



SREB

*HIGH SCHOOLS
THAT WORK*

LEARNING-CENTERED
LEADERSHIP
PROGRAM

*MAKING
MIDDLE GRADES
WORK*

*TECHNOLOGY CENTERS
THAT WORK*

January 2010

Southern
Regional
Education
Board

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

The 24th Annual *HSTW* Staff Development Conference

Designing Schools for the Future:
Improved Achievement and Graduation Rates

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



Kentucky International Convention Center
Louisville, Kentucky
July 14 – 17, 2010



24th Annual *HSTW* Staff Development Conference

*Designing Schools for the Future:
Improved Achievement and Graduation Rates*

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Dear District, School and Teacher Leaders:

As the frontline in education, you know firsthand that we are losing too many students to low motivation and poor achievement. We have taken steps to improve the education provided to our students, and many schools are showing that improvement is possible. But more work — and more innovation — is needed.

It is time to break the mold of low expectations and resistance to change in our high schools, middle grades schools, technology centers and districts. We need to create a culture in which more students have meaningful, challenging educational experiences that prepare them for their next step, whether that step is postsecondary studies, advanced career training, an apprenticeship program, work or the military.

This year's conference theme, *Designing Schools for the Future: Improved Achievement and Graduation Rates*, will help school and teacher leaders think about new ways to provide school and classroom practices that can improve student motivation, student achievement and graduation rates.

It is no longer enough to help more students graduate; we also must ensure that our graduates are prepared to succeed in college, advanced training and careers. This preparation begins in the middle grades and extends through the 12th grade. Attend the *HSTW* Staff Development Conference and learn how to build transitions from the middle grades to high school and from high school to further education and careers; how to use students' interests, talents and goals to motivate them to succeed; and how to implement strategies to improve achievement and graduation rates.

We invite high school, technology center and middle grades teachers and leaders who are breaking the mold in education and improving student achievement to submit proposals to present. We especially encourage districts and schools with successful examples of designing school and classroom experiences that improve achievement, graduation rates, and students' 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 more than 500 conference sessions, SREB will offer a variety of preconference workshops, leadership team training and staff development institutes, described on pages 13 to 23. 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 Louisville as we consider new ways to design schools for the future. I encourage you to send a team of school and teacher leaders from your school, district office, and cooperating middle grades school, high school, technology center and postsecondary institution.

Gene Bottoms
Senior Vice President
Southern Regional Education Board

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Conference Theme

*Designing Schools for the Future:
Improved Achievement and Graduation Rates*

The purpose of the 24th 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.

Conference Objectives

1. **Design high schools that break the mold to graduate 90 percent of students and to graduate them prepared to succeed in college, advanced training and work.**
2. **Design middle grades schools that break the mold to better prepare students for challenging high school studies.**
3. **Design intellectually demanding career/technical courses aligned with 21st-century requirements to prepare students for further study, advanced training and work.**
4. **Create curricular and instructional programs that engage students emotionally, intellectually, socially and behaviorally in learning.**
5. **Make greater use of research-proven instructional strategies to engage, motivate and support students to make the effort to meet course standards.**
6. **Implement instructional and guidance practices that enable more middle grades and high school students to prepare for their next step.**
7. **Build district, school and teacher leaders' capacity to advance continuous school improvement and to raise achievement and graduation rates.**
8. **Make resources go further to continue improving school and classroom practices, student achievement and graduation rates in a time of decreased funding.**

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. Design high schools that break the mold to graduate 90 percent of students and to graduate them prepared to succeed in college, advanced training or work.

- a. Establish small learning communities or career academies to join academic studies, technical studies and 21st-century skills in ways that improve student outcomes.
- b. Expand access to flexible schedules, settings and high-quality virtual learning opportunities to better prepare students for the new global and digital economy.
- c. Establish effective partnerships between high schools and shared-time technology centers, community and technical colleges, employers, and the community to cultivate students' unique talents, interests and goals.
- d. Make greater use of technology in authentic projects and problem-based learning to engage students in learning.
- e. Develop and support principals and teacher leaders who can break the mold to improve school and classroom practices.

2. Design middle grades schools that break the mold to better prepare students for challenging high school studies.

- a. Develop middle grades core academic courses that provide accelerated learning opportunities beyond preparation for minimum-level exams for all students.
- b. Implement strategies to improve student transitions from the elementary grades to the middle grades.
- c. Implement strategies to improve student transitions from the middle grades to high school.
- d. Create organizational structures related to staffing, scheduling and grading policies to ensure that failure is no longer an acceptable option.

- e. Create opportunities for students to use technology in ways that advance academic, intellectual and technological competencies.

3. Design intellectually demanding career/technical courses aligned with 21st-century requirements to prepare students for further study, advanced training and work.

- a. Use effective leadership at the high school, technology center and district levels to join career/technical studies to broader high school reform.
- b. Embed the most essential college-readiness standards for reading, mathematics and science into career/technical courses.
- c. Make career/technical courses more intellectually demanding to develop students' creativity, inventiveness, entrepreneurial skills, digital literacy, cultural awareness, adaptability and personal skills for a global economy.
- d. Make greater use of flexible schedules and settings in technology centers to broaden the centers' purpose and prepare more students for the 21st-century global and digital economy.
- e. Improve communication between the shared-time technology center and the home high school to create individualized programs of academic and technical studies aligned with students' unique talents, interests and goals.

4. Create curricular and instructional programs that engage students emotionally, intellectually, socially and behaviorally in learning.

- a. Align middle grades assignments to grade-level and to high school readiness standards in English, mathematics, science and social studies.
- b. Implement strategies to help more students complete four college-preparatory English courses, four mathematics courses and three lab-based science courses.

- c. Create learning opportunities in the middle grades — both within and outside the classroom — that help students discover their talents and interests and understand the importance of mastering essential academic subjects through authentic learning experiences.
 - d. Establish programs of study that join a ready academic core with quality career/technical studies.
 - e. Design learning experiences that enable each student to choose an area for in-depth study — a career or academic major, a senior project, work-site learning, community service or other specialized in-depth learning opportunities.
 - f. Teach the habits of success, including 21st-century skills, that help students become independent, life-long learners.
- b. Develop intervention approaches in the middle grades and grade nine to identify and assist students who are unprepared for high school so more students are ready for challenging high school studies.
 - c. Redesign the senior year to give students early access to college and advanced training; to provide special preparations for students who are unprepared to graduate or to succeed in postsecondary studies, advanced training or careers; and to provide special training to students who plan to enter the work force immediately that will enable them to earn a credential that has value in the workplace.
 - d. Implement strategies to recover dropouts and prepare them to acquire a standard high school diploma or to earn a GED-plus by either earning an employer certification or demonstrating college readiness.

