



www.sreb.org



2011-2012 National Professional Development Programs

National Workshop Series

National Webinar Series

National Leadership Development Series

Site-Specific Professional Development Services

High Schools That Work
Making Middle Grades Work
Technology Centers That Work
Learning-Centered Leadership Program



SREB

SOUTHERN REGIONAL EDUCATION BOARD

2011-2012 PROFESSIONAL DEVELOPMENT PROGRAM HIGHLIGHTS

NATIONAL WORKSHOP SERIES

Five face-to-face workshops with a follow-up webinar option for high schools, middle grades schools and technology centers

- 1, 2 ... 6! Six-Steps to Success: Planning and Achieving Your Improvement Goals
- Pathways for Success: Preparing College- and Career-Ready Graduates
- High-Quality Career/Technical Instruction for the 21st Century
- National *Technology Centers That Work* Leaders' Forum
- Quality Teaching: Motivating Students Through Improved Instruction Across the Curriculum

NATIONAL WEBINAR SERIES

Six webinar series for high school, middle grades and technology center professional learning communities and leadership teams

Mathematics Series

Series 1: Embedding Mathematics into Career/Technical Programs

Series 2: Critical Math Skills for Middle Grades Students to Be Prepared for High School

Series 3: Critical Math Skills for College- and Career-Ready High School Graduates

Literacy Series

Series 4: Embedding Literacy into Career/Technical Programs

Series 5: Critical Literacy Skills for Middle Grades Students to Be Prepared for High School

Series 6: Critical Literacy Skills for College- and Career-Ready High School Graduates

NATIONAL LEADERSHIP DEVELOPMENT SERIES

Seven Web-based courses for veteran and aspiring leaders, district and school leadership teams, regional consortia and state education agencies (individual and group learning options available)

- Using Root Cause Analysis to Create a High-Performance Learning Culture
- Assessing Academic Rigor in School and Classroom Practices
- Leading Schoolwide Literacy Initiatives
- Building Instructional Leadership Teams to Lead Change for Student Success
- Organizing Resources for a Personalized Learning Environment
- Mapping the Curriculum to Grade-Level and College-Readiness Standards
- Designing Assessment to Improve Student Learning

SITE-SPECIFIC PROFESSIONAL DEVELOPMENT

HSTW can help you maximize resources by providing on-site support and customized professional development services on a variety of topics. A skilled school improvement facilitator/coach will help your team revise or re-energize your professional development plan and execute that plan in an efficient and cost-effective way. For information about topics and pricing, please contact SREB.

CONTENTS

- 2011-2012 National Workshops..... 1**
 - 1, 2 ... 6! Six Steps to Success: Planning and Achieving Your Improvement Goals 1
 - Pathways for Success: Preparing College- and Career-Ready Graduates 2
 - High-Quality Career/Technical Instruction for the 21st Century..... 4
 - National *Technology Centers That Work* Leaders’ Forum: Technology Centers of the Future..... 6
 - Quality Teaching: Motivating Students Through Improved Instruction Across The Curriculum..... 7

- 2011-2012 NATIONAL WEBINAR SERIES 9**
 - Series 1: Embedding Mathematics into Career/Technical Programs 11
 - Series 2: Critical Mathematics Skills for Middle School Students to Be Prepared for High School 12
 - Series 3: Critical Mathematics Skills for College- and Career-Ready High School Graduates 13
 - Series 4: Embedding Literacy into Career/Technical Programs..... 14
 - Series 5: Critical Literacy Skills for Middle Grades Students to Be Prepared for High School..... 15
 - Series 6: Critical Literacy Skills for College- and Career-Ready High School Graduates 16

- 2011-2012 National Leadership Development Series 17**

- 2011-2012 Site-Specific Professional Development Services 22**

2011-2012 NATIONAL WORKSHOPS

1, 2 ... 6! Six Steps to Success: Planning and Achieving Your Improvement Goals

OCTOBER 13 – 14, 2011, ATLANTA, GA

REGISTRATION FEE: \$300 PER PERSON

Who Should Attend

Participants in this exciting new workshop should include teams of district-level school improvement staff; school leadership teams, including high school and middle grades leaders and teacher-leaders; and technology center improvement teams with members from the center and the high schools it serves. Individual representatives of districts or schools are welcome and will be grouped for breakout sessions or placed within a team.

Why You Should Attend

Have you identified the major problems facing your school or district? Have you determined the causes of these challenges and how to resolve them? Have you set goals for the improvements you want to make in your school and district? Do you have a strategy or plan for building the faculty's capacity to support and sustain goals? Have you outlined an evaluation process to determine if you are meeting school improvement expectations? These questions will guide you as you take the first step in implementing a successful school improvement plan: attending this workshop.

This workshop will help participants jumpstart a new plan or revive an existing improvement plan, will offer strategies that result in real changes, and will help schools and districts maintain and sustain improvement efforts over time. Accomplished SREB school improvement facilitators will walk teams through a manageable six-step process designed to turn around even the lowest-performing schools.

Following the face-to-face workshop, SREB will offer a webinar program and additional technical assistance to school teams as improvement plans are finalized and share successes and challenges as schools implement their plans.

Workshop Objectives

- Take ownership of the school improvement process by identifying and addressing the school's improvement challenges.
- Outline the major root causes of school improvement challenges.
- Design bold goals for improved school and classroom practices and student achievement that directly relate to each challenge.

- Learn strategies that can be implemented in the school and classroom that will support the effort to achieve bold goals.
- Formulate an evaluation system that will collect evidence to monitor and evaluate progress on the school improvement plan.
- Develop a preliminary action plan that includes selected strategies, staff and faculty responsibilities, and a timeline for the school improvement effort.

Workshop Schedule

OCTOBER 13, 2011

7 – 8 a.m.	Registration and Continental Breakfast
8 a.m. – Noon	General Session
Noon – 1 p.m.	Lunch (<i>provided</i>)
1 – 4 p.m.	Breakout Sessions
4 – 4:30 p.m.	Webinar Program Planning for Team Leaders
5 p.m.	Team Planning (<i>on your own</i>)

OCTOBER 14, 2011

7 – 8 a.m.	Continental Breakfast
8 – 11 a.m.	Breakout Sessions
11 a.m. – Noon	General Session

Hotel Information: Contact Connections Housing at (800) 262-9974 for hotel information and to reserve your room accommodations at the SREB rate.

Fee: \$300 per person; includes two continental breakfasts, three refreshment breaks, one lunch, participant materials, and access to the follow-up webinar program(s)

Professional Development Credit: After the face-to-face workshop, each participant will receive a certificate of participation, which can be submitted to the district or state for professional development credit. Those completing the follow-up webinar(s) and submitting a completed six-step school improvement plan will receive another certificate for completing those professional learning activities.

2011-2012 NATIONAL WORKSHOPS

Pathways for Success: Preparing College- and Career-Ready Graduates

NOVEMBER 10 – 11, 2011, ATLANTA, GA

REGISTRATION FEE: \$300 PER PERSON

Who Should Attend

This workshop is for school teams from high schools, middle grades schools and technology centers. Teams should include principals, academic and career/technical (CT) teachers, school department heads, guidance and career counselors, small learning community or academy leaders, and CT education district leaders.

Why You Should Attend

Would you like to raise your school's graduation rate? Have you identified strategies for preparing more middle grades students for challenging high school studies? Is your school seeking ways to expose more students to engaging learning experiences with strong connections between academic and career/technical studies? Do you want to know more about the Common Core State Standards (CCSS) and their impact on career/technical education?

