

2014 National Title I Conference

Currents of Change

A young child with dark hair, wearing a white shirt and a red sweater, is seen from behind, standing in front of a green chalkboard. The child is holding a white piece of chalk and is in the process of drawing a large, thick white arrow that starts from the bottom left and curves upwards and to the right, pointing towards the top right corner of the frame. The chalkboard is decorated with abstract, colorful wavy lines in shades of blue, green, and yellow, and a network of thin white lines connecting small circles, resembling a molecular or digital structure.

Currents of Change
February 2-5, 2014
San Diego, CA

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NATIONAL TITLE I ASSOCIATION

MISSION STATEMENT

To enable disadvantaged children and youth to meet or exceed high academic state standards, the National Title I Association (a national association of state Title I directors) builds the capacity of state and local educators for leadership, support and advocacy in the design and effective implementation of Title I/ESEA programs.

ABOUT US

The National Title I Conference is hosted annually by the National Title I Association. Membership in the Association is open to individuals at each state department of education responsible for managing their state Title I program. Individuals at local education agencies, schools, and other organizations serving the interests of disadvantaged students may maintain a user account on the National Title I Association website, making them eligible to participate in a wide array of Title I focused activities throughout the year.

The National Title I Association is dedicated to improving and implementing the Title I program so that more children reach their academic potential. The Association provides opportunities for individuals and organizations at all levels to work together to bring focus to the needs of Title I students.

One of the Association's primary emphases is providing professional development opportunities for all those working in Title I. While the National Title I Conference is the largest and most visible of these opportunities, additional professional development activities include seminars, webinars, publications, and blogs designed to assist those working within Title I with their most challenging issues.

Information concerning all Title I resources offered by the Association may be found on the website at: www.titlei.org.

LEADERSHIP



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MacKinnon**
Alaska



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Alternate: Nancy Konitzer, Arizona

Region 5: Jack O'Connor, Montana
Alternate: Gayle Pauley, Washington

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PRESIDENT'S WELCOME

Dear Conference Participants,
Welcome to the 2014 National Title I Conference
in San Diego!

The theme of this year's conference is **Currents of Change**. We are in a time of great change within the educational systems of many states:

- . Newly implemented college and career ready standards
- . New assessments of those standards on the horizon
- . New educator evaluation systems in development or implementation
- . New state accountability and support systems
- . New emphasis on support for and improving achievement in the lowest performing schools
- . Closing the achievement gap for the student groups with the greatest needs - students living in poverty, English learners, students with disabilities.

While some of us may feel like we are adrift at sea, the conference sessions have been designed to assist educators in navigating these currents of change and to move in the direction of true reform and increased learning for all students.

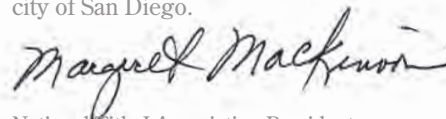
Our conference presenters have created engaging sessions to address topics from policy to practice in many areas, and to meet the needs of educators at the classroom, building, district and state level. Be sure to attend the keynote sessions each day to learn from and be inspired by Jeff Charbonneau, Amanda Ripley, John Hodge and Inocente Izucar.

The National Title I Distinguished School program is an important opportunity to celebrate a collection of the many successful Title I schools across the country, but it also permits us to learn from the administrators and staff of these schools who are true experts in education. Enjoy the traditional parade and celebration, but most importantly consider visiting sessions where the selected Distinguished Schools will be sharing the

strategies and activities that helped them become successful. The Distinguished School logo throughout this program identifies sessions with National Title I Distinguished School participation.

There will also be ample opportunities for you to hear presentations from the U.S. Department of Education staff regarding education policy updates, successful family and community engagement strategies, and content experts sharing their methodologies for adequately addressing the diverse needs of our students.

On behalf of the National Title I Association, I thank you for attending our conference. We believe that each of you will find new ideas and ways to navigate your own "Currents of Change" and revitalize your work with your students. Enjoy the conference and the beautiful city of San Diego.



