



COLLABORATIVE CONFERENCE
FOR STUDENT ACHIEVEMENT

Engaging North Carolina in Transforming 21st Century Teaching & Learning

KOURY CONVENTION CENTER | GREENSBORO, NORTH CAROLINA



MARCH 19-21, 2012



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction :: Academic Services and Instructional Support

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CONFERENCE GREETINGS

Dear Conference Participants:

On behalf of the State Board of Education and the North Carolina Department of Public Instruction (NCDPI), I send greetings and welcome you to the 2012 Collaborative Conference for Student Achievement (CCSA). We are excited that you have decided to participate in this year's conference. We are confident it will be an enriching and enlightening experience for you as you connect with colleagues from throughout our state as well as with partners from nearby states. This year's conference will highlight the resiliency of education in our state as we recognize the efforts of all educators and stakeholders in continuing to implement key education initiatives.

Through our state's Race to the Top funding, the Career & College: Ready, Set, Go! initiative is supporting the work of educators throughout North Carolina with guidance from the Accountability and Curriculum Reform Effort (ACRE) at NCDPI by: implementing stronger standards for learning and accountability, improved data systems, increased teacher and principal effectiveness and further strengthening the state's lowest performing schools. The United States Department of Education recognized North Carolina as making tremendous progress towards its targeted plan of work.

North Carolina created state essential standards for subjects that are not covered by Common Core curriculum reform; launched a professional development initiative, which included a series of regional trainings on the North Carolina Common Core and Essential Standards; and began building a foundation for statewide technology through the North Carolina K-12 Education Cloud. The state also accelerated efforts to expand its pool of qualified teachers and principals through partnerships with Teacher Education Assistance for College and Higher Education (TEACH) Charlotte and the New Teacher Project, launched three Regional Leadership Academies to provide alternative certification for principals, facilitated Science, Technology, Engineering, and Mathematics (STEM) partnerships in schools, as well as established innovative anchor and affinity schools that will serve as models of good practice, professional development centers, and test beds for new practices.

We support all our teachers and principals who work to create and maintain a positive school climate that actively engages children in meta-cognitive learning strategies, data-driven assessments, and enrichment activities that focus on educating the whole child. We recognize our central office leaders who manage the day-to-day operations, engage key partners, and provide support for the implementation of education initiatives. We appreciate all local, state, regional and national partners who support children and families in making education a priority throughout our state. Although further challenges remain, together we have accomplished a great deal and continue to make strides in our marathon Race to the Top.

We continue to support these and other strategies that prepare our students to graduate from high school prepared for a lifetime of learning that fosters success in a globally competitive marketplace. We encourage all conference participants to make connections, seek out resources, and share successes. I express my sincere gratitude to you, our partners, our families, and our NCDPI staff for the efforts made to advance 21st Century teaching and learning in our state.



Sincerely,

June St. Clair Atkinson
State Superintendent
North Carolina Department of Public Instruction



CONFERENCE GREETINGS

Dear Conference Participants:

Welcome to the annual Collaborative Conference for Student Achievement, designed to build upon the legacy of the Raising Achievement and Closing Gaps Conference. The Collaborative Conference, supported by all divisions in Academic Services, focuses not only on student achievement, but also on 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.

For the past year Department staff and local education agencies have been extremely engaged in initial design and early implementation of initiatives outlined in the North Carolina Race to the Top proposal, funded by the United States Department of Education. Staff have been engaged in preparing for implementation of Common Core/Essential Standards, new state assessments, the development of a new accountability model, the planning of an Instructional Improvement System, the expansion of support to low performing schools, the development of specific initiatives to recruit and support new teachers and school administrators, and expansion of the teacher effectiveness initiative. Additionally, staff are currently engaged with the federal Title 1 officials in designing a proposal that would allow flexibility around No Child Left Behind regulations.

For a second year, our conference theme is *Engaging North Carolina in Transforming 21st Century Teaching and Learning*. We feel a continued focus on transforming teaching and learning best reflects the state's efforts to revolutionize the learning experiences for students. State Superintendent June Atkinson and staff at the Department of Public Instruction are committed to lead significant change in the educational delivery system that will ensure North Carolina youngsters have the knowledge and skills to be career and college ready. The Tar Heel state's economic engine will be fueled by a creative, innovative, and world class work force. The 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. To build a better teaching force will require 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 the 1.5 million North Carolina school children.



Best regards,

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



GENERAL INFORMATION

SESSIONS

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.

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.

SPECIAL SERVICES

If you have requested a special meal, please be sure to notify your server. Elevator access is posted on the map at the back of this program book. If assistance is needed please notify hotel staff or the conference registration booth.

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 9:00 am-12:00 pm and from 1:00 pm-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 cell phones and laptops to mute 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.

INTERNET CAFE

Participants have access to computers and wireless internet at the Skylight Cafe located in the main registration area. Hours of operation are as follows: Monday and Tuesday 8:00 am-5:00 pm and Wednesday 8:00 am-2:00 pm.



CONFERENCE GOALS & GUIDING PRINCIPLES

CONFERENCE GOALS

The second 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 2012 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

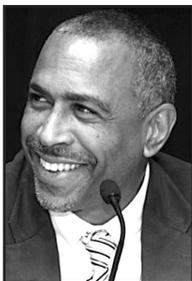
Schools are encouraged to consider these guiding principles to plan initiatives and to meet the needs of all students.

- 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.



FEATURED SPEAKERS

Opening Session | March 19, 2012 | 5:00 pm – 6:30 pm



Pedro Noguera – *Professor, New York University Steinhardt School of Culture Education and Human Development | pan6@nyu.edu*

**A Bolder Approach to Reform:
Understanding and Responding to the Achievement Gap**

Pedro Noguera is the Peter L. Agnew Professor of Education at New York University (NYU). He holds tenured faculty appointments in the departments of Teaching and Learning and Humanities and Social Sciences at the Steinhardt School of Culture, Education and Development at NYU. He is also the Executive Director of the Metropolitan Center for Urban Education and the Co-Director of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). Dr. Noguera is the author of seven books and over 150 articles and monographs. His most recent books are "Creating the Opportunity to Learn" with A. Wade Boykin (ASCD, 2011) and "Invisible No More: Understanding and Responding to the Disenfranchisement of Latino Males" with A. Hurtado and E. Fergus (Routledge, 2011). Dr. Noguera appears as a regular commentator on educational issues on CNN, National Public Radio, and other national news outlets. He serves on the boards of numerous national and local organizations including the Economic Policy Institute and The Nation Magazine. In 2009 he was appointed by the Governor of New York to serve as a Trustee for the State University of New York (SUNY).

General Session and Luncheon | March 20, 2012 | 11:45 am – 2:00 pm



James H. Johnson, Jr. – *Director, Urban Investment Strategies Center, University of North Carolina at Chapel Hill | Jim_Johnson@unc.edu*

North Carolina's Disruptive Demographics: Implications for K-12 Education

James H. Johnson, Jr. is the William Rand Kenan, Jr. Distinguished Professor of Entrepreneurship and Strategy at the University of North Carolina at Chapel Hill (UNC-CH). He holds degrees from North Carolina Central University (B.S., 1975), the University of Wisconsin at Madison (MS, 1977), and Michigan State University (PhD, 1980).

Selected by Fast Company magazine as one of the "17 ... brightest thinkers and doers in the new world of work," Dr. Johnson's current research and consulting activities focus on the workforce and workplace implications of post-1990 demographic changes in the U.S. and on how to create highly competitive and sustainable business enterprises and communities in the current era of economic uncertainty and global insecurity. His research on these and related topics has been widely cited in a number of national media outlets, including the New York Times, Los Angeles Times, Wall Street Journal, Washington Post, Detroit Free Press, Newsweek, Time Magazine, U.S. News and World Report, and Business Week. He has also appeared on a number of national television shows, including The Today Show on NBC, CNN Headline News, the CBS Evening News, ABC Nightly News, Sunday Morning on CBS, This Week in Review on NBC, and North Carolina People with William Friday.

Prior to joining the UNC-CH faculty, Dr. Johnson was a professor at the University of California, Los Angeles, where he spent the first twelve years of his professional career.



FEATURED SPEAKERS

General Session and Luncheon | March 21, 2012 | 11:45 am – 2:00 pm



Rebecca Garland – *Chief Academic Officer, North Carolina Department of Public Instruction* | rebecca.garland@dpi.nc.gov

Rebecca Garland is the Chief Academic Officer for the North Carolina Department of Public Instruction (NCDPI). Before assuming this position, Dr. Garland served as the Executive Director of the North Carolina State Board of Education. In her thirty plus years in education, she has also been a teacher in the Harnett County School System, a NCDPI consultant in content and Gifted Education, a Director of Middle Schools/Arts/ and Gifted Education for Alamance-Burlington Schools, and an Associate Superintendent for Curriculum and Instruction for Orange County Schools. Dr. Garland holds a BA in History from UNC-Greensboro, a Master's in Education from Campbell University, and a Doctorate in Education Leadership from NC State University. In addition to serving a number of boards and commissions, she spends her time reading political thrillers and attending Wolfpack sports events. Dr. Garland is married and has one child who is an principal at an Early College high school.



MONDAY • 3/19/12



... Monday Highlights

➔ OPENING SESSION



A BOLDER APPROACH TO REFORM: UNDERSTANDING AND RESPONDING TO THE ACHIEVEMENT GAP

Pedro Noguera | *Professor, New York University Steinhardt School of Culture Education and Human Development*

5:00 pm – 6:30 pm in GUILFORD BALLROOMS (See page 6 for more information.)





MONDAY AT-A-GLANCE

Registration

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

Exhibitor Showcase

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

Dedicated Exhibitor Showcase 12:00 pm – 1:00 pm
4:00 pm – 5:00 pm

Focus Sessions

Location: Various (Descriptions on pages 12-14) 9:00 am – 12:00 pm
1:00 pm – 4:00 pm

———— LUNCH (ON YOUR OWN) ————

Opening Session

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

Opening Comments Rebecca Garland
Chief Academic Officer, NCDPI

Greetings June St. Clair Atkinson
State Superintendent, NCDPI

Martez Hill
Executive Director, Office of North Carolina State Board of Education

Tyronna Hooker
North Carolina Teacher of the Year

Rob Jackson
North Carolina Principal of the Year

Student Showcase Smith 16 Performance Troupe
E.E. Smith High School, Cumberland County Schools

Introduction of Speaker Rebecca Garland

Featured Speaker Pedro Noguera*
Professor, NYU

Closing Comments 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 featured speaker can be found on page 6.



1. The Digital Natives are Restless, but Technology Isn't the Answer

In a world of technological ubiquity, digital natives navigate a sea of digital interfaces. They travel unfettered across virtual landscapes equipped with dispositions and dialects to facilitate their passage. Their adventures are rich in action and invitation. Their travel gear is heavily packed with technology tools for negotiating interaction and obtaining social and cultural capital. Yet on occasion, they feel stranded on islands of boredom. Restlessness sets in. In such moments, no single device can rescue them. Enter the 21st Century educator. While we too, turn toward technological solutions for educational challenges, we are often surprised by the absence of measurable student achievement and the occasional student disinterest. Where does technology intersect with student engagement and achievement? Let's explore the allure of technology and its role in the educational voyage of the digital native. We'll dissect the appellation "digital natives" as we discuss a framework for technology integration, and explore researched strategies for reaching all students, digital or otherwise. **Participants should bring a wireless-enabled device for this session.**

Presenter:



Bobby Hobgood
Research Associate
The Friday Center for Educational Innovation, North Carolina State University
bobbyhobgood@gmail.com

Location: AUGUSTA

2. Never Work Harder Than Your Students and Other Principles of Great Teaching

If you really want to be effective in your classroom (and get higher ratings on your evaluations), you have to develop the master teacher mindset. In this interactive session, learn how you can become a master teacher by consistently practicing the seven principles of effective instruction. Find out how close you are to becoming a master teacher, learn the secrets to being more effective in the classroom, and discover practical ways to immediately implement the principles into your instructional practice. Teacher evaluation systems may come and go but the principles of teacher effectiveness do not change over time. Learn how to use these principles to become more effective in the classroom regardless of who you are, your individual teaching situation, and your specific teaching challenges.

Presenter:



Robyn Jackson
President
Mindsteps™ Inc.
sheri@mindstepsinc.com

Location: BLUE ASHE

3. High Quality Differentiated Instruction – What Does it Look Like in the Classroom?

Kids vary. Good teachers know that and, in fact, celebrate that! They know that different kids need different learning at different times and in different ways. Therefore, they embark upon on a continuing quest to design instruction that taps into and expands student interests, preferred ways of learning, and current readiness levels for instruction. In this session, participants will learn what it takes to ensure that the highest quality differentiation takes place in today's classrooms. The main emphasis will be on what good differentiation looks like and sounds like in a variety of subject areas, grade levels, and at all levels of teacher expertise.

Presenters:



Cindy Strickland
Consultant
ASCD
cindy.strickland@gmail.com

Location: GRANDOVER WEST

4. Next Generation School Assessment and Accountability

The “Framework for Change” provided the vision, ACRE (Accountability and Curriculum Reform Effort) guided the development, and action is now being taken through READY. The educational landscape in North Carolina will change dramatically in 2012-13 as new standards, assessments, and accountability systems will be deployed. This session will provide a comprehensive overview of the READY Schools Accountability System, the Elementary and Secondary Education Act (ESEA) Flexibility Waiver Request submitted to the United States Department of Education (USED) by the North Carolina Department of Public Instruction, and the college and career readiness assessments that will comprise the North Carolina Testing Program. Topics such as online assessments, policies and procedures, and implementation timelines through 2014-15 will also be discussed.

Presenters:



Tammy Howard
Director of Accountability Services
NCDPI
Tammy.Howard@dpi.nc.gov



Jim Kroening
Test Development Lead
NCDPI
Jim.Kroening@dpi.nc.gov



Nancy Carolan
Testing Policy and Operations Lead
NCDPI
nancy.carolan.dpi.nc.gov

Location: VICTORIA B/C



FOCUS SESSIONS

Monday, March 19
1:00 pm – 4:00 pm

5. The Digital Natives are Restless, but Technology Isn't the Answer

In a world of technological ubiquity, digital natives navigate a sea of digital interfaces. They travel unfettered across virtual landscapes equipped with dispositions and dialects to facilitate their passage. Their adventures are rich in action and invitation. Their travel gear is heavily packed with technology tools for negotiating interaction and obtaining social and cultural capital. Yet on occasion, they feel stranded on islands of boredom. Restlessness sets in. In such moments, no single device can rescue them. Enter the 21st Century educator. While we too, turn toward technological solutions for educational challenges, we are often surprised by the absence of measurable student achievement and the occasional student disinterest. Where does technology intersect with student engagement and achievement? Let's explore the allure of technology and its role in the educational voyage of the digital native. We'll dissect the appellation “digital natives” as we discuss a framework for technology integration, and explore researched strategies for reaching all students, digital or otherwise. **Participants should bring a wireless-enabled device for this session.**

Presenter:



Bobby Hobgood
Research Associate
The Friday Center for Educational Innovation, North Carolina State University
bobbyhobgood@gmail.com

Location: AUGUSTA

6. Never Work Harder Than Your Students and Other Principles of Great Teaching

If you really want to be effective in your classroom (and get higher ratings on your evaluations), you have to develop the master teacher mindset. In this interactive session, learn how you can become a master teacher by consistently practicing the seven principles of effective instruction. Find out how close you are to becoming a master teacher, learn the secrets to being more effective in the classroom, and discover practical ways to immediately implement the principles into your instructional practice. Teacher evaluation systems may come and go but the principles of teacher effectiveness do not change over time. Learn how to use these principles to become more effective in the classroom regardless of who you are, your individual teaching situation, and your specific teaching challenges.

Presenter:  **Robyn Jackson**
President
Mindsteps™ Inc.
sheri@mindstepsinc.com

Location: BLUE ASHE

7. High Quality Differentiated Instruction – What Does it Look Like in the Classroom?

Kids vary. Good teachers know that and, in fact, celebrate that! They know that different kids need different learning at different times and in different ways. Therefore, they embark upon on a continuing quest to design instruction that taps into and expands student interests, preferred ways of learning, and current readiness levels for instruction. In this session, participants will learn what it takes to ensure that the highest quality differentiation takes place in today's classrooms. The main emphasis will be on what good differentiation looks like and sounds like in a variety of subject areas, grade levels, and at all levels of teacher expertise.

Presenters:  **Cindy Strickland**
Consultant
ASCD
cindy.strickland@gmail.com

Location: GRANDOVER WEST

8. Giving Teachers the Tools They Need: The Impact of Race to the Top Technology Projects on Classroom Instruction

Effective use of technology is central to North Carolina's plan to improve PK-12 education. These technologies are being used to enhance classroom teaching and learning; extend the educational resources available to every student and teacher; provide extended virtual learning opportunities for students, teachers, and administrators; improve the use of data in decision making at all levels; increase communications within the school community; and help prepare students for the technological world in which they live. This panel will discuss various Race to the Top technology initiatives and their envisioned impact on the classroom.

