



# SREB

## The 25th Annual *HSTW* Staff Development Conference

*Creating Learning Opportunities That Make Every Student Extraordinary*

*HIGH SCHOOLS  
THAT WORK*

LEARNING-CENTERED  
LEADERSHIP  
PROGRAM

*MAKING  
MIDDLE GRADES  
WORK*

*TECHNOLOGY CENTERS  
THAT WORK*



February 2011

Southern  
Regional  
Education  
Board

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

- Call for Proposals to Present
- Hotel Information
- Pre-Conference School Leadership Team Training
- Pre-Conference Workshops
- Registration Information
- Site Development Institute

Gaylord Opryland Resort and Convention Center  
Nashville, Tennessee  
July 20 – 23, 2011



## 25th Annual *HSTW* Staff Development Conference

*Creating Learning Opportunities That Make  
Every Student Extraordinary*

Gaylord Opryland Resort and Convention Center  
Nashville, Tennessee — July 20 – 23, 2011

Dear District, School and Teacher Leaders:

As we continue to confront rising graduation requirements, increasing attention to teacher performance, and stagnant or declining achievement, we must ask ourselves: Why are some schools making progress in raising student achievement while others continue to struggle? In many cases, it comes down to the quality of learning experiences and opportunities provided to students.

In *Outliers: The Story of Success*, Malcolm Gladwell states, “Success is not a random act. It arises out of a predictable and powerful set of circumstances and opportunities.” The theme of this year’s conference, **Creating Learning Opportunities That Make Every Student Extraordinary**, will challenge participants to consider the opportunities their schools are providing to students and whether those opportunities can lead all students to success.

This conference will include more than 500 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 how the new Common Core State Standards were formed and how they can be applied to curriculum and instructional practices in all classrooms.
- Gain strategies for creating a school environment that promotes fairness and respect among students and adults.
- Learn how to design 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.
- Understand what principals and site coordinators in high-performing schools have done to implement the *HSTW*, *MMGW* and *TCTW* models in a highly reliable manner that gets real results.
- Examine the habits of successful students and learn how exemplary high schools have implemented a variety of programs and strategies for teaching all students the habits of success.
- Explore recent research validating that schools that more deeply implement the *HSTW*, *MMGW* and *TCTW* frameworks improve achievement for all groups of students.

We invite high school and middle grades teachers and leaders who are increasing the success and achievement of all groups of students to submit proposals to present. We especially encourage districts and schools with successful examples of school and classroom experiences that improve students’ opportunities, achievement and readiness for their future to present their strategies. Presenters and participants alike benefit when schools and districts share best practices, successful strategies and school improvement techniques with the entire *HSTW/MMGW/TCTW* network.

In addition to the more than 500 conference sessions, SREB will offer a variety of preconference workshops and a Site Development Institute, described on pages 12 to 20. 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 Nashville as we consider new ways to improve the opportunities we provide for all students. I encourage you to send a team of leaders and teachers from your school, district office, and cooperating middle grades school or high school.

Gene Bottoms  
Senior Vice President  
Southern Regional Education Board

# Contents

Conference Objectives .....	1
Schedule at a Glance .....	5
Call for Proposals to Present .....	7
Session Types .....	9
Proposal to Present Form .....	10
Site Development Institute .....	12
Pre-Conference Workshops .....	13
Pre-Conference School Leadership Team Training .....	19
2011 Conference Information .....	21
2011 Conference Registration Form	



## Conference Theme

*Creating Learning Opportunities That Make  
Every Student Extraordinary*

***Success is not a random act. It arises out of a predictable and powerful set of  
circumstances and opportunities.***

— Malcolm Gladwell, *Outliers: The Story of Success*

The purpose of the 25th Annual *HSTW* Staff Development Conference is to help state, district and school leaders and teachers understand how high schools, middle grades schools and technology centers can provide all students with powerful opportunities to become high-achieving, high-performing learners.

## Conference Objectives

1. **Align English/language arts, mathematics, science, social studies and career/technical curricula and instruction in the middle grades, high schools and technology centers to college- and career-readiness standards.**
2. **Improve transitions from elementary to middle grades schools, from middle grades to high schools, and from high schools and technology centers to further study and careers.**
3. **Create a culture of high expectations, high student motivation, and support in schools and classrooms.**
4. **Design career pathway programs of study around common core, college-ready academic courses that align to a baccalaureate degree, an associate's degree, or advanced training and certification.**
5. **Provide highly reliable guidance, advisement and extra-help systems that connect each middle grades, high school and technology center student to the school, to a goal beyond high school, and to programs of study to achieve educational and career goals.**
6. **Help all teachers understand how to use effective, proven instructional methods across the curriculum.**
7. **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.**
8. **Build principals' and teacher leaders' capacity to implement — in a highly reliable manner — school and classroom practices that work in middle grades schools, high schools and technology centers.**

# Conference Objectives

The Summer Conference will include sessions about all objectives and sub-objectives, describing how schools can address them; what schools have done to address them; and why these are the right objectives to address in improving high schools, middle grades schools and technology centers.

## 1. **Align English/language arts, mathematics, science, social studies and career/technical curricula and instruction in the middle grades, high schools and technology centers to college- and career-readiness standards.**

- a. Identify strategies for moving the Common Core State Standards into classroom instruction, assignments and assessments.
- b. Evaluate student work to ensure it meets Common Core grade-level standards.
- c. Use differentiated instruction strategies to enable all students, particularly challenged students, to meet Common Core grade-level standards.

