

COLLABORATIVE CONFERENCE FOR STUDENT ACHIEVEMENT

Engaging North Carolina in Transforming 21st Century Teaching & Learning



APRIL 18-20, 2011

KOURY CONVENTION CENTER | GREENSBORO, NC



PUBLIC SCHOOLS OF NORTH CAROLINA

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CONFERENCE GREETINGS

Dear Conference Participants:

Greetings and welcome to the first annual Collaborative Conference for Student Achievement (CCSA). In an effort to accommodate some of the economic challenges experienced by schools and communities, the State Board of Education and the North Carolina Department of Public Instruction consolidated several smaller conferences to provide a comprehensive, multi-faceted professional development opportunity on teaching and learning. We acknowledge that our state is operating in difficult times with increased expectations, decreased resources, and students needing 21st Century skills and tools to help them succeed in the classroom and the global marketplace. This year's conference theme, *Engaging North Carolina in Transforming 21st Century Teaching and Learning*, reflects the opportunity for educators and education stakeholders to come together to learn and share how to do more with less while accelerating student growth and achievement.

In 2010, North Carolina education leaders, under the direction of Governor Bev Perdue, earned one of the 12 Race to the Top (RttT) grants provided by the U.S. Department of Education. This nearly \$400 million grant is underwriting the state's *Career & College: Ready, Set, Go!* initiative, which guides our work to create schools that educators and students need today and in the future. The goal of *Career & College: Ready, Set, Go!* is to move North Carolina students forward further and faster so all students graduate from high school prepared for postsecondary education and successful employment. This requires education leaders and advocates to establish a culture and climate that helps teachers and principals be the best they can be; to support learning with relevant and strong curriculum standards and assessments; to provide up-to-date technology tools and information; and to turn around schools with persistently low student achievement.

We are grateful to you and the many educators, advocates, students, and families who work together each day on behalf of learning. Your work shapes the future of North Carolina. We are equally grateful for your participation in this conference and your investment in education.

Sincerely,



June St. Clair Atkinson

June St. Clair Atkinson
State Superintendent
NC Department of Public Instruction



CONFERENCE GREETINGS

Dear Conference Participants:

Welcome to the first annual Collaborative Conference for Student Achievement, designed to build upon the fourteen-year legacy of the Raising Achievement and Closing Gaps Conference. The Collaborative Conference has expanded focus to include not only student achievement, but also teacher effectiveness, support to low performing schools, standards and assessments, and the use of data and technology to improve instruction and outcomes for all students. All of these areas of focus are emphasized in the strategic plan of our North Carolina State Board of Education, and they are the four basic pillars of the Race to the Top grant.

North Carolina was successful in securing one of the 12 Race to the Top grants awarded by the United States Department of Education, and as such, is the recipient of close to \$400 million targeted for school improvement. The conference theme, *Engaging North Carolina in Transforming 21st Century Teaching and Learning*, reflects the state’s efforts to revolutionize the learning experiences for students. North Carolina policymakers are committed to significant change in the educational delivery system that will ensure their North Carolina youngsters have the knowledge and skills to be career and college ready and that the state’s economic engine will be fueled by a creative, innovative, and world-class work force.

One goal of the State Board of Education and the Department of Public Instruction is to have a great teacher for every classroom and a great principal leading every school. Building a better teaching force requires all of our educators to improve their craft around new technologies and professional practices that lead to higher student engagement. The purpose of this conference is to serve as an opportunity for educators to share best practices that create exciting and caring learning environments for students. It is also a place where provocative presentations and critical conversations can inspire new ideas that will rejuvenate professional learning communities to advance 21st Century teaching and learning in public schools across the state.

Thank you for your attendance and support through challenging economic times. We hope that you will leave renewed, refreshed and committed to doing your part to transform education for 1.4 million North Carolina school children.

Best regards,



Rebecca B. Garland
Chief Academic Officer
North Carolina Department of Public Instruction



GENERAL INFORMATION

ADMISSION TO SESSIONS/MEALS

Each participant has been issued an official registration badge which serves as your entrance ticket to all sessions and meals. For security purposes, this badge should be worn at all times.

SESSIONS

The opening session will be held in Guilford Ballrooms A, B and C. The luncheons on Tuesday and Wednesday will be held in the Guilford Ballroom. Concurrent sessions will be held in various rooms throughout the Koury Convention Center and the Sheraton Greensboro Four Seasons. Consult your program book for specific locations of sessions.

FOCUS SESSIONS

Focus sessions highlight a myriad of in-depth, thought-provoking discussions and interactive presentations on education theory and practices. These pre-conference sessions are included in your conference registration. Focus sessions are held from 1:00 pm to 4:00 pm prior to the opening session in various locations throughout the Koury Convention Center. Consult your program book for specific locations.

CONFERENCE SURVEY

Participants will receive an email directing them to complete an online survey a few weeks after the conference. At that point, participants should have had time to reflect on and possibly practice some of the ideas obtained at the conference. Please complete the survey. The data collected will help determine the effectiveness of the conference and provide insight into how to prepare for upcoming conferences. **Certificates of attendance will be available to print at the completion of the online conference survey.**

EVALUATIONS

Please complete a session evaluation form for each focus and concurrent session you attend. These will be available at each session. Facilitators at each session will collect these forms at the end of the session. Thank you for taking the time to complete these forms.

AUDIO-VISUAL EQUIPMENT

We regret that on-site requests for audio-visual equipment cannot be honored. Any presenter who has previously requested equipment and needs assistance should call extension 5167. Equipment set up by the hotel may not be removed from the rooms.

RENEWAL CREDIT

Participants are responsible for obtaining prior approval from their school/school system for attending the conference. Participants who attend the entire conference will receive a Certificate of Attendance for 15 contact hours. This certificate should be presented to your local staff development coordinator for awarding credit. **Certificates of Attendance will be available to print at the completion of the online conference survey.**

SEATING CAPACITIES

The seating capacity of each concurrent session will vary depending on the room arrangement and size. We ask your cooperation in abiding by these capacities to ensure participants' safety and compliance with fire codes. If the session is filled, please attend an alternate session. Several workshops are scheduled at each time slot to accommodate all conference participants.

COURTESY

Participants are asked to remain seated until the session concludes. Concurrent sessions are 90 minutes in length, and focus sessions are three hours in length to allow ample opportunity for questions and discussion. **To avoid distracting speakers and other participants, please turn off your cell phone during the sessions.**

ADDITIONAL HANDOUTS

Any presenter who has extra handouts from sessions is asked to place them on the table in the registration area. Participants are invited to pick up any handouts placed on the table.



CONFERENCE GOALS & GUIDING PRINCIPLES

CONFERENCE GOALS

The first annual Collaborative Conference for Student Achievement (CCSA) reflects the Agency's efforts to accommodate some of the economic challenges experienced by schools and communities by providing a multi-faceted professional development opportunity for educators and education stakeholders. This conference is designed to consolidate several conferences into one by merging the Accountability, Safe Schools, and Raising Achievement and Closing Gaps conferences.

The 2011 Collaborative Conference for Student Achievement will emphasize five goals:

- Supporting 21st Century professionals to create a culture of high expectations.
- Supporting academic growth for all students.
- Engaging community stakeholders in transforming education in North Carolina to prepare globally- competitive students for the 21st Century.
- Gaining a comprehensive understanding of assessments and accountability from local and national perspectives.
- Developing healthy and responsible citizens.

GUIDING PRINCIPLES

Schools are encouraged to consider these guiding principles to plan initiatives and to meet the needs of all students.

- Involve a wide range of constituencies as equal decision-making partners.
- Monitor the academic progress of each student and each subgroup in the school as well as the progress of the school as a whole.
- Make data-driven and/or research-based decisions.
- Use a systemic approach to plan, implement, monitor and modify programs and strategies.
- Develop a collaborative mission, belief system and vision.
- Allocate/reallocate resources (people, money, materials, time and facilities) needed to cause change.
- Schedule adequate time for educators to meet and successfully complete tasks. Include parents in conversations and tasks.
- Provide an opportunity for all constituencies to have input in decision-making.
- Encourage, recognize and verify participants, groups and individuals.
- Provide a free flow of information to all stakeholders in the school and community.
- Empower administrators to provide quality leadership for collaborative reform.
- Develop skilled leadership teams to guide the improvement process.



KEYNOTE SPEAKERS

Opening Session | April 18, 2011 | 5:00 pm – 6:30 pm



Bill McBride – Author | *Entertaining an Elephant*

Bill McBride is a former middle and high school teacher and Reading Specialist. He holds a master’s degree in Reading and a Ph.D. in Curriculum and Instruction from the University of North Carolina at Chapel Hill. Bill has contributed to the development of a number of school textbook series for Harcourt Houghton Mifflin.

He is most well known for his heartwarming novel, *Entertaining an Elephant*. In its 17th printing and used by school districts across the nation, the book tells the moving story of a burned-out teacher who becomes re-inspired with both his profession and his life. The sequel to this book, entitled *Carrying a Load of Feathers*, came out in 2009. He

has also published *Building Literacy in Social Studies* and *If They Can Argue Well, They Can Write Well*, which shows teachers how to use simple classroom debate to teach internet research, critical thinking, and persuasive writing. Bill’s latest book, *Literati*, has been co-authored with Dr. Ron Klemp and is a Response to Intervention program for Tier 2 students.

Bill presently trains teachers in content area reading methodologies, gender brain differences, using technology in the classroom, vocabulary development, and student engagement.

General Session and Luncheon | April 19, 2011 | 11:45 am – 2:00 pm



Kati Haycock – President | *The Education Trust*

Kati Haycock is one of the nation’s leading advocates in the field of education. She currently serves as president of The Education Trust. Established in 1996, the Trust works for the high academic achievement of all students at all levels, pre-kindergarten through college. Known for years as a powerful force on education policy, The Trust is often described as “the most important truth teller” in American public education. But the organization also works hand-in-hand with educators and civic leaders in their efforts to transform schools and colleges into institutions that serve all students well.

Before coming to The Education Trust, Haycock served as executive vice president of the Children’s Defense Fund, the nation’s largest child advocacy organization. A native Californian, Haycock founded and served as president of The Achievement Council, a statewide organization that provided assistance to teachers and principals in predominantly minority schools in improving student achievement. She also served as director of outreach and student affirmative action programs for the nine-campus University of California system.

Kati Haycock speaks about educational improvement before thousands of educators, community and business leaders, and policymakers each year. She has received numerous awards for her service in behalf of our nation’s youth, and serves as a director on several education-related boards, including the Carnegie Foundation for the Advancement of Teaching, The New Teacher Project, and the Hunt Institute.



KEYNOTE SPEAKERS

General Session and Luncheon | April 20, 2011 | 11:45 am – 2:00 pm



Bill McNeal – Executive Director | North Carolina Association of School Administrators

Bill McNeal became executive director of the North Carolina Association of School Administrators (NCASA) on July 1, 2006, after retiring June 30 from his post as superintendent of the Wake County Public School System. In his current role, he leads the association membership that serves over 6,000 school administrators from across North Carolina. He has implemented NCASA's Leadership Institute Series, which offers powerful training and leadership seminars that focus on developing skill sets that help participants become stronger and more confident leaders and managers.

Bill McNeal is a rarity in public education. He is a “home-grown” superintendent, starting as a social studies teacher at Carroll Junior High in 1974 and moving through the ranks of Wake County Public Schools to become the chief executive officer in 2000. After becoming superintendent, he focused all of the school system’s energies on meeting the goal of having 95 percent of grade 3 and grade 8 students at or above grade level. He helped narrow the achievement gap significantly while continuing to challenge Wake County’s most advanced students. Wake County Schools made significant academic progress under his leadership.

Bill has received many awards and honors for his public school service. He was named the North Carolina superintendent of the Year in 2004 by the NCASA and the North Carolina School Boards Association. That same year, the American Association of School Administrators named him its National Superintendent of the Year, making him the first North Carolina nominee to win the prestigious honor. On July 1, 2005, he was appointed the superintendent advisor to the North Carolina State Board of Education, a post he held until June 30, 2006. He was also one of five North Carolina representatives, including the Governor, to defend the Race to the Top Grant proposal submitted by North Carolina in 2010. Bill is one of seven national keynote speakers for the International Center for Leadership in Education, and, in 2009, he co-authored *A School District's Journey to Excellence: Lessons from Business and Education* with Tom Oxholm. In 2005 and 2008, Bill was recognized for his leadership abilities when he was named as a finalist for the Jay Robinson Leadership Award.

MONDAY • 4/18/11





MONDAY AT-A-GLANCE

Registration

Location: Guilford Prefunction Area **8:00 am – 7:00 pm**

Curriculum and Instructional Leaders Forum

Location: Imperial D **9:00 am – 4:00 pm**

Exhibitor Showcase

Location: 3rd Floor Prefunction Area **Noon – 5:00 pm**

Dedicated Exhibitor Showcase 4:00 pm – 5:00 pm

Student Showcase 4:00 pm – 4:45 pm
Jacksonville High School Jazz Band, Onslow County Schools

Focus Sessions

Location: Various (Descriptions on pages 12-14) **1:00 pm – 4:00 pm**

Opening Session

Location: Guilford Ballrooms A, B, and C **5:00 pm – 6:30 pm**

Opening Comments Rebecca Garland
Chief Academic Officer, NCDPI

Greetings Martez Hill
Executive Director, NC State Board of Education

Recognition of Student Performance Jennifer Ricks
Social Studies Consultant, NCDPI

Conference Overview and Special Events Rebecca Garland

Introduction of Speaker Michael Hickman
Professional Development Team Lead, NCDPI

Keynote Speaker Bill McBride*
Author, Entertaining an Elephant

Announcements Debora Williams
Special Assistant for Graduation and Dropout Prevention Initiatives, NCDPI

Closing Remarks Rebecca Garland

Reception

Location: Guilford Ballrooms D, E, F, and G **6:30 pm – 8:00 pm**

Conference participants and special guests are invited for refreshments, entertainment, interaction, discussion and networking.

* Biography of keynote speaker can be found on page 6.



FOCUS SESSIONS

Monday, April 18
1:00 pm – 4:00 pm

A. Narrowing Achievement Gaps by 4th Grade: PreK-3rd as a Reform Strategy

PreK-3rd is a reform strategy with great potential for turning around low-performing elementary schools and for closing achievement gaps by the end of 3rd grade. The years from prekindergarten (Pre-K) through 3rd grade are crucial for providing fundamental cognitive skills, social and emotional well-being, and engagement in learning for children that set them on a path of education and lifelong success. While the expansion and quality improvement of prekindergarten are important strategies, so, too, is a dedicated focus on providing high quality schooling during the early grades (K-3). This session will provide a comprehensive overview of PreK-3rd, coupled with concrete strategies for policy and implementation.

Presenter(s):



Kristie Kauerz
Program Director, PreK-3rd Education
kristie_kauerz@gse.harvard.edu

Location: OAK

B. Interim Assessments: Measuring Student and Teacher Performance

Used as part of a coherent and balanced assessment system, properly-designed interim assessments can help monitor student progress, identify potential learning problems, predict outcomes on summative tests, enable comparisons between populations of learners and educators, monitor the effectiveness of instruction and interventions, and provide regular and progress reports to stakeholders. These data can also provide formative information to teachers and administrators regarding the impact of teachers upon the academic growth of students and assist educators in strengthening practice. This session highlights the utility of interim assessments to inform the formative process and help teachers improve instruction; the session will further illustrate how results can be used to understand teacher impact on learning.

