The 26th Annual *HSTW* Staff Development Conference

Engaging Students Intellectually, Emotionally, Socially and Behaviorally in Learning

High Schools That Work

Learning-Centered Leadership Program

Making Middle Grades Work

Technology Centers That Work

JANUARY 2012

SREB

Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

- Call for Proposals to Present
- Hotel Information
- Pre-Conference School Leadership Team Training
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ERNEST N. MORIAL CONVENTION CENTER | NEW ORLEANS, LA | JULY 11-14, 2012

The 26th Annual *HSTW* Staff Development Conference

Engaging Students Intellectually, Emotionally, Socially and Behaviorally in Learning

Ernest N. Morial Convention Center

New Orleans, LA
July 11-14, 2012

Dear District and School Leaders and Teacher-Leaders:

With the national focus on teaching to higher standards — the new Common Core State (and other rigorous) Standards — comes a need to focus equally on ensuring we are engaging students in meaningful learning experiences. As curricula and instruction shift to adapt to the new, more rigorous standards, we have an extraordinary opportunity to engage students in truly relevant educational experiences that can inspire them to make the effort to succeed in the middle grades, high school and beyond.

The theme of this year's conference, ***Engaging Students Intellectually, Emotionally, Socially and Behaviorally in Learning***, will challenge participants to consider new ways to ensure all students are engaged in learning and motivated to become successful students and adults. This conference will include more than 600 presentations from national experts and practitioners from schools in more than 30 states to help participants understand and tackle the crucial issues facing today's schools and classrooms.

- Learn about the new Common Core State (and other rigorous) Standards and how we must rethink how we teach, what we ask students to do and how we use assessments in order to get more students to meet higher standards.

- Gain strategies for creating a schoolwide focus on science, mathematics, engineering and technology (STEM) aimed at advancing students' ability to use STEM tools and knowledge to tackle authentic problems.

- Understand how pacesetter schools from across the *HSTW*, *MMGW* and *TCTW* networks are using these school improvement designs to realize improvements in student achievement, graduation rates, and student readiness for high school, college and careers.

- Explore strategies for developing or improving career-focused programs of study that are built around a college-ready academic core and aligned to a bachelor's degree, an associate's degree, or an advanced credential.

- Consider the critical role of counselors and a comprehensive guidance and advisement system in improving high school graduation rates and student readiness for the future.

- Examine strategies for creating a culture of high expectations and providing the necessary support to ensure all students — including at-risk students — meet higher standards and expectations.

- Learn how effective school leaders engage teachers and teacher-leaders in a process of continuous school improvement by taking ownership of school problems and implementing proven strategies to solve those problems.

We invite high school, middle grades and technology center teachers and leaders who are successfully engaging students in productive struggle, resulting in increased achievement for all groups of students, to submit proposals to present. We especially encourage districts and schools with successful examples of designing school and classroom experiences that improve achievement, graduation rates, and student readiness for the future to present their strategies. Presenters and participants alike benefit when schools and districts share best practices, successful strategies and school improvement techniques with others.

In addition to the more than 600 conference sessions, SREB will offer 12 new, half-day sessions on Thursday and Friday, July 12 and 13. These in-depth workshop sessions are designed around key topics critical to school success and will provide participants with specific ideas that they can implement immediately in their schools or classrooms. See Pages 10 and 11 for more information about these new workshop opportunities.

SREB also will offer a variety of pre-conference workshops, Site Development Institutes, and two new pre-conference institutes designed specifically for career/technical teachers. For more information on all pre-conference opportunities, see Pages 10 to 16. These in-depth training sessions, connected to the conference theme, allow participants to focus on a single topic and develop individualized plans of action to take back to the school or district.

I hope you will join us in New Orleans to learn how it takes the whole school to graduate more students and graduate them prepared for further study, advanced training and careers. I encourage a team from your school, led by school and district leaders, to attend.

Gene Bottoms
Senior Vice President
Southern Regional Education Board

"I love the quality, practical and research-based presentations that this conference provides. I hope to bring a team of teachers to this conference next year so that we can take full advantage of session offerings. This conference is a 'one-stop shop' for anyone who is serious about their profession as an educator!"

— 2011 Conference Participant

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The 26th Annual *HSTW* Staff Development Conference

Engaging Students Intellectually, Emotionally, Socially and Behaviorally in Learning

Ernest N. Morial Convention Center

New Orleans, LA
July 11-14, 2012

Conference Theme

Engaging Students Intellectually, Emotionally, Socially and Behaviorally in Learning

The purpose of the 26th Annual *HSTW* Staff Development Conference is to help school leaders and teachers understand why and how to engage students in challenging and relevant assignments in a context that allows students to learn from each other and to practice the habits and behaviors that will make them successful students and adults.

Conference Objectives

1. Understand the Common Core State (and other rigorous) Standards and how to embed these standards into classroom instruction, assignments and assessments in academic, career/technical and elective courses.

2. Create a schoolwide focus on science, technology, engineering and mathematics (STEM) that combines applied technology studies with challenging mathematics and science studies in middle grades schools, high schools and technology centers.

3. Advance student outcomes — academic and technical achievement, graduation rates, and high school and postsecondary success — through deep implementation of the *HSTW/MMGW/TCTW* improvement designs.

4. Design pathway programs of study that join rigorous technical studies with a college-ready core to prepare students for postsecondary education or advanced certification.

5. Use instructional strategies that motivate and engage students intellectually, emotionally, socially and behaviorally in learning.

6. Set at least grade-level expectations for each student and provide the extra time and support needed to help more students to meet standards.

7. Provide guidance and advisement systems that connect middle grades, high school and technology center students to a goal beyond high school graduation.

8. Develop and use effective school leadership to engage teachers and teacher-leaders in taking ownership of school problems and implementing proven strategies to solve problems.

Conference Objectives

1. **Understand the Common Core State (and other rigorous) Standards and how to embed these standards into classroom instruction, assignments and assessments in academic, career/technical and elective courses.**

   a. Learn about the rigorous, new literacy and mathematics standards for middle grades schools, high schools and technology centers.

   b. Gain specific strategies and tools to embed literacy standards into English/language arts, science, social studies and career/technical courses to advance student achievement.

   c. Gain specific strategies, tools and lessons that advance student mastery of new, rigorous mathematics standards in mathematics, science and career/technical classes.

2. **Create a schoolwide focus on science, technology, engineering and mathematics (STEM) that combines applied technology studies with challenging mathematics and science studies in middle grades schools, high schools and technology centers.**

   a. Engage middle grades students in real-world learning experiences while using science, mathematics, engineering, technology and literacy.

   b. Learn how the *Preparation for Tomorrow* initiative is developing intellectually demanding, STEM-based career/technical programs of study that align with a college-ready core and promote common planning among counselors and English, mathematics, science and career/technical teachers.

   c. Engage high school and technology center students intellectually and emotionally in STEM-related career/technical pathways through the development of authentic projects.

3. **Advance student outcomes — academic and technical achievement, graduation rates, and high school and postsecondary success — through deep implementation of the *HSTW/MMGW/TCTW* improvement designs.**

   a. Learn how pacesetter middle grades schools implement the *MMGW* design to improve students' readiness for high school and help students understand what it will take to become independent and successful learners.

   b. Learn how pacesetter high schools use the *HSTW* Key Practices and Conditions to change the learning experiences of students and to realize significant improvements in achievement, graduation rates, and student readiness for college and careers.

   c. Learn how pacesetter technology centers use the *TCTW* Key Practices and Conditions to revitalize and improve their effectiveness in preparing more students for careers and further study.

   d. Learn how successful transition programs allow students to follow a smooth graduation path from the middle grades, to high schools and technology centers, and ultimately to further study and careers.

4. **Design pathway programs of study that join rigorous technical studies with a college-ready core to prepare students for postsecondary education or advanced certification.**

   a. Use career-focused programs of study to organize comprehensive high schools around student interests, using strategies — student majors, small learning communities or career academies — that best fit students' needs.

   b. Examine how technology centers and home high schools can collaborate to design and implement relevant programs of study that engage students in more rigorous studies and prepare them for postsecondary studies and careers.

   c. Create school organizational structures that allow teachers to blend new, rigorous standards with quality career/technical studies through common planning time for academic and career/technical teachers.

   d. Learn what principals can do to improve the quality of career/technical instruction and to design career/technical courses that improve student achievement and readiness for postsecondary studies and careers.

   e. Make greater use of school-planned and school-sponsored work-based learning to increase student readiness for postsecondary studies and advanced training.