## 2. **Improve transitions from elementary to middle grades schools, from middle grades to high schools, and from high schools and technology centers to further study and careers.**

- a. Improve student transitions between elementary and middle grades schools.
- b. Prepare middle grades students to succeed in college-preparatory English, mathematics and science courses in grade nine.
- c. Identify middle grades students — beginning as early as sixth grade — who are unlikely to graduate from high school, and get them on track for graduation.
- d. Improve student transitions between the middle grades and high school.
- e. Identify ninth-grade students who most likely will not complete high school, and get them on track for graduation.
- f. Prepare 12th-graders to transition successfully to careers and postsecondary studies without needing remedial courses.

## 3. **Create a culture of high expectations, high student motivation, and support in schools and classrooms.**

- a. Learn and implement successful strategies for creating a school environment that is void of bullying and promotes respect, fairness, and responsible behavior among students and adults.
- b. Identify the characteristics of schools that have successfully redesigned themselves in ways that motivate students to make greater effort and to take more responsibility for their own success.
- c. Achieve a school culture in which failure is not an option, and gain schoolwide support for such a culture.
- d. Create a school culture that provides each student with support, mentoring and encouragement to achieve at levels beyond expectations.

## 4. **Design career pathway programs of study around common core, college-ready academic courses that align to a baccalaureate degree, an associate's degree, or advanced training and certification.**

- a. Learn why and how to design and implement career-focused programs of study in comprehensive high schools, using strategies that best fit the needs of the school — pathways/programs of study, student majors, small learning communities, or career academies.
- b. Examine how technology centers and home high schools can improve collaboration in designing and implementing relevant programs of study that enable students to achieve at levels beyond expectations.
- c. Learn how to enhance student learning and understanding by embedding Common Core academic standards into career/technical courses through the use of authentic problems and projects.

- d. Use the *TCTW* framework of Key Practices to create technology centers that graduate more students prepared for further study and careers in the 21st century.

**5. Provide highly reliable guidance, advisement and extra-help systems that connect each middle grades, high school and technology center student to the school, to a goal beyond high school, and to programs of study to achieve educational and career goals.**

- a. Examine features of a successful, ongoing system of extra help and support that enables each student to meet course standards.
- b. Design a guidance system in high schools and technology centers that connects students to programs of study to meet their educational and career goals and ensures students are taking the right classes.
- c. Create a guidance system in the middle grades that results in each student developing a six-year plan that is reviewed and revised each year as needed.
- d. Consider strategies that schools are using successfully to teach students the habits of success, including a teacher advisory program, eighth- or ninth-grade exploratory classes or curriculum-based guidance.

**6. Help all teachers understand how to use effective, proven instructional methods across the curriculum.**

- a. Consider effective organizational and support strategies to implement reading, writing and literacy strategies into all academic, career/technical and elective courses in a highly reliable manner.
- b. Use proven strategies to increase students' fluency and motivation in mathematics, deepen their understanding and reasoning skills, and advance overall math achievement at the middle grades, high school and the technology center.
- c. Examine how authentic questions, writing prompts and laboratory experiments can engage students in reading science textbooks and materials, researching and learning scientific content more deeply.

- d. Align the social studies curriculum with state and national content standards and improve social studies instruction through embedded literacy and authentic problems and projects.
- e. Plan authentic integrated projects between academic and career/technical courses that are aligned to college- and career-readiness standards to motivate students and improve achievement.
- f. Organize teachers into professional learning communities within and across disciplines and grade levels to analyze assignments and assessments to ensure they meet grade-level standards.

**7. 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. Support new and innovative initiatives to encourage more students, especially those from underrepresented or disadvantaged groups, to study in STEM fields.
- b. Identify specific strategies to engage students in advancing their ability to read and write in math, science and career/technical classes in ways that enhance students' overall learning.
- c. Create common planning time for mathematics, science and career/technical teachers to work together to integrate STEM concepts into all classes.
- d. Gain successful strategies for developing or revising career/technical courses for high-demand, high-skill fields, linked to further study and a career and built around authentic projects with embedded college-ready standards in reading, mathematics and science.
- e. Learn about ways to use technology in a variety of ways to help more students master academic and technical standards.

**8. Build principals' and teacher leaders' capacity to implement — in a highly reliable manner — school and classroom practices that work in middle grades schools, high schools and technology centers.**

- a. Create conditions to increase teacher buy-in for implementing the *HSTW*, *MMGW* and *TCTW* Key Practices in a highly reliable manner.
- b. Give teachers a voice in designing staff development opportunities and in following through on effective strategies for implementing new practices learned.
- c. Identify and implement strategies that districts and school leaders can use to support principals and center directors as instructional leaders.
- d. Identify strategies that principals and teacher leaders can use to create a climate of continuous improvement that results in real gains in student achievement.
- e. Learn how successful schools use a variety of data to improve instruction and make data-driven decisions in middle grades, high school and technology centers.
- f. Improve school leadership and classroom practices through evaluation of principals and teachers, feedback and support.

*I gained a tremendous amount of information from this conference. The sessions were varied and of great interest to everyone on our team. We were happily overwhelmed by the amount of new information we received!*

— 2010 Conference Participant

## Schedule at a Glance

The purpose of the 25th Annual *HSTW* Staff Development Conference is to supply state, district school and teacher leaders with new strategies for designing schools that provide more students with relevant, meaningful educational experiences, so more students graduate and they graduate prepared for college, advanced training and careers in the 21st-century economy.

