed for the mathematics classroom today? This session will look at traditional math tasks and how to upgrade them. Participants will use ideas from two documents — SREB's powerful mathematics practices rubric and A Framework to Evaluate Cognitive Complexity in Mathematics Assessments — to evaluate and revise tasks to increase cognitive complexity in everyday tasks.

Repeat: Monday, 3:30 p.m., 342 (BCC)

Presenter(s): Margaret Acree, Math Teacher, Sterlington High School, Farmerville, LA

91. Making Sense of Math in the Middle Grades*Room: 343 (BCC)**Focus: Math**Objective: 2**Audience: B*

How many times have you heard the phrase, or actually muttered the words yourself, “These students lack number sense”? Well, in the students’ defense, this is not an inherited skill, but rather one that only gets developed given the right learning opportunities. This session will share strategies and resources that provide access and equity for students to build sense-making and confidence in math.

Presenter(s): Leslie Texas, Educational Consultant, Leslie Texas Consulting LLC, Louisville, KY

92. Students Not Prepared for College? Try SREB’s Ready for College Courses*Room: 333 (BCC)**Focus: Literacy, Math, Leadership**Objective: 2**Audience: B/E*

Most students who graduate from high school are not prepared for postsecondary education. Studies have shown these students enroll in college at lower rates and struggle to succeed in college. SREB has worked with states to develop Ready for College courses in literacy and math that are being used to boost student achievement in the transition to postsecondary education.

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

93. I Know I Taught Them This!*Room: 339 (BCC)**Focus: Math**Objective: 3**Audience: B*

Have you ever taught a lesson until you are “blue in the face” only to have your students score less than expected on the summative assessment? What went wrong? Did they not listen, study or care? Should all the blame rest on the students’ shoulders? Sure, we may have taught great lessons, but did the students learn anything? How do we know? We’ll explore the answers to these questions in this session.

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

94. Three Cs of Building Teacher Capacity – Key Tenets of School Improvement*Room: 331-332 (BCC)**Focus: Literacy, Math, Coaching, Leadership**Objective: 4**Audience: B/E*

There is not one specific “recipe” for improving a school. The phrase “people, not programs” is a key ingredient to this recipe, but programs do play a role in increasing student achievement. This presentation will describe the three Cs (curriculum, collaboration and computer-based intervention) and how they work in tandem to develop teacher efficacy, reduce the “gap” and increase overall student achievement.

Presenter(s): Jeffrey Castle, Principal, Catherine Murray, Teacher, and Marie Gow, Teacher, Timber Ridge Elementary, Marietta, GA

95. Becoming a Winning Instructional Leader*Room: 336 (BCC)**Focus: Literacy, Coaching, Leadership**Objective: 4**Audience: E*

This session will explore using SREB’s powerful literacy practices when conducting classroom observations to determine “grows” and “glows.” The strategies explored in this session remove opinions and biases from feedback and guide teachers to take ownership of next steps. Attendees will also explore using free tools like Google Forms and Google Data Studio to collect and analyze data.

Presenter(s): Tammy Whitlock, Instructional Coordinator, Ouachita Parish School System, West Monroe, LA

96. One to 180*Room: 337-338 (BCC)**Objective: 4**Focus: Literacy**Audience: B*

How one introduces students to expectations for learning, practice or behavior in the beginning of the school year has a tremendous impact on the learning environment that is established in the classroom. During this session, the presenter will explain and model planning and teaching strategies that empower teachers to increase student achievement and overcome the feeling of burnout.

Presenter(s): Quinton Granville, School Improvement Instructional Coach, SREB, Atlanta, GA

97. Collaborative Coaching*Room: 344 (BCC)**Objective: 4**Focus: Math, Coaching**Audience: E*

Focusing on preparation for the mathematics lesson by discussing possible students' misconceptions and collecting data for teachers is changing the way teachers think about observations. When teachers collaborate with coaches to analyze student learning, the emphasis changes from teaching to learning and how teacher actions impact student learning. Resources will be provided to assist coaches and teachers in analyzing student work, collecting data and providing feedback focused on professional growth and increased learning.

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

NETWORKING SESSION**TUESDAY, 3:30 P.M.**

Join fellow attendees in the Holiday Ballroom at the Hilton from 3:30-4:30 p.m. for a chance to network, share your conference experience and enjoy a snack. Grab a plate, find a table with a topic that piques your interest and join the conversation. Be sure to check out the exhibits, too!