5. **Use instructional strategies that motivate and engage students intellectually, emotionally, socially and behaviorally in learning.**

   a. Help more students become college- and career-ready by successfully engaging them in reading complex texts in science, social studies, mathematics and career/technical classes.

   b. Motivate students through the creation of authentic project assignments linked to their interests.

   c. Learn proven strategies that motivate at-risk students, English-language learners and special education students to meet higher standards.

   d. Gain proven teaching strategies that advance students' creativity, problem-solving abilities and research skills.

e. Use technology, including Web-based instruction, to advance student academic achievement and emotional engagement in learning.

6. **Set at least grade-level expectations for each student and provide the extra time and support needed to help more students to meet standards.**

   a. Set high expectations for how to treat students and how students treat each other and adults, including expectations for how to deal with bullying.

   b. Provide extra time and support for 11th- and 12th-graders who are not on track to graduate from high school and transition successfully to postsecondary studies without needing remediation.

   c. Create a culture of success that provides each student with support, mentoring and encouragement to get below-grade-level students to meet or exceed grade-level standards and expectations.

   d. Address the needs of average students in both the middle grades and early high school.

7. **Provide guidance and advisement systems that connect middle grades, high school and technology center students to a goal beyond high school graduation.**

   a. Establish a curriculum- and guidance-based system for using authentic assignments to enable middle grades and high school students to both advance academic achievement and test out their interests and aptitudes in possible future roles.

   b. Design a guidance system for high schools and technology centers that will ensure that students are taking the right courses to achieve their stated educational and career goals.

   c. Learn how successful schools teach students the habits of mind and behaviors that improve student success.

   d. Learn about successful school-based, community and virtual approaches that assist students in exploring postsecondary education and career options.

8. **Develop and use effective school leadership to engage teachers and teacher-leaders in taking ownership of school problems and implementing proven strategies to solve problems.**

   a. Create a culture of continuous improvement, organizing professional learning communities within and across disciplines and grade levels to analyze assignments and student work to ensure that more students meet or exceed grade-level standards.

   b. Learn about effective succession planing and the impact it can have on creating a strong cadre of highly qualified principals and leaders for middle grades schools, high schools and technology centers.

   c. Learn what all new principals need to know to become effective school instructional leaders and to give teachers a voice in designing staff development opportunities and implementing new practices learned.

   d. Study strategies and tools for creating and supporting a growth plan for principals, teachers and school leaders in middle grades schools, high schools and technology centers.

"This is the best conference I attend on a yearly basis. If your district allows only one conference to attend, I highly suggest this one. Each year, I look forward to going and seeing what great things educators are doing all over the country, and I am never disappointed."

— 2011 Conference Participant

Schedule at a Glance

The purpose of the 26th Annual *HSTW* Staff Development Conference is to help school leaders and teachers understand why and how to engage students in challenging and relevant assignments in a context that allows students to learn from each other and to practice the habits and behaviors that will make them successful students and adults.

Monday, July 9, 2012

7-9 a.m.	Registration for Site Development Institutes
9 a.m.-5 p.m.	Site Development Institutes
4-6 p.m.	Registration for Pre-Conference Workshops and Pre-Conference School Leadership Team Training

Tuesday, July 10, 2012

7-9 a.m.	Registration for Pre-Conference Workshops and Pre-Conference School Leadership Team Training
8 a.m.-5 p.m.	Site Development Institutes
9 a.m.-5 p.m.	Pre-Conference Workshops and Pre-Conference School Leadership Team Training
2-6 p.m.	Registration for exhibitors
3-6 p.m.	Summer Conference Registration
6-9 p.m.	*MMGW* Board Meeting (*by invitation only*)

Wednesday, July 11, 2012

8 a.m.-6 p.m.	Summer Conference Registration
8-10 a.m.	Registration for exhibitors
8 a.m.-Noon	Pre-Conference Workshops
8 a.m.- 2 p.m.	Site Development Institutes and Pre-Conference School Leadership Team Training
10 a.m.-Noon	*HSTW* Board Meeting (*by invitation only*)
10 a.m.-2:30 p.m.	Exhibit Hall open
1-1:30 p.m.	Presenters' Orientation Meeting
1:30-2:30 p.m.	*HSTW* Orientation Meeting for first-time participants
1:30-2:30 p.m.	*MMGW* Orientation Meeting for first-time participants
1:30-2:30 p.m.	*TCTW* Orientation Meeting for first-time participants
1:30-2:30 p.m.	*HSTW* and *MMGW* Direct Services: What Works
1:30-2:30 p.m.	Urban Network: What Works
3-4:15 p.m.	Opening General Session and Awards
4:30-5:30 p.m.	State Meetings
6-8 p.m.	Optional School Team Meetings (*Sign up at Headquarters for one-hour sessions.*)
6-9 p.m.	*TCTW* Advisory Committee Meeting (*by invitation only*)

Thursday, July 12, 2012

7-8 a.m.	Continental Breakfast
7 a.m.-3:30 p.m.	Exhibit Hall open
8-9:15 a.m.	Concurrent Sessions
9:15-9:30 a.m.	Break
9:30-10:45 a.m.	Concurrent Sessions
11 a.m.-Noon	Concurrent Sessions
Noon-1 p.m.	Lunch
1-2 p.m.	Concurrent Sessions
2:15-3:15 p.m.	Concurrent Sessions
3:15-3:30 p.m.	Break
3:30-4:30 p.m.	Concurrent Sessions
4:30-6 p.m.	Optional School Team Meetings (*Sign up at Headquarters for one-hour sessions.*)

Schedule at a Glance

Friday, July 13, 2012

7-8 a.m.	Continental Breakfast
7 a.m.-1:30 p.m.	Exhibit Hall open
8-9:15 a.m.	Concurrent Sessions
9:15-9:30 a.m.	Break
9:30-10:45 a.m.	Concurrent Sessions
11 a.m.-Noon	Concurrent Sessions
Noon-1 p.m.	Lunch
1-2 p.m.	Concurrent Sessions
2:15-3:15 p.m.	Concurrent Sessions
3:15-3:30 p.m.	Break
3:30-4:30 p.m.	Concurrent Sessions
4:30-6 p.m.	Optional School Team Meetings (*Sign up at Headquarters for one-hour sessions.*)

Saturday, July 14, 2012

7:30-8:15 a.m.	Continental Breakfast
8:30-10 a.m.	Concurrent Sessions (90 minutes)
8:30 a.m.-Noon	Site Development Institutes and Pre-Conference CTE Workshops
10-10:30 a.m.	Break
10:30 a.m.-Noon	Closing General Session
Noon	Conference Adjourns

"This was my first conference, and I enjoyed it very much. I particularly appreciate the fact that most of the information presented was from firsthand experiences."

— 2011 Conference Participant

Call for Proposals to Present

We are looking for district and school leaders and teacher-leaders who have made significant progress in advancing students' intellectual growth and motivation at the middle grades and high school levels and have experienced higher student achievement, increased graduation rates, and better student preparation for further study and high-quality jobs. **Presenters are asked to share what they did; how they did it; the lessons learned; and the data that demonstrate improved student achievement, graduation rates, and school and classroom practices.** Priority will be given to presentations that demonstrate evidence of improvement related to the conference objectives.

Review of Proposals:

Your proposal will be reviewed by SREB staff, using the following guidelines (**submission does not guarantee a session**):

- Alignment to the conference theme, conference objectives, and strategies for improving student achievement and graduation rates
- Clearly stated purpose and objectives explaining what participants will take back to their schools
- An indication that the session will describe what you have done and will show **how** it was planned, implemented and evaluated
- Evidence that the audience will gain ideas for implementing what they learn in the session in their own schools

Writing an Effective Title:

The title of your session should be no more than **five to 10 words** encapsulating the subject of your session and encouraging participants to read the abstract and attend.

Writing an Effective Program Abstract:

The abstract is a brief description (**no more than 50 words**) of the intent and purpose of the session. Effective abstracts include these elements:

- A preview of the content and what participants will learn
- Identification of the target audience (e.g., school counselors, mathematics teachers, career/technical teachers)
- The session format and extent of participant involvement
- Definition of unfamiliar abbreviations and acronyms
- Explanation of instruments, research or technology tools involved (no commercial information will be accepted)

To be considered for the conference program, presenters must do the following:

- Submit an acceptable proposal aligned with at least one of the conference sub-objectives.
- Provide a current e-mail address where they can be reached through July. (Communication will be via e-mail.)
- Agree to present at the time scheduled by SREB. (Last-minute changes will be kept to a minimum and will be included on the conference update sheet.)
- Agree to repeat the session if asked and present at a mini-sharing session.
- Make copies of handouts equal to the number of seats in the meeting room, plus 25 extra copies.