### Monday, July 18, 2011

7 – 9 a.m.	Registration for Site Development Institute and Institute for Leading Technical Assistance Visits (TAVs)
9 a.m. – 5 p.m.	Site Development Institute and Institute for Leading TAVs
4 – 6 p.m.	Registration for Pre-Conference Workshops and Pre-Conference School Leadership Team Training

### Tuesday, July 19, 2011

7 – 9 a.m.	Registration for Pre-Conference Workshops and Pre-Conference School Leadership Team Training
8 a.m. – 5 p.m.	Site Development Institute and Institute for Leading TAVs
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.	Registration for Summer Conference
6 – 9 p.m.	<i>MMGW</i> Board Meeting ( <i>by invitation only</i> )

### Wednesday, July 20, 2011

8 a.m. – 6 p.m.	Conference Registration
8 – 10 a.m.	Registration for exhibitors
8 a.m. – Noon	Institute for Leading TAVs and Pre-Conference Workshops
8 a.m. – 2 p.m.	Site Development Institute and Pre-Conference School Leadership Team Training
10 a.m. – Noon	<i>HSTW</i> Board Meeting ( <i>by invitation only</i> )
10 a.m. – 2:30 p.m.	Exhibit Hall open
1 – 1:30 p.m.	Presenters' Orientation Meeting
1:30 – 2:30 p.m.	<i>HSTW</i> Orientation Meeting for first-time participants
1:30 – 2:30 p.m.	<i>MMGW</i> Orientation Meeting for first-time participants
1:30 – 2:30 p.m.	<i>TCTW</i> Orientation Meeting for first-time participants
1:30 – 2:30 p.m.	<i>HSTW</i> and <i>MMGW</i> 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 ( <i>Sign up at Headquarters for one-hour sessions.</i> )
6 – 9 p.m.	<i>TCTW</i> Advisory Committee Meeting ( <i>by invitation only</i> )

## Thursday, July 21, 2011

7 – 7:50 a.m.	Continental Breakfast
8 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 <i>(Sign up at Headquarters for one-hour sessions.)</i>

## Friday, July 22, 2011

7 – 7:50 a.m.	Continental Breakfast
8 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 <i>(Sign up at Headquarters for one-hour sessions.)</i>

## Saturday, July 23, 2011

7:30 – 8:15 a.m.	Continental Breakfast
8:30 – 10 a.m.	Concurrent Sessions (90 minutes)
8:30 a.m. – Noon	Site Development Institute
10 – 10:30 a.m.	Break
10:30 a.m. – Noon	Closing General Session
Noon	Conference Adjourns

***In 16 years of working in education, this is the most relevant professional development I have attended.***

— 2010 Conference Participant

# Call for Proposals to Present

Deadline for Submitting Proposals: April 15, 2011  
Sessions are Thursday, July 21, through Saturday, July 23

We are looking for district, school 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 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:

- 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 *HSTW*. (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 their meeting room, plus 25 extra copies.
- provide their own laptop, cables, extension cords, power strip and data projector for PowerPoint presentations. Upon request, *HSTW* will provide at no cost to the presenter: a screen, overhead projector for transparencies and a flip chart with markers. Podiums with microphones will be provided only if the room size justifies them.
- arrange and pay for personal travel and hotel accommodations.
- arrange their 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 for *HSTW* on each session. Presider names will appear in the program.

Submit proposals **by April 15, 2011**, in **one** of the following ways:

- online: [http://www.sreb.org/page/1142/summer\\_conference.html](http://www.sreb.org/page/1142/summer_conference.html)
- 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 **May 20, 2011**.

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

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

***Most of the practices that we've implemented have come from High Schools That Work summer conferences. ... You have to give teachers tools, and they get so many tools at this conference.***

— *HSTW* school principal

# Proposal to Present Form

Deadline for Submitting Proposals: April 15, 2011

With your help, we can make the 25th 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://www.sreb.org/page/1142/summer\\_conference.html](http://www.sreb.org/page/1142/summer_conference.html)
- 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](mailto: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 20.)  
Have you presented before? Yes No (If yes, please state year) \_\_\_\_\_

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

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 2 to 4): \_\_\_\_\_ (Example: 5b)

**Session Type** (see page 9; **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.)

**You may register online or attach the registration form, found at the end of this document, to this Proposal to Present form.**

# Site Development Institute

July 18 – 23, 2011

The 2011 Site Development Institute will begin at **9:00 a.m. on Monday, July 18, and conclude on Saturday, July 23, 2011**. 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 21 and 22.

Participants will reconvene on Saturday, July 23, 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.**

**Registration for the 2011 Site Development Institute will take place at the Gaylord Opryland Resort and Convention Center from 7 a.m. to 9 a.m. on Monday, July 18, 2011.**

## **SDI. 2011 Site Development Institute: An In-Depth Conference Experience for First-Time Attendees — \$600 (5.5 days)**

This institute is designed for teams of five to eight individuals who are attending the conference for the first time and teams from schools that are seeking to revitalize their school reform efforts. Teams must include at least three members to enroll for this workshop. The teams for all three strands should include at least: core academic teachers (language arts, mathematics and science), career/technical teachers, a principal/director 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/TCTW* Goals and Key Practices, identifying challenges in their school, and forming an improvement plan to address challenges. Further, the facilitator 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, the teams will reconvene with their presenters on Saturday morning for a culminating session in which they will make final adjustments to their plans for engaging the entire faculty in *HSTW*, *MMGW* or *TCTW*; debrief their observations and questions from the sessions they attended; and leave energized for the 2011-2012 school year.

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

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

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

#### **Objectives:**

- Gain strategies for implementing the Key Practices of the selected design.
- Participate in interactive sessions in which successful sites will share how they have deeply implemented the design.
- Develop a comprehensive plan for presenting proposed actions to the faculty for the 2011-2012 school year.