Presenter(s):



Michael E. Ward
Director, Mike E. Ward Services
mhbward@aol.com



Allan Odden
Co-Director of Strategic Management,
Consortium of Policy Research
in Education
arodden@wisc.edu



Barbara Kapinus
Senior Policy Analyst,
National Education Association



Sarah McManus
Learning Systems Director, NCDPI
smcmanus@dpi.state.nc.us

Location: VICTORIA B&C

C. Looking at the Past to Understand the Present/Future

In the midst of racism, poverty, and political turmoil, North Carolina created one of the best constitutional rights to education in the country. Courageous black freemen and freedmen and northern and native whites produced this Reconstruction-era constitution, but their roles and the key events sometimes have been forgotten or intentionally erased from North Carolina's history. These contributions are not only important for telling the true story, they also help explain our current education requirements as the 1868 constitutional provisions have been carried forward to our current constitution. By weaving together stories of key political figures and events with legal analysis, *Constitutional Tales* reveals the full meaning of our constitutional right to education.

Presenter(s):



Ann McColl
Legislative Director, State Board of Education
aMcColl@dpi.state.nc.us

Location: AUDITORIUM III

D. Succeeding in Diverse Classrooms: Developing Intercultural Competence as Teachers

What is needed to successfully teach in today's diverse classrooms? What knowledge, skills, and attitudes do 21st century teachers need? And how can we help guide our students toward developing those much talked about 21st century skills? And what exactly is "intercultural competence?" This workshop will explore these and other questions as we examine the practical implications of an intercultural competence framework for our classrooms. Join in this interactive session and bring your experiences and questions as learn and share together.

Presenter(s):



Darla Deardorff

*Executive Director, AIEA Research Scholar, Program
d.deardorff@duke.edu*

Location: AUDITORIUM II

E. Using Technology to Design Fun and Engaging Lessons to Motivate Students

Today's teacher's are up against a challenge with all of the new realities in kids' worlds. This session will help teachers become comfortable with the technology tools their students need for success in the future. Participants will dive in and try out the best of web 2.0 and free applications to empower learning.

Presenter(s):



Kevin Honeycutt

*Technology Specialist, ESSDACK
kevinh@essdack.org*

Special Note: This is a technology-infused session in which participants will need to use web-based materials. Although some computers will be available, participants are encouraged to bring their own equipment. Technology facilitators will be available to provide assistance with connectivity.

Location: IMPERIAL A, B & C

F. Town Hall Meeting on High School Graduation and Dropout Prevention

Nationwide, over one-third of K-12 students never graduate from high school increasing the likelihood of their imprisonment, single parenthood, poverty and the use of alcohol and drugs. Few dropouts sail through their school career without problems, and educators understand that the decision to dropout involves a process and not typically based on a single event. Most became at-risk for dropping out of high school long before then – some as early as the third grade. During this Town Hall Meeting, you will hear directly from the students about their reasons for dropping out of school and how/why they made the decision to return...or not. Other panelists will share school and community-based strategies to address the issues and to help students stay in school and graduate.

Presenter(s):



Danyea Perry

Director of Program and Youth Development, Communities In Schools of North Carolina



Robert Landry

Retired Superintendent



Tranel Waterman

Former Student, DREAMS of Wilmington



Darryl Bego

President/CEO, Youth Development Initiatives, Charlotte



Janet Johnson

President, EDSTAR, Inc.



John Reimer

Executive Director, NC Dropout Prevention Association



Marvin Pittman

President, Pittman Education Consulting



Betsy Baugess

NCWISE Data Manager, NCDPI



Todd Finn

Principal, West Bladen High School, Bladen County

Location: BLUE ASHE

G. Ready, Set, Go: Where Am I Going and How Do I Get Ready?

Have you heard of ACRE, RttT, DST, RTI, NC FALCON, WIS, IIS? How does all this work impact you, how will it help you meet the challenges you face at your school, and what is your role? Come learn about these and other DPI initiatives, how each connects with the Governor's *Career & College: Ready, Set, Go!* initiative, and how those programs will help you improve instruction, assessment, and learning at your school. This session is intended for teachers and school administrators. However, others are welcome to attend.

Presenter(s):



Shayne Goodrum
*Instructional Review Coach
Team Lead, District and School
Transformation, NCDPI
sgoodrum@dpi.state.nc.us*



Sarah McManus
*Learning Systems Director, NCDPI
smcmanus@dpi.state.nc.us*



Mary Russell
*Professional Development Lead, NCDPI
mrussell@dpi.state.nc.us*

Location: IMPERIAL E-H

H. Transforming Urban Classrooms through Strengths: Making Students Smart Again through the Pedagogy of Confidence

What happens when every teacher starts teaching with the students' strength in mind? What effect will it have in eliminating persistent gaps in achievement? This session will engage participants in learning how to systematically develop students' cognitive skills, reflective thinking and high intellectual performance using the framework of culture, language and cognition. Find out how to reverse underachievement and transform your learning and teaching to make students smart again.

Presenter(s):



Yvette Jackson
*Chief Executive Officer,
National Urban Alliance for Effective Education
drjnua@nuatc.org*

Location: VICTORIA A

TUESDAY • 4/19/11





SPOTLIGHT SESSIONS

Tuesday, April 19
8:00 am – 9:30 am

200. National Title I Distinguished Schools: Whether Rural or Urban – Learn How to Make it Happen

Learn how two different schools earned the National Title I Distinguished Schools award. Kingwood Elementary will share how data-driven decisions and consistent attention to detail helped them achieve this distinction. Laural Hill Elementary will demonstrate how having high expectations for everyone has helped the school gain both state and national recognition.

Presenter(s): Sherry Schliesser
Wake County
sschliesser@wcpss.net

Cindy Goodman
Scotland County
cgoodman@scotland.k12.nc.us

Location: AUGUSTA A&B



SPOTLIGHT SESSIONS

Tuesday, April 19
10:00 am – 11:30 am

201. Cotswold Elementary: Strengthening Character Building through the International Baccalaureate Primary Years Program

Come see what makes our school a State School of Character and how we involve our entire school community in meeting the 11 principles of character education. Strategies for not only sustaining but strengthening a character education program will be shared as well as photos and video clips.

Presenter(s): Mary Hooks
Mecklenburg County
mary.hooks@cms.k12.nc.us

Dalton Edwards
NCDPI
deedward@dpi.state.nc.us

Denise Hearne
Mecklenburg County
d.hearne@cms.k12.nc.us

Location: AUGUSTA A&B



SPOTLIGHT SESSIONS

Tuesday, April 19
2:30 pm – 4:30 pm

202. Supporting Academic Growth: How 21st Century Community Learning Centers Can Help

An overview of how 21st Century Community Learning Centers (CCLCs) support the goals and expectations in schools. Examples of how 21st CCLCs reinforce instructional practices, success stories from 21st CCLC program directors, and opportunities for collaboration in support of the academic and personal success of targeted youth will be shared.

Presenter(s): Johanna Chase
NCDPI
jchase@dpi.state.nc.us

Deborah Prickett
NCDPI
dprickett@dpi.state.nc.us

Location: AUDITORIUM III



TUESDAY AT-A-GLANCE

Morning Coffee

Location: Prefunction Area **7:00 am – 8:15 am**

Coffee will be available from 7:00 am – 8:15 am outside Guilford Ballroom C, Imperial Ballroom A, and 3rd Floor Prefunction Area.

Registration

Location: Guilford Prefunction Area **7:15 am – 5:00 pm**

Exhibitor Showcase

Location: 3rd Floor Prefunction Area **8:00 am – 5:00 pm**

Dedicated Exhibitor Showcase 9:30 am – 10:00 am

11:30 am – 11:45 am

2:00 pm – 2:30 pm

4:00 pm – 5:00 pm

Concurrent Sessions

Location: Various (Descriptions on pages 19-22) **8:00 am – 9:30 am**

Location: Various (Descriptions on pages 23-26) **10:00 am – 11:30 am**

Spotlight Sessions

Location: Various (Descriptions on adjacent page) **8:00 am – 4:00 pm**

General Session and Luncheon

Location: Guilford Ballrooms **11:45 am – 2:00 pm**

Presiding Debora Williams
Special Assistant for Graduation and Dropout Prevention Initiatives, NCDPI

Special Recognitions Rebecca Garland
Chief Academic Officer, NCDPI

Teacher Working Conditions are Student Learning Conditions Carolyn McKinney
North Carolina Professional Teaching Standards Commission

———— BLESSING OF FOOD ————

———— LUNCH ————

Introduction of Speaker Mary Russell
Professional Development Lead, NCDPI

Keynote Address Kati Haycock*
President, The Education Trust

Announcements Debora Williams

Concurrent Sessions

Location: Various (Descriptions on pages 27-30) **2:30 pm – 4:00 pm**

Scholarly Conversation

Location: Imperial A&B (Description on page 18) **7:00 pm – 8:30 pm**

* *Biography of keynote speaker can be found on page 6.*



SCHOLARLY CONVERSATION

Tues., April 19
7:00 pm – 8:30 pm

300. Teachers Matter: A United Way Initiative on Teacher Effectiveness

North Carolinians care about the education of their children. We know that the future of the nation, state and the local community depends on how well we educate all of our students. We also know that it is the teacher who can make the greatest impact on student outcomes. The United Way of North Carolina is pleased to have received a grant from United Way World Wide to explore the issue of teacher effectiveness. The Teachers Matter grant is designed to study how we can increase the graduation rate and increase student achievement by supporting and empowering teachers. The grant also studies questions such as:

- 1) How do we measure teacher effectiveness?
- 2) Are the most effective teachers assigned to the students and schools in most need?
- 3) Do teacher credentials make a difference in teacher effectiveness?
- 4) What are the barriers to teacher effectiveness?

Stakeholder groups such as parents, students, faith communities, businesses, law-enforcement, nonprofits, elected officials and educators were interviewed. Their responses will be shared. This session will review the outcomes of the grant to date and will share what educators, community members and parents can do to support schools and teachers in an effort to improve student performance. Participants will leave with strategies which can be implemented upon return to their home community. Participants also will have an opportunity to discuss these topics and share their scholarly thoughts.

Presenter(s):



Marvin Pittman
President
Pittman Education Consulting
pittman9@bellsouth.com



Carolyn McKinney
Executive Director,
NC Professional Teaching
Standards Commission
cmckinney@dpi.state.nc.us

Location: IMPERIAL A&B

**1. From Snorkeling to Deep Sea Diving:
Breaking Beyond Surface Reading**

Participants will understand how the English/Language Arts (ELA) Common Core State Standards support deeper reading of increasingly complex texts. They will learn how to move students beyond skimming and scanning to slow, more meaningful engagement with a diverse array of literature and informational texts.

Presenter: Julie Joslin
*English/Language Arts Section Lead
NCDPI
jjoslin@dpi.state.nc.us*

Location: AUDITORIUM I

2. It's In Their Pockets!

In a world of students who are digital consumers, more than half of them own some type of electronic device. In this session, you will learn how to use some of their methods of electronic communication to inspire learning! From tweeting to texting, there are some low-cost, low-tech ways to engage our students. Rather than becoming an add on to the classroom experience, different forms of electronic communication can provide an alternative method of presenting work already being studied. When students incorporate technology for classroom use, they not only learn the content in a creative way, they also learn 21st Century communications skills at the same time. This session will explore this mobile learning environment.

Presenter: Karen McPherson
*Business Education Teacher
Camden County Schools
kmcpherson@camden.k12.nc.us*

Location: AUDITORIUM II

3. Collaborative Analysis of Student Work in PLCs

Collaborative Analysis of Student Work in Professional Learning Communities (PLCs) challenges the norms of teaching/assessment while focusing on rigor and success criteria. Rather than practicing instruction and assessment in the privacy of the classroom, teachers bring their work and their students' work to their colleagues for inquiry and reflection. Protocols for this process will be shared.

Presenter: Beth Metcalf
*Elementary Instructional Coach
NCDPI
emetcalf@dpi.state.nc.us*

Location: AUDITORIUM III

4. TLC: Much More Than Just Tender Loving Care!

The most unchallenged assumption in American schools is that most children are arriving at school, knowing how to behave! Let us show you how to: teach expectations, look for performance, and identify consequent behavior BEFORE INSTRUCTION STARTS.

Presenter: Ryan Jeffery
*Special Educator/Behavior Specialist
Groveton Elementary School
rljeffery@fcps.edu*

Location: AUDITORIUM IV

5. Building A Strong School Culture Through Engaging and Building Relationships

This session will provide a focus on building and sustaining teachers' capacity for healthy working relationships. Participants will hear how to structure training and implementation for engaging and building relationships with students with a focus on culturally relevant teaching. Presenters will provide information on partnering with families and the community.

Presenter: Marlene Bryan-Smith
*Instructional Facilitator
Troutman Middle School
mdsmith@iss.k12.nc.us*

Location: BILTMORE A&B

6. Setting A Course for Rtl: Everyone on Board!

This presentation will present a formal district-wide approach for preparing schools for Response to Instruction (Rtl) implementation. This involves a formalized school-wide walk-through prior to a school beginning the Rtl journey. Data will be presented from eight school walkthroughs, which demonstrate a need for further implementation of differentiated instructional approaches for all students, ranging from at-risk to gifted learners. In addition, the district response to this data analysis will be shared with participants.

Presenter: Chris Godwin
*Executive Director for Academic Programs
Johnston County Schools
chrsgodwin@johnston.k12.nc.us*

Location: BLUE ASHE

7. The Key Comprehension Routine: Content Literacy

This session reviews a routine for teaching comprehension strategies that are embedded in content classroom instruction and addresses the needs of students who do and do not struggle with grade level material. The following skills are discussed: main idea skills, text structure, topic webs, two-column notes, summary, and question generation.

Presenter: **Elissa Arndt**
Director of Literacy Planning
Keys to Literacy
elissa@keystoliteracy.com

Location: **CEDAR A&B**

8. Not Just a New Name

Mathematics Common Core State Standards (CCSS) are not intended to be new names for old ways of doing business. They are a call to take the next step and investigate how academic growth for all students is possible through the use of the rigorous mathematics practices and standards. These practices and standards will enhance student education to better prepare all students for a globally-competitive 21st Century.

Presenter: **Kitty Rutherford**
Elementary Mathematics Consultant
NCDPI
krutherford@dpi.state.nc.us

Location: **GRANDOVER WEST**

9. Life, Liberty, and the Pursuit of Happiness

This interactive session will demonstrate how all social studies teachers can use concepts and skills to support the United States History Standard Course of Study. Participants will use a variety of analytical tools and primary sources that will help to engage students, develop critical thinking skills, and provide a deeper understanding of the nation’s historical narrative.

Presenter: **Dalton Edwards**
K-12 Social Studies Consultant
NCDPI
deedward@dpi.state.nc.us

Location: **HERITAGE**

10. Health is Academic!

Health might just be the most important academic lesson students will ever learn! This fast-paced and energizing session will explore the relationship between student health and academic achievement and provide innovative health strategies to help raise achievement in the classroom, school and/or LEA. This session will also include practical strategies to help students adopt healthy lifestyles.

Presenter: **Paula Hildebrand**
Chief Health & Community Relations Officer
NCDPI
PHildebrand@dpi.state.nc.us

Location: **IMPERIAL A**

11. Healthy, in School, and Ready to Learn

Healthy kids learn best. Explore how Caldwell County Schools is restoring educational time to students whose teachers previously handled the many health issues of these students. With the dynamic and daily presence of a certified school nurse and a school social worker within one school, intensive case management allows for early identification of high-risk behaviors. Let us share how home visits, family involvement, and community-agency collaboration improve student health.