Pick up a prize giveaway ticket on your way and be entered to win great prizes, including a **Google Chromebook**, one of five (5) **free conference registrations** to the 2020 Making Schools Work Conference in New Orleans, a **\$100 Emeril's gift card** good at most Emeril Lagasse restaurants in New Orleans and nationwide, and cool prizes from local Baltimore sponsors.

**TEAM MEETINGS****TUESDAY, 4:45 P.M.**

It's the end of Day 2 of the 2019 Networking Conference and you've learned a lot. Meet with your team to share ideas and debrief about all you've experienced. To request a room for your team to meet, contact conference headquarters in 345 (BCC) or visit <http://bit.ly/2UiYDBy>.

FEATURED SPEAKER



Robert Berry

98. Catalyzing Change: Identity, Agency, Positionality and Equitable Instructional Practices

Room: 321-323 (BCC)

Objective: 2

Focus: Math

Audience: B/E

This session makes connections between equitable instructional practices and identity, agency and positionality. Specifically, the session uses a vignette to examine how cognitively highly demanding tasks provide opportunities to engage learners in meaningful discourse that positions them as mathematically competent. The session uses the mathematical discourse community as a framework for connecting mathematics norms of discourse to identity and agency.

Presenter(s): Robert Berry, President, National Council of Teachers of Mathematics, Charlottesville, VA

99. Exploring the Causes of School Dropouts

Room: 325 (BCC)

Objective: 1

Focus: Literacy, Math, Coaching, Leadership

Audience: B/E

Educators from the Georgia Department of the Juvenile Justice will facilitate a discussion about the causes of student dropout from the traditional school system and reasons students enter the juvenile system. This session is aimed at middle grades school leaders who are interested in participating in a dialogue about engaging at-risk populations and creating preventative solutions for students. Presenters will share their challenges and successes to support the learning progression of students in the system.

Presenter(s): Kenneth Mason, School Improvement Instructional Coach, SREB, Atlanta, GA; Angela Burse, Regional Principal, Georgia Department of Juvenile Justice, Macon GA

100. Escape the Worksheet Through Literacy-Based Assignments

Room: 330 (BCC)

Objective: 1

Focus: Literacy

Audience: B

How can you escape from worksheet-driven lessons? Participants will see how easy it is to focus on the standards through engaging literacy-based assignments. Hear about effective practices that help teachers abandon worksheets and provide more authentic learning opportunities. Literacy-based assignments make it easy to plan an aligned, purposeful, engaging lesson that is data-driven, based on best practices and allows for student creativity.

Presenter(s): Rosa Bailey, Director of Elementary Education, and Wanda Ussery, K-2 Curriculum Coordinator, Hoke County Schools, Raeford, NC

101. Strategies to Engage Learners in a Collaborative Mathematics Classroom

Room: 341 (BCC)

Objective: 1

Focus: Math

Audience: B

Teachers will become students as they participate in mathematics learning activities they can take back to their classrooms. From human angles to the Frayer Model with a twist, teachers will be up and moving around the room and discovering that learning can be fun!

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

102. Hooking Young Students on STEM*Room: 344 (BCC)**Objective: 1**Focus: Literacy, Math, Leadership**Audience: E*

Attendees will learn how to use STEM courses in middle grades schools to engage student learning and broaden interest in CTE courses. Attendees will explore facilitation strategies for engaging students in academic discourse through intentional planning, shared learning targets, embedded mathematics and literacy, and purposeful feedback and self-evaluation. The session will also provide an overview of the STEM course, from conception to implementation. School and district leaders and middle grades school teachers will benefit from the knowledge gained in this session.

Presenter(s): Shanna Parlock, Science Teacher, Randolph County Schools, Montrose, WV

103. The Ultimate Warrior Speaks*Room: 343 (BCC)**Objective: 2**Focus: Leadership**Audience: B/E*

The presenters will discuss how they implemented a Counseling for Careers and College (C4CC) program and what they found along the way. C4CC has revamped the traditional homeroom process at their school into a structured and effective advising period. Attendees will learn how to develop advisement lesson topics, foster career and college awareness and exploration, use tools like Naviance, integrate ACT/SAT prep, create class/roster structures and promote students' mental and emotional well-being.