# Pre-Conference Workshops

July 18 – 20, 2011

Pre-conference workshops allow participants to receive in-depth training on a given topic and to develop action plans to take back to their schools and districts.

**Only pre-conference workshops that attract enough participants will be offered.** If too few people sign up for a workshop, it will be cancelled. Those registered will be invited to make another selection or will be reimbursed.

**Registration for pre-conference P-1 will take place at the Gaylord Opryland Resort and Convention Center from 7 a.m. to 9 a.m. on Monday, July 18, 2011.** Pre-conference P-1, *Institute for Leading Technical Assistance Visits*, will begin at 9 a.m. on Monday, July 18, and end at noon on Wednesday, July 20. The registration fee is \$275 and includes continental breakfast on Monday, Tuesday and Wednesday; lunch on Monday and Tuesday; breaks; and workshop materials.

**Registration for pre-conferences P-2 through P-13 will be held from 4 p.m. to 6 p.m. on Monday, July 18, and from 7 a.m. to 9 a.m. on Tuesday, July 19, 2011.** Pre-conferences P-2 through P-13 will begin at 9 a.m. on Tuesday, July 19. The registration fee is \$250 and includes continental breakfast on Tuesday and Wednesday, lunch on Tuesday, breaks, and workshop materials. Pre-conference workshops P-2 through P-13 will end at noon on Wednesday, July 20.

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

## **P-1. Institute for Leading Technical Assistance Visits — \$275 (2.5 days, by invitation only)**

*Note: Participants must be nominated by their HSTW/MMGW/TCTW State Coordinator to attend.*

This institute is for local, district and state leaders selected by their *HSTW* 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 attend the institute, serve on a subsequent TAV team and write two acceptable reports.

### **Objectives:**

Participants will learn how to lead a Technical Assistance Visit team, gather data related to schools and classrooms practices, and write a report that provides recommendations for school improvement.

## **P-2. What Effective Guidance Counselors Do to Help All Students Succeed — \$250 (1.5 days)**

Why do we have more students than ever going to college, but so few finishing? Why are so many high school students bored? How have the demands of the work force changed? This workshop will guide participants in examining possible answers to these questions and developing an effective guidance and advisement system that helps more students define and achieve their goals. With the support of an effective guidance and advisement system that focuses on their interests, aptitudes, aspirations and learning styles, more students will think seriously about their career and educational goals, the courses needed to meet their goals, and the level of performance required for postsecondary success. *HSTW* data continue to show that many students cannot identify a goal for attending college. Without a specific goal, many students are much less likely to complete a postsecondary degree program. A curriculum-based guidance program will help students acquire habits of successful and responsible students and make the right choices for their futures.

### **Objectives:**

- Create a plan for informing students about high-demand, high-wage career fields and the requirements for success.
- Develop activities that provide students with community experiences and contacts with successful adults in order to help them learn more about their own interests and aptitudes.
- Identify topics, lessons and activities that address problems in the school and ensure that students are engaged intellectually, socially, emotionally and behaviorally in learning.
- Develop a plan to involve parents in helping students understand the connections between success in school and success in life.
- Develop lesson outlines that advisers and teachers can use to help students explore their goals and reinforce the concept that education is the means by which they will achieve their goals.

**P-3. Linking *HSTW/MMGW/TCTW* Improvement Designs to the Needs of Special Populations Through Differentiated Instruction, Response to Intervention (RTI) and Accelerated Learning — \$250 (1.5 days)**

Schools implementing the *HSTW/MMGW/TCTW* design need additional strategies for working with students performing below grade level and special populations such as English-language learners and students with disabilities. This session will show how schools can implement differentiation, RTI and acceleration not only to meet student needs, but also to satisfy the requirements of federal programs. Implementing RTI is best accomplished when sites set up systems of extra help and provide students with differentiated, active, engaging and intellectually demanding assignments to which they can relate.

**Objectives:**

- Analyze schoolwide data to determine specific needs of special populations.
- Examine common instructional and organizational barriers that hinder the academic achievement of special populations and will learn strategies to overcome these barriers.
- Learn a systematic process that will increase the academic achievement of special populations.
- Develop an action plan that builds ownership throughout the school, includes priority actions and incorporates ongoing professional development.

**P-4. Redesigning Career/Technical Courses to Align with the Common Core State Standards — \$250 (1.5 days)**

This workshop is designed for a team of career/technical (CT) teachers and at least one academic teacher — English/language arts, mathematics and science — who want to learn how to redesign their courses using authentic projects and a problem-based model that requires students to use higher-level academic knowledge aligned to the Common Core State Standards (CCSS).

SREB's *HSTW* and *TCTW* initiatives are committed to high-quality CT education as a part of overall school improvement. The workshop will assist CT teachers to develop descriptions of real-world projects and enabling learning activities to embed essential CCSS academic standards into their courses. Redesigning CT courses around a series of projects through which students can apply academic knowledge and skills will result in improved student readiness for further studies and careers.

**Objectives:**

- Identify the problems associated with traditional CT instruction and set goals for providing a project-based learning approach to CT instruction.
- Learn how authentic project-based learning differs from traditional CT instruction and the benefits it provides for preparing CT students for college and careers.
- Participate in a collaborative process designed to assist CT instructors to understand and embed rigorous academics into CT instruction and to assist academic teachers to learn ways to provide authentic examples in the academic classroom.
- Complete the outline of instruction for one project-based learning unit that embeds instruction of essential CCSS academic standards, including reading/writing, mathematics and science prompts.
- Examine the role of formative and summative instruction in authentic project-based learning.
- Develop an action plan that includes what the CT teacher, academic teachers and administrators must do to ensure successful implementation of redesigned CT courses.