5. Make greater use of research-proven instructional strategies to engage, motivate and support students to make the effort to meet course standards.

- a. Use authentic activities, projects, problems and cooperative learning strategies to engage students intellectually, emotionally, socially and behaviorally in learning.
- b. Make greater use of reading, writing, numeracy and research learning tools to engage and motivate students in all courses to master course materials.
- c. Promote grading practices that motivate and develop students as independent learners.
- d. Create a school culture in which expectations are clear and adults refuse to accept failure as an option.
- e. Develop support strategies that motivate students to participate in extra help and to make the effort to meet course standards.

6. Implement instructional and guidance practices that enable more middle grades and high school students to prepare for their next step.

- a. Connect students to an adult adviser or mentor who supports them and assists them to set a goal and plan a program of study to achieve that goal.

7. Build district, school and teacher leaders' capacity to advance continuous school improvement and to raise achievement and graduation rates.

- a. Practice data-driven decision-making by using a variety of data sources to identify problems and implement solutions at the district, school and classroom levels.
- b. Garner district support for principals and teacher leaders to take ownership of problems and to develop and implement proven strategies within the context of the district's vision and strategic planning.
- c. Establish an accountability and expectation cycle that defines what principals and teachers should expect from the district, what the district should expect from principals, what principals should expect from teachers, and what students and parents should expect from the school.
- d. Create school-level focus teams that effectively drive continuous school improvement.
- e. Establish indicators and use evidence to measure the success of principals, teachers and school coaches.

8. Make resources go further to continue improving school and classroom practices, student achievement and graduation rates in a time of decreased funding.

- a. Take advantage of technology-based staff development to improve school leadership and reading, mathematics, science and career/technical instruction.
- b. Develop and share expertise among staff through demonstration classrooms, master teacher workshops and classroom observations.
- c. Use faculty study teams, book studies, school-based action research and study visits to advance school improvement.
- d. Get the most from a school improvement consultant and from external staff development opportunities.

In thirty years of attending in-service meetings, this was, by far, the most beneficial conference I have attended. I only wish we had started with HSTW earlier on and that I had attended previous conferences as well.

— 2009 Conference Participant

Schedule at a Glance

The purpose of the 24th 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 12, 2010

7 – 9 a.m.	Registration for Staff Development Institutes and Institute for Leading Technical Assistance Visits (TAVs)
9 a.m. – 5 p.m.	Staff Development Institutes and Institute for Leading TAVs (<i>by invitation only</i>)
4 – 6 p.m.	Registration for Pre-Conference Workshops and Pre-Conference School Leadership Team Training

Tuesday, July 13, 2010

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

Wednesday, July 14, 2010

8 a.m. – 6 p.m.	Conference Registration
8 a.m. – Noon	Institute for Leading TAVs and Pre-Conference Workshops
8 a.m. – 2 p.m.	Staff Development Institutes and Pre-Conference School Leadership Team Training
10 a.m. – Noon	<i>High Schools That Work (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>)

Thursday, July 15, 2010

7 – 7:50 a.m.	Continental Breakfast
8 a.m. – 4 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 – 8 p.m.	Optional School Team Meetings (Sign up at Headquarters for one-hour sessions.)

Friday, July 16, 2010

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 – 8 p.m.	Optional School Team Meetings (Sign up at Headquarters for one-hour sessions.)

Saturday, July 17, 2010

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

This is the best conference with the biggest variety of items to choose from each and every year. Thanks for setting the gold standard for professional development.

— 2009 Conference Participant

Call for Proposals to Present

Deadline for Submitting Proposals: April 16, 2010
Sessions are Thursday, July 15 through Saturday, July 17

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 and high school completion rates. Priority will be given to presentations that demonstrate evidence of improvement related to the conference objectives.

Criteria for Review of Proposals:

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

- alignment to conference theme and objectives related to 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 be engaged in thinking about how to implement what they've learned in the session

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., middle grades, mathematics teachers, career/technical teachers)
- the session format and extent of participant involvement
- the scope, sequence and/or level of the session content
- 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 16, 2010**, in **one** of the following ways:

- online: 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 14, 2010**.

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

Session Types

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

High Schools (HS)

(theater-style seating)

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

Middle Grades (MG)

(theater-style seating)

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

Technology Centers (TC)

(theater-style seating)

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

Urban High Schools (UR)

(theater-style seating)

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

Outstanding Educators and Leaders (OEL)

(theater-style seating)

These sessions will feature school leaders and teachers who have distinguished themselves in implementing school reform and helping students succeed at a high level.

Mini-Sharing Sessions (MS)

(round-table seating for 10 – 12 people)

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

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.

— Joyce Philips, Principal
Corbin High School

Proposal to Present Form

Deadline for Submitting Proposals: April 16, 2010

With your help, we can make the 24th 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 if it is accepted you will receive notification 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
- by fax: (404) 872-1477
- by mail: *HSTW* Summer Conference Coordinator
SREB
592 10th St. N.W.
Atlanta, GA 30318-5776

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

Note: This form is not for registering 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 14.)
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 5): _____ (Example: 5b)

Session Type (see page 10; **check all that apply**):

- High Schools Middle Grades Technology Centers Urban High 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)**

School Location (check one):

- Rural Suburban Urban Not Applicable

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.**

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. 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. **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.

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.

2010 Staff Development Institutes

July 12 – 17, 2010

The 2010 Staff Development Institutes will begin at **9:00 a.m. on Monday, July 12, 2010 and conclude on Saturday, July 17, 2010**. 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.

Registration for the 2010 Staff Development Institutes will be at the Kentucky International Convention Center at 7 a.m. on Monday, July 12, 2010.

All Institute participants will receive a guide of recommended conference sessions pertaining to their institute to attend on Thursday and Friday, July 15 and 16.