Presenter(s): Kathryn Cooke, Teacher, and Sonia Perez-Roberson, Teacher, Whale Branch Early College High School, Seabrook, SC

104. Engaging Students With Literacy in Science*Room: 324 (BCC)**Objective: 2**Focus: Literacy**Audience: B*

Come experience how SREB's powerful literacy practices can be implemented in the science classroom to engage students in meeting rigorous science standards.

Presenter(s): Jennifer McCorkle, Instructional Coordinator, Science, grades six-12, Ouachita Parish School System, Monroe, LA; Randa Wigley, Teacher, West Ouachita High School, Monroe, LA; Marci Bryant, Teacher, Ouachita Junior High School, Monroe, LA

105. Building a Framework of Equity: A Leader's Moral and Ethical Responsibility*Room: 331-332 (BCC)**Objective: 2**Focus: Literacy, Leadership**Audience: B*

Attendees will understand and develop an equitable systems mindset and explore the historical or traditional inequitable practices that are embedded within learning organizations. Attendees will also design strategies for closing achievement gaps and overcoming implicit bias through literacy-based practices that challenge each student to achieve his or her unique potential.

Presenter(s): Tom Siler, Director, State and District Partnerships, SREB, Atlanta, GA; Cornelius Leach, Principal, Millwood Elementary School, Sumter, SC

106. It's Not in There: Removing the Black and White Answer*Room: 336 (BCC)**Focus: Literacy**Objective: 2**Audience: B*

Participants will learn and practice writing complex text-dependent questions based on depth and complexity. These questions will force students to read text in its entirety, think critically and write a short, detailed response with text evidence to prove their claim. Taking it a step further, students will learn to change their questioning, too.

Presenter(s): Shawn Bender, School Improvement Leadership Coach, SREB, Atlanta, GA

107. The Stated Task Versus the Enacted Task*Room: 337-338 (BCC)**Focus: Math**Objective: 2**Audience: E*

When implementing tasks in the classroom, two things are essential. First, teachers need to select a quality task. Second, they need to implement that task in a way that encourages student thinking and reasoning. In this interactive session, teachers will learn essential characteristics of quality tasks and why facilitating that task matters.

Presenter(s): Jason Adair, Literacy and Mathematics Program Director, SREB, Atlanta, GA

108. Will You Please Just Show Me the Answer?*Room: 327 (BCC)**Focus: Literacy**Objective: 2**Audience: B/E*

This session shares planning and teaching strategies that can be used to engage students in reading with a purpose. Attendees will experience a walkthrough of the steps for developing literacy assignments and activities for secondary students. They will also explore how to implement summarization techniques that strengthen students' ability to present an argument or inform readers.

Presenter(s): Quinton Granville, School Improvement Instructional Coach, SREB, Atlanta, GA

109. Google for Literacy: How to Scaffold Efficiently for Student Growth in the High School ELA Classroom*Room: 328 (BCC)**Focus: Literacy**Objective: 2**Audience: E*

Come learn how to streamline your English language arts classroom and incorporate backward design using Google Classroom. Google Classroom provides a platform for teachers to set and share goals and targets with students, effectively scaffold assignments and build skills that prepare students to respond to complex writing tasks. Students can track their growth and move toward better written products. Google's Share feature enhances student discourse.

Presenter(s): Candi Rodgers, Teacher, West Ouachita High School, West Monroe, LA

110. Where Am I? How Am I Doing? Where Do I Go Next?*Room: 340 (BCC)**Focus: Math**Objective: 3**Audience: E*

Does your school or classroom set expectations that students will take ownership of their learning? Are students given opportunities to establish learning goals and assess their progress? We hear these questions all the time, but how do we make learning happen? Explore practical strategies for making learning really matter to students.

Presenter(s): Cathey Ritter, School Improvement Instructional Coach, SREB, Atlanta, GA; Karen Gray, Independent Mathematics Consultant, Karen Gray Consulting, LLC, Trussville, AL

111. Student Support Is Not One Size Fits All*Room: 342 (BCC)**Objective: 4**Focus: Literacy, Math, Coaching, Leadership**Audience: B/E*

Attendees will take a look inside our school's Response to Intervention process and explore how we revamped the traditional intervention process into a structured, effective academic assistance block offered four days a week. We will explain our process for obtaining structure and give examples of how we achieved success through implementing the RTI guidelines.