National Title I Association President
Conference Chair

NATIONAL TITLE I CONFERENCE PLANNING COMMITTEE

It takes a lot of creative thinking, clever planning and just plain hard work to make each National Title I Conference come together. Many thanks are due to our committee members who contributed tirelessly throughout the planning process:

Edmund Moore	Alabama
Margaret MacKinnon	Alaska
Otistene Smith	Arkansas
Latanya Fanion	Arkansas
Gaye Leia King	Bureau of Indian Education
Claude Christian	Kentucky
Bernell Cook	Louisiana
Joan Eskridge	Louisiana
Robin Clark	Louisiana
Marcus Cheeks	Mississippi
Heather Denny	Montana
Diane Stuehmer	Nebraska
Melinda Bessner	Oregon
Gayle Pauley	Washington
Yvonne Ryans	Washington

INTERNET ACCESS



We are pleased to offer all attendees complimentary WiFi internet access within the San Diego Convention Center meeting rooms and 3rd floor Conference lobby areas.

TO LOG ON:

- 1 Open your browser
- 2 You should see the main National Title I Conference network page
- 3 Enter the password: 2014attendee

SESSION HANDOUTS

All speakers have been asked to provide materials to augment their presentation. In an effort to avoid printing wasted paper, no physical handouts are distributed in any session.

Access handouts directly from each session page in the online session schedule.

Click the “Download Handouts” button to obtain the PDF file for that session.

BECAUSE THE WIFI NETWORK IS
SHARED BY ALL ATTENDEES,
PLEASE LOG OFF THE NETWORK
WHEN YOU ARE NOT ACTIVELY USING IT.

EVALUATIONS

The evaluation of each session provides valuable feedback to the speakers, as well as conference planning staff, directly impacting the content quality of future conferences.

Please use the “Evaluate” button found on each session page of the online Program, to provide feedback.

A number of presenters are offering signed copies of their books for purchase. Join presenters at the Meet the Author counter, located in the Ballroom 6 lobby, to take advantage of this unique opportunity.

MEET THE AUTHOR



Sessions marked with the book icon include presenters who will be at the Meet the Author counter.

SUNDAY, FEBRUARY 2ND

- 2:30 - 3:00 pm **JONI SAMPLES:** *The Parent Playbook*, and *The Parent Connection*
3:15 - 3:45 pm **DEBBIE ZACARIAN:** *Mastering Academic Language*

MONDAY, FEBRUARY 3RD

- 9:00 - 9:30 am **DONALD KACHUR:** *Engaging Teachers in Classroom Walkthroughs*
10:00 - 10:30 am **KAREN MCNAMARA:** *Time to Teach* and *Teach To's: 100 Behavior Lesson Plans*
11:00 - 11:30 am **NINA MOREL:** *How to Build an Instructional Coaching Program for Maximum Capacity*
4:30 - 5:00 pm **AMANDA RIPLEY:** *The Smartest Kids in the World: And How They Got That Way*

TUESDAY, FEBRUARY 4TH

- 9:00 - 9:30 am **KATHERINE MCKNIGHT:** *The Teacher's Big Book of Graphic Organizers*
10:00 - 10:30 am **KEITH DELTANO:** *The Complete Anti Bullying Kit - DVD*
12:30 - 1:00 pm **DONNA BEEGLE:** *See Poverty, Be the Difference*
2:00 - 2:30 pm **JOANNE BILLINGSLEY:** *Aim to Grow Your Brain*

PROFESSIONAL DEVELOPMENT

EARN CONTINUING EDUCATION UNITS FOR YOUR ATTENDANCE

Through a partnership with the University of San Diego, we are pleased to offer attendees the opportunity to earn one unit of transferable credit for your attendance. If you did not enroll in advance, it's not too late.