Presenters:  **Angela Quick**
Deputy Chief Academic Officer
NCDPI
angela.quick@dpi.nc.gov

 **Lynne Johnson**
Director, Educator Recruitment and Development, NCDPI
lynne.johnson@dpi.nc.gov

 **Sarah McManus**
Director, Learning Systems
NCDPI
sarah.mcmanus@dpi.nc.gov

 **Adam Levinson**
Director, Policy and Strategic Planning
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adam.levinson@dpi.nc.gov

 **Neil Kimrey**
Director, Instructional Technology
NCDPI
neil.kimrey@dpi.nc.gov

 **Yvette Stewart**
Project Coordinator
RttT Professional Development
NCDPI
yvette.stewart@dpi.nc.gov

Location: VICTORIA B/C



TUESDAY • 3/20/12



...Tuesday Highlights.....

➔ GENERAL SESSION & LUNCHEON



NORTH CAROLINA'S DISRUPTIVE DEMOGRAPHICS: IMPLICATIONS FOR K-12 EDUCATION

James H. Johnson, Jr. | *Director, Urban Investment, Strategies Center, University of North Carolina at Chapel Hill*

11:45 am – 2:00 pm in GUILFORD BALLROOMS (See page 6 for more information.)

➔ FEATURED SESSIONS

- ➔ **THE DIGITAL NATIVES ARE RESTLESS, BUT TECHNOLOGY ISN'T THE ANSWER**
PARTICIPANTS SHOULD BRING A WIRELESS-ENABLED DEVICE FOR THIS SESSION.
Bobby Hobgood | *Research Associate, The Friday Center for Educational Innovation, North Carolina State University*
8:00 am-9:30 am in BLUE ASHE (See page 19 for more information.)

- 📌 **SPOTLIGHT SESSION: BLUE RIBBON SCHOOLS**
8:00 am-9:30 am in VICTORIA C (See page 22 for more information.)

- ➔ **SAVVY SCIENTIFIC STUDENTS**
Daniela Jacobs | *Teacher* | *Sandy Grove Elementary School, Hoke County Schools*
10:00 am-11:30 am in AUGUSTA (See page 23 for more information.)

- ➔ **STRENGTHENING IDENTITY STRENGTHENS EDUCATION**
Teresa Cunningham-Brown | *Senior Director of Recruitment and Retention, Wake County Public School System*
10:00 am-11:30 am in BLUE ASHE (See page 24 for more information.)

- ➔ **ASTOUNDING ACADEMIC ACHIEVEMENT IN NC: DUAL LANGUAGE PROGRAMS CLOSING ACHIEVEMENT GAPS FOR ALL**
Wayne Thomas | *Professor Emeritus, George Mason University*
Virginia Collier | *Professor Emeritus, George Mason University*
10:00 am-11:30 am and 2:30 pm-4:00 pm in COLONY B/C (See page 24 and 29 for more information.)

- ➔ **FAMILY AND COMMUNITY ENGAGEMENT**
Sam Redding | *Director, Center on Innovation & Improvement*
10:00 am-11:30 am in MEADOWBROOK (See page 26 for more information.)

- 📌 **SPOTLIGHT SESSION: SUPERINTENDENT'S AWARD – HIGH PERFORMANCE**
10:00 am-11:30 am in VICTORIA B (See page 27 for more information.)

- ➔ **DRILLING DOWN ON LEADERSHIP AND INSTRUCTION**
Sam Redding | *Director, Center on Innovation & Improvement*
2:30 pm-4:00 pm in MEADOWBROOK (See page 31 for more information.)

- 📌 **SPOTLIGHT SESSION: INCREASED GRADUATION RATE AND DECREASED DROPOUT RATE**
2:30 pm-4:00 pm in VICTORIA B (See page 32 for more information.)

- 📌 **SPOTLIGHT SESSION: POSITIVE BEHAVIOR INTERVENTION AND SUPPORT**
2:30 PM-4:00 PM in VICTORIA C (See page 32 for more information.)



TUESDAY AT-A-GLANCE

Morning Coffee

Location: Prefunction Area7:00 am – 8:15 am
Coffee will be available in the 3rd Floor Prefunction Area.

Registration

Location: Guilford Prefunction Area7:15 am – 5:00 pm

Exhibitor Showcase

Location: 3rd Floor Prefunction Area8:00 am – 5:00 pm
Dedicated Exhibitor Showcase9:30 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 18-22)8:00 am – 9:30 am
Location: Various (Descriptions on pages 23-27).....10:00 am – 11:30 am

General Session and Luncheon

Location: Guilford Ballrooms11:45 am – 2:00 pm

Presiding.....Rebecca Garland
Chief Academic Officer, NCDPI

Student Showcase..... West Johnston High School
Johnston County Schools

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

Introduction of Speaker.....Rebecca Garland

Featured Speaker..... James H. Johnson*
Director, Urban Investment Center, UNC-Chapel Hill

Announcements.....Rebecca Garland

Concurrent Sessions

Location: Various (Descriptions on pages 28-32).....2:30 pm – 4:00 pm

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

9. Effective Coaching = Effective Teachers and Administrators

Duplin County Schools employs Achievement Coaches to assist in the transition to Common Core/Essential State Standards, train administrators and teachers on effective data analysis, and implement the Early College Model district wide. Join us to share best practices on how effective coaching leads to “Excellence without Excuses.”

Presenter: **Selina Riley-Gurganus**
*Achievement Coach
 Duplin County Schools
 sriley-gurganus@duplinschools.net*

Location: **ARROWHEAD**

10. Instructional Improvement System

Under Race to the Top, North Carolina is developing an Instructional Improvement System (IIS). The vision for the IIS is a comprehensive system that manages the process of teaching and learning through a continuous improvement cycle of curriculum design, instructional delivery, assessment at all levels, and the review and analysis of data.

Presenter: **Sarah McManus**
*Director of Learning Systems
 NCDPI
 sarah.mcmanus@dpi.nc.gov*

Location: **AUDITORIUM I**

11. Help Wanted: A Practical Guide to Engaging the Community

Are you looking for a new, effective way to encourage community involvement in your school? Our session will provide a practical guide for engaging community stakeholders and volunteers both in and out of the school environment. This Help Wanted program supports academic growth while creating healthy and responsible citizens.

Presenter: **Kelli Staples**
*EC Teacher
 Johnson Street Global Studies
 Guilford County Schools
 staplek@gcsnc.com*

Location: **AUDITORIUM II**

12. What Does Real School Transformation Sound Like?

What we say and how we say it really does make a difference! This session provides participants with a research-based framework for revisiting the impact of our professional language. Participants will discuss examples of how our best professional language influences school culture and leads to life-changing student and teacher benefits.

Presenter: **Hal Holloman**
*Associate Professor
 East Carolina University
 hollomanh@ecu.edu*

Location: **AUDITORIUM III**

13. Strategies That Will Cause Unmotivated Students to Succeed

This session offers practical strategies that will motivate all students towards success beyond high school. Educators will gain insight on the major culture and customs that help influence the mentality of today’s youth. These strategies can be instantly implemented, challenging students to maximize their full potential.

Presenter: **Kelvin Thompson**
*Dropout Prevention Specialist
 The E.M.P.O.W.E.R. Network, Inc.
 kltpeace@hotmail.com*

Location: **AUDITORIUM IV**

14. Developing Collaborative Culture Through Professional Learning Communities

Participants will develop an understanding of the components of a collaborative culture and develop strategies for school improvement through Professional Learning Communities (PLC). Participants will explore, discuss, and build products to develop a collaboration toolbox using the PLC as a vehicle for change.

Presenter: **Julie Morrow**
*School Transformation Coach
 NCDPI
 Julie.Morrow@dpi.nc.gov*

Location: **AUGUSTA**

15. Shareable Science, Technology, Engineering and Mathematics (STEM) Digital Resources and Strategies

Science faculty showcase how digital resources deployed in classroom, videoconference, and online courses reshape and enhance their teaching strategies. These techniques are shareable and scalable at other schools. Demonstrated strategies cover laboratory activities, project based learning, teaching key concepts, and tutorial/remediation in biology, chemistry and earth science.

Presenter: **Christopher Thomas**
Coordinator, NCSSM Online
North Carolina School of Science and Math
thomas@ncssm.edu

Location: **BILTMORE**

16. The Digital Natives are Restless, but Technology isn't the Answer

Where does technology intersect with student engagement and achievement? Let's explore the allure of technology and its role in the educational voyage of the digital native. We'll discuss a framework for technology integration and explore researched strategies for reaching all students; digital or otherwise. **Participants should bring a wireless-enabled device for this session.**

Presenter: **Bobby Hobgood**
Research Associate
The Friday Center for Educational Innovation
North Carolina State University
bobbyhobgood@gmail.com

Location: **BLUE ASHE**

17. Rated "R": Rigor, Relevance, and Revised Bloom's Taxonomy

This session is for those who want to know the "down and dirty" on how to create a more rigorous classroom by using Revised Bloom's Taxonomy (RBT) and student engagement strategies. Participants will explore hands-on activities, protocols, and ideas for a 21st Century classroom.

Presenter: **Meta Phelps-Hodges**
District Transformation Coach
NCDPI
meta.phelpshodges@dpi.nc.gov

Location: **CEDAR**

18. Meeting the Needs of All Students with Virtual Blended Learning

Co-taught, virtual, blended classes are not the future – they are today's reality. Come find out how North Carolina is meeting the needs of students with disabilities and other diverse learners. Presenters will introduce participants to engaging, interactive courses, and share achievement data gathered through the statewide pilot. Participants are encouraged to share their experiences with virtual, blended learning.

Presenter: **Freda Lee**
Education Consultant
Exceptional Children Division
NCDPI
freda.lee@dpi.nc.gov

Location: **COLONY A**

19. Innovative Strategies for Integrating Literacy 6-12

This session will provide tools and strategies to help secondary teachers support literacy instruction. Receive specific strategies aligned with the North Carolina Common Core State Standards for content area classrooms. Participants will reflect on the literacy standards, examine correlations to the literacy standards and explore web tools.

Presenter: **Nakia Hardy**
Assistant Superintendent
Curriculum and Instruction
Rockingham County Schools
nhardy@rock.k12.nc.us

Location: **GRANDOVER EAST**

20. Ending the Blame Game by Building a System for Success

When 60% of incoming 6th graders can't read at grade level, ALL teachers must focus on literacy skills. Learn how West Middle changed their paradigm using the district's Responsiveness to Instruction pilot approach. Teams used reading assessments and targeted interventions to close gaps and equip ALL students for success.

Presenter: **Jen Domalgowski**
Teacher
West Iredell Middle School
Iredell-Statesville Schools
jdomagalski@iss.k12.nc.us

Location: **GRANDOVER WEST**

21. Changing the Lens: Adding Impact to Classroom Observations

Are you seeing what's important? Zoom in on what's happening in the classroom by changing the focus from teaching to learning. Examine what students are doing and saying, their work products, and support for learning. Improving the quality of teaching and learning begins with better observations and feedback.

Presenter: **Manley Midgett**
Instructional Review Coach
 NCDPI
manley.midgett@dpi.nc.gov

Location: HERITAGE

**22. It's Raining Data!!!!
 Data Driven Grade Level Meetings!**

An interactive session to recommend how to facilitate a meaningful grade-level meeting, using student data to drive instruction, interventions, and enrichment. Learn how to create common assessments and rubrics to monitor grade-level growth with teacher and student accountability aligned with the North Carolina State Standards.

Presenter: **Jennifer McClinton**
Teacher
Oak Hill Elementary School
Guilford County Schools
mcclinj@gcsnc.com

Location: IMPERIAL A/B

23. North Carolina District Shifts to Student-Centric Learning

North Carolina is leading the nation in terms of shifting the use of longitudinal data into the hands of students to improve education outcomes. Join us to learn how one North Carolina district created a collaborative data-based environment in which students participate in the planning and completion of their education curriculum.

Presenter: **Shawn Bay**
CEO, Founder
eScholar
sbay@escholar.com

Location: IMPERIAL C

24. Turning Around the Lowest Achieving Schools: What Works?

District and School Transformation has been instrumental in the Department of Public Instruction's initiative to "turn around" North Carolina's lowest performing schools. Come learn about the structures, processes, and strategies that are key to successful school turnaround efforts.

Presenter: **James Ellerbe**
District and School Transformation
 NCDPI
james.ellerbe@dpi.nc.gov

Location: IMPERIAL E/F

25. Dual Language Programs and Student Achievement

Visiting International Faculty (VIF) International Education's Language Immersion model is in place in 11 elementary schools in North Carolina with various school and classroom populations. Early data indicate high academic achievement on state-required tests. We describe the Splash program with reference to current dual language research, analyze student results, then discuss future directions.

Presenter: **Maryfaith Mount-Cors**
Director of Program Development
VIF International Education
maryfaith.mountcors@vifprogram.com

Location: MOREHEAD

26. What's in Your Literacy Bag of Tricks?

High student achievement in reading is vital to success in all areas of school and life. Participants will receive strategies to remove guesswork and to build their own bag of tricks related to the Big Ideas in Reading: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary, and Comprehension.

Presenter: **Barbara Fisher**
Instructional Facilitator
Caldwell County Schools
bfisher@caldwellschools.com

Location: OAK

27. Practical Tools for Ramping-Up STEM Education

Science, Technology, Engineering and Mathematics (STEM) jobs are increasing, without enough qualified workers. Participants will collaboratively explore tools for evaluating STEM in their schools/districts, including: a research-based, STEM-initiative rubric; student and teacher STEM-surveys; and a guide for efficiently collecting and using STEM-data. Hear from a North Carolina district-level user and the developers.

Presenter: **Jeni Corn**
*Direction of Evaluation Programs
 The Friday Institute for Educational
 Innovation, NC State University
 jocorn@ncsu.edu*

Location: **PEBBLE BEACH**

28. Shift Happens: Embracing the Common Core

Faced with the challenge of shifting to the Common Core State Standards, Iredell-Statesville Schools has embraced both traditional and 21st Century tools to build shared understanding across the district; leveraging the power of teacher leaders. These processes can be adapted to successfully shift thinking at your school or in your district.

Presenter: **Marty Moore**
*Leadership Academy
 Iredell-Statesville Schools
 marty_moore@iss.k12.nc.us*

Location: **PINEHURST**

29. How to be an Ally to Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth

This session will provide an overview of how to assist school staff in making schools a safer place for Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) youth. This session will describe the experiences of sexual minority youth, discuss the anti-bullying State Board Policy, identify rates of HIV transmission, and explain suicide and self-destructive behaviors.

Presenter: **Ellen Essick**
*CDC Grants Manager and HIV Consultant
 NCDPI
 ellen.essick@dpi.nc.gov*

Location: **SANDPIPER**

30. The Science of the 21st Century Classroom

The changes in essential curriculum and the daily innovations in technology have created a special phenomenon that is both exciting, while at the same time intimidating. During this seminar style workshop, we will explore the science of learning by examining essential conditions necessary to facilitate the 21st Century classroom.

Presenter: **Jamie Lanier**
*Curriculum, Instruction,
 & Accountability Specialist
 Johnston County Schools
 jamielanier@johnston.k12.nc.us*

Location: **TANGLEWOOD**

31. Kannapolis City Schools' Summer Camp for Struggling Readers

"Reading feeds your brain," stated a student who attended the first Kannapolis City School (KCS) Summer Camp. This camp was designed for third grade students struggling with reading skills. Arts and Physical Education were integrated with literacy. This session will share the details and results as a means of increasing reading achievement.

Presenter: **Erin Anderson**
*Curriculum Coordinator
 Fred L. Wilson Elementary School
 Kannapolis City Schools
 erin.anderson@kcs.k12.nc.us*

Location: **TURNBERRY**

32. ABC Tools and WinScan Updates

This session will discuss new features and issues related to the use of the software program WinScan32 used for scanning, scoring, and printing results for the 2011-12 accountability year. This session will discuss new and current features in ABC Tools 12 and relevant updates for end-of-year processing.

Presenter: **Ken Barbour**
*IT Portfolio Manager
 NCDPI
 ken.barbour@dpi.nc.gov*

Location: **VICTORIA A**

33. Motivated to Work with the At-Risk

The audience will be engaged in a discussion of the important of the three R's, respect, rapport and responsibility, and the resulting impact on academic achievement. By unlocking proven academic and support strategies that work, participants will be challenged to develop a sense of urgency that all children can succeed.

Presenter: Orner Walker
*Behavior Specialist
Sampson Middle School
Sampson County Schools
owalker@nc.rr.com*

Location: VICTORIA B



**34. SPOTLIGHT SESSION:
Blue Ribbon Schools**

Seven North Carolina public schools were recently named 2011 National Blue Ribbon Schools. These schools are among 255 public and 49 private schools recognized for helping all students achieve high levels and making significant progress in closing the achievement gap. Three of North Carolina's Blue Ribbon schools will share their stories during this session.

