

# MAKING SCHOOLS WORK CONFERENCE

JULY 10-13, 2019 | BALTIMORE, MARYLAND





# CONTENTS

Conference Objectives.....	2
Special Information.....	4
Conference Headquarters .....	4
Registration Information.....	4
Exhibits .....	4
Meals .....	4
Social Media and Mobile App.....	4
Evaluations and Certificates of Participation.....	4
SREB Communications Permission and Release.....	4
2019 Gene Bottoms Pacesetter School Award Winners.....	5
2019 Readiness Award Winners.....	5
2019 State and District Leadership Award Winners .....	5
Tips for Using This Program .....	5
Personal Schedule.....	6
Meetings, Orientations and Workshops .....	7
Making Schools Work Advisory Council Meeting .....	7
High Schools That Work Design .....	7
Making Middle Grades That Work Design.....	7
Technology Centers That Work Design .....	7
TCTW Advisory Committee Meeting.....	7
Opening Keynote Presentation .....	15
State Meetings .....	15
Thursday Sessions .....	17
Thursday General Session .....	54
Friday Sessions .....	57
Saturday Sessions.....	96
Closing Keynote Presentation .....	99
Presenters Index.....	100
Exhibitors and Booth Numbers.....	114
Maps.....	115

### CONFERENCE OBJECTIVES

#### Elementary schools, middle grades schools, high schools and technology centers:

1. Engage each student in every classroom through high-quality **instruction**.
  - A. Integrate literacy-based assignments in all content areas.  
6, 7, 8, 47, 48, 49, 72, 93, 94, 95, 118, 131, 132, 154, 155, 182, 183, 210, 225, 251, 292, 346, 347, 348, 368, 369, 370, 393, 394, 395, 421, 452
  - B. Implement powerful math practices that build fluency, reasoning and problem-solving skills.  
9, 10, 31, 50, 73, 96, 97, 119, 133, 156, 157, 184, 185, 211, 226, 227, 252, 253, 266, 267, 309, 333, 334, 336, 349, 371, 396, 422, 423
  - C. Embed rich STEM learning experiences at all grade levels.  
11, 12, 51, 98, 134, 186, 228, 254, 268, 294, 295, 337, 350, 397, 424
  - D. Employ project/problem-based strategies that engage students in solving real-world problems.  
13, 32, 33, 52, 53, 74, 84, 99, 100, 101, 102, 135, 187, 188, 212, 229, 230, 269, 293, 296, 310, 338, 351, 372, 373, 374, 398, 399, 400, 425
  - E. Use technology to support quality instruction.  
14, 54, 75, 103, 120, 121, 136, 137, 138, 158, 189, 213, 231, 232, 255, 270, 297, 311, 352, 353, 354, 401, 426, 427, 453, 454
  - F. Provide opportunities for academic and CTE teachers to collaborate.  
34, 76, 104, 159, 190, 271, 312, 355, 402, 428
  - G. Adopt flexible grading strategies that encourage student persistence.  
15, 85, 160, 191, 233, 356
2. Ensure each student has access to **curricula** that align with grade-level readiness standards.
  - A. Align assignments and assessments with readiness standards.  
16, 77, 122, 161, 162, 214, 234, 256, 257, 272, 313, 335, 367
  - B. Engage teacher-teams in vertically aligning standards and curricula across K-12.  
429
  - C. Implement curricula that lead to high-skill, high-wage, high-demand careers.  
35, 55, 105, 123, 273, 314, 339, 403, 430
  - D. Use assessment data to identify curricular gaps.  
36, 78, 88, 106, 163, 315, 375
3. Offer each student access to **career pathways and programs of study** that align with student interests and good jobs.
  - A. Align programs of study and career pathways with workforce needs.  
37, 38, 39, 56, 57, 58, 107, 108, 139, 140, 164, 165, 192, 215, 216, 235, 236, 258, 274, 298, 299, 316, 317, 318, 319, 340, 341, 357, 376, 404, 405, 431, 432, 455
  - B. Engage business and community partners in developing programs of study and career pathways.  
17, 193, 275, 433
  - C. Market programs of study and career pathways to nontraditional and diverse students.  
18, 79, 124, 141, 217, 237, 259, 342
  - D. Increase opportunities for students to take dual credit or dual enrollment courses.  
19, 109, 125, 238, 276, 343
  - E. Work with business and community partners to expand access to work-based learning.  
40, 59, 194, 222, 277, 304, 358, 377, 378, 434
  - F. Develop and implement career academies that allow students to take courses as a cohort.  
166, 300, 448
4. Provide each student with appropriate **supports** to graduate ready for college and careers.
  - A. Implement an early warning system for students who don't meet grade-level readiness standards.  
5, 301, 359
  - B. Employ tiered interventions for students who need academic, emotional or behavioral supports.  
2, 60, 80, 110, 126, 142, 143, 167, 168, 176, 195, 196, 218, 239, 260, 278, 305, 320, 321, 360, 379, 390, 406, 435, 449, 456
  - C. Provide each student with career and college exploration and counseling.  
20, 61, 111, 112, 144, 153, 169, 197, 240, 279, 322, 380, 407, 408
  - D. Identify students who need supports or readiness courses to transition between grades.  
21, 22, 62, 113, 198, 241, 280
  - E. Commit to equity for each student to address the effects poverty, disabilities, biases, etc.  
3, 4, 23, 44, 81, 86, 89, 90, 145, 177, 178, 181, 199, 223, 263, 281, 282, 323, 324, 345, 361, 381, 409, 419, 420, 436, 457, 458

### CONFERENCE OBJECTIVES

5. Establish **systems and processes** that promote a culture of continuous improvement.
  - A. Create structures that engage school teams in identifying and solving problems of practice.  
24, 25, 45, 63, 64, 82, 114, 115, 127, 146, 170, 200, 201, 219, 242, 243, 244, 283, 284, 285, 325, 326, 344, 362, 382, 410, 411, 412, 413, 437, 438, 439
  - B. Use data to make effective decisions and monitor progress toward bold goals and objectives.  
6, 26, 43, 65, 66, 147, 171, 202, 203, 245, 261, 286, 302, 327, 328, 363, 383, 384, 414, 440, 441, 450, 459
  - C. Provide educators with ongoing PD that builds their capacity to deliver quality instruction.  
27, 28, 41, 67, 83, 87, 91, 128, 130, 148, 149, 150, 172, 173, 174, 204, 205, 206, 207, 220, 221, 224, 246, 247, 264, 287, 288, 306, 307, 329, 330, 364, 385, 386, 387, 391, 415, 442, 443, 444, 451, 460, 461, 462, 463, 464
  - D. Build leadership capacity within the school and the district.  
29, 68, 69, 117, 129, 151, 179, 180, 248, 249, 265, 289, 303, 331, 332, 365, 388, 392, 445, 446, 466
  - E. Develop systems and processes for managing change.  
30, 70, 71, 92, 152, 175, 208, 250, 290, 389, 416, 447, 465
  - F. Engage parents and communities in owning school successes and challenges.  
42, 46, 209, 262, 291, 308, 366, 417, 418

## SPECIAL INFORMATION

### Thank You, Maryland Volunteers!

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

### Color Guard and National Anthem

The color guard ceremony and national anthem will be performed by students from Baltimore City Public Schools.

### Conference Headquarters:

#### Room: 345 (BCC)

Wednesday – Friday 8 a.m. – 5 p.m.

Saturday 8 a.m. – Noon

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

### Emergencies and Messages

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

### Registration: Camden Lobby (Convention Center)

Tuesday 3 – 5 p.m.

Wednesday 8 a.m. – 5 p.m.

Thursday 8 a.m. – Noon

### Exhibits: Holiday Ballroom (Hilton)

Wednesday 8 a.m. – 3 p.m.

Thursday 8 a.m. – 5:45 p.m.

Friday 7:30 a.m. – Noon

### Meal Tickets

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

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

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

### Conference Etiquette

Please be considerate of other participants:

- Turn cell phones to vibrate or off entirely.
- Arrive on time and stay for the entire session.
- Refrain from saving seats for others.
- Move to the next available seat in the front of the meeting rooms.

### Meeting Rooms

Please review the conference maps of the Baltimore Hilton and the Baltimore Convention Center at the end of this program.

### Optional State and Site Team Meetings

State or site teams that would like to meet during the conference may request meeting rooms available from 4:45 – 5:45 p.m. on Wednesday, Thursday or Friday. Sign up at Conference Headquarters located at Room 345 (BCC).

### Table Talk Sessions

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

### Social Media and Mobile App

Follow us on Twitter @SREBeducation and “like” us on Facebook at [facebook.com/HSTWSummerConference](https://www.facebook.com/HSTWSummerConference) to receive up-to-date information about the conference and sessions. Use #2019MSW to join the conversation with fellow attendees, presenters and SREB staff.

Download our free EventMobi app at the [Apple App Store](#) or on [Google Play](#) to view sessions, make your schedule, access event information, network with other attendees, explore our conference venues and more. Once you’ve downloaded the app, use the event code **2019msw** to access the app, set up your login and password information, customize your personal profile and begin planning your conference experience. Wi-Fi is free in all conference venues.



### Subscribe to our Promising Practices Newsletters

These newsletters contain promising practices from school leaders, teachers and other featured speakers from the 2019 Making Schools Work Conference. Each newsletter contains helpful information from schools successfully implementing the HSTW, MMGW and TCTW Key Practices. You also will find the name and email address of a person to contact should you want to learn more about a given school’s practice.

To receive email notifications when the newsletters are published online, subscribe here:

[mailchi.mp/sreb.org/promisingpractices](http://mailchi.mp/sreb.org/promisingpractices).

### Conference Evaluations

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

### Certificates of Participation

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

### 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.

## 2019 GENE BOTTOMS PACESETTER SCHOOL AWARD WINNERS

**Anderson Five Career Campus**  
Anderson, South Carolina

**Buckeye Valley Middle School**  
Delaware, Ohio

**Grant Career Center**  
Bethel, Ohio

**Mid-America Technology Center**  
Wayne, Oklahoma

**Nicholas County Career and Technical Center**  
Craigsville, West Virginia

**Northland Career Center**  
Platte City, Missouri

**Pioneer Career and Technology Center**  
Shelby, Ohio

**St. Marys Middle School**  
St. Marys, Georgia

**Stuebenville High School**  
Stuebenville, Ohio

**Susquehanna County Career & Technology Center**  
Springville, Pennsylvania

## 2019 READINESS AWARD WINNERS

**Mike Krause**  
Dave Spence Readiness Trailblazer Award  
Tennessee Higher Education Commission

**Baldwyn High School**  
SREB Ready Certified School Award  
Baldwyn, MS

**Fountain Lake Charter High School**  
SREB Ready Certified School Award  
Hot Springs, AR

**Stephanie Kelly**  
Outstanding Literacy Ready Teacher  
Gulfport, MS

**Steven Malcom**  
Outstanding Math Ready Teacher  
Macon, GA

## 2019 DISTRICT LEADERSHIP AWARD

**Syracuse City School District**  
Syracuse, New York

## 2019 STATE LEADERSHIP AWARD

**Ohio Department of Education**  
Columbus, Ohio

## TIPS FOR USING THIS PROGRAM

### Find the Sessions You Want to Attend

- Each session is numbered. Look at the example below to help you find the sessions you want to attend.
- The room location is listed. Refer to the hotel maps on page 78 in the back of your program.
- The objective is listed. See page 2 for a complete list of objectives and their sub-objectives.
- Information about the session type and presenting school is provided in each session description. Use the Program Key below as a guide.

### EXAMPLE

Session Number  
and Title

**301. A Step-By-Step Approach to Academic Success**

*Holiday Ballroom (Hilton)      Table 10      Objective: 4a*

This session will describe how, using a multi-tiered approach, counselors can provide increasing levels of support for students who show evidence of not meeting grade-level standards. Attendees will explore how counselors can work with students, teachers, parents and administrators to identify students who are experiencing academic struggles and strategize personalized ways for them to be successful.

Session  
Description

Speaker(s)

**Repeat: Friday, 11:45 a.m., 323**

**Presenter(s):** Daria Williamson, Academy Counselor, Shiloh High School, Snellville, GA

## PERSONAL SCHEDULE

### WEDNESDAY, JULY 10, 2019

TIME	EVENT	LOCATION
8 a.m.	Conference Registration	Camden Lobby (Convention Center)
8 a.m.	Exhibit Area Opens	Holiday Ballroom (Hilton)
8:30 a.m.	Making Schools Work Advisory Council (by invitation only)	
9 a.m.	Optional Industry Tours (Registration Required)	
11 a.m.	Technology Centers That Work Advisory Committee Meeting (by invitation only)	
Noon	Networking Lunch (Registration Required)	Key Ballroom
1:30 p.m.	HSTW Design	Peak (Hilton)
1:30 p.m.	MMGW Design	Carroll (Hilton)
1:30 p.m.	TCTW Design	Johnson (Hilton)
3 p.m.	Opening General Session and Pacesetter Awards	Ballroom I-IV (Convention Center)
4:45 p.m.	State Meetings	Various Locations (see page 15)

### THURSDAY, JULY 11, 2019

TIME	EVENT	LOCATION
7 a.m.	Coffee	Key Ballroom (Hilton)
8 a.m.	Exhibit Area Opens	Holiday Ballroom (Hilton)
8 a.m.	Concurrent Sessions	
9 a.m.	Break	Various Locations
9:15 a.m.	Concurrent Sessions	
10:30 a.m.	Concurrent Sessions	
11:45 a.m.	Lunch/Concurrent Sessions	Key Ballroom (Hilton)
1 p.m.	Lunch/Concurrent Sessions	Key Ballroom (Hilton)
2:15 p.m.	Concurrent Sessions	
3:15 p.m.	Break	Various Locations
3:30 p.m.	Thursday General Session, Readiness Awards and Leadership Awards	BCC Ballroom
4:45 p.m.	Optional Team Meetings	
4:45 p.m.	Awards Reception and Pacesetter Poster Sessions	Holiday Ballroom (Hilton)

### FRIDAY, JULY 12, 2019

TIME	EVENT	LOCATION
7 a.m.	Coffee	Key Ballroom (Hilton)
7:30 a.m.	Exhibit Area Opens	Holiday Ballroom (Hilton)
8 a.m.	Concurrent Sessions	
9 a.m.	Break	Various Locations
9:15 a.m.	Concurrent Sessions	
10:30 a.m.	Concurrent Sessions	
11:45 a.m.	Lunch/Concurrent Sessions	Key Ballroom (Hilton)
1 p.m.	Lunch/Concurrent Sessions	Key Ballroom (Hilton)
2:15 p.m.	Concurrent Sessions	
3:15 p.m.	Break	Various Locations
3:30 p.m.	Concurrent Sessions	
4:45 p.m.	Optional Team Meetings	
5:30 p.m.	Pre-Game Networking Hour (Registration Required)	Key Lobby (Hilton)
7:05 p.m.	Orioles vs. Tampa Bay Rays Game (Tickets Required)	Oriole Park at Camden Yards



## PERSONAL SCHEDULE

SATURDAY, JULY 13, 2019

TIME	EVENT	LOCATION
7 a.m.	Coffee	Various Locations
8 a.m.	Deep-Dive Sessions	
10:15 a.m.	Celebratory Brunch (Registration Required) and Closing Keynote	Key Ballroom (Hilton)
Noon	Conference Adjourns	

## MEETINGS, ORIENTATIONS AND WORKSHOPS

WEDNESDAY, JULY 10, 2019

### Making Schools Work Advisory Council Update Session

8:30 – 10:30 a.m.

Room: Tubman (Hilton)  
*By invitation only*

### TCTW Advisory Committee Meeting

11 a.m. – 1 p.m.

Location: Tubman (Hilton)

### Orientations: Connecting Classrooms, Careers and College

1:30 – 2:30 p.m.

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

### High Schools That Work Design

Room: Peale (Hilton)

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

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

### Making Middle Grades Work Design

Room: Carroll (Hilton)

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

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

### Technology Centers That Work Design

Room: Johnson (Hilton)

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

**Presenter(s):** Linda Floyd, Director, TCTW, SREB, Atlanta, GA

Download our free EventMobi app at the [Apple App Store](#) or on [Google Play](#) to view sessions, make your schedule, access event information, network with other attendees, explore our conference venues and more. Once you've downloaded the app, use the event code **2019msw** to access the app, set up your login and password information, customize your personal profile and begin planning your conference experience. Wi-Fi is free in all conference venues.



## Thanks to Our Generous Conference Sponsors

SREB wishes to extend gratitude to our valued conference sponsors, whose support has helped make the 2019 Making Schools Work Conference a success.



**Teaching Channel's** mission is to create an environment where teachers can watch, share and learn new techniques to help every student grow.

[www.teachingchannelplus.com](http://www.teachingchannelplus.com)

2 Embarcadero Center  
San Francisco, California, 94111



The **College Board** annually helps more than seven million students successfully transition to college and serves the education community through research and advocacy on behalf of students, educators and schools.

[www.collegeboard.org](http://www.collegeboard.org)

250 Vesey Street  
New York, NY 10281



Designed in partnership with leading employers, the West Virginia Department of Education's Simulated Workplace initiative prepares students to tackle problems, innovate, work as a team, make decisions, confront differences, manage priorities, show up on time and other sought-after workplace skills.

[wvde.us/simulated-workplace](http://wvde.us/simulated-workplace)

West Virginia Department of Education  
1900 Kanawha Boulevard, East  
Charleston, WV 25305



Formerly known as My Student Survey, Resonant Education has been conducting education surveys since 2010 in the largest districts and educational organizations across the country.

[www.resonanteducation.com](http://www.resonanteducation.com)

301 Scott Avenue  
Nashville, TN 37206

## Complete Our Treasure Hunt, Win Cool Prizes!

Stop by SREB's booth, #205, in the Conference Exhibit Hall and pick up a Treasure Hunt card and a **free goodie bag** (while supplies last; one per person). Complete the Hunt by filling out your contact information and collecting stamps at nine selected exhibit booths or free conference events. Attendees who return their fully completed card to the SREB booth by 10 a.m. on Friday, July 12, will be entered to win great prizes, including an **Apple iPad Mini**, one of 10 **free conference registrations to the 2020 Making Schools Work Conference** in New Orleans, one of two (2) **Amazon Echos**, and a **pair of gift certificates for the Creole Queen Paddlewheeler Dinner Jazz Cruise** in New Orleans. Winners do not have to be present to win – SREB will contact winners after the event to arrange for delivery of their prize.



## Explore Careers for Your Students – Take an Industry Tour!

For the first time, Making Schools Work Conference attendees can register for behind-the-scenes industry tours at some of Baltimore’s most prominent businesses on Wednesday, July 10, from 9 a.m. to noon.

Choose your tour by logging in to our [registration system](#). Attendees are limited to one tour choice. Spouses, children or other guests can be registered for an additional fee per person. Visit our [Industry Tours page](#) for details, prices and age requirements.



### Federal Reserve Bank of Richmond

Visit the Baltimore Branch of the Federal Reserve Bank of Richmond and learn about the bank’s work to support readiness during a continental breakfast workshop. Explore free resources you can take home to help students make informed economic and personal finance decisions!

**Note:** Tour participants must have a valid photo ID for entry into the Federal Reserve Bank building.



### Oriole Park at Camden Yards

Go behind the scenes of the operations and layout of Oriole Park at Camden Yards and learn more about how the park revolutionized baseball when it debuted on Opening Day 1992 and has continued to change the baseball fan’s experience ever since!

**Note:** Backpacks and large bags are not permitted on the tour.



### Horseshoe Casino Baltimore

Find out how the Horseshoe Baltimore Casino, one of Maryland’s largest casinos, keeps its marketing, food and beverage, security and gaming operations running smoothly for thousands of guests every year. Learn about the Horseshoe’s history and career opportunities and chat with casino executives.

**Note:** All guests must be age 21 or older and have a valid photo ID.



### National Aquarium

Visit the National Aquarium, the jewel of Baltimore’s Inner Harbor. Choose from two tours that explore the aquarium’s work – animal care and public engagement. Tour registration includes admission to the National Aquarium for the full day.

**Note:** All guests must be at least 8 years old. Each guest must complete and [sign a waiver](#) and wear closed-toe, non-slip footwear.

## KICK-OFF NETWORKING LUNCHEON

## KEY BALLROOM (HILTON)

Gather with colleagues to debrief or plan your conference experience during a special **networking luncheon on Wednesday at noon**. Tickets for this delicious hot lunch cost \$25 per person, payable at registration. If you've already registered for the conference and would like to add this event, please visit [www.sreb.org/register](http://www.sreb.org/register) to update your registration. Networking luncheon tickets may also be purchased on site at Conference Headquarters in 345-346 BCC.

As a reminder, hot lunches on Thursday and Friday are included in Making Schools Work Conference registration fees.



## TEAM MEETINGS

WEDNESDAY – 4:45 P.M.

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



## Sponsored Lunch with the College Board

### HILTON BALTIMORE – KEY BALLROOM

Thursday, 11:45 a.m. and 1 p.m.

Join us for a delicious hot lunch Thursday afternoon in the Key Ballroom at the Hilton Baltimore and spend time with the **College Board**, our generous Thursday lunch sponsor.

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity.

Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education.

Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

Learn more: [www.collegeboard.org](http://www.collegeboard.org) | 866-630-9305 | 250 Vesey Street | New York, NY 10281

# Simulated Workplace Showcase



**SIMULATED WORKPLACE**

**HILTON BALTIMORE – EXHIBIT HALL  
BOOTHS 209-211 AND 301**

Thursday, July 11, 8 a.m. – 4:30 p.m.

Friday, July 12, 7:30 a.m. – noon

Many CTE programs offer project-based learning, but **West Virginia’s Simulated Workplace** initiative takes PBL to the next level by transforming high schools and technology centers into real business environments in which students design products and offer services that make a difference in their communities.

Visit the Making Schools Work Exhibit Hall during regular exhibit hours on Thursday, July 11, or Friday, July 12, and meet students **from Caperton Center for Applied Technology, Lincoln County High School, Mingo Central High School, Calhoun-Gilmer Career Center and Wheeling Park High School.**

Explore how these students lead school companies, take on different roles and responsibilities, and adopt 6S approaches to safety and productivity.

Take a tour of some of their spotlight projects, including tiny homes, star-gazing and tourism cabins, student-built 3-D printers and laptops for start-up businesses and job-seekers, and **Go Baby Go cars** for young children with disabilities.

Keep an eye out for a roving team of broadcast journalism students — they’ll be filming throughout the Making Schools Work Conference!

SREB is proud to announce that West Virginia’s **Simulated Workplace initiative** is a sponsor of this year’s Making Schools Work Conference. Learn more about this groundbreaking initiative at [wvde.us/simulated-workplace](http://wvde.us/simulated-workplace).





No trip to Baltimore is complete without stopping by Pickles Pub for a cold beer & something to eat!

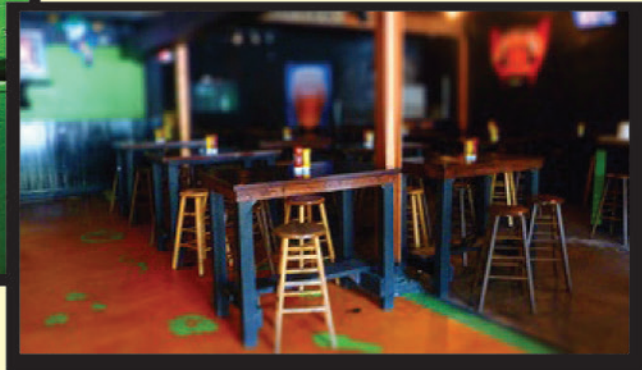
**MAKE PICKLES THE ONLY PLACE YOU WATCH YOUR FAVORITE SPORTS**

**42 HD TV's NFL Ticket NHL Center Ice**

Dine-In | To-Go | Packaged Goods



**Happy Hour 4 - 8 EVERYDAY**  
(except Game Event Days)



Visit us on the web - [www.picklespub.com](http://www.picklespub.com)

**Call in your order**

**410-752-1784**

**Gift Certificates Available**

Pickles Pub is open Monday - Sunday 11 am to 2 am.

520 Washington Blvd. Baltimore, MD 21230



**OPENING KEYNOTE PRESENTATION – 3 P.M.**



**Freeman Hrabowski, III**

**1. Academic Leadership and Innovation: A 50-Year Experiment in Preparing Students for the Future**

*Room: Ballroom I-IV (BCC)*

*Objective: 5d*

Dramatic demographic, technological and economic changes present our nation’s educators and counselors with significant challenges in how to prepare students — particularly those from diverse backgrounds — for a rapidly changing world. Hear how the interplay of social change, technology, education and inclusion over the past 50 years will impact how we educate and guide students in the future. Drawing on themes from his TED talk on student success, Freeman Hrabowski will explore the importance of high expectations and hard work, building community among students, engaging faculty with students and conducting rigorous evaluations of what works. He will also explore innovative approaches to literacy and mathematical competence, group work and active and experiential learning that promote a growth mindset, persistence, inclusive excellence and achievement for all students.

**Presenter(s):** Freeman Hrabowski, III, President, University of Maryland, Baltimore County, Baltimore, MD

**STATE MEETINGS – 4:45 P.M.**

STATE	PRESIDER	LOCATION
Alabama	Carita Venable/Cena Davis	349-350
Arkansas	Kenna Barger	343
Delaware	Sandy Culotta	340
District of Columbia	Kenneth Mason	324
Florida	Allyson Morgan	Tubman
Georgia	Chuck Boyd/Shawn Bender	347-348
Kentucky	Linda Floyd	333
Louisiana/Oklahoma	Ivy Alford	Peale
Mississippi	Jean Massey/Richard Morrison	325
Missouri	Janice Rehak/Bob Stokes	337-338
New Jersey	Leslie Eaves	Douglass
New Mexico	Clara Clark/Shelly Flygare	331-332
New York	Quinton Granville	341
North Carolina	Judy Frank/Lessie Anderson	321-323
Ohio	Dan Stacy/Steve Broome	327-329
Pennsylvania	Carolyn Helm/Deb LaMothe	342
South Carolina	Tom Siler/Marsha Moseley	Key Ballroom
Tennessee	Aimee Wyatt	330
Texas	Gary Wrinkle/Kathy Schadewald	339
Virginia	Gaye Martin	344
West Virginia	Stan Hopkins/Kathleen McNally	Johnson
Non-HSTW States	Scott Warren	336



## From Old School!

### An Escape Room Experience

#### Hilton Baltimore – Calloway A/B

Thursday, July 11, during 8 a.m. to 2:15 p.m. concurrent sessions

Friday, July 12, during 8 a.m. to 3:30 p.m. concurrent sessions

Break out of traditional teaching methods! Sign up for an immersive Escape Room event that will challenge you and your team to make positive changes in your school or classroom – and take home a souvenir of your experience.

The Escape Room will run during all concurrent session times on Thursday, July 11, and Friday, July 12, in Calloway A/B, outside the Conference Exhibit Hall.

Sign-ups will be taken on a first-come, first-served basis on a sign outside Calloway A/B. We encourage school teams to sign up in groups of 3 to 6 people per timeslot. Individual participants are encouraged to find some new friends to sign up with. Please arrive at Calloway A/B **at least five minutes before your appointed time**. The Escape Room event will begin promptly at the start of each session. In the event of a no-show, walk-up participants will be admitted.

## FEATURED SPEAKERS



Thomas Glanton

## 2. Strategies for Reducing Office Referrals and Suspensions and Engaging Students in Active Learning

Room: Peale (Hilton)

Objective: 4b

This unique schoolwide administrative system addresses two types of disruptive behavior – mischievous and severe. In this session, you will learn how the administrative team brings together classrooms, unstructured time, activities, schoolwide needs and interventions to successfully create a more positive school culture and reduce discipline challenges. Assertive techniques, when implemented correctly, will minimize office referrals, suspensions, tardies and severe behavior challenges. Learn how to use the Discipline, Shelter, Tardy, Truancy and Academic Behavior Cards and the Crisis Intervention Unit to successfully reduce suspensions and expulsions — keeping students in school, on task and learning.

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



Tavon Lawrence

## 3. The Opportunity Myth: What 4,000 Students Can Teach Us About How School Is Letting Them Down — and How to Fix It

Room: 322 (BCC)

Objective: 4e

We have always told students that doing well in school will prepare them for success. But even students who earn As and Bs still graduate from high school unprepared for the lives they want to lead — not because they can't master challenging material, but because they're rarely given a chance to try. While true for all students, this is particularly true for those students most often marginalized in our system. In this session, we'll share findings from The Opportunity Myth, and explore how schools can systematically disrupt equity gaps to ensure that all students graduate ready for their futures.

**Presenter(s):** Tavon Lawrence, Director, TNTP, Baltimore, MD



Robert Jackson

## 4. Strategies for Working With Male Students Who Have Experienced Trauma

Room: 337-338 (BCC)

Objective: 4e

This session will address issues that male students have experienced due to trauma related to childhood experiences, violence, divorce and incarceration. Trauma influences behavior, motivation and a child's desire to learn. More than 60 percent of children 17 and under have been exposed to crime, violence or 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 or emotional or brain development. During this interactive session, administrators and teachers will gain strategies and tools they can use right away to help male students overcome trauma.

**Presenter(s):** Robert Jackson, National Speaker/Author, Robert Jackson Consulting, Indianapolis, IN



Jennifer Bell

## 5. Under the Looking Glass: Identifying the Strengths and Needs of Late Emerging Readers

Room: 336 (BCC)

Objective: 4a

Data from the Nation's Report Card of 2017 showed that a significant percentage of middle and secondary students are reading at or below expected proficiency. Often, these students' needs are late to emerge and go undetected well beyond the primary grades, when instruction in foundational reading skills decreases and interventions become focused on comprehension and cognitive processing. This session will discuss the use of diagnostic assessments as a tool for determining the specific reading strengths and deficits common to older struggling readers and introduce an intervention designed to build the foundational reading skills needed to comprehend grade-level text.

**Presenter(s):** Jennifer Bell, Manager of Literacy Programs, Boys Town Training & National Outreach, Boys Town, NE

## 6. Harnessing the Power of Interactive Read-Alouds in Grades Six-12

Room: 341 (BCC)

Objective: 1a

This session demonstrates how to use interactive read-alouds in content area classes to increase reading, writing, listening and speaking skills across the curricula.

**Presenter(s):** Shawn Bender, School Improvement Leadership Coach, SREB, Atlanta, GA; Shawn Lee, Social Studies Instructional Coach, Gwinnett County Public Schools, Lilburn, GA

## 7. No More Boring Vocabulary

Room: 343 (BCC)

Objective: 1a

This session will model high engagement vocabulary activities in which students take ownership of keywords. We will explore methods that go beyond recall and drive students to analyze critical word choices. Presenters will demonstrate how to dive deep into the author's mind to understand how they create tone or mood but do so in a way that promotes rich student discourse.

**Presenter(s):** Donn Kirkwood, School Improvement Instructional Coach, SREB, Atlanta, GA; Devlin McMillian, English Chair, Lee High School, Montgomery, AL

## 8. Escape the Worksheet With Literacy-Based Assignments

Room: 330 (BCC)

Objective: 1a

How can I escape from worksheet-driven lessons? In this introductory session for K-5 teachers, participants will see how easy it is to focus on standards through engaging literacy-based assignments. Presenters will share effective practices that help teachers abandon worksheets and provide more authentic learning opportunities. Literacy-based assignments make it easy to plan an aligned lesson that includes best practices, allows for student creativity and is data-driven while engaging students in a meaningful and purposeful learning opportunity.

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

## 9. Centers Centered!

Room: 340 (BCC)

Objective: 1b

Math centers are a great alternative to whole-group instruction. Two teachers from a Title I school will share the differentiated math centers they developed that contain math activities that directly support small-group instruction. Each center offers multi-level math activities that are assigned to individuals and groups of students based on their demonstrated need in order to strengthen specific skills and strategies. Differentiated center tasks also take into account student interests and the level of support students need to complete assignments. The ultimate goal is to support an easy-to-manage, success-oriented math classroom.

**Presenter(s):** Judy Frank, Director, MMGW, SREB, Atlanta, GA; Nina Graham, Teacher, and Tonyetta Scott, Teacher, Capital Heights Middle School, Montgomery, AL

## 10. Building a Community of Learners Through MDC in K-5 Classrooms

Room: 333 (BCC)

Objective: 1b

In this session, we will examine how a whole school philosophy of the Mathematics Design Collaborative best practices have enhanced student engagement and conceptual knowledge of mathematics.

**Repeat: Friday, 10:30 a.m., Holiday Ballroom**

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

## 11. Transforming an Old Shop Class Into a 21st-Century, Hands-on STEAM Lab

Room: 325 (BCC)

Objective: 1c

Learn about the journey this small rural Alabama school system took to repurpose an old woodworking shop into a modern laboratory for science, technology, engineering, arts and mathematics (STEAM). A 50-old building where students once built birdhouses and bookshelves is now being used as a fine arts studio, a coding and programming computer lab, a set of virtual reality and makerspace stations, a collaborative brainstorming area and a gallery space for group presentations.

**Presenter(s):** Kyle Kallhoff, Superintendent, and Brandon Kiser, Principal, Demopolis Middle, Demopolis, AL

## 12. AeroSTEM Advanced Careers K-12

Room: 332 (BCC)

Objective: 1c

The Steubenville City Schools AEROSTEM pathway is designed to broaden participation in STEM learning among disadvantaged and underrepresented minority youth between the ages of five and 18. AEROSTEM is a model program that can be replicated across the nation to promote student preparation for the 21st-century STEM workforce. AEROSTEM brings afterschool camps, hands-on learning and an innovative aerospace engineering program to traditionally underrepresented students.

**Presenter(s):** Shana Wydra, Director of STEM Education, and Natalie Campana, CTE Instructor, Steubenville City Schools, Steubenville, OH

## 13. Using Problem- and Project-Based Learning to Create a Culture of Learning

Room: 326 (BCC)

Objective: 1d

The further one travels down the socioeconomic ladder, the more students want to know one important thing from their teachers: What does this have to do with me? “You need the grade to pass” and “You need the credit to graduate from high school” aren’t adequate answers. Students need to be active participants in what they are learning. This session will model how to create a problem- or project-based unit around a driving question that is connected to the real world students inhabit. We’ll explore how to assess the skills learned during the unit.

**Presenter(s):** Dante Pryor, Instructional Coach, Neighbor’s New Vistas High School, Hammond, IN

**14. Blending Learning With the Station Rotation Model***Room: 342 (BCC)**Objective: 1e*

This session will engage attendees in the processes of creating, designing and implementing the frameworks needed to incorporate blended learning in their classrooms and school cultures. Bring your own device. Attendees will explore and 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

**15. Grade Cleanse Part 1: Two Baby Steps to Healthier Grading***Room: 349 (BCC)**Objective: 1g*

Making changes in your grading practices is a slippery slope that must be handled with care. Grade Cleanse offers a common sense, move at your own pace approach that will not overwhelm you, your students or their parents. Cleanse #1 will drastically improve the health of your grades by removing nonsense grades and separating behaviors from academics. Cleanse #2 makes use of the power and energy of our daily words and phrases to soak our students in our main purpose: learning. This session offers baby steps to healthier grading to improve student engagement and success.

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

**16. Get Vocabulary Right: Enhancing Comprehension and Metacognition***Room: 344 (BCC)**Objective: 2a*

Improving a student's vocabulary is key to reading success, but what if you teach vocabulary and your students still struggle with their reading assignments and perform poorly on reading assessments? Learn two promising practices for teaching vocabulary that students can use in any subject, in reading assignments and on high-stakes assessments. This is a hands-on session. By immersing yourself in the process, you can experience the metacognition that students have when looking at vocabulary in a different way.

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

**17. Establishing Partnerships That Promote Career Development for Incarcerated Youth***Room: 350 (BCC)**Objective: 3b*

This session will share how the Georgia Department of Juvenile Justice's only long-term facility for incarcerated female juvenile offenders is meeting the needs of its population. Learn how the department has developed multiple programs in partnership with corporate entities that promote work-ready skills. Attendees will explore how these programs ensure students are college and career ready upon transitioning back into their communities.

**Presenter(s):** Margaret Giammetta, Education Supervisor, Georgia Department of Juvenile Justice, Decatur, GA; Angela Burse, Regional Principal, Georgia Department of Juvenile Justice, Macon, GA

**18. 1-2-4 or More: Showcasing and Promoting In-Demand Careers***Room: 324 (BCC)**Objective: 3c*

Learn how to promote viable careers in your community to students and parents. Gordon Cooper Technology Center has partnered with the community and local high schools to promote careers based on the years of training and certifications needed to secure those careers. This session will showcase how GCTC supports early awareness with partner schools and provide resources that give students opportunities to engage with technology center instructors within each program area.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Rae Ann Shafer, Director of Instruction, and Jessica Gabeau, Counselor, Gordon Cooper Technology Center, Shawnee, OK

**19. Where Do We Stand With Dual Enrollment and Transfer Credit?***Room: Johnson (Hilton)**Objective: 3d*

Students who participate in high-quality dual enrollment opportunities are more likely to graduate high school, enroll in college and complete a postsecondary degree than peers who do not participate. Dual enrollment can help students select a postsecondary program of study that best aligns with their career interests and aptitudes, and reduce the time and costs associated with earning a credential of value. Learn more about SREB's work in these areas as we examine policies and practices related to dual and concurrent enrollment.

**Presenter(s):** Dale Winkler, Vice President, School Improvement, and Cheryl Blanco, Vice President, Postsecondary Education, SREB, Atlanta, GA

**20. Helping Students Become College and Career-Choice Ready***Room: 329 (BCC)**Objective: 4c*

Evidence suggests early workforce development interventions with students, including equipping them with knowledge of multiple career options and postsecondary education paths, may have the greatest potential to enhance their future well-being. Federal Reserve resources will help you do just that – help students become College and Career-Choice Ready! These online resources provide a framework for students to plan their post-high school strategy in an interactive manner by exploring job interests and desired lifestyles; evaluating costs and benefits of various education paths; developing personal finance skills and creating an actionable plan to implement their strategy in the real world.

**Presenter(s):** Yolanda Ferguson, Economic Education Outreach, Federal Reserve Bank of Richmond, Charlotte, NC

**21. Why So Many Reading Problems? Are We Teaching It Wrong?***Room: 323 (BCC)**Objective: 4d*

This presentation will offer a unique perspective on how reading must be taught to transform struggling readers into excellent readers. Attendees will explore how the brain learns a process and how current and historical teaching practices are not in alignment with the work the brain must do to make excellent reading happen. The question of what the foundational reading skill is will also be investigated — and it's not what you think! Attendees will explore results from a study that applied these paradigm-shifting constructs to an intervention for struggling readers. Third-party, gold-standard research attesting to the efficacy of the model will also be shared.

**Presenter(s):** Dee Tadlock, Adjunct Faculty and Director of Research and Development, Central Washington University and Read Right Systems, Shelton, WA

**22. Mentoring In Schools Using The Natural Mentoring Concepts***Room: Paca (Hilton)**Objective: 4d*

Researchers have found that mentoring is one method that may prevent some high-risk behaviors of African-American male adolescents, such as substance use, violence and school drop-out. For example, Langhout, Rhodes, and Osborne (2004) found that adolescents who are mentored skip fewer days of school, have lower levels of substance use, less physical aggression, and higher scholastic competence, attendance and grades. It is important to have a mentor, and the research demonstrates that a positive adult in the lives of adolescents may be a distinguishing factor between adolescents who avoid high-risk behavior and those who submit to high-risk behavior.

**Presenter(s):** Carnel Smith, Principal, Toledo Public Schools, Toledo, OH

**23. Overcoming Obstacles: Supporting Students and Staff Socially and Emotionally***Room: Tubman (Hilton)**Objective: 4e*

The ability to overcome obstacles is a life skill that every individual must learn to navigate to ensure a successful future. Overcoming Obstacles is also a free resource and curriculum that's been used in thousands of K-12 schools in worldwide. This session will introduce you to the need, the value and the opportunity to begin using this curriculum with your students. Sample lessons will be shared and access to the curriculum will be provided free to everyone who attends.

**Presenter(s):** Gary Wrinkle, Director of State and District Partnerships, SREB, Atlanta, GA

**24. Roping the Wind: Using Process Data to Improve Student Achievement Data***Room: Carroll (Hilton)**Objective: 5a*

Student experiences, school processes, student achievement and demographic data — do schools use all of these data to change instruction, improve student success and inform processes? Hear from a panel of educators about how SREB's Curriculum and Instruction Reviews helped their schools focus data and processes to positively impact teaching and learning.

**Presenter(s):** Allyson Morgan, Director, State and District Partnerships, and Steve Broome, Executive Director, School Improvement, SREB, Atlanta, GA

**25. How Action Research in the Classroom Makes a Difference***Room: Douglass (Hilton)**Objective: 5a*

In education, action research describes various research methods to diagnose challenges that are organizational, instructional or academic in nature and create practical solutions. The elements of action research include identifying a problem, creating a plan of action, conducting the research and evaluating the effect of the action. This session will focus on how teachers can implement action research at the classroom level. Attendees will learn the cycle and benefits of action research and explore examples of action research that they can adapt or implement in their classrooms.

**Presenter(s):** Paula Egelson, Director of Research and Accountability, SREB, Atlanta, GA

**26. Academy Instructional Reviews: District and School Collaboration***Room: 339 (BCC)**Objective: 5b*

Converting a school to a wall-to-wall academy requires collaboration between district leaders and local school leaders and faculty to transform teaching and learning and prepare students for their postsecondary options. In this session, we'll explore Gwinnett County Public Schools' academy instructional review process, which includes collecting qualitative and quantitative data to support and facilitate the local schools' work on instruction, assessments and literacy. The session will explore benefits, areas of growth and trends of the instructional review process.

**Presenter(s):** Chuck Boyd, Senior School Improvement Coach, SREB, Atlanta, GA; Kyle Jones, Instructional Coach of Academies and CTE, Tim Hemans, Director of Academies and CTE, and Beth Autrey, Instructional Coach for Academies and CTE, Gwinnett County Public Schools, Suwanee, GA; Billy Sayers, Assistant Principal, South Gwinnett High School, Suwanee, GA; Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

### 27. Continuous Achievement Through Ongoing Collaborative Professional Development

Room: 321 (BCC)

Objective: 5c

The Susquehanna County Career and Technology Center enjoys a position of excellence among Pennsylvania's schools. Its students achieve excellent scores on NOCTI tests and also rank high in local and state competitions. Susquehanna's approach to professional development encourages teachers and administrators to use data and collaborate to determine the developmental needs of the whole faculty as well as the needs of individual teachers. Attendees will learn how the process was designed, instituted and financed and how they can replicate Susquehanna's model in their schools or centers.

**Presenter(s):** Dan Perna, President, James Daniel & Associates, LLC, Houtzdale, PA

### 28. Engaging Students: Motivating the Reluctant Learner

Room: 327 (BCC)

Objective: 5c

For decades, researchers have found that a large percentage of students are unmotivated and chronically disengaged from school. On the other hand, research also reveals that students who are motivated to learn have higher achievement, show better understanding of the concepts they are taught, are more satisfied with school and have lower dropout rates. In this highly interactive session, explore five dimensions of student motivation. Experience easy-to-learn, easy-to-use, high-quality instructional strategies to boost motivation, reduce discipline problems, enhance social skills, increase engagement and raise achievement.

**Presenter(s):** Elia Chesnoff, International Trainer and Coach, Kagan Professional Development, San Clemente, CA

### 29. Breakthrough Leadership, Breakthrough Results

Room: 328 (BCC)

Objective: 5d

Known as a "change agent," presenter Reginald Williams has been appointed to turn around three urban schools in a 12-year span. In one urban school of 1,400 students, Williams was the third principal appointed in four years. Negative news stories were the norm. There were 101 fights in one year, low staff morale, arrests of parents and teachers, and low test scores. Explore what Williams did to turn around this high school in 18 months.

**Presenter(s):** Reginald Williams, Sr., Principal, Overton High School, Memphis, TN

### 30. Our Journey to Achieving STEM Certification

Room: 331 (BCC)

Objective: 5e

Participants will learn how SREB worked with St. Marys Middle School to achieve the school's goal of receiving STEM certification from the Georgia Department of Education and raising its College and Career Readiness Performance Index (CCRPI) score 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



## TEAM MEETINGS

## THURSDAY – 4:45 P.M.

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

**Table talk sessions** — These 25-minute sessions – scheduled back-to-back in two blocks for one hour – allow presenters and attendees to share and gather information about a topic in a less formal setting. Table talk sessions are hosted at round tables that accommodate up to 10 attendees. They can be condensed versions of a 60-minute promising practice session or a 120-minute deep-dive session but can also be stand-alone sessions about key problems of practice and top-of-mind issues that relate to conference objectives.

### 31. Making Sense of Math

Table 1

Objective: 1b

How many times have you heard the phrase, or actually muttered the words yourself, “These students lack number sense”? In the students’ defense, this is not an inherited skill, but rather one that develops given the right learning opportunities. This session will share strategies and resources for addressing equity and access and helping all students build their sense-making skills and gain confidence in math.

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

### 32. Oh, So That’s a Rubric!

Table 2

Objective: 1d

Explore a simple, step-by-step format for answering the five questions needed to build a five-point rubric. This model has been effectively used in many schools at all different levels and for all ages of students. This session will demonstrate how to take a project or assignment and create a rubric that clearly communicates the different levels of mastery expected for the product or process. We will also touch on grading philosophies relating to rubric use, reliability and applications to project-based learning and peer/mentor teaching. This session is geared toward new or experienced teachers and instructional leaders.

**Presenter(s):** Mike Eubank, Assistant Superintendent, Full-Time Programs, Mid-America Technology Center, Wayne, OK

### 33. Lessons Learned About Project-Based Learning in CTE: Promoting Student Empowerment

Table 3

Objective: 1d

Is there a difference between projects in CTE and project-based learning? Explore the successes and challenges experienced by CTE teachers and academic partners in West Virginia who experimented with project-based learning. Presenters will focus on content standards, how to design a framework for authentic work and the positive contributions of a simulated workplace environment. West Virginia’s Simulated Workplace is an official sponsor of the 2019 Making Schools Work Conference.

**Repeat: Friday, 2:15 p.m., 327 (BCC)**

**Presenter(s):** Kathleen McNally, Senior School Improvement Instructional Coach, SREB, Atlanta, GA

### 34. We are a Team! Now What?

Table 4

Objective: 1f

For a multitude of reasons, teachers are being put into teams at all levels of education – from academy teams to middle grades school teams to professional learning communities. However, working in teams is often not a natural process for educators. Participants will learn how to lead a team from initial formation through the four essential phases of development that every team must experience to improve instruction. As we explore each phase, participants will practice a specific strategy that they can use in their schools.

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

### 35. 53 Million Jobs — Time to Focus on Business and Marketing Education

Table 5

Objective: 2c

In 2026, 53 million jobs will be in management, business and financial operations (including marketing), sales and office and administrative support. Many of these jobs are high-skill, high-wage. It’s past time to focus on building high-quality modern business and marketing programs in our schools. More than ever, we need smart, ethical decision-makers who will become leaders of American companies. Aligned with SREB’s Advanced Career programs, High School of Business is an intellectually demanding program of study for students interested in college and careers in all areas of business: entrepreneurship, finance, marketing and management. Learn how this proven program is building business leaders.

**Repeat: Friday, 3:30 p.m., 333**

**Presenter(s):** Lisa Berkey, Vice President, MBA Research and Curriculum Center, Columbus, OH

### 36. Moving in the Right Direction: Using Data to Support Students

Table 6

Objective: 2d

Hear how one middle school uses statistical analysis and correlation to state tests to determine how to support their students. Presenters will describe how they are addressing curricular gaps and poor performance on grade-level standards both during school hours and outside of school hours.

**Presenter(s):** Melissa Halstead, Instructional Specialist, and Andria Brimhall, Assistant Principal, Camden Middle School, Kingsland, GA



**37. The Future of Work and Career Pathways**

Table 7

Objective: 3a

Robots and the rise of smart machines and an increase in contract labor, otherwise known as the gig workforce, are dramatically changing the nature of work. These trends could threaten as many as half of all current jobs in the U.S. Our challenge is how to design an education system that addresses these realities and ensures our youth have the opportunity to become contributing citizens in our economic system. This session will outline a systems approach to the design and delivery of high-quality career pathways that serve the needs of all youth and align with the workforce of the future.