- Provide a laptop, cables, extension cords, power strip and data projector for PowerPoint presentations. Upon request, SREB will provide at no cost to the presenter: a screen, overhead projector for transparencies and a flip chart with markers. Internet access for presenters will be available in all meeting rooms. (Internet access inside meeting rooms will not be available for participants.) Podiums with microphones will be provided only if the room size justifies it.
- Arrange and pay for personal travel and hotel accommodations.
- Arrange a presider. Presiders at the Staff Development Conference open and close workshop sessions, introduce presenters, keep sessions on schedule, take notes and collect presenter information for *HSTW* on each session. Presider names will appear in the program.

Submit the Proposal to Present Form **by April 13, 2012**, in **one** of the following ways:

- Online: http://home.sreb.org/hstw/ summerconference/proposals/default.aspx
- By fax: (404) 872-1477
- By mail: *HSTW* Summer Conference Coordinator
  SREB
  592 10th St. N.W.
  Atlanta, GA 30318-5776

If your proposal has been approved, you will be notified via e-mail by **April 25, 2012**.

For questions regarding proposals, call (404) 962-9629 weekdays for assistance or e-mail summerstaffdev@sreb.org.

Session Types

The conference will include a variety of session types and formats to meet the diverse interests of our participants, whether they are new to the *HSTW*, *MMGW* or *TCTW* networks or in advanced stages of implementing the Key Practices. There are codes throughout the program to aid in selecting sessions.

High Schools (HS) *(theater-style seating)*

These sessions focus on efforts to improve school culture, classroom practices and student achievement in high schools so more students transition successfully to postsecondary studies and careers.

Middle Grades (MG) *(theater-style seating)*

These sessions focus on efforts to improve school culture, classroom practices and student achievement in the middle grades so more students transition successfully to challenging high school studies.

Technology Centers (TC) *(theater-style seating)*

These sessions feature strategies for using high-quality career/technical instruction to prepare more students for college and careers and for implementing the *Technology Centers That Work* design.

Urban Schools (UR) *(theater-style seating)*

These sessions will focus particularly on strategies urban high schools and middle grades schools have implemented to help all groups of students succeed.

School and District Leadership (SL) *(theater-style seating)*

These sessions describe effective practices in leading school improvement and will feature district and school leaders and teachers who have distinguished themselves in implementing school reform and helping students succeed at a high level.

Mini-Sharing Sessions (MS) *(round-table seating for 10 – 12 people)*

These 25-minute sharing sessions allow participants to gather information from a variety of presenters and to brainstorm with others on a variety of topics. These sessions may be a condensed version of a full session and include handouts describing an outstanding practice or project.

"By bringing my School Improvement Team annually, we have found this to be the most relevant, beneficial professional growth available to a high school. The team returns to share with the rest of the faculty, and we just continue to grow!"

— 2011 Conference Participant

Proposal to Present Form

Deadline for Submitting Proposals: April 13, 2012

With your help, we can make the 26th Annual *HSTW* Staff Development Conference a high-quality learning experience for everyone. Please submit proposals that address the conference objectives and are based on practices that work. Your proposal will be reviewed, and you will receive notification of acceptance via e-mail. **Presenters who are accepted for this event must register for the conference and pay the registration fee**. You may submit a proposal to present in one the following ways:

- Online: http://home.sreb.org/hstw/ summerconference/proposals/default.aspx
- By fax: (404) 872-1477
- By mail: *HSTW* Summer Conference Coordinator
  SREB
  592 10th St. N.W.
  Atlanta, GA 30318-5776

Receipt of your proposal to present will be confirmed via e-mail. If you do not receive a confirmation, please e-mail **summerstaffdev@sreb.org or call (404) 962-9629 for assistance**.

Note: This form cannot be used to register for the conference. You must register separately on a different form.

1. Presenter's Name _____

    School or Organization _____ *HSTW/MMGW/TCTW* Site? (Circle one)   Yes   No

    Mailing Address _____ Exhibitor? (Circle one)   Yes   No

    City, State, Zip _____

    Job Title _____ Content Area (if applicable) _____

    Personal/Summer E-mail _____

    (All communication will be by e-mail. We must have your summer e-mail address.)

    Daytime/Summer Phone Number _____

    (Provide a number where you can be reached through July.)

    Have you presented before? Yes No (If yes, please state year) _____

    <u>List additional presenters' names. Your name and up to two others will appear in the program.</u>

2. Presenter's Name _____

    School or Organization _____ *HSTW/MMGW/TCTW* Site? (Circle one)   Yes   No

    Mailing Address _____ Exhibitor? (Circle one)   Yes   No

    City, State, Zip _____

    Job Title _____ Content Area (if applicable) _____

    Personal E-mail _____ Daytime Phone Number _____

    Have you presented before? Yes No (If yes, please state year) _____

3. Presenter's Name _____

    School or Organization _____ *HSTW/MMGW/TCTW* Site? (Circle one)   Yes   No

    Mailing Address _____ Exhibitor? (Circle one)   Yes   No

    City, State, Zip _____

    Job Title _____ Content Area (if applicable) _____

    Personal E-mail _____ Daytime Phone Number _____

    Have you presented before? Yes No (If yes, please state year) _____

Name Your Own Presider. *Presiders at the Staff Development Conference open and close workshop sessions, introduce presenters, keep sessions on schedule, take notes and collect presenter information on each session for* HSTW. *Presider names will appear in the program.* (You may name yourself as your own presider.)

_____

Conference objective number and letter (see Pages 1 to 3): _____ (Example: 5b)

Session Type (see Page 7; **check all that apply**):
☐ High Schools   ☐ Middle Grades   ☐ Technology Centers   ☐ Urban Schools
☐ Outstanding Educators and Leaders   ☐ Mini-Sharing Sessions
_____ **Thursday or Friday Full Session**   _____ **Saturday Session (90 minutes)**   _____ **Mini-Sharing only (two, 25-minute sessions in a time slot)**

Presenter School Location (check one):
☐ Rural   ☐ Suburban   ☐ Urban   ☐ Not Applicable

Presenter School Size (check one):
☐ Small (fewer than 100 per grade level)   ☐ Medium (100 to 250 per grade level)
☐ Large (more than 250 per grade level)   ☐ Not Applicable

Are you willing to repeat this session?   ☐ Yes _____ # of times   ☐ No

Audiovisual requirements: Items must be requested at least 60 days prior to the conference.
☐ Screen   ☐ Overhead projector   ☐ Flip chart and marker   ☐ None needed

If you plan to show a PowerPoint presentation, you will need to bring your own data projector, laptop, cables, power strip and extension cord. **In the event you are unable to provide your own equipment, you may obtain equipment at your own expense from TechRentals, (800) 967-2419, 60 days prior to the conference**.

The session title and abstract will be reviewed, edited and printed in the conference program. Both should be written concisely and proofread thoroughly before submitting.

Session Title (five to 10 words):
_____

Session Abstract (no more than 50 words): In three to five sentences, describe your session in a manner that will sell it. Please note: Your abstract will be edited for the program to correlate with SREB style guidelines.
_____
_____
_____

Further Description: Please provide any additional information that will help SREB understand your session. Include how you used data to identify problems and find solutions, what you have done, changes you've made, and how they affected student achievement and high school completion rates, etc. This information **will not** appear in the conference program.
_____
_____
_____

Target Audience _____ (English teachers, career/technical teachers, etc.)

Half-Day Sessions

SREB will host 12 new, half-day sessions on Thursday, July 12, and Friday, July 13, 2012, at the 26th Annual *HSTW* Staff Development Conference. Developed by SREB and based on ideas generated by the Summer Conference Planning Committee, each session is designed around an in-depth presentation on key topics critical to school success. **Participants will leave these comprehensive workshop sessions with specific ideas that they can implement immediately in their schools or classrooms.**

Participants can pre-register for these half-day sessions using the form found on Page 24. This form also is available online at http://www.sreb.org/page/1580/halfday_registration.html. Send the completed form to:

> Cassandra Harris
> Southern Regional Education Board
> 592 10th St. N.W.
> Atlanta, GA 30318-5776
> E-mail: cassandra.harris@sreb.org
> Fax: (404) 872-1477

Once SREB has received the pre-registration form for the half-day sessions, participants will receive an e-mail message with confirmation of pre-registration and a ticket for each half-day session for which they have registered. *Participants must present this ticket to be admitted into the session.* Seats in this session will remain reserved for pre-registered participants until five minutes prior to the beginning of the session, after which all remaining seats will be available on a first-come, first-served basis. These sessions will have a limited number of seats, so register early to reserve a seat in these important sessions.

Please note that participants will not be able to pre-register for a half-day session unless they have registered for the full conference. To register for the full conference, please visit the online registration system at http://register.sreb.org/summerconference2012/login.aspx or complete the registration form on Pages 21-23.