Participants will reconvene on Saturday, July 17, 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 workshop materials.**

I-1. 2010 Transitions Summer Institute: Preparing Students Academically for Successful Transitions — Middle Grades to High School and High School to College and Careers — (5.5 Days) \$600

Many students enter the ninth grade unprepared for high school studies, and many leave high school needing postsecondary remedial studies. The five strands of this pre-conference institute are designed for school teams seeking to help more students be successful at these critical transition points by offering rising or entering freshmen a chance to quickly “catch up” and be successful in high school and offering seniors a last chance to enter college or the world of work more fully prepared.

Middle Grades to High School Strands

I-1a. *Getting Students Ready for College-Preparatory English*

I-1b. *Getting Students Ready for “Real Algebra I”*

I-1c. *Career Exploration — Redesigned*

(Teams register for one institute and attend as a group.)

These institute strands are designed for teams from **grades eight, nine or both**. Ideally, teams will include at least four individuals — mathematics, English and career/technical teachers and a school leader — representing eighth and ninth grade instructional leaders from high schools and feeder middle grades schools.

High schools wishing to redesign the ninth-grade experience for under-prepared entering freshmen will use the planning process advocated in *HSTW*’s guide to writing standards-based units and lessons to develop “catch-up” courses in mathematics and English/language arts based on readiness indicators from *HSTW*’s *Getting Ready for High School* series. These courses can also be used in eighth grade as capstone courses to focus middle grades curricula on preparing rising freshmen to reduce failure, improve achievement and increase high school graduation rates.

Teams attending the career exploration strand should include at least three individuals representing both career/technical and academic teachers and school and/or district instructional leaders. Teams in this strand will develop dynamic, project-based career exploration courses using the same standards-based planning process. The goal is to provide freshmen with opportunities to link reading, mathematics and science content standards to the completion of problems and projects within a career exploratory course — a way to increase student interest, motivation and learning through hands-on application of essential academic knowledge and skills.

High School to College and Careers Strands

I-1d. *Getting Ready for College and Careers: Transitional English for 12th-Graders*

I-1e. *Getting Ready for College and Careers: Transitional Mathematics for 12th-Graders*

(Teams register for one institute and attend as a group.)

These institute strands are designed for high school teams wishing to reduce the number of graduates entering non-credit-bearing courses at the local community college. Ideally, teams will include at least three individuals representing high school English or mathematics teachers, an instructional leader and a postsecondary partner. Teams will use the planning process advocated in *HSTW*'s guide to writing standards-based units and lessons to develop transitional mathematics or English courses based on readiness indicators for success in entry-level, credit-bearing college courses from *HSTW*'s *Getting Ready for College and Careers* series.

Objectives:

- Link state and district curriculum standards to readiness indicators for success in high school college-preparatory programs of study and college-level, credit-bearing courses.
- Determine what students must know and do to master a given standard and how to design a series of written and performance assessments that lead students to mastery.
- Use a standards-based planning process and tools to create units that use engaging, research-based techniques and embed literacy strategies and study skills in daily activities.
- Use a set of field-tested units as models for creating additional units that are customized to the needs of the school and students served.
- Participate in follow-up activities throughout implementation to discuss further administrative issues, seek solutions to challenges or barriers, and share standards-based units as they are completed and taught.

Workshop materials include a copy of the appropriate guide from the *Getting Ready for High School* series or the *Getting Ready for College and Career* series; the *Literacy Across the Curriculum* guide; *Planning for Improved Student Achievement: A Guide to Writing Standards-Based Units and Lessons*; standards-based planning tools; a set of field-tested, standards-based units sufficient for a semester-long course, along with a manual of workshop materials; and access to a follow-up Webinar and listserv during the 2010-2011 academic year.

I-2. 2010 Site Development Institute: An In-Depth *HSTW* Conference Experience for First-Time Attendees — (5.5 Days) \$600

This institute is designed for teams of five to eight individuals who are attending the conference for the first time. No teams with fewer than three participants will be permitted to enroll. The teams for all three strands should consist of the following: core academic teachers (language arts, mathematics and science), career/technical teachers, a principal/director and a guidance counselor. Each team will begin the conference experience on Monday with a pre-conference workshop. The presenters will work with participants during the pre-conference workshop to identify problems they have in their schools and to identify the sessions that are best matched to their specific issues. During the regular conference, participants will attend the specially-selected sessions that will deepen their knowledge of what successful schools have learned from their own actions. 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 2010-2011 school year.

Institute Strands:

- I-2a. *Implementing the HSTW Design*
- I-2b. *Implementing the MMGW Design*
- I-2c. *Implementing the TCTW Design*

Objectives:

- Learn ideas and strategies for implementing the key practices of their 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 2010-2011 school year.

I-3. Career/Technical Instructor Institute: Deepening Instructional Skills — (5.5 Days) \$600

This institute is designed for career/technical (CT) instructors who want to upgrade their knowledge and skills. Participants will begin with a pre-conference workshop in which they will learn the skills and strategies they need to make their CT courses more standards-based. Presenters will work with participants to identify the sessions that are best matched to their specific CT program areas. During the regular conference, participants will attend the specially-selected sessions that will deepen their knowledge of what successful CT instructors do in their classrooms through effective planning, problem- and project-based instructional strategies, and high-quality assessments. Finally, participants will reconvene with their presenters on Saturday morning for a culminating session in which they will make final adjustments to instructional plans for the 2010-2011 school year.

Institute Strands:

I-3a. *Instructional Planning for Effective Career/Technical Instruction*

Effective CTE instruction is carefully planned to target the academic and technical skills within a career pathway that prepare students for both further learning and the workplace.

Objectives:

- Create short-term and long-term standards-based instructional plans based on the varying learning needs of students.
- Plan instruction that reflects the new mission of CTE, supporting both college- and career-readiness.
- Set instructional goals that incorporate industry standards, 21st-century skills, all aspects of industry and high-level academics (reading, writing, mathematics and science).
- Make instructional modifications for diverse learning needs.
- Plan collaboratively with colleagues, advisory committees and postsecondary partners.

I-3b. *Effective Strategies for Problem- and Project-Based Instruction in Career/Technical Courses*

Research-based instructional strategies engage and motivate students and deepen learning.