**Repeat: Friday, 10:30 a.m., 333 (BCC)**

**Presenter(s):** James Stone, Director, National Research Center for Career and Technical Education, SREB, Atlanta, GA

**38. Achievement in Career Engagement: A Work-Based Learning Endorsement Program**

Table 8

Objective: 3a

Confirmed through the Kentucky Educational Development Corporation, Achievement in Career Engagement (ACE) is a process for developing work-based learning skills through an endorsement program that is based on students' successful accomplishments. ACE offers five core badges for high school students as they demonstrate academic and career readiness aligned with their individual learning plans. Within ACE, these personalized experiences lead into work-based components and badges. Badges lead to endorsements, depending on students' level of skills and experiences from work-based learning, academics, career pathways and certifications.

**Repeat: Friday, 1 p.m., 325**

**Presenter(s):** Carla Kersey, Project Support Coordinator, Clabe Slone, Projects and Operations Director, Jennie Sloan, Educational Consultant, and Rebecca Roach, Assistant Director, Kentucky Educational Development Corporation, Lexington, KY

**39. Developing Quality Career Pathways That Lead to High-Demand Careers**

Table 9

Objective: 3a

Quality career pathways have potential to increase student achievement and graduation rates and prepare students for college and careers. This session is intended for all leaders planning to implement new or improved career pathways. Participants will explore the elements necessary to develop quality career pathways, including the design of a career pathway framework, industry certifications, college and industry partnerships, curriculum alignment, quality instruction and assessments.

**Presenter(s):** Katherine Schadewald, School Improvement Leadership Coach, and Debra LaMothe, School Improvement Leadership Coach, SREB, Atlanta, GA

**40. Securing Business Partnerships and Improving Community Relations**

Table 10

Objective: 3e

Pickens County Career & Technology Center students can complete academic course requirements through project-based learning. Students earn industry certifications and are given on-the-job training through projects completed in class. Upon completing their programs, students can participate in internships, apprenticeships and other work-based learning opportunities in the community. Come learn how the Center's administration, faculty and staff work with community leaders and postsecondary institutions to build strong relationships and business partnerships that prepare students for full-time employment and postsecondary options.

**Repeat: Friday, 1 p.m., 349**

**Presenter(s):** Shaye Stephens, Global Logistics & Supply Chain Management Instructor, and Ken Hitchcock, Director, Pickens County Career & Technology Center, Liberty, SC

**41. Personalizing Professional Development**

Table 11

Objective: 5c

Learn how to transform school-based professional development to create change. Discuss and take away ideas for how you can shake up your professional development to incorporate all. In this session, learn how a high school in Charleston, South Carolina, revamped its professional development to target school needs based on data and create choice in learning for all teachers.

**Repeat: Friday, 1 p.m., 349**

**Presenter(s):** Virginia Sayer, Assistant Principal, R.B. Stall High School, North Charleston, SC

**42. Leverage Your Community to Improve Student Outcomes**

Table 12

Objective: 5f

Metropolitan Nashville Public Schools and the Academies of Nashville have achieved a culture shift in the way the school district engages, partners and designs solutions with community stakeholders. Our community has embraced collaborative, sustainable structures that allow us to thoughtfully address many issues, from lifting a districtwide need for strategic planning and support, to partnering with individuals and organizations to provide experiences that ensure our students are ready for college and careers. In this session, we will share meaningful ways to leverage the engagement and support of your community to improve student outcomes.

**Presenter(s):** Heather Chalos, Vice President, Alignment Nashville, Nashville, TN; Jacob Glancy, Academy Coach, Metropolitan Nashville Public Schools, Nashville, TN

## FEATURED SPEAKERS



Sonja Santelises

**43. Building a Generation: City Schools' Blueprint for Success***Room: 336 (BCC)**Objective: 5b*

More than a decade ago, Baltimore City Schools launched an ambitious agenda to transform the city's public schools. Despite significant advances, after a decade of reform, far too few of our students are reaching the academic standards they should, and too few experience the excitement about learning that encourages them to set and meet high expectations. Beginning in the 2017-18 school year, Baltimore City Schools initiated a comprehensive, research-based approach that leverages our existing strengths and turns a deep focus to work in three key areas: student wholeness, literacy and staff leadership. Our goal is to build a generation of young people with the skills, knowledge and understanding to succeed in college, careers and community — not just in Baltimore, but in any city in the world.

**Presenter(s):** Sonja Brookins Santelises, Chief Executive Officer, Baltimore City Schools, Baltimore, MD



Joe Hendershott

**44. Reaching the Wounded Student***Room: 337-338 (BCC)**Objective: 4e*

Based on the presenter's book, *Reaching the Wounded Student*, this session will look at ways to encourage the wounded student to find academic and life success. Attendees will explore the effects of trauma and methods for boosting esteem, creating empathic connections and cultivating community based on the Hendershott Model for Reaching Wounded Students. Other topics will include devising alternative discipline, helping students remain in the classroom and increasing achievement and graduation rates.

**Presenter(s):** Joe Hendershott, Founder/CEO, Hope 4 The Wounded, LLC, Gahanna, OH



David Shepard

**45. Why Can't We Be Friends? The Collaborative Teaching Pair Dynamic***Room: Paca (Hilton)**Objective: 5a*

Working in a collaborative classroom is a great experience, right? But collaboration is only as good as the teachers who engage in it. This session will examine this delivery model by looking at roles, responsibilities, differentiation and planning. We'll discuss how collaboration can benefit all students, provide specific ideas for efficiently implementing a full inclusion model, suggest ideas for overcoming the barriers that can occur when two teachers from different backgrounds share a room, and look at ways to evaluate collaborative pairs. Attendees will leave with simple tools to become more efficient.

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



Thomas Glanton

**46. Mastering Parent Involvement: The Home and School Plan***Room: Peale (Hilton)**Objective: 5f*

Learn strategies for communicating successfully with all parents, including unfocused parents, hostile parents, unresponsive parents, helicopter parents and enablers. Help them work with you, not against you, with assertive communication skills. In this session, participants will learn how to create an easy-to-use home/school plan that results in more focused, successful students and parents. Participants will also learn how to conduct more effective parent/teacher problem-solving conferences, reduce negative parent interactions and increase positive supports for academic and behavioral programs. Specific strategies to work effectively with parents and keep them engaged are a critical component of this program and include roadblocks, expectations, manipulations, foggers, telephone communication, consistency, follow-through and face-to-face conferencing.

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

**47. The Powerful Literacy Practice of Planning and Sequencing***Room: 341 (BCC)**Objective: 1a*

Breaking down skills so they are easily digestible by students is one of the solid approaches that makes all the difference in impacting student engagement and mastery — sequencing, too! This session will explore this powerful literacy practice: The lesson sequence supports or scaffolds the learning of literacy and content standards through explicit instruction.

**Presenter(s):** LeeAnn Layson, English Language Arts Department Chair, Gwinnett County Public Schools, Lilburn, GA; Shawn Bender, School Improvement Leadership Coach, SREB, Atlanta, GA

**48. Using Curriculum and Instruction Review Data to Transform Learning***Room: 344 (BCC)**Objective: 1a*

Schools are involved in many initiatives, strategies and activities for continuous school improvement each year. It is easy for administrators and teachers to get so overwhelmed with the demands of various initiatives that we lose sight of the end goal — student achievement. In this session, we will share how we work collaboratively in our individual schools and as four high schools in a district to design and refine powerful academic tasks that support powerful learning for all our students.

**Presenter(s):** Ashley McCulloch, Assistant Principal, Brindlee Mountain High School, Guntersville, AL; Marsha Mitchell, Assistant Principal, Asbury High School, Albertville, AL; Pam Gilliland, Instructional Coach, Douglas High School, Douglas, AL; Connie Luper, School Improvement Instructional Coach, SREB, Atlanta, GA

**49. Science and Literacy: What a Great Pair!***Room: 327 (BCC)**Objective: 1a*

This session will help teachers incorporate literacy-rich strategies into their science content area to meet the needs of all students. Teachers will be able to use these strategies to help students improve their reading comprehension and understand the science content.

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

**50. Increasing Mathematical Understanding Through Number Talks In Elementary Classrooms***Room: 332 (BCC)**Objective: 1b*

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 to strengthen the computational fluency of students. Come learn about the key components of number talks and how to effectively implement them in your elementary classroom.

**Presenter(s):** Jason Adair, Program Director, Literacy and Mathematics, and Sarah Inman, School Improvement Instructional Coach, SREB, Atlanta, GA

**51. Start With A: How the Arts Make STEM Project Learning Visible***Room: 330 (BCC)**Objective: 1c*

Participants will learn how teachers in a traditional high school used an interdisciplinary, project-based approach to improve student engagement. In this multimedia session, hear how the team found time to collaborate, develop high-quality STEM lessons and create shared work spaces to encourage design-thinking, persistence and interdependence within a diverse group of students. Explore video insights from students, data highlights and project artifacts that demonstrate how language and liberal arts were used as a method to bring STEM topics to life.

**Presenter(s):** Kirsten Avret, Teacher, Courtnie Fulcher, Teacher, Amy McClure, Assistant Principal, Adrian Keisler, Teacher, Salina Patton, Teacher, Katie Justice, Teacher, and Amanda Glover, Teacher, Cross Creek High School, Augusta, GA

**52. The What, So What and Now What of PBL***Room: 342 (BCC)**Objective: 1d*

Project-based learning is a powerful tool to create engaging learning environments in which students develop necessary skills for college, careers and life. This session is designed for participants who are new to PBL and exploring how to incorporate it into their school or teaching practice. We will explore the difference between project-based learning and “doing projects” and dive into how PBL can support students in mastering content.

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

**53. Supporting Diversity, Equity and Inclusion Through Esports***Room: 322 (BCC)**Objective: 1d*

Students love video games. Esports infuse STEM learning into that passion. The North America Scholastic Esports Federation (NASEF), was created to bridge the gaps between the highest and lowest performing students through highly engaging instruction, ongoing opportunities for team collaboration, creative problem-solving and competitive fair play. Designed as a scholastic afterschool club, this innovative program features an ecosystem with a variety of roles to promote career exploration in STEM and computer science fields.

**Presenter(s):** Terry Kraft, Chief Esports Strategist, Emerald Foundation, Lancaster, PA

**54. Microsoft in Education***Room: 328 (BCC)**Objective: 1e*

Join the Microsoft team to learn about our tools for education through digital learning. The Microsoft Innovative Educator (MIE) programs recognize global educator visionaries who are using technology to pave the way for their peers for better learning and student outcomes. We believe that all youth should have the opportunity to develop their creativity, critical thinking and problem-solving skills through computer science. We offer a variety of workshops for students to learn about coding, robotics, digital artwork, basic digital literacy and how to build career skills. Learn more about Microsoft’s commitment to education in this session.

**Presenter(s):** Gilda Lechner, Community Development Specialist, and Alex Jorgensen, Business & Education Specialist, Microsoft, Bethesda, MD

**55. Connecting High School and Postsecondary: Advanced Career at Minnesota State***Room: 333 (BCC)**Objective: 2c*

The Minnesota State University System has centers at its various locations dedicated to engaging industry, enhancing education and inspiring students. The Minnesota State Center of Engineering Excellence needed a new program to meet these goals, so they partnered with SREB to implement meaningful curricula for high school students across the state. Come hear how the center is rolling out opportunities to students in the state using SREB's Advanced Career curricula and helping students connect with industry and postsecondary partners.

**Presenter(s):** Zach Riffell, School Improvement Instructional Coach, SREB, Atlanta, GA; Jason Bruns, Director, Minnesota State Engineering Center of Excellence, Mankato, MN

**56. Building Up STEAM for Student Success***Room: 324 (BCC)**Objective: 3a*

Looking for innovative ways to engage your students? Need to expand course offerings and supports for your high school? Learn how one small district has implemented programs and strategies at their new Krouch College-Career-S.T.E.A.M. Center. The center houses extra help programs, a lab to support articulated credit students and innovative new career and technical education courses. Learn how the center has initiated new courses in nursing, computer networking and forensics by thinking outside of the box.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Robby Kinsey, Assistant Superintendent, Tecumseh Public Schools, Tecumseh, OK; Jaime Griggs, Assistant Principal, Tecumseh High School, Tecumseh, OK

**57. Researching a Brighter Future for College and Career Readiness***Room: 325 (BCC)**Objective: 3a*

Learn how to individualize traditional research papers for all levels of learners. Students delve into their chosen career paths by researching their chosen profession, then participate in professional internships, engage with a mentor in the field and learn soft skills through project components. Students use informational texts and apply them to real-life situations.

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

**58. Maximum Impact: Redesigning the Senior Year***Room: Johnson (Hilton)**Objective: 3a*

Approximately two-thirds of all jobs in the U.S. require some form of postsecondary education or training. Yet most high school graduates are not prepared for the rigors of college-level course work. By redesigning the senior year, high schools can work with higher education and industry to prepare students for college and careers and equip them with the skills they need beyond high school.

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

**59. Student Success Requires Our Business Partners' Involvement: The Meadowcreek U Story***Room: 339 (BCC)**Objective: 3e*

Learn how Meadowcreek U, a diverse high school of over 3,000 students located in Gwinnett County, Georgia, has used business partnerships to improve its continuum of work-based learning experiences for students while also supporting teachers and staff by providing more authentic learning experiences. Attendees will examine strategies for expanding business involvement beyond advisory committees to include support of foundations and school-based enterprises. See how a school with little business involvement six years ago now has businesses calling to be part of the school!

**Presenter(s):** Tommy Welch, Principal, Adrienne Wylie, Assistant Principal, and Lynnette Aponte, Community Outreach Specialist/AP, Meadowcreek High School, Norcross, GA; Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

**60. Academic Lifeguards***Room: 350 (BCC)**Objective: 4b*

In this session, attendees will learn how to implement a layered lifeguard system by using a schoolwide list of missing assignments to provide extra time and extra help to struggling students. Learn how academic lifeguards cultivate caring relationships and hold all students to high expectations. With academic lifeguards on duty, your school will build a culture of learning and accountability.

**Presenter(s):** Janet Flannery, Math Teacher, Stewarts Creek High School, Smyrna, TN

**61. The Anatomy of a College- and Career-Ready Student: As Real as It Gets***Room: 323 (BCC)**Objective: 4c*

The struggle to ensure that every student is college and career ready is REAL! Most schools promise their stakeholders that they will prepare students for colleges and careers, but many struggle with equipping teachers with proven tools that monitor the extent to which these promises are being fulfilled. Schools need tangible evidence that teachers are having an impact on their students' mentalities and conduct. This presentation will examine the significant impact that a student-oriented, data-driven, college-readiness framework can have on skeptical students from mid-to-low income households. Districts can improve their approach to readiness with tools and strategies that inspire students.

**Presenter(s):** Bridget Lambright, Teacher, Cleveland Heights-University Heights Schools, Cleveland Heights, OH

**62. The Set-Up for Success: Using Literacy Strategies to Improve Students' Readiness for College Courses***Room: 326 (BCC)**Objective: 4d*

In this session, we will discuss methods and findings from our implementation of SREB's Literacy Ready course for high school seniors and how we have revamped the traditional process into a structured and effective course for students who need to pass the Accuplacer reading and writing exams to be eligible to enroll in college courses. We will explain our process to obtaining structure and give examples of our successes implementing this course.

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

**63. Making the Instructional Coach Position Work for Your School***Room: Douglass (Hilton)**Objective: 5a*

With the addition of instructional coaches to school teams, many administrators struggle with how to make coaches effective in helping teachers grow. In this session, participants will learn how to redesign and reconfigure the role of instructional coach so they can help teachers improve their practice and increase student achievement. In addition, participants will learn how we moved instructional coaches from being pseudo-administrators to instructional leaders in an effort to improve student achievement.

**Presenter(s):** Franchesca Warren, Literacy Coordinator, Marietta City Schools, Atlanta, GA

**64. Resilience Can Be Taught: Four Keys to Unleashing Resilience***Room: 329 (BCC)**Objective: 5a*

Resilience is something we're all born with – from the homeless person on the street to the Harvard business grad. Most of us, including many of our schools' struggling students, just haven't learned how to access what's already inside of us. In this presentation, participants will learn about the vital skills of resilience found in WhyTry Founder Christian Moore's book, *The Resilience Breakthrough: 27 Tools for Turning Adversity into Action*. This engaging presentation will empower you to cultivate these skills in students of any background and learning style, enabling them to thrive not only in school, but in life.

**Presenter(s):** Christian Moore, Founder, WhyTry, Provo, UT

**65. Communicating, Collaborating, Connecting: High-Quality Math Instruction for All***Room: 340 (BCC)**Objective: 5b*

Learn how a Title I school collaborated with outside partners and communicated within its math department to ensure that all students had access to high-quality math instruction. Attendees will explore how this school leveraged resources and knowledge to create, support and maintain high expectations. We'll describe how teachers met the needs of all students by using diverse strategies to increase student engagement and enabled students to take ownership of their own learning and increase their achievement.

**Presenter(s):** Suzanne Hunt, Instructional Coach, Luis Segura, Eighth-Grade Teacher, Justin Croley, Teacher, and Dewey DeBoard, Principal, Crossville Middle School, Crossville, AL; Kim Livengood, Math Consultant, Livengood Consulting, LLC, Columbia, TN; Judy Frank, Director, MMGW, SREB, Atlanta, GA; Leshell Smith, Math Research Specialist, AMSTI, Huntsville, AL; Sheila Holt, Director, AMSTI, Huntsville, AL; Jodi Jacobs, District Coach, Dekalb County Schools, Crossville, AL

**66. Powerful Mathematics Practices + Google = A Coach's Best Friend***Room: 343 (BCC)**Objective: 5b*

A day in the life of a coach is filled with planning professional development, completing observations, analyzing data and motivating sometimes resistant teachers. See how one district combines SREB's powerful mathematics practices rubric with Google tools to efficiently analyze data, guide professional development and motivate the resistant. Attendees will learn how to use a Google form to input PMP data, analyze data prepared using Google tools and identify appropriate professional development for various scenarios.

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

**67. Helping Experienced Technicians Become High-Quality Professional Educators***Room: 321 (BCC)**Objective: 5c*

Career and technical education is a hot topic. Business leaders, politicians and the media alike proclaim the need for more highly skilled workers. However, technology centers still face the stigma that CTE is for non-college bound students. We believe that when technology centers' faculty are developed to demonstrate highly effective teaching techniques, the negative perceptions of CTE can be removed. Drawing on our many years of experience providing professional development, we'll offer attendees the opportunity to see how a technician who wants to teach can move from expert technologist to highly effective professional educator.

**Presenter(s):** Dan Perna, President, James Daniel & Associates, LLC, Houtzdale, PA; Linda Floyd, Director, TCTW, SREB, Atlanta, GA; Alice Davis, Executive Director, Susquehanna County Career and Technology Center, Springville, PA

**68. Communication Lines: Essential for a Working PLC***Room: 349 (BCC)**Objective: 5d*

Building and sustaining communication lines in a professional learning community is the key to establishing a successful PLC culture. Hear from staff who received the 2019 Missouri Sustaining PLC Exemplary School Award about different techniques and strategies to keep both teachers and administrators moving forward in a productive school culture.

**Presenter(s):** Roseann Bruns, Teacher, and Cory Crosnoe, Principal, Jackson R-II School District, Jackson, MO

**69. Who Will Teach the Children? Recruiting, Retaining and Refreshing Highly Qualified, Effective Educators***Room: Carroll (Hilton)**Objective: 5d*

America faces a serious educational crisis. Educators are leaving classrooms almost as quickly as colleges and universities prepare them. Forty-six percent of teachers leave the classroom within five years. In December 2018, The Wall Street Journal reported that teachers are quitting their jobs at record rates. This session will explore the roots of this problem and offer strategies for attracting and retaining highly qualified educators.

**Presenter(s):** Franklin Schargel, Senior Managing Associate, School Success Network, Albuquerque, NM

**70. Looking Behind the Curtain: Systems and Processes to Improve Your CTE Programs***Room: Tubman (Hilton)**Objective: 5e*

Self-analysis is never fun, but it can be a cleansing process that opens new opportunities. Are your CTE programs “legacy programs” that exist because they always have? Do you have a systemic approach to reviewing your practices and processes to ensure success? The new Perkins legislation requires schools to conduct needs assessments to determine strengths and areas of growth. Hear about one CTE director’s journey and learn about the supports SREB provides to districts that want to improve their CTE programs.

**Presenter(s):** Gary Wrinkle, Director of State and District Partnerships, SREB, Atlanta, GA; Ron Marie Johnson, Director of Career Technology and Fine Arts, Coppell ISD, Coppell, TX

**71. How a Comprehensive High School Moved to Good Standing Through Collaborative Integrated Tasks***Room: 331 (BCC)**Objective: 5e*

The significance of incorporating academic interdisciplinary teams within career and technical education is an integral part of the future of successful CTE programs. Long Island City High School has worked with the NYCDOE Office of Career and Technical Education and SREB to integrate rigorous academic tasks across our smaller learning communities. Learn how strong leadership and collaboration resulted in Long Island City being designated a School in Good Standing by the New York State Education Department in 2019.

**Presenter(s):** Vivian Selenikas, Principal, Long Island City High School, Long Island City, NY

## Exhibitor Workshops

### Hilton Baltimore – Poe A/B and Blake

Thursday, July 11, 8 a.m. – 4:30 p.m.

Friday, July 12, 7:30 - noon

SREB’s Making Schools Work Conference Exhibitors will be showcasing their products and services on Thursday, July 11, and Friday, July 12, in interactive 25-minute workshops located in Poe A/B and Blake, across from the Conference Exhibit Hall. Check the Making Schools Work Conference App for an up-to-date schedule of these informative sessions or check with exhibitors on site about their workshop schedule!



**Table talk sessions** — These 25-minute sessions – scheduled back-to-back in two blocks for one hour – allow presenters and attendees to share and gather information about a topic in a less formal setting. Table talk sessions are hosted at round tables that accommodate up to 10 attendees. They can be condensed versions of a 60-minute promising practice session or a 120-minute deep-dive session but can also be stand-alone sessions about key problems of practice and top-of-mind issues that relate to conference objectives.

## 72. Close Reading: A Hybrid Strategy for Secondary Reading Instruction

Table 1

Objective: 1a

With statewide and local mandates focusing on improving reading achievement across disciplines in secondary classrooms, many content area teachers need an effective response to intervention for students who struggle with content literacy. This session will provide a literacy tool applicable for all secondary content area teachers who need a targeted strategy to improve their students' comprehension skills. This four-step reading method is research-based and easy to implement in any area with students ranging from below to above reading levels. Presenters will provide accommodations for both traditional and technology-based instruction.

**Repeat: Friday, 1 p.m., 331**

**Presenter(s):** Tina Janus, Teacher, and Kim Racz, Teacher, Rock Hill High School, Rock Hill, SC

## 73. Interactive Notebooks: Using Composition Notebooks in the High School Math Classroom

Table 2

Objective: 1b

Come and explore students' algebra notebooks and examples of successes and challenges that come with using interactive notebooks. This will be a discussion-oriented session with time for sharing. This session is open to teachers who are new to notebooks and those who are well-versed in this resource.

**Presenter(s):** Rachel Stevens, Teacher, Penta Career Center, Perrysburg, OH

## 74. Globalize Your Instruction!

Table 3

Objective: 1d

Have you ever wondered whether we are truly preparing students to compete in a rapidly changing world? This session offers attainable strategies for globalizing learning in your classroom. Globalized instruction encourages students to "investigate the world, recognize perspectives, communicate ideas and take action." We'll share strategies that align with the global competencies' rubric, incorporate the United Nations' Sustainable Development Goals and promote visible thinking, critical thinking and problem-solving skills. Take home greater knowledge of resources that incorporate technology, collaboration and communication.

**Repeat: Friday, 1 p.m., 343**

**Presenter(s):** Arstasia Evans, Instructional Coach, and Jacquetta Ransom, Teacher, Cross Creek High School, Augusta, GA

## 75. How Do I Start? A Beginner's Guide to Google Classroom

Table 4

Objective: 1e

Google Classroom has revolutionized my class at my small school of roughly 400 students. Spend time with me and I will walk you through how I moved my students into 2019 with Google Classroom.

**Presenter(s):** Melanie Holiday, Teacher, Department Chair, West Morgan High School, Trinity, AL

## 76. Creative Collaborative Teaching Strategies Using Educational Technology

Table 5

Objective: 1f

Love educational technology? Join us and learn how academic and CTE teachers can work together to use iMovie with iPads and iPhones to create short movies, teach with music in the classroom, use graphics for state testing review, incorporate the arts using creative drawings and creative writing, and employ role playing in group presentations. Participants will leave with a variety of creative teaching strategies using today's technology.

**Repeat: Friday, 2:15 p.m., 350**

**Presenter(s):** Joe Nye, Teacher, Penta Career Center, Perrysburg, OH

## 77. How Do We Connect Standards, Instruction and Assessments?

Table 6

Objective: 2a

Standards define the content and set the bar. Assessments measure the level of proficiency at which students achieve the standards. Instruction is the methodology used to learn the content identified in the standards. So how do we connect them? In this workshop intended for all educators, we will use a backward design to analyze a curriculum and discuss solutions to align the curriculum.

**Presenter(s):** Katherine Schadewald, School Improvement Leadership Coach, SREB, Atlanta, GA

## 78. Reimagining Time to Promote Student Success

Table 7

Objective: 2d

Learn how collaboration, innovation and formative assessments were used to raise student achievement levels in English language arts, math and science. Attendees will explore strategies and tech tools that help raise school achievement levels and promote student success. Learn how this high school implemented a flexible intervention schedule to raise student achievement.

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

**79. Marketing Your CTE Program to Nontraditional Students***Table 8**Objective: 3c*

Participants will explore the best techniques for marketing CTE programs to nontraditional students and identifying their target audience. Take home information on what parents look for in quality CTE programs, methods for sharing the good news about CTE programs with target audiences, and where and how to reach parents to help them make the best decisions for their children.

**Presenter(s):** Beth Green, Program Director, Advanced Career, SREB, Atlanta, GA

**80. Student Support: Embedding Social-Emotional Learning for Career Readiness***Table 9**Objective: 4b*

Participants will learn about the relationship between social-emotional competence and overall student achievement and readiness and how to embed social-emotional learning schoolwide. Emphasis will be placed on the five Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. Participants will leave with a draft plan to support inclusion of social-emotional learning in their schools. This will include a focus on common language, classroom management, discipline and learning.

**Presenter(s):** Michelle Wilcox, School Improvement Leadership Consultant, SREB, Atlanta, GA

**81. Student Problems? Us, too!***Table 10**Objective: 4e*

We reduced our student F's by 95 percent! How? By combatting student apathy with a system of support for our students. Our district has a poverty rate of approximately 55 percent. Learn how the Power of ICU has changed how we do business at St. Clair High School.

**Presenter(s):** Jennifer Davis, Principal, St. Clair High School, St. Clair, MO

**82. Curriculum and Instruction Review: Experiencing the Process With Purpose***Table 11**Objective: 5a*

A unique element of SREB's Curriculum and Instruction Review process is partnering with local team members and building sustainability in the region. Team members report that participation is akin to high-quality professional learning, and that their involvement provided their schools with additional local resources. Georgetown, South Carolina, participated in the full CIR experience at all four district high schools. In this session, Georgetown team participants and supporting administrators will share their experiences and answer questions.

**Presenter(s):** Debra LaMothe, School Improvement Leadership Coach, SREB, Atlanta, GA; Eleanor Abel, Education Associate, Office of CTE, South Carolina Department of Education, Columbia, SC

**83. Rise of the Machine: Using Brain Science to Improve Learning***Table 12**Objective: 5c*

Our brains are complicated. With all of the stimuli and information that affect them, it's a wonder they can retain anything — much less geometry, physics and Romantic poetry. Yet our brains consistently do just this. 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





**Flash talk sessions** — Step into the spotlight! By popular demand, SREB has added flash talks to this year's Making Schools Work Conference. Flash talks are an ideal way to share key facts about promising practices or pedagogies in your school or classroom **in seven minutes or less**, with three minutes for attendees to ask questions. Flash talks will be filmed and shared on SREB's conference website and social media.



Leslie Texas

#### 84. So What? Who Cares? How Authentic Assignments Allow Students to Make Meaning

Room: Ballroom (BCC)

Objective: 1d

For students to develop sense-making skills, they must have a context for patterns, relationships and connections to prior knowledge. Real-world problems and situations do not necessarily mean authentic. This flash talk will focus on why authenticity is important and how it drives instruction.

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



Daniel Hill

#### 85. Grade Cleanse Part 2: Two More Cleanses + Three Hybrid Ideas

Room: Ballroom (BCC)

Objective: 1g

Grading experts tell us our grades are often meaningless because they don't reflect learning. Teachers often say, "I want to switch but it seems too overwhelming." Grade Cleanse #3 takes you to another level by putting learning targets in student-friendly language. Cleanse #4 clearly defines a small number of attainable learning levels and encourages students to move up in their learning. Three hybrid ideas will be shared for blending standards-based daily practice into a traditional grade.

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



Paula Egelson

#### 86. An Achievable Goal: Obtaining Student Equity in Schools

Room: Ballroom (BCC)

Objective: 4e

This flash talk will summarize student equity and inequity in American schools. It will include descriptive definitions, a quick review of student equity history in the U.S., personal examples of inequities in schools, how survey results can reflect student inequities and avenues for achieving student equity in educational settings.

**Presenter(s):** Paula Egelson, Director of Research and Accountability, Chris Fuga, Research Associate, Rebecca Purser, Research Associate, and Joseph Tadlock, Senior Research Associate, SREB, Atlanta, GA



Scott Warren

#### 87. TIME: The Evil Four-Letter Word in Education

Room: Ballroom (BCC)

Objective: 5c

With so many priorities to balance, most schools struggle with finding time to build capacity to make needed changes. Explore multiple ways to find time for teachers to participate in ongoing professional learning and collaborate to improve instruction or problem-solve.

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



Ivy Alford

#### 88. Needs Assessments, Applications and Perkins... Oh My!!!

Room: Ballroom (BCC)

Objective: 2d

This session is intended to "spark" ideas for engaging shareholders to identify strengths and opportunities of career pathways. Come learn about the connections to Perkins V and how to engage community and business partners in the review of data sets to ensure the alignment of pathways to labor market needs. Tools from the MSW Career Pathway Review will be showcased

**Presenter(s):** Ivy Alford, Director, State & District Partnerships, SREB, Atlanta, GA

## FEATURED SPEAKERS



Steph Jensen

**89. Moving From the Philosophical to the Practical: A Comprehensive Intervention to Integrate Social Emotional Learning and Academics***Room: 336 (BCC)**Objective: 4e*

In this session, participants will be introduced to a comprehensive approach to integrating social emotional learning into curriculum and instruction. Participants will learn how to effectively layer and align academic, behavioral and social and emotional supports and services for all students to reduce frustration and accelerate learning. Participants will also explore how to supplement core instruction in academic, behavioral and social and emotional supports to ensure all students have access to supports and services to increase academic and SEL competencies.

**Presenter(s):** Steph Jensen, Director, Community Contracts, Boys Town, Boys Town, NE



Craig Boykin

**90. Student Trauma, Poverty, Detached Parents and Apathetic Students***Room: 337-338 (BCC)**Objective: 4e*

Poverty is all too common in America's schools. What's rare is an opportunity for educators to learn firsthand from a former at-risk student who dropped out, endured his mother's drug abuse, and had an absent father and a learning disability. In this engaging session, participants will unlearn fallacies about students from poverty. Get inspired to make classroom material relevant to the lives of the youth you serve and nurture meaningful relationships with each student. Craig Boykin's trademark slogan is "GED to PHD," which sends a concrete message that educators should never give up on any student.

**Repeat: Friday, 11:45 a.m., 337-338**

**Presenter(s):** Craig Boykin, CEO, Craig Boykin LLC, Montgomery, AL



David Shepard

**91. Understanding the Difference Between GOOD Teaching and GREAT Teaching***Room: Paca (Hilton)**Objective: 5c*

With high-stakes accountability impacting all educators, it is imperative that every classroom have a master teacher as the instructor. Many believe there is a definitive set of teacher behaviors that cause greater effectiveness. These practices should be taught and practiced. In this session, participants will learn and discuss a simple list of teacher behaviors found in all great teachers' classrooms.

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



Joshua Starr

**92. Rewriting the Rules: How to Transform Systems to Ensure Equity and Access***Room: Peale (Hilton)**Objective: 5e*

This session will help participants understand the factors that contribute to bold, transformative change within school systems. By understanding the purpose of public education, public attitudes about education as expressed in the PDK poll, and the six essential elements of change management, participants will leave knowing what they can do to lead change in their own contexts. Through historical examples, current policies and relevant research, Joshua Starr will help participants develop both a commitment and a plan for ensuring that all students receive the highest quality instruction, every day.

**Presenter(s):** Joshua Starr, CEO, PDK International, Arlington, VA

**93. Can I Create Clear Learning Targets? Yes, I Can!***Room: 342 (BCC)**Objective: 1a*

This session will focus on the powerful practice of writing 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 find this information valuable when 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

**94. Let's Make It Write***Room: Douglass (Hilton)**Objective: 1a*

By integrating literacy-based assignments in all content areas, educators can help students master reading, writing and comprehension skills. This session will share a model for creating literacy-based assignments that promote student discourse and ownership of their learning in all content areas.

**Presenter(s):** Antionette Mutcherson, Author/ Consultant, BFF Publishing House, Tallahassee, FL

**95. When You Gave Your All But It Feels Like No One Learned Anything***Room: 331 (BCC)**Objective: 1a*

Throughout the school year, high school teachers work to enable students who are reading on elementary grade levels and struggling with basic concepts to grow academically. 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

**96. Increasing Mathematical Understanding Through Number Talks in Secondary Classrooms***Room: 332 (BCC)**Objective: 1b*

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 secondary classroom.

**Presenter(s):** Jason Adair, Program Director, Literacy and Mathematics, and Sarah Inman, School Improvement Instructional Coach, SREB, Atlanta, GA

**97. Got Tasks? Rich Math Tasks, That Is***Room: 341 (BCC)**Objective: 1b*

Rich math tasks, or high cognitive demand tasks, require students to make connections between mathematical ideas in new ways. Research has shown that using tasks in ways that support rigor will lead to increases in student learning. Any problem set, word problem or textbook activity can become a rich math task. Participants will explore multiple ways to achieve this goal.

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

**98. STEM Up for Flight***Room: 322 (BCC)**Objective: 1c*

STEM Up for Flight is an interdisciplinary approach to incorporating science, mathematics and technology skills through flight simulation to enhance students' interest, motivation and learning in STEM fields. Presenters will demonstrate how math and science teachers can use this exciting and innovative teaching approach to make a significant impact on student performance in applied algebra and physics.

**Presenter(s):** Jenae Whitfield, Math Teacher, Lee High School, Montgomery, AL; Keisha Williams, Teacher, Montgomery Public Schools/Robert E. Lee High School, Montgomery, AL

**99. Math + PBL + CTE = Student Achievement***Room: 323 (BCC)**Objective: 1d*

Are your students bored? Disengaged? Unmotivated? Even worse, unsuccessful? What opportunities have you had as a teacher to collaborate with your peers about leading students to deeper learning and increased student achievement? Join two veteran math teachers who transformed their remedial algebra class using a project-based learning curriculum that included CTE teachers who provided expertise and support aligned to their programs of study. Participants will leave with a variety of forms, rubrics and processes that resulted in improvements in students' mathematical understanding and efficacy.

**Presenter(s):** Valerie Dickerson, Independent Consultant, Dickerson Consultants, Cumming, GA; Alex DiMarzio, Teacher, York Career Technical Institute, Lancaster, PA; Denise Goshkey, Teacher, York Career Technical Institute, Dover, PA

**100. From Atlanta to Baltimore, 10 Years of Continuous Improvement***Room: 324 (BCC)**Objective: 1d*

Mid-America Technology Center's continuous improvement journey began in the spring of 2009 as we considered attending our first SREB summer conference. We agreed to send two teachers, two administrators and two counselors to that first meeting with the goal of improving our product and processes to support our mission and vision. What we discovered at that first conference were our areas of weakness: We didn't teach well, we didn't "care" well and we were not providing what we promised to our customers, the students. Join us in reflecting on our 10-year school improvement journey and share your experiences, too.

**Presenter(s):** Mike Eubank, Assistant Superintendent, Full-Time Programs, Mid-America Technology Center, Wayne, OK

**101. Modeling Biological Concepts***Room: 344 (BCC)**Objective: 1d*

Biology students are expected to understand concepts that occur on cellular levels that are not easily observed, leading to misconceptions. Through modeling, students are able to create visuals that allow them to explore cellular processes and get engaged with the material, increasing knowledge retention. In this session, we'll explore examples of hands-on, creative ways to model concepts like the cell, DNA, natural selection and mitosis. Take home best practices for incorporating modeling strategies into your biology classroom.

**Presenter(s):** Kelly Chavis, Teacher, Northwestern High School, Rock Hill, SC

**102. Project-Based Learning and Advanced Career***Room: 343 (BCC)**Objective: 1d*

This session will focus on the importance of integrating daily project-based learning activities in CTE high schools and the valuable role CTE high schools play in preparing students for college and careers. Participants will engage in an abbreviated, hands-on lesson derived from the Advanced Career Integrated Production Technologies curriculum that integrates literacy, math, science and soft skills.

**Presenter(s):** Wendy Jacobs, Instructor, Sumter Career and Technology Center, Columbia, SC

**103. Innovation: Is It Part of Your Classroom?***Room: 327 (BCC)**Objective: 1e*

Augmented reality, Kickstarter, artificial intelligence and self-driving cars are issues we hear about in the media, but could they benefit your classroom? Together, we will explore at least 10 different resources and innovations from the Consumer Electronics Show and the Future of Educational Technology Conference with lots of show and tell. Let's think about how these innovative ideas might be used in your program. Bring your own device to this presentation and get hands-on!

**Presenter(s):** John Foster, President/CEO, NOCTI, Big Rapids, MI

**104. The Academy Model: CTE and Academics at Meadowcreek High School***Room: 333 (BCC)**Objective: 1f*

Meadowcreek High School has transitioned to wall-to-wall academies. The driving force behind this move was the school's dedication to providing access to quality programs to all students. School leaders recognized that the success of its academies would rest on systems of support for all students and all teachers. Learn how one Meadowcreek teacher attended multiple training sessions in the summer to develop his proficiency with the school's Advanced Career Integrated Production Technologies program, then shared his learning and experiences with partner academic and CTE teachers in the building.

**Presenter(s):** Zach Riffell, School Improvement Instructional Coach, and Chuck Boyd, Senior School Improvement Leadership Coach, SREB, Atlanta, GA; Shawn Merchant, Teacher, Meadowcreek High School, Norcross, GA

**105. Developing Relevant CTE Programs With Industry Partnerships: Moving Students Successfully to the Real World***Room: 321 (BCC)**Objective: 2c*

In today's world, students need experiences outside the brick and mortar of our traditional schools. How do we create these experiences within the confines of our current budgets and processes? Jeff Green, Assistant Director of Pacesetter Award-winning Northland Career Center, will provide some key examples of how to build programs and experiences that enhance academics while providing relevant experiences that benefit students. College is not a destination, it is a pathway. How can we create experiences in high school that prepare students to make an informed decision about their future careers? Visit this session and find out.

**Presenter(s):** Linda Floyd, Director, TCTW, SREB, Atlanta, GA; Jeff Green, Assistant Director, Northland Career Center, Platte City, MO

**106. Deconstructing Standards to Improve Instruction and Achievement***Room: 329 (BCC)**Objective: 2d*

Teachers and leaders at Keyser Middle School sought to improve our test scores, but we also wanted to learn the best way to approach this goal. The schoolwide plan we developed has three tiers: (1) identifying deficiencies and targeting those where we can show results; (2) examining and deconstructing selected standards to identify specific content and cognitive targets while developing appropriate lessons to support our goal; and (3) improving instruction by incorporating depth of knowledge questions in lessons that improve student engagement and raise expectations in the classroom. Learn more in this interactive session!

**Presenter(s):** Ed Holler, Principal, Kara Lyons, Teacher, and Tyler Gahr, Teacher, Keyser Middle School, Keyser, WV

**107. Careers, Coherence and a Culture of Improvement***Room: Johnson (Hilton)**Objective: 3a*

How do new leaders support existing best practices while setting goals for continuous improvement and building coherence? Boaz High School, winner of the 2017 Alabama Council for Leaders in Alabama Schools Banner School Award, requires all students to select a career pathway that falls into three academies: BELLA, H3 and E-STEM. Additional pathways are available through postsecondary partnerships. BHS pathways emphasize authentic projects and work experiences. The school partnered with SREB to conduct a review of its academies and school. BHS is using data from this process to develop focus teams to build clarity, prioritize next steps and take action through a collaborative culture of learning.

**Presenter(s):** Cena Davis, School Improvement Leadership Coach, SREB, Atlanta, GA; Shannon Stanley, Superintendent, Caleb Pinyan, Principal, Misty Sumners, Assistant Principal, and Ashley Walls, Director of Curriculum, Boaz City Schools, Boaz, AL

### 108. The Excitement of an Industry Experience in a CTE Program: Every Student, Every Day!

Room: 349 (BCC)

Objective: 3a

Northland Career Center, a Pacesetter Award-winning school, prides itself on living its mission by providing relevant experiences to each student, every day, to prepare them for a continually changing world. There are benefits of providing a simulated workplace environment daily. This approach energizes students, makes them feel more connected to industry and focuses on skills that are much needed by business and industry partners. Diesel Technology Instructor Frank Stafford and Industrial Welding Instructor Curt Claycomb will provide examples of how they make an industry experience come alive every day at NCC. Come check it out!

**Presenter(s):** Curt Claycomb, Industrial Welding Instructor, Northland Career Center, Platte City, MO; Frank Stafford, Diesel Technology Instructor, Northland Career Center, DeKalb, MO

### 109. How Mississippi Used Readiness Courses in Literacy and Math to Reduce Remediation

Room: 330 (BCC)

Objective: 3d

See how the Mississippi Department of Education and the Mississippi Institutions of Higher Learning worked together to implement Ready for College Algebra and Ready for College Literacy courses at the high school level. The courses prepared students for credit-bearing math and English courses at postsecondary institutions and reduced the need for remediation.

**Presenter(s):** Heather Morrison, K-12 Coordinator, Mississippi Institutions of Higher Learning, Jackson, MS; Jean Massey, School Improvement Leadership Coach, SREB, Atlanta, GA

### 110. How to Build a Brick House School Culture With Power of ICU

Room: 350 (BCC)

Objective: 4b

If you believe all students should complete all assignments, do quality work and learn the standards, then this session is for you. Drawing from Power of ICU principles, see how a high school of over 2,200 students defeats apathy and increases student achievement by utilizing a schoolwide list of missing assignments while building layers of support.

**Presenter(s):** Clark Harrell, Principal, Janet Flannery, Math Teacher, and Tory Atwood, Assistant Principal, Stewarts Creek High School, Smyrna, TN

### 111. Testing The Waters: Implementing a Career Options Advisory

Room: 340 (BCC)

Objective: 4c

Riverside Academy is as a new high school in Buffalo, New York, with a thematic career focus on “blue economy” opportunities in the Buffalo and Niagara region. This presentation shares the story of how our school implemented a career advisory program as one of our foundational initiatives in this innovative high school. Participants will gain a perspective on developing and implementing this advisory approach with a population that has a high poverty rate and high number of English language learners. Attendees will take home tools to sharpen and direct students’ career planning.

**Presenter(s):** Marty Sugerik, School Improvement Instructional Coach, SREB, Atlanta, GA; David Hills, Principal, and Nicole Dugan, Guidance Counselor, Riverside Academy #208, Buffalo, NY; Cecilia Pershyn, Education Coordinator, Buffalo State College, Buffalo, NY

### 112. Clearing a Path and Delivering Opportunity: The College Board

Room: 328 (BCC)

Objective: 4c

Learn about the newest innovations in clearing a path to postsecondary success and delivering more opportunities for students through SAT School Day, Official SAT Practice and the College Board Opportunity Scholarships.

**Presenter(s):** Valerie Keating, Associate Director, K12 Services, The College Board, Washington, DC

### 113. Building a Brick House Culture of Student Support Through the Power of ICU

Room: 326 (BCC)

Objective: 4d

Presenters will discuss their journey to transform a high school with high failure rates and student apathy into a Brick House Culture of student support and teacher collaboration. The staff will share how they used the Power of ICU and creative scheduling to begin the culture shift. We will share the positives and negatives encountered along the journey and the next steps in the process.

**Presenter(s):** Ronald Williams, Principal, and Violeta Chinni, Teacher, Galion High School, Galion, OH

### 114. School Improvement Is an “All Y’All” Thing!

Room: Tubman (Hilton)

Objective: 5a

For schools to be successful, every educator must be actively involved in school improvement efforts. Charismatic principals are awesome but limited by their staff’s willingness to address challenges. Join this session and learn how SREB’s Making Schools Work design supports leaders and teachers in the whole-school improvement process. Gain insight into what works and what does not and learn from the experiences of a school leader.

**Presenter(s):** Gary Wrinkle, Director of State and District Partnerships, SREB, Atlanta, GA; Kathy Harmon, Principal, Lake Worth ISD, Collins Middle School, Fort Worth, TX

**115. Finding Time for Teachers to Plan Collaboratively***Room: 325 (BCC)**Objective: 5a*

Do you ever wish your teachers had more time to plan collaboratively? A middle grades principal will share how he has redesigned time to carve out one day each month for content teams to participate in all-day collaborative planning. He will share his school's theory of action, planning process, planning day agendas and the improved student data attributed to this time redesign. Take what worked for him back to your school!

**Presenter(s):** Bob Stokes, School Improvement Leadership Coach, SREB, Atlanta, GA; Taki Sarhaan, Principal, Minor Middle School, Adamsville, AL

**116. Culture Shock — One Data Point at a Time***Room: Carroll (Hilton)**Objective: 5b*

Learn how one principal reprioritized his work by focusing on data-driven decisions. His mantra — “We are all in a parade doing different things, but heading in the same direction” — respects teacher input and focuses on the school's shared goal to improve graduation rates and readiness for all students. Attendees will learn how staff use data to inform their instruction and move from teacher-centered classrooms to student-centered classrooms.

**Presenter(s):** Clara Clark, School Improvement Leadership Coach, SREB, Atlanta, GA; Jonathan Dooley, Principal, Media Arts Collaborative Charter School, Albuquerque, NM

**117. From Skeptics to Leaders: Spreading SREB's Powerful Literacy and Math Practices Across the School***Room: 339 (BCC)**Objective: 5d*

The Carver High School teacher-leader team and principal will explain how they partnered with SREB's instructional and leadership coaches to embed and spread the powerful literacy and mathematics practices. The teachers will explain why they were initially skeptical of the practices, since they believed they were experienced and didn't need to add anything else to their loads. Over time, these teachers not only fully adopted the practices but also convinced their principal of the need to spread their use across the school. The teachers will explain the strategies they use with support from administration and their SREB coaches.

**Presenter(s):** Donn Kirkwood, School Improvement Instructional Coach, Lessie Anderson, School Improvement Instructional Coach, and Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA; Brenda Robinson-Burns, Math Teacher, Michelle Bartholomew, English Teacher, Sharon Cargill, Intervention/Instructional Coach, and Gary Hall, Principal, Carver High School, Montgomery, AL

## Complete Our Treasure Hunt, Win Cool Prizes!

Stop by SREB's booth, #205, in the Conference Exhibit Hall and pick up a Treasure Hunt card and a **free goodie bag** (while supplies last; one per person). Complete the Hunt by filling out your contact information and collecting stamps at nine selected exhibit booths or free conference events. Attendees who return their fully completed card to the SREB booth by 10 a.m. on Friday, July 12, will be entered to win great prizes, including an **Apple iPad Mini**, one of 10 **free conference registrations to the 2020 Making Schools Work Conference** in New Orleans, one of two **(2) Amazon Echos**, and a **pair of gift certificates for the Creole Queen Paddlewheeler Dinner Jazz Cruise** in New Orleans. Winners do not have to be present to win – SREB will contact winners after the event to arrange for delivery of their prize.

**Table talk sessions** — These 25-minute sessions – scheduled back-to-back in two blocks for one hour – allow presenters and attendees to share and gather information about a topic in a less formal setting. Table talk sessions are hosted at round tables that accommodate up to 10 attendees. They can be condensed versions of a 60-minute promising practice session or a 120-minute deep-dive session but can also be stand-alone sessions about key problems of practice and top-of-mind issues that relate to conference objectives.

### 118. Using Infographics to Design an Engaging Syllabus and Support Cross-Curricular Efforts

Table 1

Objective: 1a

During my first week of instruction in my English classroom, I encouraged a cross-curricular mindset in my students by using an infographic syllabus. This syllabus includes information about the course, a breakdown of my grading system, the percentages needed to achieve course grades, and information on assessments and literacy skills. Syllabus information is supported by infographic-style pictures and charts. The activity that corresponds with the syllabus includes a scavenger hunt that requires students to interpret graphs and search for key information related to the course.