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

112. Changing Lives With Instructional Rounds*Room: 329 (BCC)**Objective: 4**Focus: Literacy, Coaching, Leadership**Audience: E*

Instructional rounds give teachers the opportunity to coach, provide feedback and experience the facilitation of several practices. Instructional rounds also increase opportunities to collaborate and positively impact a school's culture as teachers come together as a team instead of feeling isolated.

Presenter(s): Michelle Bartholomew, English Teacher, Carver High School, Montgomery, AL; Donn Kirkwood, School Improvement Instructional Coach, and Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

113. How Do You Know? Moving Beyond State Assessments*Room: 339 (BCC)**Objective: 4**Focus: Leadership**Audience: B/E*

The biggest question we need to ask as educators is, "How do we know what we are doing is having an impact?" In this session, participants will think about measurement beyond state and national assessments. How can we use surveys, focus groups, empathy interviews and observations to inform our understanding of the impact of change efforts? Participants will learn how to go about designing a measurement system for strategic initiatives and practice designing a system that reflects the work taking place in their schools and districts.

Presenter(s): Joseph Tadlock, Senior Research Associate, SREB, Atlanta, GA

FEATURED SPEAKER



Robert Jackson

114. Educating Male Students Who Have Experienced Trauma*Room: 321-323 (BCC)**Focus: Leadership**Objective: 4**Audience: B/E*

More than 60 percent of children age 17 and under have been exposed to crime, violence and abuse. Children exposed to five or more traumatic experiences in the first three years of life have a 76 percent likelihood of a delay in language and emotional or brain development. Students who have experienced trauma are 15 times more likely to attempt suicide, four times more likely to become alcoholics and three times more likely to be depressed. This interactive session will give educators strategies and tools they can use right away to help students cope with traumatic experiences.

Presenter(s): Robert Jackson, National Speaker/Author, Robert Jackson Consulting, Indianapolis, IN; Frederick Yeakey, Vice Principal of Culture Mission, Providence Cristo Rey High School, Indianapolis, IN

115. Ain't No Shame in Our Task Game!*Room: 327 (BCC)**Focus: Literacy, Math**Objective: 1**Audience: E*

Come learn about activities such as stinky feet, cupcake wars, word scrambles and other exciting ways to get your students engaged in class. We will use various interactive activities that incorporate real-world problem-solving with movement and collaboration. Participants will gain the inside scoop on the puzzles and games we use throughout our curriculum that can be adapted for any type of learner and content. We will also give insight on how to modify and differentiate the content for special education, English language learners and advanced learners.

Presenter(s): Mark Feeley, Math Consultant, Math Concepts, LLC, North Myrtle Beach, SC; Kelsey Brooks, Math Teacher, and Karen Kasych, Social Studies Teacher, Bluffton Middle School, Bluffton, SC

116. Engaging Students in Meaningful Discourse*Room: 328 (BCC)**Focus: Literacy, Coaching**Objective: 1**Audience: B*

Are you looking for strategies to get your students talking? Quality discussions cannot occur without a quality question. Come learn how to ask the right questions to get your students talking about content.

Presenter(s): Michelle Flygare, School Improvement Leadership Coach, SREB, Atlanta, GA

117. No More Boring Vocabulary*Room: 329 (BCC)**Focus: Literacy**Objective: 1**Audience: B*

Come experience how to incorporate highly engaging vocabulary activities that encourage students to take ownership of keywords. We will explore strategies that go beyond recall and drive students to analyze critical word choices.

Presenter(s): Devlin McMillian, English Chair, and Torrence Williams, Instructional Coach, Lee High School, Montgomery, AL; Donn Kirkwood, School Improvement Instructional Coach, and Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

118. Leveraging Technology to Stimulate Inquiry-Based Learning*Room: 337-338 (BCC)**Focus: Literacy, Math**Objective: 1**Audience: B/E*

Because we learn through experience, children are naturally curious about the world around them. But somewhere between early adolescence and their teen years, children lose that natural curiosity. Often the way we use technology in schools doesn't stimulate inquiry. This session will cover how to build a learning unit that incorporates technology in ways that spark curiosity. Attendees will learn strategies for using technology to help students research and answer real-world questions and collaborate to analyze and evaluate their work. Attendees will also learn how to assess student performance both formatively and summatively.