Objectives:

- Use instructional strategies that actively engage students in learning and encourage the development of problem-solving, critical thinking, and teamwork skills.
- Use problem-based and project-based learning with real-world problems and tasks.
- Design intellectually demanding assignments.
- Use cooperative learning.
- Integrate academic skills, including embedded literacy and numeracy.

I-3c. *Classroom Assessment in Career/Technical Education*

Assessment provides a clear picture of students' performance in relation to the standards, informing teaching practices and further learning.

Objectives:

- Use formal and informal assessment strategies to evaluate student progress toward learning goals and provide feedback to improve student learning.
- Use formative and summative assessment methods that prepare students for workplace and postsecondary types of assessment (for example, employer and college-readiness exams).
- Incorporate student self-assessment, particularly through a portfolio of work.
- Use rubrics to clearly define assessment criteria.
- Create written exams that mirror the types of questions found on standardized assessments or employer certification exams.
- Assess students' progress in using reading, writing and mathematics to solve problems and take action in the field.

Pre-Conference Workshops

July 12 – 14, 2010

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 be at the Kentucky International Convention Center at 7 a.m. on Monday, July 12, 2010.** Pre-conference P-1, *Institute for Leading Technical Assistance Visits*, will begin at 9 a.m. on Monday, July 12. The registration fee is \$275 and includes continental breakfast on Monday, Tuesday and Wednesday; lunch on Monday and Tuesday; breaks; and workshop materials. Pre-conference P-1 will end on Wednesday, July 14.
- **Registration for pre-conferences P-2 through P-10 will be at the Kentucky International Convention Center at 4 p.m. on Monday, July 12, and at 7 a.m. on Tuesday, July 13, 2010.** Pre-conferences P-2 through P-10 will begin at 9 a.m. on Tuesday, July 13. 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-10 will end on Wednesday, July 14.
- 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 — (2.5 days, by invitation only) \$275

Note: Participants must be nominated by their HSTW/MMGW 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 already 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 technical assistance team and write two acceptable reports.

Objectives:

- Lead a Technical Assistance Visit team.
- Gather data related to schools and classrooms practices.
- Write a report that provides recommendations for school improvement.

P-2. Using Small Learning Communities to Implement the *HSTW* Design — (1.5 days) \$250

Small learning communities are a time-tested strategy for improving academic achievement, preparing students for both college and careers, and engaging students in learning. This workshop is designed to engage participants in using small learning communities to implement the *HSTW* design more deeply, with a focus on academic rigor, relevance of instruction, and relationships between students and adults. The intent is to assist both small and large high schools in examining the *HSTW* design and determine how they can use the small learning community concept to provide each student with a focused and coherent high school experience that prepares him or her for college and careers.

Objectives:

- Determine how small learning communities can address serious high school problems such as low attendance, low student motivation, high dropout rates and low student engagement in meaningful learning.
- Describe how the combination of *HSTW* Key Practices and small learning communities can improve student achievement.
- Start the planning process to organize small learning communities around the *HSTW*-recommended curriculum.

- Discuss the pros and cons of different ways to organize small learning communities.
- Identify key guidelines for developing a master schedule with common groups of students and teachers with common planning time.
- Create a plan for managing change as a school organizes into small learning communities.

P-3. Accelerating Middle Grades Students to Readiness for High School: Understanding What It Means to Screen, Intervene and Accelerate in Reading and Math — (1.5 days) \$250

P-3a. *Middle Grades Mathematics Acceleration*

P-3b. *Middle Grades Reading Acceleration*

Students receive little, if any, reading instruction in middle grades, and it is critical that interventions be delivered to students with serious reading deficiencies. Other students need support and extra help in reading during grades six through eight to be able to read grade-level texts and supportive materials. In order for students to be prepared for algebra by grades eight or nine, they must have access to an aggressive algebra-readiness curriculum in grades six and seven. Identifying weak skills/concepts should continue into grade six with a plan for extra help to close readiness gaps. This workshop will prepare participants to close the achievement gap by the time students complete the middle grades.

Objectives:

- Define acceleration and examine realistic models for accelerating learning.
- Establish a process for determining students' readiness for the middle grades curriculum.
- Learn strategies for responding to several levels of need.
- Create formative assessments that measure progress.
- Develop a plan for working with their school faculty to implement an acceleration model.

P-4. Organizing a Curriculum-Based Guidance Program — (1.5 days) \$250

With the support of a guidance and advisement system, students can set educational and career goals and understand what they will need to do to accomplish their goals. Yet *HSTW* data continue to show that many students cannot identify a purpose for their learning. These students did not receive encouragement and support to think seriously about their career and educational goals and the courses needed to meet their goals. A curriculum-based guidance program is one that helps students make the right choices in the 21st-century economy about careers, courses to take in high school and all possible postsecondary options.

Objectives:

- Create a plan for informing students about high-demand, high-wage career fields and the requirements for success in them.
- 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 their schools and ensure that students are engaged intellectually, socially, emotionally and behaviorally in school.
- 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 own goals and reinforce the concept that education is the means by which they will achieve their goals.

P-5. T³ — Teaching Teachers Technology: How to Engage Students in Rigorous and Challenging Assignments Through the Advanced Use of Technology Tools — (1.5 days) \$250

Part of getting students career- and college-ready is preparing them for the advanced uses of technology in the postsecondary environment. For students to be successful in postsecondary efforts, they must be prepared to meet expectations that they use blogs, post to discussion boards, use multi-media and turn in papers electronically, among other technology skills. This session will introduce teachers to the potential of student use of technology for learning. Applications will include wikis, blogs, Web 2.0 and Moodle.

Objectives:

- Learn how to use advances in technology to link instruction to student interests.
- Learn strategies for integrating technology into lessons to increase the rigor of assignments and assessments.
- Align the National Education Technology Standards (NETS) with participants' curriculum.
- Create technology-based lesson plans in participants' subject area.
- Design applications for student projects on the Web.

P-6. Linking *HSTW/MMGW/TCTW* Improvement Designs to the Needs of Special Populations Through Differentiated Instruction, Response to Intervention (RTI) and Accelerated Learning — (1.5 days) \$250

Schools implementing the *HSTW/MMGW/TCTW* design need additional strategies for working with special populations such as English Language Learners and students with disabilities. This session will show how schools can implement differentiation, RTI, and acceleration to meet not only student needs, but also the requirements of federal programs. Implementing RTI is accomplished when sites set up systems of extra help; provide students with differentiated, active, engaging instruction; and set high expectations for all students.