**Presenter(s):** Carolyn Helm, School Improvement Leadership Coach, SREB, Atlanta, GA; Ashley Fisher, Teacher, Benjamin Franklin High School, Philadelphia, PA

### 119. Mathematical Reasoning Enhanced Through Engaging, Real-World Problems

Table 2

Objective: 1b

Is mathematics about rules and procedures, or is it about reasoning and making sense of situations? Students can engage in mathematical reasoning in and beyond the math classroom and experience the joy of discovery and the exhilaration of figuring out a challenging question. Gain information on various mathematical tasks the presenter has used to engage students and teachers in thoughtful, rewarding explorations of math.

**Repeat: Friday, 9:15 a.m., 344**

**Presenter(s):** David Richner, Instructor, Warrensburg Area Career Center, Warrensburg, MO

### 120. Digital Storytelling: A Picture Is Worth a Thousand Words

Table 3

Objective: 1e

We'll discuss how you can create a digital story using mixed media and explore tools you can use to empower your students to create different kinds of stories, from personal narratives to historical accounts to stories that explain how to do something. Digital storytelling can make cross-curricular connections for all age groups and make difficult concepts easier to understand.

**Presenter(s):** Gay Pernau, Media Specialist, Jessica Hughes, Teacher, Terri Engnoth, Teacher, Frankfort High School, Ridgeley, WV

### 121. Technology Anyone? Using EdTech to Integrate Literacy-Based Assignments

Table 4

Objective: 1e

Cross Creek High School has developed cross-curricula collaboration and used educational technology to integrate literacy-based assignments in all content areas. Educational technology has also empowered us to develop flexible grading strategies that encourage student resiliency and perseverance. In this session, we'll share successful strategies to engage, challenge, prepare and remediate students using technology and data to vertically align standards and identify curricular gaps. Attendees will explore how multiple platforms allow CCHS teachers to enhance their face-to-face interactions with students and increase equity among student subgroups.

**Repeat: Friday, 3:30 p.m., 328**

**Presenter(s):** Terrika Oliver, Technology Specialist, Darnell Grainger, Teacher, and Robert Jackson, Teacher, Cross Creek High School, Augusta, GA

### 122. SREB Readiness Courses: Questions, Answers and Advice for Practitioners

Table 5

Objective: 2a

This table talk is for teachers who have been teaching one of SREB's Readiness Courses for ninth-graders or seniors: Ready for High School Literacy or Literacy Ready. Come share your successes, concerns and ideas with other practitioners and bring your questions. Get advice on how to use the curricula, assessments and literacy-based assignments. Don't know about the Readiness Courses? Sit in and get acquainted.

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

### 123. Soaring High With Advanced Career Aerospace Engineering

Table 6

Objective: 2c

Learn about SREB's STEM-intensive Advanced Career pathways and how one of these pathways is being implemented in a West Virginia high school. Meet the Aerospace Engineering teacher and find out how students are responding to AC's challenging learning experiences. Imagine a classroom in which students choose to begin working before the bell rings, students debate about math, science and technology, and graduate with scholarship offers or industry offers. Advanced Career Aerospace Engineering at Oak Hill High School is all of these things and so much more!

**Repeat: Friday, 10:30 a.m., 341**

**Presenter(s):** Kimberly Cortines, AC Aerospace Engineering Teacher, Oak Hill High School, Oak Hill, WV; James Berto, Research Associate, Advanced Career, SREB, Atlanta, GA

**124. The Translation Academy: My Superpower Is Being Bilingual!**

Table 7

Objective: 3c

CNN, the Chattanooga Times, the Latin American Association and the Huffington Post recently visited and shared what the Translation Academy is successfully doing in Dalton, Georgia. Students at Morris Innovative High School are using their bilingual talents to assist their community, which now includes a 52 percent Latino population. While earning high school credit, students teach adults English, mentor refugees and immigrants, work alongside community members and gain leadership skills that will help them become future leaders and workforce developers. The work the Translation Academy is doing transcends academics and involves communication, work ethic, empathy, perseverance, critical thinking and resourcefulness. Personal growth, empowering students and transformation through the gift of language is our mission and superpower.

**Presenter(s):** Paige Watts, Director of the Translation Academy, Morris Innovative High School, Dalton, GA

**125. Creating Dual Enrollment Partnerships to Increase Student Participation**

Table 8

Objective: 3d

Dual enrollment participation and offerings are increasing across the nation. Georgia's Camden County High School had the highest participation in dual enrollment in the state in 2018. Learn how we removed barriers that were preventing students from participating and achieving their highest potential in technical or academic fields. If you're a secondary or postsecondary education leader, attend this session and learn more about the initiatives, incentives and strategies we used to create a successful program.

**Repeat: Friday, 8 a.m., Douglass**

**Presenter(s):** John Tucker, Principal, Camden County High School, Kingsland, GA

**126. Small Steps for Giant Gains: Take-Home Tools and Strategies**

Table 9

Objective: 4b

Are you tired of professional development that does not work? Are you tired of walking away empty-handed and confused? Are you ready to take your teaching to the next level? Then this is the workshop for you! We will tackle topics such as student engagement and accountability, differentiation, using technology and Tier I interventions.

**Presenter(s):** Le Tiqua Bellard, RTI Math Interventionist, Richland County School District Two, Columbia, SC

**127. How to Build Capacity for Student Success by Relinquishing Control**

Table 10

Objective: 5a

Successful schools establish a culture of continuous improvement. This cannot be achieved by the principal alone. As the instructional leader, the principal develops other leaders within the school building — whether they're assistant principals, coaches, counselors or teachers. Participants will learn strategies for working with different leaders, including identifying potential leaders, developing leadership skills, coaching leaders to use data and make decisions, giving leaders autonomy and showing appreciation for leaders' work all while maintaining a focus on student progress.

**Presenter(s):** Carita Venable, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

**128. A Better You = A Better Teacher**

Table 11

Objective: 5c

Implement positive strategies into your life and classroom. Explore the reasons, studies and statistics of staying positive, fighting depression and feeling tired. We'll discuss the environment and physical changes that can create a calming atmosphere, self maintenance, increase self fulfillment and joy in you and possibly the students. Get energized by motivational activities and videos. Listen, and take time out for yourself.

**Presenter(s):** Linda Cabaluna, Graphic Art Teacher, Springfield-Clark CTC, Springfield, OH

**129. Master Time for Instructional Leadership With the Eisenhower Matrix**

Table 12

Objective: 5d

School principals and assistant principals are often like firefighters, putting out one fire after another. But everything that will actually improve your school, like observing instruction, giving teachers actionable feedback, professional learning communities, planning, providing professional development and scheduling, takes uninterrupted time. While not urgent, these things are critically important. The Eisenhower Matrix gives school leaders a framework for prioritizing what you have to do, delegating what others can do and deleting the things that have to go. This session is important for new administrators or anyone who coaches or supervises novice administrators.

**Presenter(s):** Jon Schmidt-Davis, Director, Learning-Centered Leadership Program, SREB, Atlanta, GA



## FEATURED SPEAKER



Robert Jackson

**130. Strategies for Educating Black and Latino Males***Room: 337-338 (BCC)**Objective: 5c*

This workshop will offer K-12 districts, school administrators, teachers and counselors strategies to educate, activate and motivate troubled black and Latino males. Attendees will explore six factors that affect young men of color and take home strategies that they can use to appropriately handle behavior problems. Attendees will also receive tools for building positive relationships with these students — tools that have been proven to work in school districts across the United States. Attendees will be challenged to self-evaluate their own teaching techniques.

**Presenter(s):** Robert Jackson, National Speaker/Author, Robert Jackson Consulting, Indianapolis, IN

**131. Assessment in Bloom: Formative Assessment Through Blended Learning***Room: 330 (BCC)**Objective: 1a*

This session will share assessment strategies using a blended learning approach across all content areas through the use of technology, station rotations, multiple intelligences and Bloom's Taxonomy. Participants will learn how to engage students in various tasks that culminate in a formative assessment. Participants will learn about multiple learning styles and gain strategies for integrating 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

**132. If They Would Just Hush and Pay Attention***Room: 331 (BCC)**Objective: 1a*

This interactive session prepares educators to apply literacy strategies like "Real-Talk" to overcome the challenges of engaging post-millennials in college- and career-aligned skills. The presenter will demonstrate how to plan standards-based instruction that incorporates students' voice as a tool for empowering students to apply verbal and written communication skills to complete content-specific assignments in social studies, English language arts, science and other subject areas.

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

**133. The Struggle Is Real in a Powerful Math Classroom***Room: 343 (BCC)**Objective: 1b*

Our motto, "The Struggle Is Real," has been the buzz for a few years in powerful math classrooms as students engage in a productive struggle that empowers them to own their learning. Participants will explore several strategies to encourage students to take ownership of their learning. We will consider ways that teachers can unintentionally steal the learning and productive struggle from their students. Finally, we will explore how the productive struggle produces the desired characteristics we see in self-regulated learners.

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

**134. Planning for STEM-ulating Experiences For All***Room: 341 (BCC)**Objective: 1c*

In this session, participants will learn the steps necessary to create a multi-year strategic plan for a middle grades school expansion aligned to grades nine through 12 programming. Participants will reflect on whether their district's current vision for CTE programming in grades six through 12 supports career-ready citizens. Join us and begin taking steps to create your own multi-year strategic plan for aligning the K-12 CTE continuum through professional development, career awareness activities, postsecondary partnerships and transition fairs.

**Presenter(s):** Detric McGhee, STEM Manager, Shelby County Schools, Memphis, TN

**135. Motivating Secondary Students With Community Action and Personalized Learning***Room: 344 (BCC)**Objective: 1d*

This session will help you empower your poorly performing high school students to become leaders in their community through standard-based grading practices and personalized learning. Explore examples of successful problem-based instructional strategies that engage students in community action and are tiered to meet their needs. We'll spend time designing assignments that focus on your content standards, promote your transfer goals and increase literacy and inquiry skills. Challenge your students with real-world problems that affect them personally and inspire them to be the change in their community and their future!

**Presenter(s):** Lauren Enlow, Teacher, Strom Thurmond High School, Johnston, SC

**136. Did Someone Say Free? Educational Technology Resources for Cash-Strapped Teachers***Room: 340 (BCC)**Objective: 1e*

Are you always looking for new ideas and resources, but have no budget? This session is for you! Come and explore the many free resources that are just a click away. Your presenters are “resource scavengers,” always looking for new, innovative and free resources. In this session, we’ll review our top free resources. Attendees will walk away with a set of tools that promote student growth and engagement and are easy to use!

**Presenter(s):** Marty Sugerik, School Improvement Instructional Coach, SREB, Atlanta, GA; Colette Langston, Principal, and Shawna Vanleer, Digital Media Arts Teacher, Swenson Arts and Technology High School, Philadelphia, PA

**137. Using Literacy-Based Assignments to Rehabilitate Traditional Education: How the iGeneration Transformed Learning***Room: 322 (BCC)**Objective: 1e*

Over the last three years, Cross Creek High School in Augusta, Georgia, has experienced an increase in the number of students passing end-of-year course exams and graduating. This is in large part due to the support the teachers have received with planning technology-rich lessons that prepare students to complete literacy-based assignments. We’ll show you how to build off the ups and get over the downs associated with planning literacy-based assignments to facilitate a technology-rich classroom and enhance student performance.

**Presenter(s):** Carl Robinson, Assistant Principal, Calvin Moore, Assistant Principal, and Terrika Oliver, Technology Specialist, Cross Creek High School, Augusta, GA

**138. Coding in Core Classes: Using Alice 3.0 to Engage Students***Room: 324 (BCC)**Objective: 1e*

This session will focus on how to use the Alice program to engage students in collaborative assessments. While the session will highlight the use of Alice 3.0 in a middle school English language arts classroom, we’ll also focus on facilitating teacher and student collaboration, learning the Alice program, aligning projects with standards and managing the classroom environment during a project-based assessment. This session is appropriate for any middle school or high school teacher who wants to integrate simple coding into their class content.

**Repeat: Friday, 8 a.m., Holiday Ballroom**

**Presenter(s):** Martha (Katie) Jenkinson, ELA Teacher, Gold Hill Middle School, Fort Mill, SC

**139. A No-Excuses Approach to Boundaryless Career and Technical Education***Room: 323 (BCC)**Objective: 3a*

Are high school graduates truly being prepared for high-wage, high-demand careers and reducing the nation’s skills gap? It’s time to reinvent the high school experience by listening to what industry needs: advanced, highly relevant career pathways that lead to postsecondary credential or degree-earning opportunities. CTE practitioners will share fresh viewpoints on bringing workforce trends to education and leveraging existing regional partnerships and resources to support distance learning and blended learning environments.

**Repeat: Friday, 8 a.m., Holiday Ballroom**

**Presenter(s):** Craig Herald, Principal, Lee County Area Technology Center, Beattyville, KY

**140. Create Engaging Career Pathways for Generation Z***Room: 333 (BCC)**Objective: 3a*

In this session, learn key concepts needed to create your own engaging CTE pathway programs designed with Generation Z in mind. Engage your students with hands-on learning aids and simulation technologies to further student understanding, create an interactive classroom and address career path exploration.

**Presenter(s):** Karen McDowell, Account Manager, Realityworks, Eau Claire, WI

**141. Building High-Quality CTE Programs for Special Needs Students***Room: Tubman (Hilton)**Objective: 3c*

Learn how to effectively implement a high-quality special education CTE program that includes extensive work-based learning opportunities with business and community partners. Presenters will share step-by-step guidance and strategies for building an implementation timeline, analyzing local and regional job market projections, collaborating with business partners, meeting transportation and financial considerations, tracking student success through a post-program placement system, marketing the program, and creating rigorous learning experiences.

**Presenter(s):** Christina Kerns, Supervisor, and Ryan Myers, Supervisor, Penta Career Center, Perrysburg, OH

**142. Let’s Talk About SEL and CTE, ASAP!***Room: 350 (BCC)**Objective: 4b*

We’ve all read reports about the shortage of qualified workers. Employers stress the need for employability skills. Many of the most sought-after employability skills are directly linked to social and emotional learning competencies. Let’s explore a crosswalk of career development and occupational studies standards and social emotional learning competencies and how the two can be seamlessly connected in CTE programming. Participants will leave with specific strategies to use in the classroom, presentation materials for faculty discussions and classroom handouts.

**Presenter(s):** Marla Berlin, Director of College & Career Ed, CiTi BOCES, Mexico, NY

**143. The Resilience Breakthrough: Four Keys to Unleashing Resilience in Children and Adults***Room: 329 (BCC)**Objective: 4b*

Resilience is something we're all born with – from the homeless person on the street to the Harvard business grad. Many of us, including some of our schools' struggling students, just haven't learned how to access what's already inside of us. In this presentation, participants will learn about the vital skills of resilience found in WhyTry Founder Christian Moore's book, *The Resilience Breakthrough: 27 Tools for Turning Adversity into Action*. This engaging presentation will empower you to cultivate these skills in students of any background and learning style, enabling them to thrive not only in school, but in life.

**Presenter(s):** Christian Moore, Founder, WhyTry, Provo, UT

**144. Redefining the Small, Rural High School***Room: Douglass (Hilton)**Objective: 4c*

Over the last two years, Cheraw High School has introduced multiple programs that assist in the development of college- and career-ready students. These programs include a school-to-work program, professional learning communities with singleton classes, soft skill classes, forklift certification classes, an intervention hour and an early college program. All of this was done with very little cost, but with a lot of relationship- and partnership-building in this small rural community.

**Presenter(s):** John Folger, Assistant Principal, Ova Brown-Gillespie, Assistant Principal, and Jason Bryant, Principal, Cheraw High School, Cheraw, SC

**145. Combatting ACEs in the Classroom: Activities Addressing Adverse Childhood Experiences***Room: 327 (BCC)**Objective: 4e*

ACEs (Adverse Childhood Experiences) are traumatic childhood events that impact student learning. Children with multiple ACEs are more likely to struggle with anxiety and depression and more likely to underperform in school. Listen to one's high school English teacher's approach to raising awareness through literacy. Attendees will take an ACE assessment, learn the impact of assessment results and hear how student discourse intertwined within literacy-based assignments ensure student engagement that result in academic success. Creating a "safe space" for wounded students helps them overcome learning obstacles by offering hope and teaching fortitude in the face of life's challenges.

**Presenter(s):** Traci Musick, English Instructor grades nine-12, Dawson-Bryant Local Schools, Coal Grove, OH

**146. Building a Culture of Care While Going to War on Student Apathy***Room: 349 (BCC)**Objective: 5a*

This session will explore how Jackson Junior High School built a culture that is eliminating student apathy and the need for retention while raising students' grades and state test scores. Attendees will explore daily strategies and technology tools that can help.

**Presenter(s):** Cory Crosnoe, Principal, Jackson R-II School District, Jackson, MO

**147. Flexible Groupings in the Diverse English Language Arts Classroom***Room: 321 (BCC)**Objective: 5b*

In this session, attendees will learn how to leverage formative and summative assessment data to personalize instruction through flexible groupings in a diverse English language arts classroom. Attendees will leave feeling empowered to use learning data to scaffold instruction, monitor student progress and meet students' unique instructional needs. We'll focus on scaffolding instruction, tracking data and empowering student ownership over groups for better classroom management. Join us for ready-to-use tools and effective, flexible grouping strategies that will save you time and make learning explicit to students.

**Presenter(s):** Katherine Hart, English Teacher, and Emily Platt, Inclusion Teacher, R.B. Stall High School, North Charleston, SC

**148. Making Book Clubs Work***Room: 332 (BCC)**Objective: 5c*

What we know as educators is that choice and voice work in our classrooms. Why don't we offer that same courtesy to our teachers? One of the ways our school began incorporating teacher voice in professional development sessions was through teacher-led book clubs. We took the things that are really great about book clubs – creating a common language, diving deep into a particular subject and challenging instructional practices – and combined them with best practices: voice and choice. In this session, participants will learn what worked, what didn't work, what we'll change and what we're celebrating!

**Presenter(s):** Ashton Padgett, Instructional Coach, Pelion High School, Gilbert, SC

**149. The Hooks to Educating 21st-Century Students***Room: 325 (BCC)**Objective: 5c*

Establishing trust and expectations with students are important elements of the education process. Effective communications on the first day and every day afterward can determine the mood of any classroom within a school. In this session, attendees will engage in scenarios that can be applied in the classroom to build rapport and relationships with students while maintaining the relevance of the lesson.

**Presenter(s):** Lashawnte McCray-Sarvis, Associate Consultant, Center for Teacher Effectiveness, Columbia, SC

**150. What Role Does Student Engagement Have in the Classroom?***Room: 342 (BCC)**Objective: 5c*

In this session, attendees will participate in a learner-centered professional development module. Attendees will also explore the different types of engagement, reflect on their personal experiences with student engagement, review and apply strategies to increase engagement, and learn how to identify and evaluate engagement strategies and classroom practices that increase students' engagement in the classroom.

**Presenter(s):** Dana Hiott, Teacher, and Lakisha Genwright, Teacher, Blenheim Elementary Middle School, Blenheim, SC

**151. From Basement To Penthouse: A Failing High School's Transformation***Room: Paca (Hilton)**Objective: 5d*

Learn how a committed principal changed the culture of a diverse inner-city high school into a role model of success and excellence. The school was formerly viewed as a perennial failure by its school district, staff, students, parents and the community. Attendees will explore how to work with a passive, frustrated, transient teaching staff; how to implement a schoolwide behavior management system; how to change a negative, angry student mindset to a positive one; and how to develop a supportive parent community.

**Presenter(s):** Mike Crase, Principal, East Central High School, Jenks, OK

**152. Promoting Successful Transitions From the Middle Grades to High School***Room: Carroll (Hilton)**Objective: 5e*

Students' perceptions of their high school years can perhaps be traced to how easy or difficult the transition was from the middle grades to high school. Many factors influence how students perceive and navigate their high school experience, including parents, teachers and peer relationships. This session will offer attendees strategies for helping middle grades students prepare for high school and life beyond high school.

**Presenter(s):** Brenda Ishmael, Assistant Principal, Indian Land High School, Indian Land, SC

Download our free EventMobi app at the [Apple App Store](#) or on [Google Play](#) to view sessions, make your schedule, access event information, network with other attendees, explore our conference venues and more. Once you've downloaded the app, use the event code **2019msw** to access the app, set up your login and password information, customize your personal profile and begin planning your conference experience. Wi-Fi is free in all conference venues.



## FEATURED SPEAKER



Hans Meeder

**153. Making Career Connections in Your Academic Classroom***Room: 329 (BCC)**Objective: 4c*

With the growing emphasis on career readiness, many academic subject teachers, for example, English language arts, foreign language or history, still have few career readiness resources that apply to their course work. In this fast-moving session, the presenter will share samples of new resources specifically designed for academic teachers so they can make stronger career connections and develop the academic and employability skills for their students.

**Presenter(s):** Hans Meeder, President, National Center for College and Career Transitions, Columbia, MD

**154. The Growing Pains of Writing a Literacy-Based Assignment***Room: 333 (BCC)**Objective: 1a*

So — you want to write an LBA? You don't know where to start, let alone how to implement one? Not to worry, we've experienced the same growing pains. In our time together, we will discuss how to reach all students through scaffolding vocabulary and guided writing and take a walk through the thought process of implementing a literacy-based assignment that promotes success for all learners. Join our session to gain knowledge and confidence in writing and implementing a literacy-based assignment at any grade level.

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

**155. Implementing Reading, Writing and Vocabulary Strategies to Promote Mathematical Literacy***Room: 344 (BCC)**Objective: 1a*

This session will focus on reading, writing and vocabulary strategies that have been modified or adapted for use in the mathematics classroom and address mathematical literacy. Participants will learn a variety of low-prep, easy-to-embed activities that promote problem-solving and advance students' understanding of key math concepts.

**Presenter(s):** Mary Lee Sadler, Math Content Specialist, Charles County Public Schools, Waldorf, MD

**156. Differentiated Learning Through Menus***Room: 350 (BCC)**Objective: 1b*

Need help implementing differentiation in your classroom? We make it easy with a differentiation menu. Menus empower students through choice while ensuring adherence to important learning goals and standards. Menus can accommodate all areas and levels, including academic and CTE classrooms.

**Presenter(s):** Amory Wilson, High School Math Instructor, and Carol Ward, High School Math Instructor, Collins Career Technical Center, Chesapeake, OH

**157. Effectively Creating and Managing Student Groups***Room: 342 (BCC)**Objective: 1b*

In this session, math teachers will examine 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

**158. Tips and Tricks to Personalizing Your High School Classroom***Room: 336 (BCC)**Objective: 1e*

Learn how two high school teachers implemented personalized learning in their science and math classes. They will share successes, failures and next steps in transforming their classes into student-centered spaces. Take home tips on blended learning, formative assessment tools and student tracking procedures that can benefit your teaching.

**Presenter(s):** Dee Pukl, teacher, and Elizabeth Lott, Teacher, White Knoll High School, Columbia, SC

**159. CTE and Core Classes Unite Through Planning***Room: 332 (BCC)**Objective: 1f*

This session explores options for meeting the needs of students through the instructional planning of curriculum. We'll explore how CTE teachers and core content teachers can plan meaningful lessons with aligned assessment outcomes and embedded math and literacy. By identifying students' career interests early, educators can better plan for student success. Learn strategies that are being used in rural communities to ensure successful student outcomes.

**Presenter(s):** Melvin Lowe, III, Educational Director, Career Tech Workforce Dev., Macon County Board of Education, Tuskegee, AL; Melissa T. Williams, Educational Director, Macon County Public Schools, Tuskegee, AL; Marvin A. Lowe, Educational Director, Bullock County Public Schools, Union Springs, AL

**160. Strategies for Success in High-Level Science Courses***Room: 321 (BCC)**Objective: 1g*

Receive practical classroom strategies for engaging Advanced Placement, gifted and advanced science students and ensuring their participation, buy-in and mastery of rigorous content. College-level science classes can be more than just lectures and labs in the high school classroom even under the tight time constraints of high-stakes testing. All advanced science curricula will be highlighted in this session. Any high school course can employ these strategies.

**Presenter(s):** Bethany Lambert, Science Teacher, Sandy Creek High School, Fayetteville, GA

**161. Using Labs to Correlate Readiness Standards***Room: 324 (BCC)**Objective: 2a*

This session will address the use of lab activities to create an atmosphere of learning that is aligned with readiness standards. Learn strategies for developing lab activities that encourage students to explore, engage, recognize mistakes they make, learn from those mistakes and extend their content knowledge. Discover how to create formative and summative assessments that align with readiness standards. Help students master content using guided context while still making their own decisions.

**Presenter(s):** Kendra Bradford, Teacher, West Morgan High School, Trinity, AL

**162. A New Addition to Implement Advanced Career Pathways***Room: 326 (BCC)**Objective: 2a*

SREB's Advanced Career pathway curricula consist of four discrete units of instruction that are project-based and focus on high-end technical skills. To date, AC's strategy is to assess progress at the conclusion of each module but not offer a summative industry-based assessment or credential. SREB is participating in a pilot collaborative to add a summative industry-based assessment — required by many states for funding — plus pretests, data reports and potentially a digital badge. Come find out all about this collaboration and see how your program can take advantage of it.

**Repeat: Friday, 8 a.m., Holiday Ballroom**

**Presenter(s):** John Foster, President/CEO, NOCTI, Big Rapids, MI

**163. From Beginning to Proficient: The Journey to a Standards-Based Curriculum for Secondary ELA***Room: Douglass (Hilton)**Objective: 2d*

Every year, school and district leaders examine data and find that their students who achieve tend to achieve, their middle students maintain and their students who don't achieve, don't. Many leaders invest in data digs, but few find solid strategies to help move all students regardless of income levels. Participants will learn how we took action after sitting on a goldmine of data — like the NWEA Measures of Academic Progress, SAT or ACT — and implemented new curricula to ensure that all students had high academic expectations.

**Presenter(s):** Franchesca Warren, Literacy Coordinator, Marietta City Schools, Atlanta, GA

**164. Zoom Zoom: A Career Area That Is Always on the Move***Room: 340 (BCC)**Objective: 3a*

Amazon has changed the game. Careers in logistics are experiencing an employment explosion in the United States, and the demand for engineers, managers and entry-level workers is becoming critical. Courses are being added across America to get the word out. Hear from a 25-year industry expert and high school teacher of 15 years who enthusiastically uses an SREB Advanced Career curriculum to introduce youth to careers in this booming field. Learn about project-focused activities and a hands-on lab run by students. This session will include a fun activity in which you'll decide where to locate a distribution center for a consumer products company.

**Repeat: Friday, 9:15 a.m., Holiday Ballroom**

**Presenter(s):** Jim Barbee, Teacher, Peachtree Ridge High School, Dacula, GA

**165. Health Science Academy: A Public-Private Partnership Success Model***Room: 330 (BCC)**Objective: 3a*

Leveraging a public-private partnership, Alexandria City Public Schools partnered with the George Washington University School of Medicine and Health Sciences (GW SMHS) to design innovative training for high-demand professional health care careers. This innovative career pathway program provides students with options upon graduation and helps them enter the workforce and attain employment into entry-level health careers. Students earn certifications in high school, matriculate into a community college to attain an associate degree and then enter a bachelor-completion program at GW. Specially designed to create opportunities for youth from disadvantaged backgrounds, this pathway is helping more young people progress through the educational pipeline and enter the health care profession in diverse occupations.

**Presenter(s):** Linda Zanin, Director of Strategic Partnerships, George Washington University, Washington, DC; Sherri Chapman, Coordinator, Career and Technical Education, Alexandria City Public Schools, Alexandria, VA

**166. How a Junior Apprenticeship Program Helps Rising Ninth-Graders Explore CTE***Room: 325 (BCC)**Objective: 3f*

Pickens County Career & Technology Center created a Junior Apprenticeship program for rising ninth-graders that helps students understand the CTE programs available to them and the soft skills needed to be successful in those programs. By introducing opportunities in an earlier grade, students gain a better understanding of their options. Attend this session and learn how we're attracting non-traditional CTE students and creating cohorts in pre-engineering, biomedical science, art, audio-visual and graphic design, and advanced manufacturing.

**Repeat: Friday, 9:15 a.m., Holiday Ballroom**

**Presenter(s):** Ken Hitchcock, Director, Pickens County Career & Technology Center, Liberty, SC

**167. From Zero Support to Zero Hour***Room: 323 (BCC)**Objective: 4b*

Learn how one school problem-solved its way through an obstacle many schools face — how to give students one-on-one help without extending the school day. See and hear firsthand student and teacher perspectives on Zero Hour, a flexible learning time that meets the needs of any student without impacting transportation needs and extracurricular activities. Ease the stress on teachers due to make-up work, missing assignments, reteaching and tutoring while providing them with guaranteed time to collaborate in professional learning communities. It's a win-win for all.

**Repeat: Friday, 8 a.m., Holiday Ballroom****Presenter(s):** Adam Koehler, Assistant Principal, Cabot High School, Cabot, AR**168. Student Support Is Not One-Size-Fits-All***Room: Paca (Hilton)**Objective: 4b*

In this session, we will discuss methods and findings from our implementation of response to intervention (RtI) strategies and how we revamped the traditional intervention process into a structured and effective academic assistance block four days a week. Attendees will learn our process to obtaining structure and explore some of the successes we experienced by implementing the RtI guidelines.

**Presenter(s):** Pretel Simmons, Science Teacher, and Shelia Cato, Instructional Coach, Whale Branch Early College High School, Seabrook, SC**169. College and Career Ready in a Middle Grades School***Room: Johnson (Hilton)**Objective: 4c*

How do you know if your students are college and career ready? With the demands placed on the middle grades school schedule, how can school leaders support quality career education? What can core subject teacher teams do to incorporate career education in their classes? In this session, we will define the characteristics of a “ready” eighth-grader and demonstrate how we use that information to align middle grades school STEM and career exploration programs to high school CTE pathways.

**Presenter(s):** Gaye Martin, School Improvement Instructional Coach, and Aimee Wyatt, Director, State and District Partnerships, SREB, Atlanta, GA**170. Jump-Starting Improvement: Using a Curriculum and Instruction Review to Establish the Need for Change***Room: Carroll (Hilton)**Objective: 5a*

SREB's Curriculum and Instruction Reviews help schools meet the Perkins V requirement for comprehensive local needs assessments. They also build capacity among school and district staff to spark the need to change practices. In this session, participants will learn how to leverage a CIR to create systemic, lasting improvements. 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.

**Presenter(s):** Scott Warren, Division Director, Making Schools Work, and Daniel Rock, School Improvement Instructional Coach, SREB, Atlanta, GA**171. #STUDENTSUCCESS: Help Students Master Objectives***Room: 341 (BCC)**Objective: 5b*

By the end of this interactive session, participants will be able to set success criteria and effectively articulate objectives for students. Join us as we explore ways to help students master the objective of any assessment. Participants will engage in hands-on activities exploring different ways to help students experience academic success.

**Presenter(s):** Erica Faust, Master Teacher, and Angela Mathews, Teacher, Ouachita Parish School Board, Monroe, LA**172. State and District Leaders Supporting PD Together: The Maryland Reading Apprenticeship***Room: 343 (BCC)**Objective: 5c*

This interactive session will feature state and district leaders from Maryland sharing their process and lessons learned from a first-year statewide Striving Reader-supported rollout of the Reading Apprenticeship instructional framework to support ongoing learning for middle grades and high school content area teachers. Presenters will engage attendees in thinking through how the experiences and lessons from Maryland's work might apply to their own contexts.

**Presenter(s):** Kathleen Maher-Baker, English/Language Arts High School Specialist, Maryland State Department of Education, San Francisco, CA; Heather Lagamen, Board Member, Learning Forward of Maryland, San Francisco, CA; Lisa Friedrich, Strategic Literacy Initiative Director, WestEd, San Francisco, CA; John Abbate, ELA Resource Teacher, Baltimore County Public Schools, Baltimore, MD**173. Engaging Students: Creating Excitement Through Structured Discourse***Room: 327 (BCC)**Objective: 5c*

This highly interactive session will show you how to transform every lesson into compelling, high-quality instruction that increases students' engagement, level of discourse and academic achievement. Learn practical, research-proven instructional strategies to use in any classroom immediately with little-to-no advance preparation. Ensure students develop interpersonal, communication, teamwork and thinking skills that transfer to the world of work while you teach your content. Expect to be engaged, excited and empowered in this session. Experience for yourself how to promote equity and enhance achievement by engaging all students in every lesson you teach.

**Presenter(s):** Elia Chesnoff, International Trainer and Coach, Kagan Professional Development, San Clemente, CA

#### 174. Teaching to the Fortnite Generation: Understanding the Mind of a Gamer to Create Effective Teaching Strategies

Room: 328 (BCC)

Objective: 5c

Your students are addicted to video games like Fortnite. How can we as educators tap into that interest and make learning addicting? In this session, we will discuss the mind of a gamer, explain what motivates them and address how we can implement gaming industry strategies to evoke similar dopamine responses in the classroom. Gamification can be achieved in many simple ways. Take home new ideas to implement in your classroom that make education addicting.

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

#### 175. Activating Catalytic Transformations in Schools

Room: Tubman (Hilton)

Objective: 5e

Session attendees will take an in-depth look at how schools can systematically use data to identify a concise problem of practice, develop a theory of action and promote overall school improvement based upon individual school needs. This session will include an overview of ACT — Activating Catalytic Transformations — a Kentucky regional educational initiative sponsored by the Kentucky Valley Educational Cooperative.

**Presenter(s):** Melissa Turner, Assistant Principal, Floyd County Schools, Prestonsburg, KY; Rachel Crider, Principal, Floyd County Schools, Allen, KY

## Complete Our Treasure Hunt, Win Cool Prizes!

Stop by SREB's booth, #205, in the Conference Exhibit Hall and pick up a Treasure Hunt card and a **free goodie bag** (while supplies last; one per person). Complete the Hunt by filling out your contact information and collecting stamps at nine selected exhibit booths or free conference events. Attendees who return their fully completed card to the SREB booth by 10 a.m. on Friday, July 12, will be entered to win great prizes, including an **Apple iPad Mini**, one of 10 **free conference registrations to the 2020 Making Schools Work Conference** in New Orleans, one of two (2) **Amazon Echos**, and a **pair of gift certificates for the Creole Queen Paddlewheeler Dinner Jazz Cruise** in New Orleans. Winners do not have to be present to win – SREB will contact winners after the event to arrange for delivery of their prize.







**Flash talk sessions** — Step into the spotlight! By popular demand, SREB has added flash talks to this year's Making Schools Work Conference. Flash talks are an ideal way to share key facts about promising practices or pedagogies in your school or classroom **in seven minutes or less**, with three minutes for attendees to ask questions. Flash talks will be filmed and shared on SREB's conference website and social media.



David Shepard

### 176. Dealing With the Awkward – It's in the Genes With Grades Five-10

*Objective: 4b*

Are middle grades students just different? If you think so, come look at why they act this way, what they need, what activities help them and how we can intentionally plan to do a better job of meeting those needs. Gain insights into middle grades students' unique, and learn effective ways to meet their needs with simple, proven, planned activities.

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



Craig Boykin

### 177. GED to PhD: The Story Behind the Data

*Objective: 4e*

This real-life story is a stimulating account of Craig J. Boykin's inspiring journey from GED to Ph.D. Learn WHY many at-risk students aren't motivated to learn and WHY many at-risk students gravitate toward sports and not education. It's clear that students from poverty are habitually at a disadvantage when it comes to education, and educators can find it challenging to motivate such students. Come hear what you can do to help the Craigs you teach daily.

**Presenter(s):** Craig Boykin, CEO, Craig Boykin LLC, Montgomery, AL



Joe Hendershott

### 178. Reaching Beyond At-Risk to Bring Hope 4 the Wounded

*Objective: 4e*

The effects of trauma impact not only students, but school cultures. This flash talk will differentiate between "at-risk" and "wounded" and why it matters. We will also discuss why we must cultivate safe, healthy, empathic cultures that position students and educators to be successful and thrive.

**Presenter(s):** Joe Hendershott, Founder/CEO, Hope 4 The Wounded, LLC, Gahanna, OH



Robert Jackson

### 179. Self-Care: Are you Taking Care of Yourself?

*Objective: 5d*

Studies show that over 70 percent of educators suffer from Secondary Traumatic Stress, including compassion fatigue and consistent worry for your students. This can cause serious health issues including chronic fatigue, headaches, hypertension and heart disease. Learn about STS and take home some self-help tips you can use right away.

**Presenter(s):** Robert Jackson, National Speaker/Author, Robert Jackson Consulting, Indianapolis, IN



Kathy D'Antoni

### 180. Simulated Workplace: An Environment of Empowerment

*Objective: 5d*

How do you best prepare students to tackle problems, innovate, work as a team, make decisions, confront differences, manage priorities, show up on time and other sought-after workplace-ready skills? You create an environment in which students are empowered to take the lead! West Virginia's Simulated Workplace provides students with opportunities to take responsibility for their learning through a set of protocols where workplace practice meets teaching and learning. Join in the discussion.

**Presenter(s):** Kathy D'Antoni, Assistant Superintendent, West Virginia Department of Education, Charleston, WV

## FEATURED SPEAKER



Steph Jensen

### 181. Positive Alternatives to Suspension: A Proactive Approach to Replace Ineffective Suspension Practices

Room: 336 (BCC)

Objective: 4e

At a time when stories of marginalization, aggression and conflict abound, educators are recognizing that social and emotional learning (SEL) is as important to the success of their students as the traditional three R's. Aggressive behaviors in youth at schools are a growing problem and educators can feel overwhelmed and ill-equipped to address these behaviors and keep students in class. Learn ways to replace ineffective suspension practices with proactive processes that build student social skills and help them find new and more effective ways for dealing with aggressive behavior and increasing academic success.

**Presenter(s):** Steph Jensen, Director, Community Contracts, Boys Town, Boys Town, NE

### 182. Teachers Take the Wheel: Driving Student Success With Literacy-Based Assignments

Room: 342 (BCC)

Objective: 1a

Is it possible to plan high quality-instructional lessons consistently in multiple content areas? Yes! We'll demonstrate how student engagement through project-based learning, a blended learning station rotation model and everyday literacy practices, can lead to high-quality instructional lessons that increase student proficiency and persistence.

**Presenter(s):** Shameka Joyner, Teacher, Heather Brower, Teacher, and Deidre Gales, Social Studies Teacher, Hoke County Schools, Raeford, NC

### 183. Are Political Cartoons Fake News?

Room: 343 (BCC)

Objective: 1a

Explore literacy strategies that enhance student discourse using political cartoons as a primary source. Political cartoons capture diverse political opinions and are crucial to understanding different periods of time. Take home strategies for supporting a deeper understanding of history and cultivating meaningful conversations.

**Presenter(s):** Donn Kirkwood, School Improvement Instructional Coach, SREB, Atlanta, GA; Delano Muhammad, Social Studies Teacher, Lee High School, Montgomery, AL

### 184. Talk Math to Me

Room: 344 (BCC)

Objective: 1b

Students learn how to process and think mathematically when we facilitate student discourse and use effective questioning through formative assessment lessons and daily teaching practices. This classroom environment creates an atmosphere for shared learning and allows teachers to act as facilitators rather than be the center of attention. Participants will work through a FAL and experience how teachers can implement these strategies.

**Presenter(s):** Kim Livengood, Math Consultant, Livengood Consulting, LLC, Columbia, TN; Tanya Sanderson, Math Teacher, DAR High School, Grant, AL; Ashley McCulloch, Assistant Principal, Mike Hardin, Teacher, and Lisa Amburn, Teacher, Brindlee Mountain High School, Guntersville, AL; Pam Gilliland, Instructional Coach, Douglas High School, Douglas, AL; Connie Luper, School Improvement Leadership Coach, SREB, Atlanta, GA

### 185. Penalty, or With Purpose?

Room: 332 (BCC)

Objective: 1b

This presentation will focus on assessment, both formative and summative, as a method of advancing learning. They are not necessarily exclusive of each other and provide resources or means to incorporate into the classroom.

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

### 186. Making Health Science Fun and Interactive!

Room: 339 (BCC)

Objective: 1c

Looking for ways to engage your students in class? Join us to learn how we've implemented interactive notebooks to engage our students. We will also highlight how we've used the Anatomy in Clay Learning System to support hands-on learning and incorporated the Health Occupations Students of America's expectations into lesson plans. This session will provide strategies and ideas to increase student organizational skills, improve engagement, create opportunities to actively learn body systems and increase success and membership in HOSA.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Toni McLemore, Health Science Instructor, and Lou Ann Lively, Health Science Instructor, Durant High School, Durant, OK

### 187. Career Exploration and Project-Based Learning: Health Care Recruiter Project

Room: 340 (BCC)

Objective: 1d

This session models a process for designing and implementing project-based career exploration in health care. Learn how to teach the technical, academic and employability skills in health care occupations. We'll address how students can personalize their learning and explore careers in various health care occupations with the support of business and industry partners. Interactive projects allow students to identify the transferable skills and stackable credentials they need to enter, sustain, transition and advance in the health care field.

**Presenter(s):** Marty Sugerik, School Improvement Instructional Coach, SREB, Atlanta, GA; Jennifer Gero, New Visions Medical Careers Instructor, CV-TEC BOCES, Plattsburgh, NY

**188. Culturally Responsive Problem-Based Learning Engages All Students***Room: 341 (BCC)**Objective: 1d*

A recent study examined the impact of culturally responsive teaching and problem-based learning on the engagement and achievement of African-American students in an urban high school setting. The study showed how these approaches individually impacted student learning outcomes but also argued for the value of combining them into one singular approach. This session will explore strategies for incorporating culturally responsive problem-based learning in instruction and engaging youth in their learning.

**Repeat: Friday, 9:15 a.m., Holiday Ballroom****Presenter(s):** Richard Reynolds, Principal, Warrensville Heights High School, Warrensville Heights, OH**189. Engaging High School Students in Manufacturing and Automation Technologies***Room: 322 (BCC)**Objective: 1e*

The presentation is focused on developing high school programs that introduce students to careers and issues in Smart Manufacturing / Industry 4.0. Attendees will learn more about a case study of a Smart Manufacturing program and experience a hands-on equipment demonstration that attracts and engages students at a young age. The presentation will also include a demonstration of a high school four-semester online curriculum aligned with Smart Manufacturing.

**Presenter(s):** Jason Everett, Regional Manager, Amatrol, Jeffersonville, IN**190. Co-Teaching in CTE***Room: 324 (BCC)**Objective: 1f*

Traditionally, co-teaching pairs a regular education classroom teacher with an inclusion teacher to increase student learning and attention to tasks. At Collins Career Technical Center, we are working to pair academic teachers with CTE instructors to cooperatively deliver instruction. Our goal is to integrate academic standards into as many program areas as possible, enriching the CTE experience for students by making the content relevant to their career pathways.

**Presenter(s):** Carrie Hess, Health Academy Director, Collins Career Technical Center, and Joanna Hammonds, STEM English Coach/English Teacher, Collins Career Technical Center, Chesapeake, OH**191. Work Smarter, Not Harder in a PLC Classroom***Room: 349 (BCC)**Objective: 1g*

Ever get bogged down with grading and calling parents to tell them their child is missing work? Learn how to take a traditional daily lesson and easily change it into a formative practice that reduces your grading workload. Restudies and retakes can be stressful when teachers first try to implement them. Hear simple and effective strategies for students to restudy, retake, redo and retain material and get introduced to something called “delayed testing” to work smarter, not harder.

**Presenter(s):** Roseann Bruns, Teacher, Jackson R-II School District, Jackson, MO**192. School-Based Enterprises: Student Work Is Real Work***Room: 330 (BCC)**Objective: 3a*

This panel discussion with high school teachers, leaders and a business partner will provide an overview of school-based enterprises and describe the practical learning, economic contributions and social benefits of SBEs. Attendees will discuss strategies to ensure successful implementation of SBEs like theaters, catering operations, radio stations, graphic design programs, credit unions and more.

**Presenter(s):** James Stone, Director, National Research Center for Career and Technical Education, SREB, Atlanta, GA; Sharon Stone, Continuous Improvement, St. Paul Public Schools, Saint Paul, MN**193. Make Municipality Partnerships Work for You!***Room: 326 (BCC)**Objective: 3b*

Join this powerful session and learn strategies for building successful partnerships with municipality agencies from a 2018 Pacesetter Award Winner. DeKalb County Schools, DeKalb County Career Tech, DeKalb County Technology Center, Northeast Alabama Community College, the City of Rainsville and Rainsville Fire and Rescue partnered to create a Fire Science program through DeKalb County Career Tech that helps high school students meet the increasing need for professional and volunteer firefighters in Northeast Alabama.

**Presenter(s):** Jonathan Phillips, Career Tech Director, DeKalb County Technology Center, Rainsville, AL; Willie Wright, Fire Science Instructor, and Jason Brannan, Fire Science Instructor, DeKalb County Schools, Rainsville, AL**194. How Does Your School Include Perkins V Connecting Elements?***Room: Paca (Hilton)**Objective: 3e*

Perkins V emphasizes industry certifications, postsecondary dual credit or concurrent credit, business and community partnerships, and work-based learning. How does your school measure up? This workshop is intended for school leaders who are responsible for these areas. Participants will assess their school and begin developing a plan to take back home for further development.

**Presenter(s):** Katherine Schadewald, School Improvement Leadership Coach, and Debra LaMothe, School Improvement Leadership Coach, SREB, Atlanta, GA**195. The Baggage They Carry: How to Address Students' Needs Through Layers of Support Systems***Room: 329 (BCC)**Objective: 4b*

In this session, staff from Pioneer Career and Technology Center will discuss how the Center built a system of supports to address the baggage students bring to school, including social and emotional issues, academic challenges and financial hardships. Come share the struggles your students face, ask questions and collaborate with us on how to begin the journey to support your student population.

**Presenter(s):** Shannon Sprang, Student Services Supervisor, Pioneer Career and Technology Center, Shelby, OH

**196. Black Males, Pop Culture and School and Life Success = #Greatness***Room: 337-338 (BCC)**Objective: 4b*

Black male achievement is a critically important topic on urban education reform agendas. This session will empower educators to engage and work effectively with black males in urban schools and understand the complexities surrounding “popular culture” and its impact on student perceptions and persistence. It will also educate social service professionals about the social and psychological issues that affect black male youth. Attendees will take home instructional strategies that bolster student achievement for young adult males.

**Presenter(s):** Tony Johnson, Provost, Chief Academic Officer, University of the Potomac, Washington, DC

**197. Flexible Personalized Learning: A Pathway to College and Career Readiness***Room: 350 (BCC)**Objective: 4c*

Preparing the modern student for success beyond high school requires rethinking how schools use resources of time, facilities and talent. Flexible Personalized Learning is an approach to learning in which flexible modular scheduling is used to create pathways in which learners actively design and drive their own learning experience through goal-setting and demonstrating progress toward skill and content mastery. Learners prepare for college or careers as they acquire the skills to select and use the appropriate technology and resources while engaging with the community to build a network of peers, experts and instructors to guide and support their learning.

**Presenter(s):** Shari Waters, Assistant Principal, and Chad Sayre, Principal, Platte County High School, Platte City, MO

**198. Innovative Schools Pave The Way!***Room: 325 (BCC)**Objective: 4d*

SandHoke Early College has maintained its reputation as an “A” school by promoting continuous increases in performance on end-of-course assessments, the ACT and overall growth. SandHoke achieved academic sustainability through the integration of healthy social emotional processes and academic behaviors in the school’s classroom curricula and culture. Learn how SandHoke educators and leaders used David Conley’s framework of college and career readiness to develop effective principles, methods, strategies and assessments that cater to measuring college and career readiness among students.

**Presenter(s):** Colleen Pegram, Principal, SandHoke Early College High School, Raeford, NC

**199. The Power of Culturally Responsive Education***Room: 328 (BCC)**Objective: 4e*

By the end of this session, participants will learn strategies to become culturally responsive educators. Attendees will explore how to use culturally responsive pedagogy and concepts to increase student learning. Session topics will include scenarios and activities that incorporate culturally responsive teaching, relationships and positive behavioral interventions and supports (PBIS). This session is for all grade levels. Take home a variety of strategies, examples and guidelines to increase student learning and reduce discipline referrals in your classroom today.