#### **P-5. Aligning Teacher Assignments and Student Work to the Common Core Standards — \$250 (1.5 days)**

This workshop will assist school leaders and English and mathematics teachers in understanding the new Common Core State Standards and how these standards can be moved into the classroom. Teams will explore gaps, if any, between what the current depth of teaching and learning and the depth defined in the standards. Participants will learn a process for analyzing current teacher assignments, classroom assessments and student work to determine if they meet the expectations of the new standards and strategies for rewriting assignments and assessments to the college- and career-readiness level.

##### **Objectives:**

- Learn about the new Common Core State Standards.
- Compare the current depth of teaching and learning occurring at the school with the new standards to identify gaps.
- Apply a process to rewrite assignments, student work and assessments to align with the new standards.
- Develop a plan to support teachers in realigning what they teach, how they teach and what they expect of students to the Common Core State Standards.

#### **P-6. 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.

#### **P-7. Using Data to Improve Career/Technical Curriculum and Instruction: What You Teach, How You Teach, Guidance and Advisement, and Administrative Leadership Development — \$250 (1.5 days)**

The National Research Center for Career and Technical Education (NRCCTE) has developed a research-based five-step action plan using the National Occupational Competency Testing Institute (NOCTI) as its principal investigator. The model uses technical assessment data (pre-post) and triangulates that data to NAEP and school climate data to improve instruction and curriculum. Participants in this workshop will learn how to use this process to change what and how they teach in order to engage their students in higher-level learning.

##### **Objectives:**

- Use data from several sources to determine the implications for making changes in what we teach, what we expect of students, and how we teach them.
- Collaborate as a team to identify available resources and utilize a system of professional support.
- Utilize a social networking site used for sharing and support.
- Learn how to organize teams of teachers to talk with each other, develop best practices and work together to develop strategies for motivating students.
- Develop an action plan based on a benchmark and then work to improve areas of greatest need.

**P-8. Using Teacher Dialogues During Classroom Sessions to Enhance and Improve Students' Critical Thinking Skills and Character Dispositions— \$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-9. Using a Six-Step Process to Develop a Plan for Improving Mathematics Achievement in Your School — \$250 (1.5 days)**

Are students at your school taking more math classes than ever? Do high percentages of your graduates have to take remedial courses in postsecondary studies? Are students scoring low on WorkKeys exams? Do you have groups of students who have a "math phobia"? This workshop will assist teams of math teachers in making significant improvement in math instruction and create a learning community of math teachers who are committed to addressing a serious national problem. A team of math teachers should attend with the school principal and will complete a process to develop a plan for solving their school's specific math problems.

**Objectives:**

- Identify the problems of mathematics achievement in the school in terms of gaps between different groups of students and gaps between student's achievement levels and college- and career-readiness standards.
- Identify possible causes of these problems, utilizing a variety of data.
- Set bold goals for changes in achievement, changes in what and how students are taught, and changes in expectations for students.
- Identify specific changes in instructional planning, classroom practices and assessments that the school is expected to make in order to improve student achievement.
- Develop a set of actions and strategies to implement these changes and practices.
- Identify the results you expect to achieve.

*All participants are expected to bring samples of questions and student assignments, unit and lesson plans, formative and summative assessments, and school- or class-level achievement data to identify problems, possible causes, and strategies to address the causes.*

**P-10. Using a Six-Step Process to Develop a Plan for Embedding Reading and Writing Strategies Across the Curriculum to Advance Subject Matter and Reading Achievement — \$250 (1.5 days)**

Do your students struggle when responding to challenging writing prompts? Do they have difficulty comprehending the technical concepts associated with your content area? Students' success in all courses depends upon their ability to read, comprehend text and materials, and communicate information both orally and in writing. There is a high correlation between student achievement in any course and students' ability to read. Improving achievement requires successfully engaging students in reading and understanding subject-specific materials in each course.

This workshop will walk participants through a six-step process for helping teams from all discipline areas make greater use of reading and writing learning activities in every course in ways that improve both reading and content-area achievement. A team of teachers from several content areas should attend with the school principal. Participants will learn to use school achievement and other data to identify changes needed in classroom practices and to organize teachers into learning team committed to enabling students to become independent learners. Teams will leave with an improvement plan and ways to support teachers throughout the 2011-2012 school year.

**Objectives:**

- Identify the problems of reading and content-area achievement in the school.
- Identify possible causes of these problems, utilizing a variety of data.
- Set bold goals for changes in achievement, changes in what and how students are taught, and changes in expectations for students.
- Identify specific changes in instructional planning, classroom practices and assessments that the school is expected to make in order to improve student achievement.
- Develop a set of actions and strategies to implement these changes and practices.
- Complete a comparative analysis of teacher-made questions and questions posed on state and college-entry assessments.
- Develop a rich understanding of how to ask questions that matter with respect to content, and student interests.
- Work with teachers from the same content area to craft writing prompts that facilitate meaningful learning for all students.
- Develop appropriate rubrics for each prompt to ensure students demonstrate the capacity to communicate thoughtful responses.