To receive credit:

- Enroll onsite with the University of San Diego Professional and Continuing Education Department in Booth #444 in the Exhibit Hall. (Only during Exhibit Hall hours)
- The cost is \$75 for one Extension Unit
- Attend three of the four conference keynote presentations, and at least nine other conference sessions
- Scan your name badge at each session you attend

After the Conference, Association staff will forward your attendance details electronically to University of San Diego and the University will provide you with a transcript showing your Extension Credit.



ATTENDANCE CERTIFICATE

Scanners located at the back of each session room record your attendance in that presentation when you scan the QR code on your name badge. At the conclusion of the conference, print an individualized professional development certificate listing each session you attended. Access to the certificate is available in your online account through March 7, 2014.

Title I On Demand

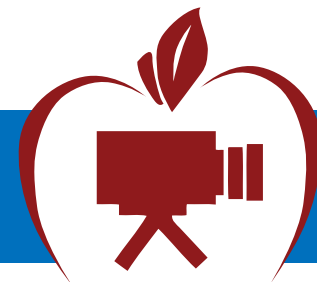
UNLIMITED PROFESSIONAL DEVELOPMENT OPPORTUNITIES

All sessions of the 2014 National Title I Conference are being recorded and will be available for viewing on Title I On Demand with a premium subscription.

TAKE THE CONFERENCE HOME

LIMITED TIME OFFER

SUBSCRIBE BEFORE JUNE 2014 FOR ACCESS TO SESSIONS FROM BOTH THE 2014 AND 2013 NATIONAL TITLE I CONFERENCES.



SELECT A PREMIUM SUBSCRIPTION TO FIT YOUR NEEDS:

3 months	6 months	12 months
\$39	\$69	\$99

All premium subscriptions to Title I On Demand give you unlimited access to an entire series of high quality professional videos to motivate and inform your staff about the latest developments in Title I issues.

GO TO WWW.TITLEI.ORG TO SUBSCRIBE

TIME TO EAT



For your convenience, attendee food stations are located within the Exhibit Hall, whenever the hall is open. The National Title I Conference deeply subsidizes the cost of selected healthy food options, to ensure that everyone can eat well within their budget.

FOOD SERVICE HOURS

SUNDAY, FEBRUARY 2

7:00 am - 11:00 am BEVERAGES IN MAIN LOBBY

12:00 am - 5:30 pm INSIDE EXHIBIT HALL

MONDAY, FEBRUARY 3

8:00 am - 3:30 pm INSIDE EXHIBIT HALL

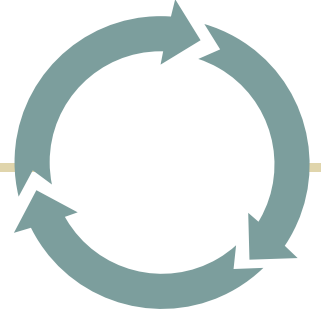
TUESDAY, FEBRUARY 4

8:00 am - 3:00 pm INSIDE EXHIBIT HALL

WEDNESDAY, FEBRUARY 5

7:30 am - 9:00 am BEVERAGES IN MAIN LOBBY

RECYCLING AND DONATIONS



Clearly marked recycling bins are located throughout the building for recycling of paper, plastic, aluminum, and glass.

Programs are printed on 100% recycled paper using soy-based inks, and the pens are made from recycled water bottles.

Handouts are provided electronically, saving approximately 1,000 pounds of unnecessary paper.

Excess food is donated to the YWCA of San Diego County to help feed homeless families.

Conference materials, such as bags and pens, are donated to local San Diego Title I schools, along with excess booth materials from many of the conference exhibitors.