Presenter: **Ashley McKinney**
School Social Worker
West Caldwell High School
amckinney@caldwellschools.com

Location: **IMPERIAL B**

12. Helping At-Risk Students Choose Success

Teachers from Bragg Street Academy 6-12 alternative school, which has achieved High Growth for the past two years, will share free and inexpensive methods for helping at-risk students as well as more expensive methods with funding details. We will share our one-to-one laptop initiative, student data notebooks, on-line coursework, and more.

Presenter: **Callie Hammond**
Teacher
Bragg Street Academy
chammond.bragg@lee.k12.nc.us

Location: **IMPERIAL C**

13. Common Core State Standards Initiative: Preparing America’s Students for College and Career

This session will address the Common Core State Standards, which provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. Included in this discussion will be an overview of the initiative, the need for change, and elements of the standards.

Presenter: **Maria Pitre-Martin**
Director of K-12 Curriculum and Instruction
NCDPI
mpitre@dpi.state.nc.us

Location: **IMPERIAL D**

14. Graduating – Not Me! I Hate School!

Listen to 4th and 5th graders: “Graduate from High School? Why?” 350 dropouts tell us why and the implications are profound! This session is a real, sometimes disturbing look at decision making in progress. Attitudes begin and decision foundations are formed in elementary school. Participants will be actively involved in this presentation.

Presenter: **John Reimer**
Executive Director
NC Dropout Prevention Association
jreimer@ncdpa.com

Location: **IMPERIAL E&F**

15. Professional Learning Communities and Turnaround

North Brunswick High School used the power of collaboration through professional learning communities to take our school from a composite proficiency of 48% to 86% in three years. North Brunswick was selected as one of five high schools in the nation for the National Breakthrough Award. This session will provide information to participants on how they too may achieve such results.

Presenter: **Robert Grimes**
Assistant Superintendent, Former Principal
North Brunswick High School
rgrimes@bcswan.net

Location: **IMPERIAL G&H**

16. Using NC FALCON to Prepare 21st Century Pre-Service

Embedding the NC FALCON modules as part of pre-service teacher education adds constructive understanding and application of assessment practices, changes faculty pedagogy, and saves districts and principals the cost and time required to train new teachers. Lees-McRae College shares the process, outcomes, and intended impact of its implementation plan.

Presenter: **Sabrina Crawford**
Director of Assessment & Effectiveness
Lees-McRae College
crawfordsa@lmc.edu

Location: **MEADOWBROOK**

17. Math Strategies in an Inclusive Setting!

This presentation will include best practices for interventions, adaptations, and modifications that will heighten student learning in math skills. Participants will leave with new and creative ideas to use in their classrooms as well as experience hands-on active learning, and appropriate methods of delivering content to diverse learners.

Presenter: **Linda Gallup**
Consultant
Dream Holders Educational Consultants
lhgallup@msn.com

Location: **OAK A**

18. Bullying Prevention 101: What You Need to Know!

Bullying affects every school and interferes with the ability of all students to be fully engaged in learning! This session will provide key facts about bullying, an overview of the fundamentals of bullying prevention based on best practices, latest research, and state legislation. Experiences from the field will be shared.

Presenter: **Nancy Mullin**
Director
Bullying Prevention Solutions
mullin.nancy@yahoo.com

Location: **OAK C**

19. Uses and Misuses of Subscale Scores

This presentation will describe when it is appropriate to use subscale scores to identify learning needs in students. Drawing from samples of Individual Student Reports (ISRs), case studies will be presented that contrast proper and improper uses of subscale scores. Guidelines for interpreting scores will be provided.

Presenter: **Garron Gianopulos**
Psychometrician
NCDPI
ggianopulos@dpi.state.nc.us

Location: **PEBBLE BEACH**

20. The NC AIG Program Standards: Reaching Under-served Populations in Academically/Intellectually Gifted Programs

Reaching and developing advanced students' potential is a constant challenge in our schools; this is especially heightened when supporting our under-served populations in gifted programs. To better ensure that culturally/linguistically/ethnically diverse, economically-disadvantaged and twice-exceptional students are recognized and served in local AIG programs across North Carolina, state policies are a must. This session will review the North Carolina AIG Program Standards, current trends in programming, and how they relate to under-served populations in gifted education.

Presenter: **Sneha Shah-Coltrane**
Academically/Intellectually Gifted
Academic Services and Instructional
Support Consultant
NCDPI
SShahColtrane@dpi.state.nc.us

Location: **TIDEWATER**

21. Our Top 20% are Totally Worth it!

This session will focus on secondary and tertiary interventions used for students who need extra support to become healthy and responsible citizens. We will show evidence of nurturing programs and positive systems for our toughest students through collaborative efforts from teachers, administrators, and the Positive Behavior Intervention and Support program.

Presenter: **Kellan Bryant**
SED Teacher/PBIS School Coach
Banks Elementary/Moss Hill Elementary
khill@lenoir.k12.nc.us

Location: **VICTORIA A**

22. Using EVAAS Data to Differentiate Instruction

This session will focus on how EVAAS data can be used to help teachers differentiate instruction for students by creating leveled groups within a classroom. Participants will have the opportunity to view and learn how to manipulate a variety of EVAAS reports to support this process.

Presenter: **Robyn Varga**
Program Specialist
Mission Possible
vargar@gcsnc.com

Location: **VICTORIA B**

23. It's All in the Wallet!

This exciting, fast-paced, mini workshop will guide participants in creating four dynamic math and reading-based wallets. Developed for the 21st Century learner, these high-level manipulatives merge imaginative real-life role play with the virtual world of cyberspace. Critical thinking strategies for instant classroom implementation will have your students engaged with the future.

Presenter: **Brian Cable**
4th Grade Teacher
Union Intermediate School
cablebri@yahoo.com

Location: **VICTORIA C**

**24. Accountability and Curriculum Reform Effort:
Overview of New Standards, Assessments and
Accountability in North Carolina**

This session will review the progress made to date in reforming standards, assessment and accountability in North Carolina and will look at important work coming in the next two years. This session will provide an overview of the new Common Core standards, the plan to develop a statewide instructional improvement system, a next generation assessment system and a new school accountability model. Implications of the standards and assessment section of the Race to the Top grant will also be discussed.

Presenter: **Mike Martin**
*Policy and Planning Analyst
NCDPI
mmartin@dpi.state.nc.us*

LOCATION: **AUDITORIUM I**

**25. Implementing the 2009 Science
Essential Standards**

Participants will focus on a comparison of the Common Core State Standards (CCSS), the current national standards work, and the 2004 NC science standards. Explore the themes, strands, and organizational structure of the new standards from a K-12 perspective. Summarize what's new, better, and different; and discuss a transition action plan.

Presenter: **Beverly Vance**
*K-12 Science Section Chief
NCDPI
bvance@dpi.state.nc.us*

Location: **AUDITORIUM II**

26. The North Carolina Educator Evaluation System

Our State Board's mission is to graduate students who are prepared for life and work in the 21st Century. North Carolina's teacher, principal, and superintendent standards and evaluation tools demonstrate how we are changing the way we are educating students and developing our teachers and school leaders. This session will provide an overview of those standards and evaluation instruments, specifically the North Carolina Teacher Evaluation Process (NCTEP).

Presenter: **Yvette Stewart**
*Lead PD Consultant
NCDPI
ystewart@dpi.state.nc.us*

Location: **AUDITORIUM IV**

**27. Learning for Mastery:
A Standards-Based Approach**

This presentation will outline how to plan lessons and assessments that accurately measure student progress around core standards. Attendees will observe how to use feedback from standards-based assessments to acknowledge gains and gaps in student learning and subsequently accommodate for student progress.

Presenter: **Jed Cockrell**
*Fifth Grade Teacher
Millers Creek Elementary
jedcockrell@gmail.com*

Location: **BILTMORE A&B**

28. New Accountability Model

This session will address what is included in the new, proposed accountability model and cover questions related to holding districts accountable for preparing students to the globally competitive in the 21st Century.

Presenter: **Lou Fabrizio**
*Accountability Director
NCDPI
lfabrizio@dpi.state.nc.us*

Location: **BLUE ASHE**

29. Engaging Literacy Strategies for Grades 3-5

Literacy instruction, which includes meeting the needs of diverse learners, can be a challenge for teachers. In this workshop, participants will engage in grades 3-5 literacy strategies for whole group, small group and literacy centers. Teachers will leave with activities and ideas that can be used immediately in their classrooms!

Presenter: **Pat Calfee**
*Educational Consultant
Teaching Resources
patcalfee@gmail.com*

Location: **CEDAR A&B**

30. Transforming a Low-Performing School

This interactive session will focus on key strategies for turning around low-performing schools. Topics will include transforming the school culture, engaging struggling students to bridge academic gaps, and using data and assessments to determine priority focus areas for strategic planning. Learn how to determine the most critical areas and match appropriate strategies that will provide the quickest short-term success. With celebrated short-term wins, potential for sustained long-term goals will more likely be implemented with fidelity. Presenters include a principal, school transformation coach and academic coaches.

Presenter: **Ameila Massengill**
School Transformation Coach
 NCDPI
amcleod@dpi.state.nc.us

Location: **GRANDOVER WEST**

31. Data Meetings: A Plan for Student Success

This session will provide an overview of data meetings from the central office to the classroom. The Superintendent and Principal will discuss and share resources that are used to monitor and track student data and share ideas of flexible grouping to address individual student needs as identified by data analysis.

Presenter: **Michael Bracy**
Superintendent, Jones County Schools
michael.bracy@jonesnc.net

Location: **HERITAGE**

32. Alternative Learning Programs: Best Practices

This session will provide an opportunity for staff at alternative schools and alternative learning programs to share best practices with their colleagues across the state. The discussion format will allow for a number of important Alternative Learning Program (ALP) issues to be discussed. Those planning to attend may submit potential discussion questions for consideration.

Presenter: **Kenneth Gattis**
Support Services Coordinator
 NCDPI
kgatts@dpi.state.nc.us

Location: **IMPERIAL A**

33. Strategies for Change

You know that change needs to happen, but you are not really sure how to go about it. Where do you start? Who do you involve? How do you make the change a part of your school culture? In this session, we will begin the journey that will lead to changing the culture of your school. The session will examine the eight steps of leading change that are identified in Dr. John Kotter's book, *Leading Change*.

Presenter: **Melanie Honeycutt**
Instructional Technology Consultant
 NCDPI
mhoneycutt@dpi.state.nc.us

Location: **IMPERIAL B**

34. The Special Needs Brain

Explore practical solutions for the hard-to-reach student. Many of today's learners are either reluctant or frustrated, often leading to behavior problems and/or failure in the classroom. Gain tools to differentiate instruction and to provide a positive classroom experience for students who have attention problems, stress disorders, anxiety, and depression.

Presenter: **Karla Casteen**
Fellow
North Carolina Teacher Academy
karla.casteen@ncpublicschools.gov

Location: **IMPERIAL C**

**35. Formative Assessment...
 It Is the SMART Thing To Do!**

Formative assessment through the use of technology allows students to become actively involved in the learning process. An elementary, middle, and high school team of mathematics teachers in Wake County have been implementing the NC FALCON formative assessment practices with SMART Interactive Boards and SMART Response Systems. This interactive session will allow you to learn about the pilot project and provide you with valuable resources for use in your classroom regardless of which subject or grade level you teach.

Presenter: **Anastasia Truman**
Teacher
Wake County Public Schools
atruman@wcpss.net

LOCATION: **IMPERIAL D**

36. Engage Me or Enrage Me

The North Carolina Professional Teaching Standards (NCPTS) are the basis for 21st Century teaching and learning. This session will highlight strategies for engaging diverse learners, while using student-centered approaches and making relevant real-world connections. Participants will learn to facilitate learning for their students by thinking about learning before thinking about teaching.

Presenter: **Kristal Britton**
Mission Possible Specialist
Guilford County Schools
brittok@gcsnc.com

Location: **IMPERIAL E&F**

37. Partnerships for STEM Exposure for ALL Students

This session discusses the partnerships among NCDPI, North Carolina State University, North Carolina LEAs, and other entities on relationships and ideas that we have generated for future STEM projects. Initially, partnership began as a gender equity-based group, but quickly evolved to focus on all under-represented groups. A specific long range project that the partnership is working on is the use of "Engineering is Elementary."

Presenter: **Bill Hatch**
CTE Consultant
NCDPI
whatch@dpi.state.nc.us

Location: **IMPERIAL G&H**

38. Creating a Climate for Learning

Organizational culture is fundamental to a school staff's ability to generate and to sustain improvement. Learn to identify the current status of a school's culture in order to create positive change and to maximize learning. This session will provide hands-on activities you can use with your staff.

Presenter: **Shayne Goodrum**
District/School Transformation Team Lead
NCDPI
sgoodrum@dpi.state.nc.us

Location: **MEADOWBROOK**

39. Creating a High Achievement Culture

Petree Elementary School, a persistently low-performing school, received a School Improvement Grant to help transform it into a high-performing, Turnaround School. Hear about our successes and failures: here is what worked and here's what didn't.

Presenter: **Charlene Davis**
Principal
David H. Petree Elementary School
cdavis@wsfcs.k12.nc.us

Location: **OAK A**

40. Maximizing the Gains of Best Practices in the Class

The importance of students engagement and achievement cannot be over emphasized. This session is aimed at providing teachers, educators, heads of schools, and other para-educators with the most up-to-date information on how to improve students achievement by presenting teaching materials in a manner that boosts students participation and engagement. Hands-on activities will be utilized in the process.

Presenter: **Ken Nwocha**
Math Teacher
Dulaney High School
knwocha@hotmail.com

Location: **OAK C**

41. Collaborating Effectively in 21st Century Schools

This session will provide tools, strategies, and a collaborative framework that can be implemented immediately into any grade level, school, or district. The purpose of this session is to provide research-based strategies to teachers and school leaders to promote collegial practices and to build productive 21st Century learning communities.

Presenter: **Thomas Miller**
Middle School Director
Charter Day School
tmiller@rogerbacon.net

Location: **PEBBLE BEACH**

42. Growing AIG Learners: Promoting Deeper Understanding through Common Core and Essential Standards

Come and explore the new Common Core and Essential Standards through the lens of gifted education. As we move towards statewide implementation of the new standards, we must ensure that we are optimally developing the potential of all of our students including our Academically and/or Intellectually Gifted (AIG) learners. We will review content area standards, how they relate to the NC AIG Program Standards and best practices for AIG learners.

Presenter: **Sneha Shah-Coltrane**
*Academically/Intellectually Gifted Consultant
Academic Services & Instructional Support
NCDPI
SShahColtrane@dpi.state.nc.us*

Location: TIDEWATER

43. Implementing the AIG Standards Through Collaboration

Specialists and regular education teachers work together in the regular education classroom as co-teachers. Best practice for gifted learners supports academic growth and continuous learning for all students. Utilization of the Academically/Intellectually Gifted (AIG) standards and flexible grouping creates a community of classroom learners with a focus on student collaborative skills as well as high expectations for academic achievement for all students.

Presenter: **Debra Harwell-Braun**
*Director of AIG
Iredell-Statesville Schools
dharwellbraun@iss.k12.nc.us*

Location: VICTORIA A

44. Federal Programs: Support for High Quality Programs

Federal funding provides North Carolina schools with the necessary resources to contribute to the goal of all children meeting or exceeding state standards. Participants will receive an overview of basic requirements and updates on federal formula and competitive funds authorized through the Elementary and Secondary Education Act (ESEA) that are available to support the implementation of innovative programs for students and high-quality professional development for staff.

Presenter: **Donna Brown**
*Federal Program Monitoring Section Chief
NCDPI
dbrown@dpi.state.nc.us*

Location: VICTORIA B

45. Acquiring 21st Century Skills in TWO Languages

Without exception, North Carolina students in Dual Language (DL) Immersion programs outperform peer groups who were not in a DL program on state tests of reading and mathematics. Rigorous implementation of this model allows students to become biliterate and bicultural.