Presenter(s): Dante Pryor, Instructional Coach, Neighbors' New Vistas High School, Hammond, IN

119. Effectively Creating and Managing Student Groups*Room: 340 (BCC)**Focus: Math**Objective: 1**Audience: B*

In this session, math educators will look at the purpose of group activities, types of group work and various ways to effectively manage groups in the math classroom. They will also explore and engage in quality assignments that foster a classroom environment that supports student ownership of learning.

Presenter(s): Lessie Anderson, School Improvement Instructional Coach, SREB, Atlanta, GA

120. Total Participation Techniques: Making Every Child an Active Learner*Room: 342 (BCC)**Focus: Literacy, Math, Coaching**Objective: 1**Audience: E*

Unless you intentionally plan for and require students to demonstrate active participation and cognitive engagement with the topic you are teaching, you have no way of knowing what students are learning until it's often too late to repair misunderstandings. Students need to chew on concepts, jot down their thoughts, compare understandings with peers, articulate their questions and celebrate the learning that occurs in the moment. Participants will make their own total participation technique to take back to their classrooms and implement on the very first day of school.

Presenter(s): Candice Brucke, Assistant Principal, West-Oak Middle School, Westminster, SC

121. Maximizing Access in the Middle School Mathematics Classroom*Room: 341 (BCC)**Focus: Math**Objective: 2**Audience: B/E*

This session is designed to open a discussion with middle school mathematics and special education teachers regarding strategies that can be implemented in inclusion settings to maximize access to math for all learners. Attendees will explore the creation of a relay circuit to embed math in the math classroom through vocabulary studies and anchor charts, ways to assist students in creating structure for themselves, and ideas for embedding remediation within a grade-level curriculum.

Repeat: Tuesday, 1 p.m., 344 (BCC)

Presenter(s): Janet Varner, Special Education/Mathematics Teacher, St. Mary's County Public Schools, Mechanicsville, MD

CANCELLED

122. Too Many Questions*Room: 336 (BCC)**Objective: 2**Focus: Literacy, Math**Audience: B*

John Hattie notes that questioning is a high-level learning influence. Learning how to scaffold and teaching students to build their capacity to create higher-level questions are vital to the real world and the classroom. Empower students to become high-level questioners by giving them the skills to write and ask questions beyond the basic comprehension level. Quality questions can enhance the deeper level of content learning and student discourse in the classroom.

Presenter(s): Gail Snider, School Improvement Instructional Coach, SREB, Atlanta, GA

123. A Teacher's Toolbox: Concrete Resources to Build Abstract Thinkers*Room: 331-332 (BCC)**Objective: 2**Focus: Literacy**Audience: E*

As students move from concrete thinking to abstract thinking, they often find themselves overwhelmed and discouraged. Providing students with a few resources can give them the scaffolding and support they need to achieve success. Come learn how to help your students more easily transition their thinking from basic concrete ideas to advanced abstract concepts.

Presenter(s): Amy Heldreth, ELA Teacher, and Tanya East, ELA Teacher, Bluefield Middle School, Princeton, WV

124. Using LDC Strategies to Improve Student Achievement and College Success*Room: 324 (BCC)**Objective: 3**Focus: Literacy**Audience: B*

In this session, we will discuss our methods and findings from our implementation of SREB's Literacy Ready course for high school seniors and how it helped raise student achievement on the Accuplacer reading and writing exams and prepared students to enroll in college-level courses in their postsecondary studies.

Presenter(s): Christine Williams, Teacher, Beaufort County School District, Seabrook, SC

125. Powerful Literacy Practices: Make the Most Out of Your Observations*Room: 325 (BCC)**Objective: 4**Focus: Literacy, Coaching, Leadership**Audience: B*

Every school has a teacher evaluation system that assesses instruction and teacher performance. How can you measure and improve performance in ways that affect your school's literacy goals? How can you use a formative observation tool to gain valuable insights into your staff's efforts to meet your literacy objectives for every content area? This session will present the highlights of SREB's powerful literacy practices rubric and methods to collect and organize data to evaluate performance trends. Identify trends, coach teachers and pinpoint the right professional learning your teachers need!

Presenter(s): George Johnson, School Improvement Leadership Coach, SREB, Atlanta, GA

126. A Professional Learning Model*Room: 333 (BCC)**Objective: 4**Focus: Math, Coaching, Leadership**Audience: B/E*

Have you ever been challenged in providing math professional learning for teachers? Are you looking for new and innovative ways to deliver professional development? If so, this session is for you. You will learn new strategies, structures and ways to support your teachers. Learn about a professional learning model and how it is working within one school district.