This workshop will help participants rethink current school and instructional practices and develop high-quality CT programs of study that prepare graduates for college and careers.

A pathway program that begins in the freshman year and culminates with a successful transition to postsecondary education and career opportunities will be the framework of this comprehensive workshop. Presenters will guide participants who are seeking to improve current program offerings by providing rigorous academic instruction and demanding curricula in CT classrooms.

The four workshop strands offer broad exposure to successful strategies for building stronger pathways for today's students. Participants will look at redesigning the ninth-grade experience to accommodate exploratory opportunities, examine 21st-century pathways and learn how to incorporate these into existing middle grades and high school programs, identify strategies to promote collaborative opportunities for academic and CT teachers, and learn about school structures and practices that produce a pathway to success for more students.

All participants will develop a preliminary action plan for implementing changes to current practices and will have the opportunity to participate in a follow-up webinar series to support school teams as they undertake improvements to their current pathway offerings.

Workshop Objectives

- Examine key conditions for successful programs of study and learn how to ensure conditions exist in the district or school.
- Learn how to involve postsecondary education partners in aligning curricula to postsecondary standards, establishing possibilities for dual credit and forming partnerships to prepare more students for further study.
- Develop plans for including industry representatives in the establishment and continuous improvement of programs of study focused on preparing students for successful careers.
- Develop a system and strategies for monitoring implementation, including qualitative and quantitative data collection and analysis.
- Identify end-of-pathway assessment protocols and plan end-of-course assessments that measure technical and academic skill attainment.

Workshop Strands

STRAND 1: Repurposing Middle Grades Career Studies for 21st-Century Pathways

STRAND OBJECTIVES

- Learn how each part of the middle grades curriculum can help students begin to understand their interests, goals and aspirations.
- Create a plan to offer a range of exploratory experiences so that students can learn about and try different occupations through project- and problem-based assignments.
- Examine how all exploratory areas — from fine arts to technology exploratory courses — can help students use the CCSS for literacy and mathematics in their assignments.
- Gain strategies to help students leave the eighth grade with a thoughtful program of study and plan for high school and beyond.
- Work collaboratively to build successful bridges to high school for students and their families.

STRAND 2: Redesigning Career Exploration for the Ninth Grade

STRAND OBJECTIVES

- Examine key conditions for successful transitions from middle grades to high school and determine how current practices may contribute to the ninth-grade failure rate.
- Gain strategies for collaborating with feeder middle grades schools and solutions to barriers that negatively impact student achievement.
- Explore the idea of redesigning the ninth-grade experience using a structured planning process with special emphasis on allowing all incoming freshman to begin a career pathway.
- Develop a deeper awareness of the CCSS for literacy and mathematics and an understanding of how to embed these into assignments in both academic and CT courses.

STRAND 3: Reconstructing Guidance and Advisement Services for Career Pathway Programs

STRAND OBJECTIVES

- Identify aspect of guidance and advisement programs that may need to be restructured to support career pathway programs of study that join a college-ready academic core with intellectually demanding CT courses.
- Examine the CCSS, their impact on instructional practices in CT classrooms and how the guidance program can provide supportive services.
- Gain strategies to involve postsecondary education partners in aligning curricula to postsecondary standards, establishing possibilities for dual credit and forming partnerships designed to prepare more students for further study.
- Learn how to include industry representatives in the establishment and continuous improvement of programs of study focused on preparing students for careers.
- Establish systems for monitoring graduates to continue to improve pathway options and guidance services.

STRAND 4: Designing and Delivering Quality Pathway Programs Using Standards-Based Collaborative Planning

STRAND OBJECTIVES

- Learn the impact of the CCSS on CT studies, how the CCSS can be incorporated into current instructional practices and how more students can be engaged in assignments based on these academic standards.

- Examine current offerings for possible refinement and rebranding to better describe the nature and content of each career pathway.
- Identify end-of-pathway assessment protocols and plan end-of-course assessments that measure technical and academic skill attainment.
- Identify ways to permit more collaborative planning time for academic and CT faculty to develop project- and problem-based assignments that strengthen students' knowledge and skills using real-world and workplace scenarios.

Workshop Schedule

NOVEMBER 10, 2011

7 – 8 a.m.	Registration and Continental Breakfast
8 – 9 a.m.	General Session
9 a.m. – Noon	Breakout Sessions: Strands 1 – 4
Noon – 1 p.m.	Lunch
1 – 4 p.m.	Breakout Sessions: Strands 1 – 4
4 – 4:30 p.m.	Webinar Program Planning for Team Leaders
5 p.m.	Team Planning (<i>on your own</i>)

NOVEMBER 11, 2011

7 – 8 a.m.	Continental Breakfast
8 – 11 a.m.	Breakout Sessions: Strands 1 – 4
11 a.m. – Noon	General Session

Hotel Information: Contact Connections Housing at (800) 262-9974 for hotel information and to reserve your room accommodations at the SREB rate.

Fee: \$300 per person; includes two continental breakfasts, three refreshment breaks, one lunch, participant materials and access to the follow-up webinar program(s)

Professional Development Credit: After the face-to-face workshop, each participant will receive a certificate of participation, which can be submitted to the district or state for professional development credit. Participants who complete the follow-up webinar(s) and submit a completed action plan will receive another certificate for those professional learning activities.

2011-2012 NATIONAL WORKSHOPS

High-Quality Career/Technical Instruction for the 21st Century

JANUARY 23 – 24, 2012, SAVANNAH, GA

REGISTRATION FEE: \$300 PER PERSON



This workshop is cosponsored by the National Research Center for Career and Technical Education (NRCCTE) and SREB/HSTW.

Who Should Attend

This workshop is designed for state and district professional development directors, district and school leadership teams, instructional leaders and teacher-leaders, and career/technical (CT) department heads.

Why You Should Attend

Are you faced with the challenge of increasing the quality of instruction in your CT programs? Do your CT teachers indicate that they need professional development in classroom planning, assessing, and integrating literacy and numeracy into instruction? Do your CT teachers need more ideas on how to engage students, manage the classroom and motivate students?

This workshop will target the unique challenge facing CT teachers in the 21st century — to engage increasingly diverse student populations in learning the technical, academic, and 21st-century knowledge and skills necessary for success in further learning and the workplace.

The workshop is designed around a research-based professional development model for CT teachers sponsored by the NRCCTE, funded through the Office of Vocational and Adult Education and U.S. Department of Education, and developed in collaboration with SREB.* The strands of the workshop focus on essential instructional skills for CT teachers: standards-based instructional planning, the use of research-based instructional strategies, a comprehensive approach to assessment, and a classroom management approach that creates a climate of personalization and support. Participants will examine the significance of each of these instructional skills, distinguish them from the skills of traditional CT classrooms, and develop a plan to increase teachers' capacity in these areas.

A follow-up webinar series will be provided to support school teams as they undertake improvements to their current program offerings.

Workshop Objectives

- Analyze the unique needs of beginning CT teachers and the support they need to survive and thrive in the first year of teaching.
- Design professional development for beginning CT teachers that focuses on five essential areas of competence:
 - Create short- and long-term instructional plans based on the varying learning needs of students.
 - Use instructional strategies that actively engage students in learning and encourage the development of problem-solving, critical-thinking and teamwork skills.
 - Use formal and informal assessment strategies to evaluate student progress toward learning goals, to provide feedback to improve student learning and to inform changes that need to be made to improve instruction.
 - Use classroom management to create a learning environment that encourages motivation, positive behavior and collaborative social interaction.
 - Reflect both individually and collaboratively on the effects of instruction and use the reflective process to continually improve instructional practice.
- Design mentoring, coaching and administrator support components to assist beginning CT teachers.