**Presenter(s):** Robin Hill-Davidson, Principal, Tara Sanders, IT Fundamentals Teacher/Back-Up Administrator, and Alicia Moody, Science Teacher/Team Lead, Aiken County Public Schools, Wagener, SC

**200. How Effective Teams Can Improve Classroom Instruction***Room: Tubman (Hilton)**Objective: 5a*

How might effective instructional leaders create and sustain long-term structures for teachers to successfully prepare students? Hear one school’s approach to creating an effective team structure that focuses on collaborative planning; timely feedback to teachers on their practice; strategic selection and allocation of resources; and the use of innovative scheduling practices to enhance quality shifts in instruction. Participants will learn how to design a highly effective team culture within a multi-generational environment that promotes data-driven decision-making and collaboration.

**Presenter(s):** Chuck Boyd, Senior School Improvement Leadership Coach, SREB, Atlanta, GA; Al Taylor, Principal, Berkmar High School, Lilburn, GA

**201. Leading in a Learning Culture: PDSA in Boaz City Schools***Room: Johnson (Hilton)**Objective: 5a*

Boaz City Schools and SREB partnered to provide leadership support through the Plan-Do-Study-Act process. Cohorts developed around the district’s six focus areas and participants chose their area of interest. Cohorts were afforded protected time around their identified problem of practice. Each cohort shared their journey at the following year’s in-service, which doubled the following year’s cohort participation! Join us to learn how to establish a professional learning protocol that gives all leaders and teachers a framework in which to collaborate on instructional decisions. We’ll share some of the unintended consequences that will have a major impact on teaching and learning in Boaz City Schools and your district, as well!

**Presenter(s):** Cena Davis, School Improvement Leadership Coach, SREB, Atlanta, GA; Shannon Stanley, Superintendent, and Ashley Walls, Director of Curriculum, Boaz City Schools, Boaz, AL

**202. Using Google for Student Data Tracking***Room: Peale (Hilton)**Objective: 5b*

Need help collecting student data but feeling overwhelmed on where to start? Bring your own device to this interactive session, where we will discuss how to use Google Sheets, Forms and Classroom to make this process easier and more effective. Participants will walk away with hands-on strategies for implementing individual student and classwide data tracking systems. We'll also explore how to facilitate student reflection using technology to monitor progress toward students' learning goals.

**Presenter(s):** Laurie Fouts, Teacher, and Timmi Bengela, Teacher, Penta Career Center, Perrysburg, OH

**203. Five Strategies for Ensuring Student Success***Room: 331 (BCC)**Objective: 5b*

St. Marys Middle School in Georgia is a traditional Title I school. Over the last three years, by undertaking specific support strategies and interventions, the school has improved by almost 20 points on the state's College and Career Readiness Performance Index (CCRPI). Learn how they did it in this engaging session.

**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

**204. Building the Capacity of Teachers Who Teach Incarcerated Youth***Room: 333 (BCC)**Objective: 5c*

This session will share how the Georgia Department of Juvenile Justice is using grant funds to address teacher retention. The Department's Continuous Teacher Induction Program was developed to show traditionally prepared teachers how to take the skills they possess and become high-performing teachers in Georgia's Juvenile Justice System.

**Presenter(s):** Angela Burse, Regional Principal, Georgia Department of Juvenile Justice, Macon, GA

**205. Engaging Students: Teach the Way Brains Learn Best***Room: 327 (BCC)**Objective: 5c*

Brain science has direct implications for instruction and learning. When we align how we teach with how brains best attend to, process, retain and recall information, we boost academic achievement overall and dramatically reduce achievement gaps. In this highly interactive workshop, attendees will experience a variety of simple, research-proven, brain-friendly strategies. Engage all students and raise achievement through structured discourse and interaction. Learn core principles of brain-friendly teaching. Experience for yourself structures that are aligned with brain science to ensure equity, increase engagement and enhance achievement.

**Presenter(s):** Elia Chesnoff, International Trainer and Coach, Kagan Professional Development, San Clemente, CA

**206. Leading New Teachers to Thrive***Room: 323 (BCC)**Objective: 5c*

Learn about a district mentoring program that supports new teachers through their third year in the classroom. Understand the assigned roles, responsibilities and practices that promote continuous learning in their district. Connect how you can begin building or adapting your mentoring and induction program to support new teachers to thrive in their first years and beyond.

**Presenter(s):** Catherine Guimaraes, Engagement Manager, Teaching Channel, Broadlands, VA

**207. A Promising Math Professional Learning Model***Room: Douglass (Hilton)**Objective: 5c*

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 is the session 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

**208. Systematic Quality Continuous Improvement***Room: 321 (BCC)**Objective: 5e*

Making systematic change for school districts is not easy. Developing a quality continuous improvement approach with a repeatable framework can be just what it takes to make sustainable change. Assistant Superintendent Mike Brown brought two district schools together as partners in a five-year grant experience. In this session, he will discuss the implementation of the QCI Framework that focuses on leadership, customer focus, strategic planning, workforce focus, process development, measurement and knowledge management, and results.

**Presenter(s):** Mike Brown, Assistant Superintendent, Platte County School District, Platte City, MO

**209. Tell Your Own Story: Using Social Media to Build a Positive School Image***Room: Carroll (Hilton)**Objective: 5f*

If we do not tell our own stories, someone else will, and we all have great things happening in our schools. This session will help attendees determine the appropriate social media outlets in which to share positive news; share tips and tricks for drawing more followers; and set guidelines for social media usage to help keep your school's reputation positive.

**Presenter(s):** Judy Frank, Director, MMGW, SREB, Atlanta, GA; Cara Whitehead, Assistant Principal, Crossville Middle School, Crossville, AL

**Table talk sessions** — These 25-minute sessions – scheduled back-to-back in two blocks for one hour – allow presenters and attendees to share and gather information about a topic in a less formal setting. Table talk sessions are hosted at round tables that accommodate up to 10 attendees. They can be condensed versions of a 60-minute promising practice session or a 120-minute deep-dive session but can also be stand-alone sessions about key problems of practice and top-of-mind issues that relate to conference objectives.

### 210. Reading, Writing and Speaking: Strategies for CTE Classrooms and Every Classroom

Table 1

Objective: 1a

Effective CTE instruction requires a focus on reading, writing and speaking skills that prepare students for a workforce in which technology changes often and effective communication skills are required for upward mobility. SREB's Advanced Career program incorporates CTE skills and embeds the literacy skills needed to prepare students for college and careers. In this session, participants will practice literacy strategies they can use in their own general education or CTE classrooms.

**Presenter(s):** Zach Riffell, School Improvement Instructional Coach, SREB, Atlanta, GA

### 211. The Stated Task Versus the Enacted Task

Table 2

Objective: 1b

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

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

### 212. PBL 101 For Those Ready to Rock!

Table 3

Objective: 1d

Project-based learning is a richly rewarding and engaging process for both teachers and students. This session is designed for those interested in learning more about PBL and better understanding the process of building successful learning experiences for your students. Anyone can learn the PBL process. It's not rocket science, but it does require planning. Let me walk you through each step of planning your first project-based assignment. You, too, can become a PBL rockstar!

**Presenter(s):** Gary Wrinkle, Director of State and District Partnerships, SREB, Atlanta, GA

### 213. Engaging Math Students Using Blended Learning Strategies

Table 4

Objective: 1e

High school math teachers, this session is for you. Explore blended learning strategies using technology and other resources to better engage students in the classroom. Take home learning strategies for Algebra I, Algebra II and geometry courses.

**Presenter(s):** Lindsay Grant, Math Teacher, and Lynn Bogan, Teacher, Rock Hill High School, Rock Hill, SC

### 214. ELA Standards Playbook for Students

Table 5

Objective: 2a

"While we teach, we learn," said the Roman philosopher Seneca. This playbook for high school students teaches them a condensed version of college- and career-readiness standards, differentiates between the levels of expectation and achievement, and offers a method of self-evaluation and peer-evaluation of their work. Although data continue to influence the curriculum, students drive lesson plans, thus creating a sense of personal ownership in the learning process and group investment in the final class product. Make the transition from a teacher-of-students to a new role of mentor-of-teachers.

**Presenter(s):** David Kirk, Teacher, Galion High School, Galion, OH

### 215. Why Students Need 21st-Century Skills

Table 6

Objective: 3a

Twenty-first century skills for students are life skills, work skills and skills for learning. These skills are multidisciplinary, comprehensive and far-reaching. We'll focus on the various types of 21st-century skills, explore why they are critical for students and consider how 21st-century skills can be assessed and reported.

**Presenter(s):** Paula Egelson, Director of Research and Accountability, SREB, Atlanta, GA

### 216. Back to the Future... Is Today!

Table 7

Objective: 3a

Continuing to provide the same old educational and career exploratory opportunities with today's students is like training them to repair a rotary phone. Join this high-energy session as we analyze workforce data and explore emerging careers. Let's help students make wise choices about programs of study and career pathways by investigating what we're currently doing to meet academic and career standards and what we can do to improve.

**Presenter(s):** Lynn Anderson, Program Director Counseling for Careers, and Linda Floyd, Director, TCTW, SREB, Atlanta, GA

**217. Overcoming Awareness and Perception Problems in CTE Through Freshman Exploratory**

Table 8

Objective: 3c

Learn how a West Virginia career and technical center's Freshman Exploratory program addresses two of the biggest challenges facing CTE — awareness and perception. Exploratory exposes eager high school freshman to CTE-inspired mini project-based learning units. Throughout Exploratory, ninth-graders rotate through a carousel of available course offerings ranging from nursing to carpentry. Exploratory is eradicating the stigma of CTE while simultaneously encouraging students to “test drive” and self-select career pathways that align with their interests.

**Presenter(s):** Thomas Bayless, Principal/CTE Director, and Miranda Kessler, Nursing Instructor, Nicholas County Career and Technical Center, Craigsville, WV

**218. The Power of a Lifelong Mentorship**

Table 9

Objective: 4b

This session will explore a mentoring relationship between an educator and an at-risk young black male that began 24 years ago and how key elements of their relationship can impact all at-risk students.

**Repeat: Friday, 1 p.m., 326**

**Presenter(s):** Thomas Benson, III, North Carolina Department of Public Instruction, Raeford, NC

**219. Shifting From Victims to Owners of Change**

Table 10

Objective: 5a

Too often, teachers and leaders feel like they are victims of school improvement because they have little or no input in developing plans; instead, they are expected to “buy-in” to the efforts of others. An essential element of the Making Schools Work school improvement process involves engaging teachers and leaders in jointly taking ownership of problems and solutions. In this session, attendees will learn how to establish and effectively use focus teams to improve their schools.

**Repeat: Friday, 2:15 p.m., Johnson (Hilton)**

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

**220. Teacher Mentor Programs Designed to Grow Both Mentor and Mentee**

Table 11

Objective: 5c

How do schools design mentor programs that work to build both the mentor and the mentee at the same time? This session examines structures and systems that can be designed to deliver and implement trainings provided to new teachers with support from a mentor.

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

**221. Finding Time During the School Day for Professional Learning**

Table 12

Objective: 5c

The most valuable resources in a school are time and people. In this session, learn how to find time to support ongoing professional development for teachers.

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



### GENERAL SESSION: STUDENT PANEL, READINESS AWARDS AND LEADERSHIP AWARDS

Hosted by Stephen Pruitt, President, SREB



Stephen Pruitt

At SREB, we share your belief that students thrive when K-12 teachers and leaders create meaningful learning experiences, provide warm and personal supports, and encourage students to succeed.

Hear from students who have benefited from our shared commitment to meaningful, personalized learning during a special conversation hosted by SREB's president, Stephen Pruitt.

Join us in celebrating the 2019 winners of SREB's Readiness Awards and State and District Leadership Awards. Three educators and two schools will be honored for their achievements in offering SREB's Readiness Courses, which help students succeed in high school and postsecondary education. One state and one district will be honored with SREB's inaugural State and District Leadership Awards.

### Awards Reception and Pacesetter Poster Session

Join us at the Hilton in the Holiday Ballroom Exhibit Hall after the Thursday General Session for a reception and poster session honoring recipients of this year's Gene Bottoms Pacesetter School Awards, Readiness Awards and State and District Leadership Awards. Pacesetter award winners will share posters featuring the practices for which their schools or centers earned their awards.

Grab a snack, visit with our exhibitors and network with fellow attendees!







## Sponsored Breakfast With Resonant Education

### HILTON BALTIMORE – KEY BALLROOM

Friday, 7 – 8 a.m.

Join us for a light continental breakfast and coffee Friday morning in the Key Ballroom at the Hilton Baltimore and spend time with Resonant Education, our generous breakfast sponsor.



**resonant  
education**

Formerly known as My Student Survey, Resonant Education has been conducting education surveys in the largest districts and educational organizations across the country since 2014. More than one million people have taken their surveys!

Resonant Education's research team understands your needs because they've taught in all levels of schools in urban, suburban and rural settings with diverse student populations. They have also served in school and district leadership positions.

As pioneers of a nationally recognized validation process, Resonant Education will make sure you're measuring what you think you're measuring. That accuracy is what gives you confidence in acting on the results. Service is tailored to your needs – from initial planning and project management to data collection and reporting. Resonant Education will also work to ensure that your survey data are completely secure.

Learn more: [www.resonanteducation.com](http://www.resonanteducation.com) | 877-212-6458 | [info@resonanteducation.com](mailto:info@resonanteducation.com)



## From Old School!

### An Escape Room Experience

#### Hilton Baltimore – Calloway A/B

Thursday, July 11, during 8 a.m. to 2:15 p.m. concurrent sessions

Friday, July 12, during 8 a.m. to 3:30 p.m. concurrent sessions

Break out of traditional teaching methods! Sign up for an immersive Escape Room event that will challenge you and your team to make positive changes in your school or classroom – and take home a souvenir of your experience.

The Escape Room will run during all concurrent session times on Thursday, July 11, and Friday, July 12, in Calloway A/B, outside the Conference Exhibit Hall.

Sign-ups will be taken on a first-come, first-served basis on a sign outside Calloway A/B. We encourage school teams to sign up in groups of 3 to 6 people per timeslot. Individual participants are encouraged to find some new friends to sign up with. Please arrive at Calloway A/B **at least five minutes before your appointed time**. The Escape Room event will begin promptly at the start of each session. In the event of a no-show, walk-up participants will be admitted.

## FEATURED SPEAKERS



Mac Beaton

**222. The Impact of CTE Letter of Intent Signing Day 2.0***Room: 326 (BCC)**Objective: 3e*

Helping students secure work-based opportunities involves first figuring out how to get community and business partners engaged. K-12 education isn't achieved in isolation but in partnership with the community and businesses. The CTE Letter of Intent Signing Day celebrates CTE students' successes and provides our partners with a way to connect with schools and offer a handshake, not a handout. Hear how Henrico County Public Schools is now getting daily calls from companies that want to partner with schools to offer students great career opportunities.

**Presenter(s):** Mac Beaton, Director of Career and Technical Education, Henrico County Public Schools, Henrico, VA; Terrie Allsbrooks, Principal, Hermitage ACE Center, Henrico County Public Schools, Richmond, VA



Baruti Kafele

**223. "There's Nothing Wrong With Me... I Just Don't Learn the Way You Teach"***Room: 337-338 (BCC)**Objective: 4e*

Imagine a student who underperforms academically due to a lack of discovery of how he processes and makes sense out of new information. This student consequently demonstrates boredom with school and becomes a behavioral challenge. This highly engaging session will take attendees on a self-reflective journey of their current instructional practices toward engaging underperforming learners while they simultaneously self-assess their current levels of effectiveness with these students. Attendees will also engage in a self-assessment of how cultural responsiveness and equitable practices factor into their instruction for all learners in their classrooms.

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



Thomas Glanton

**224. A Comprehensive Approach to Improving Classroom Management***Room: Peale (Hilton)**Objective: 5c*

Participants will learn how to stop disruptions in the classroom and throughout the school and free teachers from everyday discipline challenges. Strategies for keeping students in school, in class and on task will be explored during this session. Participants will explore teacher response styles, how to organize a proactive classroom plan, how to get support from their administrative team, and how to motivate all students with a positive and structured learning environment. Gain the assertive skills needed to manage mischievous and disruptive behavior and stop confrontations. With fewer referrals to the office and more administrator time for instructional leadership, the benefits will be schoolwide.

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

**225. The Literacy Design Collaborative: Content Coaching***Room: 343 (BCC)**Objective: 1a*

Hear about the value of collaboration, the importance of exchanging ideas and ways educators can drive learning through virtual coaching. Participants will conduct a success analysis to identify the key elements of implementing a virtual coaching program to build a cadre of resources and learn experiences to support implementation. As a result of this engaging analysis, participants will walk away with tools, practices and activities to build their own content coaching virtual community.

**Presenter(s):** Catherine Guimaraes, Engagement Manager, and Cheri Dedmon, National Account Manager, Teaching Channel, Broadlands, VA

**226. Building Conceptual Understanding and Moving to Procedural Fluency in the Mathematics Classroom***Room: 344 (BCC)**Objective: 1b*

Participants will engage in a mini-math lesson demonstration of building conceptual understanding and moving to procedural fluency. The lesson will use manipulatives and diagrams to recognize the relationship between multiplication and division equations to represent "how many groups" within division problems. They will reason about division problems in which division is not a whole number and the quotient is the whole number.

**Presenter(s):** Duane Williams, Math Cooperative Consultant, Greater Louisville Education Cooperative, Louisville, KY

**227. Enhancing Cooperative Learning Through Station Activities***Room: 342 (BCC)**Objective: 1b*

This session will model strategies to enhance cooperative learning through the use of station activities. We'll focus on incorporating real-life applications into the stations to enhance mathematical discussions among your students. Take home activities and strategies that will help you create a student-centered learning model and enhance peer-to-peer learning. We'll discuss how we model our stations to engage our students in productive struggle. In this session, participants roleplay as students and actively engage in the activities!

**Presenter(s):** Cathey Ritter, School Improvement Instructional Coach, SREB, Atlanta, GA; Craig Mason, Math Teacher, and Justin Cochran, Math Teacher, New Martinsville School, New Martinsville, WV

**228. Rural STEM Collaborative: Building a K-12 STEM Pipeline With the Army Education Outreach Program***Room: 330 (BCC)**Objective: 1c*

Building a K-12 STEM pipeline in rural schools requires regional, state and national partnerships and a shared vision. Through numerous joint STEM grants, including the Army Education Outreach Program for eCybermission, Junior Solar Sprint and the Rural STEM Collaborative, five rural school districts in northeast Ohio will share their journey over the past three years to create K-12 STEM cultures and earn state STEM designations.

**Presenter(s):** Diana Rogers, Regional Coordinator, HSTW NE Ohio Region, Mount Sterling, OH; Skip Fulton, Principal, Mapleton Middle School, Ashland, OH; Scott Smith, Superintendent, Mapleton Local Schools, Ashland, OH

**229. #EscapeTheClassroom: Engaging Students Through Gamification Strategies***Room: 322 (BCC)**Objective: 1d*

Use escape rooms and other games in all content areas to create a high level of engagement for students who may otherwise be disconnected from learning. Increase collaboration, problem-solving and teamwork skills. This includes 21st-century technology-based tools and a hands-on approach to learning activities.

**Presenter(s):** Amanda Belker, Teacher, and Sara Kolgaklis, Teacher, Camden County Schools, St Marys, GA

**230. Powerful Assignments Matter in CTE Classes***Room: Johnson (Hilton)**Objective: 1d*

SREB has tracked students' high school experiences and academic performance to glean insight into what works. Two trends have held steady for students taking CTE courses: Rigorous, powerful assignments make a substantial difference in students' readiness for college and careers, and 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

**231. Untethered Teaching***Room: 327 (BCC)**Objective: 1e*

Let's conceptually explore how to link technology and formative assessment to engage students. In this session, we'll demonstrate examples of software, interactive activities and ways to use data to drive instruction in real time. Bring your own device and explore how to create a flipped classroom using highly effective teaching practices.

**Presenter(s):** Michael Kennedy, START Teacher, Escambia County School District, Pensacola, FL

**232. Techfulness — Purposeful Planning to Integrate Ed Tech in Your Instruction***Room: 336 (BCC)**Objective: 1e*

Are you a teacher, coach or administrator struggling with technology? Master the planning steps needed to purposefully integrate technology in your classroom. Take home best practices for integrating Web 2.0 technology into your instructional plans.

**Presenter(s):** Samahra Feemster, Teacher, Richland Two, Columbia, SC; Deidra Rumph, Teacher, Longleaf Middle School, Columbia, SC

**233. Working Smarter Not Harder: A Journey Toward Quality Assignments and Healthier Grading***Room: 350 (BCC)**Objective: 1g*

Learn how a high school science department journeyed toward quality assignments and healthier grading when staff realized students could turn in all work, participate in class and make a B or C but still not know the standards. Student engagement and achievement thrived when teachers focused on quality assignments, shifted from number grades to proficiency levels, and implemented practical strategies to assess and reassess student proficiency.

**Presenter(s):** Tory Atwood, Assistant Principal, Stewarts Creek High School, Smyrna, TN

**234. Students Struggling in Ninth Grade?? Try the SREB Ready for High School Courses***Room: 325 (BCC)**Objective: 2a*

Ninth grade is a critical year for student success in high school and studies have shown the highest failure rates occur in English and algebra. To boost student achievement during the transition to high school, SREB worked with states to develop Ready for High School Literacy and Ready for High School Math courses, which are taught in the eighth or ninth grades. The curricula engage students and focus on developing essential communication and critical thinking skills.

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

**235. Meeting Industry Needs Through Career Pathways***Room: 328 (BCC)**Objective: 3a*

By 2020, 65 percent of all jobs will require education beyond high school. Career pathway programs of study are key to helping students identify high-wage, in-demand careers and preparing students for the rigors of those jobs. This session will share how the Georgia Department of Education fostered partnerships between local industry, secondary and postsecondary institutions to ensure educational opportunities align with employment needs.

**Presenter(s):** John Pritchett, Research, Technology, and Innovation Specialist, GA Department of Education, Atlanta, GA

**236. Profiles of Academy Graduates and Senior Capstones: CGHS' Climb Toward Readiness***Room: 324 (BCC)**Objective: 3a*

In this session, educators will learn about the profiles of academy graduates that Central Gwinnett High School is using to teach through an academy lens, provide clear college and career learning targets, and make senior capstone projects an expectation for all students. Attendees will get a look at how the profiles were created, how they were implemented in the classroom and how the capstone projects tied everything together. Throughout our two-year journey, academy leadership ran into many obstacles. Attendees will see how leaders used the Plan-Do-Check-Act cycle to respond to those obstacles.

**Presenter(s):** Brent Cruce, Academy Coach, Shane Orr, Principal, and Megan Rose-Houchins, Fine Arts Academy Coach, Central Gwinnett High School, Lawrenceville, GA

**237. Overcoming Poverty and Mobility: Marketing STEM to Students in Gwinnett County***Room: 341 (BCC)**Objective: 3c*

High-quality CTE and STEM programs are essential to ensuring access and equity for all students. This session will explore how one teacher uses extracurricular clubs to interest middle school students in exciting CTE programs in high school. Learn how industry sponsors help increase the appeal of these classes and ensure that students stay enrolled and engaged in quality programs.

**Presenter(s):** Zach Riffell, School Improvement Instructional Coach, SREB, Atlanta, GA; Shawn Merchant, Teacher, Meadowcreek High School, Norcross, GA

**238. Creating Dual Enrollment Partnerships to Increase Student Participation***Room: Douglass (Hilton)**Objective: 3d*

Dual enrollment participation and offerings are increasing across the nation. Georgia's Camden County High School had the highest participation in dual enrollment in the state in 2018. Learn how we removed barriers that were preventing students from participating and achieving their highest potential in technical or academic fields. If you're a secondary or postsecondary education leader, attend this session and learn more about the initiatives, incentives and strategies we used to create a successful program.

**Repeat: Friday, 8 a.m., Douglass**

**Presenter(s):** John Tucker, Principal, Camden County High School, Kingsland, GA

**239. Developing Systems of Support for K-5 Tier 3 Behavior Students***Room: 321 (BCC)**Objective: 4b*

How do we address emotional and behavioral issues in a K-5 setting? How do we serve students and their social and emotional needs? Those two questions were the driving force in developing the R.E.S.E.T. program in Richland One School District. The R.E.S.E.T. program focuses on Tier 3 students in a multi-tiered system of supports and serves as the short-term therapeutic support program for K-5. Attendees will take home strategies for building similar programs in their districts, working with teachers and helping students who are displaying behavioral issues.

**Presenter(s):** Kimberly Suber, R.E.S.E.T., and Robert Smalls, Director of Student Support Services, Richland One School District, Columbia, SC

**240. Mobile Career Counseling — Thinking Outside of the Schoolhouse***Room: 349 (BCC)**Objective: 4c*

Are you interested in helping students of all ages in your community have meaningful exploratory experiences in career pathways? Meet with the team who took recruiting outside of the building and directly to the community through a Mobile Career Center that provides prospective students with hands-on career modules. The presenter will discuss how the Mobile Career Center was acquired and built, how the learning modules were developed and how to use the process to make this accessible as a recruiting tool for CTE.

**Presenter(s):** Chuck McClain, Mobile Career Center Instructor, and Donna Van Metre, Director/Principal, James Rumsey Technical Institute, Martinsburg, WV

**241. Freshman Academy: Focus on a Successful Transition to High School***Room: 339 (BCC)**Objective: 4d*

The presenters will show how their high school implemented a Freshman Academy focused on student voice, identity, collaboration and mentorship. Ideas will be shared on how to create learning communities focused around a humanities and STEM block while incorporating technology and project-based learning.

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

**242. Collaborative Culture + Continuous Improvement Processes = Math Success***Room: 333 (BCC)**Objective: 5a*

There is no one magic formula for increasing student mathematical thinking and success. It takes a community of educators committed to working together to help change the mindset of how students think about themselves and their ability to engage in complex problem-solving. This session offers a real story of how one principal helped create the conditions necessary for building a collaborative culture in the school and empowered teacher-leaders to engage in continuous improvement processes that had a direct impact on the way students think and talk about math. Join us and share the successes and frustrations we experienced along the way.

**Presenter(s):** Antjuan Marsh, Principal, and Dana Jacobson, Instructional Transformation Specialist, Shades Valley High School, Irondale, AL; Susan Simpson, School Improvement Instructional Coach, SREB, Atlanta, GA

**243. New Principal, New School: Tips for Helping New School Principals Soar***Room: Tubman (Hilton)**Objective: 5a*

The first year as a new principal at a school is a daunting challenge. You want to find a balance in making changes, building relationships, establishing a collaborative climate and satisfying your districts' expectations. For a new principal, garnering support and getting your teachers to be data-driven and work toward the betterment of student achievement is a challenge. How can new principals manage the many roles and responsibilities facing them each day? Join this conversation, led by a dedicated principal of a Title I school, and learn strategies to help manage the principal journey successfully.

**Presenter(s):** Jarmar Muhammad, Principal, Montgomery Public Schools, Montgomery, AL; Judy Frank, Director, MMGW, SREB, Atlanta, GA

**244. Leadershift: Building a Culture of Learning From the Inside Out***Room: Paca (Hilton)**Objective: 5a*

How do you build an instructional leadership team to help transform the learning culture for all? Take a journey with a middle school leadership team involved in implementing best practices to shift the learning environment from chaos to collaboration. Attendees will take home specific strategies to help engage all stakeholders in making the shift.

**Presenter(s):** Carita Venable, Senior School Improvement Leadership Coach, SREB, Atlanta, GA; Terrell Brown, Principal, Latausha Daniels, Curriculum Coach, and Shonterrius Lawson-Fountain, Lead Teacher, Birmingham City Schools, Birmingham, AL

**245. Five Findings on Student Achievement: The Impact of SREB's Powerful Literacy Practices***Room: 323 (BCC)**Objective: 5b*

This session will examine a study of teachers using SREB's powerful literacy practices. Attendees will explore the two-year process of collecting teacher observation data and learn important findings related to student achievement. Find out how these powerful practices can transform content knowledge and achievement in your classroom.

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

**246. Ready Teachers Develop Ready Students***Room: 332 (BCC)**Objective: 5c*

Great teachers are the key to preparing students who are college and career ready. How did one school district respond to the challenges of recruiting, developing and retaining highly-skilled industry professionals to become great CTE teachers? By using SREB's Teaching to Lead teacher preparation program, this district created a plan to become an educator preparation provider for CTE occupational teacher certifications. Learn more about the program fundamentals and the district's bold move toward teacher preparation and certification.

**Presenter(s):** Gaye Martin, School Improvement Instructional Coach, SREB, Atlanta, GA; Tyra Pilgrim, CTE Director/Coordinator, Rutherford County Schools, Murfreesboro, TN

**247. Say What? Getting Teachers and Students on Board With Academic Vocabulary and Questioning***Room: 340 (BCC)**Objective: 5c*

How difficult is it to spark conversations about academic vocabulary and questioning in a classroom? As instructional coaches in New Mexico's Gadsden Independent School District, we have worked diligently with our teachers to create an awareness of this best practice that can be incorporated in all areas of the curriculum. Attendees will explore the hands-on activities we formulated and take them home to implement across their own curricula.

**Presenter(s):** Michelle Flygare, School Improvement Leadership Coach, SREB, Atlanta, GA; Vanessa Guzman, Instructional Coach, Gadsden Independent School District, Santa Teresa, NM; Anna Munoz, Instructional Coach, Chaparral Middle School, Chaparral, NM; German Saenz, Instructional Coach, Gadsden Independent School District, Santa Teresa, NM

**248. Lessons Learned: Taking Leadership to the Next Level***Room: 331 (BCC)**Objective: 5d*

In this session, a high school principal will share lessons learned after a tough first year on the job. Participants will explore how this leader changed the culture of an under-performing urban school to one in which teachers and students are focused on learning. This whole-school redesign began by identifying promising practices and opportunities for growth. This process can impact any school and empower all school personnel to continue to improve.

**Presenter(s):** Richard Morrison, Leadership Coach, SREB, Atlanta, GA; Janice Drake, Principal, Birmingham City Schools, Birmingham, AL

**249. How These Teacher-Leaders Convinced the Faculty to Believe***Room: Carroll (Hilton)**Objective: 5d*

A team from Lee High School in Montgomery, Alabama, will explain how their teacher-leaders convinced their administration and faculty to share their vision for organizing the school into career academies. After attending an academy showcase visit in Georgia's Gwinnett County Public Schools, Lee High School teachers came back motivated to move forward with career pathways in career academies. Attendees will learn how the team was able to gain buy-in to begin planning for implementation next year and explore the resources they used to gain consensus.

**Presenter(s):** Ennis McCorvey, Assistant Principal, Jenae Whitfield, Math Teacher, Sherron Fantroy, English Teacher, and Lorenza Pharrams, Principal, Lee High School, Montgomery, AL; Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

**250. Mission: School Improvement***Room: 329 (BCC)**Objective: 5e*

"Everything is Awesome" with a Lego school culture. As we strive for continuous improvement, our Pacesetter Award-winning career center has used different building blocks to enable our students to reach their potential. Come and learn to build a Lego school and be awesome, too!

**Presenter(s):** Shannon Sprang, Student Services Supervisor, Kris Kowalski, Director of Operations, Crystal Escalera, School Counselor, and Kalyn Stichler, Math Instructor, Pioneer Career and Technology Center, Shelby, OH

**TEAM MEETINGS****FRIDAY – 4:45 P.M.**

Excited about all you have learned on Day 3 of the 2019 Making Schools Work Conference? Contact Conference Headquarters in 345-346 (BCC) or visit <http://bit.ly/2VWqzem> to request a room for your team to meet, share ideas and debrief on your day.

**Table talk sessions** — These 25-minute sessions – scheduled back-to-back in two blocks for one hour – allow presenters and attendees to share and gather information about a topic in a less formal setting. Table talk sessions are hosted at round tables that accommodate up to 10 attendees. They can be condensed versions of a 60-minute promising practice session or a 120-minute deep-dive session but can also be stand-alone sessions about key problems of practice and top-of-mind issues that relate to conference objectives.

### 251. Annotated Reading Isn't Just for ELA

Table 1

Objective: 1a

While they may look different depending on the content area, the literacy skills of reading, writing and student discussion should be part of every content area class, every day, if possible. Annotated reading is a foundational skill that can be taught and consistently used in every content area class and support the work of the English language arts department. This session offers content area teachers a simple strategy for teaching annotated reading that will result in higher student engagement. We'll also discuss ways to extend professional development and peer coaching opportunities to sustain this strategy.

**Presenter(s):** Corrine Lancaster, Teacher, and Marcus Porter, Teacher, Rock Hill High School, Rock Hill, SC

### 252. The Power of the Protocol!

Table 2

Objective: 1b

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 powerful math practices.

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

### 253. My MDC and Math Ready Journey

Table 3

Objective: 1b

Are your students sitting in rows and taking notes or collaborating in groups? Learn how to transform the traditional math classroom into a collaborative design in which students engage in rich tasks, and formative assessments are used to help guide instruction. Explore how the method of gradual release strategically transferred the ownership of learning from the teacher to the students and how rigorous mathematical activities help students develop critical thinking skills when solving real-world problems.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Sharon Moehle, Math Teacher, Camdenton R-3, Camdenton, MO

### 254. Breakout EDU in the CTE Center Classroom — Escape the Ordinary!

Table 4

Objective: 1c

Bringing the current entertainment trend of escape rooms to the classroom, Breakout EDU transforms spaces into immersive game-based learning environments while incorporating the 4Cs: communication, collaboration, critical thinking and creativity. In a Breakout EDU game, students work together to solve a series of engaging critical thinking puzzles in order to break into a locked box and beat the clock. In this practical session, you will learn the essentials of Breakout EDU, see career and technical education examples, and then experience it yourself as your team works on a clue or two to break out. "It's time for something different!"

**Presenter(s):** Kathleen Levy, Math and Science Consultant Teacher, Eastern Monroe Career Center, Fairport, NY

### 255. Coding in Core Classes: Using Alice 3.0 to Engage Students

Table 5

Objective: 1e

This session will focus on how to use the Alice program to engage students in collaborative assessments. While the session will highlight the use of Alice 3.0 in a middle school English language arts classroom, we'll also focus on facilitating teacher and student collaboration, learning the Alice program, aligning projects with standards and managing the classroom environment during a project-based assessment. This session is appropriate for any middle school or high school teacher who wants to integrate simple coding into their class content.

**Presenter(s):** Martha (Katie) Jenkinson, ELA Teacher, Gold Hill Middle School, Fort Mill, SC

### 256. A New Addition to Implement Advanced Career Pathways

Table 6

Objective: 2a

SREB's Advanced Career pathway programs consist of four discrete units of instruction that are project-based and focus on high-end technical skills. To date, AC's strategy is to assess progress at the conclusion of each module but not offer a summative industry-based assessment or credential. SREB is participating in a pilot collaborative to add a summative industry-based assessment — required by many states for funding — plus pretests, data reports and potentially a digital badge. Come find out all about this collaboration and see how your program can take advantage of it.

**Presenter(s):** John Foster, President/CEO, NOCTI, Big Rapids, MI



**257. Secondary Literacy Centers**

Table 7

Objective: 2a

Using literacy centers in elementary classrooms is a time-honored best practice. Research shows that this same practice also benefits the secondary student. A center-based secondary classroom builds in time for independent practice, collaborative conversations and student-teacher conferences. Traditional and paperless centers will be shared and discussed in this interactive session.

**Presenter(s):** Janet Perry, Implementation Specialist, San Antonio ISD, San Antonio, TX

**258. A No-Excuses Approach to Boundaryless Career and Technical Education**

Table 8

Objective: 3a

Are high school graduates truly being prepared for high-wage, high-demand careers and reducing the nation's skills gap? It's time to reinvent the high school experience by listening to what industry needs: advanced, highly relevant career pathways that lead to postsecondary credential or degree-earning opportunities. Come get inspired by CTE practitioners as they share fresh viewpoints on bringing workforce trends to education and leveraging existing regional partnerships and resources to support distance learning and blended learning environments.

**Presenter(s):** Craig Herald, Principal, Lee County Area Technology Center, Beattyville, KY

**259. Getting the Right Students to a Career Center**

Table 9

Objective: 3c

In this session, participants will review lessons learned from the 2019 Technology Centers That Work Leaders Forum and develop plans to market, recruit and retain students at shared-time career centers. Learn strategies for helping center staff move beyond "blaming others" to developing a systemic approach to increasing participation in quality career pathways.

**Presenter(s):** Scott Warren, Division Director, Making Schools Work, and Linda Floyd, Director, TCTW, SREB, Atlanta, GA

**260. From Zero Support to Zero Hour**

Table 10

Objective: 4b

Learn how one school problem-solved its way through an obstacle many schools face — how to give students one-on-one help without extending the school day. See and hear firsthand student and teacher perspectives on Zero Hour, a flexible learning time that meets the needs of any student without impacting transportation needs and extracurricular activities. Ease the stress of make-up work, missing assignments, reteaching and tutoring on teachers while providing them with guaranteed time to collaborate in professional learning communities. It's a win-win for all!

**Presenter(s):** Adam Koehler, Assistant Principal, Cabot High School, Cabot, AR

**261. Telling a Story With Data: Data Visualization Techniques for Educators**

Table 11

Objective: 5b

Schools have no shortage of data sources at their fingertips, but what can they do with those data? This session will show you how schools can use data to communicate the messages they want to send to parents, school board members, faculty and others. Attendees will explore data visualization techniques like chart selection, design features, comparisons, correlations and data hierarchy. These techniques make the difference between mediocre and compelling reports or presentations. Prevent data overload, highlight important facts and take your data points from good to great!

**Presenter(s):** Chris Fuga, Research Associate, Rebecca Purser, Research Associate, and Joseph Tadlock, Senior Research Associate, SREB, Atlanta, GA

**262. College Scholarships: How Can I Help My Students Find, Apply and Be Successful?**

Table 12

Objective: 5f

In this session, parents, counselors, advisory teachers and senior sponsors will learn how to be more successful in scholarship writing. You will learn how to collect student information, build successful resumes, encourage volunteerism in the community, find available scholarships and more. Most parents are unaware of what their children need to do to begin preparing for scholarships in the ninth grade, and most counselors do not have the necessary time to really dive into this process. Attendees will leave with handouts, examples and a Google Document with a live list of scholarships.

**Presenter(s):** Brandi Ashby, English Teacher/Senior Sponsor, West Morgan High School, Trinity, AL

## FEATURED SPEAKERS



Terrance Scott

### 263. A Pedagogy for Social Justice: Using a Science of Instruction as Momentum for Equality

Room: 339 (BCC)

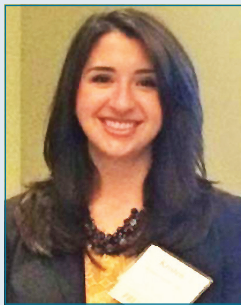
Objective: 4e

A well-established science of instruction exists but is often ignored by the larger field of education — to the disproportional detriment of students from a range of specific backgrounds, including disadvantaged students, students with disabilities and non-white students. This presentation presents a logic and hard evidence for how ineffective instructional strategies set the occasion for student failure. Using data from over 13,000 classroom observations, a case will be made for using effective instruction as the foundation for building momentum toward social justice and equality. The discussion will also hit upon strategies for improving teachers' use of effective instructional strategies.

**Presenter(s):** Terrance Scott, Professor, University of Louisville, Louisville, KY



Kari Hankins



Kristen Cassidy

### 264. Truth, Facts and Lies: Fight the Stereotype

Room: Peale (Hilton)

Objective: 5c

This session will define bullying and intermittent explosive disorder (IED) behaviors and outline strategies to help students evaluate and diffuse bullying situations.

**Presenter(s):** Kari Hankins, and Kristen Cassidy, B Curriculum, LLC, Lake Charles, LA



Baruti Kafele

### 265. Is My School a Better School BECAUSE I Lead It?

Room: 337-338 (BCC)

Objective: 5d

This session will take school leaders on a self-reflective journey and challenge them to examine their own leadership identity, presence, impact, mission, purpose, vision and value as the leader of their school. Participants will engage in a discussion about whether their leadership practices enable their learners to have optimal learning opportunities in student-centered, culturally-responsive learning environments. It will also challenge participants to think critically about how they perceive their own leadership worth to their school communities compared to how their school communities might perceive their leadership, with a particular emphasis on whether their leadership practices ensure that equity abounds for all learners.

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

### 266. Mathematical Reasoning Enhanced Through Engaging, Real-World Problems

Room: 344 (BCC)

Objective: 1b

Is mathematics about rules and procedures, or is it about reasoning and making sense of situations? Students can engage in mathematical reasoning in and beyond the math classroom and experience the joy of discovery and the exhilaration of figuring out a challenging question. Gain information on various mathematical tasks the presenter has used to engage students and teachers in thoughtful, rewarding explorations of math.

**Presenter(s):** David Richner, Instructor, Warrensburg Area Career Center, Warrensburg, MO

**267. The Math Fluency Project: Gamified Math for At-Risk Youth***Room: 328 (BCC)**Objective: 1b*

John Huppenthal, a former superintendent of public instruction in Arizona, spent his entire career in education. After leaving office, he became a math teacher and created a game that helps students gain fluency using nine scientific principles that involve learning and motivation. In this session, we'll explore how to motivate the unmotivated and bring them out of the failure zone. Learn how the melding of these principles encourages students to answer hundreds of math problems in 15 minutes while having fun and working together as a team to reach an epic goal. Presenters will share real-world examples and data showing academic gains and improved attendance from this approach.

**Presenter(s):** Nai Wang, Founder and President, KP Education Systems, Phoenix, AZ; Ron Zybur, Coach, HSTW NE Region, Middleburg Heights, OH; John Huppenthal, Founder, Math Fluency Project, Chandler, AZ

**268. An Innovative Approach to Teaching Anatomy: Oh, Snap! My ACL!***Room: 327 (BCC)**Objective: 1c*

Anterior cruciate ligament (ACL) injuries result in approximately 100,000 knee reconstructions annually. Participants will build a scale model of the knee and gain an understanding of why so many ACL injuries occur each year, using this inquiry-based, hands-on method for teaching anatomy that integrates STEAM practices into biomedical and health science classrooms.

**Presenter(s):** Anthony Augustin, Teacher, Loretto High School, Loretto, TN

**269. Beginning the Journey: Becoming a PBL Ninja***Room: 330 (BCC)**Objective: 1d*

Project-based learning is a proven, research-based teaching strategy. It is also a challenging but rewarding process. This session will share the highs and lows of becoming a PBL ninja. Hear teachers' firsthand experiences and perspectives and review SREB's PBL model.

**Presenter(s):** Gary Wrinkle, Director of State and District Partnerships, SREB, Atlanta, GA

**270. Planning to Plan - Part 1***Room: 324 (BCC)**Objective: 1e*

This session covers the practice of planning the observable instructional indicators that make up a lesson. The progression from course through unit of instruction, based on competencies, is modeled for either a traditional class or a block-structured class. This model is based on SREB's unit and lesson planning sessions, applied to high school, technology center and adult CTE classrooms. Each class is broken into nine separate identifiable parts, each with a specific task for students, and each of those parts is broken into minutes to allow teachers to maintain engagement from bell to bell. Stick around for Part 2 and explore Planbook.

**Presenter(s):** Mike Eubank, Assistant Superintendent, Full-Time Programs, Mid-America Technology Center, Wayne, OK

**271. The Power of School Partnerships: Crossing the Parking Lot***Room: 332 (BCC)**Objective: 1f*

During the late fall of 2017, Northland Career Center and Platte County High School began discussions on what it might look like to be partners. These two schools are separated by a parking lot but had not yet explored a total commitment to working together to create relevant pathways for students, enhance instruction, provide a system of support for students and focus on educator growth. See how these schools secured full district support and worked together to form an effective partnership. Explore their results and catch a glimpse of their future plans.

**Presenter(s):** Bob Stokes, School Improvement Leadership Coach, SREB, Atlanta, GA; Jeff Green, Assistant Director, Northland Career Center, Platte City, MO; Chad Sayre, Principal, Platte County High School, Platte City, MO; Aaron Duff, Coordinator of Academic Services, Platte County School District, Platte City, MO

**272. How Can Middle Schools Ensure Students Are Ready for High School?***Room: 340 (BCC)**Objective: 2a*

Find out how to identify best practices and strategies that can be implemented in literacy and math classes that align with readiness standards and ensure that more students leave middle school ready for high school.

**Presenter(s):** Michelle Flygare, School Improvement Leadership Coach, SREB, Atlanta, GA; Anna Munoz, Instructional Coach, Natasha Villegas Acosta, Seventh-Grade Language Arts/Creative Writing, and Jaime Acosta, Eighth-Grade Math/Math Intervention, Chaparral Middle School, NM, Chaparral, NM

**273. The My Professional Self Career Preparatory Program***Room: 341 (BCC)**Objective: 2c*

This session will explore Belpre High School's two-year program for freshmen and sophomores called My Professional Self. Students engage in personality inventories, career research, resume work and soft skills training to prepare for three major events in the program. Year 1 includes career-specific mock interviews for all ninth- and 10th-grade students. Year 2 includes Career Day and Adulting 101 events for all students on campus. All My Professional Self experiences involve district, business and community members, as well as a local outreach organization, Building Bridges to Careers. This is an all-hands-on-deck program!

**Presenter(s):** Erica Wright, Teacher, and Katie Pintz, Teacher, Belpre City Schools, Belpre, OH

**274. Revitalizing Your STEM Pathway to Align to College Credit***Room: Johnson (Hilton)**Objective: 3a*

Do your CTE pathways end at graduation? Is your STEM pathway rigorous enough to prepare students for the next level? Do some of your graduates struggle with the next step even when well prepared for college or employment? Learn how SREB brought together community college and industry leaders to align its Advanced Career Integrated Production Technologies (advanced manufacturing) curriculum with postsecondary programs. Participants will have an opportunity to sketch a plan for taking their STEM program to the next level, whether through increased rigor in high school, alignment with the next step, or both.

**Presenter(s):** Beth Green, Program Director Advanced Career, and Tim Shaughnessy, Program Director, Career Pathways, SREB, Atlanta, GA

**275. Changing Futures: How Business and School Partnerships Generate Student Success***Room: 325 (BCC)**Objective: 3b*

Akron Public Schools, a Ford Next Generation Learning Community, is transforming its high schools into college and career academies. The business community, teachers, counselors, administrators, parents and students are deeply involved in this transformation. From selecting career pathways, course curricula and appropriate industry credentials, to designing work-based learning experiences for students and teachers, businesses also play an integral role in the academies' success. Explore the master planning and pathway design process and learn how our continued collaboration with business partners is helping to develop a successful future for our students and our community.

**Presenter(s):** Elizabeth Winter, Coordinator, Partner Engagement, Nathan Ruyan, System Analyst, and Yvonne Culver, Coordinator, Counselors and College/Career Access, Akron Public Schools, Akron, OH

**276. Industry-Ready Pathways and Dual Enrollment Options for Georgia Students***Room: 331 (BCC)**Objective: 3d*

This session will feature the most up-to-date innovations in Georgia's statewide approach to career, technical and agricultural education. Learn how policy and partnerships have created a rich environment for dual enrollment for all students in the state. The CTAE state director will share components of the state's strategic plan and how Georgia's booming film and automotive industries are impacting CTAE classrooms.

**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

**277. Strengthening Community Partnerships***Room: 323 (BCC)**Objective: 3e*

Our school's success has a lot to do with our relationships with individuals and organizations in our community. We've built strong partnerships over the years that benefit our school and enhance learning for our students. All 15 programs in our school actively work with community organizations to enhance learning and promote the benefits of CTE. Explore the strategies we use to maintain existing partnerships and cultivate new relationships with community members.

**Presenter(s):** Gary Trail, Special Education Support, Lindsey Haines, Guidance Counselor, and Julie Sions, Teacher, Mineral County Technical Center, Keyser, WV

**278. Layers of Support With Power of ICU***Room: 350 (BCC)**Objective: 4b*

At Stewarts Creek High School, students know that "practice" (assignments) must always be turned in and completed well, and teachers are focused on giving quality assignments and grades that reflect learning. Drawing from Power of ICU principles, Clark Harrell will explain how ICU is a foundational part of the school's culture as students receive multiple layers of support. This has led to Stewarts Creek students achieving many academic successes, from graduation rates above 95 percent to individual victories with formerly apathetic learners.

**Presenter(s):** Clark Harrell, Principal, Stewarts Creek High School, Smyrna, TN

**279. Creating the Village Our Students Need***Room: 321 (BCC)**Objective: 4c*

Learn how a school can become the "village" needed to care for students' academic, social, emotional and even physical needs. Designed by guidance staff and conducted by faculty members, this mentoring and advising program provides students with an adult they can turn to for issues concerning academics or graduation, college and career planning, and even social or emotional support. Experience the process of planning, organizing and carrying out a program that is unique to the needs of their school.