HD-1. **Using Common Core State (and Other Rigorous) Standards for Literacy to Advance Middle Grades Students' Readiness for High School —** Participants will learn about the new literacy standards and how all teachers are expected to use literacy strategies to enhance student achievement in each subject area. Core academic and elective teachers will be introduced to planning tools for designing disciplinary reading and writing assignments that will engage students in reading and comprehending grade-level texts. This session is designed for middle grades English, science, social studies and elective teachers.

HD-2. **Tools and Strategies That Use Common Core State (or Other Rigorous) Standards for Literacy to Advance High School Students' Readiness for College and Careers —** Become familiar with high school literacy standards and tools and the expectations of all teachers to use literacy strategies to advance students' readiness for college and careers. This session will introduce English/language arts, social studies, science, career/technical and elective teachers to a process for designing disciplinary reading and writing assignments that engage students in reading and comprehending grade-level texts. The session is designed for high school English, science, social studies and elective teachers.

HD-3. **Teaching Middle Grades Mathematics to Common Core State (or Other Rigorous) Standards —** Participate in this in-depth session to learn about the new, rigorous mathematics standards and how these standards will require a greater emphasis on teaching for reasoning and understanding. The new math standards will require significant changes in what and how mathematics teachers teach. Learn how model formative assessment lessons can better prepare students better for challenging high school mathematics courses. This session is designed for middle grades mathematics, pre-algebra and Algebra I teachers.

HD-4. **Teaching High School Mathematics to Common Core State (or Other Rigorous) Standards —** Learn about the new, rigorous mathematics standards and their implications for changing what and how high school mathematics teachers teach. Learn how to use formative assessment lessons to advance conceptual understanding and mathematics reasoning skills to prepare students for postsecondary studies and careers. This session is designed for high school pre-algebra, Algebra I and geometry teachers.

HD-5. **Embedding Reading and Writing Assignments Into *TCTW* Classrooms —** Gain a deeper understanding of the Common Core State (and other rigorous) Standards for literacy and how these standards can be embedded into career/technical instruction. Participants will learn about planning tools and strategies to embed literacy into career/technical assignments and lessons in ways that advance students' technical achievement, ability to read and comprehend complex texts, and ability to express understanding orally and in writing.

HD-6. Embedding Common Core State (or Other Rigorous) Standards for Mathematics Into *TCTW* Classrooms — Gain a deeper understanding of new, rigorous mathematics standards. Participants will learn about a series of formative assessment lessons designed to help students master new math standards. Career/technical teachers will create formative assessment lessons that address mathematics understanding needed by students in career/technical courses and will develop a plan for teaching the lesson.

HD-7. Using Technology as a Tool to Advance Student Achievement — Participants will create technology-based lesson plans that engage students in using technology to complete authentic and challenging assignments. Such assignments will advance both academic and technical achievement.

HD-8. Achieving Grade-Level Performance or Above for More Students in Core Subjects — Explore a range of strategies (grading, extra help, redo, and re-teaching practices and policies) to ensure that more students meet or exceed grade-level standards in core academic courses. This session is designed for middle grades and high school teams that want to create an environment in which more students make the effort to achieve at or above grade level.

HD-9. Leadership Support to Take Teachers From Good to Great — Learn what successful principals do to help ordinary teachers become great teachers and to help poor teachers become good teachers. This session will be based on lessons SREB has learned — through its school improvement work and its work with the National Board for Professional Teaching Standards — about what principals do to improve the quality of student learning.

HD-10. Using Authentic and Integrated Projects to Motivate Students — Design real-world projects that require students to learn and apply Common Core State (and other rigorous) Standards and technical understanding to complete the projects. Participants will leave with a project designed to use when they return to school in the fall. This session is designed for teams of academic and career/technical teachers.

HD-11. STEM Project-Based Learning in the Middle Grades — Middle grades teachers and principals will design an authentic project that will require students to use literacy, mathematics, science and technology and will enable them to discover their aptitudes and the ways of thinking of persons in STEM fields. The intent is to design a project that will advance achievement and motivation and test out students' interests in STEM-like activities.

HD-12. Making Professional Development a Continuous Improvement Activity — Learn a process for achieving continuous improvement through school-based professional development that is ongoing, rather than an event. Participants will design a professional development plan by identifying problems, determining causes of the problems, setting goals for improvement, and implementing school and classroom practices to achieve goals. The professional development plan will focus on preparing and supporting teacher facilitators and school leaders to meet and work with teacher teams to implement, over time, proven school and classroom practices.

Half-Day Sessions Schedule:

Thursday, 8 a.m. – Noon
- Using Common Core State (and Other Rigorous) Standards for Literacy to Advance Middle Grades Students' Readiness for High School
- Teaching High School Mathematics to Common Core State (or Other Rigorous) Standards
- Embedding Reading and Writing Assignments Into *TCTW* Classrooms
- Using Technology as a Tool to Advance Student Achievement

Thursday, 1 – 4:30 p.m.
- Tools and Strategies That Use Common Core State (or Other Rigorous) Standards for Literacy to Advance High School Students' Readiness for College and Careers
- Teaching Middle Grades Mathematics to Common Core State (or Other Rigorous) Standards
- Leadership Support to Take Teachers From Good to Great
- Using Authentic and Integrated Projects to Motivate Students

Friday, 8 a.m. – Noon
- Tools and Strategies That Use Common Core State (or Other Rigorous) Standards for Literacy to Advance High School Students' Readiness for College and Careers
- Teaching Middle Grades Mathematics to Common Core State (or Other Rigorous) Standards
- Embedding Common Core State (or Other Rigorous) Standards for Mathematics Into *TCTW* Classrooms
- STEM Project-Based Learning in the Middle Grades

Friday, 1 – 4:30 p.m.
- Using Common Core State (and Other Rigorous) Standards for Literacy to Advance Middle Grades Students' Readiness for High School
- Teaching High School Mathematics to Common Core State (or Other Rigorous) Standards
- Achieving Grade-Level Performance or Above for More Students in Core Subjects
- Making Professional Development a Continuous Improvement Activity

Site Development Institutes

July 9-14, 2012

Registration for the 2012 Site Development Institutes will take place at the Ernest N. Morial Convention Center from 7 to 9 a.m. on Monday, July 9.

The Site Development Institutes will begin at **9 a.m. on Monday and conclude on Saturday, July 14**. The registration fee is $600 per person, which includes conference registration and covers continental breakfasts on Monday through Saturday, lunch on Monday through Friday, breaks, workshop materials, attendance at the general session on Wednesday, sessions during the Staff Development Conference, and a culminating session on Saturday morning.

All Institute participants will receive a guide of recommended conference sessions to attend on Thursday and Friday, July 12 and 13.

Participants will reconvene on Saturday, July 14, from 8:30 a.m. to noon to develop action plans for implementation activities. **Only those who participate in the entire institute from Monday through Saturday will receive a certificate of participation and a complete set of workshop materials**.

SDI.   **2012 Site Development Institutes: An In-Depth Conference Experience for First-Time Attendees — $600 (5.5 days)**

Site Development Institutes offer participants and *all-inclusive pass* to workshop materials for the selected Institute, attendance to the General Sessions, attendance to the sessions during the Staff Development Conference, a team-specific selection of recommended conference sessions to attend, continental breakfasts and lunches.

The institutes are designed for high school, middle grades school or technology center teams of five to eight individuals who are attending the conference for the first time and for teams from schools that are seeking to revitalize their school reform efforts. High school and middle grades teams should include at least two core academic teachers (English/language arts, math and science), at least two career/technical teachers, a principal or director, an assistant principal and a guidance counselor.

Workshop facilitators will engage school teams in looking at their current school and classroom practices through the lens of the *HSTW*, *MMGW* or *TCTW* Goals and Key Practices; identifying challenges in their school; and forming an improvement plan to address challenges. The facilitators then will help teams identify conference sessions that are best matched to their specific work. During the regular conference, participants will attend the specially selected sessions to deepen their knowledge of actions taken by successful schools and consider how these actions may be implemented in

their own school. Finally, participants will reconvene on Saturday morning for a culminating session in which they will make final adjustments to their plans for engaging the entire faculty in implanting the *HSTW*, *MMGW* or *TCTW* design; debrief their observations and questions from the sessions they attended; and leave energized for the 2012-2013 school year.

Certificates of participation will be issued at the end of the Site Development Institutes for those who participate in the entire institute.

SDI-1:   **Implementing the *HSTW* Design**

SDI-2:   **Implementing the *MMGW* Design**

SDI-3:   **Implementing the *TCTW* Design**

Objectives:
- Gain strategies for engaging faculty in taking ownership of problems and implementing the *HSTW/MMGW/TCTW* Key Practices.
- Participate in interactive sessions in which successful sites will share how they have deeply implemented the design.
- Develop a plan for presenting proposed initiatives to the faculty for the 2012-2013 school year.