Workshop Strands

STRAND 1: Instructional Planning

This strand will provide a strong rationale for instructional planning and introduce participants to four essential planning tools — curriculum maps, course syllabi, unit plans and lessons plans — specifically designed for CT courses. The workshop will explain how to consider both CT subject matter and the needs and concerns of students when designing instructional plans that result in students being well prepared for further learning and the workplace.

* The work reported herein was supported under the National Research Center for Career and Technical Education, PRAward (No. VO51A070003), as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education and no official endorsement by the Federal Government should be assumed.

STRAND 2: Research-Based Instructional Strategies

This strand will help participants develop a clear understanding of what it means to actively engage students in instruction that is intellectually challenging. The focus will be on a variety of instructional strategies to encourage students' development of critical-thinking, problem-solving, academic and technical skills. Project-based learning, cooperative learning, and the integration of academic and CT content are the three strategies emphasized in the workshop.

STRAND 3: Classroom Assessment

This strand is designed to help participants develop a clear understanding of the definition of assessment and how teachers use assessment to improve student motivation, student learning, and the quality of instruction. Participants will discuss the difference between formative and summative assessment, types of assessment tools, and the characteristics of high-quality assessment. Teachers will learn how to develop assessment tools and analyze ways to record assessment data and determine course grades.

STRAND 4: Classroom Management

This strand will help participants develop a classroom environment that encourages student motivation, positive behavior and collaboration. After establishing the overall goals of classroom management, participants will focus on creating a classroom environment that is personalized, motivating and well-organized for learning, with a particular emphasis on the first weeks of school. Finally, the workshop will provide strategies for responding to students' unwanted behavior through the use of appropriate consequences and interventions that foster students' responsibility and accountability.

Hotel Information:

Hilton Savannah DeSoto
15 East Liberty Street
Savannah, GA 31401
www.desotohilton.com

Reservations: (877) 280-0751

Room Rate: Reserve your accommodations by Friday, December 23, 2011, to lock in the SREB rate of \$99.00 per night with complimentary wireless internet available in guest rooms.

Fee: \$300 per person; includes breakfast, refreshment breaks, one lunch, participant materials and access to the follow-up webinar program(s)

Professional Development Credit: After the face-to-face workshop, each participant will receive a certificate of participation, which can be submitted to the district or state for professional development credit. Those completing the follow-up webinar(s) and submitting a completed action plan for improvements to current programs will receive another certificate for completing those professional learning activities.

Workshop Schedule

JANUARY 23, 2012

7 – 8 a.m.	Registration and Continental Breakfast
8 – 9 a.m.	General Session
9 a.m. – Noon	Breakout Sessions: Strands 1 – 4
Noon – 1 p.m.	Lunch
1 – 4 p.m.	Breakout Sessions: Strands 1 – 4
4 – 4:30 p.m.	Webinar Program Planning for Team Leaders
5 p.m.	Team Planning (<i>on your own</i>)

JANUARY 24, 2012

7 – 8 a.m.	Continental Breakfast
8 – 11 a.m.	Breakout Sessions: Strands 1 – 4
11 a.m. – Noon	General Session

2011-2012 NATIONAL WORKSHOPS

National *Technology Centers That Work* Leaders' Forum: Technology Centers of the Future

JANUARY 24 – 26, 2012, SAVANNAH, GA

REGISTRATION FEE: \$300 PER PERSON

Who Should Attend

This forum is designed for administrators, instructional leaders and instructional focus team members who have taken the lead in implementing the *Technology Centers That Work (TCTW)* initiative, along with any other administrators and leaders from tech centers throughout the country who are interested in the future of shared-time centers.

Why You Should Attend

The forum is focused on creating opportunities for participants to have open dialogue regarding issues facing technology centers and to hear from peers about successful practices that have positively impacted student performance. In deciding if this forum is for you or your leadership team, consider the following questions:

- Do you want to learn more about the direction progressive shared-time centers are taking to meet the academic and technical needs of their students?
- Do you want to learn more about instructional strategies that can maximize the opportunities for students to learn at higher levels?
- Do you want to increase your awareness of how new instructional technologies can impact career/technical (CT) programs and student success?
- Do you want to increase your knowledge of how the Common Core State Standards can impact the content and teaching that will lead to rigorous academics and quality CT studies?
- Do you want to spend time with peers from other CT centers to improve your leadership and create a culture of continuous improvement?

Forum Objectives

- Create opportunities to continue the dialogue regarding ways to improve the structure of shared-time centers to meet student needs.
- Increase the awareness of how shared-time centers can help our country meet the workforce needs of business and industry.
- Increase awareness of the impact of new instructional technology on CT programs.

- Develop knowledge of how the core academic standards are affecting the content and instructional methodology of CT programs.
- Improve participants' ability to provide quality school leadership and improve the culture of the shared-time centers.

Forum Schedule

JANUARY 24, 2012

11 a.m. – 1 p.m.	Registration
1 – 2:30 p.m.	General Session
2:30 – 4 p.m.	Strategy Work Sessions
4 p.m.	Adjourn

JANUARY 25, 2012

7 a.m. – 8 a.m.	Continental Breakfast
8 a.m. – Noon	Workshops
Noon – 1 p.m.	Lunch
1 – 4 p.m.	Workshops and Best Practice Sessions
4 p.m.	Adjourn

JANUARY 26, 2012

7 – 8 a.m.	Continental Breakfast
8 – 10:30 a.m.	Best Practice Sessions
10:30 a.m. – Noon	General Session
Noon	Adjourn

Hotel Information:

Hilton Savannah DeSoto
15 East Liberty Street
Savannah, GA 31401
www.desotohilton.com

Reservations: (877) 280-0751

Room Rate: Reserve your accommodations by Friday, December 23, 2011, to lock in the SREB rate of \$99.00 per night with complimentary wireless internet available in guest rooms.

Fee: \$300 per person; includes two continental breakfasts, three refreshment breaks, one lunch and participant materials

Professional Development Credit: After the Forum, each participant will receive a certificate of participation, which can be submitted to the district or state for professional development credit.

2011-2012 NATIONAL WORKSHOPS

Quality Teaching: Motivating Students Through Improved Instruction Across The Curriculum

FEBRUARY 1 – 3, 2012, HILTON HEAD ISLAND, SC

REGISTRATION FEE: \$300 PER PERSON

Who Should Attend

This workshop is designed for teams of middle grades and high school academic and career/technical (CT) teachers, school leadership teams, and district leaders representing school systems and schools participating in any SREB school improvement initiative (*HSTW*, *MMGW* or *TCTW*).

Why You Should Attend

Do you wish you were able to utilize more time for literacy and mathematics instruction so that more of your students graduate college- and career-ready? Do teachers in your school know how to work with their colleagues strategically and collaboratively to better prepare students for the literacy and mathematics demands of postsecondary studies? Have you systemized a schoolwide approach to literacy and mathematics efforts across the curriculum? Do all teachers in your school understand the Common Core State Standards (CCSS) and their impact on current literacy and mathematics instructional practices?

This workshop will introduce the CCSS for mathematics and language arts and demonstrate engaging strategies to improve classroom assignments and assessments. Participants will learn easily implemented processes for improving standards-based lesson planning and gain instructional leadership strategies for observing and improving standards-based instruction and accelerating student achievement.