*All participants are expected to bring samples of questions and student responses to them, rubrics used to assess those responses, test items from state-specific tests (if applicable to taught content area), and a willingness to critique their current questioning strategies and how to build student capacity to answer them.*

**P-11. A Different Look at Raising Expectations: What School and District Leaders Must Do to Help Teachers Meet Raised Expectations — \$250 (1.5 days)**

Just as teachers must support students in meeting raised graduation requirements and performance standards, school and district leaders must provide teachers with adequate support to meet the raised expectations of their districts and states. With the adoption of new teacher evaluation systems, replacement of entire staffs as a result of reconstitution, and an increased focus on matching teacher pay to student achievement, teachers are experiencing higher expectations for performance. This workshop will give leaders specific strategies to support improved teacher performance. Participants will follow a six-step improvement process to learn how to use walkthrough observations as formative assessments, find time for teachers to collaborate effectively to improve teaching and learning, support professional development in ways that change teaching, and create demonstration classrooms that give teachers a vision for quality.

**Objectives:**

- Identify problems related to instructional planning, student engagement, classroom management, assessment strategies and levels of student learning.
- Identify the root causes of the quality of instruction.
- Set bold goals for improved classroom instruction.

- Identify specific changes needed in instructional planning, student engagement, assessment and classroom management.
- Identify strategies that will be used to support teachers to make necessary changes — including greater time for planning, teacher learning teams, classroom observations and feedback, and school-embedded professional development with trained facilitators.
- Develop a plan for continuous evaluation of improved quality of instruction and student learning.

#### **P-12. Using New Technologies to Improve Classroom Instruction and Student Learning — \$250 (1.5 days)**

Use of technology is intricately woven through the worlds of school and work. In this 1.5-day workshop, participants will learn how to use various new tools for organizing tasks and work, collaborating over the Web, communicating effectively and efficiently, and making themselves and their students more efficient and productive. Instruction is designed around Project-Based Learning and 21st Century Skills as defined by Microsoft. Participants will use various applications, including Windows Live Writer, AutoCollage, BING maps, OneNote and SkyDrive. Additionally, the presenter will introduce tips and tricks for using primary Microsoft Office applications and right-click functions.

An added benefit of this training course is that participants have permission to reuse and reprint any of the materials provided to design and deliver their own trainings in their schools.

**This workshop has a maximum capacity of 25 participants. Participants must bring their own laptop computers with:**

- Windows 7
- Microsoft Office 2007 or later and OneNote 2007 or later installed
- Auto Collage (the free version from Partners in Learning Network site)
- Photo Story 3
- Movie Maker (All Windows machines come with this, but please double-check for it.)
- Sound Recorder (If installed, this will be found in the Accessories section of all programs under “Entertainment.”)
- Windows Live Writer

#### **P-13. 2011 High Schools That Work Urban Network Forum — *Methods for Engaging Urban Youth: Social Interactions, Emotional Connections, Intellectual Relevance and Behavioral Expectations* — \$250 (1.5 days)**

Collaborate with participating teams from urban schools and districts as they address the unique challenges urban schools face and form new strategies for using the *HSTW* design to make a real difference in their students’ education. Participants will hear from fellow practitioners who have improved attendance, discipline, achievement and expectations and also will have an opportunity to share their own strategies and successes. This gathering will serve to reinvigorate a broader urban network of schools and districts facing similar challenges.

##### **Objectives:**

- Interact with other representatives from *HSTW*’s Urban Network schools seeking to improve the educational experiences currently provided to students in urban middle grades and high schools.
- Develop a better understanding of the *HSTW* design for whole-school improvement as it applies to urban schools.
- Recognize the benefits of membership in the *HSTW* Urban Network and the resources that are readily accessible.
- Create action plans for disseminating the information to faculty and administrators at their respective schools upon their return.

# Pre-Conference School Leadership Team Training

July 19 – 20, 2011

**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 with a Participant's Guide and a plan for implementation. Follow-up opportunities will be provided through coaching and webinars. **If fewer than 15 people register, the module will not be offered and participants will be notified and invited to make another selection.**

- The registration fee for the Pre-Conference School Leadership Team Training workshops is **\$250 per person**. The fee includes continental breakfasts on Tuesday and Wednesday, lunches on Tuesday and Wednesday, break refreshments, and workshop materials.
- Registration for the Pre-Conference School Leadership Team Training will be held from 4 p.m. to 6 p.m. on Monday, July 18, and from 7 a.m. to 9 a.m. on Tuesday, July 19, 2011.
- All team leadership training will take place Tuesday, July 19, from 9 a.m. to 5 p.m. and Wednesday, July 20, from 8 a.m. to 2 p.m. The early completion on Wednesday will allow conference participants to attend the Opening General Session at 3:00 p.m.

## 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.

## 2011 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](http://www.sreb.org/page/1142/summer_conference.html)

### Schedule:

The Site Development Institute and Institute for Leading TAVs will begin at 9 a.m. on Monday, July 18. The pre-conference workshops and pre-conference school leadership team training will begin at 9 a.m. Tuesday, July 19, and end on Wednesday, July 20, 2011. The Opening General Session is scheduled for Wednesday afternoon, July 20, followed by state meetings.

### Conference Registration:

	Check/Money Order	Purchase Order	* On-Site Cash, Check or Money Order
Conference Registration	\$220	\$240	\$340
Non-Active <i>HSTW/MMGW/TCTW</i> Site	250	265	365
Staff Development Institute	600		
Spouse/Guest ( <i>Does not include admission to workshops.</i> )	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 1, 2011, 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](mailto:summerstaffdev@sreb.org) for assistance.

**Cancellations:** Cancellations **must be received by July 1, 2011.** Substitutions can be made by e-mail before July 1. After July 1, 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 1. Cancellations after July 1 will be accepted for emergency situations only. No exceptions will be made. A written request for a refund must be received by August 13, 2011.** A \$25 processing fee will be charged for each cancellation.