Pre-Conference Workshops

July 9-11, 2012

Pre-conference workshops allow participants to receive in-depth training on a given topic and to develop an action plan to take back to their schools and districts. This year, each Pre-Conference Workshop will offer follow-up webinar sessions for additional support for implementing the action plan that was developed at the pre-conference workshop.

Pre-conference workshops will be offered only if enough registrations are received by June 29, 2012. If too few people register for a workshop, it will be cancelled. Those who have registered for a cancelled workshop will be invited to select another session or will be reimbursed.

Certificates of participation will be issued at the end of each workshop for those who participate in the entire workshop.

P-1. **Improving Instruction: Using Technology Tools Effectively — $250 (1.5 days)**

One of the greatest challenges in helping students become college- and career-ready is preparing them for advanced uses of technology in the 21st-century classroom or workplace. This workshop will explore strategies for teaching rigorous academic standards with the use of technology tools and strategies. Participants will receive a "virtual toolbox" of resources, applications and strategies to improve student achievement in the classroom and beyond. Laptops and other electronic devices are recommended for this session.

Objectives:
- Create a subject-specific, technology-based lesson plan that is standards-based and offers project-based learning.
- Gain strategies for engaging students in rigorous and challenging assignments by using technology to link instruction to student interests.
- Learn effective blended learning strategies to improve student performance.
- Learn how to use technology tools in instructional strategies that will motivate students to become college- and career-ready and engage students intellectually, emotionally, socially and behaviorally.

P-2. **Preparing Middle Grades Students for High School Success — $250 (1.5 days)**

This workshop will focus on a set of strategies that a school can take to accelerate learning for all students. Each participant will receive a copy of *A New Mission for the Middle Grades: Preparing Students for a Changing World*, the report of the SREB Middle Grades Commission. This Commission was chaired by Governor Purdue of North Carolina. The Commission was composed of state legislators, state superintendents of schools, outstanding middle grades educators and premier middle grades consultants. The resulting report outlines a framework that middle grades schools can use to create a richer, more active and relevant learning experience that helps middle-graders relate school to their future goals.

Objectives:
- Focus the middle grades curriculum on literacy and STEM disciplines to help students begin to understand their interests, goals and aspirations.
- Engage students through exploratory experiences with project-based curriculum.
- Develop strategies for using the Common Core State (or other rigorous) Standards for literacy and mathematics to help students leaving the eighth grade prepare for high school and beyond.
- Support teachers with the staff development they need to teach to grade-level standards.
- Get at-risk students on track for high school graduation.

P-3. **Redesigning Career/Technical Studies Using the Common Core State (or Other Rigorous) Standards — $250 (1.5 days)**

This program will share current information on the Common Core State (or other rigorous) Standards for literacy and mathematics and provide new processes and advanced techniques that lead to more efficient collaboration across disciplines for embedding high-quality instruction in CT studies.

Objectives:
- Discuss the new, rigorous standards for literacy and mathematics and the implications for career/technical studies.
- Learn a process for embedding rigorous literacy standards into career/technical learning through task assignments.
- Work collaboratively to design embedded math assignments into career/technical courses.

P-4. **Advancing Mathematics Achievement: Developing Standards-Based Plans — $250 (1.5 days)**

This workshop will introduce the Common Core State (or other rigorous) Standards for mathematics and demonstrate engaging strategies to improve classroom assignments and assessments. Participants will learn how to use pre-developed formative assessment lessons and how to prepare formative assessment lessons to deepen student understanding of mathematics and accelerate student achievement.

Objectives:
- Learn how to use the new, rigorous mathematics standards to achieve a greater balance between procedural understanding and problem-solving skills so that more students perform well in high school mathematics courses, postsecondary studies and careers.
- Advance student's reasoning, understanding and problem-solving skills through formative math lessons.
- Create standards-based assignments that connect to engaging real-world problems.
- Learn how to combine individual student work with group learning to improve teacher instruction while students master standards.

P-5. **Advancing Literacy Achievement: Developing Standards-Based Plans in All Content Areas — $250 (1.5 days)**

This workshop is designed to familiarize high school and middle grades teachers and school leaders with information about the Common Core State (or other rigorous) Standards through a literacy framework that prepares all students for college and careers. The goal is to develop teachers' capacity to engage students in grade-level disciplinary reading and writing in all courses.

Objectives:
- Discuss and compare the Common Core State (or other rigorous) Standards across discipline areas in high school and middle grades.
- Learn to embed the new, rigorous literacy standards into reading and writing task templates for argumentative, informational/explanatory and narrative writing tasks in each discipline to advance students' readiness for challenging high school studies, postsecondary studies and careers.
- Receive new tools and learn new strategies that provide a systemic approach to planning and implementing grade-level, discipline-specific reading and writing tasks.
- Create standards-based assignments that are individualized to what participants will teach in the first nine weeks of school.

P-6. **Improving Students' Critical Thinking and Character Development Using Teacher-Student Dialogues — $250 (1.5 days)**

The dialogues teachers use during classroom sessions to deliver content also may be used to improve students' critical-thinking skills and character dispositions. All too often, the instructional focus is restricted to the parameters of the content. However, the content of almost any topic may be expanded through the teachers' dialogues. This workshop will demonstrate how teachers' dialogues with the lesson plan instructions they use routinely in the classroom may be used for this purpose. The special focus of the workshop will be on how appropriate teacher dialogues may improve the meaningfulness of curriculum content for diverse populations of students.

Objectives:
- Learn how to improve students' critical thinking within the core discipline areas.
- Discern the kinds of critical thinking students must display across these disciplines.
- Improve understanding of the critical thinking commonly embedded in high-stakes tests.
- Learn how to use a variety of strategies to increase critical thinking and students' overall comprehension of subject matter.
- Practice using the strategies and share ideas during the workshop.

P-7. **The Critical Role of Guidance and Advisement in Advancing Student Success — $250 (1.5 days)**

This program will focus on the role of counselors and a comprehensive guidance and advisement system in improving high school graduation rates and student readiness for high school, college and careers. Participants will create an action plan for implementing a comprehensive, improved guidance and advisement program with teachers as advisers to help students understand how to set and achieve educational and career goals.

Objectives:
- Develop a system to aid each student and his or her parents to plan a program of study that includes a college-ready academic core and a career or academic focus.
- Learn strategies to teach students the habits of success by offering a teacher advisory program in the middle grades and high school.
- Create a system that assists students in learning about and establishing educational and career goals while ensuring they are taking the correct classes to accomplish those goals.
- Help students and parents understand the importance of courses taken in the middle grades and high school in preparing for college and careers.
- Look at the role that counselors and a comprehensive guidance system play in improving student achievement and high school graduation rates.

P-8. **Institute for Technical Assistance Visit Leaders — $250 (1.5 days)**
Invitation Only — Participants must be nominated by their HSTW/MMGW/ TCTW State Coordinator to attend.

This program is for local, district and state leaders selected by their state coordinator to lead Technical Assistance Visits (TAVs) in the state. State coordinators will submit recommendations to the SREB state services staff. Participants must have served on a TAV team prior to attending this institute. To become certified as a TAV team leader, an individual must have attended the institute, serve on a subsequent TAV team and write two acceptable reports.

Objectives:
- Learn how to lead a Technical Assistance Visit team.
- Understand how to gather data related to schools and classroom practices.
- Learn how to write a TAV report that provides recommendations for school improvement.

P-9. **Implementing an Effective Senior Project Program: Phase 1 Training — $250 (1.5 days)**
Presented in partnership with the Partnership for Dynamic Learning Inc. and the Senior Project® Center

This intense training seminar will lead the school's selected steering committee through every aspect of the Senior Project program's policies, procedures, problems and solutions involved in a successful Senior Project implementation plan. *Participants must attend in school teams of two or more members representing a single high school.* By the end of the 1.5-day training, the team will have worked through an extensive, thorough manual covering such important issues as requirements; assessment issues; roles of school, district and community members; safety nets; scheduling issues; mentor processes; and evaluation criteria. Participants will leave this energetic, informative seminar with both the "nuts and bolts" of how to implement the program and a synthesizing vision of how the senior project fits as a pivotal curriculum piece that actively engages seniors.

Pre-Conference CTE Workshops

Now available for the first time, SREB has designed two Pre-Conference Workshops for career/technical teachers and their school leadership, principal and/or director. These workshops are concentrated on essential key practices to provide quality and intellectually-demanding CTE courses while embedding rigorous literacy and mathematic standards.