**Presenter(s):** Nelson Patton, Classroom Teacher, Remell Wright, Counselor, and Salina Patton, Teacher, Cross Creek High School, Augusta, GA

**280. Are They Ready for High School Math? No, But They Will Be!***Room: 342 (BCC)**Objective: 4d*

New Mexico's Taos High School developed a program to give incoming freshmen the opportunity to be successful in math by providing them with immediate remediation while still allowing them to move forward with grade-level curricula. Learn how teachers used data-driven instruction and combined algebra with a high school readiness math course to fill learning gaps and provide students with instructional support.

**Presenter(s):** Clara Clark, School Improvement Leadership Coach, SREB, Atlanta, GA; Greg Rael, Math Teacher, and Benny Mitchell, Math Teacher, Taos High School, Taos, NM

**281. How Do We C.A.R.E. For Our Students?***Room: 333 (BCC)**Objective: 4e*

How do we care for our students? That's a question that is asked daily in education. Most students are motivated not by grades but by the fact that they know a teacher may have their best interests at heart. In this session, we'll explore C.A.R.E. — "Changing Your Attitude to Reach Everyone." We'll also focus on changing teachers' perceptions of students in special education, regular education, gifted and talented programs, minority males and students with social challenges or returning from the Department of Juvenile Justice.

**Presenter(s):** Cleve Pilot, Director, Fairfield Career and Technology Center, Winnsboro, SC

**282. Growing a Gender-Inclusive Biology Curriculum***Room: Douglass (Hilton)**Objective: 4e*

Nearly all students study biology, the science of living things. For transgender and gender-expansive youth, the subject presents many opportunities for authentic inclusion. How can we teach about X and Y chromosomes while acknowledging diverse identities? How can we frame the science of reproduction to affirm all families? We will share a framework and person reflections on teaching about gender-diversity in genetics, reproduction, anatomy, disease and evolutionary biology. We will share how this has impacted our students in middle and high school. Participants will receive resources to start applying a gender-inclusive lens to their classes in science and other subjects.

**Presenter(s):** Sam Long, Biology Teacher, Strive Prep Excel, Denver, CO

**283. Your First Year as a CTE Teacher***Room: 343 (BCC)**Objective: 5a*

Many career and technical education teachers come directly from industry. Although there are many resources focused on teaching strategies and tips for new teachers in traditional classroom settings, there are comparatively few resources available for new CTE teachers. Helping them hit the ground running through ongoing professional development is necessary in light of the new Perkins V legislation. Join this session to explore interactive classroom strategies that help teachers transitioning from industry to the classroom develop a positive learning culture.

**Presenter(s):** Kathleen McNally, Senior School Improvement Instructional Coach, SREB, Atlanta, GA; Pam Foster, Education Consultant, NOCTI, Carlisle, PA

**284. How Do We Find People Who Really Want to Make Teaching Their Life's Calling?***Room: 322 (BCC)**Objective: 5a*

Recent literature indicates that secondary students and their teachers are frustrated with school. Students claim boredom, and teachers cite frustration as a reason to leave education. However, research suggests that students are not bored when teachers promote an engaging learning culture. Engaging teachers seem less frustrated because they have a clearly defined purpose. In this presentation, educators will interactively deal with eight questions to define a teacher's purpose. These questions will help all educators unveil their purpose and help make one decision: "Do I really want to teach?"

**Presenter(s):** Dan Perna, President, James Daniel & Associates, LLC, Houtzdale, PA; MaryAnn Volders, Vice President for Secondary Education, Central Pennsylvania Institute of Science and Technology, Bellefonte, PA

**285. Making Connections: A Common Vision in a Culture of Change***Room: Paca (Hilton)**Objective: 5a*

Learn how a secondary school embraced sustainable change efforts by engaging in SREB's Curriculum and Instruction Review process, studying its accountability data and harnessing the power of its Response to Intervention process. This session will explore how this school strives to maintain a common vision while simultaneously implementing multiple district initiatives in an environment of continuous change.

**Presenter(s):** Allyson Morgan, Director, State and District Partnerships, and Connie Luper, School Improvement Leadership Coach, SREB, Atlanta, GA; Marsha Mitchell, Assistant Principal, and Clay Webber, Principal, Asbury High School, Albertville, AL

**286. Increasing Graduation Rates Among African-American Males: A Buffalo County School in Focus***Room: 336 (BCC)**Objective: 5b*

The graduation rate of African-American males continues to be a critical issue for urban school systems. The principal of McKinley High School will share how he and his staff have helped African-American males get on track to graduate at a higher rate than the state average. In this session, attendees will explore strategies for supporting and engaging this group in the education process through effective professional development and data-informed decision-making.

**Presenter(s):** Marck Abraham, Principal, McKinley High School, Buffalo, NY

**287. Getting It Done Right: Transforming Your School With the Strategic Excellence Educator Development (S.E.E.D.) Initiative**

*Room: 329 (BCC)*

*Objective: 5c*

Presenters will share the transformational journey of Anderson Five Career Campus' Strategic Excellence Educator Development Initiative. This session will provide practical, research-based strategies and reflections on the SREB models that contributed to Anderson Five's success as a Pacesetter Award-winning school. Whether you are an experienced, new or aspiring leader, this session will give you an understanding of the importance of establishing intentional, rigorous academics while engaging students' technical, academic and 21st-century skills. Attendees will take home emerging and established best practices they can put to work right away. Get inspired and motivated to become a change agent in your school.

**Presenter(s):** Cecil Bonner, Principal, Anderson Five Career Campus, Anderson, SC; David Pressley, School to Work Coordinator for Anderson School District, Anderson Five Career Campus, Anderson, SC

**288. Impacting Teacher Practices: Three Keys to Quality Professional Development**

*Room: Tubman (Hilton)*

*Objective: 5c*

How is professional development directly affected by the current realities of the classroom and further supported through the coaching process? Explore how one school district has created a model that aligns classroom walk-through data, professional development and professional coaching for teachers that build their capacity to deliver high-quality learning experiences.

**Presenter(s):** Chuck Boyd, Senior School Improvement Leadership Coach, and Shawn Bender, School Improvement Leadership Coach, SREB, Atlanta, GA; Kimberly Lipe, Director, Language Arts, and Kathy Sanchez, Director, Social Studies, Gwinnett County Public Schools, Suwanee, GA

**289. Monitoring Teacher Working Conditions**

*Room: Carroll (Hilton)*

*Objective: 5d*

Teacher working conditions are student learning conditions, as one teaching quality expert famously said. School leaders need to support and push their teachers. Most of our data use centers on pushing teachers to increase student achievement. However, we need to monitor data to ensure that we are supporting teachers as well. This session will share tools and strategies for formally and informally monitoring teacher working conditions, as well as strategies for improving staff culture by being responsive, transparent and positive.

**Presenter(s):** Jon Schmidt-Davis, Director, Learning-Centered Leadership Program, and Paula Egelson, Director of Research and Accountability, SREB, Atlanta, GA

**290. Rebranding Best Practice: Developing Systems to Support Growth**

*Room: 326 (BCC)*

*Objective: 5e*

In this session, leaders from a low-performing, urban high school will share how they are bringing new life to continuous improvement by maintaining a singular focus on best practices. They will lead participants through the concrete steps they have taken to revitalize professional learning and create a mindset of instructional growth and reflection. Participants will explore ways in which they can increase teacher ownership of growth while ensuring instructional consistency and accountability.

**Presenter(s):** Kate Grindon, Director of Instruction, Southern High School, Louisville, KY

**291. The Ins and Outs of the ICU Database**

*Room: 349 (BCC)*

*Objective: 5f*

How do you communicate with parents and your learning community when students don't do their work? In this session, participants will hear from real practitioners who use the ICU database daily to promote excellent communication lines, fight student apathy and save time in the school day.

**Presenter(s):** Roseann Bruns, Teacher, Jackson R-II School District, Jackson, MO; Cory Crosnoe, Principal, Jackson R-II School District, Jackson, MO

**Table talk sessions** — These 25-minute sessions – scheduled back-to-back in two blocks for one hour – allow presenters and attendees to share and gather information about a topic in a less formal setting. Table talk sessions are hosted at round tables that accommodate up to 10 attendees. They can be condensed versions of a 60-minute promising practice session or a 120-minute deep-dive session but can also be stand-alone sessions about key problems of practice and top-of-mind issues that relate to conference objectives.

### 292. The Scramble for Africa: Powerful Literacy Practices Aligned With Standards

Table 1

Objective: 1a

This presentation highlights digital and non-digital strategies for increasing student engagement through powerful literacy practices. We'll focus on The Scramble for Africa, a unit we teach at staff professional developments in our county. Attendees will learn how to choose materials and implement powerful literacy practices that are tightly aligned to subject area state standards and appropriate reading and writing standards. Areas of literacy focus will be political cartoons, poems and appropriate content area readings.

**Presenter(s):** Rosann Kosko, Teacher, Hoke County Schools, Raeford, NC; Angel Robles, Teacher/Instructional Facilitator, Hoke County High School, Raeford, NC

### 293. Culturally Responsive Problem-Based Learning Engages All Students

Table 2

Objective: 1d

A recent study examined the impact of culturally responsive teaching and problem-based learning on the engagement and achievement of African-American students in an urban high school setting. The study showed how these approaches individually impacted student learning outcomes but also argued for the value of combining them into one singular approach. This session will explore strategies for incorporating culturally responsive problem-based learning in instruction and engaging youth in their learning.

**Presenter(s):** Richard Reynolds, Principal, Warrensville Heights High School, Warrensville Heights, OH

### 294. Launching a STEM Academy Partnership the Tech Center Way

Table 3

Objective: 1c

Want to hook students into STEM options? Learn how this technology center has created early awareness opportunities using an academy approach. Students at Red River Technology Center can embark on their STEM pathway in the ninth grade and earn valuable concurrent credit through local partnerships. Learn how this center works with both the feeder high school and local postsecondary institution to jump start students in biomedical and engineering careers.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Misty Wade, Counselor, Red River Technology Center, Duncan, OK

### 295. Breakout EDU in the CTE Center Classroom — Escape the Ordinary!

Table 4

Objective: 1c

Bringing the current entertainment trend of escape rooms to the classroom, Breakout EDU transforms spaces into immersive game-based learning environments while incorporating the 4Cs: communication, collaboration, critical thinking and creativity. In a Breakout EDU game, students work together to solve a series of engaging critical thinking puzzles in order to break into a locked box and beat the clock. In this practical session, you will learn the essentials of Breakout EDU, see career and technical education examples, and then experience it yourself as your team works on a clue or two to break out. "It's time for something different!"

**Presenter(s):** Kathleen Levy, Math and Science Consultant Teacher, Eastern Monroe Career Center, Fairport, NY

### 296. Project-Based Learning at Gordon Parks High School

Table 5

Objective: 1d

Gordon Parks' life and work as a photographer, film-maker, writer and civil rights activist offers us a model for the kind of thoughtful, active, successful citizens we are dedicated to helping our students become. Project-based learning is a vehicle for achieving this goal. This session will share lessons learned throughout a 10-year journey of spreading PBL, including our experiences scheduling, gaining teacher buy-in and offering professional development; building long- and short-term projects; facilitating academic and CTE teaming for credit recovery; and working with community and educational partners. We'll also share strategies for project management as it relates to student attendance and increasing student engagement.

**Presenter(s):** Sharon Stone, Continuous Improvement, St. Paul Public Schools, Saint Paul, MN; Paul Creager, Curriculum Lead, St. Paul Public Schools, Saint Paul, MN

### 297. What's a Credential Engine Anyway?

Table 6

Objective: 1e

The Credential Engine is an outgrowth of the Credential Transparency Initiative, a group whose work has been going on for about five years. Participants have defined credentialing terms and designed an open source registry and apps that make investigating credentials easy. Backed by major funding sources, the Credential Engine now includes over 5,000 credentials. Come find out how you can use this valuable tool to discover credentials and additional training sources for your students. Bring your own device and explore!

**Presenter(s):** John Foster, President/CEO, NOCTI, Big Rapids, MI

**298. College and Career Readiness: Exploring the Advanced Career Curricula**

Table 7

Objective: 3a

Learn how SREB's nine STEM-based Advanced Career pathway curricula are being implemented in over 115 schools in 22 states and how both teachers and students are responding to these challenging learning experiences. The AC curricula are designed to reorganize high schools around intellectually demanding career academies that blend academic, technical, problem-solving and 21st-century skills and emphasize real-world projects.

**Presenter(s):** James Berto, Research Associate, Advanced Career, SREB, Atlanta, GA

**299. Zoom Zoom: A Career Area That Is Always on the Move**

Table 8

Objective: 3a

Amazon has changed the game. Careers in logistics are experiencing an employment explosion in the United States, and the demand for engineers, managers and entry-level workers is becoming critical. Courses are being added across America to get the word out. Hear from a 25-year industry expert and high school teacher of 15 years who enthusiastically uses an SREB Advanced Career curriculum to introduce youth to careers in this booming field. Learn about project-focused activities and a hands-on lab run by students. This session will include a fun activity in which you'll decide where to locate a distribution center for a consumer products company.

**Presenter(s):** Jim Barbee, Teacher, Peachtree Ridge High School, Dacula, GA

**300. How a Junior Apprenticeship Program Helps Rising Ninth-Graders Explore CTE**

Table 9

Objective: 3f

Pickens County Career and Technology Center created a Junior Apprenticeship program for rising ninth-graders that helps students understand the CTE programs available to them and the soft skills needed to be successful in those programs. By introducing opportunities in an earlier grade, students gain a better understanding of their options. Attend this session and learn how we're attracting non-traditional CTE students and creating cohorts in pre-engineering, biomedical science, art, audio-visual and graphic design, and advanced manufacturing.

**Presenter(s):** Ken Hitchcock, Director, Pickens County Career & Technology Center, Liberty, SC

**301. A Step-By-Step Approach to Academic Success**

Table 10

Objective: 4a

This session will describe how, using a multi-tiered approach, counselors can provide increasing levels of support for students who show evidence of not meeting grade-level standards. Attendees will explore how counselors can work with students, teachers, parents and administrators to identify students who are experiencing academic struggles and strategize personalized ways for them to be successful.

**Repeat: Friday, 11:45 a.m., 323**

**Presenter(s):** Daria Williamson, Academy Counselor, Shiloh High School, Snellville, GA

**302. Using Data to Make Every Student Matter: Berkmar High School's Teacher System**

Table 11

Objective: 5b

In this session, administrators and staff from Berkmar High School in Georgia's Gwinnett County Public Schools will demonstrate how they use data to monitor and track student progress in all six of their career academies. Participants will learn how to identify students who need support in the areas of attendance, behavior and course performance and explore the supports that Berkmar High School uses to ensure every student can be successful.

**Repeat: Friday, 3:30 p.m., 343**

**Presenter(s):** Cora Graves, Assistant Principal, Divette Beck, Assistant Principal, and Cindy Moffett, Assistant Principal, Berkmar High School, Lilburn, GA

**303. Six Strategies for Growing Future Educational Leaders**

Table 12

Objective: 5d

There are not enough quality personnel to fill the many vacancies we have in our schools. At J. L. Mann High School, we have taken a unique, intentional approach to mentoring our new teachers, providing support to veteran teachers and building leadership capacity for teachers who aspire to administrative roles. Join us to learn six successful strategies that are budget-friendly and highly adaptable to any school.

**Repeat: Friday, 1 p.m., Carroll**

**Presenter(s):** Regina Eudy, Instructional Coach, and Tina Bishop, Assistant Principal, J.L. Mann High School, Greenville, SC



## FEATURED SPEAKERS



Mac Beaton

**304. CTE Letter of Intent Signing Day 2.0! A Career in Every Student's Future***Room: 326 (BCC)**Objective: 3e*

Helping students secure work-based opportunities involves first figuring out how to get community and business partners engaged. K-12 education isn't achieved in isolation but in partnership with the community and businesses. The CTE Letter of Intent Signing Day celebrates CTE students' successes and provides our partners with a way to connect with schools and offer a handshake, not a handout. Hear how Henrico County Public Schools is now getting daily calls from companies that want to partner with schools to offer students great career opportunities.

**Presenter(s):** Mac Beaton, Director of Career and Technical Education, Henrico County Public Schools, Henrico, VA



Terrance Scott

**305. Positive Classroom Management to Promote Student Success***Room: 339 (BCC)**Objective: 4b*

Teachers continually report that misbehavior in the classroom is both the biggest challenge they face daily and the area in which they were least prepared in their pre-service training. The only reason for managing behavior is to facilitate student success with academics and related content areas and objectives. This session presents a set of basic classroom management strategies that are aligned with high-leverage practices for promoting student success. Examples including videos from real classrooms will be used to help clarify both the logic and simplicity of these basic positive strategies.

**Presenter(s):** Terrance Scott, Professor, University of Louisville, Louisville, KY



Robert Jackson

**306. Building Cultural Awareness With Students and Staff***Room: 337-338 (BCC)**Objective: 5c*

Many educators' perceptions have become their reality. During this interactive workshop, educators and administrators will learn how to build cultural awareness with students and staff and appropriately handle behavioral problems with troubled students. Attendees will gain four tips for managing biases and take home tools for building positive relationships and handling conflict with students. Come and engage in this fun, interactive workshop and receive tools you can use right away.

**Presenter(s):** Robert Jackson, National Speaker/Author, Robert Jackson Consulting, Indianapolis, IN



David Shepard

**307. Active Teaching Strategies to Engage Reluctant Learners***Room: 329 (BCC)**Objective: 5c*

How do you react when faced with day-dreaming minds and blank stares? Exceptional educators know that students must be actively engaged to learn at maximum levels. This engagement is needed at all levels within all content disciplines. This session will review, teach and demonstrate many activities to help students get up, get moving and get engaged. These activities are designed to encourage active participation and involvement. Attendees will come away with many "I'll try that on Monday!" ideas. Attendees will also acquire new tools for their teaching toolboxes that can improve their overall effectiveness and efficiency.

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

## FEATURED SPEAKERS



Kari Hankins



Kristen Cassidy

**308. Truth, Facts & Lies: The Teenage Brain and the 21st Century**

Room: Peale (Hilton)

Objective: 5f

Truth, Facts & Lies is a research-based social emotional learning program for high schools and middle schools. The full program covers a variety of social issues faced by teens; however, in this conference session, participants will learn more about the teenage brain and addiction, specifically pornography, because the average age of first exposure is 11. In every Truth, Facts & Lies session, youth are guided in how to develop exit strategies to remove themselves from uncomfortable or dangerous situations and to improve the culture of their schools. Truth, Facts & Lies also incorporates cooperative learning and uses data collection throughout to ensure students are mastering the content.

**Presenter(s):** Kari Hankins, and Kristen Cassidy, B Curriculum, LLC, Lake Charles, LA

**309. CTE Students as Math Experts: Teaching Others Through Their Trades**

Room: 343 (BCC)

Objective: 1b

Join us in an exploration of strategies that invite CTE students to become mathematics resources for other students and teachers. Learn how two West Virginia Simulated Workplace Corporations at the state's CTE centers challenged students with embedded mathematics projects that create application-rich mathematics learning for others. See the students in action via videos and district presentations as they share their math understanding through the lens of their career pathway area of study.

**Presenter(s):** Kathleen McNally, School Improvement Specialist, SREB, Atlanta, GA; Jessica Campbell, Mathematics Facilitator, Ben Franklin Career Center, Dunbar, WV; Steve Freshour, Mathematics Instructor, Caperton Center for Applied Technology, Parkersburg, WV

**310. Choosing and Finding Success With Performance Tasks**

Room: 342 (BCC)

Objective: 1d

This session will present ideas on finding and using performance tasks in your classroom with success. Explore examples of performance tasks and discover how these can be effective assessments.

**Presenter(s):** Cathey Ritter, School Improvement Instructional Coach, SREB, Atlanta, GA; Justin Cochran, Math Teacher, New Martinsville School, New Martinsville, WV

**311. Increase Student Skills and Collaboration by Using G-Suite for Education**

Room: Johnson (Hilton)

Objective: 1e

Technology should help students solve problems creatively, think critically and work cooperatively in teams. Google's suite of free tools gives teachers the resources they need to grow these skills. Join us as we explore the use of Google Docs, Google Slides, Google Sheets, Google Forms and other Google tools. Take home examples of how to incorporate these tools into your daily lessons to increase student skill development and collaboration.

**Presenter(s):** Judy Frank, Director, MMGW, SREB, Atlanta, GA; Cara Whitehead, Assistant Principal, Crossville Middle School, Crossville, AL

**312. A Teacher's Journey on the Block**

Room: 330 (BCC)

Objective: 1f

Join us as we discuss Loranger High School's journey in implementing the block schedule. We will discuss the challenges, successes and the teaching and planning strategies we have experienced to make block teaching and learning positive and effective.

**Presenter(s):** Cindy Martin, School Improvement Leadership Coach, SREB, Atlanta, GA; Tyra Starkey, Teacher, Heather Husser, Teacher, and Ladette Kerr, Teacher, Loranger High School, Loranger, LA

**313. Students Not Prepared for College? Try the SREB Ready for College Courses**

Room: 327 (BCC)

Objective: 2a

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 – Literacy Ready and Math Ready – that are being used to boost student achievement in the transition to postsecondary education. These courses can also be used in the senior year to engage students in a challenging curriculum focused on developing essential communication and critical thinking skills

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

**314. Soaring High With Advanced Career Aerospace Engineering**

Room: 341 (BCC)

Objective: 2c

Learn about SREB's STEM-intensive Advanced Career pathways and how one of these pathways is being implemented in a West Virginia high school. Meet the Aerospace Engineering teacher and find out how students are responding to AC's challenging learning experiences. Imagine a classroom in which students choose to begin working before the bell rings, students debate about math, science and technology, and graduate with scholarship offers or industry offers. Advanced Career Aerospace Engineering at Oak Hill High School is all of these things and so much more!

**Presenter(s):** Kimberly Cortines, AC Aerospace Engineering Teacher, Oak Hill High School, Oak Hill, WV; James Berto, Research Associate, Advanced Career, SREB, Atlanta, GA

**315. Student-Driven, Culturally Relevant Assessments***Room: 331 (BCC)**Objective: 2d*

Participants will engage in meaningful conversations on the importance of culturally relevant activities for students. As a community of learners, we will share experiences and insights on supporting the academic learning needs of all students and designing assessments for elementary and middle school students. Exemplars of assessments that provide differentiated, culturally relevant activities will be provided.

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

**316. Beyond The Co-Op: Taking Work-Based Learning to the Next Level***Room: Douglass (Hilton)**Objective: 3a*

According to SREB's 2016 student surveys, only 7 percent of seniors report having an intensive work-based learning experience. Only 11 percent of seniors who had a job reported that it was part of a formal work or training program organized by their school. This session will focus on how to design a series of structured work-based learning experiences – like worksite tours, job shadows, internships, apprenticeships and capstone projects – that help students make the connection between their academic and technical studies and the workplace.

**Presenter(s):** Carolyn Helm, School Improvement Leadership Coach, SREB, Atlanta, GA

**317. The Ultimate Warrior Speaks: Revamping the Traditional Homeroom***Room: 324 (BCC)**Objective: 3a*

Come explore findings from our school's implementation of a counseling for careers program and how we've revamped the traditional homeroom process into a structured, effective advising period. We'll explain our process for obtaining structure and share the successes we experienced by implementing the C4C guidelines. Some of the topics we'll cover in this session are: advising lesson topics, career and college awareness and exploration, career interest tools like Naviance, ACT/SAT prep, class/roster structures, students' mental and emotional well-being, C4C essential strategies and tips for advising success.

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

**318. Give Your Students an Advantage Through Soft Skill Development***Room: 325 (BCC)**Objective: 3a*

Research continues to tell us that across the country, businesses of all kinds are prioritizing soft skills like problem-solving, time management and work ethic over technical job-related skills. In this interactive session, explore ways to incorporate soft skill development into your everyday lessons to help students prepare to enter the modern workforce.

**Presenter(s):** Karen McDowell, Account Manager, Realityworks, Eau Claire, WI

**319. The Future of Work and Career Pathways***Room: 333 (BCC)**Objective: 3a*

Robots and the rise of smart machines and an increase in contract labor, otherwise known as the gig workforce, are dramatically changing the nature of work. These trends could threaten as many as half of all current jobs in the U.S. Our challenge is how to design an education system that addresses these realities and ensures our youth have the opportunity to become contributing citizens in our economic system. This session will outline a systems approach to the design and delivery of high-quality career pathways that serve the needs of all youth and align with the workforce of the future.

**Presenter(s):** James Stone, Director, National Research Center for Career and Technical Education, SREB, Atlanta, GA

**320. Breaking the Cycle: Cognitive Restructuring to Mitigate Potential Criminal Behaviors in At-Risk Youth***Room: 322 (BCC)**Objective: 4b*

This session will address the use of cognitive restructuring to mitigate common thinking errors among at-risk youth. Behaviors, backgrounds and evidence will be discussed, as well as how to manage and correct these behaviors in the classroom. Nested within the presentation will be vignettes and discussions modeling how teachers and others may be able to reduce the number of students entering the school-to-prison pipeline.

**Presenter(s):** Steven Ring, Instructor, LCTI, Schnecksville, PA

**321. Changing the Academic Culture to Reach Students in Poverty***Room: 328 (BCC)**Objective: 4b*

In this session, attendees will learn how the dean of college and career readiness at Fayetteville Technical Community College realized that changing the academic culture increased his college's performance from 24 percent to 41 percent and our retention rate from 67 percent to 98 percent. Students who function in poverty respond differently in a structured environment. Strategies for directly impacting underserved populations will be discussed.

**Presenter(s):** Elmore Lowery, Dean, Fayetteville Technical Community College, Fayetteville, NC

**322. Careers or College – Why Not Both?***Room: 321 (BCC)**Objective: 4c*

Counseling for Careers and College is an organized, structured effort that provides students with the knowledge and skills necessary to achieve a successful future. Join this interactive session to learn how one rural district is implementing C4CC districtwide in grades K-12 and beyond. Students are developing education and career goals beginning in the early grades, identifying their interests and abilities, and exploring emerging careers. Parent and community partnerships are increasing as academics are being integrated with CTE and career pathways are promoted.

**Presenter(s):** Lynn Anderson, Program Director Counseling for Careers/College, SREB, Atlanta, GA; Melvin Lowe, III, Educational Director, Career Tech Workforce Dev., Macon County Board of Education, Tuskegee, AL

**323. Teaching Algebra I on Grade Level to Large Class of Mostly ESL Students***Room: 340 (BCC)**Objective: 4e*

Most students at Meadowcreek High School in Georgia speak English as a second language and are from low-income families. Come hear how a team of teachers are working together to support all students for success in Algebra I. Meadowcreek teachers will provide student engagement instructional strategies that are used successfully in their algebra classes.

**Presenter(s):** Jason Adair, Literacy and Mathematics Program Director, and Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA; Jeanette Pierrepont-Weber, Mathematics Teacher, Leslie Anderson, Mathematics Teacher, and Niurklin Jimenez, Math Department Chair/Teacher, Meadowcreek High School, Norcross, GA; Iesha Clarke, Mathematics Instructional Coach, Gwinnett County Public Schools, Suwanee, GA

**324. Power Hour: No More Excuses***Room: 350 (BCC)**Objective: 4e*

Power Hour is an initiative we implemented at South Aiken High School to provide students with opportunities to receive tutoring during the school day and eliminate transportation concerns. Power Hour has drastically changed our school culture and given students an advantage that increases student outcomes. Learn more in this session about implementing Power Hour at your school!

**Presenter(s):** Sam Fuller, Aiken, SC

**325. Building Esprit de Corp: How We Did It***Room: 349 (BCC)**Objective: 5a*

Presenter Danny Hill shares his personal story about taking over a school with a bad name and explains how he and his staff marketed Southside as the place to be. Teacher and principal turnover came to a halt; student transfer requests did an about-face; and realtors promoted the school as a marketing tool. Hear the simple, yet powerful, “how to” drastically improve your school’s public image and build a strong bridge of trust among parents.

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

**326. Eating the Elephant, One Bite at a Time***Room: 332 (BCC)**Objective: 5a*

How do schools tackle the biggest problems of practice? One step at a time! Two middle schools in Jefferson County, Alabama, have taken improvement science theory and put it into practice through regular collaborative meetings as part of a Networked Improvement Community (NIC). During these meetings, teachers have used a Plan-Do-Study-Act cycle to work on improving student achievement in math.

**Presenter(s):** Bob Stokes, School Improvement Leadership Coach, SREB, Atlanta, GA; Jennifer Rouse, Algebra/Math 8 Teacher, Mike Manning, Principal Corner Middle School, Warrior, AL; Angela Strickland, Assistant Principal, and Alanna Holt, Teacher, Bragg Middle School, Gardendale, AL

**327. Moving an Urban School From Low-Performing to a Model School***Room: 336 (BCC)**Objective: 5b*

In urban education there are many challenges, yet equally there are great opportunities for success. A keen focus on strategies to increase attendance rates and decrease out of school suspensions are critical to urban school turnaround success. Specific strategies used to move us from a low performing to a model school include creating a culture and climate of success, using data-informed decision-making and decreasing out of school suspensions by using behavioral intervention tactics. This session will focus on turnaround efforts at an urban high school where the graduation rate improved from 60 percent to 85 percent.

**Presenter(s):** Marck Abraham, Principal, McKinley High School, Buffalo, NY

**328. Data Isn’t a Four-Letter Word***Room: 344 (BCC)**Objective: 5b*

How do we ensure that all stakeholders have a seat at the table in analyzing data and determining next steps? Instructional leaders will learn about one school’s journey to a data-driven culture. Hear how we used data carousels, artistic summaries and fishbone protocols to facilitate data analysis, support staff members and determine how to increase our student engagement. Leaders will have time to practice data analysis, look through examples of what worked and didn’t, and leave with a plan of action appropriate for their buildings.

**Presenter(s):** Ashton Padgett, Instructional Coach, Pelion High School, Gilbert, SC

**329. Transformative Support for New Teachers: SREB’s Teaching to Lead Program***Room: Carroll (Hilton)**Objective: 5c*

SREB’s Teaching to Lead professional development program supports new teachers who are entering the classroom from industry. A yearlong program, T2L quickly, practically and effectively prepares teachers for the classroom through four professional development modules: instructional planning, assessment, classroom management and instruction. T2L also includes a coaching component and classroom observations. This session will provide an overview of the program and the impact it has on new teachers and their CTE centers.

**Presenter(s):** Paula Egelson, Director of Research and Accountability, SREB, Atlanta, GA; Brenda Tuckwiller, Professor, WV Tech, Montgomery, WV

**330. Schools in Triage: Stopping the Bleeding of Teacher Attrition***Room: Tubman (Hilton)**Objective: 5c*

Across the nation, teachers are leaving schools at an alarming rate. Many teachers cite job dissatisfaction as the impetus for their exit from the profession. In this session, K-12 school-level instructional leaders will learn about the processes and systems one South Carolina program implemented to retain its teachers; increase buy-in and support; build teaching and leadership capacity; and transform its overall culture. Presenters will connect the program's practices to research in school transformation and instructional coaching. Attendees will walk away with helpful tips for transforming professional development, tapping into teachers' talents and leveraging web conferencing technology.

**Presenter(s):** Catayah Clark, Instruction Team Leader, VirtualSC, Columbia, SC

**331. We Have a New Initiative – Now What?***Room: Paca (Hilton)**Objective: 5d*

How do you handle implementing a new initiative in your school or district? Why do some initiatives often fail to deliver? In this session, you'll receive practical strategies to reinvigorate your district's culture by developing systems and processes for managing change with the implementation of single or multiple initiatives. See how one school district's model has helped them become the kind of place where teachers want to work, administrators can focus and students can thrive.

**Presenter(s):** Carita Venable, Senior School Improvement Leadership Coach, SREB, Atlanta, GA; Selena Florence, Instructional Coordinator, Camalyn Turner, Instructional Coordinator, and Jermall Wright, Chief Academic and Accountability Officer, Birmingham City Schools, Birmingham, AL

**332. Use Data to Inspire Change in Your School or District***Room: 323 (BCC)**Objective: 5d*

This session will provide school and district leadership strategies for motivating and supporting changes in instructional practices. 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 attendees how free solutions like Google Forms and Google Data Studio can 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

## Exhibitor Workshops

**Hilton Baltimore – Poe A/B and Blake**

Thursday, July 11, 8 a.m. – 4:30 p.m.

Friday, July 12, 7:30 - noon

SREB's Making Schools Work Conference Exhibitors will be showcasing their products and services on Thursday, July 11, and Friday, July 12, in interactive 25-minute workshops located in Poe A/B and Blake, across from the Conference Exhibit Hall. Check the Making Schools Work Conference App for an up-to-date schedule of these informative sessions or check with exhibitors on site about their workshop schedule!



**Table talk sessions** — These 25-minute sessions – scheduled back-to-back in two blocks for one hour – allow presenters and attendees to share and gather information about a topic in a less formal setting. Table talk sessions are hosted at round tables that accommodate up to 10 attendees. They can be condensed versions of a 60-minute promising practice session or a 120-minute deep-dive session but can also be stand-alone sessions about key problems of practice and top-of-mind issues that relate to conference objectives.

### 333. Are Your Math Tasks Up to Snuff?

Table 1

Objective: 1b

We all have those tasks we love and have been using in our classroom for years. Do they meet the cognitive demand needed for the modern mathematics classroom? This session will look at normal, everyday math tasks and how to upgrade them. Participants will use ideas from two documents — SREB's powerful math 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: Friday, 3:30 p.m., 342**

**Presenter(s):** Margaret Acree, Math Teacher, Ouachita Parish School District, Sterlington High School, Farmerville, LA

### 334. Building a Community of Learners Through MDC in K-5 Classrooms

Table 2

Objective: 1b

In this session, we will examine how a whole school philosophy of the Mathematics Design Collaborative best practices have enhanced student engagement and conceptual knowledge of mathematics.

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

### 335. Supporting Students to Understand and Master Valuable Employability Standards

Table 3

Objective: 2a

We all have state standards, but how does your campus address employability standards? Attend this session to learn how one technology center has engaged students and teachers with employability standards by creating centerwide resources. Review the center's employability standards campaign, including student self-analysis tools and classroom rubrics. Learn how the center helps students focus on communication, leadership, teamwork, organization and prioritization, work ethic, integrity, critical thinking and problem-solving.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Brook Holding, Assistant Superintendent, Red River Technology Center, Duncan, OK

### 336. Math in the Workplace: A Process to Design and Implement Integrated Performance

Table 4

Objective: 1b

This session will model a process to design and implement integrated performance tasks for CTE teachers and math teachers. The process embeds SREB's powerful math practices and empowers teachers to co-design performance tasks that are student-centered and authentic to math in the workplace. Formative and summative assessments are used to determine students' technical, academic and employability skills.

**Presenter(s):** Marty Sugerik, School Improvement Instructional Coach, SREB, Atlanta, GA

### 337. An Inquiry-Based Approach to Science in Elementary School

Table 5

Objective: 1c

Science has the power to excite students to explore their world and develop a sense of curiosity. It is also a connecting force between literacy and math. We'll explore several inquiry-based science lessons for elementary students and discuss strategies and frameworks for designing student learning activities.

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

### 338. Senior Projects and Exit Portfolios

Table 6

Objective: 1d

Let us show you how our students spend their high school careers creating portfolios of their achievements and creating a tangible product that highlights one of four categories — career, creativity, service or technical — for presentation to a panel during their senior year. The rigorous organization, production and presentation of these projects fulfill many college- and career-readiness standards. Learn how to make them happen in your school.

**Presenter(s):** Caitlin Logsdon, Teacher, and Susan Hamilton, Teacher, Keyser High School, Keyser, WV

**339. Adopting Advanced Career: Choosing College and Career Readiness for All Students**

Table 7

Objective: 2c

When SREB launched Advanced Career in 2009, our mission was to provide students around the country with access to curricula that could lead them directly to high-skill, high-wage, high-demand jobs. Ten years later, Advanced Career continues to grow with support from postsecondary institutions, industry and government entities. SREB has learned many lessons about implementing AC, beginning with cultivating community partners to participating in national assessments and trainings to supporting common teacher planning times. Learn how teachers are delivering high-quality CTE content along with reading, writing, math and science skills.

**Presenter(s):** Zach Riffell, School Improvement Instructional Coach, SREB, Atlanta, GA

**340. Preparing Students Today for Tomorrow's Jobs: Advanced Career Innovations in Science and Technology**

Table 8

Objective: 3a

Attendees will learn about SREB's Advanced Career Innovations in Science and Technology curriculum, which creates pathways for students to become college and career ready. Attendees will explore the scope of the class and how it was designed to connect high school students with industry and postsecondary partners. Get hands-on with LabVIEW and Solid Edge, the industry-standard software used in the class, and examine real student prototypes in this interactive session. If you're interested in adopting an AC pathway at your school, don't miss this session.

**Repeat: Friday, 3:30 p.m., 324**

**Presenter(s):** Travis James, Science Teacher, Pocahontas High School, Pocahontas, AR

**341. The Excitement of an Industry Experience in a CTE Program – Every Student, Every Day!**

Table 9

Objective: 3a

Northland Career Center, a Pacesetter Award-winning school, prides itself on living its mission by providing relevant experiences to each student, every day, to prepare them for a continually changing world. There are benefits of providing a simulated workplace environment a daily basis. This approach energizes students, makes them feel more connected to industry and focuses on skills that are much needed by business and industry partners. The presenters will provide examples of how they make an industry experience come alive at NCC.

**Presenter(s):** Curt Claycomb, Industrial Welding Instructor, and Frank Stafford, Diesel Technology Instructor, Northland Career Center, DeKalb, MO

**342. Life Lessons: Leaving the Lectures Behind With Project-Based Learning**

Table 10

Objective: 3c

Take a tour through several projects that encourage cross-curricular planning and teaching from the perspective of an International Baccalaureate Spanish classroom. From eradicating hunger in third-world countries to being the party planner for a Mexican girl's quinceañera, we take on many different subjects while students explore and present about those topics in the target language. Project-based learning in a foreign language classroom can also include future planning and career choices, entrepreneurship at a cultural festival, writing a children's book full of literary devices and gamifying an immigration story. Take home ideas for your classroom in this interactive session.

**Presenter(s):** Rita McGill, Academy Lead, Shiloh High School, Snellville, GA

**343. Working Together to Increase Opportunities for Dual Credit**

Table 11

Objective: 3d

The three education systems in Mississippi — K-12, community college and institutions of higher learning — have worked together to increase dual credit opportunities for all students. Learn how Mississippi has used SREB's Readiness Courses to decrease remediation at the postsecondary level.

**Presenter(s):** Heather Morrison, K-12 Coordinator, Mississippi Institutions of Higher Learning, Jackson, MS; Jean Massey, School Improvement Instructional Coach, SREB, Atlanta, GA

**344. Technology Centers: Benefits of a Curriculum and Instruction Review**

Table 12

Objective: 5a

SREB's Curriculum and Instruction Review process assists schools in meeting the Perkins V requirement to conduct comprehensive local needs assessments. It also builds capacity among shared- and full-time technology centers, sending high schools and district staff to spark the need to change practices. Participants will learn how to leverage a CIR that leads to systemic and lasting improvement. SREB coaches, 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.

**Presenter(s):** Debra LaMothe, School Improvement Leadership Coach, SREB, Atlanta, GA

## FEATURED SPEAKER



Craig Boykin

**345. Student Trauma, Poverty, Detached Parents and Apathetic Students***Room: 337-338 (BCC)**Objective: 4e*

Poverty is all too common in America's schools. What's rare is an opportunity for educators to learn firsthand from a former at-risk student who dropped out, endured his mother's drug abuse, had an absent father and a learning disability. In this engaging session, participants will unlearn fallacies about students from poverty. Get inspired to make classroom material relevant to the lives of the youth you serve and nurture meaningful relationships with each student. Craig's trademark slogan is "GED to PHD," which sends a concrete message that educators should never give up on any student.

**Presenter(s):** Craig Boykin, CEO, Craig Boykin LLC, Montgomery, AL

**346. Literacy in the Social Science Classroom***Room: 325 (BCC)**Objective: 1a*

Literacy is a part of social studies. It's up to the educator to embody all the components of literacy. Literacy puts into practice language arts and social science standards. This session will focus on teaching students ways of thinking about texts by developing reader identities for each discipline — to become expert readers by reading like a historian, a scientist or a mathematician.

**Presenter(s):** Sunta Harris, President, Bantu Consulting, Upper Marlboro, MD

**347. Embedding Everyday Literacy With Literacy Mini-Tasks***Room: 343 (BCC)**Objective: 1a*

Literacy instruction can feel overwhelming to any teacher, but especially to those who do not see themselves as literacy instructors in the same way as an English teacher. Session participants will experience firsthand how literacy mini-tasks can help teachers embed literacy in their daily classroom instruction while deeply supporting learning standards and increasing classroom engagement. Teachers, join us and take home protocols you can use immediately and learn how to choose the right mini-task for the right standard. Administrators, you'll take away 'look-fors' of best literacy practices in your schoolhouse.

**Presenter(s):** Kyle Jones, Instructional Coach of Academies and CTE, Dustin Davis, Instructional Coach, Tim Hemans, Director of Academies and CTE, and Beth Autrey, Instructional Coach for Academies and CTE, Gwinnett County Public Schools, Suwanee, GA

**348. Teaching Mathematical Vocabulary Using Explicit Instruction and Multi-Sensory Strategies***Room: 340 (BCC)**Objective: 1a*

This session will focus on teaching mathematical vocabulary to students with disabilities as well as all students. Explore how to use explicit instruction procedures for systematic instruction, employ baseline assessments to differentiate learning and adopt multi-sensory strategies to teach vocabulary words. Participants will practice these strategies so that they can immediately use them in their classrooms.

**Presenter(s):** Duane Williams, Math Cooperative Consultant, Greater Louisville Education Cooperative, Louisville, KY

**349. Linking Youth Savings With Financial Education***Room: 331 (BCC)**Objective: 1b*

The Federal Deposit Insurance Corporation conducted a two-year pilot program that followed 21 financial institutions working with K-12 schools to incorporate financial education and access to safe, affordable bank accounts for students. Students were able to deposit their funds into FDIC-insured accounts at the school cafeteria and had a bank branch within the school. In addition to learning financial education, students learned valuable math skills, including compound interest. In this session, find out how to form partnerships with financial institutions in your community and get access to implementation materials.

**Presenter(s):** Tracie Morris, Senior Community Affairs Specialist, FDIC, Washington, DC

**350. Starting a Robotics Club — How and Why***Room: Douglass (Hilton)**Objective: 1c*

We started a Robotics Club in 2013 with 12 high school students and two robots. Six years later, we have over 100 students in grades four through 12, working on over 20 robots. We have won state championships and have competed for the world championship. Students are learning STEM skills and 21st-century skills such as communication, collaboration and leadership.

**Presenter(s):** Kevin Landis, Teacher, Brookside High School, Sheffield, OH

**351. Real-World Communications: A 21st-Century High School Elective***Room: 333 (BCC)**Objective: 1d*

Replicate our success creating an elective course that blends public speaking with social media writing and prepares students for success with many forms of real-world communication. See how students use Canva, Adobe Spark and Word Press to learn social media literacy skills like composing emails, analyzing Twitter accounts, writing the school's public blog, recording a school podcast and delivering TED Talks. Students also practice public speaking skills through debates, narrative storytelling and multimedia presentations that propose solutions to problems.

**Presenter(s):** Jennifer Mercer, Teacher, Bellevue City Schools, Bellevue, OH



**352. Social Media: Teach Us How to Swim or Watch Us Sink***Room: 326 (BCC)**Objective: 1e*

Almost all students are using social media today, but many teachers shy away from the topic. Many students aren't being taught the proper uses of social media at home. This session will address ways we as teachers can incorporate social media lessons and advice on social media usage into our classrooms.

**Presenter(s):** Brandon Rice, Teacher, West Morgan Middle School, Trinity, AL

**353. Meaningful Tech Tools for the Classroom***Room: 327 (BCC)**Objective: 1e*

This session will include new ways to engage students using the Canvas Learning Management System, Actively Learn, Digital Interactive Notebooks and other technology tools. Bring your own device and explore strategies that can be used across all subjects to increase rigor and student engagement while streamlining grading and creating assessment-capable learners. Take home ideas that can be implemented into your classroom instruction.

**Presenter(s):** Megan James, and Sabrina Lee, Willow Springs High School, Willow Springs, MO

**354. Create, Collaborate and Communicate: Digital Tools for Literacy-Rich Tasks***Room: 322 (BCC)**Objective: 1e*

Discover ideas on how to design literacy-rich tasks that allow administrators, teachers and students to create, collaborate and communicate content knowledge. The presenters will focus on using Google Docs, forms, sheets and slides to enhance curricula in place. This session will go beyond the substitution phase of technology integration and turn your classroom into a student-centered learning environment.

**Presenter(s):** Stacy Hughes, Principal, West Morgan Middle School, Trinity, AL

**355. Retention Through Rhythm***Room: 341 (BCC)**Objective: 1f*

When you engage students through the gateway of music, you make connections to your content through rhythm and melody. Watch students in a traditional classroom demonstrate their retention of information. Take home strategies for collaborating with other teachers in your content area to create your own music.

**Presenter(s):** Melissa Brown, Eighth-Grade Language Arts Teacher, West Morgan Middle School, Trinity, AL

**356. Borrowing Best Practices From Basketball***Room: 324 (BCC)**Objective: 1g*

Learn how classroom teachers can collaborate with their colleagues who are also successful teachers on the practice field or the basketball court. We'll explore the overlap between teaching and coaching and explicitly focus on providing high-quality feedback and analyzing how classroom teachers can adapt coaching best practices to improve their instruction and increase student achievement. Model and explore research-based feedback strategies that will impact your classroom.

**Presenter(s):** Sean O'Connor, Literacy Instructional Specialist, Gwinnett County Public School, Suwanee, GA; Jesse McMillan, Teacher/Head Basketball Coach, Norcross High School, Norcross, GA

**357. Grow Your Own With Educators Rising***Room: 349 (BCC)**Objective: 3a*

Educators Rising is transforming how America develops aspiring teachers. More than 60 percent of teachers currently teach within 20 miles of where they attended high school. This session will highlight how engaging students in the teaching profession, starting in high school, will lead to an increased pipeline of accomplished teachers for your community. Participants will learn how Educators Rising's standards, instructional resources and national network can be used to provide passionate young people with hands-on teaching experience, sustain their interest in the profession and help them cultivate the skills they need to be successful educators.

**Presenter(s):** Shayla Cornick, Director, PDK Educators Rising, Arlington, VA

**358. Communities Matter! Relationships Matter! Experiences Matter!***Room: 321 (BCC)**Objective: 3e*

At Steubenville High School in Ohio, communities matter, relationships matter and experiences matter. That's our commitment and our students' future. K-12 educators, business and industry partners and higher education all play an important role in preparing our students with college and career ready academic, technical and 21st-century skills. In this interactive session, learn why industry voice is a big component in what we expect of our students.

**Presenter(s):** Amy Parikakis, CTE Educator, Steubenville High School, Steubenville, OH

**359. A Step-By-Step Approach to Academic Success***Room: 323 (BCC)**Objective: 4a*

This session will describe how, using a multi-tiered approach, counselors can provide increasing levels of support for students who show evidence of not meeting grade-level standards. Attendees will explore how counselors can work with students, teachers, parents and administrators to identify students who are experiencing academic struggles and strategize personalized ways for them to be successful.

**Presenter(s):** Daria Williamson, Academy Counselor, Shiloh High School, Snellville, GA

**360. Creating Thriving Learning Communities Is a Team Sport!***Room: 344 (BCC)**Objective: 4b*

Social and emotional learning is critical to the success of our students. Agreed! But how do we accomplish this with overcrowded schedules, reduced funding and a lack of staff knowledge and readiness? Learn how a large middle school in Ohio, with over 2,000 students, rallied together to implement a unique, research-based approach to SEL through the lens of character. Participants will get hands-on experience with practices and tools to develop educator understanding, student SEL competencies and culture change in the classroom and school. Critical success factors that lead to effective implementation of SEL programs will also be shared.

**Presenter(s):** Lynn Ochs, Senior Director, Education Programs, Mayerson Academy, Cincinnati, OH; Lori Crowe, Principal, West Clermont Middle School, Cincinnati, OH

**361. Increasing Teacher Effectiveness Through Culturally Responsive Teaching***Room: 332 (BCC)**Objective: 4e*

The struggle to reach our students is real! Some of their learning barriers are typical, while others can seem mind-boggling. Today's teachers have to leave the past in the past. The days of students automatically giving respect that hasn't been earned are long gone. We need to really see our students. This session will examine the barriers that hinder culturally responsive teaching, assess teachers' current attitudes about their students' backgrounds and explore the essentials of being a culturally responsive teacher. This interactive workshop will equip teachers with proven tools to connect with, convince and create college- and career-ready students.