UPPER LEVEL - SAN DIEGO CONVENTION CENTER



CONFERENCE OVERVIEW

SUNDAY, FEBRUARY 2

10:00 am - 12:00 pm

Opening General Session
and Distinguished School
Celebration

12:00 am - 5:30 pm

Exhibit Hall Open
Concurrent Sessions
Welcome Reception
Networking Event

1:00 pm - 4:00 pm

4:00 pm - Game End



MONDAY, FEBRUARY 3

8:00 am - 3:30 pm

Exhibit Hall Open
Concurrent Sessions
Concurrent Sessions
General Session

8:30 am - 12:00 pm

1:00 pm - 3:00 pm

3:15 pm - 4:30 pm

TUESDAY, FEBRUARY 4

8:00 am - 3:00 pm

Exhibit Hall Open
Concurrent Sessions
Concurrent Sessions
General Session

8:30 am - 12:00 pm

1:00 pm - 3:00 pm

3:15 pm - 4:30 pm

WEDNESDAY, FEBRUARY 5

9:00 am - 11:30 am

Concluding General Session

CHANGES AND UPDATES

Check digital signage at the conference registration counter for any changes. Notices will also be posted outside any affected session, as well as on the online conference program.

SUNDAY



SUNDAY



BALLROOM 6

10:00 AM - 11:00 AM

Opening General Session and Distinguished Schools Celebration



The Conference opens with an inspiring parade honoring recently selected National Title I Distinguished Schools. Led by a Title I marching band, Distinguished School participants from across the country show off their school spirit with colorful costumes and flags as they proudly march in this grand parade. Come share in the celebration as we recognize these outstanding schools for their accomplishments leading to student success.



KEYNOTE

Jeff Charbonneau

National Teacher of the Year, Zillah High School

Welcome to Another Day in Paradise

2013 National Teacher of the Year, Jeff Charbonneau, greets his students every day with the words, "Welcome back to another day in paradise." Jeff believes that paradise must be built, maintained and improved by removing the words "can't," "too hard," and "impossible" from our vocabulary. He understands that many students feel the "hard" sciences are too difficult and it is his job to support their learning by breaking down the content and creating interactive learning experiences. Jeff speaks passionately about teaching more than just chemistry, physics, engineering and technology - he helps his students foster self-confidence, academic success, collaboration and dedication. Learn what makes Jeff the teacher he has become and how to create the conditions that enable teachers like Jeff to grow and develop in every school.

Jeff Charbonneau is chemistry, physics and engineering teacher at Zillah High School in Zillah, Washington. He's been working in this position for his entire 12-year teaching career. He recognizes that many students see his course subjects as the "hard" science classes and welcomes the challenge to overturn that stigma. In addition to his role as a science instructor at ZHS, Jeff is a yearbook advisor, drama assistant director, science club advisor, and is the 9th grade class advisor. Jeff believes his greatest accomplishments are revealed each time a student realizes that he or she has an unlimited potential.

andyd@ccsso.org

Common Core: Consistency vs. Conformity: How to Keep Teacher Individualism and Creativity Alive

Most educators would agree that teachers enjoy the autonomy that is afforded to them in this profession. It's no wonder that the CCSS initiative has made some critics anxious about what they believe to be a call for conformity- move from allowing teachers to determine what they teach, as well as when and how they teach it. Fortunately, consistency in *what* is taught does not necessarily require conformity in how it is taught. In an active and stimulating session, participants will leave the session with a vision for how to better implement Common Core without sacrificing teacher creativity.

As a district superintendent, Dr. Doty built district wide structures for professional development and teacher collaboration that resulted in consistent improvements in student learning. In addition to his role as a district leader, Dr. Doty has also served as a university professor and teacher. He holds a law degree and Ph.D. in Educational Leadership from BYU, as well as a M.Ed. from Stanford University.

Dave Doty

Director, Education
Direction|A Cicero Group
Company

www.canyonsdistrict.org www.eddirection.com/contact

Joni Samples
Chief Academic Officer,
Family Friendly Schools

Engaging Parents in the Common Core Standards

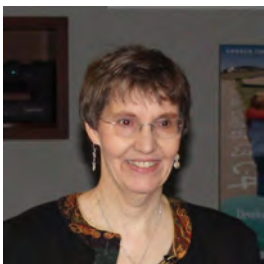
Parents are asking about the Common Core Standards. I know because parents including my son, a parent of four and a non-educator, are calling to ask about the Common Core. What are they? Are they important? What do parents need to know for their kids? Parents are creating opinions and can either make it easier or harder for the implementation of the Standards in your school. Make it easier on them and on yourself. Find out in this workshop how you can engage the families in your school in a positive, meaningful way around the Common Core Standards. Leave with the outline of a plan and a positive, clear direction for implementation of the Common Core with your parents.