Presenter: **Glenda Harrell**
*Title III/ESL Consultant
NCDPI
gharrell@dpi.state.nc.us*

Location: VICTORIA C

46. Accountability and Curriculum Reform Effort: Overview of New Standards, Assessments and Accountability in North Carolina

This session will review the progress made to date in reforming standards, assessment and accountability in North Carolina and will look at important work coming in the next two years. This session will provide an overview of the new Common Core standards, the plan to develop a statewide instructional improvement system, a next generation assessment system and a new school accountability model. Implications of the standards and assessment section of the Race to the Top grant also will be discussed.

Presenter: **Mike Martin**
Policy and Planning Analyst
 NCDPI
mmartin@dpi.state.nc.us

Location: **AUDITORIUM I**

47. Before the Autopsy: Leveraging Data Tools to Save More Students

In Gaston County, we've learned to use a variety of data tools to help us answer our questions and make decisions. We'll highlight some of the tools that have enabled our teachers and administrators to use data more effectively, including the NCWISE reporting hub, Excel spreadsheets, and our district dashboard.

Presenter: **Barbara James**
Accountability Coordinator
 Gaston County Schools
bjjames@gaston.k12.nc.us

Location: **AUDITORIUM II**

48. Collaborative Analysis of Student Work in PLCs

Collaborative analysis of student work in Professional Learning Communities (PLCs) challenges the norms of teaching/assessment while focusing on rigor and success criteria. Rather than practicing instruction and assessment in the privacy of the classroom, teachers bring their work and their students' work to their colleagues for inquiry and reflection. Protocols for this process will be shared.

Presenter: **Beth Metcalf**
Elementary Instructional Coach
 NCDPI
emetcalf@dpi.state.nc.us

Location: **AUDITORIUM III**

49. The North Carolina Educator Evaluation System

Our State Board's mission is to graduate students who are prepared for life and work in the 21st Century. North Carolina's teacher, principal, and superintendent standards and evaluation tools demonstrate how we are changing the way we are educating students and developing our teachers and school leaders. This session will provide an overview of those standards and evaluation instruments, specifically the North Carolina Teacher Evaluation Process (NCTEP).

Presenter: **Yvette Stewart**
Lead PD Consultant
 NCDPI
ystewart@dpi.state.nc.us

Location: **AUDITORIUM IV**

50. PreK-3: Educational Success for All Students

FirstSchool provides strategies for working effectively with African American, Latino, and low income students and their families in the early grades. Stocks Elementary in Edgecombe County will share its experiences with FirstSchool components in grades PreK-3. Components include foundations for learning, instructional practices, effective use of data, and home-school partnerships.

Presenter: **Sharon Ritchie**
Director of FirstSchool
 UNC-Chapel Hill
sharon.ritchie@unc.edu

Location: **BILTMORE A&B**

51. Growing Communities By Using Targeted Communication Strategies

This session engages participants in research-based methods proven to grow communities within the classroom, school, and district using targeted communication strategies. Participants will learn to use emotional literacy and connection-making to build communities that support increased academic growth as well as quality educators equipped to create a culture of excellence.

Presenter: **Carland Washington**
Department Chair/Social Studies Teacher
 Durham School of the Arts
cwashington79@netscape.net

Location: **BLUE ASHE**

52. Setting the Tone For a School Community

Learn keys to Imagine a school community that shifts its reference from coercion to community; creating a connected, cooperative society, free of blame, shame, and bullying. A place where everyone fixes his or her own problems, is self-disciplined, and where all stakeholders believe we can all learn from our mistakes.

Presenter: **Shelley Roy**
CEO
BE-Print for Living
shelley@be-print.net

Location: **CEDAR A&B**

53. Transforming a Low-Performing School

This interactive session will focus on key strategies for turning around low-performing schools. Topics will include transforming the school culture, engaging struggling students to bridge academic gaps, and using data and assessments to determine priority focus areas for strategic planning. Learn how to determine the most critical areas and match appropriate strategies that will provide the quickest short term success. With celebrated short term wins, potential for sustained long term goals will more likely be implemented with fidelity. Presenters include a principal, school transformation coach, and academic coaches.

Presenter: **Ameila Massengill**
School Transformation Coach
NCDPI
amcleod@dpi.state.nc.us

Location: **GRANDOVER WEST**

54. Creating Prediction Pivot Tables from ABCTools

Create hands-on generation pivot tables in Microsoft Excel from student EOG and EOC prediction scores generated from ABCTools. Bring your laptop with ABCTools installed and your data files from NCWise (member, accdata, and acctest) if you wish to work on your own information, or we will provide sample data that you can use.

Presenter: **Geneva Squire**
Secondary Education & Testing Director
Northampton County Schools
squireg@northampton.k12.nc.us

Location: **HERITAGE**

55. Writing Instructional System: The Future is Now

This session will focus on the use of the online Writing Instructional System (WIS) as a formative tool to assist educators in identifying student strengths and weaknesses when writing for different purposes and audiences. Topics will include the deployment of an Automated Scoring Tool and how using the WIS is linked to the Teacher Evaluation Process (NCTEP).

Presenter: **Jim Kroening**
Testing Development Lead
NCDPI
jkroening@dpi.state.nc.us

Location: **IMPERIAL A**

56. How to Build a Community Partnership

This presentation outlines the initiatives that were developed through a partnership between the Foundation for Ensuring Access and Equity and Turner Chapel AME Church in Marietta, Georgia. By relying on church members and facilities, the partnership resulted in initiatives such as biannual academic celebrations for students in grades K-12, Georgia CRCT test prep, SAT/ACT test prep, college tours, a college fair, and a discussion panel with college students and much more!

Presenter: **Mychal Wynn**
Chief Executive Office
Foundation for Ensuring Access & Equity
mychalwynn@accessandequity.org

Location: **IMPERIAL B**

57. The Special Needs Brain

Explore practical solutions for the hard-to-reach student. Many of today's learners are either reluctant or frustrated, often leading to behavior problems and/or failure in the classroom. Gain tools to differentiate instruction and to provide a positive classroom experience for students who have attention problems, stress disorders, anxiety, and depression.

Presenter: **Karla Casteen**
Fellow
North Carolina Teacher Academy
karla.casteen@ncpublicschools.gov

Location: **IMPERIAL C**

58. Formative Assessment...NC FALCON Takes Flight Across North Carolina

The North Carolina Formative Assessment Learning Community Online Network (NC FALCON) has been available for use since August 2010. Learn how K-12 educators across the state are implementing the formative assessment process to focus their instructional practices and to help students become more self-directed learners.

Presenter: **Qiuyu Ouyang**
*Pre-K Mandarin Chinese Teacher
 Chapel Hill-Carrboro Schools
 qouyang@chccs.k12.nc.us*

Location: **IMPERIAL D**

59. Model Drawing in Middle School

Do your students have trouble understanding word problems? Do they have difficulty with writing equations or number sentences from word problems? Do they have problems in figuring out what the question is asking? If so, the Model Drawing strategy based on the Singapore math curriculum will improve students' problem-solving skills.

Presenter: **Karen Kelley**
*Fellow
 North Carolina Teacher Academy
 karen.kelley@ncpublicschools.gov*

Location: **IMPERIAL E&F**

60. Gaining Momentum: Strategies for Turnaround

In 2006-2007, with end-of-course proficiencies below 50%, North Brunswick High School embraced the mission "Whatever It Takes" and embarked on whole school turnaround. Our presentation allows school leaders to see how our focus on data, formative assessment, interventions, and professional learning communities increased student proficiency to over 80% in 2009-2010.

Presenter: **Leslie Newman**
*Teacher/ Improvement Plan Coordinator
 North Brunswick High School
 lnewman@bcswan.net*

Location: **IMPERIAL G&H**

61. NCLTI Framework for Planning in Your LEA

North Carolina Learning Technology Initiatives (NCLTI) presents an aligned blueprint and framework for planning technology-enabled learning. NCLTI includes alignment with resources and initiatives from NCDPI, Friday Institute, and partners that is based on capacity building research and lessons learned from North Carolina initiatives; including SCI, NCVPS, LEO, Golden Leaf, IMPACT, and North Carolina 1:1 projects.

Presenter: **Cynthia Sartain**
*Regional Technology Consultant
 NCDPI
 csartain@dpi.state.nc.us*

Location: **MEADOWBROOK**

62. Relationships are Key!

Participants will learn simple strategies to build positive student-teacher relationships which are key to closing persistent achievement gaps. Turning classrooms into learning communities, teachers learn to strategically convey messages of interest and concern which garner cooperation and participation in the learning environment.

Presenter: **Dutchess Maye**
*Fellow
 North Carolina Teacher Academy
 dutchess.maye@ncpublicschools.gov*

Location: **OAK A**

63. Beyond Mentoring to Induction: A Step-by-Step Guide

How can we encourage novice teachers to remain in the profession? Their experiences during the initial years are crucial. Join this interactive session to examine a six-step model for designing a comprehensive induction program, aligned with the new North Carolina standards, for beginning teacher support programs, and for mentors.

Presenter: **Sara Simmons**
*Acting Dean, School of Graduate Studies
 University of North Carolina at Pembroke
 sara.simmons@uncp.edu*

Location: **OAK C**

64. Got Data?

Bet you have already collected your data – now’s the time to do something with it. Join us as we share ideas on how several schools are in the process of using data walls and student data notebooks to improve instruction and monitor progress. Come see how data does a school good!

Presenter: **Tonya Horton**
District Transformation Coach
NCDPI

Location: **PEBBLE BEACH**

65. WiseOwl

WiseOwl (Online Windows to Learning) has provided free online resources to North Carolina public schools for over a decade. This collection offers access to full-text articles from more than 3000 popular periodicals. Additional resources include encyclopedia, atlases, almanacs, eBooks, and videos. Join us for an overview of how these resources can work for you.

Presenter: **Dan Sparlin**
WiseOwl Webmaster/Copyright Specialist
NCDPI

Location: **TIDEWATER**

66. Implementing the AIG Standards Through Collaboration

Specialists and regular education teachers work together in the regular education classroom as co-teachers. Best practice for gifted learners supports academic growth and continuous learning for all students. Utilization of the Academically/Intellectually Gifted (AIG) standards and flexible grouping creates a community of classroom learners with a focus on student collaborative skills as well as high expectations for academic achievement for all students.

Presenter: **Debra Harwell-Braun**
Director of AIG
Iredell-Statesville Schools
dharwellbraun@iss.k12.nc.us

Location: **VICTORIA A**

67. Facilitating Effective Data Meetings

This session will focus on how instructional leaders can collect, analyze, and interpret students’ data to improve academic performance in elementary grades, including how to identify relevant data, use both curriculum-based assessments and standardized test scores, facilitate effective and comprehensive data meetings, and include stakeholders in the process.

Presenter: **Eric Irizarry**
Dean of Instructional Supervision
Charter Day School
eric@rogerbacon.net

Location: **VICTORIA B**

68. Graduating – Not Me! I Hate School!

Listen to 4th and 5th graders: “Graduate from High School? Why?” Approximately, 350 dropouts tell us why and the implications are profound! This session is a real, sometimes disturbing look at decision making in progress. Attitudes begin and decision foundations are in elementary school. Participants will be actively involved in this presentation.

Presenter: **John Reimer**
Executive Director
NC Dropout Prevention Association
jreimer@ncdpa.com

Location: **VICTORIA C**

WEDNESDAY • 4/20/11





SPOTLIGHT SESSIONS



Wednesday, April 20
8:00 am – 9:30 am

203. FirstSchool

FirstSchool provides strategies for working effectively with African American, Latino, and low-income students and their families in the early grades. Stokes Elementary, Edgecombe County, will share its experiences for learning, instructional practices, using data effectively, and home-school partnerships.

Presenter(s): Sharon Ritchie
FirstSchool
sharon.ritchie@unc.edu

Juliana Harris
Edgecombe County
julianaharris@ecps.us

Russell Johnson
Edgecombe County
rjohnson@ecps.us

Location: AUGUSTA A&B



SPOTLIGHT SESSIONS



Wednesday, April 20
10:00 am – 11:30 am

204. High Quality Supplemental Educational Service Providers: From Application to Evaluations to Approved Providers

This session will describe the Supplemental Educational Services (SES) application process to become an approved SES provider. Experience a step-by-step look at what a successful application contains. The evaluation section of the providers' application will be reviewed to illustrate the providers' contribution to student achievement and results from stakeholders' surveys.

Presenter(s): Ken Kitch
NCDPI
kkitch@dpi.state.nc.us

Location: AUGUSTA A&B



WEDNESDAY AT-A-GLANCE

Morning Coffee

Location: Prefunction Area 7:00 am – 8:15 am
Coffee will be available from 7:00 – 8:15 am outside Guilford Ballroom C,
Imperial Ballroom A, and 3rd Floor Prefunction Area.

Exhibitor Showcase

Location: 3rd Floor Prefunction Area 8:00 am – 11:30 am
Dedicated Exhibitor Showcase 9:30 am – 10:00 am

Concurrent Sessions

Location: Various (Descriptions on pages 34-37) 8:00 am – 9:30 am
Location: Various (Descriptions on pages 38-41) 10:00 am – 11:30 am

Spotlight Sessions

Location: Various (Descriptions on adjacent page) 8:00 am – 11:30 am

Closing Session and Luncheon

Location: Guilford Ballrooms 11:45 am – 2:00 pm

Student Showcase Jesse Wharton Elementary School
Guilford County Schools

Presiding Stacy Costello
Instructional Review Coach, NCDPI

Greetings June Atkinson
State Superintendent, NCDPI

Recognition of Student Performance Jennifer Ricks
Social Studies Consultant, NCDPI

———— BLESSING OF FOOD ————
———— LUNCH ————

Introduction of Speaker Carolyn Guthrie
Special Assistant to the Chief Academic Officer, NCDPI

Keynote Address Bill McNeal*
Executive Director, North Carolina Association of School Administrators

The Charge and Closing Rebecca Garland
Chief Academic Officer, NCDPI

* Biography of keynote speaker can be found on page 7.

69. Identification of Antecedent Behaviors and Development of Prevention Strategies to Assist Schools in Decreasing Violent Acts on their Campuses

This session will provide strategies to identify sexual harassment and gang involvement among students. Attend this session to learn how to apply these strategies and prevent your school from having a “Persistently Dangerous” identification. Together we can help all schools continue as caring, nurturing, safe, and orderly learning environments.

Presenter: **Dale Lamb**
Disciplinary Data Coordinator
Charlotte-Mecklenburg Schools
dslamb@cms.k12.nc.us

Location: **AUDITORIUM I**

70. North Carolina Diagnostic Assessment Program

This session presents an overview of the new diagnostic program for K-5 teachers, which deals with literacy instruction and assessment for students.

Presenter: **Carolyn Southerland**
Assessment and Literacy Manager/
Reading 3D
NCDPI
csoutherland@dpi.state.nc.us

Location: **AUDITORIUM II**

71. Four Paths to Equity and Excellence in Differentiated Instruction

Successful differentiated instruction happens across process, content, product, and environment. How do educators ensure they travel all four paths for meeting every student’s needs? Discover how educators can create an online Professional Learning Community to differentiate instruction in the classroom through such themes as authentic learning, explicit strategy, and alternative assessments.

Presenter: **Jennifer Job**
Research Assistant
UNC School of Education
jgjob@email.unc.edu

Location: **AUDITORIUM III**

72. Adaptive Curriculum in Elementary Classrooms

During this session, participants will learn about a new technology for K-3 North Carolina classrooms that synchronizes 10-day sequences of teacher-delivered instruction with real-time assessment of students’ needs and progress. Sophisticated algorithms identify the target skill, pace, and style of lessons that will work best for a student or group and dynamically generate and deliver instruction to teachers throughout the school year.