Through a follow-up webinar, attendees can extend the face-to-face workshop by becoming part of a professional learning community in order to share examples of standards-based assignments and assessments, along with successes and challenges of implementing standard-based instruction schoolwide.

Workshop Objectives

- Compare current curriculum standards with the CCSS and determine the impact on current practices.
- Translate literacy and mathematics standards into what we ask students to do (assignments) and how we know they can do it (assessments).
- Use standards-based planning processes to collaboratively develop high-quality, intellectually demanding assignments and classroom assessments.

- Ensure that the habits of successful learners are intentionally taught so that students can adopt them and increase their chances to transition successfully to further study or careers.
- Develop a preliminary action plan to share workshop information with colleagues not in attendance and determine “big ideas” for designing other professional learning opportunities based on workshop content.

STRAND 1: Understanding How the CCSS Can Improve Literacy Efforts in the Middle Grades

STRAND 2: Understanding How the CCSS Can Improve Literacy Efforts in High School

OBJECTIVES FOR STRANDS 1 AND 2

- Understand how the CCSS are organized by core content areas and how the responsibility for teaching these standards is distributed throughout the school.
- See how to embed the CCSS for literacy into assignments and a series of lessons in English/language arts, social studies, science and elective courses to advance students’ readiness for challenging high school studies and then for postsecondary studies and careers.
- Learn the elements and tools of a literacy framework that is aligned to the CCSS and designed to provide a systematic approach to planning and implementing literacy instruction so that more students graduate college- and career-ready and proficient in needed reading, writing and thinking skills.
- Work collaboratively to connect the experiences of reading, writing and thinking using prototypes of robust literacy assignments that help teachers work more efficiently across content areas.
- Use a backward-mapping process to set clear expectations for student performance of specific literacy skills on classroom assessments.
- See how to quickly adjust literacy instruction at the right time for the right students based on classroom assessment information.
- Develop an action plan for building a repository of rigorous, standards-based literacy instructional materials to sustain schoolwide literacy initiatives.

STRAND 3: Improving Mathematics Instruction Using the CCSS for Middle Grades

STRAND 4: Improving Mathematics Instruction Using the CCSS for High School

OBJECTIVES FOR STRANDS 3 AND 4

- Understand how the CCSS are organized and how proficient student performance is described.
- See how to embed the CCSS for mathematics into assignments and lessons in mathematics-based and elective courses to advance students' readiness for challenging high school mathematics courses, postsecondary studies and careers.
- Learn about new tools designed to help teachers quickly uncover student misconceptions and adjust instruction to meet their needs as they master standards.
- Work collaboratively to examine the value of using formative assessments, small-group activities and whole-class activities to develop students' conceptual understanding and problem-solving abilities, rather than teaching discrete mathematical skills.
- Develop an action plan for building a repository of rigorous, standards-based formative assessments and other engaging assignments and instructional materials to connect mathematics to real-world problems.

STRAND 5: Designing and Implementing Standards-Based, Integrated Learning Experiences for Career/Technical Studies

OBJECTIVES FOR STRAND 5

- Develop an awareness of the CCSS for literacy and mathematics and the implications for CT studies.
- See how to embed CCSS in literacy and mathematics into CT assignments and lessons that will advance students' literacy, mathematics and technical development.
- Work collaboratively to become familiar with new tools to help teachers design and deliver quality, standards-based CT courses and help teachers work more efficiently across disciplines.
- Develop an action plan for creating a repository of standards-based, integrated learning experiences to promote more interaction between academic and CT faculty using project- and problem-based instruction that is relevant and interesting to students.

Workshop Schedule

FEBRUARY 1, 2012

11 a.m. – 1 p.m.	Registration
1 – 2 p.m.	General Session
2:15 – 4:30 p.m.	Breakout Sessions: Strands 1 – 5
4:30 p.m.	Adjourn
4:30 – 5 p.m.	Webinar Program Planning for Team Leaders

FEBRUARY 2, 2012

7 – 8 a.m.	Continental Breakfast
8 a.m. – Noon	Breakout Sessions: Strands 1 – 5
Noon – 1 p.m.	Lunch
1 – 4 p.m.	Breakout Sessions: Strands 1 – 5
4 p.m.	Adjourn

FEBRUARY 3, 2012

7 – 8 a.m.	Continental Breakfast
8 – 11 a.m.	Breakout Sessions: Strands 1 – 5
11 a.m.	Adjourn

Hotel Information:

Hilton Head Marriott
One Hotel Circle
Hilton Head Island, SC 29928
www.hiltonheadmarriott.com

Reservations: (888) 511-5086

Room Rate: Reserve your accommodations by Wednesday, January 11, 2012, to lock in the SREB rate of \$138.00 per night.

Fee: \$300 per person; includes breakfast, refreshment breaks, one lunch, participant materials and access to the follow-up webinar program(s)

Professional Development Credit: After the face-to-face workshop, each participant will receive a certificate of participation, which can be submitted to the district or state for professional development credit. Those completing the follow-up webinar(s) and submitting a completed action plan will receive another certificate for completing those professional learning activities.

2011-2012 NATIONAL WEBINAR SERIES

Webinars can be an efficient and cost-effective delivery system for quality professional development programs that can accelerate your improvement efforts and build your capacity to sustain them over time.

During the 2011-2012 academic year, SREB will continue to offer several National Webinar Series focused on the critical literacy and mathematics skills students need to get ready for high school and transition successfully to postsecondary studies and careers.

This year's series of webinars will address the new Common Core State Standards (CCSS) and their impact on current school and instructional practices.

National Mathematics Webinar Series

Series 1: Embedding Mathematics into Career/Technical Studies

Series 2: Critical Mathematics Skills for Middle Grades Students to Be Prepared for High School

Series 3: Critical Mathematics Skills for College- and Career-Ready High School Graduates

National Literacy Webinar Series

Series 4: Embedding Literacy in Career/Technical Studies

Series 5: Critical Literacy Skills for Middle Grades Students to Be Prepared for High School

Series 6: Critical Literacy Skills for College- and Career-Ready High School Graduates

Two Levels of Webinars for Continuous Professional Learning:

Level 1: Each webinar will begin with an **awareness or introductory** series of sessions led by a member of the *HSTW/MMGW/TCTW* staff along with other presenters, including content-area experts, school improvement coaches or successful practitioners.

Level 2: A second level of supportive services will be available to those who have completed Level 1 and are beginning implementation of their action plans. Level 2 allows participants time to implement what was learned in Level 1, receive further technical services and support from the webinar leader, share successful strategies, and seek solutions for challenges or barriers that are impeding progress.

Why You Should Participate

- Are you interested in accelerating your improvement efforts?
- Do you want to know more about the Common Core State Standards for literacy and mathematics and their impact on academic and career/technical studies?

- Do you want to explore new instructional techniques and promising school practices to close achievement gaps?
- Do you want to develop the leadership capacity of others to help you identify instructional problems, take ownership of them and seek solutions for them?
- Do you need a convenient, cost-effective way to provide a shared professional learning experience for talented and skilled members of your leadership team so they can function more effectively?

If so, the SREB National Webinar Series is an excellent professional development option.

Complete descriptions for each National Webinar Series are included in pages 11 through 16. Each webinar series is a year-long professional development experience that includes monthly online meetings with the webinar leader. Webinars typically begin in October and conclude in April. The first session is an orientation to the webinar technology and the content of the series. The final session includes time to reflect upon and evaluate the webinar experience, share the “big ideas” learned and present an action plan for implementation. Between each online session, participants will collaborate with one another electronically and at their work sites, complete assignments, and engage in implementation activities, including designing and delivering instruction in their classrooms and/or sharing webinar content with other faculty in face-to-face professional learning meetings.