**Presenter(s):** Bridget Lambright, Teacher, Cleveland Heights-University Heights Schools, Cleveland Heights, OH

**362. Why Teacher Teams Are Better for Teachers and Students***Room: Tubman (Hilton)**Objective: 5a*

Recent research suggests that teachers improve best when working with effective teams. What are the characteristics of effective teams? What are the dysfunctions of teams? How do we support teacher teams? Participants will learn what the latest research says about improving practice, how to best support teacher growth and student learning.

**Presenter(s):** Steve Broome, Executive Director, School Improvement and Michelle Flygare, School Improvement Leadership Coach, SREB, Atlanta, GA

**363. Five-Minute Data: Collect Meaningful Data to Drive Instruction***Room: 350 (BCC)**Objective: 5b*

In this session, we'll explore how to use technology — five-minute assessment tools — to assess student achievement, spark interest and explain unit purposes and goals. These powerful tools are interactive and allow teachers to collect meaningful data, set the pace for the class and promote self-assessment. Students get instant feedback; instructors get data that can be used to drive instruction. Quick, engaging and easy to use for all grade levels and contents, these tools unlock the power of the first five minutes using Mentimeter, Padlet, Quizizz and more.

**Presenter(s):** Lauren Enlow, Teacher, Strom Thurmond High School, Johnston, SC

**364. Brain-Based Strategies Meet Soft Skills***Room: 330 (BCC)**Objective: 5c*

Educators develop their students' technical skills and core academic skills. They also teach leadership and employability skills like communication skills, which are essential in the 21st-century workplace. In this session, attendees will learn how to use brain-based learning strategies and music to increase engagement in CTE or core subject areas.

**Presenter(s):** Lucilla Esham, Teacher, and Kimberly Bailey-Thomas, CTE Teacher, Sussex Technical High School, Georgetown, DE

**365. RelationSHIPS: Getting Students on Board By Fostering Community***Room: 342 (BCC)**Objective: 5d*

Man the helm and get your students on board with interactive activities in your classrooms. Research has shown that building a community and culture within a school or classroom increases student engagement, decreases discipline issues and provides a sense of unity for all students. In this presentation, participants will learn different techniques and methods for developing activities to get students excited about your classroom. The interactive discussions and activities shared will relate to most classroom settings. Presenters will provide age-appropriate modifications as requested by attendees.

**Presenter(s):** Jaclyn Spomer, Math Instructor, Edmond Public Schools, Oklahoma City, OK; Richard Mead, Math Instructor, Putnam City North, Oklahoma City, OK

**366. Leveraging the Power of Relationships to Improve School Culture***Room: Carroll (Hilton)**Objective: 5f*

Who impacts the culture of the school? Everyone. School culture is determined not just by students, teachers, administrators and school staff, but also by parents, members of the community, local leaders, business and industry partners, and volunteers. This session will give you an opportunity to hear real stories of how a principal and school built relationships inside and outside of the school to impact student learning, and also give you an opportunity to think and talk about your own successes, goals and opportunities in your school community.

**Presenter(s):** Susan Simpson, School Improvement Instructional Coach, SREB, Atlanta, GA; Darius McKay, Principal, Girard Middle School, Dothan, AL

## FEATURED SPEAKER



David Shepard

**367. Differentiation is NOT a Dirty Word***Room: 329 (BCC)**Objective: 2a*

With the demands for adaptations, modifications and meeting the specific needs of all students, teachers with limited training in specialized areas often seem frustrated and confused. This session will review what differentiation is or should be, and work through ways teachers can use differentiation in their lessons. Many effective tools aimed at making differentiation more understandable will be shared. The goal of this session is to share effective methods to use when differentiating instruction.

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

**368. Physical Activity in the Academic Classroom? What?! What?!***Room: 344 (BCC)**Objective: 1a*

Studies indicate physical activity activates parts of the brain that lead to an increase in test scores, an improved ability to concentrate and comprehend, and a drop in disciplinary problems. Get up and get moving with us as we demonstrate two strategies for incorporating physical activity into the academic classroom.

**Presenter(s):** Carrie Soellner, Teacher, Shari McCourt, Math Instructor, Penta Career Center, Perrysburg, OH

**369. Close Reading: A Hybrid Strategy for Secondary Reading Instruction***Room: 331 (BCC)**Objective: 1a*

With statewide and local mandates focusing on improving reading achievement across disciplines in secondary classrooms, many content area teachers need an effective response to intervention for students who struggle with content literacy. This session will provide a literacy tool applicable for all secondary content area teachers who need a targeted strategy to improve their students' comprehension skills. This four-step reading method is research-based and easy to implement in any area with students ranging from below to above reading levels. Presenters will provide accommodations for both traditional and technology-based instruction.

**Presenter(s):** Tina Janus, Teacher, and Kim Racz, Teacher, Rock Hill High School, Rock Hill, SC

**370. Embedded English: Integrating CTE Into the Language Arts Classroom***Room: 332 (BCC)**Objective: 1a*

This presentation will demonstrate best practices for embedding students' interests in CTE into their language arts classroom. English and lab instructors are paired together to work with a group of students to increase literacy skills and foster engagement by making the language arts curriculum more relevant to their career choices. English and CTE teachers collaborate to design projects and assignments that simultaneously meet English standards as well as CTE standards.

**Presenter(s):** Chad Miller, Social Studies Instructor/HSTW District Coordinator, Mid-East Career and Technology Center, Zanesville, OH

**371. Formative Assessments That Are Challenging and Engaging = FACETIME!***Room: 323 (BCC)**Objective: 1b*

Are you struggling with creating rigorous and engaging assessments? This session is for you. We'll highlight research-based assessment strategies for challenging students to embrace productive struggle as they become college and career ready. We'll explore ClassFlow and learn how to further engage and encourage mathematical discourse among students.

**Presenter(s):** Miranda Stewart, Teacher, Hephzibah Middle School, Hephzibah, GA

**372. Protect This House: Problem-Based Learning That Focuses on the School Community***Room: 321 (BCC)**Objective: 1d*

Why look outside of the school building when seeking problem-based experiences for students? Join us and explore how we look for problems inside our building to engage students in fact-finding and resolution crafting.

**Presenter(s):** Javonda Dickerson, Teacher, and Teleisha Surratt, Counselor, Daniel Morgan Technology Center, Spartanburg, SC

**373. Motivating Students to Achieve With Challenge-Based Learning***Room: 341 (BCC)**Objective: 1d*

Teachers, join us to learn how to use challenge-based learning to motivate students to learn. All you need is a real-world challenge developed by your students, and they will dive into the academic content necessary to meet that challenge. Participants will explore the CBL process and access a plethora of CBL units they can use in their classrooms.

**Presenter(s):** Beth Francis, Gifted Teacher, and Marie Pollitt, Eighth-Grade Science Teacher, Felicity Franklin Local Schools, Felicity, OH

**374. Globalize Your Instruction!***Room: 343 (BCC)**Objective: 1d*

Have you ever wondered whether we are truly preparing students to compete in a rapidly changing world? This session offers attainable strategies for globalizing learning in your classroom. Globalized instruction encourages students to “investigate the world, recognize perspectives, communicate ideas and take action.” We’ll share strategies that align with the global competencies rubric, incorporate the United Nations’ Sustainable Development Goals and promote visible thinking, critical thinking and problem-solving skills. Take home greater knowledge of resources that incorporate technology, collaboration and communication.

**Presenter(s):** Arstasia Evans, Instructional Coach, and Jacquetta Ransom, Teacher, Cross Creek High School, Augusta, GA

**375. Essay Fixer-Upper: Revising From the Ground Up***Room: 340 (BCC)**Objective: 2d*

One and done! After writing an essay, students often think they don’t need to revise. We know as educators that there’s no such thing as a final draft. We need to instill this concept in our student writers. This interactive session begins with calibrating essay sample scores, assessing “glows and grows” and moving on to next steps. It’s during the next steps where the “fixing up” happens. Teachers will identify gaps in student writing and develop a plan to address them. Texas teaching standards will be used during the presentation, but the strategies apply to all English language arts standards.

**Presenter(s):** Janet Perry, Implementation Specialist, San Antonio ISD, San Antonio, TX

**376. Achievement in Career Engagement: A Work-Based Learning Endorsement Program***Room: 325 (BCC)**Objective: 3a*

Confirmed through the Kentucky Educational Development Corporation, Achievement in Career Engagement (ACE) is a process for developing work-based learning skills through an endorsement program that is based on students’ successful accomplishments. ACE offers five core badges for high school students as they demonstrate academic and career readiness aligned with their individual learning plans. Within ACE, these personalized experiences lead into work-based components and badges. Badges lead to endorsements, depending on students’ level of skills and experiences from work-based learning, academics, career pathways and certifications.

**Presenter(s):** Carla Kersey, Project Support Coordinator, Clabe Slone, Projects and Operations Director, Jennie Sloan, Educational Consultant, and Rebecca Roach, Assistant Director, Kentucky Educational Development Corporation, Lexington, KY

**377. Inclusive 21st-Century Work-Based Learning Partnerships and Curricula for Students With Disabilities***Room: 322 (BCC)**Objective: 3e*

Learn how to create inclusive work-based learning environments and partnerships for students with disabilities. This session will share a short marketing video for the Community and Schools Together (CAST) Program. Attendees will explore a scope and sequence for a curriculum centered on CTE career clusters and the Commonwealth of Virginia’s 21 workplace readiness skills. Take home strategies for preparing students with the independent living and workplace readiness skills they’ll need for life after high school.

**Presenter(s):** Janet Clarke, Transition Specialist, Loudoun County Public Schools, Ashburn, VA

**378. Securing Business Partnerships and Improving Community Relations***Room: 349 (BCC)**Objective: 3e*

Pickens County Career & Technology Center students can complete academic course requirements through project-based learning. Students earn industry certifications and are given on-the-job training through projects completed in class. Upon completing their programs, students can participate in internships, apprenticeships and other work-based learning opportunities in the community. Come learn how the center’s administration, faculty and staff work with community leaders and postsecondary institutions to build strong relationships and business partnerships that prepare students for full-time employment and postsecondary options.

**Presenter(s):** Shaye Stephens, Global Logistics & Supply Chain Management Instructor, and Ken Hitchcock, Director, Pickens County Career & Technology Center, Liberty, SC

**379. The Power of a Lifelong Mentorship***Room: 326 (BCC)**Objective: 4b*

This session will explore a mentoring relationship between an educator and an at-risk young black male that began 24 years ago and how key elements of their relationship can impact all at-risk students.

**Presenter(s):** Thomas Benson, III, North Carolina Department of Public Instruction, Raeford, NC

**380. Affording Postsecondary Education: Strategies for Rural Communities***Room: 324 (BCC)**Objective: 4c*

This session will explore practices used to offer postsecondary advisement and appropriate placements in postsecondary education to students in rural Alabama school communities. We will share the resources that have worked and the trial and error methods used to meet the needs of our students and community. Parental input and collaboration with both two-year and four-year colleges will be discussed. The success of students from high school to college is greatly impacted by these authentic-style partnerships. One program, one student, one college — a total prescription.

**Presenter(s):** Melvin Lowe, III, Educational Director, Career Tech Workforce Dev., Macon County Board of Education, Tuskegee, AL; Melissa T. Williams, Educational Director, Macon County Public Schools, Tuskegee, AL; Marvin A. Lowe, Educational Director, Bullock County Public Schools, Union Springs, AL

**381. Lessons Learned From “The Breakfast Club”***Room: 350 (BCC)**Objective: 4e*

“I could disappear forever, and it wouldn’t make a difference” — The Breakfast Club. Do you have students who feel this way? Help them find a place to belong. Learn how a career center took a computer lab and transformed it into an innovative, creative space for students to collaborate and inspire each other. Explore how students came together to form clubs like eSports, 3D printing, a teen advisory board, a yo-yo club and a girls encouraging others club. See how this transformation took place using the work of students to do the construction and create the space.

**Presenter(s):** Kris Kowalski, District Library Media Specialist, Pioneer Career and Technology Center, Shelby, OH

**382. Building Teacher-Leader Capacity Through SREB’s Site Reviews***Room: 330 (BCC)**Objective: 5a*

Follow the step-by-step process this middle school created to achieve total teacher buy-in of SREB’s Making Schools Work school improvement process and key practices. Teachers worked together to identify key practices that would most benefit change and impact student learning. Every teacher then participated in at least one committee to prepare for the site review process and developed a site action plan, which led to a strong document of focus. Teachers identified what assessments could be used to track progress and what professional development and strategies were necessary to guarantee success and provide data to identify that success.

**Presenter(s):** Tammy Starkey, Teacher, HSTW Liaison, and Jennifer Sheldon, Teacher, HSTW Liaison, Black River Middle School, Sullivan, OH; Barb Baltrinic, MMGW Coach, HSTW NE Ohio Region, Mount Sterling, OH

**383. The Mentor and Mentee Connection***Room: Tubman (Hilton)**Objective: 5b*

In this session, attendees will explore a mentoring program that helps teachers and students connect based on shared interests and allows students to receive additional help. The use of a flex period helped students meet graduation requirements. By allowing students to choose which mentoring group they wanted, this school gave students opportunities to build relationships with teachers and other students in a setting that would not have been available without a flex period. We’ll explore how this program transformed our school culture and will inspire you to adopt a similar program in your school.

**Presenter(s):** Scott Snyder, VOSE Coordinator, Tea McCaulla, English Instructor, and Verdie Williams, HSTW Co-Coordinator/Math Instructor, Pickaway-Ross Career & Technology Center, Chillicothe, OH

**384. Incorporating All Stakeholders’ Voices to Seed and Spread Improvement Science on a Middle School Level***Room: Douglass (Hilton)**Objective: 5b*

Infusing improvement capability at multiple system levels and across role groups is essential to building a culture of continuous improvement and realizing measurable gains. In Shue-Medill School, teachers, administrators, students and parents all hold active roles in leading change. As a result, they have reduced the percentage of students retained in ninth grade from 20 percent to 14 percent in just two years.

**Presenter(s):** Christina James, Teacher/School Improvement Coach, and Casey Montigney, Teacher, Shue-Medill Middle School, Newark, DE

**385. Addressing Literacy Through Project-Based Learning, Higher Order Thinking Activities and Questioning Techniques, and Universal Protocols***Room: Paca (Hilton)**Objective: 5c*

In this session, attendees will explore the value of changing an instructional culture through professional development. Presenters will offer evidence of the benefits of using universal protocols, higher order thinking activities and questioning techniques, social emotional literacy and project-based learning. Presenters will also lead discussions about how to use these strategies for students with lower literacy proficiency levels. Attendees can take these strategies to their home schools for immediate impact.

**Presenter(s):** Anthony White, Teacher, Angel Moses, Teacher, Cambria Daniels, Program Director, and Daryl King, Principal, East Community High School, Buffalo, NY

**386. Electrify Your Staff Meetings***Room: 333 (BCC)**Objective: 5c*

Are your staff meetings a stormy mess? Do you secretly wish for a school cancellation on staff meeting days? If you answered yes to either of these questions, we can put a jolt back into your meetings. During this hour-long session, participants will gain a flash of learning on planning and delivering quality staff development. The electrifying topics will include: rediscovering passion in education and building a magnetizing culture; charging relationships; striking a balance in your life before helping others; defining and stimulating instructional, transformational and distributed leadership; and identifying other amazing ways to develop topics for other staff meetings.

**Presenter(s):** Angela Smith, Instructional Coach, HSTW NE Ohio Region, Hartville, OH; Debra Kennedy, Instructional Coach, HSTW NE Ohio Region, Bolivar, OH

**387. Have No Fear – Get Your Teacher Super Powers Here***Room: 342 (BCC)**Objective: 5c*

Engage, empower and educate even your toughest students. This session will equip educators with a robust strategy to deal with almost every low-level classroom behavior that competes or interferes with classroom instruction while still cultivating a classroom environment grounded in dignity and respect. Decrease discipline challenges and increase academic performance.

**Presenter(s):** Roxanne Tsambarlis, Teacher, Belle Vernon School District, Charleroi, PA

**388. Six Strategies for Growing Future Educational Leaders**

Room: Carroll (Hilton)

Objective: 5d

There are not enough quality personnel to fill the many vacancies we have in our schools. At J. L. Mann High School, we have taken a unique, intentional approach to mentoring our new teachers, providing support to veteran teachers and building leadership capacity for teachers who aspire to administrative roles. Join us to learn six successful strategies that are budget-friendly and highly adaptable to any school.

**Presenter(s):** Regina Eudy, Instructional Coach, and Tina Bishop, Assistant Principal, J.L. Mann High School, Greenville, SC

**389. A Strategic Collaboration Model for Building Exemplary CTE Programs**


Room: 327 (BCC)

Objective: 5e

In this session, attendees will receive the blueprint for a three-day leadership forum that has successfully helped teams from various states improve their CTE programs. For the past three years, leaders at MBA Research & Curriculum Center, a not-for-profit education association, have successfully led teams comprised of state, district and local classroom teachers through an improvement process focused on building exemplary programs, advocating for CTE programs and developing a pipeline of CTE leaders. Each small team participating in this process leaves with a completed action plan, and ongoing support is provided. This process can be applied to any CTE discipline.

**Presenter(s):** Lisa Berkey, Vice President, MBA Research & Curriculum Center, Columbus, OH

## Promising Practices Newsletter



**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.

**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.

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.

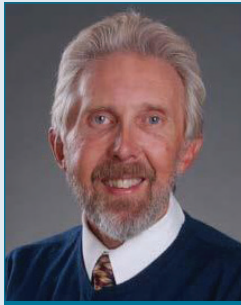
SUBSCRIBE



## FEATURED SPEAKERS



Kathleen Budge



William Parrett

**390. Disrupting Poverty: Five Powerful School and Classroom Practices***Room: 337-338 (BCC)**Objective: 4b*

Any educator who has been “in the business” more than a handful of years has witnessed the sobering increase in the number of students living in poverty and knows his or her job has become far more challenging as a result. The authors will share insight and strategies from their best-selling ASCD books, *Disrupting Poverty: Five Powerful Classroom Practices* and *Turning High-Poverty Schools into High-Performing Schools*. This session will explore the Framework of Action that stemmed from studying high-poverty, high-performing schools and delve into the five key aspects of school and classroom culture found to contribute to both student and school success. Participants will emerge inspired and energized to take action to better serve students living in poverty.

**Presenter(s):** Kathleen Budge, Associate Professor, Department Chair, and William Parrett, Director, Center for School Improvement and Policy Studies, Boise State University, Boise, ID



Thomas Glanton

**391. Your Tough Kid Challenges Solved – Proven Strategies That Change Disruptive Behavior***Room: Peale (Hilton)**Objective: 5c*

Empower teachers with an effective schoolwide plan that motivates defiant, non-compliant students and stops teacher/student negative confrontations, office referrals and suspensions. Become skilled at knowing what to do with a bully and how to use dispute resolution to minimize overt behavior. A positive, safe school and classroom culture is the result. Participants will learn how to use proactive positive intervention techniques including the Behavior, Tardy, Truancy and Shelter Cards plus the Crisis Intervention Unit. Attendees will learn how to become assertive in examining how to stop manipulations and prevent confrontations from turning into conflicts. Students will not be in the office but in their classrooms learning.

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



Joe Hendershott

**392. Establishing Leaders to Reach Children Beyond “At-Risk”***Room: 336 (BCC)**Objective: 5d*

This session is designed to empower leaders to reach children beyond “at-risk.” Attendees will examine the who, what and why of the change you desire to make to reach wounded children and establish a common language for accomplishing their goals. Joe Hendershott will be joined by one of his specialists, a certified life and Enneagram coach. Participants will be guided through a brief overview of insights gained from the Enneagram personality assessment and how this can translate to identifying core strategies and challenge points in leading a successful team.

**Presenter(s):** Joe Hendershott, Founder/CEO, Hope 4 The Wounded, LLC, Gahanna, OH

**393. Plug Into the Inputs, Outputs and Impacts of STEAM***Room: 328 (BCC)**Objective: 1a*

Explore interdisciplinary lessons that focus on science, technology, engineering, arts and math and ensure that students have meaningful, student-centered learning experiences in their science or math classrooms. We’ll discuss how students can use Web 2.0 technology tools to gain college- and career-ready STEAM skills. We’ll also explore lessons that promote science inquiry, higher-order thinking, content literacy, science and engineering practices and algebraic skills while connecting to the arts and the real world. These lessons can be used by CTE teachers.

**Presenter(s):** Jenae Whitfield, Math Teacher, and Keshia Williams, Science Teacher/ Department Leader, Robert E. Lee High School, Montgomery, AL

**394. How Do We Engage Students in Speaking the Language of Their Content?***Room: 332 (BCC)**Objective: 1a*

Participants will engage in activities designed to make the connection between quality discussions and good questioning. Participants will identify the relationship between a quality question, structures that allow discourse and how to facilitate a quality discussion.

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

**395. Literacy for ALL!***Room: 342 (BCC)**Objective: 1a*

Learn how one school used the Ready for High School Literacy curriculum as an anchor to engage students in discipline-specific comprehension. Class-to-class connections assist students in deeper understanding. Teachers maximize classroom time and reinforce concepts by weaving skills, instructional formats, topics and big ideas from different disciplines.

**Presenter(s):** Clara Clark, School Improvement Leadership Coach, SREB, Atlanta, GA; Greg Rael, Math Teacher, Toni Wright, Social Studies Teacher, Sue Trujillo, Instructional Coach, Devette Sanchez, English Teacher, and Benny Mitchell, Math Teacher, Taos High School, Taos, NM

**396. Engaging Students in Mathematics Through an Interactive Whiteboard***Room: 333 (BCC)**Objective: 1b*

Students can take an active role in their learning using a free online game that enhances their understanding of key mathematical concepts. Come see and experience how Coordinate Planes, the game, makes reviewing key concepts and grading students' work easy. Topics of play include plotting points, slope, distance, slope-intercept form and basic arithmetic.

**Presenter(s):** Andy Lovejoy, Math Teacher, Dawson-Bryant High School, Coal Grove, OH

**397. Using Active Engagement Strategies for All Students, Not Just Honors***Room: 340 (BCC)**Objective: 1c*

Discover how one teacher used strategies in Advanced Placement biology and Honors biology classes with college-prep students that resulted in higher engagement and deeper conversations about biology topics. Learn strategies to advance achievement for all students in this interactive session.

**Presenter(s):** Maria Malcom, Biology Teacher, Discovery High School, Lawrenceville, GA; Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

**398. The Five Steps to Blend That Classroom Up***Room: 325 (BCC)**Objective: 1d*

Are you frustrated by sit and get, but you don't want to go to the flip? Are you frustrated by a lack of time to do anything other than direct instruction? You just need to find that right blend! Blended learning is not as hard as it looks, and this interactive session focuses on five steps for making the blend work for you. Bring your ideas and your device, as there will be time to play and share!

**Presenter(s):** David Lockhart, Instructional Coach, Marietta, GA

**399. Student-Centered Teaching That Works***Room: 326 (BCC)**Objective: 1d*

Theme-based teaching, based on student interests, can be a major vehicle in helping students understand concepts and meet standards. Learn how to use student-generated themes to drive your curriculum and promote student engagement in this interactive session.

**Presenter(s):** Kristen Levesque, Principal, Maranacook Community Middle School, Wayne, ME

**400. Lessons Learned About Project-Based Learning in CTE: Promoting Student Empowerment***Room: 327 (BCC)**Objective: 1d*

Is there a difference between projects in CTE and project-based learning? Explore the successes and challenges experienced by CTE teachers and academic partners in West Virginia who experimented with project-based learning. Presenters will focus on content standards, how to design a framework for authentic work and the positive contributions of a simulated workplace environment. West Virginia's Simulated Workplace is an official sponsor of the 2019 Making Schools Work Conference.

**Presenter(s):** Kathleen McNally, Senior School Improvement Instructional Coach, SREB, Atlanta, GA

**401. Planning to Plan – Part 2***Room: 324 (BCC)**Objective: 1e*

This session covers the use of Planbook, a web-based teacher planning tool that allows teachers to create and modify plans to support teaching. Mid-America Technology Center has used Planbook successfully for five years to lay out curricula, share lessons, communicate with students and parents, and track the progress of teachers, classes and students. During this session, we'll demonstrate many of Planbook's features and share lessons we have learned, things we love and problems to avoid. We will also discuss how Planbook has affected our policies and practices as a district.

**Presenter(s):** Mike Eubank, Assistant Superintendent, Full-Time Programs, Mid-America Technology Center, Wayne, OK



**402. Creative Collaborative Teaching Strategies Using Educational Technology***Room: 350 (BCC)**Objective: 1f*

Love educational technology? Join us and learn how academic and CTE teachers can work together to use iMovie with iPads and iPhones to create short movies, teach with music in the classroom, use graphics for state testing review, incorporate the arts using creative drawings and creative writing, and employ role playing in group presentations. Participants will leave with a variety of creative teaching strategies using today's technology.

**Repeat: Friday, 2:15 p.m., 350****Presenter(s):** Joe Nye, Teacher, Penta Career Center (Swanton Schools), Perrysburg, OH**403. Standardize and Customize: Enhancing Vertical Career Development***Room: 330 (BCC)**Objective: 2c*

Participants will explore a career development system that fosters student ownership of learning and includes self-assessment, career exploration, documentation of technical, academic and employability skills, and the simulation of multiple types of interviews. Receive a digital toolkit to customize the system to meet your specific needs.

**Presenter(s):** Marty Sugerik, School Improvement Instructional Coach, SREB, Atlanta, GA; Shawna Vanleer, Digital Media Arts Teacher, Swenson Arts and Technology High School, Philadelphia, PA**404. Using Labor Market Data to Match Career Pathways to Economic Demand***Room: Douglass (Hilton)**Objective: 3a*

This session will help CTE educators align career pathways with regional workforce needs. Attendees will learn where to find employment and wage data for a state or region, how to interpret workforce data and how to use this information to design career pathways that help students develop the skills needed for success in high-demand careers.

**Presenter(s):** Chris Fuga, Research Associate, SREB, Atlanta, GA**405. Developing Career Pathway Programs Aligned With In-Demand Careers***Room: 343 (BCC)**Objective: 3a*

Participants will learn about the process of aligning career pathway programs of study with in-demand careers. Hear principals' perspectives regarding teacher buy-in and a teacher's perspective on getting business partners and others engaged in the process. We will share the ups and downs and explore why it's important to engage teachers in the process and use labor market information to drive decision-making.

**Presenter(s):** Michelle Wilcox, School Improvement Leadership Coach, SREB, Atlanta, GA; Glen Worthy, Principal, Hillhouse High School, New Haven, CT**406. Meeting Social-Emotional Needs While Staying Academically on Track***Room: 322 (BCC)**Objective: 4b*

Emotional turmoil is the silent elephant in every classroom. You see worry, despair and hopelessness in your students' faces. You hear about troubles at home or other stressors. Yet you're obligated to meet academic benchmarks and standards before the end of the semester. How can you do both — support your students' emotional needs without losing crucial classroom instruction time? Come learn helpful strategies for integrating social and emotional learning into your everyday interactions with students and staff. Learn to recognize, support and de-escalate underlying and undermined emotions while also staying on track academically.

**Presenter(s):** Julea Douglass, Executive Director, School-Connect, Plano, TX**407. A Career-Tech Academy Model: Re-Envisioning CTE to Prepare All Students for Success***Room: 321 (BCC)**Objective: 4c*

Mahoning County Career and Technical Center has completely redesigned CTE to deepen personalization for all students so they have strong academic and non-academic supports to prepare for college and the workforce. MCCTC staff will highlight the process they used for their academy redesign and share lessons learned along the way. MCCTC students will share their stories of greater access to industry credentials and college course work, stronger relationships with staff and more engaged learning.

**Presenter(s):** Ralph Sandy, Principal, Mara Banfield, CT Director, Jessica Gene, Placement Coordinator, Matthew Putzier, CT Instructor, and John Zehentbauer, Superintendent, MCCTC, Canfield, OH**408. Social-Emotional and Academic College Readiness***Room: 329 (BCC)**Objective: 4c*

It is well understood that high school teachers must prepare their students for success in college. To do this, students must understand how to take advantage of the resources their high schools and local colleges and universities have to offer, such as dual credit and other early postsecondary enrollment options. However, academic readiness is only part of the equation. Social and emotional readiness are equally important and must be well-established before academic learning can begin. In this session, teachers will learn how to build and establish relationships, especially with students from economically disadvantaged backgrounds, and how to use the academic resources available.

**Presenter(s):** Jessica Grever, Math Teacher, and Kelsey Shope, English Teacher, Sciotoville Community Schools, Sciotoville, OH

#### 409. How to Build Schools and Communities of Hope Through Student Voice, Community Partnerships and Wraparound Services (Part 1)

Room: 339 (BCC)

Objective: 4e

How do teachers, principals and school districts address issues of transiency, family changes, poverty, trauma, immigration, addiction, and mental, emotional, social and physical health? Teachers, principals and students know external factors get in the way of student learning, but don't know what to do about them. In Part 1 of this two-part session about The Centergy Project, attendees will receive an overview of how schools and districts are leveraging community partnerships and state and federal resources to holistically meet the family, social and emotional, and academic needs of their students by empowering the voice of students and then providing integrated and coordinated wraparound services.

**Presenter(s):** Allyson Morgan, Director, State and District Partnerships, and Steve Broome, Executive Director, School Improvement, SREB, Atlanta, GA; Leigh Colburn, Consultant, Centergy Project, Marietta, GA

#### 410. Fixer Upper: A Long-Term Formula for School Improvement

Room: 349 (BCC)

Objective: 5a

Just like the popular TV show starring Chip and Joanna, the ICU Brick House is a “fixer-upper” formula hundreds of schools are following as their ultimate school improvement plan. The ICU Brick House school improvement formula — Completion + Quality Assignments + Healthy Grading — will be explained as practitioners share their real-life stories of success.

**Presenter(s):** Daniel Hill, CEO, Power of ICU, Lebanon, TN; Roseann Bruns, Teacher, and Cory Crosnoe, Principal, Jackson R-II School District, Jackson, MO

#### 411. Need Instructional Data? Curriculum and Instruction Reviews Can Help

Room: 331 (BCC)

Objective: 5a

This session will focus on SREB's schoolwide review process that examines quality instruction, aligned curriculum, student supports, career pathways and a culture of continuous improvement. Curriculum and Instruction Reviews empower teachers, leaders and the whole school community to identify promising practices and opportunities for schools to grow. Learn from a district that used the CIR process as a catalyst for change and improvement. Any district or school can benefit from a review.

**Presenter(s):** Richard Morrison, School Improvement Leadership Coach, SREB, Atlanta, GA; Angela Carter, Superintendent, Meridian Public Schools, Meridian, MS

#### 412. Mission Possible: Rigor, Relevance, Relationships and Results

Room: Paca (Hilton)

Objective: 5a

What does it take to move a school from good to great? Take a journey with this leadership team and hear how they built relationships, shifted to relevant, rigorous lessons and achieved great results. Learn strategies and structures for sustaining best practices.

**Presenter(s):** Carita Venable, Senior School Improvement Leadership Coach, SREB, Atlanta, GA; Davida Hill Johnson, Principal, Birmingham City Schools, Birmingham, AL

#### 413. Shifting From Victims to Owners of Change

Room: Johnson (Hilton)

Objective: 5a

Too often, teachers and leaders feel like they are victims of school improvement because they have little or no input in developing plans; instead, they are expected to “buy-in” to the efforts of others. An essential element of the Making Schools Work school improvement process involves engaging teachers and leaders in jointly taking ownership of problems and solutions. In this session, attendees will learn how to establish and effectively use focus teams to improve their schools.

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

#### 414. Become a Winning Instructional Leader With Powerful Literacy Practices

Room: 323 (BCC)

Objective: 5b

This session will explore how to use SREB's powerful literacy practices when conducting classroom observations to determine “grows” and “glows.” The strategies used remove opinions and biases from feedback and guide teachers in taking ownership of next steps. Attendees will learn how to use 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

#### 415. Effective Teacher PLCs, Feedback and Coaching

Room: Tubman (Hilton)

Objective: 5c

Participants will learn how Birmingham City Schools provide ongoing professional development to teacher-leaders to build their instructional capacity and support others at the building level.

**Presenter(s):** Shawn Bender, School Improvement Leadership Coach, SREB, Atlanta, GA; Kristi Williams, Curriculum Coordinator, and Elizabeth Thomas, Curriculum Coordinator, Birmingham City Schools, Birmingham, AL

**416. PDSA Is More Than Just Something to Do***Room: 344 (BCC)**Objective: 5e*

How can our approach to continuous improvement focus on how we do work rather than being seen as just something else to do? This session will give participants time to begin developing a Plan-Do-Study-Act around a problem of practice, concept or system in their school or district. Participants will leave with an actionable understanding of the elements of the PDSA that aligns with their self-identified issue. What's more, they can put the process to work right away when they return home.

**Presenter(s):** Susan Allred, Owner, Susan Allred Consulting LLC, Rutherfordton, NC

**417. The More the Merrier: Models for Successful Student-Led Conferences***Room: 341 (BCC)**Objective: 5f*

Learn about the key components that have made student-led conferences a successful tool for increasing stakeholder involvement and improving school culture. Students are given opportunities to communicate not only about grades and test data, but also about attendance, behavior and personal goals. Work samples showcase how students perceive their own strengths and challenges within each subject area. This enables students to take ownership of their performance in each class. This session will give you the tools you need to make student conferencing a reality at your school.

**Presenter(s):** Melinda Defee, Math Teacher, Tammy Goss, Science Teacher, and Heather Minton, Science Teacher, Pike County High School, Brundidge, AL; Judy Frank, Director, MMGW, SREB, Atlanta, GA

**418. The Fit Framework: How to Find the 'Best Fit' School***Room: Carroll (Hilton)**Objective: 5f*

This session will help educators and administrators who strive to support their students' transition from one educational home to another, including from middle school to high school or from high school to college. The Fit Framework can help students and families find the best school for the next chapter of their journeys. The Fit Framework process takes a deep dive into the wants and needs of students and families and helps teachers and staff support them as they take ownership of the transition to a new educational environment.

**Presenter(s):** Katie Adenrele, Founder and President, KLJohnson Motivates LLC, Arlington, VA

## FEATURED SPEAKERS



Joe Hendershott

**419. Seven Ways to Transform the Lives of Wounded Students***Room: 336 (BCC)**Objective: 4e*

This session provides a wealth of strategies for teachers and principals who work with wounded students those who are beyond the point of “at-risk” and have experienced trauma in their lives. Based on evidence presented in his most recent book, Joe Hendershott will share seven key strategies for changing school culture to transform the lives of students. By recognizing the power of effective leadership and empathy in creating a sense of community and safety for wounded students, educators can redesign their school environments and get empowered to direct students on a path to academic and life success.

**Presenter(s):** Joe Hendershott, Founder/CEO, Hope 4 The Wounded, LLC, Gahanna, OH



Craig Boykin

**420. Tools and Strategies for School Leaders to Dismantle the School-to-Prison Pipeline***Room: 337-338 (BCC)**Objective: 4e*

It is imperative that we make education count for all students. Across America, Craig Boykin conveys to educators that we must educate ourselves about the “school discipline gap.” Help students and colleagues unlearn misperceptions about students from poverty. Continue reaching out to low-income families even when they appear unresponsive. Respond when colleagues stereotype students or parents from poverty. Fight to keep low-income students from being assigned unjustly to special education or low academic tracks. Make curriculum relevant to poor students. Most important, we must consider how our own class biases affect our interactions with and expectations of our students.

**Presenter(s):** Craig Boykin, CEO, Craig Boykin LLC, Montgomery, AL

**421. Book ‘Em — Live PD***Room: 331 (BCC)**Objective: 1a*

This session will spotlight strategies to enhance your lessons and actively engage your students through books. From pre-K students and families to the community, both locally and globally, this session is evidence that students can read books in class at all levels, even when they say they hate to read. A few literacy activities will be pre-made and sent home with you to use in your classroom.

**Presenter(s):** Melinda Meisse, Early Education Instructor, Pioneer CTC, Shelby, OH

**422. Are Your Math Tasks Up to Snuff?***Room: 342 (BCC)**Objective: 1b*

We all have those tasks we love and have been using in our classroom for years. Do they meet the cognitive demand needed for the modern mathematics classroom? This session will take a look at normal, everyday math tasks and how to upgrade them. Participants will use ideas from two documents — SREB’s powerful math 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: Friday, 3:30 p.m., 342**

**Presenter(s):** Margaret Acree, Math Teacher, Ouachita Parish School District – Sterlington High School, Farmerville, LA

**423. Questioning Is a Game Changer!***Room: 321 (BCC)**Objective: 1b*

Questions that require students to synthesize, predict and advance their sense-making for a deeper understanding of mathematical concepts. Asking appropriate questions also help teachers understand student misconceptions. During this session, participants will examine how to develop questioning techniques to gather evidence of student learning in their classrooms.

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

**424. A Whole-School Approach to STEM***Room: 341 (BCC)**Objective: 1c*

Incorporating STEM schoolwide is a key practice of SREB’s Making Middle Grades Work school improvement framework. STEM is more than just a program, it is a process to engage all students in deep, connected learning. In this session, we will discuss the need for a whole-school STEM approach and look at various models for achieving it. Join us in brainstorming and connecting core content areas to STEM themes and processes and sharing ways we can implement STEM in our schools.

**Presenter(s):** Leslie Eaves, Program Director, Project-Based Learning, and Judy Frank, Director, MMGW, SREB, Atlanta, GA

**425. Increase Career Readiness Skills in the Classroom With Project-Based Instruction***Room: 327 (BCC)**Objective: 1d*

Project-based instruction is a student-centered pedagogy and dynamic classroom approach that encourages students to acquire deeper knowledge by actively exploring real-world challenges and problems and practicing career-readiness skills. Attend this session if you'd like to learn how to write a high-quality PBI unit. Participants will examine the essential parts of a PBI unit and begin creating high-quality PBI units for their middle and high school classrooms. Whether you're new to PBI and or just want to make your PBI units even better, this session is for you.

**Presenter(s):** Vanessa Licvov-Channell, Service Assistant Professor, West Virginia University, Morgantown, WV

**426. Technology Anyone? Using EdTech to Integrate Literacy-Based Assignments***Room: 328 (BCC)**Objective: 1e*

Cross Creek High School has developed cross-curriculum collaboration and used educational technology to integrate literacy-based assignments in all content areas. Educational technology has also empowered us to develop flexible grading strategies that encourage student resiliency and perseverance. In this session, we'll share successful strategies to engage, challenge, prepare and remediate students using technology and data to vertically align standards and identify curricular gaps. Attendees will explore how multiple platforms allow CCHS teachers to enhance their face-to-face interactions with students and increase equity among student subgroups.

**Repeat: Friday, 3:30 p.m., 328**

**Presenter(s):** Terrika Oliver, Technology Specialist, Darnell Grainger, Teacher, and Robert Jackson, Teacher, Cross Creek High School, Augusta, GA

**427. Let the Robots Do It! Using Machine Learning in the Classroom***Room: 325 (BCC)**Objective: 1e*

What's the next phase? The answer seems to be artificial intelligence and machine learning. We are just starting to see the first phases of this, but it does not mean we can't use it in the classroom. Come explore ways AI can make both you and your students more productive. Bring your own device!

**Presenter(s):** David Lockhart, Instructional Coach, Marietta, GA

**428. Standardized Yet Customized: Meeting the Needs of CTE and High Schools***Room: 330 (BCC)**Objective: 1f*

Explore how three teams collaborated to devise a standard mission and vision model to enhance students' college and career readiness, then customized the model to meet the unique needs of their students. Hear about the journey of New York's efforts in elevating BOCES Career and Technical Education as a component of high school and CTE's Technology Centers in the Valley. The program continues to expand with business and industry partnerships and postsecondary institutions.

**Presenter(s):** Marty Sugerik, School Improvement Instructional Coach, SREB, Atlanta, GA; Tracy Gyorkoe, Director of Career and Technical Education, Jefferson Lewis BOCES, Watertown, NY

**429. Digital Badges — Demonstrating Student Mastery and Career Pathways***Room: 339 (BCC)**Objective: 2b*

How can students demonstrate mastery while showing who they are as individuals? Digital badges help ensure all students reach proficiency while simultaneously encouraging personalization in the classroom. In this workshop, you'll learn how to define digital badges that represent the skills most important to your community, from reading and math skills to career pathways and habits of mind. You'll see samples of how students earn badges that represent state standards and personal interests, and you'll gain specific strategies to incorporate badges and portfolios into your existing initiatives, such as project-based learning and individual learning plans.

**Presenter(s):** David Niguidula, Founder, Ideas Consulting/ Richer Picture, Providence, RI; Jodi Anthony, Director, PTECH; EL Specialist, Providence Public Schools, Providence, RI

**430. 53 Million Jobs — Time to Focus on Business and Marketing Education***Room: 333 (BCC)**Objective: 2c*

In 2026, 53 million jobs will be in management, business and financial operations (including marketing), sales and office and administrative support. Many of these jobs are high-skill, high-wage. It's past time to focus on building high-quality modern business and marketing programs in our schools. More than ever, we need smart, ethical decision-makers who will become leaders of American companies. Aligned with SREB's Advanced Career programs, High School of Business is an intellectually demanding program of study for students interested in college and careers in all areas of business: entrepreneurship, finance, marketing and management. Learn how this proven program is building business leaders.

**Presenter(s):** Lisa Berkey, Vice President, MBA Research and Curriculum Center, Columbus, OH

**431. #NoMoreAttitude #TalkItOut #SoftSkillsIsWhatItIsAbout!**

Room: 344 (BCC)

Objective: 3a

Picture this: Students take responsibility for their actions, work through conflict and communicate effectively! Let us take you through the journey of self-discovery that changed how our students think about themselves and each other. Join us for a case study-driven session exemplifying how the EmployABILITY Soft Skills Program prepares our students for what employers expect and demand in the workplace. We'll share examples of how student behavior changes after experiencing soft skills training and data demonstrating measurable results.

**Presenter(s):** Ann Brown, Chief Operating Officer, Rebecca Bazzle, Creative Director, and Jordy Johnson, CEO, Microburst Learning, Charleston, SC

**432. Preparing Students Today For Tomorrow's Jobs: Advanced Career Innovations in Science and Technology**

Room: 324 (BCC)

Objective: 3a

Attendees will learn about SREB's Advanced Career Innovations in Science and Technology curriculum, which creates pathways for students to become college and career ready. Attendees will explore the scope of the class and how it was designed to connect high school students with industry and postsecondary partners. Get hands-on with LabVIEW and Solid Edge, the industry-standard software used in the class, and examine real student prototypes in this interactive session. If you're interested in adopting an AC pathway at your school, don't miss this session.

**Presenter(s):** Travis James, Science Teacher, Pocahontas High School, Pocahontas, AR

**433. Connecting Students, Parents and Businesses to the Value of CTE**

Room: 323 (BCC)

Objective: 3b

CTE schools and technology centers strive to create a positive connection with the high schools they serve, foster strong relationships with local businesses and introduce students, parents and community members to the value of technical education. Learn how the Franklin County Career and Technology Center achieves these aims through successful alliances within its region and how it has gained a strong reputation as a viable educational option for all students regardless of their future goals. This presentation will outline the strategies that the school uses to be recognized not as an optional choice but as a significant secondary school for all students in the county.

**Presenter(s):** Dan Perna, President, James Daniel & Associates, LLC, Houtzdale, PA; Ben Mordan, Assistant Director, and Jim Duffey, Executive Director, Franklin County Career and Technology Center, Chambersburg, PA

**434. Career Connections: Lessons Learned Through Senior Internships**

Room: 326 (BCC)

Objective: 3e

Have you ever thought about giving your students real-life career experiences to enhance their senior year, but don't know where to start? Research has shown that there is a direct correlation between the internships in which students have served and the career paths they ultimately select. Find out how Southmoore High School created its pilot internship program and connected with community partnerships and explore the lessons they've learned throughout the process.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Chealsi Conley, Assistant Principal, and Risa Demeter, Counselor, Southmoore High School, Moore, OK

**435. Motivation in the Classroom: A Dynamic Look at the Consequences of an Ineffectual Feedback Loop Within a Student-Centric Classroom**

Room: 322 (BCC)

Objective: 4b

In this session, attendees will explore the feedback loop between teachers and students and learn how poor student motivation can result from ineffectual feedback loops. Attendees will learn how to identify ineffective feedback and take proactive steps to ensure it doesn't continue. Attendees will take home strategies for delivering optimized feedback and reflective teaching practices that improve student and teacher performance with short-term and long-term benefits.

**Presenter(s):** Steven Ring, Instructor, LCTI, Schnecksville, PA

**436. Student Problems? Us, too!**

Room: 329 (BCC)

Objective: 4e

We reduced our student F's by 95 percent! How? By combatting student apathy with a system of support for our students. Our district has a poverty rate of approximately 55 percent. Learn how the Power of ICU has changed how we do business at St. Clair High School.

**Presenter(s):** Jennifer Davis, Principal, St. Clair High School, St. Clair, MO

**437. Teachers Helping Teachers – The Good, the Bad and the Ugly**

Room: 340 (BCC)

Objective: 5a

Discovery High School in Georgia's Gwinnett County Public Schools opened in August of 2015 with a focus on career academies. This school year, the principal (the school's third), in collaboration with the school's instructional leadership team, set a vision for establishing a collaborative, supportive culture for staff and students. The school has set expectations for common course teams to meet and do data talks one week and develop strategies and actions to address the problems of practice the following week. Learn from a school team what has worked, what they would tweak, what the future holds and what you can do in your school.

**Presenter(s):** Danielle Malcom, Biology Teacher, Emma LeCroy, Teacher, and James Taylor, Social Studies Teacher, Discovery High School, Lawrenceville, GA; Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

**438. Making Schools Work 2020 Student and Teacher Surveys***Room: Douglass (Hilton)**Objective: 5a*

How can SREB's student and teacher surveys help you improve instruction and achievement at your school? This session will provide an overview of SREB's Making Schools Work student and teacher surveys for high schools, middle grades schools and technology centers. We will discuss updates regarding general information, changes from previous surveys and dates for the Spring 2020 survey administration. Take away tips for interpreting and using survey results to maximize their value. Attendees are invited to share how they use SREB's surveys and offer feedback to SREB's research and accountability staff.

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

**439. Transforming Urban Schools: From the Principal's Office to the Classroom***Room: 350 (BCC)**Objective: 5a*

This session will demonstrate how to implement correlates of effective schools and social emotional learning to improve student achievement. We will discuss how to implement instructional leadership, a clear and focused mission, standards-based instruction, technology integration, a safe and orderly environment, a climate of high expectations, frequent monitoring of student progress and positive home-school relations.

**Presenter(s):** Roderetta Green, Curt R. Green Educational Consulting Services, LLC, Atlanta, GA

**440. Using Data to Make Every Student Matter: Berkmar High School's Teacher System***Room: 343 (BCC)**Objective: 5b*

In this session, administrators and staff from Berkmar High School in Georgia's Gwinnett County Public Schools will demonstrate how they use data to monitor and track student progress in all six of their career academies. Participants will learn how to identify students who need support in the areas of attendance, behavior and course performance and explore the supports that Berkmar High School uses to ensure every student can be successful.

**Presenter(s):** Cora Graves, Assistant Principal, Divette Beck, Assistant Principal, and Cindy Moffett, Assistant Principal, Berkmar High School, Lilburn, GA

**441. Treats and Threats – Do They Work?***Room: 349 (BCC)**Objective: 5b*

Bribing and threatening students to get them to complete assignments is an extrinsic band-aid that has little or no long-term effect. In this session, we'll take a closer look at an SREB Pacesetter Award-winning school that served a highly transient student population, over 40 percent of whom receive free and reduced-price lunch. Using data from student surveys, we learned that 30 percent of our students were routinely not turning in their work. Because missing assignments were the leading cause of student failure, we decided to try the Power of ICU approach. The results blew us away: Every student completed every assignment for seven years in a row! Learn how in this session.

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

**442. Preparing New Teachers With Teaching to Lead – School Leader Panel Discussion***Room: Johnson (Hilton)**Objective: 5c*

Behind every successful professional development program are school leaders who champion the work. In this session, several school leaders will share some of their experiences with Teaching to Lead and how the program has successfully bridged the gap for CTE teachers who are new to the classroom.