Presenter: **Debbie Owens**
Executive Director of Educational Partner
Wireless Generation
agordon@wgen.net

Location: **AUDITORIUM IV**

73. The Case for Rigor

Rigor is a key focus in addressing standards and accountability, but much disagreement exists about what rigor looks like. Beginning with a common definition of rigor, participants will use a protocol to identify elements of rigor, and to add and increase academic challenge in student work.

Presenter: **Mary Martin**
Assistant Professor
Winthrop University
martinmb@winthrop.edu

Location: **BILTMORE A&B**

74. Infusing Rigor Without Fears and Tears

Sometimes, the word R-I-G-O-R is associated with more work for the teacher and students. This session will provide easy to implement, engaging strategies to infuse rigor into lessons across content areas and grade levels. Learn ways to increase the complexity of a task, thereby causing students to change the way they mentally process the information. Extensive handouts will be provided.

Presenter: **Kathy Kennedy**
Associate Superintendent
Instructional Design and Innovation
kakennedy@ncmcs.org

Location: **BLUE ASHE**

75. Curriculum Inquiry and Assessing for Learning

How can districts engage teachers in curriculum inquiry that honors teacher professionalism while also accommodating the relationship between state standards and the Common Core State Standards (CCSS)? Join us for collaborative instructional planning that supports academic growth for all students, and guides development of formative and summative assessments of meaningful academic content.

Presenter: **Peggy Baker**
Executive Director
The EASL Institute
peggy.baker@gmail.com

Location: CEDAR A&B

76. The Empowerment Modeling Initiative

This session will enable participants to develop basic skills in evaluating the specific learning, behavior, social strengths, and weaknesses of students for the purpose of educational planning and interventions. Participants will learn how to disaggregate data to develop initiatives and strategies for closing achievement gaps, and raising levels of achievement for all students in order to turn around low-achieving schools.

Presenter: **Willie Stevens**
Home School Coordinator
Brunson Elementary School
swsteven@bellsouth.net

Location: CEDAR C

77. Equal Access: Education for Pregnant and Parenting Adolescents

A Gates Foundation study found that pregnant and parenting adolescents were the group of dropouts most motivated to continue their education. This workshop will focus on state and federal laws that protect the educational rights of students and policies and practices that support academic success and graduation for pregnant and parenting adolescents.

Presenter: **Kathy Putnam**
Program Manager
Adolescent Pregnancy Prevention
Campaign of NC
kputnam@appcnc.org

Location: GRANDOVER WEST

78. Using Innovative Technology to Facilitate Professional Development

Kannapolis City Schools (KCS) developed an innovative professional development program that revolutionized how we collaborate, communicate, train, and support each other. By creating collaborative Professional Learning Communities, teacher-leaders became empowered and practice was enhanced. This caused a paradigm shift in the way we look at, design, and implement professional development. Participants will learn the model that has led KCS to increased morale, student achievement, and seamless technology integration in our professional development.

Presenter: **Kelly Burgess**
Assistant Principal
Kannapolis Middle School
kelly.burgess@kcs.k12.nc.us

Location: HERITAGE

79. Reaching the Unreachable

Perceptual Control Theory is a new understanding about how we process and store information. We will learn about this theory and the ways one school has used this understanding to change how they interact with students. This presentation will include basic strategies for classroom and schools and provide role play of difficult situations.

Presenter: **Leslie Eaves**
Engineering Program Coordinator
Atkins Academic & Technology High School
lseaves@gmail.com

Location: IMPERIAL A

80. Cultivating Teacher Leaders in the 21st Century

This session will focus on Standard I of the North Carolina Professional Teaching Standards by identifying the qualities of a teacher leader. Participants will examine how to develop teachers who can lead their classrooms, advocate for students, and collaborate with colleagues to increase the achievement of 21st Century learners.

Presenter: **Casey Lloyd**
Program Specialist
Mission Possible
lloydc@gcsnc.com

Location: IMPERIAL B

81. Making it Meaningful: Emergent Curriculum With the Project Approach

This session is about emergent curriculum with the project approach. This session provides a how-to on giving students control and choice in the classroom, while still ensuring coverage of required standards. We'll take a look at the shifting role of the teacher from presenter to facilitator and the ways this shift changes classroom dialogue, assessment, and data collection.

Presenter: **Amy Campbell**
Kindergarten Teacher
Bogue Sound Elementary School
amy.campbell@carteretk12.org

Location: **IMPERIAL C**

82. Positive Strategies to Engage All Students

Creating 21st Century schools that are achieving, caring and safe necessitates a new way of thinking. Come explore how schools in the United States, Canada and Australia have embraced this new view and virtually eliminated discipline problems while increasing achievement.

Presenter: **Glenn Smith**
President
Life Connections, Inc.
reactnot@aol.com

Location: **IMPERIAL D**

83. Time-Proven Discipline Strategies that Work

Learn effective, schoolwide discipline strategies designed to greatly improve academic achievement and reduce discipline referrals by over 40% in one semester.

Presenter: **Lane Anderson**
President
Real World Consulting
realworld@triad.rr.com

Location: **IMPERIAL E&F**

84. All Students Specifically Includes Black Males

Imagine if white male academic achievement was low and black male academic achievement was high in North Carolina schools. Would we call it an achievement gap or a broken educational system? An initiative called Being Black Boys works to transform the system and empowers stakeholders to support black male students.

Presenter: **Marcus Croom**
Assistant Principal Intern
Eno Valley Elementary School
marcus.croom@dpsnc.net

Location: **IMPERIAL G&H**

85. Making Co-Teaching/Inclusion a Success

Administrators, teachers of exceptional children, and teachers in regular education will share how we have successfully implemented a co-teaching/inclusion model at Celeste Henkel Elementary School. We will focus on the following areas: 1) how to get buy-in from your staff to begin the model 2) how we had to think "outside the box" to create an effective schedule by using our support staff, and 3) how our 2nd, 4th, and 5th grade education teachers plan and successfully co-teach.

Presenter: **Jonathan Ribbeck**
Principal
Celeste Henkel Elementary
ribbeck@iss.k12.nc.us

Location: **MEADOWBROOK**

86. Transforming School Culture for Sustainable Student Achievement

Learn how a high-poverty school leveraged creative strategies, such as trust building, professional learning teams, ongoing professional learning opportunities, coordination of resources, and development of partnerships with parents, to build a culture of collaboration that resulted in increased student academic performance.

Presenter: **Shirnetha Stinson**
Assistant Principal
Clinton Elementary School
shirnetha_stinson@yahoo.com

Location: **OAK A&B**

87. Reading Conferences: The Heart of Instruction

Our goal as literacy educators is to meet each student where he or she is and to move that student forward. In Reading Workshop, conferences ensure that you know and grow each reader in your classroom. Learn the parts of a reading conference, strategies for keeping track of conferences, and strategies to use so that data will drive instruction.

Presenter: **Rebecca Shoniker**
Literacy Coach & Independent Consultant
Writing With Rebecca
rebecca@writingwithrebecca.com

Location: OAK C

88. Mission Possible: Increasing Teacher Effectiveness

Mission Possible is a comprehensive strategic compensation plan designed to recruit, retain, and reward highly effective educators in hard-to-staff schools. Participants will learn the funding, history, and successes of the program, along with strategies program specialists use to develop highly effective teachers and to increase student achievement in schools with critical needs.

Presenter: **Jennifer Gravely**
Program Specialist
Mission Possible
gravelj@gcsnc.com

Location: PEBBLE BEACH

89. Education in a Flat World: How to Prepare Students

How can we prepare globally competent students? This interactive session will feature interviews with students and teachers involved in international collaborations, examine local and global educational trends, and showcase best practices for considering and incorporating different points of view in instructional planning.

Presenter: **Jennifer Ricks**
Social Studies Consultant
NCDPI
jricks@dpi.state.nc.us

Location: TIDEWATER

90. Implementing Change is a Journey

This session will discuss what can be done to better ensure that programs and initiatives are implemented with fidelity and sustainability. In order to implement something well, organizations have to focus on key aspects of implementation, which involves asking and acting upon key questions regarding critical drivers that support implementation at a high level of performance.

Presenter: **Maria Pitre-Martin**
Director of K-12 Curriculum and Instruction
NCDPI
mpitre@dpi.state.nc.us

Location: VICTORIA A

91. Using Technology to Ensure Plan Alignment and Focus

This presentation showcases how one school system implemented an easy-to-use tool to build its school Improvement plan. Learn how to tie all other plans and reports to this plan resulting in clearly identified needs and alignment of state and local goals.

Presenter: **Don Phipps**
Superintendent
Beaufort County Schools
dhipps@beaufort.k12.nc.us

Location: VICTORIA B

92. If It's Not in Their DNA, What is It?

The relationship between the achievement gap of minority students and social capital is examined to address Standard II of the North Carolina Teacher Evaluation Process. Participants will gain strategies for collaborating with families to ensure the needs of diverse students are met both in the classroom and beyond.

Presenter: **Stacy K. Gibbs**
Program Specialist
Mission Possible
gibbss@gcsnc.com

Location: VICTORIA C

93. Using Digital Technology to Impact Literacy K-12

Discover how Rockingham County Schools is using digital technology to transform 21st Century teaching and learning to increase student achievement in literacy. Classroom strategies integrating literacy tools that are engaging for K-12 students, including Activboards, wikis, Skype, voice threads, digital story telling, and more, will be provided.

Presenter: **Tonisha Walden**
K-12 Lead Curriculum Facilitator
Rockingham County Schools
twalden@rock.k12.nc.us

Location: **AUDITORIUM I**

94. North Carolina Diagnostic Assessment Program

This session presents an overview of the new diagnostic program for K-5 teachers, which deals with literacy instruction and assessment for students.

Presenter: **Carolyn Southerland**
Assessment and Literacy Manager/
Reading 3D
NCDPI
csoutherland@dpi.state.nc.us

Location: **AUDITORIUM II**

95. Transitioning to Online Assessment

This session will provide information on the plan to transition from paper/pencil state-mandated assessments to online state-mandated assessments. There will be time allocated for discussion and input related to the implementation of online assessments.

Presenter: **Hope Tesh**
Education Consultant
NCDPI
htesh@dpi.state.nc.us

Location: **AUDITORIUM III**

96. Literacy Intervention Toolkit Using DIBELS Data

Through universal screening and progress monitoring, participants will learn how to analyze what students do or do not know as well as which students may be at risk for failure. Through interactive activities, participants will be able to make decisions on how to place students in Tier II and Tier III instruction and intervention.

Presenter: **Helen Long**
Educational Consultant
Sopris Learning
helenl@sopriswest.com

Location: **AUDITORIUM IV**

97. Considerations for Using Student Performance in Evaluations of Educator Effectiveness

Recently, there has been an increased interest in incorporating measures of student performance to inform evaluations of educators. This session will address the most important conditions, challenges, and opportunities associated with such efforts. We will focus on developing a design and framework for models to promote and support educator effectiveness.

Presenter: **Chris Domaleski**
Senior Associate
National Center for the Improvement
of Educational Assessment
cdomaleski@nceia.org

Location: **BILTMORE A&B**

98. Infusing Rigor Without Fears and Tears

Sometimes, the word R-I-G-O-R is associated with more work for the teacher and students. This session will provide easy to implement, engaging strategies to infuse rigor into lessons across content areas and grade levels. Learn ways to increase the complexity of a task, thereby causing students to change the way they mentally process the information. Extensive handouts will be provided.

Presenter: **Kathy Kennedy**
Associate Superintendent
Instructional Design and Innovation
kakennedy@ncmcs.org

Location: **BLUE ASHE**

99. mathSMASH... The Sound Approach to Learning Math

mathSMASH is the sound approach to learning mathematics. It provides the unique opportunity to hear math ...with NO MUSICAL EXPERIENCE REQUIRED. It challenges, engages, and motivates students to understand math from a fresh new auditory perspective. During the session, you will experience K-5 mathematical models and activities that accelerate, review, re-teach, enrich, and assess across each grade level.

Presenter: **Troy Kryzalka**
Instructional Facilitator
Montgomery County Schools
tkryzalka@mathsmash.com

Location: **CEDAR A&B**

100. Enhancing Performance on North Carolina End-of-Grade Tests with Online Tools

Learn how to increase student performance with an online program designed to simulate the state test. Learn how to address student needs with intensive online practice, use the data to differentiate instruction, and assess growth with an online post-test for grades 3-8.

Presenter: **Sue Ritchie**
*Senior Implementation & Support Specialist
 Curriculum Associates
 sritchie@cainc.com*

Location: CEDAR C

101. Grow Knowledge With NAEP

Use the National Assessment of Educational Progress (NAEP) and access evidence that probes thinking and increases knowledge. Experience an interactive session where you can obtain strategies that can be implemented district-wide. This engaging session will leave its participants with dynamic tools and other web-based resources. The tools are all crafted to assist participants in meeting their students' academic challenges.

Presenter: **Iris Garner**
*North Carolina NAEP Coordinator
 NCDPI
 igarner@dpi.state.nc.us*

Location: GRANDOVER WEST

102. Inclusion: Moving Special Education to the Front of the Room

Are you tired of sitting in that student desk watching students struggle and feeling like an outsider? This session includes strategies that will move special education teachers to the front of academic instruction in secondary classrooms, provide guidance on how to recruit regular education teacher for a cooperative teaching experience, and gain administrative support.

Presenter: **Latarsha Singleton**
*EC Teacher (Algebra 1 & 2, Geometry)
 Northeast High School
 singlel2@gcsnc.com*

Location: HERITAGE

103. Blended Learning and Students with Disabilities

This session will focus on the development and implementation of blended online courses for students with disabilities. Participants will have an opportunity to view the new English, Biology, and Algebra courses that have been developed for the Occupational Course of Study (OCS). These courses are highly interactive and are based on the newly-revised standards for the OCS. The blended courses are designed to be used in a team teaching situation.

Presenter: **Freda Lee**
*Educational Consultant
 NCDPI
 flee@dpi.state.nc.us*

Location: IMPERIAL A

104. Classroom Interventions That Rescue the Discouraged

Begin with research; add a taste of technology and a sprinkle of heart as you discover classroom organization schemes and management practices that can quickly improve a teacher's capacity to reach unmotivated and disengaged students.

Presenter: **Julian Wilson**
*Instructional Technology Consultant
 NCDPI
 jnicholswilson@dpi.state.nc.us*

Location: IMPERIAL B

105. One Page, One Voice, One Goal: The Highest Quality

If you want to provide the HIGHEST quality education for your students, then you MUST provide teaching and learning of the HIGHEST quality. A key ingredient for meeting this one important goal is to have teachers and school leadership on the same page, speaking the same language, with shared understandings of expectations, outcomes, and instructional approaches. During this session, participants will be given the opportunity to view an informative classroom video.

Presenter: **Jennifer McGregor**
*Developer
 Teach N Kids Learn, Inc.
 mathematics@edk-12.com*

Location: IMPERIAL C

106. Positive Strategies to Engage All Students

Creating 21st Century schools that are achieving, caring and safe necessitates a new way of thinking. Come explore how schools in the United States, Canada and Australia have embraced this new view and virtually eliminated discipline problems while increasing achievement.

Presenter: **Glenn Smith**
President
Life Connections, Inc.
reactnot@aol.com

Location: **IMPERIAL D**

107. Time-Proven Discipline Strategies that Work

Learn effective, schoolwide discipline strategies designed to greatly improve academic achievement and reduce discipline referrals by over 40% in one semester.