Technology

Technical requirements are minimal. Participants are required to have access to an Internet connection — with cable modem, DSL or better — to experience an optimized webinar online environment. We recommend the following Internet browsers: Internet Explorer® 7.0 or newer, Mozilla® Firefox® 3.0 or newer, or Google™ Chrome™ 5.0 or newer (JavaScript™ and Java™ enabled).

Participants will be able to communicate through integrated audio using VoIP (computer speakers and microphone) or using a telephone conferencing connection. SREB will provide technical assistance to registered individuals and teams.

Pricing

Each National Webinar Series must have at least 12 participants to be offered.

Individual Participants:

\$300 per person

Small Team Participation (three to five participants):

\$300 per person

Large Team Participation (six to 12 participants):

\$270 per person

SREB can customize webinar pricing for school and district teams with more than 12 participants.

Professional Development Credit:

As each level of a webinar series is successfully completed, SREB will issue a certificate indicating the amount of time spent online and the documented time spent for offline study, action research and planning, and development of instructional materials. Webinar leaders will review required projects and determine successful completion. The certificate may be acceptable by the school district and/or state to satisfy professional learning requirements for licensure renewal.

Series 1: Embedding Mathematics into Career/Technical Programs

FALL 2011 – SPRING 2012

Who Should Participate

This series is for teacher-leaders from several career/technical (CT) program areas and mathematics. Teams of teacher-leaders with the principal or an instructional supervisor at each site will redeliver webinar content to the entire faculty between sessions.

Why You Should Participate

- Would you like to know more about the Common Core State Standards (CCSS) for mathematics and their impact on your current instructional practices?
- Do you need tools and processes for accurately assessing students' grasp of the mathematics content and skills you have targeted for teaching?
- Do mathematics and career/technical (CT) teachers in your school work collaboratively to design lessons that help students connect the two disciplines and improve their understanding of significant mathematical ideas?
- Would you like to become part of a professional learning community of mathematics and CT teachers that develops a repository of robust mathematics assignments to help students apply what you have previously taught to new and novel problems?

Level 1: This webinar seeks to help schools end the practice of providing mathematics and CT instruction by separate teachers in separate classrooms. This webinar series will provide mathematics and CT faculty with current information on the CCSS for mathematics and share new tools and processes that will permit more efficient collaboration across disciplines for embedding applicable math skills into CT classroom instruction.

Level 2: After completing Level 1, participants will continue to share teacher-designed classroom assignments and formative assessments and participate in a peer-review process to improve their work. Participants will become part of a professional learning community that continues to collaborate to identify engaging problem- and project-based assignments that embed mathematics, technical content and uses of technology. Sessions also will include presentations of successful implementation and brainstorming of solutions to challenges encountered.

Webinar Objectives

- Learn about the newly adopted CCSS for college- and career-ready graduates.
- See the value of a formative assessment process to accurately determine students' current knowledge and skills pertaining to mathematics, technical content and technology needed for successful completion of authentic, integrated classroom assignments.
- Learn about engaging classroom strategies to help students learn individually, in small groups and as a whole class.
- Identify a major project with embedded mathematics content that students will complete during a 12-week period in the school year.
- Describe how students will demonstrate their understanding of mathematics knowledge and skills by completing the project.
- Identify the embedded mathematics, technical content and use of technology that can be taught through authentic integrated assignments making up the major project.
- Develop an action plan for getting the mathematics and CT faculty to engage students in learning mathematics and technical content and in using technology embedded in the authentic project.
- Redeliver webinar content other faculty and implement the action plan for developing and teaching the major project.

Series 2: Critical Mathematics Skills for Middle Grades Students to Be Prepared for High School

FALL 2011 – SPRING 2012

Who Should Participate

Several mathematics teachers should participate in this webinar series along with the school's principal or assistant principal, mathematics coach or district instructional supervisor. The expectation is that these individuals will serve as professional developers and share the webinar content with their instructional teams to promote interdisciplinary efforts to advance students' mathematics understanding and reasoning ability.

Why You Should Participate

- Do you need tools to move students from a procedural-only approach to mathematics assignments to an approach that builds real understanding and improved mathematics reasoning ability?
- Does student achievement on high-stakes tests in your school truly reflect a deep knowledge of the mathematics you have taught?
- Would you like more information on how the Common Core State Standards (CCSS) for mathematics are organized and how they focus instruction so that more middle grades students transition successfully to challenging high school mathematics?
- Are you interested in creating high-performing grade-level and interdisciplinary middle grades teams in which all members support students' mastery of critical mathematics knowledge and skills?

Level 1: *Making Middle Grades Work (MMGW)*, SREB's middle grades school improvement initiative, developed this series to improve participants' capacity to help students think mathematically. Participants will learn new processes, tools and instructional techniques to raise the rigor of classroom assignments and assessments. This series is imperative if you are ready to take an active approach to preparing middle grades students for the "make it or break it" course, Algebra I, and for college-preparatory mathematics courses in high school.

Level 2: After completing Level 1, participants will continue to share teacher-designed classroom assignments and formative assessments and participate in a peer-review process to improve their work. Participants will become part of a professional learning community that continues

to collaborate to identify engaging interdisciplinary and exploratory problem- and project-based assignments that embed mathematics. Sessions also will include presentations of successful implementation and brainstorming of solutions to challenges encountered.

Webinar Objectives

- Learn more about the CCSS for mathematics for grades six through 12 and how they impact current instructional practices.
- Learn promising new techniques for changing mathematics teaching from isolated skills instruction to more active approaches for preparing middle grades students for Algebra I and other rigorous high school mathematics courses.
- Understand how formative assessments can help target students' gaps in understanding and reasoning in order to quickly make adjustments in instruction to address these gaps.
- Practice engaging classroom techniques to deepen students' mathematical reasoning abilities and extend them to new problems and assignments.
- Use new tools so instructional teams can work more efficiently to build a repository of robust classroom assignments and vary their rigor to differentiate mathematics instruction.
- Develop an action plan for getting the interdisciplinary instructional teams to collaboratively plan hands-on projects and other active learning experiences to engage students in mathematics.

Who Should Participate

Several mathematics teachers should participate in this webinar series along with the school's principal or assistant principal, mathematics coach or district instructional supervisor. The expectation is that these individuals will serve as professional developers by sharing the webinar content with colleagues and promoting interdisciplinary efforts to advance students' mathematics understanding and reasoning ability. Ideally, a postsecondary partner from the local community or technical college should also participate to build common understanding of postsecondary expectations and determine ways to help more graduates avoid remedial mathematics courses in college.

Why You Should Participate

- Would you like more information about the Common Core State Standards (CCSS) for mathematics and how they will impact current instructional practices?
- Do you need new tools and processes to strengthen students' mathematics knowledge and skills so that more graduates are fully prepared to transition successfully into postsecondary credit-bearing courses and/or careers?
- Does your school want to work with feeder middle grades schools to focus on the critical math skills needed to be successful in challenging mathematics courses in high school?
- Does your school need to redesign the ninth-grade experience so that under-prepared freshmen can quickly catch up, complete Algebra I and enter the regular sequence of mathematics courses?
- Would your school like to better utilize the senior year so that students not posting college-ready scores on placement examinations receive focused mathematics instruction to close gaps and help them avoid remedial studies?