Presenter(s): Leslie Texas, Educational Consultant, Leslie Texas Consulting LLC, Louisville, KY; Shannon Curry, Elementary Math Coordinator, Hoke County Schools, Raeford, NC

127. Jumpstarting the Improvement Process: Using a Curriculum and Instruction Review to Establish a Need for Change

Room: 330 (BCC)

Focus: Leadership

Objective: 4


Audience: B/E

SREB’s curriculum and instruction review (CIR) process helps schools meet the Perkins V requirement for a comprehensive local needs assessment. The CIR also builds capacity among school and district staff to change practices. In this session, participants will learn how to leverage a CIR that leads to systemic and lasting improvement. SREB coaches and school and state leaders will share the keys to engaging school, district and community leaders to collect and reflect on evidence that reveals promising practices and areas for growth.

Repeat: Monday, 3:30 p.m., 344 (BCC)

Presenter(s): Daniel Rock, School Improvement Instructional Coach, and Scott Warren, Director, Making Schools Work, SREB, Atlanta, GA


Promising Practices Newsletter



Literacy Strategies That Transform Teaching and Learning

The ability to read and understand text can open a world of opportunities for students as they progress from reading simpler text to understanding complex text across various content areas. This newsletter explores the importance of challenging literacy-based assignments in all disciplines. It emphasizes the need to move students beyond the primary grades where students are learning to read to middle grades and high school standards where students use reading and writing as strategies for mastering content knowledge and skills.

Raise the Rigor: Strategies to Promote Reading Comprehension



Anna Hasenkamp is a middle grades social studies teacher in the Florence School District in an area of South Carolina along I-95 known as the “Corridor of Shame” because of its poverty and low-performing students. Believing that “all students benefit from rigor, and students from poverty benefit the most,” Hasenkamp says it is important to create rigorous literacy-based classrooms in all content areas. She adds that “the ability to read and understand complex text is the best way to distinguish students who are college and career ready from those who are not.”

Hasenkamp makes a point to give her students rigorous literacy-based instruction every day and is quick to point out that “rigor does not mean hard. Rigor means challenge.” It is through substantive questioning that she provides that challenge.

She incorporates a variety of research-based questioning strategies to improve her students’ reading comprehension, challenge high-achieving students and help lower-achieving students find success. She relies on the Q-Chart to ensure that her questions are rigorous and do not rely on low-level thinking for answers. Hasenkamp’s desire is to “consistently set high expectations and increase cognitive load” by using the three C’s of questioning: cold calling, chill time and no call outs.

SAVE the DATES.

Join us for the **32nd Annual HSTW Staff Development Conference**, July 11-14, 2018, in Orlando, Florida.

Come early for the **Sixth Annual College- and Career-Readiness Standards Networking Conference**, July 9-11, in Orlando.

This newsletter describes best practices presented at the **31st Annual HSTW Staff Development Conference** in Nashville, Tennessee, July 2017.

SREB | High Schools That Work

Today’s sessions could become part of tomorrow’s **Promising Practices Newsletter**. Read about your or your colleagues’ strategies that work. Click the button below to sign up for a free subscription.

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CLOSING GENERAL SESSION

IGNITE 2019: A Call to Action — Ballroom (BCC)

Master of Ceremonies: Marty Sugerik, School Improvement Instructional Coach, SREB

Fast. Fun. Relevant. Ten speakers in 50 minutes! Our IGNITE lineup includes educational leaders from across the nation.

**Steve Broome*****Force of Nature: Leave Your Scar on the World***

Broome is executive director of school improvement at SREB.

**Sharon Moehle*****Yes, They Can!***

Moehle is a mathematics teacher at Lake Career and Technical Center in Camdenton School District, Missouri.

**Tara Faircloth*****Building Leadership Within***

Faircloth is the director of curriculum and instruction for Caesar Rodney School District in Delaware.

**Darius McKay*****Parent Summit: An Innovative Approach to Keep Parents Educated and Engaged***

McKay is the principal of Dothan Prep Academy in Dothan City Schools, Alabama.

**Jason Adair*****How Cookies Become Radicals***

Adair is program director for literacy and mathematics at SREB.

**Kimberly Goff*****What Am I Teaching You, Anyway?***

Goff is a mathematics consultant at SREB.

**Quinton Granville*****Real-Life Lessons***

Granville is a school improvement instructional coach at SREB.