Presenter: Brown Summit Middle School
Caldwell County Schools

Collettsville School
Guilford County Schools

Mount Airy High School
Mount Airy City Schools

Location: VICTORIA C

35. No Purchase Necessary-Homegrown Reading Improvement

Struggling adolescent readers need to read aloud and silently everyday to accelerate meaningful literacy gains. Learn how to use existing classroom and media center materials to implement and keep data for daily paired and silent reading practice that helps reluctant readers engage and strong readers continue to grow.

Presenter: **Heidi Elmoustakim**
Secondary Literacy Specialist
Durham Public Schools
heidi.elmoustakim@dpsnc.net

Location: **ARROWHEAD**

36. Using Digital Storytelling to Engage Students

Cooperative learning can be done at the middle school level by incorporating many strategies from the Sheltered Instruction Observation Protocol (SIOP) Model. Come learn how middle school students at Columbia Middle gained the skills necessary to master academic language across content areas through 21st Century learning. Using digital storytelling and working in cooperative groups, students built their understanding of academic language.

Presenter: **Janet Bryan**
Teacher 6th Grade Math
Columbia Middle School
Tyrrell County Schools
jbryan@tycomail.net

Location: **AUDITORIUM I**

37. What is the Difference Between 211 and 212 Degrees?

North Carolina Career Clusters create a map for attaining 21st Century skills equipping students for career and college readiness. Learn how the new career and technical education essential standards for 2012-2013 prepare students to earn credentials.

Presenter: **Marchelle Horner**
Career Development Consultant
NCDPI
marchelle.horner@dpi.nc.gov

Location: **AUDITORIUM II**

38. Infusing Rigor Without Fears and Tears

Sometimes the word R-I-G-O-R is associated with more work. This session will provide easy-to-implement, highly engaging strategies to infuse rigor into lessons across content areas and grade levels. Learn the difference between difficulty and complexity, and walk away with “implement tomorrow” strategies to infuse rigor into every lesson.

Presenter: **Kathy Kennedy**
Associate Superintendent
Moore County Schools
kakennedy@ncmcs.org

Location: **AUDITORIUM III**

39. The New State School Accountability Model

The North Carolina Department of Public Instruction staff will outline the latest generation of the Accountability and Curriculum Reform Effort (ACRE) accountability model which includes an expanded and more balanced set of achievement and growth measures towards college and career readiness, new uses of accountability data, and revised and improved reporting to the public. Discussion and feedback during this session is integral to inform next steps.

Presenter: **Michael Martin**
Policy Analyst
NCDPI
mike.martin@dpi.nc.gov

Location: **AUDITORIUM IV**

40. Savvy Scientific Students

Teachers will receive ideas on how to increase students’ scores; while engaging them through the use of hands on, inquiry-based, learning experiments, with the use of science response systems. Teachers will also be given ideas on how to hold students interest with the integration of technology into science.

Presenter: **Daniela Jacobs**
Teacher
Sandy Grove Elementary School
Hoke County Schools
djacobs@hcs.k12.nc.us

Location: **AUGUSTA**

41. Fostering Student Achievement Through Choice

Educational theory courses endlessly emphasize the importance of yielding to students’ various learning modalities and preferences. Yet, doing this in the classroom can be tough. This session will display the work of two elementary co-teachers as they engage and track student learning preferences through self-selection, tic-tac-toe boards in math.

Presenter: **Megan Anderson**
Classroom Teacher
Cameron Park
Orange County Schools
megan.anderson@orange.k12.nc.us

Location: **BILTMORE**

42. Strengthening Identity Strengthens Education

The State Advisory Council on Indian Education collaborates with the North Carolina Department of Public Instruction, the State Board of Education, the North Carolina Commission of Indian Affairs, Title VII Indian Education programs, tribes, tribal councils and American Indian organizations. Based upon the 2011 annual report, strategies for implementing North Carolina Indian cultural heritage into all curricular areas will be discussed.

Presenter: **Teresa Cunningham-Brown**
Senior Director of Recruitment and Retention
Wake County Public School System
tcunningham@wcpss.net

Location: **BLUE ASHE**

43. Growing and Supporting our Most Advanced Learners

This session will look at the current state of AIG (Academically/Intellectually Gifted) learners in North Carolina and discuss how we can best meet their needs in today’s classroom and schools. We will dive into various content areas and determine ways to adapt the standards to support advanced learners.

Presenter: **Sneha Shah Coltrane**
AIG/AP/IB Consultant
NCDPI
sneha.shahcoltrane@dpi.nc.gov

Location: **CEDAR**

44. Meeting the Needs of All Students with Virtual Blended Learning

Co-taught, virtual, blended classes are not the future – they are today’s reality. Come find out how North Carolina is meeting the needs of students with disabilities and other diverse learners. Presenters will introduce participants to engaging, interactive courses, and share achievement data gathered through the statewide pilot. Participants are encouraged to share their experiences with virtual, blended learning.

Presenter: **Freda Lee**
Education Consultant
Exceptional Children Division
NCDPI
freda.lee@dpi.nc.gov

Location: **COLONY A**

45. Astounding Academic Achievement in North Carolina: Dual Language Programs Closing Achievement Gaps for All

Dr. Wayne Thomas and Dr. Virginia Collier present their latest research findings on North Carolina K-8 public school districts implementing two-way, integrated dual language programs. Students who are in dual language classes consistently and significantly outperform their comparison groups on the state tests at all grade levels, 3-8.

Presenter: **Wayne Thomas**
Professor Emeritus
George Mason University
wthomas@gmu.edu

Location: **COLONY B/C**

46. 21st Century Teaching and Learning: NASA’s Best Program

In this session, participants will explore ways of using NASA’s BEST engineering education activities as a vehicle for teaching the Essential Standards for K-8 Science. Discussions and activities include exposure to NASA’s historical moon exploration program, design activities focused on the needs of humans in space, and module construction activities.

Presenter: **Donna Kenestrick**
Science Consultant
NCDPI
donna.kenestrick@dpi.nc.gov

Location: **GRANDOVER EAST**

47. Showcasing North Carolina Teachers Using Formative Assessment

Teachers across the state have implemented formative assessment to focus instructional practices and to help students take ownership of their learning. Presenters will share their experiences of implementing the formative assessment process as it is outlined in North Carolina’s Formative Assessment Learning Community’s Online Network (NC FALCON). The session will include visual displays and artifacts.

Presenter: **Carmella Fair**
NC FALCON Coordinator
 NCDPI
carmella.fair@dpi.nc.gov

Location: **GRANDOVERWEST**

48. 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: **Sherry Ward**
Instructional Review Coach
 NCDPI
sherry.ward@dpi.nc.gov

Location: **HERITAGE**

49. Update on Educator Effectiveness

Under Race to the Top, North Carolina has embarked on an ambitious reform agenda to ensure that each student has an effective teacher and that each school has an effective leader. The Department of Public Instruction will update attendees on initiatives in this area, including the new growth standards on the North Carolina Educator Evaluation System.

Presenter: **Rebecca Garland**
Chief Academic Officer
 NCDPI
rebecca.garland@dpi.nc.gov

Location: **IMPERIAL A/B**

50. Career & College Promise: What’s That All About?

The new Career & College Promise program is a collaboration among North Carolina Community Colleges, the Community College System Office, the Department of Public Instruction, College Foundations of North Carolina (CFNC), and others. This session discusses program purpose, shares details regarding program eligibility and operations, and will allow time for questions.

Presenter: **Rob Hines**
Director of LEA Projects
 NCDPI
rob.hines@dpi.nc.gov

Location: **IMPERIAL C**

51. Mathematics Rigor with Common Core State Standards

Come explore how the Common Core State Standards for Mathematics support academic growth for all students. Through the use of mathematical practices and the rigorous content standards, students will rise to an even higher challenge than ever before!

Presenter: **Kitty Rutherford**
Mathematics Consultant
 NCDPI
kitty.rutherford@dpi.nc.gov

Location: **IMPERIAL E/F**

52. Just a Click Away: Free Online Tools to Enhance Instruction

The internet is rich with hidden treasures that can transform classroom instruction if only teachers had time to find them. Explore free tools to support inquiry-based instruction, conceptual understanding, cross-curricular connections, and collaboration. **Bring your laptop to participate in this hands-on experience.**

Presenter: **Heather Mullins**
Region 7 Professional Development Consultant
 NCDPI
heather.mullins@dpi.nc.gov

Location: **IMPERIAL G/H**

53. Family and Community Engagement

Dr. Redding will draw from the recently published Handbook on Family and Community Engagement, which he co-edited, to provide practical, research-based ideas for engaging families to improve student learning and retention.

Presenter: **Sam Redding**
Director
Center on Innovation & Improvement
sredding@centerii.org

Location: MEADOWBROOK

54. Gateway to Global Teaching and Learning

With a unique peer collaboration and online community of practice structure, Global Gateway is a foundational global competence building program for teachers and their students. We demonstrate how this online professional development program enriches international and U.S. teachers’ instructional content, builds global teaching practices, and incites student engagement and learning.

Presenter: **Mary Faith Mount-Cors**
Director of Program Development
VIF International Education
maryfaith.mountcors@vifprogram.com

Location: MOREHEAD

55. Meet the Challenge! Instructional Technology Facilitator Professional Standards and Evaluation

This session will address the recently revised Instructional Technology Facilitator Professional Standards and how the standards continue to support the facilitation of 21st Century teaching and learning. Your role is vital as we seek to change the landscape of North Carolina school. Let’s gear up!

Presenter: **Cynthia Sartain**
Instructional Technology Division
NCDPI
cynthia.sartain@dpi.nc.gov

Location: OAK

56. Biology Teachers Perceptions of the North Carolina Professional Teacher Standards

A phenomenological study of high school Biology teachers’ perceptions of the North Carolina Professional Teaching Standards (NCPTS) in a high-stakes testing environment included; four lateral entry, four initially licensed, and four lateral entry teachers. Time, funding, and high-stakes testing emerged from the data. Historical science documents and implications will be discussed.

Presenter: **Kay Company**
Science Instructional Coach
NCDPI
kay.company@dpi.nc.gov

Location: PEBBLE BEACH

57. What the 4C’s: Communication, Collaboration, Creativity and Critical Thinking Look Like in the Classroom

Communication, collaboration, creativity and critical thinking, often known as the 4C’s, are skills educators agree are essential for student success in the 21st Century. Participants in this session will see students and teachers from Asheboro City Schools exemplifying effective integration of the 4C’s with the Common Core State Standards.

Presenter: **Barry Richard Barber**
Technology Facilitator
Asheboro City Schools
bbarber@asheboro.k12.nc.us

Location: PINEHURST

58. Preparing for Life in a World That We Know About

What are we doing to prepare our students for careers that may not yet exist, and in worlds that may not even exist? Should we be listening to educators, politicians, or employers? This eye-opening presentation examines job market trends, high-demand skills, and economic globalization.

Presenter: **Chris Droessler**
Consultant
NCDPI
Chris.Droessler@dpi.nc.gov

Location: SANDPIPER

59. Improving Student Outcomes Through Bridge Courses

North Carolina high schools are creating and implementing bridge and foundation courses to support student learning prior to or during tested courses. This presentation will highlight both the experiences and research findings of two doctoral students related to student interventions and sustainability.

Presenter: **Leslie Newman**
Assistant Principal
Topsail Middle School
Pender County Schools
leslie_newman@pender.k12.nc.us

Location: TANGLEWOOD

60. Successful Collaboration in the 21st Century Classrooms

This session will discuss elements for successful collaboration in 21st Century classrooms. Administrators are in a position to promote collaboration. Their support is critical to successful collaborative experiences. The elements provide a framework for planning: TEAM - T-time; E-educational expertise of teachers; A-analysis of the situation; and M-meeting.

Presenter: **Jennifer Diliberto**
Assistant Professor of Special Education
Greensboro College
jdiliberto@greensboro.edu

Location: TIDEWATER

61. Dynamic Digital Literacy

Effectively utilize technology by transforming traditional classroom activities into web-based activities. We will highlight 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 will be shared, including wikis, blogs, popplet, and more.

Presenter: **Tonisha Walden**
K12 Lead Curriculum Facilitator
Rockingham County Schools
twalden@rock.k12.nc.us

Location: TURNBERRY

62. Data is Core: Developing Instruction and Culture Around Data

By combining DIBELS data with reading records, educators gain a complete picture of students' reading abilities. Attendees will learn practical skills for digging into data and informing literacy instruction. Using real-life examples, we'll show how to determine where students are heading, improve district performance, and close the achievement gap.

Please visit exhibit located in the 3rd Floor Prefunction area.

Presenter: **Karla Casteen**
Senior Education Consultant
Wireless Generation
karla.casteen@gmail.com

Location: VICTORIA A



63. SPOTLIGHT SESSION: Superintendent's Award – High Performance

Fourteen North Carolina schools have been recognized for having at least 80 percent of students' end-of course test scores at or above proficiency. Just five years ago, these schools were among the state's lowest performing high schools. Attend this session and hear the success stories of these high performing schools.

Presenter: **E.E. Smith High School**
Cumberland County Schools
Jones Senior High School
Jones County Schools

Wake Forest Rolesville High School
Wake County Public School System

North Brunswick High School
Brunswick County Schools

Location: VICTORIA B

64. Bing-O (Zero)

It's not your traditional party game anymore! Find out how a simple BINGO marker and a six step problem-solving strategy can transform your classroom into a formative assessment haven for infinite subjects. Your students won't call out BINGO...they'll call out BING-Zero!

Presenter: **Brian Cable**
5th Grade Teacher
Union Intermediate
Sampson County Schools
cablebri@yahoo.com

Location: VICTORIA C

65. Alternative Learning Students and the Library

The library can help alternative learners by helping them learn independence, critical thinking, thinking outside the box, computer skills, job skills, and responsibility. With the right guidance and support, the library can be a place where alternative learners blossom in a school environment.

Presenter: **Kristy Sartain**
Librarian
East Carteret High School
Carteret County Schools
kristy.sartain@carteret.k12.org

Location: **ARROWHEAD**

66. North Carolina: Leading the Way in PreK-Higher Education (PK-20) Data Systems

Please join the North Carolina Department of Public Instruction’s Enterprise Data Manager, Karl Pond, for a discussion of North Carolina’s efforts to link data across all education levels, from pre-kindergarten, all the way through secondary, higher education and work force. The conversation will include best practices for data sharing and use across all sectors.

Presenter: **Karl Pond**
Enterprise Data Manager
NCDPI
karl.pond@dpi.nc.gov

Location: **AUDITORIUM I**

67. Measures of Student Learning

During the 2012 - 2013 school year, the State of North Carolina will roll-out Measures of Student Learning (MSLs) in all non-tested grades and subjects. This session will cover the design process of the MSLs, with a focus on how over 750 teachers from across the State have been involved in their development.

Presenter: **Rebecca Garland**
Chief Academic Officer
NCDPI
rebecca.garland@dpi.nc.gov

Location: **AUDITORIUM II**

68. Coaching Champions

The research is clear; improving teaching is the #1 factor proven to increase student achievement. In order for our teachers to continue to improve their craft, they need instructional leaders to provide feedback related to their talents. Learn ways to transform classrooms into vibrant, engaging environments in this session.

Presenter: **Kathy Kennedy**
Associate Superintendent
Moore County Schools
kakennedy@ncmcs.org

Location: **AUDITORIUM III**

69. Health is Academic

Health might be the most important academic lesson students will ever learn. Creating healthy responsible students in North Carolina requires commitment, collaboration, and conviction. This session will explore the relationship between students’ health and academic achievement and the commitment necessary to ensure healthy students.

Presenter: **Paula Hudson Hildebrand**
Chief Health & Community Relations Officer
NCDPI
Paula.Hildebrand@dpi.nc.gov

Location: **AUDITORIUM IV**

70. An Innovative Learning Approach in Granville County Schools

The Center for Innovative Learning is a comprehensive learning facility designed to reduce dropouts while increasing the graduation rate through flexible learning opportunities. Services provided are part of a continuum that focuses on increased academic achievement and social growth and development for students receiving short-term or long-term suspensions.

Presenter: **Michael Myrick**
Director of Innovative Services
Granville County Schools
myrickm@gcs.k12.nc.us

Location: **AUGUSTA**

71. Engaging Students with Science Notebooks

Learn how to engage your students and transform your science classroom through the use of science notebooks. We will show you how to effectively use formative assessment probes and rubrics to teach 21st Century skills for science literacy.

Presenter: **Debra Hall**
Elementary Science Consultant
NCDPI
debra.hall@dpi.nc.gov

Location: **BILTMORE**

72. Enhancing Education of Students with Autism and Down Syndrome

The Individuals with Disabilities Education Act mandates that educators in 21st Century North Carolina know how to teach youngsters with autism and other disorders. Adaptive activities will be shared with Autism and Down's Syndrome as a focus.

Presenter: **Philippa Harrison**
Media Specialist
Chapel Hill-Carrboro School System
sk@photoshuttle.com

Location: **BLANDWOOD**

73. Second Annual Town Hall Meeting on High School Graduation and Dropout Prevention, Part I

Approximately one-third of K-12 students in the United States never graduate from high school. Educators understand that the decision to dropout is a process and not caused by a single event. This session will feature four dropout prevention grant-funded programs sharing issues and challenges along their strategic road to success.