Objectives:

- Learn the connections between *HSTW/MMGW/TCTW* best practice indicators and RTI.
- Cross-walk Key Practices to the Tiered Levels of support required.
- Learn how to use the *HSTW* and Middle Grades Assessment data to meet requirements for documenting progress.
- Develop action plans for schoolwide implementation.

P-7. Seven Tips for Improving Instructional Skills Within and Across the Core Discipline Areas — (1.5 days) \$250

Teachers' use of appropriate instructional skills plays a critical role in student academic achievement. This workshop will provide participants with practice in developing and improving these skills both within and between the core subject matter areas of English/language arts, mathematics, science and social studies/history. The focus will be on how teachers can improve their students' critical thinking. After updated instruction on the seven tips, participants will be grouped to learn and share critical thinking strategies within their respective disciplines. They will then practice strategies that are interdisciplinary — those between the core areas. Products from their work will be shared for distribution to all participants after the workshop.

Objectives:

- Learn how the seven tips interrelate 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.
- Be able to apply the seven tips in classroom during the 2010-2011 school year.

P-8. Leading School Change: Roles of District and School Leaders in Ensuring a Rigorous and Relevant Curriculum Aligned to the Needs of Tomorrow’s Workplace — (1.5 days) \$250

It takes more to change a school than adopting a strategy or improvement design. Leaders must play a significant role in creating and communicating a vision for the future of the school and in implementing the right curriculum — one that is rigorous enough to prepare students for the next level of education and for the workplace of the future. School leaders must think beyond improving schools only to achieve testing benchmarks.

The session will include SREB’s research on conditions for leadership and roles of district staff and will propose a working relationship between the district and school leadership that supports thoughtful discussions on creating high-performing schools. Part of the emphasis of this session is challenging leaders to look beyond the programmatic requirements they must meet to include creating a differently prepared worker for this nation. This workshop is designed for district staff and school leaders.

P-9. Leading Total School Redesign: Deploying Human and Financial Resources to Maximize School Efficacy — (1.5 days) \$250

P-9a. *Leading Total School Redesign through MMGW*

P-9b. *Leading Total School Redesign through HSTW*

The *HSTW/MMGW* design is a proven, research-based model for increasing achievement and graduation rates. Schools face many challenges as they try to reinvent themselves and to implement the key practices of *HSTW/MMGW*. This workshop will give participants a toolkit for identifying all resources available in and around their schools in order to deploy them in inventive ways to maximize student success.

Objectives:

- Learn strategies for hiring effective staff.
- Use financial resources more efficiently.
- Use the *HSTW/MMGW* design to achieve distributed leadership.
- Create a schedule that supports integrated project-based learning.
- Use literacy across the curriculum to increase achievement in all subjects.
- Use focus teams to engage teachers in taking ownership of problems and implementing proven strategies.
- Learn how to work with an external school improvement coach.

P-10. Redesigning Career/Technical Courses to Align With College-Readiness Standards — (1.5 days) \$250

This workshop is designed for a team of teachers — consisting of career/technical (CT), English/language arts, mathematics and science teachers — who want to learn how to redesign their courses using a contextual project- and problem-based model that embeds rigorous academics as a part of integrated instruction.

High Schools That Work is committed to high-quality career/technical education as a part of overall school improvement. Achievement of this goal will require significant changes in how CT instruction and learning is conducted in our nation’s schools.

One intervention that must be implemented is to provide all students with access to a future-oriented, challenging and meaningful curriculum that:

- is aligned to the state’s current and future workforce needs.
- prepares students for both further education or training and career entry and advancement.
- instructs students in the essential academic content standards of reading, writing, mathematics and science through a thoughtful integration with CT standards.
- assesses student achievement through end-of-course exams that are one-half CT content and one-half applied academics in reading, writing, mathematics and science.
- is designed using the appropriate application of activities, projects and problems as the hierarchy of contextual learning.

Recognizing that such an intervention is grounded in teaching and learning, this workshop is intended to demonstrate how to transform curricula so students succeed in greater numbers.

P-10a. *Designing a Syllabus for a Career/Technical Course*

Participants will bring the technical standards and competencies for a CT course they teach and will identify the series of authentic projects that could serve as the contextual anchors for the course.

Objectives:

- Review the SREB document, *Activities-Projects-Problems: A Hierarchy of Contextual Learning*, and write the key attributes of the three contextual elements.
- Brainstorm possible projects and problems.
- Group the technical standards and competencies into contextual project and problems.
- Identify essential enablers for each project and problem.
- Estimate the seat time for each project and problem.
- List project and problems into a dependent sequence of instruction.
- Write the essential learning concepts for each project and problem.

P-10b. *Design a Complete Project-Based Unit for a Career/Technical Course*

Participants will bring the technical content standards they teach in one of their CT courses and design a complete project unit using the SREB framework.

Objectives:

- Analyze the pedagogical connections among the subsets of the SREB project-based unit framework.
- Select a project and write a short description.
- Identify the technical content standards for the project.
- Identify the essential academic content standards that must be embedded in the project.
- Complete the project-based unit by writing essential learning concepts, essential questions, performance assessments, and the daily plans of contextual learning.
- Identify the teaching and learning resources.

P-11. Improving Achievement and Graduation Rates in Urban High Schools: Ensuring More Students Graduate Prepared for College and Careers — (1.5 days, by invitation only) \$250

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 provided to students in urban middle grades and high schools.
- Discuss topics relevant to *HSTW*'s research on the challenges facing urban schools — challenges shared by all high schools and challenges unique to schools in urban settings.
- 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 information to faculty and administrators at their respective schools upon their return.