Presenter: **Lane Anderson**
President
Real World Consulting
realworld@triad.rr.com

Location: **IMPERIAL E&F**

108. Have You Read Any Good Math Lately?

It is simple addition... research-based literacy strategies + rich math problem solving = student success. Participants will become immersed in ready-to-use literacy strategies that help students become successful math problem solvers. Be ready to participate in this hands-on session which will engage and excite all learners.

Presenter: **Kelly Crisp DeLong**
K-8 Curriculum Specialist
Moore County Schools
kcrisp@ncmcs.org

Location: **IMPERIAL G&H**

109. Making Co-Teaching/Inclusion a Success

Administrators, teachers of exceptional children, and teachers in regular education will share how we have successfully implemented the Co-Teaching / Inclusion Model at Celeste Henkel Elementary School. We will focus on the following areas: 1) how to get buy-in from your staff to begin the model, 2) how we had to think “outside the box” to create our schedule effectively by using our support staff, and 3) how our 2nd, 4th, and 5th grade regular ed. teachers plan and successfully co-teach.

Presenter: **Jonathan Ribbeck**
Principal
Celeste Henkel Elementary
ribbeck@iss.k12.nc.us

Location: **MEADOWBROOK**

110. Nurture Entrepreneurial Skills Through Competition

The Hop on the Bus! High School Business Plan Competition provides opportunities for students to explore business ideas and develop entrepreneurial skills of problem-solving, personal finance, teamwork, and creative thinking. This competition is open to all high school students in North Carolina. Online tools are available to enhance instruction and nurture entrepreneurial thinking. Hop on the bus with us to learn more about this competition.

Presenter: **Malinda Todd**
Associate Director
NCREAL
malinda@ncreal.org

Location: **OAK A&B**

111. Evaluations of More at Four: Past, Present, Future

This session is an overview of the evaluation program for More at Four (MAF), including rationale and role of evaluation for MAF and early education. This session will include summaries of past and current results, plus future study plans.

Presenter: **Stephen Jackson**
Policy and Research Consultant
NCDPI
stephen.jackson@ncpublicschools.gov

Location: **OAK C**

112. Mission Possible: Increasing Teacher Effectiveness

Mission Possible is a comprehensive strategic compensation plan designed to recruit, retain, and reward highly effective educators in hard-to-staff schools. Participants will learn the funding, history, and successes of the program, along with strategies program specialists use to develop highly-effective teachers, and to increase student achievement in schools with critical needs.

Presenter: **Jennifer Gravely**
Program Specialist
Mission Possible
gravelj@gcsnc.com

Location: **PEBBLE BEACH**

113. New Information and Technology Skills Essential Standards

Come preview your new standards that will go into effect Fall 2011. Common Core Standards are still more than a year away, however, in 2011-12 all North Carolina teachers will be expected to utilize the new Essential Standards for Information and Technology Skills in all content areas. These standards have a new look and approach so don't miss this session!

Presenter: **Division of Instructional Technology Consultants**
NCDPI

Location: **TIDEWATER**

114. Implementing Change is a Journey

This session will address what can be done to better ensure that programs and initiatives are implemented with fidelity and sustainability. In order to implement something well, organizations have to focus on key aspects of implementation, which involves asking and acting upon key questions regarding critical drivers that support implementation at a high level of performance.

Presenter: **Maria Pitre-Martin**
Director of K-12 Curriculum and Instruction
NCDPI
mpitre@dpi.state.nc.us

Location: **VICTORIA A**

115. Using Technology to Ensure Plan Alignment and Focus

This presentation showcases how one school system implemented an easy-to-use tool to build its school improvement plan. Learn how to tie all other plans and reports together using this tool resulting in clearly identified needs and alignment of state and local goals.

Presenter: **Don Phipps**
Superintendent
Beaufort County Schools
dhipps@beaufort.k12.nc.us

Location: **VICTORIA B**

116. Using Student Data to Differentiate Strategies for ELLs

This session focuses on the teacher's role in providing the academic growth and high expectations required for all English Language Learners (ELLs). Teachers will learn how to interpret and to utilize student data to select, organize, and differentiate strategies for ELL students at varying levels of proficiency.

Presenter: **Carlos Oliveira**
ESL trainer
North Carolina Teacher Academy
flee@dpi.state.nc.us

Location: **VICTORIA C**

RESOURCES & NOTES





CAREER & COLLEGE: READY, SET, GO! NORTH CAROLINA'S RACE TO THE TOP INITIATIVE

North Carolina is one of only 12 recipients of the federal Race to the Top (RttT) grants, bringing nearly \$400 million to the state's public school system for use over the next four years. This grant is designed to spur public school innovation through Gov. Bev Perdue's Career and College: Ready, Set, Go! initiative.

The RttT funds must be spent in direct support of North Carolina's plan and its four main "pillars" of work:

- Great Teachers and Principals
- Quality Standards and Assessments
- Turnaround of Lowest-Achieving Schools
- Data System to Improve Instruction



All together, these "pillars" support Career & College: Ready, Set Go!, North Carolina's RttT initiative.

RttT funds will allow North Carolina to move faster and further in delivering on one key promise: that every student graduates from high school ready for a career, two- or four-year college, or technical training.

Approximately one-half of the grant is earmarked for distribution to local education agencies for their own initiatives that support the North Carolina RttT plan. Local RttT funds have been distributed in accordance with federal Title I eligibility to districts and to charter schools.

THE PLAN FOCUSES WORK IN FOUR KEY AREAS WITH SPECIFIC ACTIVITIES FOR EACH:

Increasing teacher and principal effectiveness so that every student has a great teacher and every school has a great principal.

- Performance incentives for lowest-achieving schools
- Research-supported university preparation programs
- Research- and data-based recruitment and licensure programs:
 - Teach for America expansion
 - NCTeacher Corps
 - Regional Leadership Academies
- Strategic staffing initiatives
- Expansion of virtual and blended teaching
- Statewide professional development system
- Successful innovations in identifying, developing, and supporting effective leaders
- Statewide teacher and principal evaluation systems

Updating North Carolina's statewide PK-12 Standard Course of Study and school accountability system to reflect internationally-benchmarked standards and assessments that prepare students for success in college and the workplace.

- New curriculum standards and adoption of the Common Core State Standards for implementation by 2012-13
- New student assessments – including formative assessments – for all subjects with a strong focus on graduation
- An updated accountability model for schools that focuses on student graduation and preparation for career and college

Establishing and increasing the use of robust data systems that measure student success and inform teachers, principals and policymakers about how they can improve the delivery of educational services to students.

- Technology to enhance all reform areas
- Building upon technology-enabled education initiatives
- Statewide Longitudinal Data System and Student Information System
- NC Education Cloud
- Next generation technology infrastructure
- Service delivery platform for content, services and applications

Turnaround for the lowest-achieving schools so that all students are supported and receive the educational opportunities they need. (Turnaround activities will be targeted to the schools in the bottom 5 percent of performance; high schools with a graduation rate below 60 percent; and local districts with aggregate performance composites below 65 percent.)

- A focus on local capacity building
- Customized approaches to local setting and needs
- Early college high schools
- Redesigned schools
- Charter schools
- NC School of Science and Mathematics
- District-level magnet schools
- Science, Technology, Engineering and Mathematics (STEM)-themed high schools

What does Career & College: Ready, Set, Go! mean...

FOR STUDENTS?

- an updated curriculum based on competitive national and international standards
- better and more frequent feedback for students to make “midcourse corrections” as needed
- more effective teachers
- access to technology to support learning

FOR EDUCATORS?

- access to professional development that will help teachers and principals reach all students
- increased capacity to meet needs of students
- fair and research-based evaluation system for individual practitioners and schools

FOR COMMUNITIES?

- better prepared students entering community colleges, universities and the workplace
- better prepared students for science, mathematics and technology careers
- higher graduation rates and better prepared citizens

Learn more at <http://www.ncpublicschools.org/readyssetgo>





The North Carolina Formative Assessment Learning Community Online Network (NC FALCON) has been developed in an effort to provide North Carolina teachers with a basic understanding of formative assessment and illustrate the role it plays in a comprehensive, balanced assessment system. The online professional development series modules located in NC FALCON are intended to serve as a primer for teachers wishing to learn more about how formative assessment can impact their instruction and help their students achieve targeted learning goal. (<http://center.ncsu.edu/falcon/>)

- **NC FALCON Implementation Guide**
(<http://www.ncpublicschools.org/docs/accountability/educators/falconguide.pdf>)
- **NC FALCON Reflections 2009-10 Video**
(<http://www.ncpublicschools.org/accountability/educators/vision/formative>)

PRESENTATIONS

- **NC FALCON: Helping Students Soar to Success**
(<http://www.ncpublicschools.org/docs/accountability/educators/ncfalcon610.pdf>)
- **Attributes of Effective Formative Assessment**
(<http://www.ncpublicschools.org/docs/accountability/educators/fastattributes04081.pdf>)

MULTIMEDIA

- **Formative Assessment and Learning**
(<http://www.ncpublicschools.org/accountability/educators/vision/formative>)

LEARNING TOOLS

- **Formative Assessment Tools**
(<http://www.ncpublicschools.org/accountability/educators/vision/attributes>)
- **Formative Assessment Quiz**
(<http://www.ncpublicschools.org/accountability/educators/vision/quiz>)
- **Examples of Formative Assessment in Practice**
(<http://www.ncpublicschools.org/accountability/educators/vision/examples>)
- **Formative Feedback for Math Problem Solving**
(<http://www.ncpublicschools.org/docs/accountability/testing/eog/IntroductionandMenu.pdf>)

RESOURCES

- **FAST Research Resources**
(<http://www.ncpublicschools.org/docs/accountability/educators/fastresearchresources.pdf>)



NORTH CAROLINA TEACHER WORKING CONDITIONS SURVEY

About the NC Teacher Working Conditions Survey

- Over 105,000 (89%) completed the survey in 2010, the 5th time the state conducted the survey.
- 100% of state’s traditional schools have a report online. 68% of charter schools and 100% of our special schools have reports (see www.ncteachingconditions.org).
- It is a perception survey. The value is in the conversation that begins when School Improvement Teams or other groups sit down and talk about the results together. It is all about understanding of what the educators think about the conditions in their school.
- Licensed educators took the survey March 15-April 16, 2010.

Who takes the survey?

All licensed educators including classroom teachers, principals and assistant principals, guidance counselors, media specialists, school psychologists, and any other licensed personnel. If an educator works in more than one school, s/he completes a survey for each of the schools.

In 2008 and 2010, principals completed a different version of the survey in order to inform districts about their working conditions.

Resources

www.ncteachingconditions.org

- Parent Guide to School Improvement
- NCTWC Survey: School Improvement Guide
- Moving Toward Coaching-Based Evaluation
- Presentation of Results, Summary of Findings for 2010
- Connections to Student Achievement and Teacher Retention
- Use of the TWC with the Educator Evaluation System
- Activity Guide for School District Leaders
- Standards for Teacher Working Conditions and Continuum

Contact Information

Carolyn McKinney, Executive Director
NC Professional Teaching Standards Commission
919-807-3424 | cmckinney@dpi.state.nc.us



Executive Summary

Since 2002, the Office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listening to educators and to reforming schools to create the working conditions necessary for student and teacher success. In 2010, a record 105,688 educators responded to the North Carolina Teacher Working Conditions (NCTWC) Survey (89 percent). Every school district and traditional public school in the state of North Carolina reached the minimum response rate (40 percent) necessary to receive data, providing information needed to gauge the successes and areas of concerns in their own school community.

Findings from the 2010 survey show working conditions are more positive in high-performing schools. In particular, students are achieving at higher levels in schools where the students and faculty know conduct expectations, policies are consistently implemented, and the building is safe. Safe and supportive learning conditions are essential components of student success.

Teachers need to be empowered not just in general, but to help create and implement student conduct policies. School leaders not only need to create trusting, supportive environments, but particularly should attend to

communicating and consistently implementing conduct expectations to the school and community. And while schools need clean and adequate space, safety is critical.

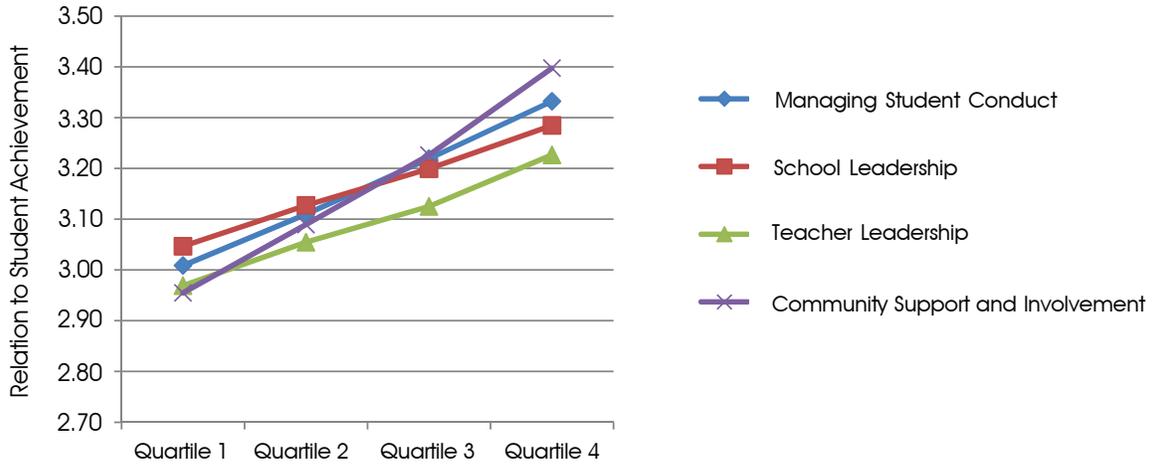
Responses reveal that while teachers identify the construct of Instructional Practices and Support as having the most impact on student achievement, statistical analysis of the data indicate that managing student conduct has the greatest predictive power on student achievement.

Instructional Practices and Support was identified by teachers as most critical and was a significant predictor of student performance across North Carolina high schools. Stronger connections may not have surfaced as the NCTWC Survey focused on specific school level supports (i.e. Professional Learning Communities, data availability and use, etc.), as opposed to what individual teachers do in their own classroom. Additional research in the future may identify particular instructional practices and support utilized by the most effective teachers.

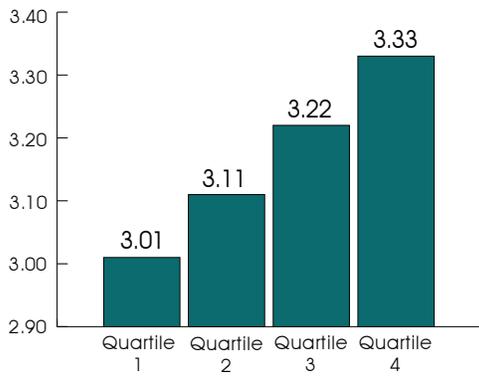
To do their best work with students, teachers need supportive working conditions that provide the best opportunities to be effective. Creating positive work environments for teachers in every school across North Carolina is an essential element to creating the learning environments that will maximize student success.

Detailed results for all North Carolina schools and districts, additional findings, the Research Brief, and other presentations and maps may be found at www.ncteachingconditions.org.