This webinar series is for schools that are ready to take an active approach to preparing today's students with skills for tomorrow.

Level 1: SREB's *HSTW* initiative has identified successful strategies to help high schools reduce failure rates and increase graduation rates — particularly strategies aimed at accelerating students' achievement in the rigorous

mathematics courses needed to be competitive in today's economy. This webinar series will provide current information on the CCSS for mathematics and share new techniques and tools to help secondary mathematics teachers provide richer, more robust mathematics experiences.

Level 2: After completing Level 1, participants will collaborate and continue to share teacher-designed classroom assignments and formative assessments and participate in a peer-review process to improve their work. Participants will become part of a professional learning community that continues to identify engaging and novel problem- and project-based mathematics assignments. Sessions also will include presentations of successful implementation of newly designed transitional courses for grades nine and 12 and possible solutions to challenges in working more effectively with middle grades and postsecondary partners along the mathematics continuum.

Webinar Objectives

- Compare current curriculum standards with the CCSS for college- and career-ready graduates and determine impact on current practices.
- Translate mathematics standards into what we ask students to do (assignments) and how we know they can do it (assessments).
- Understand the value of a formative assessment process to accurately determine students' current mathematics knowledge and skills needed for successful completion of classroom assignments.
- Learn about engaging strategies for the mathematics classroom to help students learn individually, in small groups and as a whole class.
- See the value of transitional mathematics courses for incoming freshmen and under-prepared seniors to strengthen current programs of study.
- Develop and implement an action plan to redeliver webinar content to other faculty.

Series 4: Embedding Literacy into Career/Technical Programs

FALL 2011 – SPRING 2012

Who Should Participate

Each site should choose a group of teacher-leaders from several academic and career/technical (CT) subject areas for this webinar series. The team of teacher-leaders, along with the principal or an instructional supervisor at each site, will redeliver webinar content to the entire faculty between sessions.

Why You Should Participate

- Do CT teachers in your school need more information about the Common Core State Standards (CCSS) for literacy and their impact on instructional practices in all courses?
- Would you like examples of how to embed literacy standards through assignments and lessons into English/language arts and career/technical studies to advance students' readiness for college and careers?
- Are you looking for strategies to help more students pass employer certification tests and other high-stakes examinations and become better prepared to read, comprehend and analyze technical materials required by employers in your area?
- Do teachers in your school know how to work collaboratively to connect the experiences of reading, writing and thinking using prototypes of robust literacy assignments that help teachers work more efficiently across content areas?
- Would you like to become part of a professional learning community of academic and CT teachers that develops a repository of robust literacy assignments to help more students strengthen their learning and become proficient, independent students who graduate college- or career-ready?

Level 1: All teachers, not just English teachers, need a wide variety of literacy activities for students to build the reading, writing and thinking skills that advance achievement in each content area. This webinar series will provide academic and CT faculty with current information on the CCSS for literacy and share new tools and processes that will permit more efficient collaboration across disciplines for embedding applicable reading, writing and thinking skills into classroom instruction.

Level 2: After completing Level 1, participants will continue to learn and improve instructional strategies that engage students in reading and writing using the language of their academic or CT content area. Participants will share lesson plans, participate in a peer-review process to improve their work and become part of a professional learning community that continues to collaborate to identify robust literacy assignments. Sessions will include presentations of successful implementation of schoolwide literacy efforts and brainstorming of solutions to challenges encountered.

Webinar Objectives

- Learn the elements and tools of a literacy framework that is aligned to the CCSS and designed to provide a more systematic approach to planning and implementing secondary literacy instruction so that more students graduate college- and career-ready and proficient in needed reading, writing and thinking skills.
- Identify the literacy skills and habits of successful, independent learners that students need in order to master academic and technical content and skills.
- See how to quickly adjust literacy instruction at the right time for the right students based on classroom assessment information.
- Develop robust literacy assignments that engage CT students in reading, interpreting and demonstrating their understanding of technical material.
- Use a backward-mapping process to set clear expectations for student performance of specific literacy skills on classroom assessments.
- Develop an action plan for getting the entire faculty to engage students with literacy strategies, technical content, and technology tools embedded in authentic, integrated interdisciplinary projects.

Series 5: Critical Literacy Skills for Middle Grades Students to Be Prepared for High School

FALL 2011 – SPRING 2012

Who Should Participate

Participating school teams should include teachers representing English/language arts, social studies, science and exploratory classes from each grade level and interdisciplinary team, along with the school's principal or assistant principal, literacy coach or district instructional supervisor. The expectation is that these individuals will serve as professional developers by sharing the webinar content with their colleagues and promoting schoolwide efforts to advance students' reading, writing and thinking skills.

Why You Should Participate

- Would you like to help every teacher know about new tools and processes designed to teach the critical literacy skills of their content area?
- Do you need more information about the Common Core State Standards (CCSS) for literacy and how they impact current instructional practices not only in English/language arts, but also in social studies and science?
- Does your school need a more systematic approach to its literacy efforts across the curriculum?
- Would you like to increase the amount of time for literacy instruction so that more students are prepared for a successful transition into challenging high school programs of study?

This webinar will help every middle grades teacher, not just the English and reading teachers, understand how to incorporate reading and writing into the classroom in ways that advance student achievement.

Level 1: Webinar participants will learn the elements and tools of a literacy framework aligned to the new CCSS and designed to foster collaboration across content areas to provide literacy-rich middle grades programs. The goal is for more students to be ready for the demands rigorous high school programs requiring them to comprehend and analyze reading materials in various content areas.

Level 2: After completing Level 1, participants will continue to learn and improve on instructional strategies that engage students in reading and writing the language of their academic content areas. Participants will share lesson plans, participate in a peer-review process to

improve their work and become part of a professional learning community that continues to collaborate to identify robust literacy assignments. Sessions will include presentations of successful schoolwide literacy efforts and brainstorming of solutions to challenges encountered.

Webinar Objectives

- Compare the CCSS for literacy in core subjects to current curriculum standards and see how the responsibility for teaching these standards is not limited to the teachers of English/language arts.
- See how literacy standards can be embedded into classroom assignments in social studies, science and exploratory courses so that middle grades programs better prepare students for challenging high school studies.
- Use prototypes of robust literacy assignments from various content areas to see interdisciplinary connections as a way to provide extended practice needed to advance students' reading, writing and thinking skills.
- Learn a backward-mapping process to set clear expectations for student performance of specific literacy skills on classroom assessments.
- Use assessment information to practice an efficient way of making adjustments to the rigor of literacy assignments to differentiate instruction.
- Develop an action plan for building a repository of rigorous standards-based literacy assignments to be used for sustaining schoolwide literacy efforts.

Who Should Participate

Participating teams should include English teachers from each grade level, the English department head, the literacy coach, representatives from other subject areas (including social studies and science), and a district supervisor. These individuals — along with the principal, assistant principal or instructional supervisor — will serve as professional developers by sharing the webinar content with colleagues and promoting interdisciplinary efforts to advance students' reading, writing and thinking skills. Ideally, a postsecondary partner from the local community or technical college should participate to build common understanding of postsecondary expectations and determine ways to help more graduates avoid remedial English/reading/writing courses in college.