Pre-Conference School Leadership Team Training

July 13 – 14, 2010

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. Each session will include a component related to the conference theme, *Designing Schools for the Future: Improved Achievement and Graduation Rates*. A maximum of 30 participants may register for each module. Participants will leave with a Participant's Guide and online access to the training PowerPoint and supplemental materials, as well as 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, **L-1 through L-9**, is **\$275 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 in at the Kentucky International Convention Center from 7 a.m. to 9 a.m. Tuesday, July 13, 2010.
- All team leadership training will take place Tuesday, July 13, from 9 a.m. to 5 p.m. and Wednesday, July 14, from 8 a.m. to 2:30 p.m. The early completion on Wednesday will allow conference participants to attend the Opening General Session at 3:00 p.m.

L-1. Using Data to Focus Improvement

\$275

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 leave with implementation plans targeted to their school's goals.

L-2. Designing Assessment to Improve Student Learning

\$275

The purpose of this training is to help school teams re-think the way they use assessments in the classroom and the school as a whole. Schools that take an active role in designing and implementing assessment that addresses the needs of all users of assessment information can promote learning and higher achievement. The module draws on the work of Rick Stiggins, among others, and includes in-depth discussion and application in the areas of assessment *of* learning and assessment *for* learning. Participants learn to link curriculum, assessment and instruction; use assessment to improve learning; recognize good instruction; and use effective, research-based instructional strategies, tools and processes to observe and study assessment and instruction. Participants leave with implementation plans targeted to their school's goals.

L-3. Aligning Teacher Assignments and Student Work to Rigorous Standards

\$275

Schools may adopt standards that ask students to learn at high levels, but classroom assignments often do not match the standards. This module teaches participants how to use The Education Trust's six-step *Standards in Practice*[™] process to make sure that assignments and assessments match standards. This process also serves as a vehicle for professional development and school

improvement, as teacher teams look critically and think deeply about the work they assign, the scoring guides they use and the standards to which they are accountable. Participants learn a process to analyze teacher assignments and student work to determine if the assignments truly require students to complete high-quality work that helps them meet standards. Participants leave with implementation plans targeted to their school's goals.

L-4. Creating a High-Performance Learning Culture **\$275**

Schools cannot improve when the culture does not support improvement. In high-performance learning cultures, all members of the school community share beliefs about ability and achievement, efficacy and effort, and power and control, and these beliefs are visible in structures in the physical environment, group relationships, and policies and procedures. Participants learn what culture is and why it must be cultivated; what roles leaders play in growing the culture; and what tools and strategies are available to help leaders foster a culture that supports improvement, high expectations and student well-being. This module helps participants explore each of these concepts and apply them to their schools to build a high-performance learning culture. Participants leave with implementation plans targeted to their school's goals.

L-5. Personalizing School to Engage Students in Learning **\$275**

When standards are raised, extra help is necessary for students to achieve at higher levels. Participants learn how to make schools learner-friendly using effective extra help programs, successful transition programs and meaningful advisement that includes parents and teachers. This module helps participants and school teams engage in deep reflection about extra help, advisement, engaging instruction, and student and family relationships, all with the goal of improving the participants' ability to work in ways that motivate students and make learning meaningful for them. Participants examine the research, apply it via self-assessment, examine case examples of various practices and create plans for improvement. Participants leave with implementation plans targeted to their school's goals.

L-6. Organizing Resources for a Learning-Centered School **\$275**

This module helps participants understand how elements of the school environment (time, space, people and financial resources) impact student achievement. They learn that they have the ability as leaders to shape the learning environment in ways that promote student achievement. This module offers practical tools and processes for making more effective use of time, technology and resources for teaching, planning and professional learning. Participants leave with implementation plans targeted to their school's goals.

L-7. Building Instructional Leadership Teams That Make a Difference **\$275**

This training provide a series of workshops that, first, lay the groundwork for building an instructional leadership team (ILT) that can share the work of instructional leadership in the school, and secondly, help the ILT learn how to function smoothly and focus on their goals. The module guides teams in defining their purpose and goals, and working collaboratively as leaders of a Professional Learning Community. Leading, learning and influencing are themes that run through the module. Participants learn how to identify qualities of effective shared leadership, evaluate current school organization of teams and initiatives, build an instructional leadership team focused on their school goals, and work together to the professional development they will need to be effective. Participants leave with implementation plans and timeline for building, monitoring and sustaining an effective community of professional learners.

L-8. Using Root Cause Analysis to Reduce Student Failure

\$275

Improving student learning by changing school and classroom practices both requires and results in changes to a school's culture. Culture also impacts how and what improvements are made to benefit student learning. Data can be a powerful lever to explore inequities, expose systemic biases, and change beliefs and practices needed to improve the achievement of disenfranchised students. Participants gain analytical tools to uncover the real problems that school leaders need to address to close achievement gaps in schools. School leadership teams attending this training will have a chance to closely examine root causes of and research-based solutions to problems within their schools. Participants leave with implementation plans targeted to their school's goals.

L-9. Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness

\$275

Although school leaders generally recognize the importance of rigor, many are not thoroughly and accurately measuring, monitoring and encouraging it. Too often, rigor is a vague concept that means instruction is hard, tough and sometimes boring. Tools and strategies can determine whether rigor exists in classrooms (by evaluating alignments among expected student learning, teaching, and assessing) and to determine whether rigor exists systemically in schools. In this module, school leaders learn how to use tools and strategies to determine whether rigor exists in the school. Participants leave with implementation plans targeted to their school's goals.

2010 Conference Information

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

Schedule:

The staff development institutes will begin at 9 a.m. on Monday, July 12, and end on Saturday, July 17, 2010. The pre-conference workshops and pre-conference school leadership team training will begin at 9 a.m. Tuesday, July 13, and end on Wednesday, July 14, 2010. The Opening General Session is scheduled for Wednesday afternoon, July 14, followed by state meetings.

Conference Registration:

	Check/Money Order	Purchase Order	* On-Site Cash, Check or Money Order
Conference Registration	\$215	\$230	\$330
Staff Development Institute Registration	\$600		
Spouse/Guest <i>(Does not include admission to workshops.)</i>	\$85		

*** If you have not pre-registered for the conference by June 18, 2010, 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, since all communication will be electronic. If you do not receive an e-mail confirmation within three business days, call (404) 962-9629 weekdays or e-mail summerstaffdev@sreb.org for assistance.

Cancellations: Cancellations **must be received by June 18, 2010.** Substitutions can be made by e-mail before June 18. After June 18, 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 **June 18. Cancellations after June 18 will be accepted for emergency situations only. No exceptions will be made. A written request for a refund must be received by July 30, 2010.** A \$25 processing fee will be charged for each cancellation.