(Part II, Wednesday, 10:00 am)

Presenter: **Pathways**
Beaufort County Schools

Operation Homework
God's Grace Ministeries

C-STARS
Haywood County Schools

JUNTOS PARA UNA MEJOR EDUCACION!
NC State University

Location: **BLUE ASHE**

74. Generation Z: Curators of Social Media

Both the Common Core and Information and Technology Essential Standards (ITES) emphasize the need for student research. Using the Big 6 this session will highlight the influx and influence of social media. Today's teen are the curators of this social media. How will it impact how research is accomplished within the classroom?

Presenter: **Karen Van Vliet**
Media Coordinator
Troutman Middle School
Iredell-Statesville Schools
kvanvliet@iss.k12.nc.us

Location: **CEDAR**

75. Astounding Academic Achievement in North Carolina: Dual Language Programs Closing Achievement Gaps for All

Dr. Wayne Thomas and Dr. Virginia Collier present their latest research findings on North Carolina K-8 public school districts implementing two-way, integrated dual language programs. Students who are in dual language classes consistently and significantly outperform their comparison groups on the state tests at all grade levels, 3-8.

Presenter: **Wayne Thomas**
Professor Emeritus
George Mason University
wthomas@gmu.edu

Location: **COLONY B/C**

76. The Yellow Brick Road to School Improvement

This highly interactive presentation will guide educators in examining the critical "bricks" required to achieve success for all students along the road to excellence. Presenters include a principal and literacy coach who have extensive backgrounds restructuring Title I schools. Come join us on the "Yellow Brick Road!"

Presenter: **Karen Anderson**
Principal
East Elementary School
kpanderson26@gmail.com

Location: **GRANDOVER EAST**

77. Engaging Minority and At Risk Students Through the Arts

Global awareness and character education are keys to engaging minority and at-risk students in our schools. As we use the Arts to engage these students in new ways, we can successfully improve school climate, increase student achievement, and invite stakeholders to collaborate as we create engaging experiences.

Presenter: **Marci Houseman**
Music Teacher
West Pine Middle School
Moore County Schools
mhouseman@ncmcs.org

Location: GRANDOVER WEST

78. Understanding the PreK/K Demonstration Project

The North Carolina Department of Public Instruction offers the Demonstration Site Program, which provides opportunities to observe effective practices in inclusive preschool and kindergarten classrooms. Twelve Demonstration Programs are available for visits across the state of North Carolina. Information about this professional development opportunity will be shared, including the perspectives of Demonstration Program Teachers.

Presenter: **Carla Garrett**
Education Consultant
NCDPI
carla.garrett@dpi.nc.gov

Location: HERITAGE

79. Culturally Relevant Teaching

This session will concentrate on how to create culturally relevant lessons and environments to create student achievement in diverse settings. It will explain the need, the theory, and tenets to create successful teaching practices.

Presenter: **Chevella Wilson**
Certified Coach Practitioner
A Better You
chevellowilson@gmail.com

Location: IMPERIAL A/B

80. Common Core, Common Ground, Common Sense

Join the North Carolina Department of Public Instruction English Language Arts Consultants for a conversation about hot topics surrounding the Common Core State Standards (CCSS). Attend this session to understand how the CCSS are designed and organized and learn about resources for implementation. Time for questions will be provided.

Presenter: **ELA Team**
K-12 ELA Consultants
NCDPI
Teresa.Parker@dpi.nc.gov

Location: IMPERIAL C

81. Using Formative Assessment with North Carolina Science Essential Standards

This session is for science teachers who have completed North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON) online modules. Teachers will look at content specific examples of formative assessment probes aligned to the Science Essential Standards. Teachers will work collaboratively to incorporate the probes into formative assessment plans. Standards from each domain: life, earth, and physical science will be utilized.

Presenter: **Jami Inman**
Secondary Science Consultant
NCDPI
Jami.inman@dpi.nc.gov

Location: IMPERIAL E/F

82. What's Our new Bag of Tricks?

Gaston County Schools is hungry for data that makes a difference in instruction. This session will show participants some of the data files developed to provide teachers and schools with the needed tools to analyze data. The focus of this session will be on data that teachers can use.

Presenter: **Dot Lodge**
Chief Accountability Officer
Gaston County Schools
dlodge@gaston.k12.nc.us

Location: IMPERIAL G/H

83. Drilling Down on Leadership and Instruction

Dr. Redding will review research on the fine-grained indicators of effective practice in leadership and instruction. The presentation will show how schools can use specific indicators of effective practice to achieve rapid and continuous improvement. Teaming, the principal's role, instructional planning, instructional delivery, and classroom management will be the focus.

Presenter: **Sam Redding**
Director
Center on Innovation & Improvement
sredding@centerii.org

Location: MEADOWBROOK

84. I.T.'s All in the Wallet!

Participants in this fast-paced, exciting, "mini" workshop will create three dynamic math and reading-based "wallets." Developed for the 21st Century learner, these high-level manipulatives merge "old school" make and takes with "new school" technology. Ideas for instant classroom implementation will have your students engaged with the future.

Presenter: **Brian Cable**
5th Grade Teacher
Union Intermediate
Sampson County Schools
cablebri@yahoo.com

Location: MOREHEAD

85. Meeting the Needs of 21st Century Learners

This session will provide participants with strategies to prepare students for a global, technology-based work environment and creating engaging instruction in a social network world of instant feedback.

Presenter: **Laura Winter**
Regional Positive Behavior Intervention
and Support Coordinator
NCDPI
laura.winter@dpi.nc.gov

Location: OAK

86. Free Online Resources From NCDPI

The North Carolina Department of Public Instruction provides free online resources to public schools through the WiseOwl program. Our collection includes full-text articles from more than 3000 magazines, as well as encyclopedias, atlases, almanacs, eBooks, and PBS videos. Join us for an overview of how our resources can support your instructional program.

Presenter: **Dan Sparlin**
WiseOwl Webmaster
NCDPI
dan.sparlin@dpi.nc.gov

Location: PEBBLE BEACH

87. Powerful Tool For Authentic Change: Data!

With a focus on data driven classrooms, this session will focus on a systematic and systemic method of data collection whereby students become owners of their learning and teachers facilitators of the process. Exit this session with a model that will empower your students to take control of their learning.

Presenter: **Connie Puleo**
Grade 2 Teacher
Knollwood Elementary School
Rowan-Salisbury School System
puleocl@rss.k12.nc.us

Location: PINEHURST

88. Comprehensive Needs Assessment: A Comprehensive Look at the Work of Schools

The Comprehensive Needs Assessment (CNA) process looks at six dimensions of a school that support an effective learning community. Come receive an overview of each stage of the process, and learn how this work is supporting school improvement in North Carolina.

Presenter: **Susan Silver**
Instructional Review Coach
NCDPI
susan.silver@dpi.nc.gov

Location: SANDPIPER

89. Breaking Down Barriers: Leveraging the Power of Walls & Wikis

Walls, wikis, and other Web 2.0 tools can be valuable tools to assist teachers with implementation of the Common Core State Standards at little to no cost. These tools can be effective at getting resources in the hands of teachers and students even if your district doesn't have a 1:1 laptop initiative.

Presenter: **Sally Eller**
*Instructional Technology Coordinator
 Iredell-Statesville Schools
 seller@iss.k12.nc.us*

Location: TANGLEWOOD

90. Vocabulary Rigor for Literacy Success with the Common Core State Standards!

Learn about proven strategies for teaching multiple meaning words/phrases, context clues, word parts, and reference materials so that new, more stringent standards are met.

Presenter: **Diane Wheeler**
*National Literacy Consultant
 Zaner-Bloser Educational Publishers
 diane.wheeler@zaner-bloser.com*

Location: TIDEWATER

91. Remediating the 21st Century Way!

Learn how to design an online remediation course with Edmodo to leverage the power of a team to address student needs. Edmodo provides parents, teachers, and students with full access to instructional tools and can be designed to be hosted online and/or in conjunction with face-to-face sessions.

Presenter: **Shannon Hoffman**
*Teacher
 Mount Mourn School
 Iredell-Statesville Schools
 shannon_hoffman@iss.k12.nc.us*

Location: TURNBERRY



92. SPOTLIGHT SESSION: Increased Graduation Rate and Decreased Dropout Rate

Each year, data are presented to the North Carolina State Board of Education regarding school systems' High School graduation and dropout rates. This session features LEAs with diverse student populations that have made some of the most significant reductions in their dropout rates and increases in their graduation rates in just one school year.

Presenter: **Douglas Byrd High School**
Cumberland County Schools

Hertford County High School
Hertford County Schools

Ben L. Smith High School
Guilford County Schools

Location: VICTORIA B



93. SPOTLIGHT SESSION: Positive Behavior Intervention and Support

Positive Behavior Intervention and Support (PBIS) is a problem-solving process that promotes assessment and improvement of school climate. As student behavior improves, students benefit from uninterrupted instruction and schools also see improvements in student achievement. Join three PBIS Exemplar/Green Ribbon Schools as they describe implementation of the PBIS process and the schools' outcomes.

Presenter: **Holly Springs High School**
Wake County Public School System

Gamewell Middle School
Caldwell County Schools

West Lumberton High School
Public Schools of Robeson County

Location: VICTORIA C



WEDNESDAY • 3/21/12



...Wednesday Highlights.....

➔ CLOSING SESSION & LUNCHEON



Rebecca Garland | *Chief Academic Officer, North Carolina Department of Public Instruction*
11:45 am – 2:00 pm in GUILFORD BALLROOMS (See page 7 for more information.)

➔ FEATURED SESSIONS

➔ DON'T LET ANY STUDENT FALL THROUGH THE CRACKS

Theresa Tate | *Career and College Access Coordinator, NCDPI*

Joe Eno | *Dropout Prevention Coordinator, Johnston County Schools*

8:00 am-9:30 am in BLUE ASHE (See page 37 for more information.)



SPOTLIGHT SESSION: MIDDLE SCHOOLS TO WATCH

8:00 am-9:30 am in VICTORIA B (See page 40 for more information.)

➔ COLLEGE STAR: SUPPORTING TRANSITION, ACCESS, AND RETENTION FOR STUDENTS WITH LEARNING DIFFERENCES

Julia Jackson-Newsom | *Special Assistant to the Vice Chancellor for Research and Economic Development, UNC - Greensboro*

10:00 am-11:30 am in GRANDOVER WEST (See page 42 for more information.)

➔ USING THE COMMON CORE AND LEARNING TRAJECTORIES TO TRANSFORM INSTRUCTION IN MATH

Jere Confrey | *Senior Research Fellow and Joseph D. Moore Distinguished Professor, North Carolina State University*

10:00 am-11:30 am in IMPERIAL A/B (See page 43 for more information.)

➔ MADE TO LAST!

Barbara Sims | *Associate Director, National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill*

Marie Pitre-Martin | *Director of K-12 Curriculum and Instruction, NCDPI*

Susan Davis | *Section Chief for Program Improvement and Professional Development, Exceptional Children Division, NCDPI*

10:00 am-11:30 am in IMPERIAL D (See page 43 for more information.)



SPOTLIGHT SESSION: TITLE I DISTINGUISHED SCHOOLS

10:00 am-11:30 am in VICTORIA C (See page 45 for more information.)



WEDNESDAY AT-A-GLANCE

Morning Coffee

Location: Prefunction Area 7:00 am – 8:15 am
Coffee will be available in the 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 36-40) 8:00 am – 9:30 am
Location: Various (Descriptions on pages 41-45) 10:00 am – 11:30 am

Closing Session and Luncheon

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

Presiding Angela Quick
Deputy Chief Academic Officer, NCDPI

Student Showcase West Pine Middle School
Moore County Schools

Special Recognition for the 2012 Title I Distinguished Schools Charlotte Hughes
Director, Federal Program Monitoring and Support, NCDPI

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

Introduction of Speaker Angela Quick

Keynote Address Rebecca Garland

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

94. Classroom Management for Improving Student Achievement

While student achievement and progress is a teacher’s main goal, excellent classroom management is the avenue to which we reach that goal. “Time to Teach” will introduce you to research based strategies that you can implement tomorrow to immediately reduce classroom behavior problems!

Presenter: **Matthew Coates**
*Homebound Instructor for Johnston County Alternative School
 South Campus Community School
 Johnston County Schools
 macoates23@gmail.com*

Location: **ARROWHEAD**

95. Collaborative Assessment and Community Engagement

This session will offer the key findings of a report on the impact of high-stakes testing and the current accountability model on student achievement and the classroom environment from the perspective of teachers, students, and parents across North Carolina and grassroots visions and solutions to bridging the achievement gap.

Presenter: **Jasmine Harris**
*Staff Attorney
 Advancement Project
 jharris@advancementproject.org*

Location: **AUDITORIUM I**

96. At-Risk to Mentor: Program to redefine Challenging Students

This presentation by parents, students and administrators will give participants an example and plan for creating a student mentoring program to improve achievement and decrease behavior problems. Our program targeted five male “repeat office referrals” and has drastically decreased their suspensions and office referrals, and increased their achievement.

Presenter: **Ashton Clemmons**
*Assistant Principal
 Oak Hill Elementary School
 Guilford County Schools
 clemmoa@gcsnc.com*

Location: **AUDITORIUM II**

97. Uncovering Learning Gaps? But We’re a School of Excellence

Working with our Professional Learning Communities (PLCs) and GoalTeams, we analyzed data and discovered trends in student learning that informed gaps in instruction. Learn how we collaboratively and consistently use data to inform teaching and learning so that together we close the gaps and are truly a School of Excellence.

Presenter: **Sara Collin**
*Teacher Leader
 Lake Norman Elementary School
 Iredell-Statesville Schools
 sara_collin@iss.k12.nc.us*

Location: **AUDITORIUM III**

98. Transforming From Average to Awesome

Looking at where you are and what you’re doing gives an indication to where you’re headed and what you’re getting. Self-evaluation for cultural transformation is vital to displace myths concerning false expectations, and demonstrates how goal setting brings about opportunity for high expectations and high growth with measurable outcomes.

Presenter: **Kenston Griffin**
*Chief Executive Officer
 Dream Builders Communication, Inc.
 cland@kenstonjgriffin.com*

Location: **AUDITORIUM IV**

99. Using NCTEP Process to Promote High Student Achievement

This session is designed for school executives interested in learning strategies that will promote high student achievement through the NCTEP process. Coaching and questioning strategies will be shared with a deliberate focus on processes that will facilitate high quality, yet time efficient use of the tool.

Presenter: **Elizabeth Curry**
*School Transformation Coach
 NCDPI
 elizabeth.curry@dpi.nc.gov*

Location: **BILTMORE**

100. Don't Let Any Student Fall through the Cracks

Increasing graduation rates has been a local and State Board of Education priority for years. This session will present best practices for early warning indicators for potential dropouts and provide an overview of one software package aimed at assessing current student progress in order for school teams to target interventions for students identified at risk.

Presenter: **Joe Eno**
*Dropout Prevention Coordinator
 Johnston County Schools
 josepheno@johnston.k12.nc.us*

Location: BLUE ASHE

101. Globally Competitive Students through a Balanced Curriculum

Participants will understand how educating the whole child through a comprehensive and balanced education prepares globally competitive and successful students.

Presenter: **Helga Fasciano**
*Section Chief K-12 Program Areas
 NCDPI
 helga.fasciano@dpi.nc.gov*

Location: CEDAR

102. School Counselors: Making Connections to Support Student Achievement

How are students different because of what school counselors do? School counselors are leaders and advocates for all students in their schools. This session will focus on using the new guidance curriculum essential standards to strengthen the connections school counselors have in their school as they collaborate with all stakeholders to assist students to graduate career and college ready.

Presenter: **Linda Brannan**
*K-12 Student Support Services Consultant
 NCDPI
 linda.brannan@dpi.nc.gov*

Location: COLONY A

103. Cracking the Social Studies' Essential Standards Code

Is implementing the new K-12 Social Studies' Essential Standards still a mystery to you? Attend this informational session to receive some keys to cracking the implementation code.

Presenter: **Fay Gore**
*Section Chief K-12 Social Studies
 NCDPI
 fay.gore@dpi.nc.gov*

Location: GRANDOVER EAST

104. The Achievement Gap: Early Strategies for Closure

The achievement gap impacts children with cultural or linguistic diversity, and disproportionate numbers of these children live in poverty. This presentation seeks to explore the issues of socioeconomic and culture, providing participants research-validated strategies to decrease the achievement gap that follows children throughout subsequent school years.

Presenter: **Paula Grubbs**
*Director of Teacher Education
 and Clinical Experiences
 Greensboro College
 paula.grubbs@greensboro.edu*

Location: GRANDOVER WEST

105. Impact....Impact....Impact!

This interactive session will allow principals and teachers to explore effective teaching and learning criteria and develop a common definition using the North Carolina Comprehensive Needs Assessment rubric. Learn how to get a bigger impact from your instructional delivery. Engage in an in-depth analysis and discussion of lessons to maximize student learning.