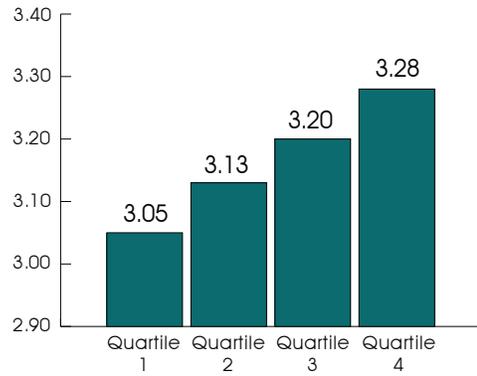
DISPARITIES IN SELECT WORKING CONDITIONS BETWEEN LOW- AND HIGH-PERFORMING ELEMENTARY SCHOOLS



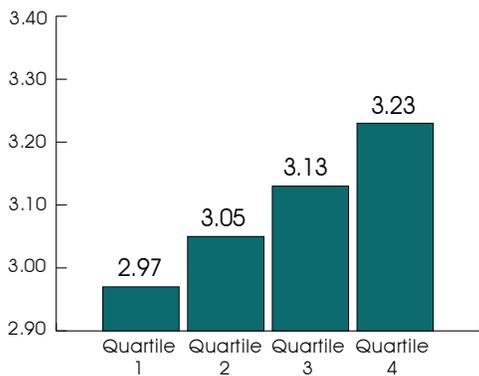
Managing Student Conduct



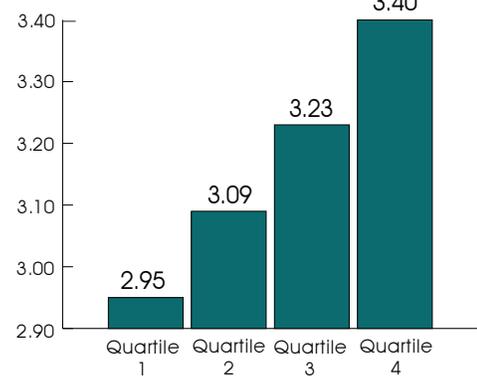
School Leadership



Teacher Leadership



Community Support and Involvement



Note: Differences across all quartiles are statistically significant at the $p < .05$ level

Contact Information: Carolyn McKinney 919.807.3424
NC Professional Teaching Standards Commission



GRADUATION AND DROPOUT PREVENTION

GRADUATION RESILIENCY

The North Carolina Department of Public Instruction is partnering with SAS Institute, Inc. to develop *Graduation Resiliency*, a web-based software program designed to facilitate the early identification of students who may be at risk of dropping out of school through the examination of the most predictive risk factors cited by research (Allensworth, 2009).

This software will allow schools and districts to examine the historical performance of students based on five primary risk factors over a four-year academic period. The average of the five primary risk factors determines a relative risk level for each student. The software will be available to all North Carolina school districts at the beginning of the 2011-2012 school year. More information can be obtained at <http://dpi.state.nc.us/graduate/>.

DROPOUT PREVENTION

During the 2009-2010 school year, 3.75% of high school students dropped out of school, a substantial decrease from the 4.27% rate reported from the previous year. The rate of 3.75% was the lowest grade 9-12 dropout rate ever recorded in North Carolina, according to the Annual Dropout Event Report. Current statistics may be viewed at <http://www.ncpublicschools.org/research/dropout/reports>.

Fifteen Strategies for Dropout Prevention

We have identified 15 effective strategies that have the most positive impact on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation. <http://www.dropoutprevention.org/effective-strategies>

Model Dropout Prevention Programs

In order to maintain a listing of current model programs for dropout prevention, the National Dropout Prevention Center has created a database of research-based programs and information. This information is available for schools, organizations and other programs to review for opportunities to implement the model program or enhance their existing program. The rating scale for the programs selected for the database of Model Programs is based on the evaluation literature of specific prevention, intervention, and recovery programs. Visit <http://www.dropoutprevention.org/modelprograms> for more information.

Dropout Prevention Grants

In 2010 the North Carolina General Assembly appropriated \$11 million to support programs and initiatives that targeted students at risk of dropping out of school. The purpose of the grant is to focus attention and resources on innovative programs and initiatives that promote keeping students in school when other conflicting factors are pushing them to drop out. Grants varied in amounts up to a maximum of \$175,000.

The grants funded innovative programs and initiatives that targeted students at risk of dropping out of school and demonstrated the potential to be developed into effective, sustainable, and coordinated dropout prevention and re-entry programs in middle schools and high schools. Grants were geographically distributed throughout the state and the eight educational regions. Visit <http://dpi.state.nc.us/dropout/grants/> for additional information on these grant programs.



The NCDPI Instructional Technology Division is responsible for providing support and guidance for our state’s instructional technology programs. Initiatives are strategically aligned to ACRE, the SBE goals, Ready, Set, Go!, RtT and both our state and national technology plans. Presently we have three initiatives that are at the forefront and indicative of our overall division priorities.



NORTH CAROLINA LEARNING TECHNOLOGY INITIATIVE (NCLTI)

<http://www.it.ncwise.org> | <http://www.fi.ncsu.edu>

NCLTI is a strategic partnership creating future-ready schools based on engagement, equity and economic development. The NCLTI started August 2007 with funding from the state, Golden LEAF Foundation, SAS and various other partners. The various initiative planning tools address:

- Vision: Establish a common vision and engage stakeholders.
- Plan: Detailed guidelines established with a leadership team.
- Implement: Appropriate infrastructure, personnel and professional development.
- Access: Utilize data to make informed decisions about all areas of the initiative.

21ST CENTURY ASSESSMENT

Are your media and technology programs truly promoting and supporting teaching and learning in your LEA? The instructional technology division can help answer this question by providing our 21st Century Assessment service to your LEA. While accessing your programs the following procedures are utilized:

- Interviews with school principals, media coordinators, and several teachers;
- Interviews with central office staff;
- Observation of a system-level strategic planning meeting;
- Attendance at a system-level Technology and Media Advisory Committee meeting; and
- Alignment of information gathered with the NCDPI’s technology initiatives and the *IMPACT: Guidelines for Media and Technology Programs* http://it.ncwiseowl.org/resources/i_m_p_a_c_t/.

The resulting report is based on information gathered and organized according to the State Board of Education’s strategic priorities. Within each section of the report observations and recommendations are provided. To inquire about this assessment, contact your regional technology consultant. Contact information can be found on our division website, <http://it.ncwiseowl.org/>.

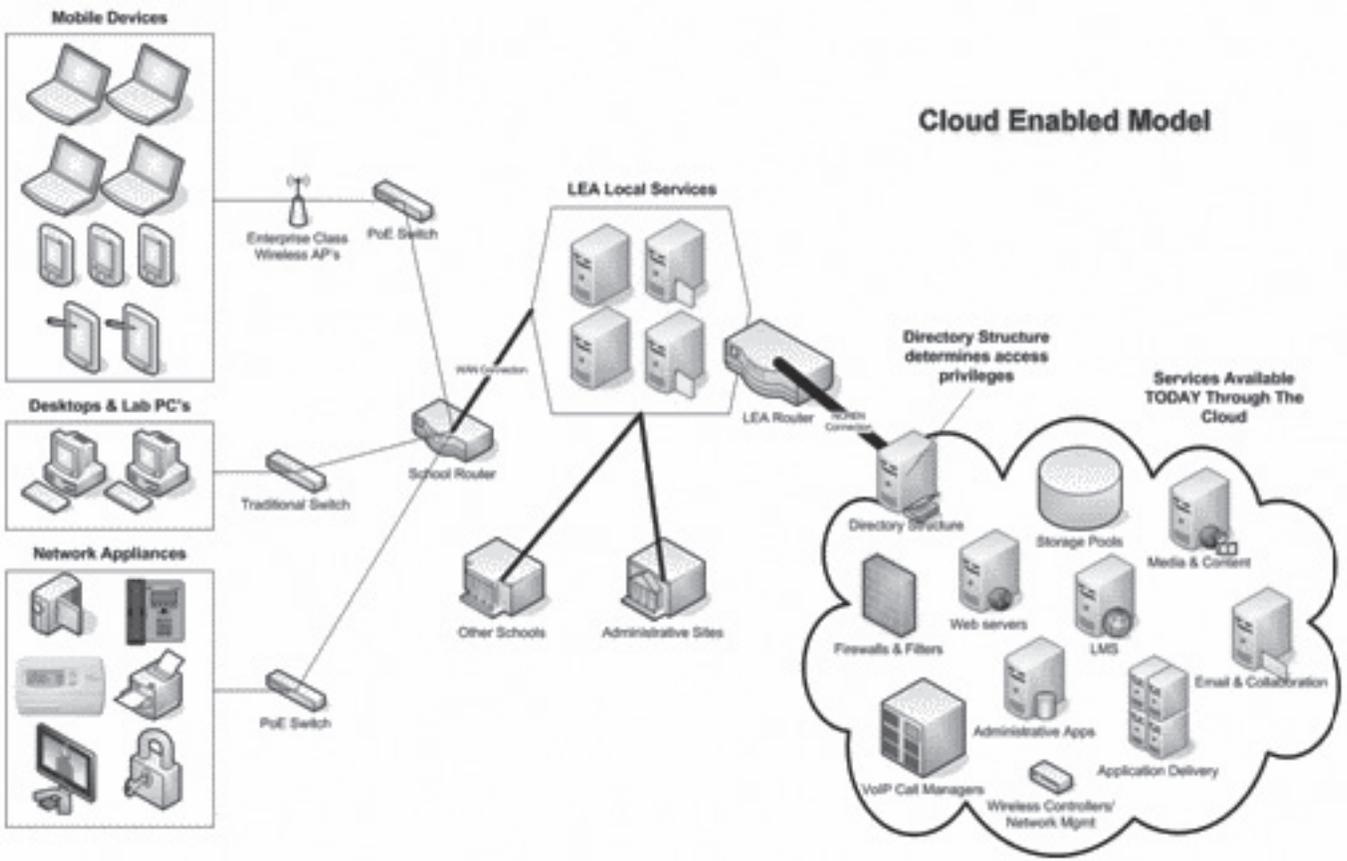
NC EDUCATION CLOUD (NCEDCLOUD)

<http://cloud.fi.ncsu.edu/>

The NC Education Cloud will provide a highly-reliable and available server infrastructure supporting the K-12 education enterprise statewide. Migration will be facilitated from LEA-hosted server infrastructure to cloud-hosted infrastructure as a service. The NCEdCloud will provide:

- Equitable access to computing and storage resources;
- Efficient scaling according to aggregate NC K-12 usage requirements;
- Consistently high availability, reliability and performance;
- Emerging instructional and data systems including the IIS; and
- Sustainable, predictable and lowered operational cost.

Please visit our website: <http://it.ncwiseowl.org/> for detailed information about ongoing initiatives as well as division contact information.





EARLY LEARNING (PRE-K – GRADE 3)

OFFICE OF EARLY LEARNING, NC DEPARTMENT OF PUBLIC INSTRUCTION

NCDPI’s Office of Early Learning promotes high-quality Pre-K – Grade 3 teaching practices in North Carolina’s pre-kindergarten programs and elementary schools.

www.ncpublicschools.org/earlylearning

www.earlylearning.nc.gov

The Office of Early Learning website offers these and many other resources including

- North Carolina Guide for the Early Years, 2nd edition;
- Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children;
- The Power of K: North Carolina Position Statement on Kindergartens of the 21st Century;
- Foundations: Early Learning Standards for NC Preschoolers and Strategies for Guiding Their Success; and
- More at Four Pre-Kindergarten Evaluation.

**FIRSTSCHOOL, FPG CHILD DEVELOPMENT INSTITUTE
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

NCDPI’s Office of Early Learning is a partner with FirstSchool. The FirstSchool partnership unites best practices of early childhood, elementary, and special education to promote high-quality Pre-K – Grade 3 learning opportunities for African-American, Latino, and low-income students.

<http://firstschool.fpg.unc.edu/>



SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

Supplemental Educational Services (SES) are extra academic services, such as tutoring, offered outside of regular school hours free of cost to low-income students attending qualifying Title I schools. Title I schools that have not made adequate yearly progress (AYP) for three years in the same subject are required to offer these services. Service providers are approved by the N.C. State Board of Education.

At least annually, an LEA must provide notice to the parents of each eligible student regarding the availability of SES. Specific information about the timing of services should be provided directly to the parents of eligible students so that there is sufficient time to allow them to select an SES provider.

2010-11 APPROVED SES PROVIDERS

One hundred and eighteen continuing providers and 75 new providers of Supplemental Educational Services were approved on August 5, 2010 at the meeting of the State Board of Education.

<http://www.ncpublicschools.org/docs/program-monitoring/titleI/SES/providers/approved-providers.pdf>

PRESENTATIONS

- **SES Evaluation Report – November 22, 2010**
<http://www.ncpublicschools.org/docs/program-monitoring/titleI/SES/resources/20101122-evalrpt.pdf>
- **SES-LEA Responsibilities**
<http://www.ncpublicschools.org/docs/program-monitoring/titleI/SES/resources/SES-LEA-responsibilities.pdf>
- **Supplemental Educational Services - Raleigh NC**
<http://www.ncpublicschools.org/docs/program-monitoring/titleI/SES/resources/SES-sept-2010.pdf>
- **SES Guidance – U.S. Department of Education – January 14, 2009**
<http://www.ncpublicschools.org/docs/program-monitoring/titleI/SES/guidance.pdf>

SES EVALUATION REPORTS

- **2009-2010 SES Evaluation Report**
<http://www.ncpublicschools.org/docs/program-monitoring/titleI/SES/evalreports/SES09-10.pdf>
- **SES in NC – Evaluation Findings and Activities**
<http://www.ncpublicschools.org/program-monitoring/titleI/SES/>



CHARACTER EDUCATION

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical, and civic values such as respect, responsibility, integrity, perseverance, courage, justice, and self-discipline. Character education's long-term solutions address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools.

STUDENT CITIZEN ACT OF 2001

In the fall of 2001, the Student Citizen Act of 2001 (SL 2001-363) was passed into law by the North Carolina General Assembly. This act requires every local board of education to develop and implement character education instruction with input from the local community. With the passage of this act, the state of North Carolina has affirmed that the development of character in our children is the cornerstone of education.

NATIONAL SCHOOL OF CHARACTER

Cotswold Elementary School, located in Charlotte, North Carolina, has been honored as a National School of Character by the National Character Education Partnership. Cotswold Elementary School strives for students to become lifelong learners by actively pursuing academic and social competence in a multicultural environment. Students are encouraged to be risk-takers and inquirers who develop understanding, tolerance, and appreciation of diverse traditions and beliefs. In order to accomplish these goals, we provide a nurturing and supportive atmosphere with high expectations to implement a challenging and comprehensive program of global education. Cotswold Elementary has been officially authorized as an International Baccalaureate World School offering the Primary Years Program. Cotswold is only the 13th elementary school in North Carolina to gain this distinction.

RESOURCES

- **Character Education Informational Handbook**
<http://www.ncpublicschools.org/charactereducation/handbook/>
- **National Character Education Partnership**
<http://www.character.org/>
- **2011 National School of Character Application Guidelines**
<http://www.ncpublicschools.org/charactereducation/>



21ST CENTURY COMMUNITY LEARNING CENTERS

21st Century Community Learning Center programs (21st CCLCs) programs provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. 21st CCLCs must also offer families of participating students educational development opportunities. Centers (which may be located in schools, community and/or faith-based facilities) provide a range of high-quality services to support student learning and development. These services include but are not limited to tutoring and mentoring, homework assistance, academic enrichment (such as hands-on science or technology programs) community service opportunities, music, art, sports, and cultural activities. Centers also provide safe environments for students during non-school hours.