These two workshops are designed for individual CTE teachers or for teams of CTE teachers who are attending with their school leadership team. The workshop facilitators will help teams identify conference sessions that are best matched to their specific work. During the regular conference, participants will attend the specially selected sessions that will deepen their knowledge of actions taken by successful schools and consider how these actions may be implemented in their own schools. Finally, participants will reconvene with the workshop facilitators on Saturday morning for a session to reflect on their experiences at the conference and to finalize their action plans to provide quality and intellectually demanding CTE courses.

Certificates of participation will be issued at the end of each workshop for those who participate in the entire workshop.

P- CTE1. Proven Strategies to Engage Students in Challenging Learning Experiences — $275 (1.5 days, plus a half-day on Saturday)

From more than 200 hours of instruction for preparing career/technical (CT) teachers, SREB has selected the top 10 strategies that are essential for CT teachers to fully engage students and motivate them to succeed in the 21st-century classroom or workplace.

Objectives:

- Develop plans based on instructional strategies that encourage students' development of critical-thinking, problem-solving, academic and technical skills through real-world, project-based learning and cooperative learning.
- Learn strategies to embed high-quality literacy and mathematics standards into CTE instruction.
- Create a classroom environment that promotes student motivation, positive behavior and collaboration, with a particular emphasis on the first weeks of school.
- Learn how formative and summative assessment strategies can be used to evaluate student progress towards learning goals
- Revise the instructional plan for the first nine weeks of school based on the top 10 strategies and prepare a handout for students, outlining the quality of work expected.

P- CTE2. The CTE Challenge: Providing a Career/Technical Program That Is Intellectually, Emotionally, Socially and Behaviorally Engaging — $275 (1.5 days, plus a half-day on Saturday)

This workshop is designed for principals of comprehensive high schools and directors of career/technology centers. Participants will learn how to use SREB's rubric for evaluating the quality of existing career/technical (CT) programs and to establish a three-year action plan to improve student learning experiences. This workshop will be led by a highly qualified and experienced CT educator who has a deep understanding of developing quality CT programs.

Objectives:

- Complete a self-assessment, using SREB's 18-point rubric to determine the current status of CT program.
- Brainstorm specific actions to implement over the next three years that will help close the gaps between the current quality of CT program and where the program should be in three years.
- Consider ways to help school and district leaders understand the potential of the CT program and get the support needed to make quality improvements identified in the self-assessment.
- Plan to use industry-based advisory committees to move current programs forward.
- Consider ways to work with guidance counselors to help recruit students to the program based on interest, aptitude and career plans.

Pre-Conference School Leadership Team Training

The School Leadership Team Training is designed especially for school teams working toward continuous improvement. Teams must include the school principal and at least one of the school's aspiring leaders, teacher-leaders, or other members of the school leadership team. Participants will leave these sessions with a participant's guide and a plan for implementation. Follow-up opportunities will be provided through coaching and webinars.

Pre-conference School Leadership Team Trainings will be offered only if enough registrations are received by June 29, 2012. If too few people register for a module, it will be cancelled. Those who have registered for a cancelled module will be invited to select another session or will be reimbursed.

Certificates of participation will be issued at the end of each module for those who participate in the entire training.

L-1. **Designing Assessment to Improve Student Learning — $250 (1.5 days)**

Assessment decisions should be related to the purpose of the assessment and the content to be tested, and school leaders should set the focus on assessment as a tool to improve instruction. The purpose of this training is to lead participants to re-think the way they use assessments in the classroom and in the school as a whole. School leaders should take an active role in designing and implementing assessments that address the needs of all users of assessment information to promote learning and higher achievement. Information from the wide variety of assessments that are given should be used to guide instructional decisions at all school levels. In this course, participants learn the *how* and *why* of grades and grading, which practices are effective or need to change, and how the expectation of students' level of achievement toward grade-level standards is conveyed to all stakeholders.

L-2. **Using Root Cause Analysis to Create a High-Performance Learning Culture — $250 (1.5 days)**

School leaders who are able to uncover the real problems their schools face are more likely to be successful at closing performance gaps among student groups. In this course, principals and school leaders learn to engage individuals and teams to ask tough questions about which current school practices are limiting student learning and to mine a variety of data sources to clearly articulate the scope, cause and potential resolution of the problem. Improving student learning as a team also requires the creation of a school culture open to change and innovation. High-performing school leaders expand this culture to build among community stakeholders shared beliefs about effort, relevance and relationship. These shared beliefs stimulate students' desire for achievement and motivation for effort. Participants in this course learn to work as a team to uncover the underlying causes of underperformance and build a high-performance learning culture to tackle needed change.

L-3. **Assessing Academic Rigor in School and Classroom Practices — $250 (1.5 days)**

Rigor in the school curriculum is one of the top indicators of a student's potential to graduate from high school ready to earn a college degree, and it must be recognized and expected by school leaders. Rigor — the level of cognitive complexity of expected learning — can be assessed in lesson plans, unit plans and course content; teacher assignments and student work; formative and summative assessments and rubrics; and the tight alignment of these elements to challenging standards. Tools and strategies can be used to evaluate the alignment of teaching, assessment and expected student learning to determine whether intellectually demanding work exists in lessons and assignments and whether rigor exists systemically in schools. This course introduces principals and school leaders to alignment tools to determine levels of rigor and core habits of mind in classroom practices and systemically in schools.

L-4. **Mapping the Curriculum to Grade-Level and College-Readiness Standards — $250 (1.5 days)**

A deeper understanding of learning expectations of national, state, and college- and career-readiness standards enables school leaders to apply the standards to practice. School and district leaders will evaluate standards, prioritize their value, align them to the curriculum and communicate them to teachers and students. Aligning and mapping standards into the curriculum is essential to communicate to students and teachers the high level of work expected from all groups of students. Curriculum mapping helps school leaders identify gaps between what is taught and what students are expected to learn by engaging teachers in formulating the essential questions that build knowledge and skills required in the 21st century and improve the achievement of all students.

L-5. **Organizing Resources for a Personalized Learning Environment — $250 (1.5 days)**

Understanding how elements of the school environment (time, space, people and financial resources) impact student achievement is key to shaping the learning environment in ways that promote student achievement. In this course, principals and school leaders engage in deep reflection about organizing elements of the learning environment, such as instruction, advisement, extra help, and student and family relationships, all with the goal of motivating students and making learning meaningful for them. School leaders can most effectively utilize time, staff, space and financial resources by addressing them to their schools' most challenging problems and achievement gaps. This requires a strong, well-articulated communication plan. This course explores value-added communication and organization strategies that shape the learning environment in ways that promote student achievement.

L-6. **Building Instructional Leadership Teams to Lead Change for Student Success — $250 (1.5 days)**

School change can rarely be accomplished alone; it takes leaders empowering teams to create high-performing learning systems accountable to all students. This course focuses on forming instructional leadership teams, helping them define their purpose and goals, and working collaboratively with them to create a climate for change based on their school's needs. Participants will learn about the various human and organizational factors that impact a school's ability to implement and sustain meaningful change. Teams will identify a vision of adaptive change — change that is deeply rooted in high expectations for all — and work on a framework for sustainable implementation of these concepts. The skills gained in this training are valuable to individuals as well as teams of participants.

L-7. **Using Data to Focus Improvement — $250 (1.5 days)**

Schools that successfully improve student achievement use data regularly to guide decisions about instruction, student support and professional development. This module teaches easy-to-use processes for data-based decision-making. Participants learn how data are vital to the school improvement process and to think about data beyond a cursory look at standardized test scores. They identify important questions, mine a variety of data sources to find answers and make decisions based on the data they find. Participants will leave with implementation plans targeted to their school's goals.

2012 Conference Information

For conference updates, featured speakers, registration, hotels and other information, visit the conference Web page: http://www.sreb.org/page/1142/summer_conference.html.

Schedule:

The Site Development Institutes and Institute for Leading TAVs will begin at 9 a.m. on Monday, July 9. The pre-conference workshops and pre-conference school leadership team training will begin at 9 a.m. Tuesday, July 10, and end on Wednesday, July 11, 2012. The Opening General Session is scheduled for Wednesday afternoon, July 11, followed by state meetings.

	Check/Money Order	Purchase Order	* On-Site Cash, Check or Money Order
Conference Registration	$230	$250	$340
Non-Active *HSTW/MMGW/TCTW* Site	260	275	375
Staff Development Institute	600		
Spouse/Guest (*Does not include admission to workshops.*)	85		

* **Active school sites are those that participated in the 2008 or 2010 *HSTW* or Middle Grades Assessments and completed an Annual Site Progress Report or those sites that have joined the *HSTW/MMGW/TCTW* network since the 2010 Assessment was administered**.

** **If you have not pre-registered for the conference by July 2, 2012, you will have to register on-site and pay by cash, check or money order at the higher conference fee**.