Presenter: **Sharon Fink**
*Instructional Review Coach
 NCDPI
 sharon.fink@dpi.nc.gov*

Location: HERITAGE

106. How to Build School-Community Partnerships

This session outlines how a school-community partnership has been used to increase student achievement in grades K-12, increase standardized test performance for students in grades K-8, and cultivate a college-bound and college readiness culture.

Presenter: **Mychal Wynn**
CEO
Foundation for Ensuring Access and Equity
mychalwynn@accessandequity.org

Location: **IMPERIAL A/B**

107. Common Core, Common Ground, Common Sense

Join the North Carolina Department of Public Instruction English Language Arts Consultants for a conversation about hot topics surrounding the Common Core State Standards (CCSS). Attend this session to understand how the CCSS are designed and organized and learn about resources for implementation. Time for questions will be provided.

Presenter: **ELA Team**
K-12 ELA Consultants
NCDPI
Teresa.Parker@dpi.nc.gov

Location: **IMPERIAL C**

108. Made to Last!

Have you ever wondered why some educational practices become routine and others come and go? This session will provide teachers, principals, assistant principals, and district administrators with information about building an infrastructure of support to create full and effective implementation of evidence-based practices.

Presenter: **Barbara Sims**
Associate Director
National Implementation Research Network
barbara.sims@unc.edu

Location: **IMPERIAL D**

109. Informational Text in the Elementary Classroom

Common Core State Standards emphasize reading and writing informational text. Participants in this session will explore engaging texts and activities to help their elementary students with informational text structures, domain-specific vocabulary, and information presented in graphs, charts, and visuals.

Presenter: **Robin Loflin Smith**
Professional Development Consultant
NCDPI
robin.smith@dpi.nc.gov

Location: **IMPERIAL E/F**

110. Reading and Math ER

Responsiveness to Instruction (Rtl) applies strategies to assess, triage and apply treatments to address gaps in Reading and Math. Learn to replicate our success and apply the Rtl approach to do what we did: meet AYP, exit Title I improvement status and attain High Growth.

Presenter: **Jonathan Ribbeck**
Principal
Celeste Henkel
Iredell-Statesville Schools
ribbeck@iss.k12.nc.us

Location: **IMPERIAL G/H**

111. Increasing Academic Success for Virtual Students in EC

This presentation explores with the audience a dynamic and “open for discussion” dialogue of success stories and ideas on what has been accomplished to support and increase academic success for at-risk students served in the exceptional education program at Turning Point Academy. Strategies and implemented interventions will be given.

Presenter: **Lynn Knight**
EC Teacher
Turning Point Academy
lynnm.knight@cms.k12.nc.us

Location: **MOREHEAD**

**112. District and School Transformation:
A Look From the Inside**

The educational landscape is changing. The new Common Core State Standards, the new assessments, are going to transform the nature of education. Hear from administrators, teachers, and the NCDPI Transformation Team in Greene County as they share their strategic plans for district and school transformation.

Presenter: **Stephen Greene**
District Transformation Coach
NCDPI
stephen.greene@dpi.nc.gov

Location: OAK

**113. Common Core Assessment Consortia:
Update on SMARTER Balanced Assessment Consortium and Dynamic Learning Maps**

North Carolina is an actively involved member of two multi-state assessment consortia creating assessments aligned to the Common Core State Standards in Mathematics and English Language Arts: SMARTER Balanced Assessment Consortium and Dynamic Learning Maps for students with disabilities. This session presents information about both consortia and our involvement.

Presenter: **Nadine McBride**
Psychometrician
NCDPI
nadine.mcbride@dpi.nc.gov

Location: PEBBLE BEACH

**114. 7 Proven Strategies that Promote
Turnaround/Improvement in Schools**

Seven strategies that positively impact school culture and turnaround at the middle and high school levels as evidenced by 10 years of documented calculated data. School improvement strategies include: 21st Century technology (iMovie & Movie Maker), Advanced Placement (AP Potential), college & career exposure, faith-based partnerships, Harvard University's *Instructional Rounds*, parent involvement as stakeholders, and creating hope & a vision for Students.

Presenter: **Chris Vecchione**
District SIG Coordinator - Principal
Rowan Salisbury School System
Vecchionecj@rss.k12.nc.us

Location: PINEHURST

115. Preparing the Soil: Strategic Leadership in Action

Principals and Assistant Principals, this session is designed especially for you. As a building-level administrator, what practices create optimal conditions for growth in those around you? How can you 'prepare the soil' so others reach their full potential? Successfully growing staff and students requires strategic leadership. Hear tips from the pros!

Presenter: **Jan King**
Professional Development Consultant
NCDPI
jan.king@dpi.nc.gov

Location: SANDPIPER

116. The Do's and Do Not's of Data

In this session, participants will observe how data walls and notebooks have been implemented in a school district. Examine which strategies have been successful and which have been ineffective. Learn to put data into action to raise student achievement.

Presenter: **Denise Schulz**
Instructional Facilitator
Caldwell County Schools
dschulz@caldwellschools.com

Location: TANGLEWOOD

117. Exciting Integration!

In an effort to integrate instruction and to keep our students excited about learning, our Kindergarten staff developed several units of study where students are given the opportunity to work with all teachers in their grade. The students rotate between classrooms to complete activities that integrate all subjects.

Presenter: **Tammy Taylor**
Kindergarten teacher
Gamewell Elementary School
Caldwell County Schools
ttaylor@caldwellschools.com

Location: TIDEWATER

118. 21st Century + Math = Success

Facilitating math instruction for 21st Century students can be quite the challenge! Best practices include whole group extra practice sessions, student projects, true collaborative learning, technology setup, specific software resources, data analysis at the student level, and how the teacher can truly facilitate.



Presenter: **Blaine Fingado**
Teacher
Mooresville Middle School
Mooresville Graded School District
blainefingado@mgsd.k12.nc.us

Location: **TURNBERRY**

119. North Carolina Responsiveness to Instruction: State Update

This session provides information about North Carolina's direction for the statewide scaling-up of Responsiveness to Instruction (Rtl). Discussion focuses on the support structure for district-level implementation and transitioning to a three-tier model. Meeting all students' needs within this tiered system of support is also discussed.

Presenter: **Dan Tetreault**
Education Consultant
NCDPI
dan.tetreault@dpi.nc.gov

Location: **VICTORIA A**



120. SPOTLIGHT SESSION: Middle Schools to Watch

The National Forum to Accelerate Middle Grades Reform has recognized several North Carolina Schools as Schools to Watch. Join this session as these schools share their successful practices.

Presenter: **McGee's Crossroads Middle School**
Johnston County Schools
Piedmont IB Middle School
Charlotte-Mecklenburg Schools

Location: **VICTORIA B**

121. Empowering Students Through Collaborative Technologies

How do we engage 21st Century learners and prepare them for a complex future? How do we ensure that students develop ownership over and pride in their accomplishments? This session explores methods of transforming teaching and learning through the use of collaborative and web-based technologies, ensuring achievement and future success.

Presenter: **David Brooks**
International Baccalaureate Coordinator
Needham B. Broughton High School
Wake County Public School System
dbrooks@wcpss.net

Location: **VICTORIA C**

122. A New Equation for 21st Century Learning

3Rs plus 4Cs equal 21st Century SUCCESS! Create a culture of high expectations and performance by incorporating Critical thinking, Communication, Collaboration, and Creativity with Rigor, Relevance, and Relationships. Simplify and unite current initiatives by using resources presented in this session. Maximize the potential of 21st Century educators and learners!

Presenter: Susan Barlow
*Instructional Facilitator
 Caldwell County Schools
 sbarlow@caldwellschools.com*

Location: ARROWHEAD

123. Building Parent Efficacy and Family-School Partnerships

The best predictor of achievement is not income or social status, but to the extent the family is able to: create an environment that encourages learning, express high expectations, and become involved at school. The session will share research and practices that can help build motivation and authentic partnerships.

Presenter: Lori Bruce
*Title I Consultant
 NCDPI
 lori.bruce@dpi.nc.gov*

Location: AUDITORIUM I

124. "Mayday!": Building Support to Turn Around Our Schools

A federal turnaround school's administration, community volunteer organizer, and parent participants will share successes, challenges and ideas in engaging the community to support our efforts to improve student achievement. Participants will leave with a concrete plan to increase community involvement in their schools.

Presenter: Ashton Clemmons
*Assistant Principal
 Oak Hill Elementary School
 Guilford County Schools
 clemmoa@gcsnc.com*

Location: AUDITORIUM II

125. Cultural Gaps Between White Female Teachers and Black Males

The likelihood is high that black males will receive the bulk of their K-12 education from teachers who are white and female. Some are fresh out of college, while others don't have the necessary background to motivate black males. This session explores approaches that empower teachers to motivate black males.

Presenter: Ernest Johnson
*President
 Champions for Peace Leadership
 and Mastermind Institute
 champions4peace@gmail.com*

Location: AUDITORIUM III

126. A New Generation of Teaching, Learning, and Assessment

Members across the Department of Public Instruction will serve on a panel to discuss how the agency is assisting educators in the transition to and implementation of the new Common Core State and North Carolina Essential Standards, formative assessment, and online assessments. Time will be allocated for audience questions.

Presenter: Tracey Greggs
*Race to the Top Project Coordinator
 for Standards & Assessments
 NCDPI
 tracey.greggs@dpi.nc.gov*

Location: AUDITORIUM IV

127. 21st Century Technology Enhanced Professional Development

This session will focus on the best practices in using webinars and wikis to conduct 21st Century professional development that is cost effective, interactive, and comprehensive. Explore your options with examples that incorporate synchronous, asynchronous, and blended online learning using Internet-based tools and technology.

Presenter: Ann Marie Gunter
*World Language Consultant
 NCDPI
 ann.gunter@dpi.nc.gov*

Location: AUGUSTA

128. Freshmen Academies Change Schools

We will demonstrate how a Freshman Academy, in a low performing high school, can impact not only the 9th graders, but the entire school! We will prove with data, that student achievement WILL be increased, school climate will be improved, and student dropouts will be decreased!

Presenter: **Stephanie Ayscue**
*Assistant Principal
Southern Vance High School
Vance County Schools
sayscue@vcs.k12.nc.us*

Location: **BILTMORE**

129. Second Annual Town Hall Meeting on High School Graduation and Dropout Prevention, Part II

Approximately one-third of K-12 students in the United States never graduate from high school. Educators understand that the decision to dropout is a process and not caused by a single event. This session will feature four dropout prevention grant-funded programs sharing issues and challenges along their strategic road to success. (Part I, Tuesday, 2:30 pm)

Presenter: **Innovative Programs**
Granville County Schools

Dropout Prevention
Harnett County Schools

!Graduate!
The NC Society of Hispanic Professionals

Success in School - Teen Employment Mentoring Program (TEMP) Initiative
Wilson County Department of Social Services

Location: **BLUE ASHE**

130. Re-envisioning Professional Development for the Teacher Evaluation Standards

This interactive session will use the lessons learned from a county-wide professional development to assist participants with implementing focused professional learning. Learn how this model in Halifax County analyzed data, utilized teacher voice, and combined teacher choice with guided work sessions to create meaningful and effective experiences for all secondary teachers.

Presenter: **Julie Malcolm**
*Instructional Coach Team Lead
NCDPI
julie.malcolm@dpi.nc.gov*

Location: **CEDAR**

131. School Counselors: Making Connections to Support Student Achievement

How are students different because of what school counselors do? School counselors are leaders and advocates for all students in their schools. This session will focus on using the new Guidance Essential Standards to strengthen the connections school counselors have in their school as they collaborate with all stakeholders to assist students to graduate career and college ready.

Presenter: **Linda Brannan**
*K-12 Student Support Services Consultant
NCDPI
linda.brannan@dpi.nc.gov*

Location: **COLONY A**

132. How Does Your Character Grow?

Character education is not a program, but a process. Whether you are at the beginning stages or looking for ways to enhance your existing work, attend this session to find new strategies for embedding character development in your total school curriculum.

Presenter: **Fay Gore**
*Section Chief for K-12 Social Studies
NCDPI
fay.gore@dpi.nc.gov*

Location: **GRANDOVER EAST**

133. College STAR: Supporting Transition, Access, and Retention for Students with Learning Differences

College STAR creates supportive educational environments for college students with learning differences. This presentation will highlight two central components: enhanced support services for undergraduate students and enhanced faculty development efforts. In addition, we will discuss plans for creating stronger collaborative efforts to better prepare high school students with learning differences to successfully transition to postsecondary education.

Presenter: **Julia Jackson-Newsom**
*Special Assistant to the Vice Chancellor for Research and Economic Development
UNC - Greensboro
j_jackso@uncg.edu*

Location: **GRANDOVER WEST**

134. Enhancing Administrators’ Leadership Through Web 2.0 Tools

Professional development for administrators can be done with face-to-face sessions, online learning, and the development of Professional Learning Communities. One district has incorporated Web 2.0 technologies into their principals’ professional learning opportunities, used the North Carolina Teacher Evaluation Instrument to become 21st Century leaders, and promoted guided reading.

Presenter: **Cindy Corcoran**
*Director of Elementary Education/Title I
 Rockingham County Schools
 ccorcoran@rock.k12.nc.us*

Location: HERITAGE

135. Using the Common Core and Learning Trajectories to Transform Instruction in Math

This presentation will discuss how the Common Core State Standards in Mathematics (CCSSM) can be used to improve instruction using learning trajectories or progressions. Participants will learn the underlying structure of the new standards and see how student learning can lead to data-driven instructional guidance using a K-8 diagnostic system called LPP-Sync. Video samples from classrooms use will be shared.

Presenter: **Jere Confrey**
*Senior Research Fellow and
 Joseph D. Moore Distinguished Professor
 North Carolina State University
 jere_confrey@ncsu.edu*

Location: IMPERIAL A/B

136. Tackling Text Complexity

What guidelines do the Common Core State Standards recommend for matching books to readers? In this session, Department of Public Instruction consultants will provide an overview and guide participants through a four-step process to determine text complexity for various texts.

Presenter: **ELA Team**
*K-12 ELA Consultants
 NCDPI
 Teresa.Parker@dpi.nc.gov*

Location: IMPERIAL C

137. Made to Last!

Have you ever wondered why some educational practices become routine and others come and go? This session will provide teachers, principals, assistant principals, and district administrators with information about building an infrastructure of support to create full and effective implementation of evidence-based practices.

Presenter: **Barbara Sims**
*Associate Director
 National Implementation Research Network
 barbara.sims@unc.edu*

Location: IMPERIAL D

138. Evaluating North Carolina’s Race to the Top Initiatives

This presentation will explore the evaluation of NC’s Race to the Top (RttT) grant, including purpose, general timeline, and overview of data sources. The strategic, comprehensive evaluation will provide relevant, accurate, and timely research to policymakers, educators, parents, and students on the implementation and impact of the State’s RttT efforts.

Presenter: **Trip Stallings**
*Senior Research Associate
 The Friday Center for Educational Innovation
 North Carolina State University
 dtstalli@ncsu.edu*

Location: IMPERIAL E/F

139. This Turnaround Will Make You Dizzy! Call EMS!

Explicit, multi-sensory, and systematic instruction: Hertford County High School’s model for getting high growth out of ALL students. Biology scores soared from 24.8 to 84.4 percent proficiency in five years! Strategic data-driven decisions and the determination of our science teachers created a whirlwind of success school wide.

Presenter: **Sylvia Wells**
*Teacher/Science Department Chair
 Hertford County High School
 Hertford County Schools
 swells@hertford.k12.nc.us*

Location: IMPERIAL G/H

140. Journey from Rtl: Tiers to Effective Core Instruction

During our district’s implementation of Responsiveness to Instruction tiers, we discovered the need to refocus our efforts on effective core instruction as a vital first step to implementation. This session will explore the steps and the roles of the teacher and school administrator in ensuring quality instruction for all students.

Presenter: **Lesa Widener**
Title I Director
Caldwell County Schools
lwidener@caldwellschools.com

Location: MOREHEAD

141. Strategies for Highly Mobile Students’ Success

This workshop explores how Migrant Educators use needs assessments, data exchange, and asset mapping techniques to address the needs of a highly mobile population. Migrant Education provides the exemplar; however, strategies could serve other students, such as children who are homeless, in foster care, or in the juvenile justice system.

Presenter: **Sonja Williams**
Migrant Education Consultant
NCDPI
sonja.williams@dpi.nc.gov

Location: OAK

142. Research and Advances in Technology for State Assessments

North Carolina is currently leading multi-state research grant project to explore the use of constructed response Mathematics items that are administered and scored by computer. This session will describe this project and other advances in the use of technology in state assessment.

Presenter: **Nadine McBride**
Psychometrician
NCDPI
nadine.mcbride@dpi.nc.gov

Location: PEBBLE BEACH

143. Truly Challenging Your 21st Century Student in Any Content!

This session will share how to implement a Challenge Based Learning (CBL) project in your classroom starting tomorrow! CBL is an interdisciplinary process that differentiates and engages students in real-world issues related to their curriculum. Teachers in this session will also get “work time” to begin the process!