**Tammy Whitlock*****Intentionality Is Everything!***

Whitlock is an English language arts instructional coordinator in Ouachita Parish School System, Louisiana.

**Kenna Barger*****For Whom Do You Ignite Imagination and Inspire Hope?***

Barger is division director of instructional programs at SREB.

**Stephen Pruitt*****Four Words That Changed My Life***

Pruitt is the president of SREB.

PRESENTER INDEX

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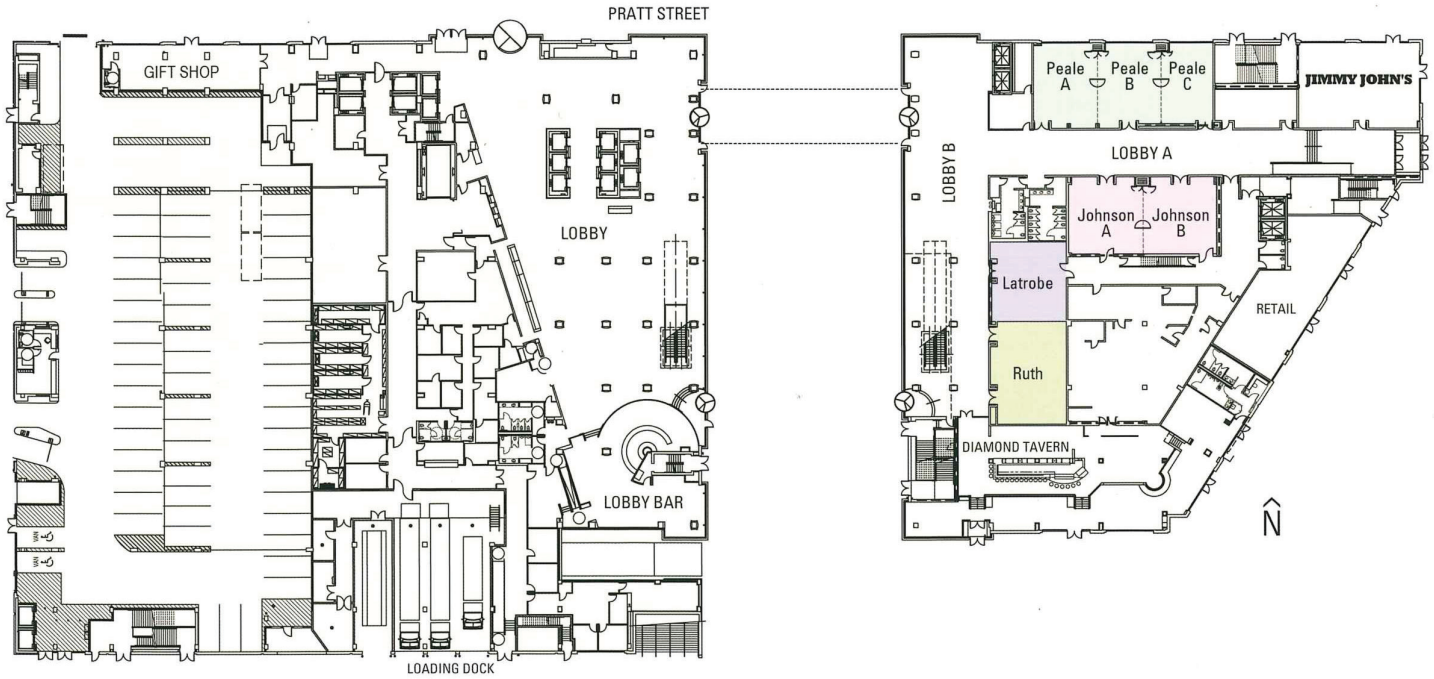
NAME	SESSION NUMBERS	ORGANIZATION	CITY/STATE	EMAIL
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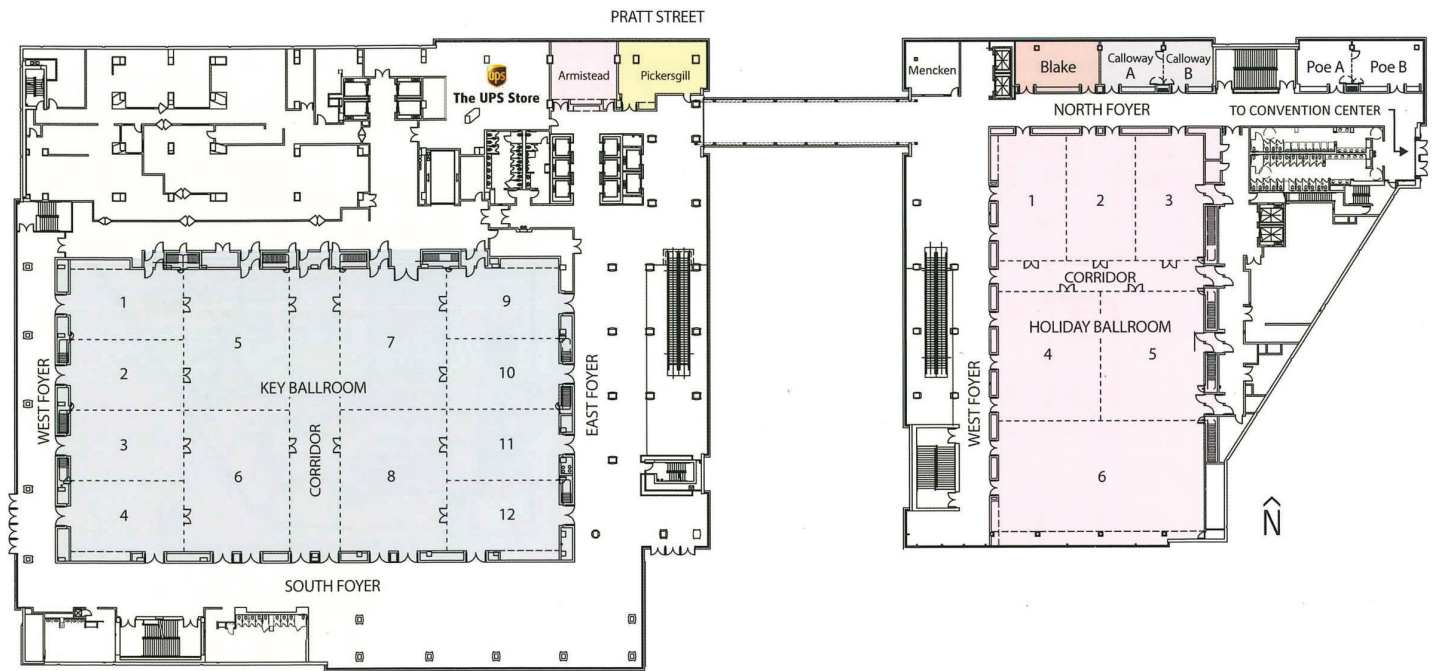
NAME	SESSION NUMBERS	ORGANIZATION	CITY/STATE	EMAIL
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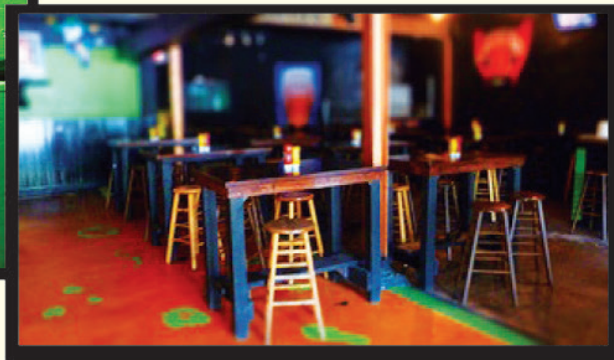
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2020 Making Schools Work Conference

Tuesday, July 7 — Friday, July 10, 2020

New Orleans Ernest N. Morial Convention Center
New Orleans, Louisiana

www.sreb.org/summerconference

REGISTRATION AND PROPOSALS:

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

HOTEL INFORMATION:

Connections Housing will act as the booking agent for all contracted conference hotels. To reserve a room, please visit <https://www.sreb.org/travel> for more information 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 22, 2020, 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 20, 2020, 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 chart at right offers a sample of room rates at selected conference hotels. For a complete list of conference hotels, please visit <https://www.sreb.org/travel>.

Conference Hotel	Single/Double Room*
Hilton New Orleans Riverside	\$184
New Orleans Downtown Marriott Convention Center	\$174
Hilton Garden Inn New Orleans Convention Center	\$169

* The room rates above do not include room tax or fees.
Note: Remember to ask for the 2020 SREB/Making Schools Work Conference rate when booking your reservation.

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