Registration fees include a publications packet, admission to all sessions, breakfasts and refreshment breaks on three days, and boxed lunches on two days.

Registrants will be notified electronically of their registration status. Please ensure the e-mail address you provide can be accessed through July. All communication will be electronic. If you do not receive an e-mail confirmation within three business days, call (404) 962-9629 weekdays or e-mail summerstaffdev@sreb.org for assistance.

Cancellations:

Cancellations must be received by July 2, 2012. Substitutions can be made by e-mail before July 2. After July 2, substitutes must go to the registration desk to pick up the badge and materials for the individual they are replacing and then proceed to conference headquarters to obtain a new name badge.

Requests for Refunds:

To qualify for a refund, cancellations must be received by **July 2**. **Cancellations after July 2 will be accepted for emergency situations only**. **No exceptions will be made. A written request for a refund must be received by August 10, 2012**. A $25 processing fee will be charged for each cancellation.

Workshops/Sessions: Sessions will take place in designated areas of the Ernest N. Morial Convention Center. A map of meeting room locations will be provided in the conference program. Adequate time is built into the schedule to allow for walking between sessions. The list of sessions will be on the website with a link to build your schedule.

Meals: The conference registration fee includes continental breakfasts Thursday, Friday and Saturday. Boxed lunches and morning and afternoon break snacks are provided Thursday and Friday. Various food outlets are located throughout the convention center for those who desire additional or different food choices.

Recommended Attire:

- comfortable shoes for walking
- layered clothing for temperatures that may vary in meeting rooms

Conference Etiquette: Please be considerate of other participants.

- Turn off or silence all cell phones.
- Arrive on time and stay for the entire session.
- Refrain from saving seats for others.
- Move to the front of the meeting rooms and sit in the next available seat.
- Refrain from moving chairs from one table to another during mini-sharing sessions.

Special Needs: If you need a wheelchair, an interpreter, special diet or other assistance, please e-mail *HSTW* before June 10, 2012, at summerstaffdev@sreb. org. For emergency purposes, notify your hotel of special needs as well.

Hotel Reservations:

Connections Housing will act as the booking agent for all contracted conference hotels. For more information about hotel reservations or to reserve a room, please call (404) 844-4404 or (800) 262-9974 or visit http://www.connectionsmeetings.com/content/1338.htm.

Reservations must be made by Friday, June 1, 2012, in order to receive the SREB room rate. It is advisable to reserve your rooms early, as the SREB block tends to sell out quickly. 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.

By May 25, 2012, 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.

Airlines serving New Orleans:

American Airlines: www.aa.com
Continental Airlines: www.continental.com
Delta Air Lines: www.delta.com
Frontier Airlines: www.frontierairlines.com
Jet Blue: www.jetblue.com
Southwest Airlines: www.southwest.com
United Airlines: www.united.com
US Airways: www.usairways.com

Airport Shuttle:

Shuttle service is available from the airport to the hotels in the Central Business District (CBD) for $20 (*per person, one-way*) or $38 (*per person, round-trip*). Three bags per person. Call 1-866-596-2699 or (504) 522-3500 for more details or to make a reservation. Advance reservations are required 48 hours prior to travel for all ADA accessible transfers. Please call in advance of your travel date for the specially equipped shuttle to be reserved. For group reservations of 50 or more people, please dial 1-866-596-2699. Ticket booths are located on the lower level in the baggage claim area. See www.airportshuttleneworleans.com.

Taxicabs:

A cab ride costs $33 from the airport to the CBD for one or two persons and $14 (*per passenger*) for three or more passengers. Pick-up is on the lower level, outside the baggage claim area. There may be an additional charge for extra baggage. Taxis are required to offer a credit card payment option.

Registrations must be postmarked by July 2, 2012. Check, money order, Contracted Services School ID number or a copy of your purchase order must accompany the registration form. Additional registrations paid on the same purchase order or code number must be attached and mailed as a group. Each individual will be notified electronically of the status of his or her registration. Please ensure the e-mail address provided can be accessed through July. **All communications will be electronic. Please note that the conference registration fee does not include a pre-conference registration fee. We reserve the right to close registration before the deadline date due to registration numbers**. **You may also register online through July 2 at http://register.sreb.org/summerconference2012/login.aspx.**

- Even if payment is sent with registration, please complete the invoice section.
- Please complete all pages of this form and print clearly.

If submitting by mail, please mail by July 2, 2012, to:

Southern Regional Education Board
Summer Conference
592 10th St. N.W.
Atlanta, GA 30318-5776

Fax by July 2, 2012, to (404) 872-1477, Attn: Summer Conference.
Send invoice to attention of:

_____
FIRST   LAST   JOB TITLE

_____
BILLING ORGANIZATION   BILLING PHONE

_____
BILLING ADDRESS

_____
CITY   STATE   ZIP CODE

_____
E-MAIL OF PERSON RESPONSIBLE FOR PAYMENT (**REQUIRED**)   CONTRACTED SERVICES ID NUMBER

School/Organization Information for Attendees:

- ☐ Check here if the school information is the same as the billing information.

_____
SCHOOL/ORGANIZATION   *HSTW/MMGW/TCTW* SITE? — YES OR NO   SITE CODE

_____
STREET ADDRESS

_____
CITY   STATE   ZIP CODE

_____
PHONE   FAX

☐ Check/Money Order # _____
(*Your check or money order must accompany this form.*)

☐ Purchase Order # _____
(*A copy of your purchase order must accompany this form.*)

☐ Contracted Services # _____

Total Enclosed $ _____

26th Annual *HSTW* Staff Development Conference Fees:
Conference Registration (Active *HSTW/MMGW/TCTW* Site)

___CA1   Check/Money Order $230 x (# attendees) _____ = _____ (total $)

___CA2   Purchase Order $250 x (# attendees) _____ = _____ (total $)

___CA3   On-Site Registration Fee $340 x (# attendees) _____ = _____ (total $)

___CA4   Contracted Services $230 x (# attendees) _____ = _____ (total $)

Conference Registration (Non-*HSTW/MMGW/TCTW* School or Organization)

___CN1   Check/Money Order $260 x (# attendees) _____ = _____ (total $)

___CN2   Purchase Order $275 x (# attendees) _____ = _____ (total $)

___CN3   On-Site Registration Fee $375 x (# attendees) _____ = _____ (total $)

___SG   Spouse/Guest $85 x (# attendees) _____ = _____ (total $)

_____   **Total $ _____**
SPOUSE/GUEST NAME

Site Development Institutes

New Orleans, July 11-14, 2012

SDI. 2011 Site Development Institutes: An In-Depth *HSTW* Conference Experience for First-Time Attendees (5.5 Days)

REGISTRATION CODE		NO. OF ATTENDEES	TOTAL
☐ **SDI-1.**	Implementing the *HSTW* Design	$600 x _____	= $ _____
☐ **SDI-2.**	Implementing the *MMGW* Design	$600 x _____	= $ _____
☐ **SDI-3.**	Implementing the *TCTW* Design	$600 x _____	= $ _____

Pre-Conference Workshops

New Orleans, July 11-14, 2012

REGISTRATION CODE		NO. OF ATTENDEES	TOTAL
☐ **P-1.**	Improving Instruction: Using Technology Tools Effectively (1.5 days)	$250 x _____	= $ _____
☐ **P-2.**	Preparing Middle Grades Students for High School Success (1.5 days)	$250 x _____	= $ _____
☐ **P-3.**	Redesigning Career/Technical Studies Using the Common Core State (or Other Rigorous) Standards (1.5 days)	$250 x _____	= $ _____
☐ **P-4.**	Advancing Mathematics Achievement: Developing Standards-Based Plans (1.5 days)	$250 x _____	= $ _____
☐ **P-5.**	Advancing Literacy Achievement: Developing Standards-Based Plans in All Content Areas (1.5 days)	$250 x _____	= $ _____
☐ **P-6.**	Improving Students' Critical Thinking and Character Development Using Teacher-Student Dialogues (1.5 days)	$250 x _____	= $ _____
☐ **P-7.**	The Critical Role of Guidance and Advisement in Advancing Student Success (1.5 days)	$250 x _____	= $ _____
☐ **P-8.**	Institute for Technical Assistance Visit Leaders (1.5 days)	$250 x _____	= $ _____
☐ **P-9.**	Implementing an Effective Senior Project Program: Phase 1 Training (1.5 days)	$250 x _____	= $ _____