**Presenter(s):** Debbie Anderson, Program Director, Teaching to Lead, SREB, Atlanta, GA; Cecil Banner, principal, and David Pressley, School to Work Coordinator, Anderson Five Career Campus, Anderson, SC; Bob Leslie, Director of CTE, Syracuse City School District, Syracuse, NY; Douglas Major, Superintendent, Meridian Technology Center, Stillwater, OK

**443. Game-Changing Strategies to Engage Students in Deeper Thinking From Teaching to Lead***Room: Carroll (Hilton)**Objective: 5c*

When students are pushed to own and assume responsibility for their learning, they change their mindset and experience careers in new ways. The transformative Teaching to Lead process helps teachers learn how to be intentional with their planning, select instructional strategies to increase engagement and rigor, develop assessments that demonstrate mastery, align instruction to support content in academic classes, mold students to be leaders through 21st-century skills and change their roles from teachers to facilitators.

**Presenter(s):** Kimberly Wilkins, Agriculture Teacher, Anderson Five Career Campus, Anderson, SC

**444. Creating Virtual Professional Learning Experiences to Build Teacher Content Knowledge***Room: Tubman (Hilton)**Objective: 5c*

To improve student outcomes, all teachers must become experts in content knowledge and high-leverage, evidence-based instructional strategies. In this session, we will explore how Baltimore City Schools developed weekly virtual professional learning opportunities for all math and English language arts teachers that aligned with grade-level content, best practices and data. We will share the systems and structures our district put in place to promote a culture of continuous improvement. Participants will leave with tools for rethinking how ongoing professional development is delivered to teachers.

**Presenter(s):** Beth Sappe, Director, STEM Mathematics, and Ashley Cook, Director, English Language Arts, Baltimore City Schools, Baltimore, MD

**445. Building Leadership Teams to Empower Change***Room: Paca (Hilton)**Objective: 5d*

Buckeye Valley Middle School and Buckeye Valley High School have worked hard the last several years to build capacity within their respective staffs to create positive change. State testing results have improved and both schools have won awards. With the same goal in mind of creating shared leadership to empower change, each building has unique ways of how they achieved success. In this session, attendees will learn how they have collaborated on grading philosophy, building leadership teams, creating teacher-based teams and professional learning communities, and negotiating the eighth- to ninth-grade transition.

**Presenter(s):** Brian Baker, Principal, Buckeye Valley Middle School, Delaware, OH; Jim Albanese, Principal, Buckeye Valley High School, Delaware, OH

**446. Supporting First-Year Teachers in Becoming Leaders in High-Poverty Schools***Room: Peale (Hilton)**Objective: 5d*

First-year teachers have so much to offer, with their excitement and new love for learning. Yet with all the day-to-day tasks they have to do, that excitement and love for learning can diminish as quickly as it was born. In order to keep consistency and continuity in the school building, it's important to cultivate what first-year teachers have to offer and build their capacity as educators. Attendees will learn strategies for keeping and growing young staff.

**Presenter(s):** Brittany Cummings, Assistant Principal, Barbara Grisby, Teacher Lead and Ellen Hudson Howard, ELA Teacher, R.B. Stall High School, North Charleston, SC

**447. How Shelby County Schools Is Creating Systems That Support College and Career Readiness***Room: 332 (BCC)**Objective: 5e*

Shelby County Schools in Memphis, Tennessee, is among the 25 largest public school districts in the country. Learn how SREB has partnered with the district to reorganize its College, Career and Technical Education office in order to support a redesign of career pathways. An in-depth needs assessment supported the creation of systems and processes that provide greater equity and improvement in college and career readiness. Presenters will share how they are developing leadership at the school level through a focus on early postsecondary opportunities, CTE teacher training and retention, elementary and middle school career exploration, and Advanced Career curricula.

**Presenter(s):** Aimee Wyatt, Director, State and District Partnerships, SREB, Atlanta, GA; Terrence Brown, CCTE Director, Shelby County Schools, Memphis, TN



## Saturday Brunch and Keynote Address

Saturday, July 13, 10:15 a.m. – noon

**Hilton Baltimore – Key Ballroom**

After our Saturday morning deep dives, celebrate your conference experience with a hot brunch and keynote address from Josh Davies of the Center for Work Ethic Development. The brunch event is free, but registration is required in advance through our conference registration system.





## Sponsored Friday Pre-Game Networking Hour with the Teaching Channel

Kick back and mingle with friends and colleagues at our pre-game networking hour Friday evening at 5:30 p.m. in the Key Lobby in the Hilton Baltimore overlooking the ballpark. The fee for the pregame networking hour is \$20, which includes a drink ticket and snacks. Visit [sreb.org/register](https://sreb.org/register) to register.

This event is being generously sponsored by the **Teaching Channel**. The Teaching Channel's mission is to create an environment where teachers can watch, share and learn new techniques to help every student grow.

[www.teachingchannelplus.com](http://www.teachingchannelplus.com) | 2 Embarcadero Center | San Francisco, California, 94111

## Orioles Game Charitable Fundraiser

After the networking hour, join us at Oriole Park at Camden Yards to watch the Baltimore Orioles take on the Tampa Bay Rays at 7:05 p.m. and enjoy post-game fireworks and music. Tickets can be purchased through Groupmatics: <https://groupmatics.events/event/Southernregional2>

SREB is delighted to announce that \$5 from each ticket sold will benefit **Central Scholarship**, a 501c3 that provides scholarships and tuition assistance to deserving Maryland students pursuing vocational and career training programs, undergraduate programs and graduate and professional degrees.

Visit our Orioles event page for details and pricing: [sreb.org/making-schools-work-conference-meals-and-special-events#Orioles](https://sreb.org/making-schools-work-conference-meals-and-special-events#Orioles)



## FEATURED SPEAKERS



Connie Majka



Jay Steele

#### 448. Creating a Graduate Profile, College and Career Continuum, and Action Planning for Career Academies

Room: 332 (BCC)

Objective: 3f

Career academies help educators and business leaders empower youth to make informed choices about their futures. The National Career Academy Coalition's mission is to provide support and resources to emerging and existing college and career academies. This session will walk attendees through NCAC's process of creating a graduate profile, building a college and career academy continuum, and action planning using the National Standards of Practice for academies. Attendees who are new to the model will gain a better understanding and a plan for implementation. Veteran academy practitioners will leave with new ideas and processes that add to their success.

**Presenter(s):** Connie Majka, Director, Professional Learning, National Career Academy Coalition, Narberth, PA; Jay Steele, President, National Career Academy Coalition, Jacksonville, FL



Kathleen Budge



William Parrett

#### 449. Disrupting Poverty: Five Powerful School and Classroom Practices

Room: Johnson (Hilton)

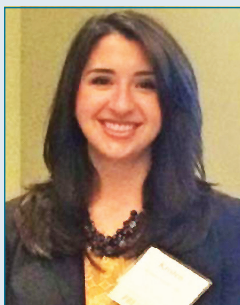
Objective: 4b

This session will take a deeper look into the structures, strategies and tools used by educators in their efforts to disrupt poverty's adverse influence on lives and learning. High-poverty, high performing (HHP) schools foster healthy, safe and supportive environments in part by eliminating practices and mindsets that perpetuate underachievement. These schools also focus intensively on student, professional and system learning to build sustainable leadership capacity. Specific strategies will be highlighted that provide an essential foundation for success in any underperforming school. Through better understanding of how HHP schools disrupt the effects of poverty to achieve success with underachieving students, participants will identify immediate action steps to better support their students.

**Presenter(s):** Kathleen Budge, Associate Professor, Department Chair, and William Parrett, Director, Center for School Improvement and Policy Studies, Boise State University, Boise, ID



Kari Hankins



Kristen Cassidy

#### 450. Truth, Facts and Lies: Social Emotional Learning for Middle and High School Students

Room: Peale (Hilton)

Objective: 5b

Truth, Facts and Lies is a research-based social emotional learning program for middle schools and high schools that tackles tough social issues faced by teens today. In the program, students are challenged to develop "graceful outs" and create plans to improve the culture of their schools. Schools that implement SEL programs like this show an 11- point increase in standardized test scores. This deep-dive, interactive session will address brain development, setting and communicating boundaries, social media, bullying, abuse, sexual harassment and addiction. Session participants will experience Truth, Facts and Lies as if they were students in the program.

**Presenter(s):** Kari Hankins, Kristen Cassidy, and Susan Couch, Curriculum, B Curriculum, LLC, Lake Charles, LA

## FEATURED SPEAKER



Joe Hendershott

**451. Reaching the Wounded Teacher***Room: 349 (BCC)**Objective: 5c*

Educators today are experiencing challenges and stresses like never before. Expanding upon *Reaching the Wounded Student*, this deep-dive session will explore a path forward in the personal health and success of the wounded teacher-educator. By exploring the realities of compassion fatigue and each person's unique resources in security and stress, educators will learn how to create a personal growth plan to facilitate self-awareness and self-care.

**Presenter(s):** Joe Hendershott, Founder/CEO, Hope 4 The Wounded, LLC, Gahanna, OH

**452. Taking a Deep Dive Into Content Literacy for All Students***Room: 336 (BCC)**Objective: 1a*

During this session, participants will participate in a modeled literacy lesson that includes numerous strategies for increasing student fluency, vocabulary, comprehension and critical thinking. Throughout the lesson, the presenter will “step out” to explain why certain instructional decisions were made and how they determine next steps for instruction. A post-lesson analysis will provide participants with the opportunity to discuss and explore specific methodologies, instructional practices and reading strategies for incorporating literacy in all disciplines.

**Presenter(s):** Justin Lovelace, Assistant Principal of Instruction, Gaffney High School, Gaffney, SC

**453. Increase Your Use of Formative Assessments***Room: Tubman (Hilton)**Objective: 1e*

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 learn both technology-based and technology-free tools that can be used to check for understanding throughout the instructional period.

**Presenter(s):** Ivy Alford, Director of State and District Partnerships, SREB, Atlanta, GA; Sharon Moehle, Math Teacher, Camdenton R-3, Camdenton, MO

**454. A Deep Dive Into Google Classroom***Room: Paca (Hilton)**Objective: 1e*

So, Google is in the Learning Management System game — do you want to join? Google Classroom is Google's answer to building a digital hub, and it's a great avenue for almost everything you want to do through its drive and app integrations. Bring your own device and come learn some practical tips to make it all work! This deep-dive offers something for all grade levels. We'll start from the beginning and touch on practical tips to make Google Classroom work better for you.

**Presenter(s):** David Lockhart, Instructional Coach, Marietta, GA

**455. Navigating Pathways to Adult Success***Room: Carroll (Hilton)**Objective: 3a*

Participants will focus on research and ideas from the Everyone Graduates Center at Johns Hopkins University. The Pathway to Adult Success (PAS) navigation system is designed to explore the depth of what students need to make the transition from the elementary and secondary grades into the world of postsecondary education. Collectively, we are instituting better measures and data systems needed to identify off-track students and struggling schools.

**Presenter(s):** Kenneth Mason, School Improvement Instructional Coach, SREB, Atlanta, GA; Robert Balfanz, Professor, School of Education, Joanna Fox, Senior Program Officer, School of Education, Johns Hopkins University, Baltimore, MD

**456. Tiered Interventions Using Social, Emotional and Mental Health Supports***Room: 338 (BCC)**Objective: 4b*

Causeway Galveston has developed a model to support Tier 1, 2 and 3 interventions for the social, emotional and mental health needs of students. This unique and comprehensive approach supports students, teachers and schools through the development of Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies and mental health services. Participants will learn how to develop an organizational structure that supports this approach, including a design team, action planning, implementation team, school-based teams, data support and progress-monitoring aligned with goal attainment. The mission is to “create a supportive culture that empowers youth to thrive in the community we share.” Learn how to develop similar supports to prepare your students for the academic and social challenges they encounter.

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

**457. Launching Wraparound Services: Gathering Voice, Strengthening Relationships and Cultivating Hope (Part 2)***Room: 339 (BCC)**Objective: 4e*

When students feel heard, understood and involved in creating solutions, they see their schools as a source of support and belonging. By strengthening bonds between staff and students, schools and communities, the Centergy Project's student voice processes can uncover and document barriers to learning then match students to community resources capable of mitigating those barriers. The goal is to afford all students and families equitable access to services and opportunities. In Part 2 of this two-part session on the Centergy Project, attendees will experience the power and wisdom of student voice and will learn how to implement two of the five TCP processes for gathering student voice.

**Presenter(s):** Allyson Morgan, Director, State and District Partnerships, Steve Broome, Executive Director, School Improvement, SREB, Atlanta, GA; Leigh Colburn, Consultant, Centergy Project, Marietta, GA

**458. At-Risk and Hard-to-Reach Students: Understand Them to Teach Them***Room: 331 (BCC)**Objective: 4e*

This session will provide attendees with a better understanding of why we are dealing with so many students who are at-risk as well as specific strategies for engaging all learners. Participants will learn how effective relationship building with children is fundamental for student and school success. Understanding the reasons we teach, with special emphasis on the student, is the central theme of this presentation. Tommie Mabry will offer a refreshing look into the eyes of the students from his own experience as an at-risk student as well as an educator.

**Presenter(s):** Tommie Mabry, CEO, Tommie Mabry Company, Ridgeland, MS

**459. Purposefully Driving Toward School Improvement: Tools and Strategies***Room: 340 (BCC)**Objective: 5b*

Participants will be introduced to proven strategies, processes and procedures that principals, teachers and other school community members use to set and meet goals to increase student achievement. Participants will practice using SREB's problem-solving process to address a problem of practice in the school. This deep-dive session will also provide opportunities for participants to learn about SREB's Curriculum and Instruction Reviews and Site Development Workshops, which empower teachers and leaders to take ownership of the improvement process by establishing a need for change, providing a vision for success and organizing for continuous improvement. Participants will leave with a framework for continuous improvement, regardless of the learning situation.

**Presenter(s):** Cindy Martin, School Improvement Instructional Coach, SREB, Atlanta, GA

**460. You Hire Them, Then They Leave: Helping CTE Teachers Thrive***Room: 341 (BCC)**Objective: 5c*

Most CTE teachers enter the profession with expert occupational knowledge and skills, but few are ready for the challenges of the modern classroom. This often leads to frustration and, too often, an early departure from teaching. Using hands-on experiences from a curriculum designed specifically for new and early career CTE teachers, you'll learn how Teaching to Lead bridges the gap for new and struggling teachers and empowers them to develop sound practices in classroom management, instructional planning, instructional strategies and classroom assessment.

**Presenter(s):** Debbie Anderson, Program Director, Teaching to Lead, and Gaye Martin, School Improvement Leadership Coach, SREB, Atlanta, GA

**461. Using Questioning to Increase Rigor in Your Classroom***Room: 342 (BCC)**Objective: 5c*

During this interactive deep-dive, attendees will learn how to use questioning to increase rigor in their classrooms. Attendees will learn how to plan questions that encourage thinking and reasoning, ask questions in ways that include all students, give students time to think and respond to students in ways that encourage deeper thinking. Take home strategies for helping students be better questioners of each other as well as activities you can use on the first day of school and throughout the school year.

**Presenter(s):** Clara Clark, School Improvement Leadership Coach, and Michelle Flygare, School Improvement Leadership Coach, SREB, Atlanta, GA; Greg Rael, Math Teacher, and Toni Wright, Social Studies Teacher, Taos High School, Taos, NM

**462. Do We Have Time Today? Scheduling Professional Development***Room: 343 (BCC)**Objective: 5c*

Professional development is a critical to helping educators build their capacity to deliver quality instruction, but scheduling quality professional development opportunities and supporting instructional growth in real time is a challenge. In this deep-dive session, let's talk about how we can make professional development accessible to all faculty and staff. Attendees will take home tools for implementing a useful system that helps support teacher professional growth and assess professional development's impact on instruction and learning.

**Presenter(s):** Shenitra Dees, Teacher, Montgomery Public Schools, Montgomery, AL; Sandy Culotta, Senior School Improvement Leadership Coach, SREB, Atlanta, GA

**463. Teacher TLC: Manage Your Time and Crush Your To-Do List***Room: 344 (BCC)**Objective: 5c*

Stop drowning in your to-do list! This interactive deep-dive will help teachers and leaders plan and implement effective and efficient planning, preparation and organization tools, and give attendees the opportunity to develop a personalized system of professional time management and organization to reduce burnout and build resilience. Discover how to save hours each week as you develop your own intentional plan of attack to crush your to-do list and finally have work-free weekends!

**Presenter(s):** Ashley Gorman, Principal/Leader, TLC4Teachers, Hawesville, KY

**464. Teaching to the Fortnite Generation: A Deep Dive into Understanding the Mind of a Gamer***Room: 330 (BCC)**Objective: 5c*

Your students are addicted to video games like Fortnite. How can we as educators tap into that interest and make learning addicting? In this deep-dive session, we will discuss the mind of a gamer, explain what motivates gamers and describe how we can implement gaming industry strategies to evoke similar dopamine responses in the classroom. You will leave this session with your eyes opened, saying, "I finally understand my kid/grandkid/student/sibling!" Take home strategies for employing gamification in your instruction.

**Presenter(s):** Nai Wang, Founder and President, KP Education Systems, Phoenix, AZ; Ron Zybura, Coach, HSTW NE Region, Middleburg Heights, OH

**465. Professional Learning Communities: Improving Student Academic Achievement***Room: 350 (BCC)**Objective: 5e*

Improvements in student academic achievement begin with professional learning communities. PLCs give teachers, administrators, curriculum specialists and others the time and opportunity to discuss relevant student and school data, share best practices and collaborate to change the environment of their schools.

**Presenter(s):** Deanne Austin, Assistant Principal, Yazoo City Municipal School District, Yazoo City, MS

**Saturday Brunch and Keynote Address**

Saturday, July 13, 10:15 a.m. – noon

**Hilton Baltimore – Key Ballroom**

After our Saturday morning deep dives, celebrate your conference experience with a hot brunch and keynote address from Josh Davies of the Center for Work Ethic Development. The brunch event is free, but registration is required in advance through our conference registration system.

## CLOSING KEYNOTE PRESENTATION

## SATURDAY – 10:15 A.M.



**Josh  
Davies**

**466. Work Ethic: The Building Blocks for the 21st-Century Workforce***Room: Key Ballroom (Hilton)**Objective: 5d*

With rapid changes taking place in every sector of the workforce, a set of skills has emerged as the building blocks for the future. Sometimes called soft skills, employers simply call them "work ethic." Nearly nine out of 10 hiring managers nationwide say that work ethic is their most important factor in hiring. In the classroom, students with a high work ethic demonstrate significant improvements in performance and graduate from college at nearly double the average rate. Yet the challenge is that fewer than one in five people have these skills, and almost all education is instead focused on academic and technical skills. Explore how to cultivate work ethic in your students in this keynote session.

**Presenter(s):** Josh Davies, CEO, The Center for Work Ethic Development, Denver, CO

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Abbate, John	172	Baltimore City Schools	Baltimore, MD	jabbate@bcps.org
Abraham, Marck	286, 327	McKinley High School	Buffalo, NY	mabraham@buffaloschools.org
Acosta, Jaime	272	Chaparral Middle School, NM	Chaparral, NM	jcacosta@gisd.k12.nm.us
Acree, Margaret	333, 422	Ouachita Parish School District - Sterlington High School	Farmerville, LA	maggieacree@opsb.net
Adair, Jason	50, 96, 211, 323	SREB	Atlanta, GA	jason.adair@sreb.org
Adenrele, Katie	418	KLJohnson Motivates LLC	Arlington, VA	katiejohnson2014@gmail.com
Albanese, Jim	445	Buckeye Valley High School	Delaware, OH	jalbanese@mybvls.org
Alford, Ivy	18, 56, 88, 186, 253, 294, 335, 434, 453	SREB	Atlanta, GA	ivy.alford@sreb.org
Alley, Steven	78, 241	Tug Valley High School	Williamson, WV	sdalley@k12.wv.us
Allred, Susan	416	Susan Allred Consulting LLC	Rutherfordton, NC	susangallred466@gmail.com
Allsbrooks, Terrie	222	Henrico County Public Schools	Richmond, VA	twallsbrooks@henrico.k12.va.us
Amburn, Lisa	184	Brindlee Mountain High School	Guntersville, AL	amburnl@marshalk12.org
Andersch, Karrie	57	Hoke County High School	Raeford, NC	kandersch@hcs.k12.nc.us
Anderson, Debbie	442, 460	SREB	Atlanta, GA	debbie.anderson@sreb.org
Anderson, Leslie	323	Meadowcreek High School	Atlanta, GA	Leslie_Anderson@gwinnett.k12.ga.us
Anderson, Lessie	117, 157, 252	SREB	Atlanta, GA	lessie.anderson@sreb.org
Anderson, Lynn	216, 322	SREB	Atlanta, GA	lynn.anderson@sreb.org
Anthony, Jodi	429	Providence Public Schools	Providence, RI	jodi.anthony@ppsd.org
Aponte, Lynnette	59	Meadowcreek High School	Norcross, GA	Lynette_Aponte@gwinnett.k12.ga.us
Ashby, Brandi	262	West Morgan High School	Trinity, AL	bpashby@morgank12.org
Atwood, Tory	110, 233	Stewarts Creek High School	Smyrna, TN	atwoodt@rcschools.net
Augustin, Anthony	268	Loretto High School	Loretto, TN	stephanie@anatomyinclay.com
Austin, Deanne	465	Yazoo City Municipal School District	Yazoo City, MS	daustin@yazoocity.k12.ms.us
Autrey, Beth	26, 347	Gwinnett County Public Schools	Suwanee, GA	beth_autrey@gwinnett.k12.ga.us
Avret, Kirsten	51	Cross Creek High School	Augusta, GA	avretki@richmond.k12.ga.us
Bailey, Rosa	8	Hoke County Schools	Raeford, NC	rbaily@hcs.k12.nc.us
Bailey-Thomas, Kimberly	364	Sussex Technical High School	Georgetown, DE	kimberly.thomas@sussexvt.k12.de.us
Baker, Brian	445	Buckeye Valley Middle School	Delaware, OH	bbaker@mybvls.org
Balfanz, Robert	455	Johns Hopkins University	Baltimore, MD	rbalfanz@jhu.edu
Baltrinic, Barb	382	HSTW NE Ohio Region	Mount Sterling, OH	bbaltrinic@gmail.com
Banfield, Mara	407	MCCTC	Canfield, OH	mara.banfield@mahoningctc.com
Barbee, Jim	164, 299	Peachtree Ridge High School	Dacula, GA	jim_barbee@gwinnett.k12.ga.us
Bartholomew, Michelle	117	Carver High School	Montgomery, AL	Michelle.bartholomew@mps.k12.al.us
Bayless, Thomas	217	Nicholas County Career and Technical Center	Summersville, WV	tbayless@k12.wv.us
Bazzle, Rebecca	431	Microburst Learning	Columbia, SC	r.bazzle@microburstlearning.com
Beaton, Mac	222, 304	Henrico County Public Schools	Henrico, VA	mrbeaton@henrico.k12.va.us
Beck, Divette	302, 440	Berkmar High School	Lilburn, GA	divette_beck@gwinnett.k12.ga.us
Belker, Amanda	229	Camden County Schools	St. Marys, GA	abelker@camden.k12.ga.us
Bell, Jennifer	5	Boys Town Training & National Outreach	Boys Town, NE	jennifer.bell@boystown.org
Bellard, Le Tiqua	126	Richland County School District Two	Columbia, SC	lbillard@richland2.org

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Bender, Shawn	6, 47, 221, 288, 415	SREB	Atlanta, GA	shawnbender@ymail.com
Bengela, Timmi	202	Penta Career Center	Perrysburg, OH	tbengela@pentacc.org
Benson, III, Thomas	218, 379	North Carolina Department of Public Instruction	Raeford, NC	thomasbensoniii71@gmail.com
Berkey, Lisa	35, 389, 430	MBA Research and Curriculum Center	Columbus, OH	berkeyl@mbaresearch.org
Berlin, Marla	142	CITi BOCES	Mexico, NY	mberlin@citiboces.org
Berto, James	123, 298, 314	SREB	Atlanta, GA	james.berto@sreb.org
Bishop, Tina	303, 388	JL Mann High School	Greenville, SC	tbishop@greenville.k12.sc.us
Blanco, Cheryl	19	SREB	Atlanta, GA	Cheryl.Blanco@SREB.org
Bogan, Lynn	213	Rock Hill High School	Rock Hill, SC	lbogan@rhmail.org
Bonner, Cecil	287, 442	Anderson Five Career Campus	Anderson, SC	cecilbonner@anderson5.net
Book, Jennifer	154	Hoke County Schools	Raeford, NC	jennifer.hupko@hcs.k12.nc.us
Boyd, Chuck	26, 104, 200, 288	SREB	Atlanta, GA	chuck.boyd@sreb.org
Boykin, Craig	90, 177, 345, 420	Craig Boykin LLC	Montgomery, AL	craigjboykin@gmail.com
Bradford, Kendra	161	West Morgan High School Softball	Trinity, AL	ksbradford@morgank12.org
Brannan, Jason	193	DeKalb County Schools	Rainsville, AL	Jmbrannan@dekalbk12.org
Brimhall, Andria	36	Camden Middle School	Kingsland, GA	abrimhall@camden.k12.ga.us
Brookins Santelises, Sonja	43	Baltimore City Schools	Baltimore, MD	CitySchoolsCEO@bcps.k12.md.us
Broome, Steve	24, 362, 409, 457	SREB	Atlanta, GA	steve.broome@sreb.org
Brower, Heather	182	Hoke County Schools	Raeford, NC	hbrower@hcs.k12.nc.us
Brown, Ann	431	Microburst Learning	Columbia, SC	a.brown@microburstlearning.com
Brown, Melissa	355	West Morgan Middle School	Trinity, AL	mnbrown@morgank12.org
Brown, Mike	208	Platte County School District	Platte City, MO	brownm@platteco.k12.mo.us
Brown, Terrell	244	Birmingham City Schools	Birmingham, AL	tbrown3@bhm.k12.al.us
Brown, Terrence	447	Shelby County Schools	Memphis, TN	brownta@scsk12.org
Brown-Gillespie, Ova	144	Cheraw High School	Cheraw, SC	obgillespie@chesterfieldschools.org
Bruns, Jason	55	Minnesota State Engineering Center of Excellence	Mankato, MN	jason.bruns@mnsu.edu
Bruns, Roseann	68, 191, 291, 410	Jackson R-II School District	Jackson, MO	rbruns@jr2mail.org
Bryant, Jason	144	Cheraw High School	Cheraw, SC	jbryant@chesterfieldschools.org
Budge, Kathleen	390, 449	Boise State University	Boise, ID	kathleenbudge@boisestate.edu
Burse, Angela	17, 204	Georgia Department of Juvenile Justice	Macon, GA	angela.burse@djj.state.ga.us
Buzzell, Judith	133	Georgetown County School District	Georgetown, SC	jbuzzell@gcsd.k12.sc.us
Cabaluna, Linda	128	Springfield-Clark CTC	Springfield, OH	cabaluna447@yahoo.com
Campana, Natalie	12	Steubenville City Schools	Steubenville, OH	ncampana@scsohio.org
Campbell, Jessica	309	Ben Franklin Career Center	Dunbar, WV	jlcampbell@mail.kana.k12.wv.us
Cargill, Sharon	117	Carver High School	Montgomery, AL	sharon.cargill@mps.k12.al.us
Carter, Angela	411	Meridian Public Schools	Meridian, MS	amcarter@mpsdk12.net
Cassidy, Kristen	264, 308, 450	B Curriculum, LLC	Lake Charles, LA	kristen.couch24@gmail.com
Cato, Shelia	168	Whale Branch Early College High School	Seabrook, SC	shelia.cato@beaufort.k12.sc.us
Cene, Jessica	407	MCCTC	Canfield, OH	jessica.cene@mahoningctc.com
Chalos, Heather	42	Alignment Nashville	Nashville, TN	heather@alignmentnashville.org
Chapman, Sherri	165	Alexandria City Public Schools	Alexandria, VA	sherri.chapman@acps.k12.va.us

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Chavis, Kelly	101	Northwestern High School	Rock Hill, SC	kchavis@rhmail.org
Chesnoff, Elia	28, 173, 205	Kagan Professional Development	San Clemente, CA	bridget@kaganonline.com
Chinni, Violeta	113	Galion High School	Galion, OH	chinni.violeta@galionschools.org
Clark, Catayah	330	VirtualSC	Columbia, SC	cdclark@gmail.com
Clark, Clara	6, 280, 395, 461	SREB	Atlanta, GA	clara.clark@sreb.org
Clarke, Janet	377	Loudoun County Public Schools	Ashburn, VA	janet.clarke@lcps.org
Claycomb, Curt	108, 341	Northland Career Center	Platte City, MO	claycomc@platteco.k12.mo.us
Cochran, Justin	227, 310	New Martinsville School	New Martinsville, WV	jrcochran@k12.wv.us
Colburn, Leigh	409, 457	Centergy Project	Marietta, GA	leigh@thecentergyproject.com
Conley, Chealsi	434	Southmoore High School	MOORE, OK	chealsiconley@mooreschools.com
Cook, Ashley	444	Baltimore City Schools	Baltimore, MD	basappe@bcps.k12.md.us
Cooke, Kathryn	317	Whale Branch Early College High School	Seabrook, SC	kathryn.cooke@beaufort.k12.sc.us
Cornick, Shayla	357	PDK Educators Rising	Arlington, VA	scornick@pdkintl.org
Cortines, Kimberly	123, 314	Oak Hill High School	Oak Hill, WV	kcortines@k12.wv.us
Cottrell, Holly	30	St. Marys Middle School	St. Marys, GA	hcottrell@camden.k12.ga.us
Couch, Susan	450	B Curriculum, LLC	Lake Charles, LA	Scouch1156@yahoo.com
Courdway, James	131	West Hoke Middle School	Raeford, NC	jjcourdway@hcs.k12.nc.us
Crase, Mike	151	East Central High School	Jenks, OK	crasemi@tulsaschools.org
Creager, Paul	296	St. Paul Public Schools	Saint Paul, MN	paul.creager@spps.org
Crider, Rachel	175	Floyd County Schools	Allen, KY	rachel.crider@floyd.kyschools.us
Croley, Justin	65	Crossville Middle School	Crossville, AL	jtcroley@dekalbk12.org
Crosnoe, Cory	68, 146, 291, 410	Jackson R-II School District	Jackson, MO	ccrosnoe@jr2mail.org
Crowe, Lori	360	West Clermont Middle School	Cincinnati, OH	crowe_l@westcler.org
Cruce, Brent	236	Central Gwinnett High School	Lawrenceville, GA	brent.cruce@gmail.com
Culotta, Sandy	26, 59, 117, 249, 323, 397, 437, 462	SREB	Atlanta, GA	sandy.culotta@sreb.org
Culver, Yvonne	275	Akron Public Schools	Akron, OH	yculver@apslearns.org
Cummings, Brittany	446	RB Stall High School	North Charleston, SC	brittany_cummings@charleston.k12.sc.us
Curry, Shannon	207	Hoke County Schools	Raeford, NC	scurry@hcs.k12.nc.us
Daniels, Cambria	385	East Community	Buffalo, NY	cdaniels@bestselfwny.org
Daniels, Latausha	244	Birmingham City Schools	Birmingham, AL	ldaniels2@bhm.k12.al.us
D'Antoni, Kathy	180	West Virginia Department of Education	Charleston, WV	
Davies, Josh	466	The Center for Work Ethic Development	Denver, CO	jdavies@workethic.org
Davis, Alice	67	Susquehanna County Career and Technology Center	Springville, PA	alice.davis@scctc-school.org
Davis, Cena	201, 107	SREB	Atlanta, GA	cena.davis@sreb.org
Davis, Dustin	347	Gwinnett County Public Schools	Suwanee, GA	dustin_davis@gwinnett.k12.ga.us
Davis, Jennifer	81, 436	St. Clair High School	St. Clair, MO	jdavis@stcmo.org
DeBoard, Dewey	65	Crossville Middle School	Crossville, AL	drdeboard@dekalbk12.org
Dedmon, Cheri	225	Teaching Channel	Broadlands, VA	cheridedmon@teachingchannel.org
Dees, Shenitra	462	Montgomery Public Schools	Montgomery, AL	shenitra.dees@mps.k12.al.us
Davis, Jennifer	81, 436	St. Clair High School	St. Clair, MO	jdavis@stcmo.org
DeBoard, Dewey	65	Crossville Middle School	Crossville, AL	drdeboard@dekalbk12.org



PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Dedmon, Cheri	225	Teaching Channel	Broadlands, VA	cheridedmon@teachingchannel.org
Dees, Shenitra	462	Montgomery Public Schools	Montgomery, AL	shenitra.dees@mps.k12.al.us
Defee, Melinda	417	Pike County High School	Brundidge, AL	mdefee@pikecountyschools.com
Demeter, Risa	434	Southmoore High School	Moore, OK	risademeter@mooreschools.com
Dickerson, Javonda	372	Daniel Morgan Technology Center	Spartanburg, SC	jovondad@dmtonline.org
Dickerson, Valerie	99	Dickerson Consultants	Cumming, GA	valerie_dickerson@hotmail.com
DiMarzio, Alex	99	York Career Technical Institute	Lancaster, PA	ADiMarzio@ytech.edu
Dooley, Jonathan	6	Media Arts Collaborative Charter School	Albuquerque, NM	jdooley@nmmediaarts.org
Douglass, Julea	406	School-Connect	Plano, TX	jdouglass@school-connect.net
Drake, Janice	248	Birmingham City Schools	Birmingham, AL	jdrake@bhm.k12.al.us
Duff, Aaron	271	Platte County School District	Platte City, MO	duffa@platteco.k12.mo.us
Duffey, Jim	433	Franklin County Career and Technology Center	Chambersburg, PA	jim.duffey@franklinctc.com
Dugan, Nicole	111	Riverside Academy #208	Buffalo, NY	nriveradugan@buffaloschools.org
Dugger, Gail	30	St. Marys Middle School	St. Marys, GA	gdugger@camden.k12.ga.us
Dukes, Melanie	315	Atlanta Public Schools	Atlanta, GA	melaieadukes@gmail.com
Dupree, Stephanie	49	Hoke County Schools	Raeford, NC	stephanie.dupree@hcs.k12.nc.us
Eaves, Leslie	52, 337, 424	SREB	Atlanta, GA	leslie.eaves@sreb.org
Egelson, Paula	25, 86, 215, 289, 329, 438	SREB	Atlanta, GA	paula.egelson@sreb.org
Engnoth, Terri	120	Frankfort High School	Ridgeley, WV	tengnoth@K12.WV.US
Enlow, Lauren	135, 363	Strom Thurmond High School	Johnston, SC	ltenlow@edgefield.k12.sc.us
Escalera, Crystal	250	Pioneer Career and Technology Center	Shelby, OH	escalera.crystal@pioneerctc.edu
Esham, Lucilla	364	Sussex Technical High School	Georgetown, DE	lucilla.esham@sussexvt.k12.de.us
Eubank, Mike	32, 100, 270, 401	Mid-America Technology Center	Wayne, OK	meubank@matech.edu
Eudy, Regina	303, 388	JL Mann High School	Greenville, SC	reudy@greenville.k12.sc.us
Evans, Arstasia	74, 374	Cross Creek High School	Augusta, GA	evansar@boe.richmond.k12.ga.us
Everett, Jason	189	Amatrol	Jeffersonville, IN	jason_everett@amatrol.com
Fantroy, Sherron	249	Lee High School	Montgomery, AL	sherron.fantroy@mps.k12.al.us
Faust, Erica	171	Ouachita Parish School Board	Monroe, LA	faust@opspb.net
Feeley, Mark	185	Math Concepts, LLC	North Myrtle Beach, SC	markfeeley219@gmail.com
Feemster, Samahra	232	Richland School District Two	Columbia, SC	sfeemster@richland2.org
Ferguson, Yolanda	20	Federal Reserve Bank of Richmond	Charlotte, NC	yolanda.ferguson@rich.frb.org
Fisher, Ashley	118	Benjamin Franklin High School	Philadelphia, PA	afisher2@philasd.org
Flannery, Janet	60, 110	Stewarts Creek High School	Smyrna, TN	flanneryj@rcschools.net
Florence, Selena	331	Birmingham City Schools	Birmingham, AL	sflorence@bhm.k12.al.us
Floyd, Linda	67, 105, 216, 259	SREB	Atlanta, GA	linda.floyd@sreb.org
Flygare, Michelle	220, 247, 272, 362, 394, 461	SREB	Atlanta, GA	shelly.flygare@sreb.org
Folger, John	144	Cheraw High School	Cheraw, SC	jfolger@chesterfieldschools.org
Foster, John	162, 256, 297, 103	NOCTI	Big Rapids, MI	John.Foster@nocti.org
Foster, Pam	283	NOCTI	Carlisle, PA	pam.foster@nocti.org
Fouts, Laurie	202	Penta Career Center	Perrysburg, OH	lfouts@pentacc.org

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Fox, Joanna	455	Johns Hopkins University	Baltimore, MD	jhfox@jhu.edu
Francis, Beth	373	Felicity Franklin Local Schools	Felicity, OH	francisb@felicityschools.org
Francis, Shayne	10, 334	Sandy Grove Elementary	Lumber Bridge, NC	sifrancis@hcs.k12.nc.us
Frank, Judy	9, 65, 209, 243, 311, 417, 424	SREB	Atlanta, GA	judy.frank@sreb.org
Freshour, Steve	309	Caperton Center for Applied Technology	Parkersburg, WV	safreshour@k12.wv.us
Friedrich, Lisa	172	WestEd	San Francisco, CA	lfriedr@wested.org
Fuga, Chris	86, 261, 404, 438	SREB	Atlanta, GA	
Fulcher, Courtnie	51	Cross Creek High School	Hephzibah, GA	fulchco@boe.richmond.k12.ga.us
Fuller, Sam	324		Aiken, SC	SFuller@acpsd.net
Fulton, Skip	228	Mapleton Middle School	Ashland, OH	mapl_fulton@tccsa.net
Gabeau, Jessica	18	Gordon Cooper Technology Center	Shawnee, OK	jessicag@gctech.edu
Gahr, Tyler	106	Keyser Middle School	Keyser, WV	tyler.gahr@k12.wv.us
Gales, Deidre	182	Hoke County Schools	Raeford, NC	dgales@hcs.k12.nc.us
Genwright, Lakisha	150	Blenheim Elementary Middle School	Blenheim, SC	lgenwright@marlboro.k12.sc.us
Gero, Jennifer	187	CV-TEC BOCES	Plattsburgh, NY	
Giammetta, Margaret	17	Georgia Department of Juvenile Justice	Decatur, GA	margaretgiammetta@djj.state.ga.us
Gilliland, Pam	48, 184	Douglas High School	Douglas, AL	gillilandp@marshallk12.org
Glancy, Jacob	42	Metropolitan Nashville Public Schools	Nashville, TN	jacob.glancy@mnps.org
Glanton, Thomas	2, 46, 224, 391	The Education Company	Decatur, GA	thomasglanton@educationcompany.com
Glover, Amanda	51	Richmond Co. Schools Cross Creek HS	Augusta, GA	gloveam@boe.richmond.k12.ga.us
Goff, Kim	234, 313	SREB	Atlanta, GA	Kim.Goff@sreb.org
Gorman, Ashley	463	TLC4Teachers	Hawesville, KY	agorman@ashleygormancoaching.com
Goshkey, Denise	99	York Career Technical Institute	Dover, PA	dgoshkey@ytech.edu
Goss, Tammy	417	Pike County High School	Brundidge, AL	tgoss@pikecountyschools.com
Graham, Nina	9	Capital Heights Middle School	Montgomery, AL	nina.graham@mps.k12.al.us
Grainger, Darnell	121, 426	Cross Creek High School	Augusta, GA	grainda@boe.richmond.k12.ga.us
Grant, Lindsay	213	Rock Hill High School	Rock Hill, SC	LGrant@rhmail.org
Granville, Quinton	95, 132	SREB	Atlanta, GA	qgran11@gmail.com
Graves, Cora	302, 440	Berkmar High School	Lilburn, GA	Cora_Graves@gwinnett.k12.ga.us
Green, Beth	274, 79	SREB	Atlanta, GA	beth.green@sreb.org
Green, Jeff	105, 271	Northland Career Center	Platte City, MO	greenj@platteco.k12.mo.us
Green, Roderetta	439	Dr. Curt R. Green Educational Consulting Services, LLC	Atlanta, GA	roderettatgreen@gmail.com
Grever, Jessica	408	Sciotoville Community Schools	Sciotoville, OH	jessica.grever@tartan.k12.oh.us
Griggs, Jaime	56	Tecumseh High School	Tecumseh, OK	jgriggs@cnpsschools.org
Grindon, Kate	290	Southern High School	Louisville, KY	kate.grindon@jefferson.kyschools.us
Guimaraes, Catherine	206, 225	Teaching Channel	Broadlands, VA	catwguimaraes@gmail.com
Guzman, Vanessa	247	Gadsden Independent School District	Santa Teresa, NM	vguzman@gisd.k12.nm.us
Gyoerkoe, Tracy	428	Jefferson Lewis BOCES	Watertown, NY	tgyoerkoe@boces.com
Haines, Lindsey	277	Mineral County Technical Center	Keyser, WV	Inhaines@k12.wv.us
Hall, Gary	117	Carver High School	Montgomery, AL	Gary.Hall@mps.k12.al.us

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Halstead, Melissa	36	Camden Middle School	Kingsland, GA	mhalstead@camden.k12.ga.us
Hamilton, Susan	338	Keyser High School	Keyser, WV	smhamilton@k12.wv.us
Hammonds, Joanna	190	Collins Career Technical Center	Chesapeake, OH	hammondsjl@collins-cc.edu
Hankins, Kari	264, 308, 450	B Curriculum, LLC	Lake Charles, LA	kari@truthfactslies.org
Hardin, Mike	184	Brindlee Mountain High School	Guntersville, AL	hardinjm@marshalk12.org
Harmon, Kathy	114	Lake Worth ISD- Collins Middle School	Fort Worth, TX	MHarmon@lake-worth.k12.tx.us>
Harrell, Clark	110, 278	Stewarts Creek High School	Smyrna, TN	harrellc@rcschools.net
Harris, Sunta	346	Bantu Consulting	Upper Marlboro, MD	bantuconsult@gmail.com
Hart, Katherine	147	R.B. Stall High School	North Charleston, SC	katherine_hart@charleston.k12.sc.us
Helm, Carolyn	118, 316	SREB	Atlanta, GA	carolyn.helm@sreb.org
Hemans, Tim	26, 347	Gwinnett County Public Schools	Suwanee, GA	tim_hemans@gwinnett.k12.ga.us
Hendershott, Joe	44, 178, 392, 419, 451	Hope 4 The Wounded, LLC	Gahanna, OH	joe@hope4thewounded.org
Herald, Craig	139, 258	Lee County Area Technology Center	Beattyville, KY	craig.herald@lee.kyschools.us
Herbert, Ruth	57	Hoke County High School	Raeford, NC	rherbert@hcs.k12.nc.us
Hess, Carrie	190	Collins Career Technical Center	Chesapeake, OH	hessca@collins-cc.edu
Hill Johnson, Davida	412	Birmingham City Schools	Birmingham, AL	dhill@bhm.k12.al.us
Hill, Daniel	15, 85, 325, 410, 441	Power of ICU	Lebanon, TN	hilldw61@yahoo.com
Hill-Davidson, Robin	199	Aiken County Public Schools	Wagener, SC	rhill-davidson@acpsd.net
Hills, David	111	Riverside Academy #208	Buffalo, NY	dhills@buffaloschools.org
Hiott, Dana	150	Blenheim Elementary Middle School	Blenheim, SC	dhiott@marlboro.k12.sc.us
Hitchcock, Ken	40, 166, 300, 378	Pickens County Career & Technology Center	Liberty, SC	kenhitchcock@pickens.k12.sc.us
Holding, Brook	335	Red River Technology Center	Duncan, OK	bholding@rrtc.edu
Holiday, Melanie	75	West Morgan High School	Trinity, AL	mrholiday@morgank12.org
Holler, Ed	106	Keyser Middle School	Keyser, WV	edward.holler@k12.wv.us
Holt, Alanna	326	Bragg Middle School	Gardendale, AL	arholt@jefcoed.com
Holt, Sheila	65	AMSTI	Huntsville, AL	sch0017@uah.edu
Hughes, Jessica	120	Frankfort High School	Ridgeley, WV	jmoreland@k12.wv.us
Hughes, Stacy	354	West Morgan Middle School	Trinity, AL	slhughes@morgank12.org
Hunt, Suzanne	65	Crossville Middle School	Crossville, AL	mrshuntcms@gmail.com
Huppenthal, John	267	Math Fluency Project	Chandler, AZ	jhuppent@hotmail.com
Husser, Heather	312	Loranger High School	Husser, LA	heather.husser@tangischools.org
Inman, Sarah	50, 96	SREB	Atlanta, GA	arkmathmdc@gmail.com
Ishmael, Brenda	152	Indian Land High School	Indian Land, SC	brenda.ishmael@lcsdmail.net
Jackson, Robert	4, 130, 179, 306	Robert Jackson Consulting	Indianapolis, IN	robert@robertjacksonmotivates.com
Jackson, Robert	121, 426	Cross Creek High School	Augusta, GA	jackso@boe.richmond.k12.ga.us
Jacobs, Jodi	65	Dekalb County Schools	Crossville, AL	jjjacobs@dekalbk12.org
Jacobs, Wendy	102	Sumter Career and Technology Center	Columbia, SC	wendy.jacobs@sumterschools.net
Jacobson, Dana	242	Shades Valley High School	Irondale, AL	djacobson@jefcoed.com
James, Christina	384	Shue-Medill Middle	Newark, DE	christina.james@christina.k12.de.us
James, Megan	353	Willow Springs High School	Willow Springs, MO	jamesm@wspgs.com
James, Travis	340, 432	Pocahontas High School	Pocahontas, AR	travis.james@pocahontaspsd.org

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Janus, Tina	72, 369	Rock Hill High School	Rock Hill, SC	tjanus@rhmail.org
Jenkinson, Martha (Katie)	138, 255	Gold Hill Middle School	Fort Mill, SC	jenkinsonm@fortmillschools.org
Jensen, Steph	89, 181	Boys Town	Boys Town, NE	steph.jensen@boystown.org
Jimenez, Niurklin	323	Meadowcreek High School	Norcross, GA	niurklin_jimenez@gwinnett.k12.ga.us
Johnson, George	16, 122	SREB	Atlanta, GA	george.johnson@sreb.org
Johnson, Jordy	431	Microburst Learning	Charleston, SC	j.johnson@microburstlearning.com
Johnson, Nadia	49	Hoke County Schools	Raeford, NC	nadia.johnson@hcs.k12.nc.us
Johnson, Ron Marie	70	Coppell ISD	Coppell, TX	rjohnson@coppellisd.com
Johnson, Tony	196	University of the Potomac	Washington, DC	tonydc20020@gmail.com
Jones, Kyle	26, 347	Gwinnett County Public Schools	Suwanee, GA	kyle_jones@gwinnett.k12.ga.us
Jorgensen, Alex	54	Microsoft	Bethesda, MD	aljorgen@microsoft.com
Joyner, Shameka	182	Hoke County High School	Raeford, NC	shameka.joyner@hcs.k12.nc.us
Justice, Katie	51	Richmond Co. Schools Cross Creek HS	Augusta, GA	justika@boe.richmond.k12.ga.us
Kafele, Baruti	223, 265	Principal Kafele Consulting, LLC	Jersey City, NJ	principalkafele@verizon.net
Kallhoff, Kyle	11	Demopolis City School System	Demopolis, AL	kkallhoff@dcsedu.com
Keating, Valerie	112	The College Board	Washington, DC	vkeating@collegeboard.org
Keisler, Adrian	51	Richmond County Schools	Augusta, GA	keislad@boe.richmond.k12.ga.us
Kennedy, Debra	386	HSTW NE Ohio Region	Bolivar, OH	hstwdk@gmail.com
Kennedy, Michael	231	Escambia County School District	Pensacola, FL	kennedymjk1@yahoo.com
Kennedy, Wachin	203	St. Marys Middle School	St. Marys, GA	wkennedy@camden.k12.ga.us
Kerns, Christina	141	Penta Career Center	Perrysburg, OH	ckerns@pentacc.org
Kerr, Ladette	312	Loranger High School	Loranger, LA	jo.kerr@tangischools.org
Kersey, Carla	38, 376	Kentucky Educational Development Corporation	Lexington, KY	carla.kersey@kedc.org
Kessler, Miranda	217	Nicholas County Career and Technical Center	Craigsville, WV	miranda.kessler@k12.wv.us
Kilgore, Shirley	224	The Education Company	McDonough, GA	thomasglanton@educationcompany.com
King, Daryl	385	East Community High School	Buffalo, NY	DKing@Buffaloschools.org
Kinsey, Robert	56	Tecumseh Public Schools	Tecumseh, OK	kinseyr@tecumseh.k12.ok.us
Kirk, David	214	Galion High School	Galion, OH	kirk800m@gmail.com
Kirkwood, Donn	7, 117, 183	SREB	Atlanta, GA	donn.kirkwood@sreb.org
Kiser, Brandon	11	Demopolis Middle	Demopolis, AL	bkiser@dcsedu.com
Koehler, Adam	167, 260	Cabot High School	Cabot, AR	adam.koehler@cps.k12.ar.us
Kolgaklis, Sara	229	Camden County Schools	St Marys, GA	Seclark@camden.k12.ga.us
Kosko, Rosann	292	Hoke County Schools	Raeford, NC	rosan.kosko@hcs.k12.nc.us
Kowalski, Kris	250, 381	Pioneer Career and Technology Center	Shelby, OH	kowalski.kris@pctc.k12.oh.us
Kraft, Terry	53	Emerald Foundation	Lancaster, PA	tkraft@emeralde.org
Lagamen, Heather	172	Learning Forward of Maryland	San Francisco, CA	heather.lagamen@gmail.com
Lambert, Bethany	160	Sandy Creek High School	Fayetteville, GA	lambert.bethany@mail.fcboe.org
Lambright, Bridget	61, 361	Cleveland Heights-University Heights Schools	Cleveland Heights, OH	lambrightb@gmail.com
LaMothe, Debra	39, 82, 194, 344	SREB	Atlanta, GA	debra.lamothe@sreb.org
Lancaster, Corrine	251	Rock Hill High School	Rock Hill, SC	clancaster@rhmail.org
Landis, Kevin	350	Brookside High School	Sheffield, OH	klandis@sheffieldschools.org