Presenter: **Chris Gammon**
Teacher
Mooreville Middle School
Mooreville Graded School District
chrishgammon@mgd.k12.nc.us

Location: PINEHURST

144. Impacting Student Achievement Through Instructional Technology

Session includes lessons for sustaining an effective technology integration project based on an evaluation of 43 Title I schools across North Carolina. Findings identify critical factors for schools integrating instructional technology to improve teacher practice. Descriptions of dramatic improvement in student achievement following implementation of the IMPACT Model will be shared.

Presenter: **Melinda Mollette**
Senior Research Associate
The Friday Center for Educational Innovation
North Carolina State University
melinda_mollette@ncsu.edu

Location: SANDPIPER

145. Evaluating Teaching and Learning

One of the most important responsibilities of a principal is to evaluate teaching and learning. Providing developmental feedback to support professional growth is paramount as it directly impacts student achievement. This session will focus on identifying what good quality teaching and learning looks like, observation techniques, and coaching tips.

Presenter: **Melissa Lara**
Education Consultant
Wireless Generation, Cambridge Education
Melissah.Lara@yahoo.com

Location: TANGLEWOOD

146. Responding to Disciplinary Disproportionality

For more than 30 years researchers have documented evidence of African American students experiencing exclusionary disciplinary practices at rates higher than Caucasian students. This presentation will explore what we know about this issue today and offer suggestions for how schools can identify and address disciplinary disproportionality.

Presenter: **Cayce McCamish**
*Region 5 Positive Behavior Intervention
 Support Coordinator
 NCDPI
 cayce_mccamish@abss.k12.nc.us*

Location: TIDEWATER

147. SEED (Students Encouraging Educational Development)

Selected top high school students are used to tutor and mentor low performing elementary students in grades K-3. High School students travel four days a week to their perspective elementary school in their home district and spend a class period tutoring a student assigned to them.

Presenter: **Terry Little**
*Behavioral Specialist
 East Montgomery High School
 Montgomery County Schools
 terry.little@montgomery.k12.nc.us*

Location: TURNBERRY

148. Professional Development Blender: Balancing Virtual and Face-to-Face

As schools Race to the Top, so must teacher development. Often, face-to-face workshops and online-only courses fall short. Blended learning can deliver the optimal balance of convenience and support. Investigate the research supporting blended learning and take away strategies for implementing blended Professional Development.

Presenter: **Rachel Porter**
*Senior Instructional Specialist
 The Centers for Quality Teaching
 and Learning
 rporter@qtlcenters.org*

Location: VICTORIA B



149. SPOTLIGHT SESSION: Title I Distinguished Schools

Learn how two different schools earned the National Title 1 Distinguished Schools award. Dana Elementary School will share how data-driven decisions and consistent attention to detail helped them achieve this distinction. Stories Creek Elementary will demonstrate how having high expectations for everyone has helped the school gain both state and national recognition.

Presenter: **Dana Elementary School**
Henderson County Schools

Stories Creek Elementary
Person County Schools

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's Formative Assessment Learning Community's 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>)



GRADUATION RESILIENCY AND DROPOUT PREVENTION UPDATE

GRADUATION RESILIENCY

The North Carolina Department of Public Instruction has partnered 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).

The software is housed in NC WISE and is available to all local schools/districts. Graduation Resiliency provides a historical examination of risk factors calculating a risk level for each student in grades 9-12. For more information visit <http://www.ncpublicschools.org/graduate/resiliency/>.

DROPOUT PREVENTION

Fewer students dropped out of North Carolina public schools in 2010-11 than ever before, while the number of acts of crime and violence reported among high school students, and suspensions and expulsions among all students also decreased according to the 2010-11 Consolidated Data Report presented to the State Board of Education.

- The annual high school dropout rate decreased from 3.75 percent to 3.43 percent for 2010-11. A total of 15,342 high school students dropped out in 2010-11 as compared to 16,804 students in 2009-10 (8.7% decrease).
- For all grades, the number of students dropping out decreased to 15,773 from 17,346 the prior year.
- About 63 percent of North Carolina school districts experienced a decrease in dropout rates.

Fifteen Strategies for Dropout Prevention

There are 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.

The North Carolina Committee on Dropout Prevention has identified specific model programs in our state supported by dropout prevention grant funds allocated by the North Carolina General Assembly. For more information visit <http://www.ncpublicschools.org/docs/dropout/grants/reports/model-programs.pdf>.



NC CAREER AND COLLEGE PROMISE

In today's global economy, successful careers could require a two-or four-year degree, a diploma or nationally recognized job credential.

Career & College Promise offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a "B" average and meet other eligibility requirements. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. Three pathways offer students the opportunity to earn:

- College credit completely transferrable to all UNC System Institutions and many of North Carolina's Independent Colleges and Universities.
- A credential, certificate or diploma in a technical career.
- A high school diploma and two years of college credit in four to five years through innovative cooperative high schools (limited availability).

CAREER & COLLEGE PROMISE PATHWAY DESCRIPTIONS AND ELIGIBILITY REQUIREMENTS

College Transfer Pathway	Career Technical Education Pathway	Cooperative Innovative High School Pathway
<ul style="list-style-type: none"> • Earn college credits that transfer seamlessly to any public or participating private college or university (Students must complete 44 hours to ensure credit transfer). • Reduced cost for a two- or four-year degree. • Accelerated completion of a diploma, associate degree or four-year degree. • Develops skills for success at the next level. 	<ul style="list-style-type: none"> • Obtain a certificate or diploma in a technical field tuition-free. • Includes applied academic skills needed for workplace success. • Earn technical course credits while working toward a high-school diploma. 	<ul style="list-style-type: none"> • Provides innovative educational opportunities for students in grades 9-12. • Emphasis on first-generation college students. • Enables students to complete a high school diploma and two years of college credit in four-to-five years. • Prepares students for future learning in the workplace or in higher education.
<p>ELIGIBILITY:</p> <ul style="list-style-type: none"> • Be a high school junior or senior as of January 2012 or later. • Enter the program with a weighted 3.0 GPA and maintain a 2.0 on college coursework after completing two courses. • Continue to make progress toward high school graduation. • Demonstrate college readiness in English, reading and mathematics on an approved assessment or placement test (visit careercollegenc.org for details). • Select a program of study. 	<p>ELIGIBILITY:</p> <ul style="list-style-type: none"> • Be a high school junior or senior as of January 2012 or later. • Enter the program with a weighted 3.0 GPA (or have a principal's recommendation) and maintain a 2.0 on college coursework after completing two courses. • Continue to make progress toward high school graduation. • Demonstrate career and college readiness through career pathway prerequisites. • Take PLAN assessment while in grade 10. • Select a program of study. 	<p>ELIGIBILITY:</p> <ul style="list-style-type: none"> • Be a high school student in grades 9 to 12 with access to a cooperative innovative high school approved by the State Board of Education. • Meet the eligibility requirements established by the local board of education and higher education partner as required in GS Chapter 115C-238.50.



ACT/PLAN/WORKKEYS

The North Carolina Department of Public Instruction has entered into a partnership with ACT, a 51-year old not-for-profit organization that provides educational assessment, research, information, and program management services. North Carolina 11th graders will take the ACT® test and 10th graders will take the PLAN® test. Some students will also take the WorkKeys® assessment. These assessments will measure what students have learned in their courses and help educators identify the information that students still need to learn to succeed in college or a career.

WHY THE ACT TEST?

The ACT test measures what students have learned in their courses and measures their skills in English, math, science and reading. The ACT helps students:

- Understand what they need to learn next so they can build rigorous high school course plans.
- Identify career areas that align with their interests.
- Increase the likelihood that they will consider pursuing a college education.

WHY THE PLAN PROGRAM?

The PLAN program helps 10th graders build a solid foundation for future academic and career success. As a comprehensive guidance resource it helps students:

- Measure their current academic development
- Explore career/training options
- Make plans for the remaining years of high school and post-graduation years.

WHY THE WORKKEYS SYSTEM?

The WorkKeys system is used to help students understand how they can improve their skills for better-paying jobs. Scores help employers determine whether individuals are qualified for positions.

- Students who take the WorkKeys tests have a clear way to demonstrate their abilities to future employers.
- The WorkKeys system measures skills such as reading, math, listening, locating information, and teamwork. These are skills that employers feel are critical to job success.



INSTRUCTIONAL IMPROVEMENT SYSTEM

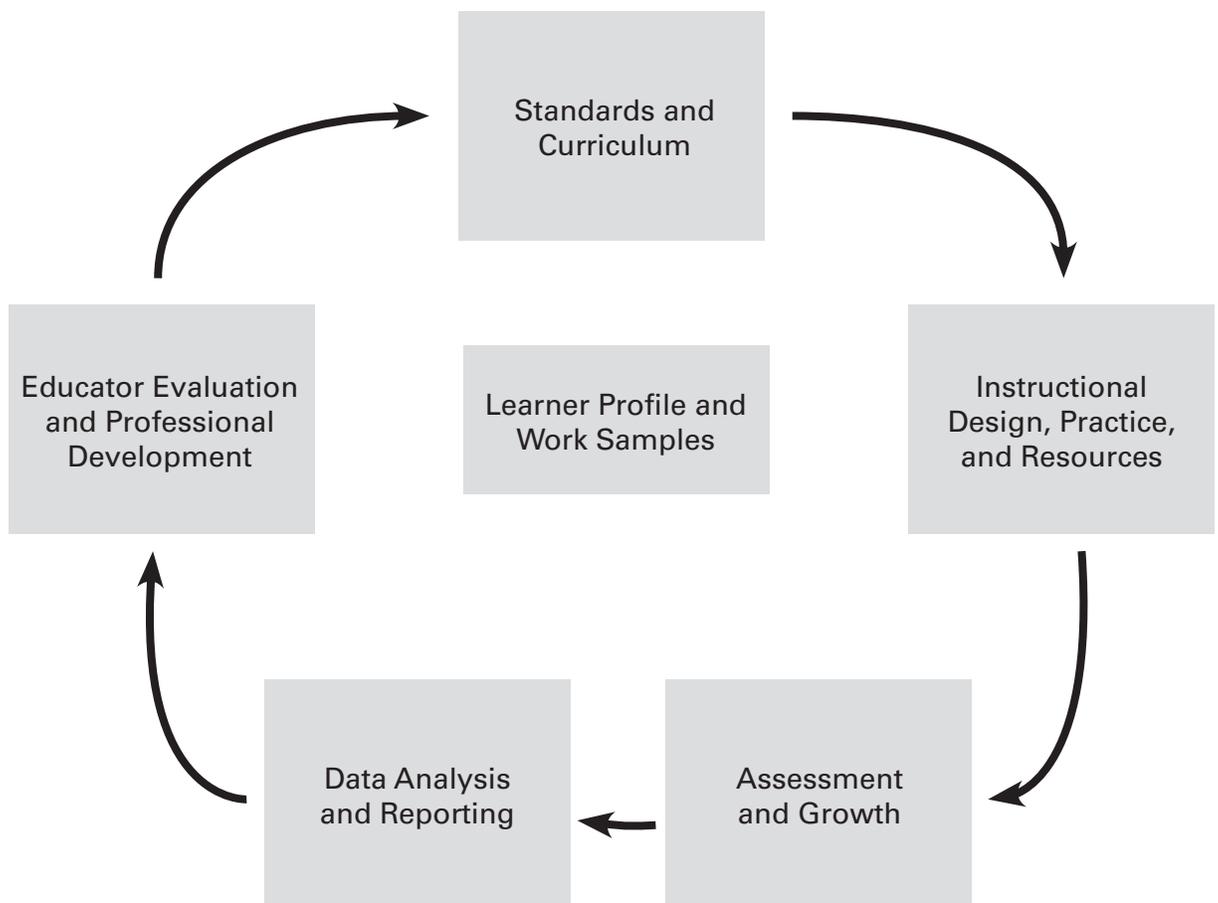
Under Race to the Top, North Carolina is developing an Instructional Improvement System (IIS). The vision for the IIS is a comprehensive system that manages the process of teaching and learning through a continuous improvement cycle of curriculum design, instructional delivery, assessment at all levels, and the review and analysis of data.

<http://www.ncpublicschools.org/acre/improvement/>

Status – <http://www.ncpublicschools.org/acre/improvement/status/>

Resources – <http://www.ncpublicschools.org/acre/improvement/resources/>

NC IIS CONCEPTUAL MODEL





INSTRUCTIONAL TECHNOLOGY

The NCDPI Instructional Technology Division is responsible for providing support and guidance for our state's effective 21st Century school library and instructional technology programs. As we continue to support the North Carolina Learning Technology Initiative (NCLTI), NC Education Cloud, and 21st Century assessment, building capacity for effective use of technology and support for 21st Century teaching and learning in NC classrooms. Our goals embrace the integration of Information Technology Essential Standards, Technology Facilitator Standards, and Media Coordinator Standards.

INFORMATION TECHNOLOGY ESSENTIAL STANDARDS

Scheduled to be implemented with the 2011-2012 school year, the new Essential Standards for Information and Technology (ITES) are based on the Revised Bloom's Taxonomy and are meant to be broad, rather than specific. These standards are a blend of the previously separate Computer/Technology Standard Course of Study and Information Skills Standard Course of Study. The new ITES should be taught by classroom teachers, working in collaboration with Media Coordinators and Technology Facilitators. The ITES should not be taught as if they were isolated skills, but embedded within the context of other curriculum. These standards may be reviewed at <http://it.ncwiseowl.org/standards/ITES/>.

SCHOOL LIBRARY MEDIA COORDINATOR AND INSTRUCTIONAL TECHNOLOGY FACILITATOR STANDARDS

These draft standards were written in correlation with AASL, ISTE, Partnership for 21st Century Skills, ALA/AASL Standards for Initial Preparation of School Librarians, CCSSO's Model Core Teaching Standards, NBPTS, the 2011 NC State School Technology Plan, IMPACT Guidelines, and State Board of Education priorities and policies.

With a target date of January 2014 for the new evaluation instrument, the **School Library Media Coordinator** and **Instructional Technology Facilitator Professional Standards** address the following: demonstrates leadership, advocacy, and collaboration; demonstrates knowledge of learners and learning and promotes effective instructional practices in a 21st Century learning environment; facilitates the implementation of a comprehensive 21st Century library or instructional technology program; builds a learning environment that meets the instructional needs of all students; actively reflects on his/her practice.

To learn more and see specifics of each professional standard please visit http://it.ncwiseowl.org/standards/pro_standards/.

ADDITIONAL RESOURCES

- Information Technology Essential Standards Frequently Asked Questions – http://it.ncwiseowl.org/resources/ITES_FAQs/
- Intel Teach – <http://it.ncwiseowl.org/resources/nclntelTeach/>
- Media and Technology Resources – http://it.ncwiseowl.org/resources/media_and_technology_resources/



<https://www.facebook.com/pages/NC-DPI-Instructional-Technology/78664310935>



NORTH CAROLINA'S RESPONSIVENESS TO INSTRUCTION OVERVIEW

DEFINITION:

NC Responsiveness to Instruction (NCRtI) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction by using a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all.

PHILOSOPHY:

We believe in...

- Shared responsibility by all stakeholders that include educators, families, students, and community partners.
- Developmentally appropriate academic and behavioral growth for all students.
- Continuous reflection on and improvement of instructional practices and learning environments.
- Intentional partnerships with families, community members, and stakeholders.
- Comprehensive implementation through systematic and purposeful approaches and leadership.

CRITICAL COMPONENTS OF NCRtI:

Shared responsibility

- All school personnel work collaboratively to maximize every student's potential.
- A problem-solving model for instructional design and delivery guides the process of continuous improvement at all tiers.
- Family and community members partner with school personnel in the education process.
- School, district, and state leadership create systems of support in which resources are aligned, barriers are removed, and best practices are implemented.

Curriculum & Instruction

- High-quality standards-based instruction is foundational for all students.
- Students learn through meaningful, engaging, and appropriately challenging experiences.
- Teachers and school community facilitate learning through evidence-based differentiated instruction and intervention within a multi-tiered framework based on pre-assessments and other data.
- Teachers and school personnel continually match student supports with student needs in learning.
- All students have academic and behavioral supports they need to be successful.