**Workshops/Sessions:** Sessions will take place in designated areas of the Gaylord Opryland 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, 2011, at [summerstaffdev@sreb.org](mailto:summerstaffdev@sreb.org). For emergency purposes, notify your hotel of special needs as well.**

**Hotel Reservations:** To reserve a room please call (888) 777-6779 or visit the online registration system, which can be accessed through the SREB Summer Conference Web page ([http://www.sreb.org/page/1142/summer\\_conference.html](http://www.sreb.org/page/1142/summer_conference.html)). As is standard practice, hotels will require a one-night deposit for each room reservation. Refunds will be given only if notice of cancellations are made at least three (3) days prior to the scheduled date of arrival. By **June 18, 2011**, 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 method of payment; school purchase orders will not be accepted. Reservations must be made by **June 18, 2011**, in order to receive the SREB room-block rate. It is advisable to reserve your rooms early, as the SREB block tends to sell out quickly. Please contact Gaylord Opryland Resort and Convention Center at (615) 889-1000 or (888) 777-6779 with any questions regarding hotel reservations.

**Other airlines serving Nashville:**

American Airlines: [www.aa.com](http://www.aa.com)  
Continental Airlines: [www.continental.com](http://www.continental.com)  
Delta Airlines: [www.delta.com](http://www.delta.com)  
Frontier Airlines: [www.frontierairlines.com](http://www.frontierairlines.com)  
Midwest Airlines: [www.midwestairlines.com](http://www.midwestairlines.com)  
Southwest Airlines: [www.southwest.com](http://www.southwest.com)  
United Airlines: [www.united.com](http://www.united.com)  
US Airways: [www.usairways.com](http://www.usairways.com)

**Airport Transportation: Nashville International Airport (BNA)**

The majority of airport hotel properties and some downtown properties have complimentary shuttle service to and from the Airport as well as to and from locations within a three-mile radius around the hotel. Check with each hotel for information about shuttle service.

**Airport Shuttle:**

Gaylord Opryland offers daily roundtrip shuttle service to and from the Nashville International Airport. Upon your arrival to the airport, you can find the Gaylord Opryland Welcome Desk on the lower level of the airport between the two escalators. An agent can assist with your travel needs and ticket purchase, or you can use the kiosk located at the welcome desk. If an agent is not available to provide assistance, you can find the Hotel's shuttle located immediately to the left as you exit the front door of the lower level of the airport.

## Daily shuttle schedule

- 5 a.m. – 11 p.m.
- Daily express shuttle service: 11 a.m. – 7 p.m. (departs every 20 minutes)

## Cost

- \$40 per person, roundtrip fare
- \$30 per person, one-way fare
- Guests 65 and older and children under 12 receive a discounted rate of \$28 for roundtrip fares and \$18 one-way fares per person. Children under 4 are complimentary.

**Taxicabs:**

From the airport, the meter starts at **\$7.00** and the rate is **\$2.00 per mile**. There is a flat rate of **\$25.00** to the downtown area and the Opryland Hotel area. The following companies provide service to the Opryland Hotel area: Allied Cab, American Music City Cab, Yellow Cab, Checker Cab, Diamond Cab, Nashville Cab and United Cab.

\* Handicapped services are offered by most taxi companies during airport hours. However, to ensure that an accessible taxi will be available for your use, please call the service of your choice for schedules, reservations, fees or other information.

**Automobile Rental:**

The following rental car agencies have check-in desks at the Nashville International Airport. Check with each company for rates.

Alamo/National: (800) 227-7368; [www.alamo.com](http://www.alamo.com) and [www.nationalcar.com](http://www.nationalcar.com)  
Avis: (800) 331-1212; [www.avis.com](http://www.avis.com)  
Budget: (800) 527-0700; [www.budget.com](http://www.budget.com)  
Dollar: (800) 800-4000; [www.dollar.com](http://www.dollar.com)  
Enterprise: (800) 325-8007; [www.enterprise.com](http://www.enterprise.com)  
Hertz: (800) 654-3131; [www.hertz.com](http://www.hertz.com)  
Thrifty: (800) 367-2277; [www.thrifty.com](http://www.thrifty.com)

**To Register:**

- Register online at [http://www.sreb.org/page/1142/summer\\_conference.html](http://www.sreb.org/page/1142/summer_conference.html)
- Print and complete all pages of the registration form found on the following pages. If submitting by mail, include check, money order or copy of purchase order and postmark by July 1, 2011, to:

**Southern Regional Education Board**

Summer Conference  
592 10th St. N.W.  
Atlanta, GA 30318-5776

- Fax by July 1, 2011, to:

**Southern Regional Education Board**

Attn: Summer Conference  
Fax: (404) 872-1477

# Registration Form

25th Annual *HSTW* Staff Development Conference  
Nashville, Tennessee, July 20 – 23, 2011

Registrations must be postmarked by July 1, 2011. 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 1 at [http://www.sreb.org/page/1142/summer\\_conference.html](http://www.sreb.org/page/1142/summer_conference.html)

- 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 1, 2011, to:

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

Fax by July 1, 2011, 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 \$** \_\_\_\_\_

## 25th Annual *HSTW* Staff Development Conference Fees:

### Conference Registration (Active *HSTW/MMGW/TCTW* Site)

REGISTRATION CODE

___CA1	Check/Money Order	\$220 x (# attendees) _____ = _____ (total \$)
___CA2	Purchase Order	\$235 x (# attendees) _____ = _____ (total \$)
___CA3	On-Site Registration Fee	\$335 x (# attendees) _____ = _____ (total \$)
___CA4	Contracted Services	\$220 x (# attendees) _____ = _____ (total \$)