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Langston, Colette	136	Swenson Arts & Technology HS	Philadelphia, PA	clangston@philasd.org
Lawrence, Taron	3	TNTP	Baltimore, MD	taron.lawrence@tntp.org
Lawson-Fountain, Shonterrius	244	Birmingham City Schools	Birmingham, AL	slawsonfountain@bhm.k12.al.us
Layson, Lee Ann	47	Gwinnett County Public Schools	LILBURN, GA	Lee_Ann_Layson@gwinnett.k12.ga.us
Lechner, Gilda	54	Microsoft	Bethesda, MD	giyang@microsoft.com
Lee, Sabrina	353	Willow Springs High School	Willow Springs, MO	lees@wspgs.com
Lee, Shawn	6	Gwinnett County Public Schools	Lilburn, GA	shawn_lee@gwinnett.k12.ga.us
Leslie, Bob	442	Syracuse City School District	Syracuse, NY	rleslie@scsd.us
Levesque, Kristen	399	Maranacook Community Middle School	Wayne, ME	kristen_levesque@maranacook.com
Levy, Kathleen	254, 295	Eastern Monroe Career Center	Fairport, NY	kathleen_levy@boces.monroe.edu
Licwov-Channell, Vanessa	425	West Virginia University	Morgantown, WV	vlicwov@mail.wvu.edu
Lipe, Kimberly	288	Gwinnett County Public Schools	Suwanee, GA	kimberly_lipe@gwinnett.k12.ga.us
Lively, Lou Ann	186	Durant High School	Durant, OK	louann.lively@durantisd.org
Livengood, Kim	65, 184	Livengood Consulting, LLC	Columbia, TN	livengoodconsultingllc@gmail.com
Lockhart, David	398, 427, 454	bigguyinabowtie.com	Marietta, GA	bigguyinabowtie@gmail.com
Logsdon, Caitlin	338	Keyser High School	Keyser, WV	cndorsey@k12.wv.us
Long, Marcia	93	Hoke County Schools	Fayetteville, NC	mlong@hcs.k12.nc.us
Long, Sam	282	Strive Prep Excel	Denver, CO	sam.long.mt@gmail.com
Lott, Elizabeth	158	White Knoll High School	Columbia, SC	elott@lexington1.net
Lovejoy, Andy	396	Dawson-Bryant High School	Coal Grove, OH	andy.lovejoy@db.k12.oh.us
Lovelace, Justin	452	Gaffney High School	Gaffney, SC	justin.lovelace@cherokee1.org
Lowe, III, Melvin	159, 322, 380	Macon County Board of Education	Tuskegee, AL	lowema@maconk12.org
Lowe, Marvin A.	159, 380	Bullock County Public Schools	Union Springs, AL	marvin.lowe@bullockco.org
Lowery, Elmore	321	Fayetteville Technical Community College	Fayetteville, NC	lowerye@faytechcc.edu
Luper, Connie	48, 184, 285	SREB	Atlanta, GA	connie.luper@sreb.org
Lyons, Kara	106	Keyser Middle School	Keyser, WV	kelyons@k12.wv.us
Mabry, Tommie	458	Tommie Mabry Company	Ridgeland, MS	tommiamabry@yahoo.com
Maher-Baker, Kathleen	172	Maryland State Department of Education	San Francisco, CA	kathleen.maher-baker@maryland.gov
Majka, Connie	448	National Career Academy Coalition	Narberth, PA	connie@ncacinc.com
Major, Douglas	442	Meridian Technology Center	Stillwater, OK	doug@meridiantech.edu
Malcom, Danielle	437	Discovery High School	Lawrenceville, GA	danielle_malcom@gwinnett.k12.ga.us
Malcom, Maria	397	Discovery High School	Lawrenceville, GA	maria_malcolm@gwinnett.k12.ga.us
Manning, Mike	326	Corner Middle School	Warrior, AL	mmanning@jefcoed.com
Marsh, Antjuan	242	Shades Valley High School	Irondale, AL	camarsh@jefcoed.com
Martin, Cindy	312, 459	SREB	Atlanta, GA	cindy.martin@sreb.org
Martin, Gaye	169, 246, 460	SREB	Atlanta, GA	gaye.martin@sreb.org
Mason, Craig	227	Magnolia High School	New Martinsville, WV	cwmason@k12.wv.us
Mason, Kenneth	276, 315, 455	SREB	Atlanta, GA	kenneth.mason@sreb.org
Massey, Jean	109, 343	SREB	Atlanta, GA	jean.massey@sreb.org
Mathews, Angela	171	Ouachita Parish School Board	Monroe, LA	anash@opsb.net
McCallum, Alisa	10, 334	Hoke County Schools	Lumber Bridge, NC	alisa.mccallum@hcs.k12.nc.us

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
McCaulla, Tea	383	Pickaway-Ross Career & Technology Center	Chillicothe, OH	teawana.mccaulla@pickawayross.com
McClain, Chuck	240	James Rumsey Technical Institute	Martinsburg, WV	ctmccclai@k12.wv.us
McClure, Amy	51	Richmond Co. Schools Cross Creek HS	Augusta, GA	mccluum@boe.richmond.k12.ga.us
McCorvey, Ennis	249	Lee High School	Montgomery, AL	Ennis.McCorvey@mps.k12.al.us
McCourt, Shari	368	Penta Career Center	Perrysburg, OH	smccourt@pentacc.org
McCray-Sarvis, Lashawnte	149	Center for Teacher Effectiveness	Columbia, SC	lashawnte6@gmail.com
McCulloch, Ashley	48, 184	Brindlee Mountain High School	Guntersville, AL	mcculloch.ashley@marshallk12.org
McDowell, Karen	140, 318	Realityworks	Eau Claire, WI	karen.mcdowell@realityworks.com
McGhee, Dedric	134	Shelby County Schools	Memphis, TN	mcgheed@scsk12.org
McGill, Rita	342	Shiloh High School	Snellville, GA	rita_mcgill@gwinnett.k12.ga.us
McKay, Darius	366	Dothan Prep Academy	Dothan, AL	damckay@dothan.k12.al.us
McLemore, Toni	186	Durant High School	Durant, OK	toni.mclemore@durantisd.org
McManigal, Angela	203	St. Marys Middle	Saint Marys, GA	amcmanigal@camden.k12.ga.us
McMillan, Jesse	356	Norcross High School	Norcross, GA	Jesse_McMillan@gwinnett.k12.ga.us
McMillian, Devlin	7	Lee High School	Montgomery, AL	devlin.mcmillian@mps.k12.al.us
McNally, Kathleen	33, 283, 309, 400	SREB	Atlanta, GA	kathleen.mcnally@sreb.org
Mead, Richard	365	Putnam City North	Oklahoma City, OK	richard.mead@francistuttle.edu
Meeder, Hans	153	National Center for College and Career Transitions	Columbia, MD	hansmeeder@gmail.com
Meisse, Melinda	421	Pioneer CTC	Shelby, OH	meisse.melinda@pioneerctc.edu
Mercer, Jennifer	351	Bellevue City Schools	Bellevue, OH	jennifer.mercer@bellevueschools.org
Merchant, Shawn	104, 237	Meadowcreek High School	Norcross, GA	shawn_merchant@gwinnett.k12.ga.us
Miller, Chad	370	Mid-East Career and Technology Center	Zanesville, OH	cmiller@mideastctc.org
Minton, Heather	417	Pike County High School	Brundidge, AL	hminton@pikecountyschools.com
Mitchell, Benny	280, 395	Taos High School	Taos, NM	benny.mitchell@taossschools.org
Mitchell, Marsha	48, 285	Asbury High School	Albertville, AL	mitchellmc@marshallk12.org
Moehle, Sharon	253, 453	Camdenton R-3	Camdenton, MO	smoehle@camdentonschools.org
Moffett, Cindy	302, 440	Berkmar High School	Lilburn, GA	cindy_moffett@gwinnett.k12.ga.us
Moody, Alicia	199	Aiken County Public Schools	Wagener, SC	amoody2@acpsd.net
Moore, Calvin	137	Cross Creek High School	Augusta, GA	mooreca@boe.richmond.k12.ga.us
Moore, Christian	64, 143	WhyTry	Provo, UT	wendy@whytry.org
Mordan, Ben	433	Franklin County Career and Technology Center	Chambersburg, PA	ben.mordan@franklincctc.com
Morgan, Allyson	24, 285, 409, 457	SREB	Atlanta, GA	allyson.organ@sreb.org
Morris, Tracie	349	Federal Deposit Insurance Corporation	Washington, DC	tmorris@fdic.gov
Morrison, Heather	109, 343	Mississippi Institutions of Higher Learning	Jackson, MS	hmorrison@ihl.state.ms.us
Morrison, Richard	248, 411	SREB	Atlanta, GA	rmorrison1568@gmail.com
Moses, Angel	385	East Community High School	Buffalo, NY	
Muhammad, Delano	183	Lee High School	Montgomery, AL	delano.muhammad@mps.k12.al.us
Muhammad, Jarmar	243	Montgomery Public Schools	Montgomery, AL	jarmar.muhammad@mps.k12.al.us
Munoz, Anna	272, 247	Chaparral Middle School	Chaparral, NM	amunoz@gisd.k12.nm.us
Musick, Traci	145	Dawson-Bryant Local Schools	Coal Grove, OH	traci.musick@db.k12.oh.us
Mutcherson, Antionette	94	BFF Publishing House	Tallahassee, FL	amutcherson@gmail.com

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Myers, Ryan	141	Penta Career Center	Perrysburg, OH	rmyers@pentacc.org
Niguidula, David	429	Ideas Consulting / Richer Picture	Providence, RI	david@richerpicture.com
Nye, Joe	76, 402	Penta Career Center (Swanton Schools)	Perrysburg, OH	joe.nye@swantonschools.org
Ochs, Lynn	360	Mayerson Academy	Cincinnati, OH	ochs.lynn@mayersonacademy.org
O'Connor, Sean	356	Gwinnett County Public School	Suwanee, GA	sean_oconnor@gwinnett.k12.ga.us
Oliver, Terrika	121, 137, 426	Cross Creek High School	Augusta, GA	olivete@boe.richmond.k12.ga.us
Orr, Shane	236	Central Gwinnett High School	Lawrenceville, GA	shane_orr@gwinnett.k12.ga.us
Padgett, Ashton	148, 328	Pelion High School	Gilbert, SC	apadgett@lexington1.net
Parikakis, Amy	358	Steubenville High School	Steubenville, OH	aparikakis@rollred.org
Parrett, William	390, 449	Boise State University	Boise, ID	wparret@boisestate.edu
Patten, Donna	66	Ouachita Parish School Board	Monroe, LA	patten@opsb.net
Patton, Nelson	279	Cross Creek High School	Augusta, GA	pattone@boe.richmond.k12.ga.us
Patton, Salina	51, 279	Cross Creek High School	Augusta, GA	pattosa@boe.richmond.k12.ga.us
Pegram, Colleen	198	SandHoke Early College H.S.	Raeford, NC	cpegam@hcs.k12.nc.us
Perez-Roberson, Sonia	317	Whale Branch Early College High School	Seabrook, SC	sonia.perez@beaufort.k12.sc.us
Perna, Dan	27, 67, 284, 433	James Daniel & Associates, LLC	Houtzdale, PA	jamesdanielassociates@gmail.com
Pernau, Gay	120	Frankfort High school	Ridgeley, WV	gpernau@k12.wv.us
Perry, Janet	257, 375	San Antonio ISD	San Antonio, TX	jperry1@saisd.net
Pershyn, Cecilia	111	Buffalo State College	Buffalo, NY	pershycm@buffalostate.edu
Pharrams, Lorenza	249	Lee High School	Montgomery, AL	Ennis.McCorvey@mps.k12.al.us
Phillips, Jonathan	193	Dekalb County Technology Center	Rainville, AL	jcphillips@dekalkb12.org
Pierrepoint-Weber, Jeanette	323	Meadowcreek High School	Norcross, GA	Jeanette_Pierrepoint_Weber@Gwinnett.k12.ga.us
Pilgrim, Tyra	246	Rutherford County Schools	Murfreesboro, TN	pilgrimtr@rcschools.net
Pilot, Cleve	281	Fairfield Career and Technology Center	Winnsboro, SC	gpilot@fairfield1.org
Pintz, Katie	273	Belpre City Schools	Belpre, OH	bc_kpintz@belpre.k12.oh.us
Pinyan, Caleb	107	Boaz City Schools	Boaz, AL	cpinyan@boazk12.org
Platt, Emily	147	R.B. Stall High School	North Charleston, SC	emily_platt@charleston.k12.sc.us
Pollitt, Marie	373	Felicity Franklin Local Schools	Felicity, OH	pollittm@felicityschools.org
Porter, Marcus	251	Rock Hill High School	Rock Hill, SC	mporter@rhmail.org
Pressley, David	287, 442	Anderson Five Career Campus	Anderson, SC	davidpressley@anderson5.net
Pritchett, John	235	GA Department of Education	Atlanta, GA	jpritchett@doe.k12.ga.us
Pryor, Dante	13	Neighbor's New Vistas High School	Hammond, IN	dpryor@neoadulted.org
Pukl, Dee	158	White Knoll High School	Columbia, SC	dpukl@lexington1.net
Purser, Rebecca	86, 261, 438	SREB	Atlanta, GA	rebecca.purser@sreb.org
Putzier, Matthew	407	MCCTC	Canfield, OH	matthew.putzier@mahoningctc.com
Racz, Kim	72, 369	Rock Hill High School	Rock Hill, SC	kracz@rhmail.org
Rael, Greg	280, 395, 461	Taos High School	Taos, NM	greg.rael@taossschools.org
Ransom, Jacquetta	74, 374	Cross Creek High School	Augusta, GA	ransoja@boe.richmond.k12.ga.us
Reynolds, Richard	188, 293	Warrensville Heights High School	Warrensville Heights, OH	richard.reynolds@whcsd.org
Rice, Brandon	352	West Morgan Middle School	Trinity, AL	fbrice@morgank12.org
Richner, David	119, 266	Warrensburg Area Career Center	Warrensburg, MO	davidrichner@warrensburg6.org

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Riffell, Zach	55, 104, 210, 237, 339	SREB	Atlanta, GA	zachary.riffell@sreb.org
Ring, Steven	320, 435	LCTI	Schnecksville, PA	rings@lcti.org
Ritter, Cathey	97, 227, 310, 423	SREB	Atlanta, GA	cathey.ritter@sreb.org
Roach, Rebecca	38, 376	KEDC	Lexington, KY	rebecca.roach@kedc.org
Robinson, Carl	137	Cross Creek High School	Augusta, GA	robinca@boe.richmond.k12.ga.us
Robinson-Burns, Brenda	117	Carver High School	Montgomery, AL	brenda.robinson-burns@mps.k12.al.us
Robles, Angel	292	Hoke County High School	Raeford, NC	angel.robles@hcs.k12.nc.us
Rock, Daniel	83, 170	SREB	Atlanta, GA	daniel.rock@sreb.org
Rogers, Diana	228	HSTW NE Ohio Region	Mount Sterling, OH	hstwdr@gmail.com
Rose-Houchins, Megan	236	Central Gwinnett High School	Lawrenceville, GA	megan_rose@gwinnett.k12.ga.us
Rouse, Jennifer	326	Corner Middle School	Birmingham, AL	jbrowse@jefcoed.com
Rumph, Deidra	232	Longleaf Middle School	Columbia, SC	drumph@richland2.org
Ruyan, Nathan	275	Akron Public Schools	Akron, OH	nruyan@apslearns.org
Rzatkiewicz, Madison	154	Hoke County Schools	Raeford, NC	msiwiec@hcs.k12.nc.us
Sadler, Mary Lee	155	Charles County Public Schools	Waldorf, MD	msadler@ccboe.com
Saenz, German	247	Gadsden Independent School District	Santa Teresa, NM	gsaenz@gisd.k12.nm.us
Salmons, Amy	78, 241	Tug Valley High School	Williamson, WV	asalmons@k12.wv.us
Sanchez, Devette	395	Taos High School	Taos, NM	devette.sanchez@taoschools.org
Sanchez, Kathy	288	Gwinnett County Public Schools	Suwanee, GA	kathy_sanchez@gwinnett.k12.ga.us
Sanders, Rachel	14	Hoke County High School	Raeford, NC	rsanders@hcs.k12.nc.us
Sanders, Tara	199	Aiken County Public Schools	Wagener, SC	tdavis@acpsd.net
Sanderson, Tanya	184	DAR High School	Grant, AL	sanderson.tanya@marshallk12.org
Sandy, Ralph	407	MCCTC	Canfield, OH	ralph.sandy@mahoningctc.com
Sappe, Beth	444	Baltimore City Schools	Baltimore, MD	basappe@bcps.k12.md.us
Sarhaan, Taki	115	Minor Middle School	Adamsville, AL	tsarhaan@jefcoed.com
Sayer, Virginia	41	RB Stall High School	North Charleston, SC	virginia_sayer@charleston.k12.sc.us
Sayers, Billy	26	South Gwinnett High School	Suwanee, GA	William_Sayers@gwinnett.k12.ga.us
Sayre, Chad	197, 271	Platte County High School	Platte City, MO	sayrec@platteco.k12.mo.us
Schadewald, Katherine	39, 77, 194	SREB	Atlanta, GA	katherine.schadewald@sreb.org
Schargel, Franklin	69	School Success Network	Albuquerque, NM	franklin@schargel.com
Schmidt-Davis, Jon	129, 289	SREB	Atlanta, GA	jon.schmidt-davis@sreb.org
Scott, Terrance	263, 305	University of Louisville	Louisville, KY	t.scott@louisville.edu
Scott, Tonyetta	9	Capital Heights Middle School	Montgomery, AL	tonyetta.scott@mps.k12.al.us
Segura, Luis	65	Crossville Middle School	Crossville, AL	lsegura@dekalkb12.org
Selenikas, Vivian	71	Long Island City High School	Long Island City, NY	vseleni@schools.nyc.gov
Shafer, Rae Ann	18	Gordon Cooper Technology Center	Shawnee, OK	raeanns@gctech.edu
Shaughnessy, Tim	274	SREB	Atlanta, GA	tim.shaughnessy@sreb.org
Sheldon, Jennifer	382	Black River Middle School	Sullivan, OH	jsheldon@blrv.org
Shepard, David	45, 91, 176, 307, 367	The Middle Matters and More	Lexington, KY	middlesmatters@aol.com
Shope, Kelsey	408	Sciotoville Community Schools	Sciotoville, OH	Kelsey.Shope@Tartan.k12.oh.us
Siler, Tom	30, 203	SREB	Atlanta, GA	tom.siler@sreb.org



PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Simmons, Pretel	168	Whale Branch Early College High School	Seabrook, SC	pretel.simmons@beaufort.k12.sc.us
Simpson, Susan	242, 366	SREB	Atlanta, GA	susan.simpson@sreb.org
Sions, Julie	277	Mineral County Technical Center	Keyser, WV	jsions@k12.wv.us
Sise, Lindsey	131	Hoke County Schools	Raeford, NC	lsise@hcs.k12.nc.us
Sloan, Jennie	38, 376	KEDC	Lexington, KY	jennie.sloan@kedc.org
Slone, Clabe	38, 376	Kentucky Educational Development Corporation	Lexington, KY	clabe.slone@kedc.org
Smalls, Robert	239	Richland 1 School District	Columbia, SC	robert.smalls@richlandone.org
Smith, Angela	386	HSTW NE Ohio Region	Hartville, OH	hstwas@gmail.com
Smith, Carnel	22	Toledo Public Schools	Toledo, OH	csmith1@tps.org
Smith, Leshell	65	AMSTI	Huntsville, AL	lds0017@uah.edu
Smith, Scott	228	Mapleton Local Schools	Ashland, OH	mapl_ssmith@tccsa.net
Snider, Gail	66, 133	SREB	Atlanta, GA	gail.snider@sreb.org
Snyder, Scott	383	Pickaway Ross Career and Technology Center	Chillicothe, OH	scott.snyder@pickawayross.com
Soellner, Carrie	368	Penta Career Center	Perrysburg, OH	csollner@pentacc.org
Spomer, Jaclyn	365	Edmond Public Schools	Oklahoma City, OK	jaclyn.spomer@francistuttle.edu
Sprang, Shannon	195, 250	Pioneer Career and Technology Center	Shelby, OH	sprang.shannon@pioneerctc.edu
Stafford, Frank	108, 341	Northland Career Center	DeKalb, MO	sstanley@jefcoed.com
Stanley, Shannon	107, 201	Boaz City Schools	Boaz, AL	sstanley@boazk12.org
Starkey, Tammy	382	Black River Middle School	Sullivan, OH	TSTARKEY@blrv.org
Starkey, Tyra	312	Loranger HS	Loranger, LA	tyra.starkey@tangischools.org
Starr, Joshua	92	PDK International	Arlington, VA	jstarr@pdkintl.org
Steele, Jay	448	National Career Academy Coalition	Jacksonville, FL	jsteele@ncacinc.com
Stephens, Shaye	40, 378	Pickens County Career & Technology Center	Liberty, SC	shayestephens@pickens.k12.sc.us
Stevens, Rachel	73	Penta Career Center	Perrysburg, OH	rstevens@pentacc.org
Stewart, Miranda	371	Hephzibah Middle School	Hephzibah, GA	stewami@boe.richmond.k12.ga.us
Stichler, Kalyn	250	Pioneer Career and Technology Center	Shelby, OH	stichler.kalyn@pioneerctc.edu
Stokes, Bob	115, 271, 326	SREB	Atlanta, GA	bob.stokes@sreb.org
Stone, James	37, 192, 319	SREB	Atlanta, GA	
Stone, Sharon	192, 296	St. Paul Public Schools	Saint Paul, MN	
Strickland, Angela	326	Bragg Middle School	Gardendale, AL	astrickland@jefcoed.com
Suber, Kimberly	239	Richland 1 School District	Columbia, SC	kimberly.suber@richlandone.org
Sugerik, Marty	111, 136, 187, 336, 403, 428	SREB	Atlanta, GA	marty.sugerik@sreb.org
Sumners, Misty	107	Boaz City Schools	Boaz, AL	msumners@boazk12.org
Surratt, Teleisha	372	Daniel Morgan Technology Center	Spartanburg, SC	
Tadlock, Dee	21	Central Washington University & Read Right Systems	Shelton, WA	deet@readright.com
Tadlock, Joseph	86, 261	SREB	Atlanta, GA	joseph.tadlock@sreb.org
Taylor, Al	200	Berkmar High School	Lilburn, GA	al_taylor@gwinnett.k12.ga.us
Texas, Leslie	31, 84, 207	Leslie Texas Consulting LLC	Louisville, KY	texasconsulting@bellsouth.net
Thomas, Elizabeth	415	Birmingham City Schools	Birmingham, AL	ethomas3@bhm.k12.al.us
Trail, Gary	277	Mineral County Technical Center	Keyser, WV	gtrail@k12.wv.us
Trujillo, Sue	395	Taos Municipal School	Taos, NM	suetru@taossschools.org

## PRESENTERS INDEX

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Tsambarlis, Roxanne	387	Belle Vernon School District	Charleroi, PA	rock745@comcast.net
Tucker, John	125, 238	Camden County High School	Kingsland, GA	jtucker@camden.k12.ga.us
Tuckwiller, Brenda	329	WVU Tech	Montgomery, WV	brenda.tuckwiller@mail.wvu.edu
Turner, Camalyn	331	Birmingham City Schools	Birmingham, AL	cturner4@bhm.k12.al.us
Turner, Melissa	175	Floyd County Schools	Prestonsburg, KY	melissa.turner@floyd.kyschools.us
Turner, Tabitha	14	Hoke County Schools	Fayetteville, NC	tturner@hcs.k12.nc.us
Ussery, Wanda	8	Hoke County Schools	Raeford, NC	wussery@hcs.k12.nc.us
Van Metre, Donna	240	James Rumsey Technical Institute	Martinsburg, WV	dvanmetre@k12.wv.us
Vanleer, Shawna	136, 403	Swenson Arts and Technology High School	Philadelphia, PA	smarchica@philasd.org
Venable, Carita	127, 244, 331, 412	SREB	Atlanta, GA	carita.venable@sreb.org
Villegas Acosta, Natasha	272	Chaparral Middle School	Chaparral, NM	ngvillegasacosta@gisd.k12.nm.us
Volders, MaryAnn	284	Central Pennsylvania Institute of Science and Technology	Bellefonte, PA	MAVolders@coi.edu
Wade, Misty	294	Red River Technology Center	Duncan, OK	mwade@rrtc.edu
Wall, Barbara	276	Georgia Department of Education	Atlanta, GA	bwall@doe.k12.ga.us
Walls, Ashley	107, 201	Boaz City Schools	Boaz, AL	awalls@boazk12.org
Wang, Nai	174, 267, 464	KP Education Systems	Phoenix, AZ	nai@kpcurriculum.com
Ward, Carol	156	Collins Career Technical Center	Chesapeake, OH	Wardcj@collins-cc.edu
Warren, Franchesca	63, 163	Marietta City Schools	Atlanta, GA	flane-warren@marietta-city.k12.ga.us
Warren, Scott	34, 87, 170, 219, 259, 413	SREB	Atlanta, GA	scott.warren@sreb.org
Waters, Shari	197	Platte County High School	Platte City, MO	waterss@platteco.k12.mo.us
Watts, Paige	124	Morris Innovative High School	Dalton, GA	paige.watts@dalton.k12.ga.us
Webber, Clay	285	Asbury High School	Albertville, AL	webber.clay@marshalk12.org
Welch, Tommy	59	Meadowcreek High School	Norcross, GA	tommy_welch@gwinnett.k12.ga.us
White, Anthony	385	East Community High School	Buffalo, NY	alwhite@buffaloschools.org
White, Marie	78, 241	Tug Valley High School	Williamson, WV	m.white@k12.wv.us
Whitehead, Cara	209, 311	Crossville Middle School	Crossville, AL	cjwhitehead@dekalbk12.org
Whitfield, Jenae	98, 249, 393	Lee High School	Montgomery, AL	jenae.whitfield@mps.k12.al.us
Whitlock, Tammy	245, 332, 414	Ouachita Parish School System	West Monroe, LA	twhitlock@opsb.net
Wilcox, Michelle	80, 405, 456	SREB	Atlanta, GA	michelle.wilcox@sreb.org
Wilkins, Kimberly	443	Anderson Five Career Campus	Anderson, SC	kimberlywilkins@anderson5.net
Williams, Christine	62	Beaufort County School District	Seabrook, SC	christine.williams@beaufort.k12.sc.us
Williams, Duane	226, 348	Greater Louisville Education Cooperative	Louisville, KY	ralph.williams1@jefferson.kyschools.us
Williams, Keisha	98	Montgomery Public Schools/Robert E. Lee High School	Montgomery, AL	keisha.williams@mps.k12.al.us
Williams, Keshia D.	393	Robert E. Lee High School	MONTGOMERY, AL	williamsk.science@gmail.com
Williams, Kristi	415	Birmingham City Schools	Birmingham, AL	KWILLIAMS@bhm.k12.al.us
Williams, Melissa T.	159, 380	Macon County Public Schools	Tuskegee, AL	williamsmt@maconk12.org
Williams, Ronald	113	Galion High School	Galion, OH	williams.ron@galionschools.org
Williams, Sr., Dr. Reginald	29	Overton High School	Memphis, TN	reginaldwilliamsr1@gmail.com
Williams, Verdie	383	Pickaway-Ross Career & Technology Center	Chillicothe, OH	verdie.williams@pickawayross.com
Williamson, Daria	301, 359	Shiloh High School	Snellville, GA	daria_williamson@gwinnett.k12.ga.us

PRESENTER NAME	SESSION NUMBER	ORGANIZATION	CITY/STATE	EMAIL
Wilson, Amory	156	Collins Career Technical Center	Chesapeake, OH	wilsonak@collins-cc.edu
Winkler, Dale	19, 58, 230	SREB	Atlanta, GA	dale.winkler@sreb.org
Winter, Elizabeth	275	Akron Public Schools	Akron, OH	ewinter@apslearns.org
Worthy, Glen	405	Hillhouse High School	New Haven, CT	GLEN.WORTHY@new-haven.k12.ct.us
Wright, Erica	273	Belpre High School	Belpre, OH	bc_ewright@belpre.k12.oh.us
Wright, Jermall	331	Birmingham City Schools	Birmingham, AL	jwright3@bhm.k12.al.us
Wright, Remell	279	Cross Creek High School	Augusta, GA	wrighre1@boe.richmond.k12.ga.us
Wright, Toni	395, 461	Taos High School	Taos, NM	toni.wright@taoschools.org
Wright, Willie	193	DeKalb County Schools	Rainsville, AL	Wmwright@dekalbk12.org
Wrinkle, Gary	23, 70, 114, 212, 269	SREB	Atlanta, GA	gary.wrinkle@sreb.org
Wyatt, Aimee	169, 447	SREB	Atlanta, GA	aimee.wyatt@sreb.org
Wydra, Shana	12	Steubenville City Schools	Steubenville, OH	swydra@scsohio.org
Wylie, Adrienne	59	Meadowcreek High School	Norcross, GA	Adrienne_Wylie@Gwinnett.k12.ga.us
Zanin, Linda	165	George Washington University	Washington, DC	lzanin@gwu.edu
Zehentbauer, John	407	MCCTC	Canfield, OH	john.zehentbauer@mahoningctc.com
Zybura, Ron	267, 464	HSTW NE Region	Middleburg Heights, OH	ronaldzy@gmail.com

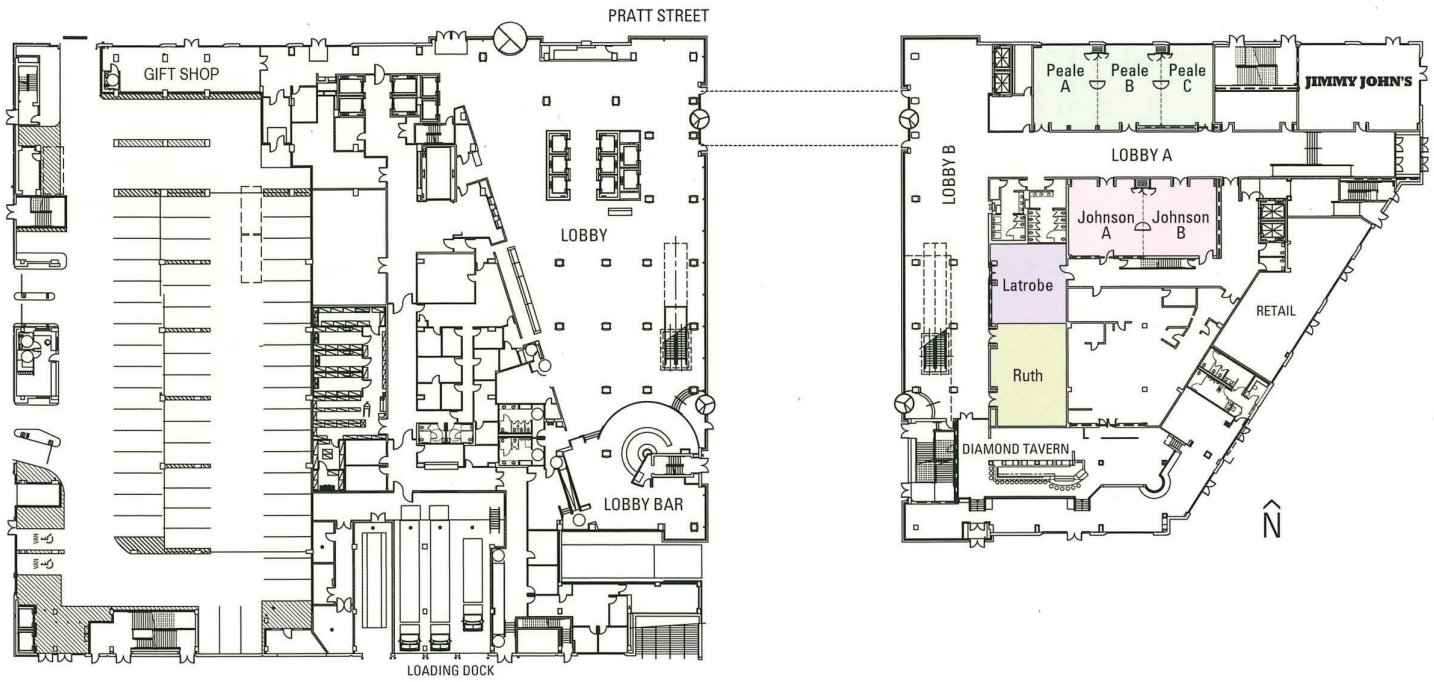
## EXHIBITORS AND BOOTH NUMBERS

<b>Alignment Nashville</b> 150 Athens Way Nashville, TN 37228 heather@alignmentnashville.org 615-717-7233 www.alignmentnashville.org	<b>307</b>	<b>Mayerson Academy</b> 2650 Highland Avenue Cincinnati, OH 45219 ochs.lynn@mayersonacademy.org 513-475-4126 www.mayersonacademy.org	<b>316</b>	<b>Southern Regional Education Board</b> 592 10th St. NW Atlanta, GA 30318 dale.winkler@sreb.org 404-875-9211 SREB.org	<b>205</b>
<b>A-List Education</b> 29 West 36th Street New York, NY 10018 vanessao@alisteducation.com 646-216-9187 ext 223 www.alisteducation.com	<b>114</b>	<b>Microsoft</b> Microsoft Store Westfield Montgomery Mall 7101 Democracy Boulevard Bethesda, MD 20817 Gilda Lechner giyang@microsoft.com 301-765-3080 Alex Jorgensen aljorgen@microsoft.com 202-430-9331	<b>109</b>	<b>Southern Regional Education Board/ Advanced Career</b> 592 10th St. NW Atlanta, GA 30318 beth.green@sreb.org 404-875-9211 SREB.org	<b>300</b>
<b>Amatrol, Inc.</b> 2400 Centennial Boulevard Jeffersonville, IN 47130 jeverett@amatrol.com 812-288-8285 www.amatrol.com	<b>308</b>	<b>National Center for College and Career Transitions</b> 10320 Little Patuxent Parkway, Suite 300 Columbia, MD 21044 brett@nc3t.com 410-740-2006 www.nc3t.com	<b>112</b>	<b>Stephanie &amp; Co. LLC</b> 328 Prestwick Drive Hoschton, GA 30548	<b>311</b>
<b>American Book Company</b> 103 Executive Drive Woodstock, GA 30188 contact@americanbookcompany.com 770-928-2834 www.americanbookcompany.com	<b>318</b>	<b>New Orleans &amp; Company</b> 2020 St. Charles Avenue New Orleans, LA 70130 www.neworleans.com	<b>217</b>	<b>Studica, Inc.</b> 2326 Lockport Road Sanborn, NY 14132 jim.sheehan@studica.com 888-561-7521 www.studica.com	<b>201</b>
<b>ASCD Bookstore</b>	<b>208</b>	<b>NOCTI</b> 500 North Bronson Avenue Big Rapids, MI 49307 heidi.speese@nocti.org 800-334-6283	<b>107</b>	<b>Stukent, Inc.</b> 1690 International Way Idaho Falls, ID 83402 luke.voorhies@stukent.com 806-778-2501 www.stukent.com	<b>108</b>
<b>CORD Communications, Inc.</b> P.O. Box 21206 Waco, TX 76710 cdmaness@cordcommunications.com 254-741-8371 www.cordcommunications.com	<b>310</b>	<b>Overcoming Obstacles</b> 1330 Avenue of the Americas 38th Floor New York, NY 10019 vinnycapone@overcomingobstacles.org 877-840-9606 www.overcomingobstacles.org	<b>113</b>	<b>Teaching Channel</b> Grand Oak Business Park 2805 Dodd Road, Suite 200 Eagan, MN 55121 cledmon@teachingchannel.com 423-400-5552 www.teachingchannel.org	<b>204</b>
<b>Energy Concepts, Inc.</b> 404 Washington Boulevard Mundelein, IL 60060 danw@ecimail.com 800-621-1247 www.eci-info.com	<b>219</b>	<b>Power of ICU</b> 102 Hartman Drive, Suite G #224 Lebanon, TN 37087 jaysonnave@poweroficu.com 615-927-1237	<b>117</b>	<b>The Baltimore Museum of Art</b> 10 Art Museum Drive Baltimore, MD 21218 ebenskin@artbma.org 443-573-1700 www.artbma.org	<b>106</b>
<b>FDIC</b> 550 17th Street NW F6036 Washington, DC 20429 rjauregui@fdic.gov 202-898-7154 www.fdic.gov/youthsavings	<b>312</b>	<b>Read Right Systems, Inc.</b> 310 West Birch Street Shelton, WA 98584 deet@readright.com 360-427-9440 www.readright.com	<b>212</b>	<b>The Education Company</b> 408 Geranium Court McDonough, GA 30252 thomasglanton@educationcompany.com; bertsimmons@educationcompany.com 800-294-9009 www.educationcompany.com	<b>105</b>
<b>FLVS Global</b> 2145 Metro Center Boulevard Orlando, FL 32835 slatimer@flvs.net 850-251-7487 www.flvsglobal.net	<b>206</b>	<b>Realityworks, Inc.</b> 2709 Mondovi Road Eau Claire, WI 54701 karen.mcdowell@realityworks.com 800-262-3806 www.realityworks.com	<b>101</b>	<b>Urban Technology Empowered Communities (Urban TEC)</b> 111 W. 10th Street Kansas City, MO 64105 connect@urbantec.net 816-866-6340 www.urbantec.net	<b>319</b>
<b>Fuel Education</b> 2300 Corporate Parkway Drive Herndon, VA 20171 ccraighill@fueleducation.com 434-386-1610 www.fueleducation.com	<b>120</b>	<b>Rhodes Branding</b> 2628 Millwood Avenue Columbia, SC 29205 hello@rhodesbranding.com www.RhodesBranding.com	<b>317</b>	<b>WV Simulated Workplace Showcase</b>	<b>209</b>
<b>Go Baby Go</b>	<b>301</b>	<b>School-Connect</b> 6010 W. Spring Creek Parkway Plano, TX 75024 info@school-connect.net 469-500-6813 www.school-connect.net	<b>313</b>	<b>Zahourek Systems, Inc./ Anatomy In Clay Learning System</b> 2198 West 15th Street Loveland, CO 80538 erin@anatomyinclay.com 970-667-9047 anatomyinclay.com	<b>213</b>
<b>High School of Business by MBA Research &amp; Curriculum Center</b> 1375 King Avenue Columbus, OH 43212 berkeyl@mbaresearch.org	<b>118</b>				
<b>KP Education Systems</b> 3721 East Sunnyside Drive Phoenix, AZ 85028 nai@kpcurriculum.com 800-701-6323 www.kpcurriculum.com	<b>111</b>				

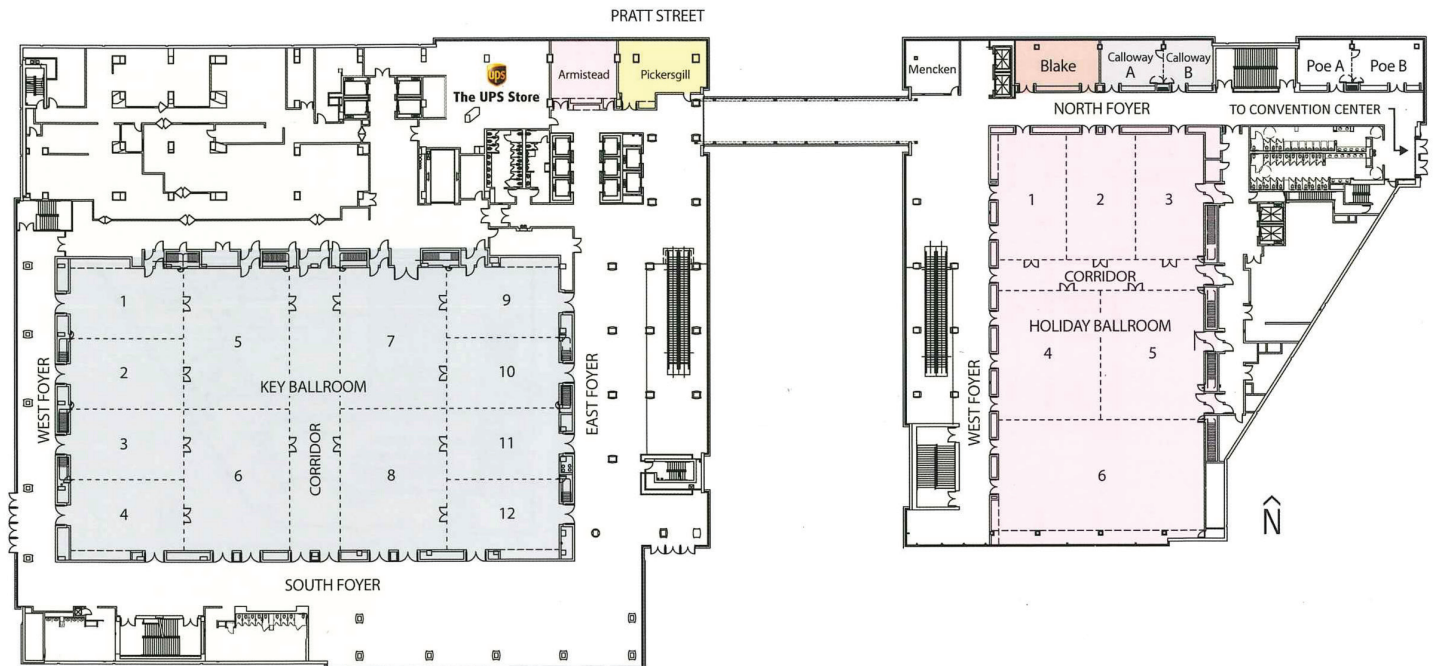
# BALTIMORE CONVENTION CENTER



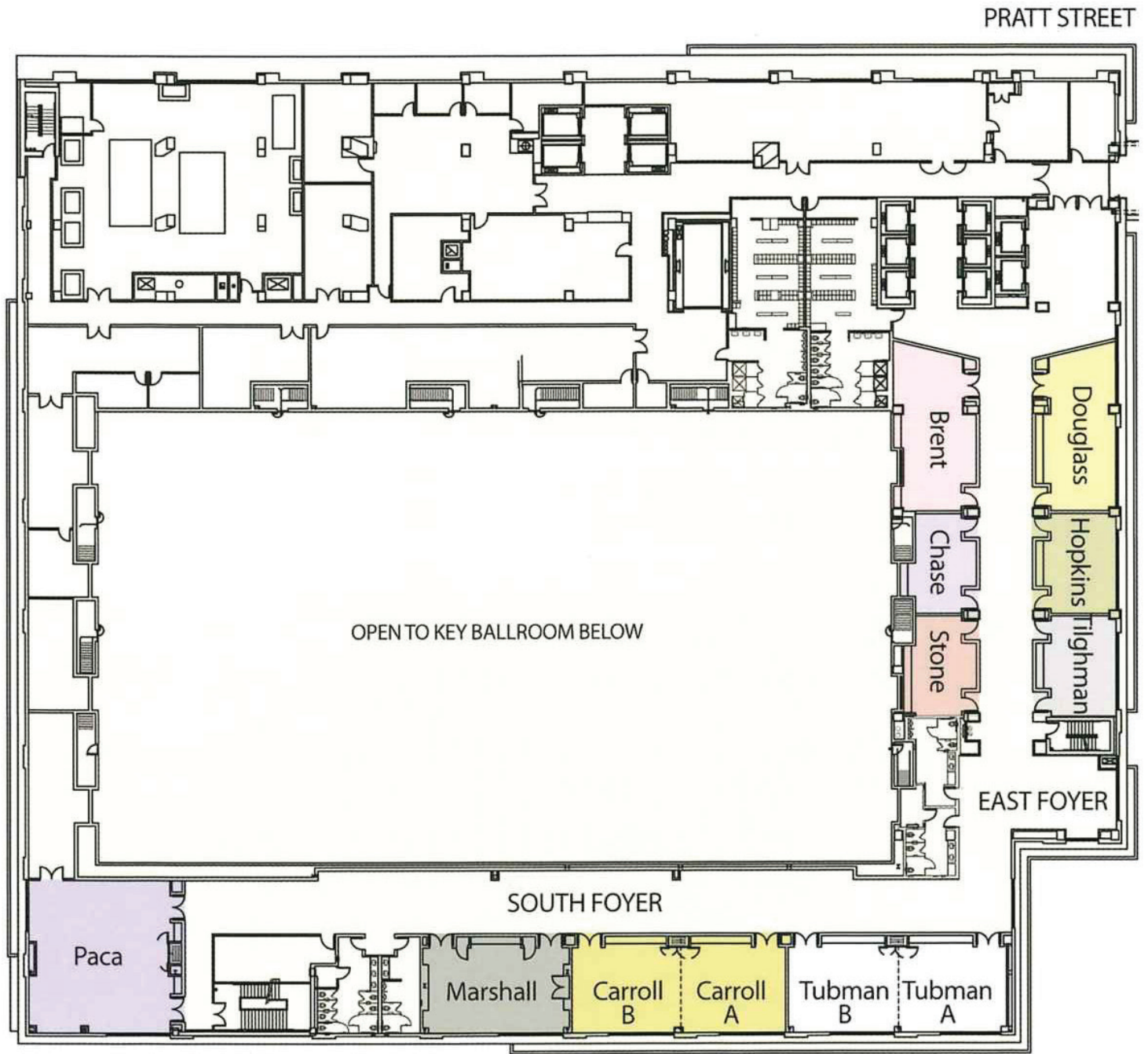
## HILTON BALTIMORE – FIRST FLOOR



## HILTON BALTIMORE – SECOND FLOOR



# HILTON BALTIMORE – THIRD FLOOR





# SREB

Southern Regional  
Education Board

## 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](http://www.sreb.org/summerconference)

### REGISTRATION AND PROPOSALS:

The conference announcement brochure and registration materials will be available online and sent to member schools by January 2020. We will also begin accepting proposals to present at [www.sreb.org/summerconference](http://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 [bit.ly/ConnectionsHousing](http://bit.ly/ConnectionsHousing) or call (404) 842-0000 or (800) 262-9974. As is standard practice, hotels will require a one-night deposit for each room reservation. Refunds will be given only if cancellations are made at least seven (7) days prior to the scheduled date of arrival. Reservations must be made by Friday, May 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 following is a sample of conference hotels:

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 2019 SREB/HSTW  
Conference rate when booking your reservation.



19V10w  
JUNE 2019

SREB

592 10th St., N.W.  
Atlanta, GA 30318-5776  
(404) 875-9211