Assessment

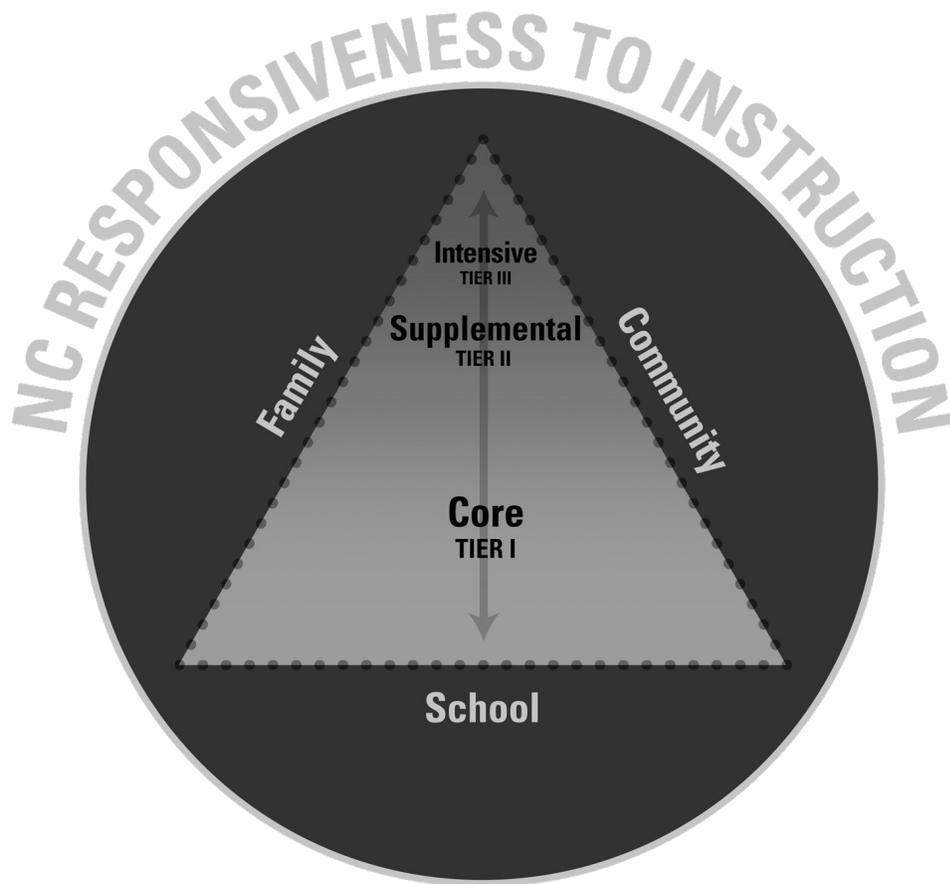
- A comprehensive balanced assessment system includes formative, multi-modal classroom, interim/benchmark, and summative assessments to maximize every student's potential.
- Developmentally appropriate universal screenings and on-going assessments are used to understand student needs and guide learning.
- Educators measure and monitor student progress frequently to determine if learning experiences, curriculum and instruction, and school organization are effective.

Family and Community Partnerships

- School personnel create a positive, respectful, responsive environment where student, family and community are intentionally valued.
- Family and community partners are actively recruited, empowered, and engaged to maximize every student's potential.
- Families, community partners, and educators collaborate and share their expertise about the student in support of learning

Sustainability and Leadership

- School, district, and state leadership actively plan for and implement systems that support best practice, include on-going program monitoring and evaluation, and are inclusive of all initiatives.
- Leaders are knowledgeable, committed, and supportive of implementation.
- Comprehensive implementation includes development of a full continuum of academic and behavioral support for all students.
- Professional development is informed by teacher and program evaluation, targets student learning and specific skill development, and is sustained by ongoing support where networking and coaching opportunities exist.
- Intentional scale-up at all levels is guided by fidelity of implementation, which honors local context and culture, to ensure expected outcomes.





STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER (SISEP)

NCDPI has entered into a partnership with Dr. Dean Fixsen and Dr. Karen Blase along with the State Implementation and Scaling up Evidence-based Practices (SISEP) Center, which is a program of the Frank Porter Graham Child Development Center at UNC Chapel Hill and the National Implementation Research Network. In December 2011, North Carolina became one of three active SISEP states. Over the past few months, SISEP has been working closely with the agency to guide planning for the state-wide scaling-up of Responsiveness to Instruction (RtI) as a school improvement model, using research-based implementation practices.

ABOUT SISEP

Mission

The purpose of the State Implementation and Scaling up Evidence-based Practices (SISEP) Center is to help States establish adequate capacity to carry out effective implementation, organizational change, and systems transformation strategies to maximize the academic achievement and behavior outcomes of students statewide.

After engaging in an exploration process with 36 States, six States were selected to participate in the first round of scaling. The six States are Illinois, Michigan, Minnesota, Missouri, Oregon, and Virginia with over 14,000 schools. Given the resources available for intensive work with States, two of those States remain in the active scaling group (Minnesota, Oregon), and North Carolina has recently become the newest scaling State.

Additional information is available at <http://sisep.fpg.unc.edu/>.



TEACHER EFFECTIVENESS AND EVALUATION

North Carolina Teachers have been evaluated on five standards, according to State Board of Education Policy. These standards are: demonstrates leadership, establishes a respectful environment, facilitates learning for students, and reflects on practice. Now, a sixth important standard has been added to be integrated into the evaluation instrument: “contributes to the academic success of students.”

Why evaluate teachers based, in part, on the academic success of students?

North Carolina needs an educational system that produces real outcomes for all students. With the support of an effective teacher, each student can make academic growth each year. The teacher behaviors and characteristics embodied in the first five standards of the teacher evaluation instrument should produce academic gains for students if they are practiced well. That ultimate outcome – student growth – needs to be a part of the evaluation system so that the State can ensure that all children have effective educators.

How will teachers be evaluated on academic success?

Teachers will be evaluated as effective, highly effective or in need of improvement based on ratings on the previous five standards used in evaluation and a *three-year rolling average of growth* on assessments of the standards through the End-of-Grade and End-of-Course exams, Instructional Management exams, or the new Measures of Student Learning (Common Exams) currently being developed. Students will be expected to have met a year’s worth of academic growth and teachers rated proficient or higher on all standards for teachers to attain the effective rating. For teachers to attain the highly effective designation, students must exceed annual growth targets based on a three year average and be rated accomplished or higher on the remaining five standards. Teachers who attain a rating of below proficient on any of the standards, including those whose students fail to meet growth standards on average over a three year period, will be rated as in need of improvement. The three-year average is being used instead of a single year because the three-year average is a more reliable estimate of a teacher’s contribution to the academic success of students.

What about teachers in non-tested subject areas such as Social Studies, Arts or Healthful Living Education?

Some 800 teacher volunteers have been assembled in 60 working groups to help develop Measures of Student Learning, similar to district “common exams” for non-tested grades and subject areas. When these assessments are in place, teachers must have three years of test results in place before they can be identified as effective, highly effective, or in need of improvement.

Won’t this standard benefit teachers of high achieving students?

No. The standard is based on annual academic growth of students, not overall academic achievement. No matter the starting point (behind grade level, on grade level, or above grade level), the intent of the sixth standard is to measure a student’s academic growth over the course of a year, with an underlying assumption that all children can learn and make progress.

What are the consequences for teachers who need improvement?

Teachers whose students fail to meet academic growth targets over a three-year rolling average will be rated as “growth fails to meet expectations” on the sixth standard of the evaluation instrument and thus in need of improvement. As is the case with a rating of not proficient on any of the standards, teachers recommended for continued employment will be required to complete a mandatory growth plan. The State Board of Education recommends that the evaluation be considered when teachers are considered for career status.

How often are teachers evaluated?

Teachers are evaluated annually.

On what is the new sixth standard based?

All teachers receive a sixth standard rating every year. For teachers in tested subject areas and grades, the sixth standard rating is based on student growth as demonstrated on EOGs, EOCs, or Instructional Management exams. For teachers in subject areas where assessments are still being developed, evaluation on the sixth standard will be based on school-wide data until the measures are available.

Should I be concerned about job status as regards this new standard?

The vast majority of teachers will be rated as “growth meets expectations” or “growth exceeds expectations” on the new sixth standard and attain a rating of effective or highly effective overall. Those who do not will have the opportunity to complete a mandatory growth plan aimed at helping them improve their craft, with the understanding that ability to guide students toward significant academic growth is a critical component of effective instruction.



EXCEPTIONAL CHILDREN DIVISION

The NCDPI Exceptional Children Division provides support and guidance for our state's Exceptional Children programs. Initiatives are strategically aligned to our State Board goals and the Race to the Top (RttT) efforts at the agency and in LEAs across the state. The following provides a highlight of initiatives that represent Division priorities:

THE NORTH CAROLINA STATE IMPROVEMENT PROJECT (NCSIP) – Funded through a grant awarded by the US Department of Education, Office of Special Education Programs, NCSIP is a multi-faceted project that provides professional development to teachers in order to improve the quality and effectiveness of literacy and mathematics instruction for students with disabilities. There is clear and extensive research evidence supporting our belief that the vast majority of students with disabilities can read and write, as well as demonstrate math skills, on grade level if appropriate, research validated instructional and learning techniques are effectively employed. The growing NCSIP network includes the following LEA based centers and sites:

- 83 NCSIP sites that focus on research-based reading and writing instruction
- 48 NCSIP sites that focus on research-based mathematics instruction

Project information and training event details are located on the NCSIP website at: <http://www.ncsip.org>.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS) – The primary purpose of the state's PBIS effort is to work with LEAs to establish a systematic approach that reinforces clear behavioral expectations. This is done through extensive personnel development and systems change. LEAs work to integrate their efforts and strategies in order to make schools caring and safe communities for learning. The work focuses on impacting the learning environments in the schools to support high student performance and to reduce behavioral problems. Evidence-based practices within this work include:

- adoption of a common approach to discipline that is proactive, instructional, and outcome-based;
- utilizing data to guide decision making;
- establishing a school team that looks at the entire school campus and the whole school day;
- focusing on the education of all students, even students with challenging behaviors; and
- teaching social behavior using effective instructional methodology.

For additional information: <http://www.ncpublicschools.org/positivebehavior>

AUTISM PROBLEM SOLVING TEAM MODULES – Consultants for Autism have created training modules to focus on building local capacity at the district level. Modules have been implemented for three years and there are approximately 97 districts and 10 charter schools accessing this training. Due to the success we have had, other states and the Department of Defense have requested access to these modules. Further information is located at: <http://www.ncpublicschools.org/ec/instructional/autism>.



OFFICE OF EARLY LEARNING

NCDPI's Office of Early Learning works collaboratively with other NCDPI divisions, as well as external partners, to promote high-quality Pre-K – Grade 3 teaching practices in North Carolina's pre-kindergarten programs and elementary schools. Examples of the resources created to promote effective practices include the following:

- 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; and
- Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success.

The Office of Early Learning plays a key role in the implementation of North Carolina's Race to the Top – Early Learning Challenge grant. In part, this grant makes funds available for the implementation of a common, statewide Kindergarten Entry Assessment that informs instruction in the early grades. In its successful application, North Carolina detailed a plan to incorporate a Kindergarten Entry Assessment into a valid and reliable K-3 Assessment. This assessment will build on the existing K-2 Assessment and incorporate additional domains of development. The Office of Early Learning will be responsible for leading the development and implementation of the K-3 Assessment.

www.ncpublicschools.org/earlylearning



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.

2011-12 APPROVED SES PROVIDERS

There are 154 approved continuing SES providers in North Carolina. Fifty-four new providers were approved on June 1, 2011 by the NC State Board of Education.

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

- **2010-2011 SES Evaluation Report**
<http://www.ncpublicschools.org/docs/program-monitoring/titleI/ses/evalreports/ses-oct2011.pdf>
- **SES in NC – Evaluation Findings and Activities**
<http://www.ncpublicschools.org/program-monitoring/titleI/ses/>



FEDERAL TEACHER LOAN FORGIVENESS

CANCELLATION OF TEACHERS' FEDERAL PERKINS LOANS

If you are a teacher serving in a low-income or subject-matter shortage area, it might be possible for you to cancel or defer your student loans. You qualify for cancellation of up to 100 percent of a Federal Perkins loan if you have served full time in a public or nonprofit elementary or secondary school system as a:

- Teacher in a school serving students from low-income families; or
- Special education teacher, including teachers of infants, toddlers, children, or youth with disabilities; or
- Teachers in a school operated by the Bureau of Indian Affairs (BIA) or operated on Indian reservations by Indian tribal groups under contract with the Bureau of Indian Affairs; or
- Teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in other field of expertise determined by a state education agency to have a shortage of qualified teachers in that state.

ELIGIBILITY FOR LOAN FORGIVENESS – TEACHING IN LOW-INCOME SCHOOLS

A cancellation based on teaching in a school serving students from low-income families may be granted only if you taught in an eligible school as determined by the state education agency. To be considered a “low-income school,” the school must be in a school district that qualified for federal funds in the year for which the cancellation is sought. Also, more than 30 percent of the school’s enrollment must be made up of children from low-income families. A list of the low income school directory is found at www.tcli.ed.gov. A list of the shortage areas for the state agency is found at <http://www.ed.gov/about/offices/list/ope/pol/tsa.html>.

CANCELLATION OF TEACHERS' STAFFORD LOANS

If you received a Stafford Loan on or after October 1, 1998, and you teach full time for five consecutive years in a low-income school, you might be eligible to have a portion of the loan cancelled. This applies to Federal Family Education Loan (FFEL) Stafford Loans, Direct Subsidized and Unsubsidized Loans, and in some cases, Consolidation Loans.

TEACHER LOAN FORGIVENESS PROGRAM – FFEL AND DIRECT LOAN PROGRAMS

To qualify for up to \$5,000 loan forgiveness under this program you must have not an outstanding balance on a FFEL or Direct Loan as of October 1, 1998. To qualify for the increased amount of loan forgiveness up to \$17,500 available for shortage areas and certain mathematics, science, and special education teachers, you must not have had an outstanding balance on a FFEL or Direct Loan as of October 1, 1998, or obtained a FFEL or Direct Loan after October 1, 1998. A list of the shortage areas for the state agency is found at <http://www.ed.gov/about/offices/list/ope/pol/tsa.html>.

HOW TO APPLY FOR TEACHER LOAN CANCELLATION

To print a copy of the Teacher Loan Cancellation application, go to <http://ifap.ed.gov/dpcletters/attachments/GEN0811AttTLFAform.pdf>. You must follow the directions outline on the application. When the application is complete, submit it to your lender or loan servicing agency for processing. Your lender will report its decision to your regarding the request for cancellation.

FOR MORE INFORMATION ABOUT:

- Teacher Loan Cancellation: www.studentaid.ed.gov
- Federal Perkins Loans and teacher shortage areas eligible for cancellation: 1-800-4FED-AID



SCHOOL IMPROVEMENT GRANTS (SIG) – 1003(G)

The School Improvement Grants (SIG) program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Under section 1003(g)(1) of the ESEA, the Secretary must award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116. From a grant received pursuant to that provision, a State educational agency (SEA) must subgrant at least 95 percent of the funds it receives to its local educational agencies (LEAs) for school improvement activities. In awarding such subgrants, an SEA must – give priority to the local educational agencies with the lowest-achieving schools that demonstrate – (A) the greatest need for such funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational agency improvement, corrective action, and restructuring plans under section 1116.

The regulatory requirements implement these provisions, defining LEAs with the – greatest need for SIG funds and the – strongest commitment to ensure that such funds are used to Substantially raise student achievement in the persistently lowest-achieving schools in the State. The Consolidated Appropriations Act, 2010, which was signed into law by President Obama on December 16, 2009, included two critical changes to the SIG program that apply to fiscal year (FY) 2010 SIG funds, including any FY 2009 SIG funds that SEAs, in accordance with the SIG final requirements, carry over and combine with FY 2010 SIG funds for award in the FY 2010 SIG competition. First, the Consolidated Appropriations Act, 2010 allows SEAs and LEAs to use SIG funds to serve certain newly eligible schools (i.e., certain low-achieving schools that are not Title I schools in improvement, corrective action, or restructuring). Second, the law increases the amount that an SEA may award for each school participating in the SIG program from \$500,000 annually to \$2 million annually.

GRANT INFORMATION

School Improvement Grants (SIG) 1003(g) funds are awarded by formula to State Education Agencies (SEAs) with approved applications. SEAs then make competitive grants available to Local Education Agencies (LEAs) over three years. An LEA may request funds for eligible schools in amounts between \$50,000 and \$2,000,000 per year for each school it commits to serve. SIG schools must implement one of four federally-defined models (transformation, turnaround, restarts, closure) to improve or close, and LEAs must outline a plan for implementing the chosen model in their application to the SEA. Currently, North Carolina has 40 SIG schools representing all eight regions of the state.

RESOURCES

- NC School Improvement Grants – includes both USED non-regulatory guidance and information on current NC SIG grantees. <http://www.ncpublicschools.org/program-monitoring/grants/>
- Center on Innovation and Improvement – provides a SIG Handbook and links to both webinars and toolkits relative to SIG. <http://www.centerii.org/>
- US Department of Education – provides SIG information from the national perspective. <http://www2.ed.gov/programs/sif/index.html>
- School Turnaround Learning Community – an online learning community that promotes collaboration and best practices across LEAs and states. <http://www.wested.org/cs/we/view/pj/592>



21ST CENTURY COMMUNITY LEARNING CENTERS

The purpose of the program is to establish 21st Century Community Learning Centers (CCLC) programs that 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, health-enhancing physical activity, and cultural activities. Centers also provide safe environments for students during non-school hours.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), the specific purposes of the law are to:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics,
- (2) Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, arts education, recreation programs, technology education programs and character education programs that are designed to reinforce and complement the regular academic program of participating students, and
- (3) Offer families of students served by 21st CCLCs opportunities for math, science and literacy related educational development.