Dr. Joni is currently Chief Academic Officer for Family Friendly Schools, as well as the author of six books on parent/school connections. She's an internationally known speaker on family engagement. Her workshops and coaching make a significant difference for schools and families. Joni is familiar with curriculum because as a career educator, she has done just about everything in education. She's served as teacher's aide, regular education and special education teacher, administrator, and superintendent of schools. She has four children and five grandchildren.

drjoni@edsuccess.com www.familyfriendlyschools.com



Meet the Author
Sunday 2/2 2:30pm
see page 5 for details



Reflecting on School Improvement Grants: California's Experience Improving Schools

Nearly 200 schools in California were eligible for School Improvement Grants; of these nearly half received Cohort 1 funding, providing an opportunity to compare SIG schools to their similarly performing non-SIG grantee sites. An analysis of student performance data found that SIG schools generally outperformed non-SIG Persistently Lowest Achieving Schools. The analysis also considered decisions by SIG grantees, including how funding was used, types of technical assistance received, and district management structure and decisions. This session shares data and findings from this unique analysis and offers insights regarding factors that contributed to the positive impacts observed for SIG.

Jannelle Kubinec is Director of the California Comprehensive Center at WestEd, which provides federally supported technical assistance to support state level capacity building. Mette Huberman is a Researcher with the American Institutes of Research, a partner with the California Comprehensive Center at WestEd. Ms. Huberman researched impact of school reform initiatives throughout the country.

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Jannelle Kubinec
Director of National, State,
and Special Projects,
WestEd

Mette Huberman
Senior Researcher,
American Institute of
Research



Larry Bell
Owner/Founder,
Multicultural America Inc.

The Power of an Educator Through High Expectations

This interactive, energized presentation is about improving student achievement. You will receive hands on strategies that are proven to increase student literacy and can be implemented the next day. These strategies have been successful with both low achieving and gifted and talented students. You will also leave with techniques for creating classroom cultures that reflect high expectations. You will receive data that shows these methods have brought success to schools around the nation. Lastly, you will leave with the strategies that prove an educator has the power to reach every student and guide them to academic success.

Larry Bell is a 25 year veteran in education. For 15 years Larry taught at Garfield High School, a school with over 3,000 students speaking 36 different languages, and was recognized for his innovative classroom strategies that allowed his so called “tough kids” as well as his “gifted and talented” to excel! For seven years, Larry Bell served as the Supervisor of Multicultural Education for Prince William County, which meant providing hands-on workshops for teachers and students in 67 schools with 3000+ teachers and 50,000 students. Larry Bell has been the keynote speaker at many conferences as well as hundreds of local and regional conferences. Larry, a Citadel graduate, is now a full time consultant who owns his own company.

larry@larry-bell.com



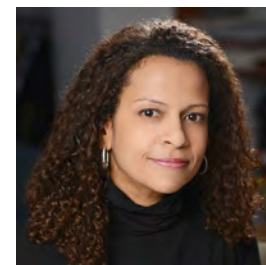
Dunbar's Legacy: The Story of America's First Black Public High School

What went wrong in America's first black public high school? How did it go from extraordinary success to its students barely graduating? Alison Stewart's talk starts in 1870 Washington DC with the opening of the Preparatory High School for Colored Youth. Later renamed Dunbar High, the school thrived despite Jim Crow laws and segregation. Dunbar's extraordinary faculty, produced generations of highly educated African Americans, including the first black member of the presidential cabinet, the first black graduate of the US Naval Academy, and the legal mastermind behind school desegregation. At its peak between the 1900 and 1950, Dunbar sent 80% of its students to college. Today, like too many failing urban public schools, the majority of Dunbar students are barely proficient in reading and math. What happened? Alison Stewart gives the history of black DC, school desegregation, and education reform, all within the lens of the story of Dunbar High.