Why You Should Participate

- Would you like more information about the Common Core State Standards (CCSS) for literacy in the core content areas and how they will impact current instructional practices?
- Do you need new tools and processes to strengthen students' reading, writing and thinking skills so that more graduates are fully prepared to successfully transition into postsecondary credit-bearing courses and/or the world of work?
- Are you looking for ways to work more closely with feeder middle schools to focus on the critical literacy skills needed to be successful in challenging high school academic programs of study?
- Would you like to redesign the ninth-grade experience so that under-prepared freshmen quickly catch up, complete English I and enter the regular sequence of English/language arts courses?
- Do you want to better utilize the senior year so that students not posting college-ready scores on placement examinations receive focused literacy instruction to close gaps and help them avoid remedial studies?

This webinar series is an ideal way for a team of teacher-leaders to begin an action plan for designing a literacy-rich high school experience.

Level 1: Too many high school graduates need remedial courses in college or lack the comprehension and analytical skills demanded by employers to advance in a chosen career pathway. The webinar series has been designed to address this gap by familiarizing high school English and core content teachers with information on the CCSS and with a literacy framework for preparing all students to be college- and career-ready. The goal is to collaborate across disciplines to build a robust literacy environment using promising techniques and tools to drive the school's literacy efforts.

Level 2: After completing Level 1, participants will continue to learn and improve on instructional strategies that engage students in reading and writing the language of their academic content areas. Participants will share lesson plans, participate in a peer-review process to improve their work and become part of a professional learning community that continues to collaborate to identify rigorous literacy assignments. Sessions will include presentations of successful schoolwide literacy efforts and brainstorming of solutions to challenges encountered.

Webinar Objectives

- Compare current curriculum standards with the newly adopted CCSS for literacy in the core content areas and determine impact on current practices.
- Translate literacy standards into what we ask students to do (assignments) and how we know they can do it (assessments).
- Understand the value of new techniques and processes to accurately determine students' mastery of current literacy skills needed for successful completion of classroom assignments and to adjust instruction to meet students' needs.
- Learn about engaging classroom strategies help students learn individually, in small groups and as a whole class and to make instruction more engaging and create a rich, schoolwide literacy environment.
- See the value of transitional English/language courses for incoming freshmen and under-prepared seniors to strengthen current programs of study.
- Develop and implement an action plan to redeliver webinar content to other faculty.

OVERVIEW

The SREB Learning-Centered Leadership Program's curriculum of online courses engages principals and school leadership teams in professional development through a Web-based learning environment of study, collaboration, reflection and application of learning to authentic school reform efforts. These courses address a range of topics, from improving curriculum and instruction to improving the school as a system. Each course requires participants to apply acquired skills and strategies to a real problem in their schools related to student performance. Participants will analyze the causes of the problem, arrive at solutions to the problem and develop an action plan with implementation strategies to address the problem.

These courses will be available to individuals, teams and cohorts beginning in September 2011:

- **Using Root Cause Analysis to Create a High-Performance Learning Culture**
- **Assessing Academic Rigor in School and Classroom Practices**
- **Leading Schoolwide Literacy Initiatives**
- **Building Instructional Leadership Teams to Lead Change for Student Success**
- **Organizing Resources for a Personalized Learning Environment**
- **Mapping the Curriculum to Grade-Level and College-Readiness Standards**
- **Designing Assessment to Improve Student Learning**

The curriculum of online leadership training courses is rooted in education research and based on SREB's 13 Critical Success Factors — practices derived from research and associated with principals who have succeeded in raising student achievement in high-need schools. Courses are built around clear objectives and key strategies that integrate real-world problems to build knowledge and skills in instructional leadership. These courses focus on what school leaders must know and be able to do to improve instruction and raise student achievement. Training in a variety of leadership topics can support principals in areas identified through evaluation processes as needing improvement.

Who Should Participate

Principals, teacher-leaders, curriculum specialists and aspiring leaders will gain knowledge and skills from these courses to build and support a rigorous schoolwide learning culture. Teachers will gain practical skills, strategies and tools to ensure high levels of rigor in planning, teaching and assessing course content. Training can accommodate participation by individuals or engage teachers and administrators in developing and improving functional leadership teams.

Study Options

Participants can enroll in facilitated courses or independent study opportunities. A hybrid option, involving online learning supported by some face-to-face coaching, is also available.

- **Facilitated courses** are led by trained and experienced educators who guide a lively, interactive mixture of teamwork, study, writing, reflection, collaboration and networking among participants.
- **Hybrid training opportunities** — combining face-to-face and online training — offer the most value in terms of flexibility of schedule, the development of

professional learning communities and cost. On-site face-to-face training and site walkthroughs can be scheduled to suit to a school's needs, with additional follow-up scheduled as needed.

- The **independent study** option provides self-paced instruction in which no direct participation or feedback from others is provided.

Each online leadership development module includes a mix of required "real time" meetings with the course facilitator in addition to other online communications. The schedule for each module is flexible, and meeting dates and times are determined at the beginning of the course based upon the availability of the course facilitator and participants.

Online courses are divided into at least seven units. Each unit requires four to five hours of work to be completed within one week. Participants will normally take eight weeks to complete a course. Whether participants take courses as individuals or as part of a school team, they will gain the most value from this course by committing to regular online engagement, including completing assignments and applying learning to a course project based on an identified problem in their school.

Pricing

Facilitated Study

\$295 per individual, per course

This Web-based leadership development option offers the benefit of a course facilitator who guides the participant through the course materials and an action research project. Individuals pursuing this option will join an existing cohort and complete the online portion of the course with that group. Up to one year is allowed for completion of all course requirements including the action research project. Following successful review of the research project, a certificate of completion is awarded that may enable the participant to receive certification or licensure renewal.

The following courses will be available for this option during the 2011-2012 academic year:

- Using Root Cause Analysis to Create a High-Performance Learning Culture
September 21 – November 9, 2011
- Assessing Academic Rigor in School and Classroom Practices
November 15 – December 28, 2011
- Leading Schoolwide Literacy Initiatives
March 20 – May 16, 2012
- Building Instructional Leadership Teams to Lead Change for Student Success
March 20 – May 16, 2012
- Organizing Resources for a Personalized Learning Environment
January 3 – February 1, 2012
- Mapping the Curriculum to Grade-Level and College-Readiness Standards
February 7 – March 7, 2012
- Designing Assessment to Improve Student Learning
February 7 – March 7, 2012

District, School and Technology Center Leadership Teams (online and hybrid options)

Registration cost per individual*

\$295 per person, per course

Registration cost per individual for teams of 5 or more*

\$275 per person, per course

Registration with one day of face-to-face coaching

(minimum of 15 participants)

\$400 per person, per course

Registration with one day of face-to-face coaching

(minimum of 30 participants)

\$350 per person, per course

Several configurations of leadership development teams are possible for districts, schools and technology centers wishing to pursue a shared learning experience using SREB's online leadership development courses. This is an efficient and cost-effective way to develop and support aspiring, new and veteran leaders.

- A district team can include the superintendent along with other district leadership personnel and principals.
- School principals from several schools in a district can be organized into learning communities to focus their improvement efforts.
- Districts seeking to “build the leadership bench” can identify a team of aspiring leaders, develop strong succession plans and maintain school and district improvement momentum.
- Principals and their school leadership teams can choose one or more Web-based courses to build their knowledge and skills as instructional leaders.

The course content is designed to integrate the real-world problems of the school. Teams will select, design and implement an action research project, guided by a trained online facilitator with experience in school reform.