Pre-Conference CTE Workshops

New Orleans, July 11-14, 2012

REGISTRATION CODE		NO. OF ATTENDEES	TOTAL
☐ **P- CTE1.**	Proven Strategies to Engage Students in Challenging Learning Experiences (1.5 days, plus a half-day on Saturday)	$275 x _____	= $ _____
☐ **P- CTE2.**	The CTE Challenge: Providing a Career/Technical Program That Is Intellectually, Emotionally, Socially and Behaviorally Engaging (1.5 days, plus a half-day on Saturday)	$250 x _____	= $ _____

Pre-Conference School Leadership Team Training

New Orleans, July 11-14, 2012

REGISTRATION CODE		NO. OF ATTENDEES	TOTAL
☐ **L-1.**	Designing Assessment to Improve Student Learning (1.5 days)	$250 x _____	= $ _____
☐ **L-2.**	Using Root Cause Analysis to Create a High-Performance Learning Culture (1.5 days)	$250 x _____	= $ _____
☐ **L-3.**	Assessing Academic Rigor in School and Classroom Practices (1.5 days)	$250 x _____	= $ _____
☐ **L-4.**	Mapping the Curriculum to Grade-Level and College-Readiness Standards (1.5 days)	$250 x _____	= $ _____
☐ **L-5.**	Organizing Resources for a Personalized Learning Environment (1.5 days)	$250 x _____	= $ _____
☐ **L-6.**	Building Instructional Leadership Teams to Lead Change for Student Success (1.5 days)	$250 x _____	= $ _____
☐ **L-7.**	Using Data to Focus Improvement (1.5 days)	$250 x _____	= $ _____

Note: The School Leadership Team Training modules must attract at least 15 participants to be offered.

Please remember to enter each attendee's registration code on the next page.

Attendee: *For each attendee, please list the pre-conference, leadership workshop and/or conference code for the session you are planning to attend. For example, CA1, P-2 means the participant is attending from an active* HSTW/MMGW *site, paying by check/money order and attending the workshop* What effective Guidance Counselors Do to Help All Students Succeed. *If you are registering a spouse/guest, please list him or her as an additional attendee.*

Attendee(s)

Please note: This page can be printed out and used as many times as needed. If all information is not filled out, we cannot guarantee that your registration form will be entered into our system correctly.

_____   _____
NAME   E-MAIL THROUGH JULY

_____
JOB TITLE

_____   _____   _____
REGISTRATION CODE(S)   PRESENTER — YES OR NO   PRESIDER — YES OR NO

Would you like to receive e-mail notifications of online newsletters of best practices that will originate from the 2012 conference?   ___Yes   ___No

E-mail newsletter notifications to _____

_____   _____
NAME   E-MAIL THROUGH JULY

_____
JOB TITLE

_____   _____   _____
REGISTRATION CODE(S)   PRESENTER — YES OR NO   PRESIDER — YES OR NO

Would you like to receive e-mail notifications of online newsletters of best practices that will originate from the 2012 conference?   ___Yes   ___No

E-mail newsletter notifications to _____

_____   _____
NAME   E-MAIL THROUGH JULY

_____
JOB TITLE

_____   _____   _____
REGISTRATION CODE(S)   PRESENTER — YES OR NO   PRESIDER — YES OR NO

Would you like to receive e-mail notifications of online newsletters of best practices that will originate from the 2012 conference?   ___Yes   ___No

E-mail newsletter notifications to _____

_____   _____
NAME   E-MAIL THROUGH JULY

_____
JOB TITLE

_____   _____   _____
REGISTRATION CODE(S)   PRESENTER — YES OR NO   PRESIDER — YES OR NO

Would you like to receive e-mail notifications of online newsletters of best practices that will originate from the 2012 conference?   ___Yes   ___No

E-mail newsletter notifications to _____

_____   _____
NAME   E-MAIL THROUGH JULY

_____
JOB TITLE

_____   _____   _____
REGISTRATION CODE(S)   PRESENTER — YES OR NO   PRESIDER — YES OR NO

Would you like to receive e-mail notifications of online newsletters of best practices that will originate from the 2012 conference?   ___Yes   ___No

E-mail newsletter notifications to _____

_____   _____
NAME   E-MAIL THROUGH JULY

_____
JOB TITLE

_____   _____   _____
REGISTRATION CODE(S)   PRESENTER — YES OR NO   PRESIDER — YES OR NO

Would you like to receive e-mail notifications of online newsletters of best practices that will originate from the 2012 conference?   ___Yes   ___No

E-mail newsletter notifications to _____

Pre-Registration Form: Half-Day Sessions

Have you already registered for the conference via online or by fax/mail?   ___Yes   ___No

Please note: Participants will not be able to pre-register for a half-day session unless they have registered for the full conference. To register for the full conference, please visit the online registration system at http://register.sreb.org/summerconference2012/login.aspx or complete the registration form on Pages 10-11 of the Announcement Brochure.

Name: _____   Title: _____

School/Organization Name: _____

E-mail Address: _____   Daytime Phone: _____

Half-Day Sessions:

Participants may select only <u>one</u> session per time slot.

Thursday, July 12, 8 a.m. – Noon

☐ HD-1a. Using Common Core State (or Other Rigorous) Standards for Literacy to Advance Middle Grades Students' Readiness for High School

☐ HD-4a. Teaching High School Mathematics to Common Core State (or other rigorous) Standards

☐ HD-5. Embedding Reading and Writing Assignments Into *TCTW* Classrooms

☐ HD-7. Using Technology as a Tool to Advance Student Achievement

Thursday, July 12, 1 – 4:30 p.m.

☐ HD-2a. Tools and Strategies That Use Common Core State (or Other Rigorous) Standards for Literacy to Advance High School Students' Readiness for College and Careers

☐ HD-3a. Teaching Middle Grades Mathematics to Common Core State (or other rigorous) Standards

☐ HD-9. Leadership Support to Take Teachers From Good to Great

☐ HD-10. Using Authentic and Integrated Projects to Motivate Students

Friday, July 13, 8 a.m. – Noon

☐ HD-2b. Tools and Strategies That Use Common Core State (or Other Rigorous) Standards for Literacy to Advance High School Students' Readiness for College and Careers

☐ HD-3b. Teaching Middle Grades Mathematics to Common Core State (or Other Rigorous) Standards

☐ HD-6. Embedding Common Core State (or Other Rigorous) Standards for Mathematics into *TCTW* Classrooms

☐ HD-11. STEM Project-Based Learning in the Middle Grades

Friday, July 13, 1 – 4:30 p.m.

☐ HD-1b. Using Common Core State (or Other Rigorous) Standards for Literacy to Advance Middle Grades Students' Readiness for High School

☐ HD-4b. Teaching High School Mathematics to Common Core State (or Other Rigorous) Standards

☐ HD-8. Achieving Grade-Level Performance or Above for More Students in Core Subjects

☐ HD-12. Making Professional Development a Continuous Improvement Activity

School Improvement Initiatives

High Schools That Work (*HSTW*)

The *HSTW* Goals, Key Practices and Key Conditions define the framework for whole-school improvement at more than 1,100 high school sites in 30 states and the District of Columbia. *HSTW* works with the states to deliver technical assistance, professional development, publications and assessment services to school sites. The Annual *HSTW* Staff Development Conference inspires and informs more than 6,000 administrators, teachers and counselors seeking ways to raise standards and achievement.

Direct Services to Districts and Schools

SREB provides services to more than 300 high schools and middle grades schools across the nation to assist them in adopting the *HSTW* or *MMGW* improvement designs. The states, districts and schools are committed to an intense plan for improving student achievement by providing challenging academic and career/technical programs, setting high expectations for students and teachers and offering quality professional development.

HSTW Urban Network

The *HSTW* Urban Network connects the *HSTW* improvement framework to the unique challenges faced by urban schools to advance student achievement. Urban districts are asked to raise graduation requirements, align the curriculum with national and state standards, and support schools in developing and implementing improvement plans. Urban schools seek to raise expectations by implementing the *HSTW* Key Practices and offering site-specific professional development.

Learning-Centered Leadership Program

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

Making Middle Grades Work (*MMGW*)

SREB's middle grades consortium works more than 400 schools in 21 states to raise the academic achievement of middle grades students and to prepare more students for success in challenging high school studies. Schools implement a comprehensive improvement framework that emphasizes rigorous academic courses to prepare students for challenging high school studies.

Technology Centers That Work (*TCTW*)

The *TCTW* network was established in 2007 to assist shared-time career/technology centers to improve student achievement and to produce graduates who can achieve in high-demand, high-skill, high-wage career fields. The *TCTW* design is based on the *HSTW* design, with modifications that address the specific needs of shared-time centers. More than 160 centers in 17 states participate in activities to promote increased academic performance.

SREB

Southern Regional Education Board
592 Tenth St. N.W.
Atlanta, Georgia 30318-5776

HIGH
SCHOOLS
THAT
WORK

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