Workshops/Sessions: Sessions will take place in designated areas of the Kentucky International 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 Web site 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. For those who desire additional or different food choices, please visit one of the various food outlets around the convention center.

Recommended Attire:

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

Conference Etiquette: Please be considerate of other participants by:

- turning off or silencing all cell phones.
- arriving on time and staying for the entire session.
- refraining from saving seats for others.
- moving to the front of the meeting rooms and sitting in the next available seat.
- refraining 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 11, 2010, at summerstaffdev@sreb.org. For emergency purposes, notify your hotel of special needs as well.

Hotel Reservations: Connections Housing will act as the booking agent for all contracted conference hotels. To reserve a room, please visit <http://www.connectionsmeetings.com/content/contentCT.asp?=13380>. 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 seven (7) days prior to the scheduled date of arrival. By **May 28, 2010** 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 **Monday, June 7, 2010**, 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 call Connections Housing at (800) 262-9974 with any questions regarding hotel reservations.

Transportation: The Southern Regional Education Board has designated Delta Air Lines as the official airline for travel in 2010. To make immediate reservations, call Delta Air Lines at (800) 221-1212. Be sure to reference our SkyBonus number (US609442054) or click on www.delta.com and enter the SkyBonus account number in your passenger information screen to be recognized as a member. Take advantage of Delta's new SimpliFares™ and enjoy the following benefits: 1) always affordable — realize savings on everyday fares in the contiguous 48 states; 2) lower change fees — reduced from \$100 to \$50 to change travel plans; and 3) just eight fares — less guessing and easier planning. When confirming your reservations on delta.com, your benefits include no service fees, 1,000 SkyMile bonus points and skipping the airport lines by checking in online.

Other airlines serving Louisville:

AirTran Airways: www.airtran.com
American Airlines: www.aa.com
Continental Airlines: www.continental.com
Midwest Airlines: www.midwestairlines.com
Southwest Airlines: www.southwest.com
United Airlines: www.united.com
US Airways: www.usairways.com

Airport Transportation: Louisville International Airport (SDF)

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:

Louisville does not have a designated airport shuttle. However, Sandollar Limousine provides shuttle service to and from the airport to all hotel properties in the city. Reservations with Sandollar must be made prior to arrival in Louisville.

Sandollar is providing a special rate for all *HSTW* Staff Development Conference attendees. One-way fare to airport hotel properties is \$7 per person. One-way fare to downtown hotel properties is \$10 per person, and roundtrip fare to and from downtown hotels is \$18 per person. Book online to www.sandollarlimo.com and enter the promotional code "SREB" or call (502) 561-4022 and mention that you are with the Southern Regional Education Board.

Taxicabs: Yellow Cab and Ready Cab are the preferred cab companies. Service is available 24 hours a day at these rates:

- Airport to downtown/downtown to airport: Maximum fare of \$17 (an additional charge of \$3 per passenger beginning with the fifth passenger may be added)
- Metered fare: \$4.10 for first mile or less, \$1.95 per additional mile
- Hourly rate: \$20.75 per hour

For more information on Yellow Cab services, please visit www.yellowcablouisville.com or call (502) 636-5511. For additional information on Ready Cab, please visit www.readycab.com or call (502) 451-4114.

Automobile Rental:

The following rental car agencies have check-in desks located in the lower-level baggage claim area of the Louisville International Airport. Check with each company for rates.

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

To Register:

- Register online at 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 June 11, 2010, to:

Southern Regional Education Board

Attention: *HSTW*
592 10th St. N.W.
Atlanta, GA 30318-5776

- Fax by June 11, 2010 to:

Southern Regional Education Board

Attention: *HSTW*
Fax: (404) 872-1477

Registration Form

24th Annual *HSTW* Staff Development Conference
Louisville, Kentucky, July 14 – 17, 2010

Registrations must be postmarked by June 11, 2010. 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 June 18 at 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, include check, money order or copy of purchase order and mail by June 11, 2010, to:

Southern Regional Education Board
Attention: *HSTW*
592 10th St. N.W.
Atlanta, GA 30318-5776

Fax by June 11, 2010 to (404) 872-1477 to the attention of *HSTW*.

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	<i>HSTW/MMGW/TCTW</i> 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 \$ _____

24th Annual *HSTW* Staff Development Conference Fees:

Conference Registration

REGISTRATION
CODE

___CA1	Check/Money Order	\$215 x (# attendees)	_____ = _____	(total \$)
___CA2	Purchase Order	\$230 x (# attendees)	_____ = _____	(total \$)
___CA3	On-Site Registration Fee	\$330 x (# attendees)	_____ = _____	(total \$)
___CA4	Contracted Services	\$215 x (# attendees)	_____ = _____	(total \$)
___SG	Spouse/Guest _____	\$85 x (# attendees)	_____ = _____	(total \$)

SPOUSE/GUEST NAME

Total \$ _____

**Staff Development Institutes
Louisville, Kentucky, July 12 – 17, 2010**

REGISTRATION
CODE

NO.
ATTENDEES TOTAL

- I-1. 2010 Transitions Summer Institute: Preparing Students Academically for Successful Transitions — Middle Grades to High School and High School to College and Careers (5.5 Days)**
- I-1a.** *Getting Students Ready for College-Preparatory English* \$600 x _____ = \$ _____
- I-1b.** *Getting Students Ready for “Real Algebra I”* \$600 x _____ = \$ _____
- I-1c.** *Career Exploration — Redesigned* \$600 x _____ = \$ _____
- I-1d.** *Getting Ready for College and Careers: Transitional English for 12th-Graders* \$600 x _____ = \$ _____
- I-1e.** *Getting Ready for College and Careers: Transitional Mathematics for 12th-Graders* \$600 x _____ = \$ _____
- I-2. 2010 Site Development Institute: An In-Depth HSTW Conference Experience for First-Time Attendees (5.5 Days)**
- I-2a.** *Implementing the HSTW Design* \$600 x _____ = \$ _____
- I-2b.** *Implementing the MMGW Design* \$600 x _____ = \$ _____
- I-2c.** *Implementing the TCTW Design* \$600 x _____ = \$ _____
- I-3. Career/Technical Instructor Institute: Deepening Instructional Skills (5.5 Days)**
- I-3a.** *Instructional Planning for Effective Career/Technical Instruction* \$600 x _____ = \$ _____
- I-3b.** *Effective Strategies for Problem- and Project-Based Instruction in Career/Technical Courses* \$600 x _____ = \$ _____
- I-3c.** *Classroom Assessment in Career/Technical Education* \$600 x _____ = \$ _____