Alison Stewart is a Peabody Award-winning journalist, news anchor, and the author of *First Class: The Legacy of Dunbar*. Education is presently one of Stewart's key points of interest, particularly by way of Dunbar's fascinating history. The question of what's next for America's education system pervades her powerful account of the rise, fall, and promising resurgence of America's first black public high school. With her signature intelligence and warmth, Stewart examines the pitfalls of the education system and what we can do to drive change.

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Alison Stewart
Author, Reporter,
Anchor, Host



Carla Garrett
Title I Preschool
Consultant, NC Department
of Public Instruction

Marylee Sease
NC Kindergarten
Demonstration Teacher,
Hazelwood Elementary-
Haywood County Schools

NC's Demonstration Program: A Spotlight on Evidence-Based Practice and Child Outcomes in Kindergarten

The North Carolina Department of Public Instruction offers the Demonstration Site Program, which provides opportunities for visits to inclusive preschool and kindergarten classrooms where effective practices are observable. Information about this professional development initiative will be shared, including a feature presentation by a kindergarten demonstration teacher in a Title I Reward School. This teacher leader will share how to stay true to best practices while addressing new mandates meaningfully and the benefits of embracing Common Core to support efforts. Quality early childhood experiences assist in closing the achievement gap.

Carla Garrett is the Title I Preschool Consultant in NC and has 21 years of experience in early childhood education. Along with Title I, Carla works with NC's Pre-Kindergarten and Kindergarten Demonstration Programs. Prior to joining the state department, she worked as a school administrator. Marylee Sease is a NC Kindergarten Demonstration Teacher and has 25 years of experience. She has served in various teacher leader roles and was chosen to participate as one of NC's Power of Kindergarten Teachers. Marylee is also a clinical faculty member at Western Carolina University.

carla.garrett@dpi.nc.gov



Navigating the Big Cs: Collaboration, Culture, and Coaching

Are you looking to implement or refine an instructional coaching program? Hear the story of one school district's journey as they identified the need to build teacher capacity and set sail on a path of instructional coaching. Learn how to create an intentional, customized and focused instructional coaching program to include: selecting appropriate staff, purposeful planning for culture and collaboration, and implementing a successful professional development plan. Gain tips on how to train coaches to navigate varied cultures in buildings and principals preparing the climate to welcome coaches and how to assess and determine the audience of teachers for coaching.

Jeffrey Blowe is a veteran principal at Tyler Elementary School in Hampton. Prior he served as an instructional coach, data coach, and classroom teacher. Heather Peterson is an Organizational Development Coordinator for the Title I department with Hampton City Schools. She focuses on assessing the climate and culture in schools and the impact of communication and relationships. She provides ongoing training to school and district stakeholders. Kim Richardson is the Instructional Supervisor for Title I in Hampton, VA. She directs the work of coaches and interventionists, collaborates and coordinates instructional services with school staff, administrators, and departments, and facilitates professional learning for Title I staff.

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Heather Peterson
Coordinator of
Organizational
Development, Hampton
City Schools

Kim Richardson
Title I Coordinator for
Instruction, Hampton City
Schools

Jeffrey Blowe
Principal, John Tyler
Elementary



Christopher Moersch
Executive Director of
Moersch Consulting

Harnessing Digital Age Best Practices to Increase College Readiness

When a district is confronted by an ethnically and economically diverse learning community, there are many challenges that must be addressed. The digital age best practices tie directly to turning up the H.E.A.T. (i.e., Higher Order Thinking, Engaged Learning, Authentic Connections, and Technology Tools) to improve teaching and learning system-wide. As a result, student achievement in our study schools has reached new heights culminating with the Atlantic City Board of Education being recognized as a New Jersey “high-performing district.” Attendees will see how this district leveraged existing personnel and resources to create a unified climate among district, building, and union personnel.