GRANT INFORMATION

The 21st Century Community Learning Center Grant funds are to assist schools, local education agencies (LEAs), and faith-or community-based organizations to provide before school, afterschool, and summer services through the establishment of 21st Century Community Learning Center programs (21st CCLCs). The program participants must be students who currently attend low-performing, high priority and Title I schools. Programs may be offered for students attending grades K-12. For more information visit <http://www.ncpublicschools.org/21cclc/>

RESOURCES

- **21st Century Community Learning Center Program Grantee List**
<http://www.ncpublicschools.org/21cclc/grantees/>
- **North Carolina Center for Afterschool Programs (NCCAP)**
<http://www.nccap.net/>
- **NC Center for Afterschool Programs Self-Assessment and Planning for Quality**
<http://www.ncpublicschools.org/docs/program-monitoring/titleIA/ses/applications/nccap-tool.pdf>
- **Extended Learning Opportunities (CCSSO)**
[http://www.ccsso.org/Resources/Programs/Expanded_Learning_Opportunities_\(ELO\).html](http://www.ccsso.org/Resources/Programs/Expanded_Learning_Opportunities_(ELO).html)
- **Federal Information on 21st Century Community Learning Centers**
<http://www2.ed.gov/programs/21stcclc/index.html>
- **National Institute on Out-of-School Time**
<http://www.niost.org/>



NATIONAL TITLE I DISTINGUISHED SCHOOLS

Since 1996, the National Title I Distinguished School Program has honored schools across the country for their innovation in helping Title I populations achieve high educational standards. Selected from each state by members of the National Title I Association, these schools represent examples of superior Title I programs in one of two categories:

- Category 1: Schools that have exceeded its Adequate Yearly Progress (AYP) for two or more years; or
- Category 2: Schools that have significantly closed the achievement gap between student groups.

CRITERIA

Selected schools in North Carolina must have a poverty rate of at least 40% for the selected year and:

- demonstrate high academic achievement for two or more consecutive years; and
- meet or exceed state standards for making AYP for two or more consecutive years.

SELECTION PROCESS

Each state may select two schools for national recognition; a maximum of one from each of the above categories.

Beginning in 2011, an advisory board will select schools that demonstrate exemplary school effectiveness in the following area:

- teaching and learning based on the approved state curriculum;
- use of research-based instructional strategies;
- opportunities provided for all students to achieve;
- coordination of Title I program with other programs;
- implementation of sustained research-based professional development; and
- establishment of partnerships with parents, families, and the community.

Schools are selected by each state and are honored at the annual National Title I Conference. (<https://nationaltitlei.site-ym.com/?page=T11Home>)

TITLE I HISTORY AND GENERAL INFORMATION:

- **National Title I Association website**
<http://www.nationaltitleiassociation.org/>
- **General information on the purpose and intent of Title I programs**
<https://nationaltitlei.site-ym.com/?TitleIGeneralInfo>



NATIONAL TITLE I DISTINGUISHED SCHOOLS OF NORTH CAROLINA

2000	Beech Mountain Elementary Goldsboro Middle Walnut Elementary	Avery County Wayne County Madison County
2001	Freedom Trail Elementary Waccamaw Elementary East Elementary Carthage Elementary	Avery County Brunswick County Kings Mountain District Schools Moore County
2002	Arthur Edwards Elementary Englewood Elementary	Craven County Nash-Rocky Mount Schools
2003	Atlantic Elementary	Carteret County
2004	Hunter Elementary Lockhart Elementary	Guilford County Wake County
2005	Rutherford College Elementary W.M. Irvin Elementary	Burke County Cabarrus County
2006	Clearmont Elementary Saint Stephens Elementary	Yancey County Catawba County
2007	Eastover Central Elementary A.B. Combs Elementary	Cumberland County Wake County
2008	Longview Elementary Morehead City Primary	Hickory City Schools Carteret County
2009	First Flight Elementary Forestville Road Elementary	Dare County Wake County
2010	South End Elementary District 7 Elementary	Rockingham County Cumberland County
2011	Kingwood Elementary Laurel Hill Elementary	Wake County Scotland County



DIRECTORY OF EXHIBITORS

Alice Aycock Poe Center for Health Education – a.rollins2poehealth.org
American Book Company – maprep@aol.com
American Reading Company – mmckeeman@americanreading.com
Bill Malpass & Associates – billmalpass@aol.com
Cambium Learning Voyager – jeffrey.vincent@voyagerlearning.com
Carnegie Learning – mprince@carnegielearning.com
CASE21 Inc. – nancy.hester@case21inc.com
Classworks – events@classworks.com
Communities in Schools of North Carolina – ndicolandrea@cisnc.org
Constructive Playthings/US Toy Co. Inc – dcarlson@constructiveplaythings.com
Cookie Lee Jewelry/Mree Vu – mree@triad.rr.com
CTB/McGraw-Hill – lynn_hunley@ctb.com
Curriculum Associates Inc – Msmith@cainc.com
East Educational Services – keast@east.bz
Education Publishing Service – cynthia.holley@schoolspeciality.com
Educational Vision and Networking Services, Inc – ralph@educationalvision.com
EOG Test Maker – jsmith@progresstesting.com
ETA/Cuisenaire – jeiborowski@etacuisenaire.com
ExplorNet dba – tbell@qtlcenters.org
Goodheart-Willcox Publisher – kwilson@g-w.com
Great Source Rigby Steck-Vaughn/ Houghton Mifflin Co. – amy.zagora@hmhpub.com
Hameray Publishing Group – 858-369-5200
Hart Inc – bre@hart-inc.com
Houghton Mifflin Harcourt/Riverside Publishing Co. – maryann.ciciarelli@hmhpub.com
InnovatED – tcowan@innovat-ed.com
K5 Kaplan – cwebb@kaplanco.com
Karen's Gift Solutions – klbwishes@aol.com
Lakeshore Learning Materials – crice@lakeshorelearning.com
Leaps/Provenio Group – jgilley@goleaps.com
LEGO Education – kbrown@legoeducation.us
Lightspeed – lisa.sanford@lightspeed-tek.com
Logical Choice Technologies – 770-564-1044
Meredith College – barrower@meredith.edu
My Educational Partners – amberharlow@myedupartners.com
National Center for Youth Issues – rrabon@ncyi.org
NCS Pearson – brett.craig@pearson.com
Pearson Assessment/AIMSweb – Gail.Rodin@pearson.com
Pearson Education – Brad.Buelow@pearson.com
Shuttlesworth Associates, LLC – marian@ncliteracyresources.com
Something Special – gmjcrafts@aol.com
State Employees' Credit Union – gwen.ferrone@ncsecu.org
T.K.'s Positive Shirts and Gifts – dele911@aol.com
Teacher Created Materials – 888-343-4335
Thinkgate – dkrue@thinkgate.net
Thinking Maps, Inc – morris@thinkingmaps.com
Triumph Learning – 888-345-5047
TRP Enterprises, Inc. – sandford@trpnet.com
Wireless Generation, Inc. – 212-213-7534
Zaner-Bloser – 919-381-4534



CONFERENCE COMMITTEE

CONFERENCE PLANNING COMMITTEE

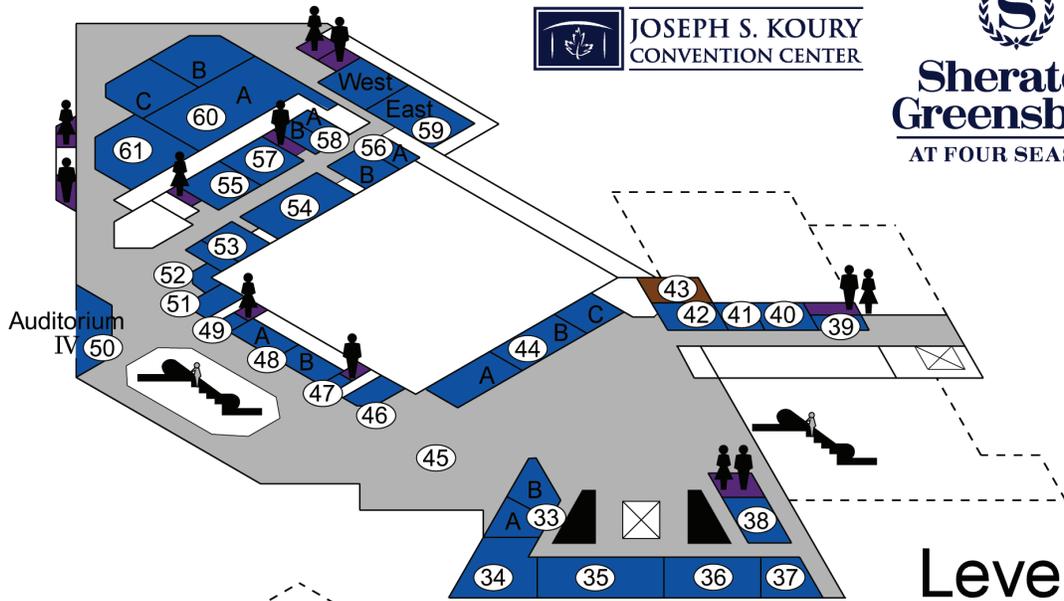
- Allison Anderson** – Federal Program Monitoring and Support
- Evangeline Atkinson** – Graduation and Dropout Prevention
- Sheila Bazemore** – Office of Early Learning Pre-K–3
- Steve Beachum** – Transportation Services
- Ed Bell** – Federal Program Monitoring and Support
- Eliz Colbert** – Educator Recruitment and Development
- Stacy Costello** – District and School Transformation
- Carolyn Guthrie** – Elementary Projects
- Bill Hatch** – Career and Technical Education
- Michael Hickman** – District and School Transformation
- Jody Koon** – Office of Early Learning Pre-K–3
- Joy Mordica** – Accountability Services
- Brian Moyer** – Career and Technical Education
- Julian Nichols-Wilson** – Instructional Technology
- Jennifer Ricks** – K-12 Curriculum and Instruction
- Mary Russell** – Educator Recruitment and Development
- Cynthia Sartain** – Instructional Technology
- Joe Simmons** – Exceptional Children
- Yvette Stewart** – Educator Recruitment and Development
- Debora Williams** – Graduation and Dropout Prevention
- Johnny Wilson** – Accountability Services
- Loretta Wilson** – Accountability Services
- Ira Wolfe** – Exceptional Children

REGISTRARS

- | | | |
|-----------------------|------------------------|------------------------------|
| Cathy Mathews | Cynthia Sartain | Amber Bass |
| Susan Auton | Gerri Batchelor | Shelby Taylor |
| Kelly Brannock | Dan Sparlin | Julian Nichols-Wilson |
| Gail Holmes | Tish Bynum | |

Level 3

- 48 Arrowhead
- 50 Auditorium IV
- 56 Augusta
- 37 Bear Creek
- 61 Blue Ashe Room
- 44 Colony
- 49 Eastmoreland
- 39 Edgewood
- 54 Edinburgh
- 59 Grandover Room
- 43 Health Club
- 33 Heritage
- 41 Links
- 38 Marsh Harbour
- 42 McCormick
- 40 Meadowbrook
- 34 Olympia
- 47 Oyster Bay
- 53 Pebble Beach
- 36 Pinehurst
- 45 Prefunction Area III
- 46 Riverdale
- 57 Sandpiper
- 51 St. Andrews
- 55 Tanglewood
- 58 Tidewater
- 52 Torry Pines
- 35 Turnberry
- 60 Victoria Ballroom



Level 3

Level 2

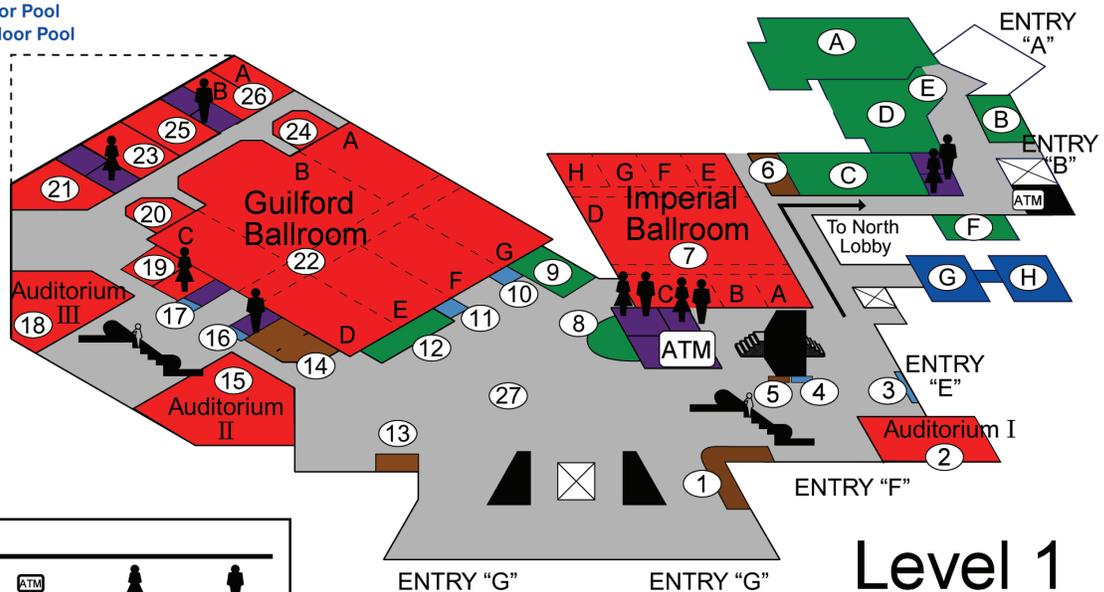
- 28 Birch
- 31 Cedar
- 29 Maple
- 30 Oak
- 32 Sales and Catering

North Lobby

Level 1

- 2 Auditorium I
- 15 Auditorium II
- 18 Auditorium III
- 26 Biltmore
- 23 Blandwood
- 14 Business Center
- 12 Cafe Expresso
- 19 Cardinal
- 20 Carolina
- 5 Concierge
- 3 Convention Desk I
- 4 Convention Desk II
- 10 Convention Desk III
- 11 Convention Desk IV
- 16 Convention Desk V
- 17 Convention Desk VI
- 24 Gate City
- 13 Gift Shop
- 22 Guilford Ballroom
- 1 Hotel Registration
- 7 Imperial Ballroom
- 25 Morehead
- 21 Old North
- 27 Prefunction Area I
- 6 Reservations Office
- 9 Skylite Cafe
- 8 The Bar Down Under

- A Club Fifth Season
- B Internet Café
- C Joseph's Restaurant
- D Stingers Bar and Grill
- E The Brass Bar
- F The Connection Cigar Bar
- G Indoor Pool
- H Outdoor Pool



Level 2

Level 1

Symbols

ELEVATORS	ESCALATORS	STAIRS	AUTOMATED TELLER MACHINE	WOMEN'S RESTROOM	MEN'S RESTROOM

ACADEMIC SERVICES & INSTRUCTIONAL SUPPORT

REBECCA GARLAND, CHIEF ACADEMIC OFFICER
ANGELA QUICK, DEPUTY CHIEF ACADEMIC OFFICER

Graduation and Dropout Prevention
<http://www.ncpublicschools.org/dropout/>

District and School Transformation
<http://www.ncpublicschools.org/schooltransformation/>

Early College High School Initiative
<http://www.earlycolleges.org/>

Federal Program Monitoring and Support
<http://www.ncpublicschools.org/academicservices/monitoring/>

Educator Recruitment and Development
<http://www.ncpublicschools.org/recruitment/>

Accountability Services
<http://www.ncpublicschools.org/accountability/>

Career and Technical Education
<http://www.ncpublicschools.org/cte/>

Exceptional Children
<http://www.ncpublicschools.org/ec/>

Instructional Technology
<http://it.ncwiseowl.org/>

K-12 Curriculum and Instruction
<http://www.ncpublicschools.org/curriculum/>

Office of Early Learning Pre-K-3
<http://www.ncpublicschools.org/earlylearning/>