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

___CN1	Check/Money Order	\$250 x (# attendees) _____ = _____ (total \$)
___CN2	Purchase Order	\$265 x (# attendees) _____ = _____ (total \$)
___CN3	On-Site Registration Fee	\$365 x (# attendees) _____ = _____ (total \$)
___SG	Spouse/Guest _____	\$85 x (# attendees) _____ = _____ (total \$)

SPOUSE/GUEST NAME

**Total \$** \_\_\_\_\_

**Site Development Institute  
Nashville, Tennessee, July 18 – 23, 2011**

REGISTRATION  
CODE

NO.  
ATTENDEES      TOTAL

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

- |                          |  |                          |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | SDI-1. <i>Implementing the HSTW Design</i> | \$600 x _____ = \$ _____ |
| <input type="checkbox"/> | SDI-2. <i>Implementing the MMGW Design</i> | \$600 x _____ = \$ _____ |
| <input type="checkbox"/> | SDI-3. <i>Implementing the TCTW Design</i> | \$600 x _____ = \$ _____ |

**Institute for Leading Technical Assistance Visits  
Nashville, Tennessee, July 18 – 20, 2011**

- |                          |   |                          |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | P-1. Institute for Leading Technical Assistance Visits (2.5 days, by invitation only) | \$275 x _____ = \$ _____ |
|--------------------------|---|--------------------------|

**Pre-Conference Workshops  
Nashville, Tennessee, July 19 – 20, 2011**

- |                          |   |                          |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | P-2. What Effective Guidance Counselors Do to Help All Students Succeed (1.5 days)  | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-3. Linking <i>HSTW/MMGW/TCTW</i> Improvement Designs to the Needs of Special Populations Through Differentiated Instruction, Response to Intervention (RTI) and Accelerated Learning (1.5 days) | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-4. Redesigning Career/Technical Courses to Align with the Common Core State Standards (1.5 days)  | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-5. Aligning Teacher Assignments and Student Work to the Common Core Standards (1.5 days)  | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-6. Implementing an Effective Senior Project Program: Phase 1 Training (1.5 days)  | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-7. Using Data to Improve Career/Technical Curriculum and Instruction: What You Teach, How You Teach, Guidance and Advisement, and Administrative Leadership Development (1.5 days)              | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-8. Using Teacher Dialogues During Classroom Sessions to Enhance and Improve Students' Critical Thinking Skills and Character Dispositions (1.5 days)  | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-9. Using a Six-Step Process to Develop a Plan for Improving Mathematics Achievement in Your School (1.5 days)   | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-10. Using a Six-Step Process to Develop a Plan for Embedding Reading and Writing Strategies Across the Curriculum to Advance Subject Matter and Reading Achievement (1.5 days)                  | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> | P-11. A Different Look at Raising Expectations: What School and District Leaders Must Do to Help Teachers Meet Raised Expectations (1.5 days, by invitation only)                                 | \$250 x _____ = \$ _____ |

- |                                |   |                          |
|--------------------------------|---|--------------------------|
| <input type="checkbox"/> P-12. | Using New Technologies to Improve Classroom Instruction and Student Learning  | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> P-13. | 2011 High Schools That Work Urban Network Forum —<br><i>Methods for Engaging Urban Youth: Social Interactions, Emotional Connections, Intellectual Relevance, Behavioral Expectations</i> | \$250 x _____ = \$ _____ |

### Pre-Conference School Leadership Team Training Nashville, Tennessee, July 19 – 20, 2011

REGISTRATION  
CODE

NO.  
ATTENDEES      TOTAL

- |                               |   |                          |
|-------------------------------|---|--------------------------|
| <input type="checkbox"/> L-1. | Designing Assessment to Improve Student Learning (1.5 days)                           | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> L-2. | Using Root Cause Analysis to Create a High-Performance Learning Culture (1.5 days)    | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> L-3. | Assessing Academic Rigor in School and Classroom Practices (1.5 days)                 | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> L-4. | Mapping the Curriculum to Grade-Level and College-Readiness Standards (1.5 days)      | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> L-5. | Organizing Resources for a Personalized Learning Environment (1.5 days)               | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> L-6. | Building Instructional Leadership Teams to Lead Change for Student Success (1.5 days) | \$250 x _____ = \$ _____ |
| <input type="checkbox"/> L-7. | Using Data to Focus Improvement (1.5 days)  | \$250 x _____ = \$ _____ |

**Total \$** \_\_\_\_\_

**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 is 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)**

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 2011 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 2011 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

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 E-mail newsletter notifications to \_\_\_\_\_

NAME	E-MAIL THROUGH JULY	JOB TITLE
REGISTRATION CODE(S)	PRESENTER – YES OR NO	PRESIDER – YES OR NO

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 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 2011 conference?    \_\_\_ Yes \_\_\_ No  
 E-mail newsletter notifications to \_\_\_\_\_

**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.

**PRIVACY STATEMENT**

*SREB will not sell your information. However, you may receive e-mail messages from SREB with information about upcoming events or other program news and services.*





# 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 1,200 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 7,000 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 a three-year plan of 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 nearly 500 schools in 22 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 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 150 centers in 16 states participate in activities to promote increased academic performance.

SREB school improvement and leadership preparation initiatives are supported by state consortia, the Charles Stewart Mott Foundation, Equity and Excellence in Education, the Wallace Foundation, the U.S. Department of Education, and contracts with state and local school districts.