**Pre-Conference Workshops
Louisville, Kentucky, July 12 – 14, 2010**

REGISTRATION
CODE

NO.
ATTENDEES TOTAL

- P-1.** Institute for Leading Technical Assistance Visits (2.5 days, by invitation only) \$275 x _____ = \$ _____
- P-2.** Using Small Learning Communities to Implement the HSTW Design (1.5 days) \$250 x _____ = \$ _____
- P-3.** Accelerating Middle Grades Students to Readiness for High School: Understanding What It Means to Screen, Intervene and Accelerate in Reading and Math (1.5 days)
- P-3a.** *Middle Grades Mathematics Acceleration* \$250 x _____ = \$ _____
- P-3b.** *Middle Grades Reading Acceleration* \$250 x _____ = \$ _____
- P-4.** Organizing a Curriculum-Based Guidance Program (1.5 days) \$250 x _____ = \$ _____
- P-5.** T³ — Teaching Teachers Technology: How to Engage Students in Rigorous and Challenging Assignments Through the Advanced Use of Technology Tools (1.5 days) \$250 x _____ = \$ _____
- P-6.** Linking HSTW/MMGW/TCTW 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-7.	Seven Tips for Improving Instructional Skills Within and Across the Core Discipline Areas (1.5 days)	\$250 x _____ = \$ _____
<input type="checkbox"/> P-8.	Leading School Change: Roles of District and School Leaders in Ensuring a Rigorous and Relevant Curriculum Aligned to the Needs of Tomorrow's Workplace (1.5 days)	\$250 x _____ = \$ _____
P-9.	Leading Total School Redesign: Deploying Human and Financial Resources to Maximize School Efficacy (1.5 days)	
<input type="checkbox"/> P-9a.	<i>Leading Total School Redesign through</i> MMGW	\$250 x _____ = \$ _____
<input type="checkbox"/> P-9b.	<i>Leading Total School Redesign through</i> HSTW	\$250 x _____ = \$ _____
P-10.	Redesigning Career/Technical Courses to Align With College-Readiness Standards (1.5 days)	
<input type="checkbox"/> P-10a.	Designing a Syllabus for a Career/Technical Course	\$250 x _____ = \$ _____
<input type="checkbox"/> P-10b.	Design a Complete Project-Based Unit for a Career/Technical Course	\$250 x _____ = \$ _____
<input type="checkbox"/> P-11.	Improving Achievement and Graduation Rates in Urban High Schools: Ensuring More Students Graduate Prepared for College and Careers (1.5 days, by invitation only)	\$250 x _____ = \$ _____
		Total \$ _____

**Pre-Conference School Leadership Team Training
Louisville, Kentucky, July 13 – 14, 2010**

REGISTRATION CODE		NO. ATTENDEES	TOTAL
<input type="checkbox"/> L-1.	Using Data to Focus Improvement	\$275 x _____ = \$ _____	
<input type="checkbox"/> L-2.	Designing Assessment to Improve Student Learning	\$275 x _____ = \$ _____	
<input type="checkbox"/> L-3.	Aligning Teacher Assignments and Student Work to Rigorous Standards	\$275 x _____ = \$ _____	
<input type="checkbox"/> L-4.	Creating a High-Performance Learning Culture	\$275 x _____ = \$ _____	
<input type="checkbox"/> L-5.	Personalizing School to Engage Students in Learning	\$275 x _____ = \$ _____	
<input type="checkbox"/> L-6.	Organizing Resources for a Learning-Centered School	\$275 x _____ = \$ _____	
<input type="checkbox"/> L-7.	Building Instructional Leadership Teams That Make a Difference	\$275 x _____ = \$ _____	
<input type="checkbox"/> L-8.	Using Root Cause Analysis to Reduce Student Failure	\$275 x _____ = \$ _____	
<input type="checkbox"/> L-9.	Assessing Academic Rigor to Ensure Grade-Level Proficiency and College Readiness	\$275 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, e.g.: CA1, P-3b (which means participant is attending from an active HSTW/MMGW site paying by check/money order and is attending the workshop Accelerating Middle Grades Students to Readiness for High School — Middle Grades Reading Acceleration). 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 2010 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 2010 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 2010 conference? ___ Yes ___ No
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NAME	E-MAIL THROUGH JULY	JOB TITLE
REGISTRATION CODE(S)	PRESENTER – YES OR NO	PRESIDER – YES OR NO

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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 2010 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 be contacted via e-mail by 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 1,100 high school sites in 30 states and the District of Columbia. *HSTW* works with the states to deliver technical assistance, professional development, publications and assessment services to school sites. The Annual *HSTW* Staff Development Conference inspires and informs more than 7,000 administrators, teachers and counselors seeking ways to raise standards and achievement.

Making Middle Grades Work (MMGW)

SREB's middle grades consortium works with more than 350 schools in 16 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.

Direct Services to Districts and Schools

SREB provides services to more than 300 high schools and middle grades schools in 24 states that have received grants to adopt *HSTW* or *MMGW* as an improvement design. 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

More than 100 high schools in 13 urban districts are working with *HSTW* to advance student achievement. Urban districts are asked to raise graduation requirements, align their curricula with national and state standards, and support schools in developing and implementing school improvement plans. Urban schools seek to raise expectations, implement the *HSTW* Key Practices and offer 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.

Project Lead The Way® (PLTW Inc.)

This national engineering program builds partnerships among public schools, postsecondary institutions and the business community to prepare more students to enter the field of engineering technology. PLTW Inc. offers both a middle grades curriculum and a high school program of study. Schools receive assistance from SREB in staff development, counselor training, equipment selection and program planning.

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 100 centers in 12 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, Project Lead The Way®, the Wallace Foundation, the U.S. Department of Education, and contracts with state and local school districts.

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

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