The following courses will be available for this option during the 2011-2012 academic year:

- Building Instructional Leadership Teams to Lead Change for Student Success — *Fall 2011*
- Leading Schoolwide Literacy Initiatives — *Fall 2011*
- Using Root Cause Analysis to Create a High-Performance Learning Culture — *Winter 2012*

Independent Study

\$195 per individual, per course

Each Web-based course is designed to allow individuals to work independently. Flexible entry and exit points are available over a one-year period. This option does not include a group learning experience or the support of a facilitator but is made available to individuals who must pursue their leadership development plan individually. Sponsorship by the local school district, school or technology center is required for participation.

* A minimum of 15 individuals must be registered for the course to be offered

NATIONAL LEADERSHIP DEVELOPMENT COURSE DESCRIPTIONS

1. **Assessing Academic Rigor in School and Classroom Practices**

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.

Academic rigor is the level of cognitive complexity of expected learning. 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. Participants assess rigor in lesson plans, unit plans and course content; in teacher assignments and student work; in formative and summative assessments and rubrics; and in the tight alignment of these elements to challenging standards.

Participants undertake a course project that focuses on a problem they may be facing in their schools or organizations in recognizing and infusing rigorous expectations in their instructional and assessment practices. By analyzing classroom and schoolwide practices and a variety of strategies for improving rigor, including the role of cognitive complexity, high expectations and grade-level work, participants develop a plan to increase academic rigor schoolwide.

2. **Mapping the Curriculum to Grade-Level and College-Readiness Standards**

A deeper understanding of learning expectations of national, state, and college- and career-readiness standards enables school leaders to apply the standards to practice.

In this course, 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. The process engages teachers in formulating the essential questions that build 21st-century knowledge and skills and improve the achievement of all students.

Course participants learn the rationale, goals and benefits of prioritizing standards and aligning their curricula to identified standards. Participants undertake a project to build a curriculum map, construct essential questions and create a timeline and plan for monitoring continuous improvement. Participants demonstrate how to lead a team through the process and successfully implement a curriculum plan in their school or organization.

3. **Using Root Cause Analysis to Create a High-Performance Learning Culture**

School leaders who are able to uncover the real problems their schools face are more likely to close 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. Participants learn strategies for improving student learning by creating a school culture that is open to change and innovation and by expanding this culture to build among community stakeholders shared beliefs about effort, relevance and relationships. Participants in this course learn to uncover the underlying causes of poor performance and build a high-performance learning culture to tackle needed change at the building level. Using tools to recognize and understand relevant sources of school data, participants identify high-priority areas of concern and create a plan to lead school teams in a consistent and relentless focus on data-based solutions.

Principals, teacher-leaders, curriculum specialists and aspiring leaders can learn from this training how to engage individuals and teams to close achievement gaps by identifying problems, understanding their root causes and implementing research-based solutions within schools.

This course raises awareness of issues that adversely impact student academic performance and provide the information and tools to assist school leaders in identifying and solving these “red flag” issues in their schools or organizations.

4. Organizing Resources for a Personalized Learning Environment

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 learn to utilize time, staff, space and financial resources most effectively 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.

Course participants learn how personalizing school can lead to student engagement in learning, how teachers have the ability to make a difference in student lives, and how learning organizations can have a positive impact on the community. The readings, activities and tools provided in the course help participants apply these skills in their workplaces. Participants complete a course project that focuses on designing school practices around personalizing the learning environment.

5. Building Instructional Leadership Teams to Lead Change for Student Success

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 school teams. Participants undertake a course project that focuses on establishing effective teams in their schools or organizations.

Through this course, participants will gain an understanding of how shared leadership and a team approach to school improvement can help sustain improvement processes. Participants undertake a course project that focuses on establishing effective teams and using professional learning communities to lead a change initiative and build leadership capacity throughout the school.

6. Leading Schoolwide Literacy Initiatives

For instruction to be effective, leaders must spend time developing their faculty's understanding of literacy instruction and awareness of their students' cultures, backgrounds and experiences.

This course makes the case that literacy is everyone's job. Leaders learn the importance of teaching all content areas through strategies that help students get the most from written and spoken words. Participants investigate a wide variety of research-driven strategies that help students become better learners of standards-based content and learn about differentiating the literacy needs of each student. The development and implementation of a schoolwide literacy plan are central to the course. Approaches that promote literacy in all areas of instruction are modeled throughout, and participants incorporate their learning into practice by completing a course project to design schoolwide literacy initiatives across disciplines and grade levels in their schools.

In this course, participants lead the process of increasing student achievement through the use of strategies that promote literacy in their schools. Participants develop a deeper understanding of literacy; examine root causes of literacy problems in their schools; evaluate solutions through successful literacy programs; and develop a plan to address literacy needs, including a focused and sustained professional development plan to reach their literacy objectives.

7. Designing Assessment to Improve Student Learning

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 gleaned from the wide variety of student assessments 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 to convey to all stakeholders the expectation of students’ level of achievement toward grade-level standards. An emphasis is placed on the development of students’ higher-order thinking skills through assessment practices.

Course participants will create and lead a process to increase student achievement through the use of assessment strategies. Participants complete a course project that focuses on aligning schoolwide assessment practices to standards, curriculum and instruction and developing solutions to school assessment issues through schoolwide balanced assessment programs.

OVERVIEW

Do you need help designing and delivering a quality professional development program that meets the specific needs of your district and school? Would you like talented leaders and teachers to be exposed to proven, research-based strategies so you can offer more in-house professional learning experiences and sustain your professional development program over time?

HSTW can help you maximize resources by providing on-site support and customized professional development services. Using the Six-Step Process framework, a skilled school improvement facilitator/coach will help you and your district or school leadership team revise or re-energize your professional development plan and execute that plan in an efficient and cost-effective way. The goals are to design a successful implementation and build capacity to sustain the effort.

Each step along the way, a school improvement facilitator/coach will guide you and your leadership team. They will help you formulate your plan; organize both face-to-face and online professional learning experiences led by skilled presenters and targeted to large and small groups; and train you and your leadership teams in observational and other data collection techniques to evaluate your effort.

In planning your site-specific professional development, SREB will work with you to:

- prioritize the issues and challenges to address.
- determine the major root causes of these problems.
- set bold goals for changes in school and classroom practices that the professional development will address.
- determine who will participate in the professional development activities and what changes in their behavior you are seeking.
- determine how participants will be supported so they can implement new professional learning and practices.
- outline how you will evaluate and monitor your progress to meet your goals.

Professional Development Strategies

For 2011-2012, high-priority areas for *HSTW/MMGW/TCTW* network schools include the following strategies:

- Success for Every Student — Reducing Failure Rates
- Improving Literacy in All Content Areas with Complex Tasks
- Improving Mathematics Achievement Through Formative Assignments and Assessments
- Embedding Academics and Career/Technical Studies
- Helping Teacher Plan and Work Collaboratively
- Engaging Instructional Strategies — Problem- and Project-Based Learning
- Developing Leadership for Continuous Improvement
- Formative Assessments as an Instructional Tool
- Instructional Planning Within and Across Disciplines

Each of these critical areas can be customized to address your district and school challenges or you can offer specialized programs. **For a full list of topics and more information, please visit the SREB Professional Development Web page and review the Site-Specific Professional Development Request Form.**

Pricing

SREB can work within your budget to allocate resources for a varied, cost-effective approach. Discounted pricing is available for small- and large-team participation. The cost of face-to-face workshops, demonstration teaching and follow-up coaching options is determined by the number of days and the level of service provided and can be adjusted to fit budgetary constraints.

www.sreb.org



SREB

SOUTHERN REGIONAL EDUCATION BOARD
592 10TH ST. NW,
ATLANTA, GA 30318
(404) 875-9211