Dr. Chris Moersch has been working with schools all over the country on school improvement for the last 15 years. In one specific example, he was an integral part of helping turn around Atlantic City Schools that have moved from low performing to high performing in three years.

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How to Prepare for an Audit, Techniques for Reducing and Eliminating Adverse Findings

In a time when the rules governing Title I program administration are rapidly changing, negotiating an audit is not a simple endeavor. Auditors are supposed to be looking at program and fiscal administration in a more results and performance based orientation. However, auditors frequently do not get the message about policy changes in a timely manner. This puts the auditee in the middle of the oversight agency and the auditor - a tricky path to negotiate. This presentation will provide step-by-step pointers on how to prepare for this as well as how to bring the auditors to the correct conclusions.

Leigh Manasevit has practiced education law since 1974. He is a founding partner of Brustein & Manasevit, PLLC, a law practice that addresses legal issues involving educational institutions at all levels. Mr. Manasevit has worked extensively on No Child Left Behind. He has advised and trained schools, districts, states, and private providers on NCLB and frequently served as a keynote speaker at organizations of Title I professionals. Mr. Manasevit successfully represented New Mexico in Zuni Public School District 89 v. Department of Education, before the U.S. Supreme Court.

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Leigh Manasevit
Partner, Brustein &
Manasevit, PLLC

Todd Stephenson
Office of Elementary &
Secondary Education, U.S.
Department of Education

Implementing Title I, Part A in an LEA that Also Participates in the School Meal Program's Community Eligibility Provision

Learn more about the intersection of the Title I, Part A program (including Title I services to eligible private school students) and the Community Eligibility provision, which will be available to eligible schools in all states during the 2014-2015 school year. The session will be particularly of interest to SEA and LEA staff and private school officials. Topics covered include Title I, Part A within-district allocations, accountability, and equitable services.

Michael Anderson
Office of General Counsel,
U.S. Department of
Education
Maggie Applebaum
Food and Nutrition Service,
U.S. Department of
Agriculture



michael.anderson@ed.gov & todd.stephenson@ed.gov

Understanding the Power of Academic Language and Its Importance in Evaluating How We Work

Many evaluation systems do not provide professional growth models that guide educators to successfully plan, deliver, and assess instruction; engage families in their child's learning and school community; and work with culturally and linguistically diverse populations. Discover how research-based evaluation tools can be used to supportively and successfully guide educators in meeting the needs of our dynamically changing student and family populations.

Debbie Zacarian, EdD is known nationally for her policies, programming and professional development work for culturally, linguistically, and economically diverse populations. A popular and frequent speaker at national and international conferences, her accessible explanations of the most current research into practical instructional, school-climate, and parent engagement strategies and strength-based teacher evaluation are known and widely practiced by teachers and administrators throughout the U.S. An expert in policies and practices, she wrote *Serving English Learners: Laws, Policies and Regulations*, a user-friendly guide about US federal laws for Colorin Colorado and co-wrote the MA Dept of Early Education and Care's policies for dual language learners.

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Debbie Zacarian
President, Debbie Zacarian,
Ed.D, and Associates, LLC

 **Meet the Author**
Sunday 2/2 3:15pm
see page 5 for details



Frank Kros
President, The Upside
Down Organization; EVP
The Children's Guild

Beyond Poverty: Brain-Inspired Ways to Understand and Respond to Poverty

Poverty can impact both the structure and function of growing brains. By understanding how poverty changes developing brains, educators can utilize specific, focused strategies to counter the effects of distress, lagging skills and emotional dis-regulation common among disadvantaged children. Helping these unique brains advance requires different strategies than those used with students from high-income backgrounds. In this workshop, you'll learn the neuroscience of poverty-induced stress and seven powerful, brain-inspired strategies for strengthening cognitive skills, boosting recall, instilling intrinsic motivation and building academic confidence. You can change brains for the better!