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). States must give competitive priority to applications that both propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) and that are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. Programs may be offered for students attending grades K-12.

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-planning-quality.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/>
- **Wallace Foundation Calculator**
<http://www.wallacefoundation.org/cost-of-quality/pages/default.asp>



NATIONAL TITLE I DISTINGUISHED SCHOOLS

The National Title I Distinguished Schools program recognizes exemplary Title I schools that hold students to high standards and demonstrate exemplary school effectiveness in:

- teaching and learning based on the approved state curriculum,
- use of research-based instructional strategies,
- opportunities provided for all students to achieve,
- established partnerships with parents, families, and the community,
- implementation of sustained research-based professional development, and
- innovation and modeling for other schools.

Selected schools are recognized in one of two categories. Schools in Category I are recognized for showing a high level of sustained student achievement. Schools in Category II are recognized for making significant progress in closing the achievement gap between student groups.

Since 1996, North Carolina has recognized Title I schools through this program, sponsored by the National Title I Association. Each year two North Carolina schools are recognized at the national level as well as the local level.

More stories, information, and resources about the program are available on the web at www.ncpublicschools.org/program-monitoring/distinguished/.

NC NATIONAL TITLE I DISTINGUISHED SCHOOLS ADVISORY COUNCIL 2011-2013

Co-Chaired by:

Dr. Cindy Goodman, Principal, Laurel Hill Elementary School, Scotland County Schools
Sherry Schliesser, Principal, Kingswood Elementary School, Wake County Public School System

Members:

Danny Ellis, Pastor, St. Paul Baptist Church, Halifax County
Chris Hill, Director, Education and Law Project, NC Justice Center
Debra Horton, Executive Director, NC PTA
Elizabeth Lynch, Principal, South End Elementary School, Rockingham County Schools
Scottie Penn, Curriculum and Instructional Coach, South End Elementary School, Rockingham County Schools
Beverly Roberts, Director, NC Parent Information Resource Center (PIRC)
Lyle Shaw, Title I Director, Scotland County Schools
Alana Warren, Title I Director, Cumberland County Schools
Pam Wooten, Media Coordinator, District 7 Elementary School, Cumberland County Schools
Yvonne Perry, NCDPI Title I Distinguished Schools consultant



NATIONAL TITLE I DISTINGUISHED SCHOOLS OF NORTH CAROLINA

2000	Beech Mountain Elementary Goldsboro Middle Walnut Elementary	Avery County Schools Wayne County Schools Madison County Schools
2001	Freedom Trail Elementary Waccamaw Elementary East Elementary Carthage Elementary	Avery County Schools Brunswick County Schools Cleveland County Schools Moore County Schools
2002	Arthur Edwards Elementary Englewood Elementary	Craven County Schools Nash-Rocky Mount Public Schools
2003	Atlantic Elementary	Carteret County Schools
2004	Hunter Elementary Lockhart Elementary	Guilford County Schools Wake County Public School System
2005	Rutherford College Elementary W.M. Irvin Elementary	Burke County Schools Cabarrus County Schools
2006	Clearmont Elementary Saint Stephens Elementary	Yancey County Schools Catawba County Schools
2007	Eastover Central Elementary A.B. Combs Elementary	Cumberland County Schools Wake County Public School System
2008	Longview Elementary Morehead City Primary	Hickory City Schools Carteret County Schools
2009	First Flight Elementary Forestville Road Elementary	Dare County Schools Wake County Public School System
2010	South End Elementary District 7 Elementary	Rockingham County Schools Cumberland County Schools
2011	Kingswood Elementary Laurel Hill Elementary	Wake County Public School System Scotland County Schools
2012	Dana Elementary Stones Creek Elementary	Henderson County Schools Person County Schools



THE IMPORTANCE OF FAMILY AND COMMUNITY INVOLVEMENT

Excerpt from *Parent and Family Involvement: A Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools 2nd Edition*.

INTRODUCTION

Thirty years of research and a long history of federal and state legislation demonstrates the importance of parent involvement in their children's learning and development. In the *No Child Left Behind* legislation (NCLB) of 2002, the federal government for the first time offered a definition of parent involvement as a regular, two-way and meaningful communication about student learning and other school activities, including:

- assisting in their child's learning;
- being actively involved in their child's education at school;
- serving as full partners in their child's education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- the carrying out of other activities such as those described in section 1118 of NCLB and Public Law 107-110, Title IX, Section 9109.

Research shows the way. Family and community involvement can have a powerful and positive impact on student outcomes. According to *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, a research review published by the Southwest Educational Development Laboratory in 2002, students with involved parents, no matter what their income or background, are more likely to:

- earn higher grades and test scores, and enroll in higher-level programs;
- be promoted, pass their classes, and earn credits;
- attend school regularly;
- have better social skills, show improved behavior, and adapt well to school; and
- graduate and go on to post-secondary education.

A solid body of research finds that families of all income and education levels, and from all ethnic and cultural groups, support their children's learning at home. Families with more income and education, however, tend to be more engaged at school and have more resources to help their children at home. Supporting all families to be more involved at school and better informed about what children are learning in class must become a widely-used strategy for improving learning and addressing the achievement gap.

Programs and special efforts to engage families make a difference. Teacher outreach to families can result in strong, consistent gains in student performance in both reading and math. Effective outreach practices include meeting with families face-to-face, sending learning materials home, and keeping in touch about progress. Workshops for parents on helping their children are linked to higher reading and math scores. Schools with highly rated partnership programs make greater gains on state tests than schools with lower-rated programs.

Higher performing schools effectively involve families and the community. Schools that succeed in engaging families from diverse backgrounds share three key practices:

- Focus on building trusting, collaborative relationships and two-way communications among teachers, families, and community members;
- Recognize, respect, and address families' needs, as well as bridge class and cultural differences; and
- Embrace a philosophy of partnership where power and responsibility are shared and where families are effective advocates for their children.

Parent leadership and community organizing efforts improve schools. Parent leadership training and community organizing programs expand families' knowledge of how the system works and how to make it work for their children. Unlike school-based parent involvement, parent leadership and community organizing programs build partnerships to support schools and hold them accountable for results. These

organizing efforts have led to upgraded school facilities, improved school leadership and staffing, higher quality learning programs, new resources to improve teaching and curricula, and new funding for after-school and family support programs.

North Carolina is committed to supporting high-quality parent, family and community initiatives. The North Carolina State Board of Education (SBE) recognizes that effective family involvement is necessary for schools to meet the SBE’s Guiding Mission and Goals for the state. In an acknowledgment of the current research and in alignment to state and federal law, the SBE adopted the Parent/Family Involvement Policy on June 30, 2005.

Resources

- NCDPI Federal Program Monitoring/Parent, Family, and Community - www.ncpublicschools.org/parents/
- North Carolina Parent Information and Resource Center (NC PIRC) includes training opportunities for parents and educators - <http://www.ecac-parentcenter.org/Default.aspx>
- Families-Schools Website is stocked with a constantly growing library of resources for parents working to support their children’s learning and for schools in their work with families. Also, the Family and Community Engagement Handbook (FACE) in pdf is available for printing and is an excellent resource for update research on family engagement. - <http://www.families-schools.org/>
- Harvard Family Research Project offers families and educators excellent resources, a focus on program evaluation and theory versus practice as it relates to family engagement - <http://www.hfrp.org/>



DIRECTORY OF EXHIBITORS

- ALEKS Corp** – events@aleks.com
- All That Glitters** – Rdharrillfam@yahoo.com
- American Book Company** – maprep@aol.com
- Benchmark Education Company** – marian@ncliteracyresources.com
- Blanchard Educational Services** – mjgbbbook@gmail.com
- Carnegie Learning Inc.** – rfinch@carnegielearning.com
- Castle Learning Online** – jstanton@castlelearning.com
- Character Crunk** – info@alholla.com
- ClassScape** – sheila_brown@ncsu.edu
- Classworks** – mboyd@classworks.com
- ColorCode Essay Writing System** – mstrong@nc.rr.com
- CompassLearning** – Broberts@compasslearning.com
- Cookie Lee Jewelry** – aprileeckman@gmail.com
- CTB McGraw-Hill** – lynn_hunley@ctb.com
- Curriculum Associates** – Mssmith@cainc.com
- East Educational Services** – keast@east.bz
- Hart Inc** – brette@hart-inc.com
- Herff Jones/Nystrom** – dbdrye@herffjones.com
- John Hopkins University – Talent Development** – pcunningham@jhu.edu
- K12 Inc.** – tgraham@k12.com
- My Educational Partners** – amberharlow@myedupartners.com
- National Assessment of Educational Progress (NAEP)** – iris.garner@dpi.nc.gov
- Pearson-Basal** – danny.thorpe@pearson.com
- Pearson-Digital** – brett.craig@pearson.com
- Personal Computer Systems Inc. (PCS)** – tgree@pcsknox.com
- Sadlier** – lbreland@sadlier.com
- Shell Education Publishing** – mweaver@tempub.com
- State Employees Credit Union** – kelli.cheatham@ncsecu.org
- TE21 Inc.** – nancyhester@te21.com
- Teacherline Southeast Professional Development** – teacherline@scetv.org
- The Academic Source** – mcallahan@theacademicsource.com
- The Professional Educators of North Carolina** – bill@pencweb.org
- ThinkingMaps Inc.** – morris@thinkingmaps.com
- Voyager** – jeffrey.vincent@voyagerlearning.com
- Wireless Generation** – dowens@wgen.net



CONFERENCE COMMITTEE

CONFERENCE PLANNING COMMITTEE

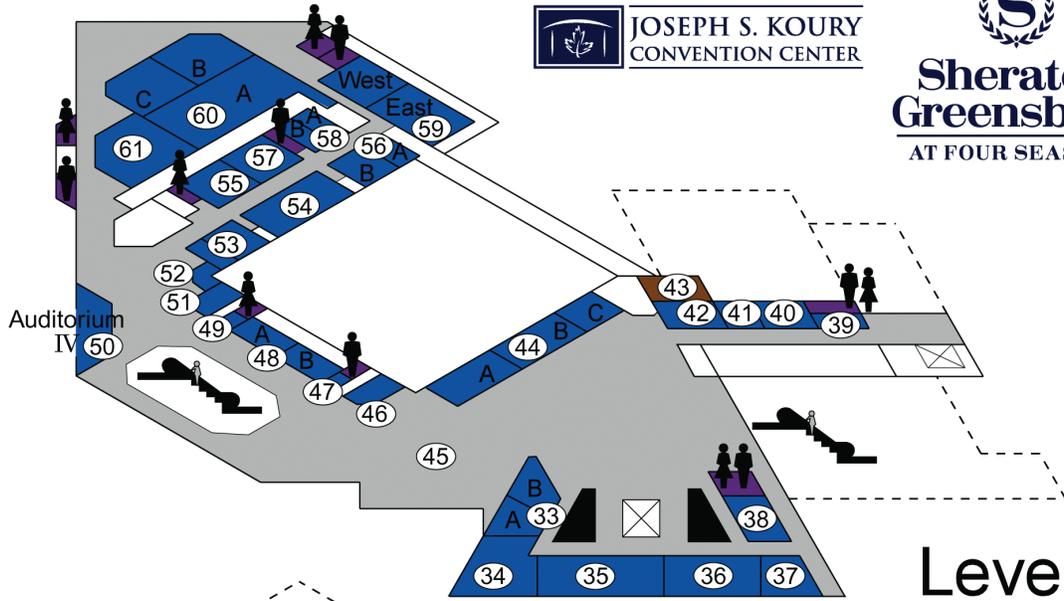
- Evangeline Atkinson** – Graduation and Dropout Prevention
Cindy Bagwell – District and School Transformation
Steve Beachum – Transportation Services
Johanna Chase – Federal Program Monitoring and Support
Elizabeth Colbert – Educator Recruitment and Development
Stacy Costello – District and School Transformation
Carolyn Guthrie – Elementary Projects
Edith Duncombe – District and School Transformation
Jolene Ethridge – K-12 Curriculum and Instruction
Cleon Felton – Federal Program Monitoring and Support
Bill Hatch – Career and Technical Education
Michael Hickman – K-12 Curriculum and Instruction
Jody Koon – Office of Early Learning Pre-K-3
Charles Lanier – Accountability Services
Eric Moore – Learning Systems
Julian Nichols-Wilson – Instructional Technology
Brandon Patterson – Educator Recruitment and Development
Cynthia Sartain – Instructional Technology
Carol Short – Career and Technical Education
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

Susan Auton	Bobbie Grammer	Tracy Riddle
Ken Babineaux	Frances Harris-Burke	Mary Russell
Sherry Broome	Gail Holmes	Cynthia Sartain
Lucy Eaton	Cathy Mathews	Shelby Taylor
Cleon Felton	Gregory McKnight	Sonja Williams
Deborah Goodman	Lisa Phillips	Julian Wilson

Level 3

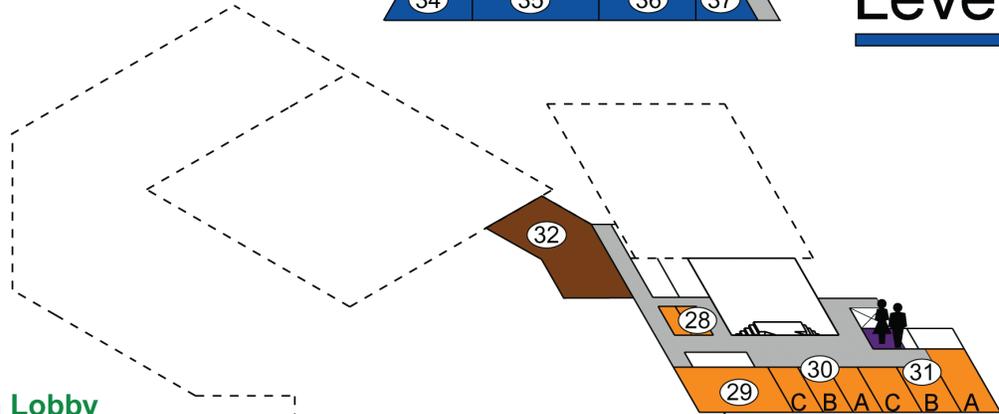
- 48 Arrowhead
- 50 Auditorium IV
- 56 Augusta
- 37 Bear Creek
- 61 Blue Ashe Room
- 44 Colony
- 49 Eastmoreland
- 39 Edgewood
- 54 Edinburgh
- 59 Grandover Room
- 43 Health Club
- 33 Heritage
- 41 Links
- 38 Marsh Harbour
- 42 McCormick
- 40 Meadowbrook
- 34 Olympia
- 47 Oyster Bay
- 53 Pebble Beach
- 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



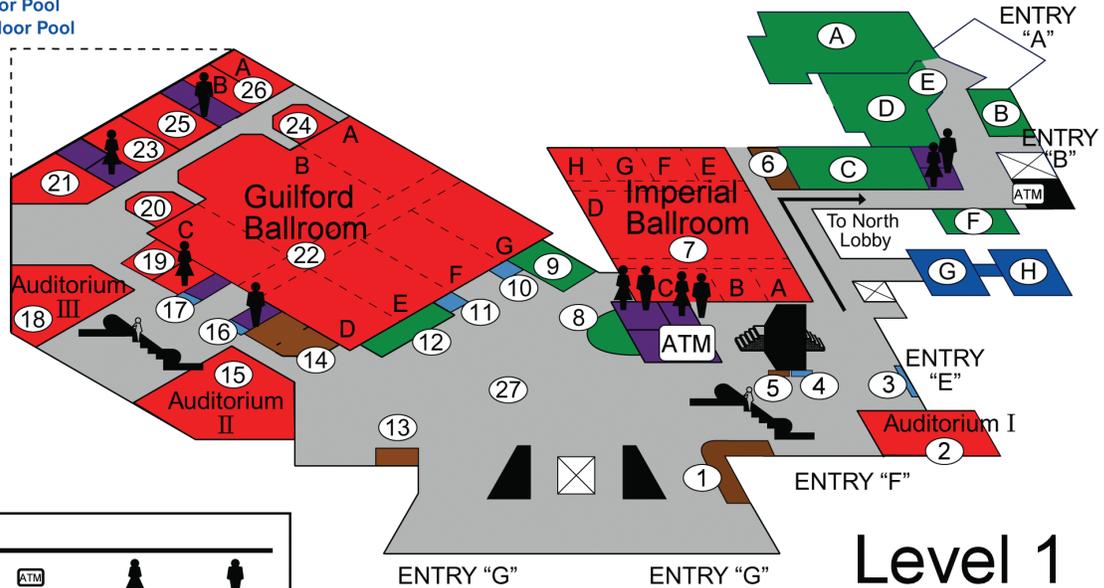
Level 2

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

North Lobby

- 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 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/>