Frank Kros is a career child advocate, serving as a child abuse investigator, children's home administrator, counselor, attorney, author and speaker. He serves as President of The Upside Down Organization and Executive Vice President of The Children's Guild, a nonprofit children's services agency headquartered in Baltimore. Mr. Kros received his bachelor's degree in psychology from Creighton University; his Master of Social Work from the University of Nebraska-Omaha and his law degree magna cum laude from the University of Notre Dame. He is the co-author of the books, *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* (2005) and *The Upside Down Organization: Reinventing Group Care* (2009).

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An Alternative Road to Success

Problems with proficiency, attendance, drop-out, and administrator turn-over led Nash-Rocky Mount Public Schools to restructure its alternative program using the SIG Transformation model. The newly reorganized Tar River Academy, a priority school, hired a principal with experience working with high-risk populations. Tar River Academy serves middle and high school students and includes a day treatment component. Creative instructional strategies increased proficiency. Staff members assigned as advisers to individual students increased attendance and engagement. Community and parent partnerships improved through outreach programs and student support groups. The outcome: graduation rates soared!

Brian Hopkins, MEd, Principal of Tar River Academy for the 2012-13 school year, began his career as a middle school social studies teacher. He has worked as a behavioral specialist in an alternative middle school, assistant Principal for a high school, and academic counselor and basic skills instructor for a community college. Mr. Hopkins is a founder of "Men of Distinction" mentoring program with a local community college. Jeannie Kerr, MSW, LCSW has worked as a Social Worker in the alternative school for three years. Previously, she worked as a Project Coordinator for a Child Advocacy Center and as a private mental health practitioner. She has served on the NASW-NC Board of Directors and has presented at local and state level workshops.

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Brian Hopkins
Principal, Nash-Rocky
Mount Public Schools

Jean Kerr
Social Worker, Nash-Rocky
Mount Public Schools



Karen McNamara
National Presenter,
Click-consultants



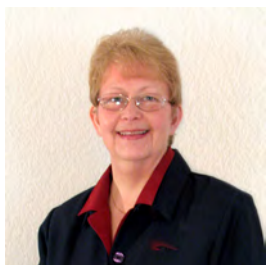
Meet the Author
Monday 2/3 10:00am
see page 5 for details

Need A Classroom Adjustment? Meet Your Chiropractor! Practical and Powerful Classroom Strategies

Wouldn't it be great if you could stop spending so much time on correcting low-level behaviors and more time doing what you love, teaching? Imagine a classroom where students respond to your request the first time, and the non-compliant student learns to self-correct inappropriate behavior. You will learn proven techniques that use clear expectations to increase time spent on academics while empowering your students to take responsibility for their actions and achieve success. You can increase student on-task time by up to 20 hours per week, while decreasing discipline referrals by as much as 70%. Come and have fun learning techniques you can use today!

Karen McNamara, RN, BSN, M.Ed., provides educators with proven leadership and classroom strategies that can be immediately applied in the academic setting to increase teaching time and student accountability. Karen is an educator (collegiate, secondary and elementary) who brings over 33 years of leadership experience, with 17 years focused in education, curriculum, and leadership development. She has taught, led, and coached in school, military and healthcare academic settings both state side and overseas, assisting leaders to implement practical solutions to every day challenges.

karen@click-consultants.com



Differentiating Mathematics Common Core Standards for Culturally and Linguistically Diverse Students

Do you want to learn how to improve the math scores of your English learners and develop effective research-based strategies that can be used with all students? Then this session is for you. Participants will engage in meaningful and language-rich mathematic activities that provide instructional support aligned to the mathematics CCSS and incorporates the World-Class Instructional Design and Assessment (WIDA) amplified standards. This session offers ways to differentiate math instruction, activities to promote students' language proficiency, and methods for assessing various English language proficiency levels in mathematics.

All three presenters, Charlene Lui, Launa Harvey and Sara Moore, work in Granite School District in Salt Lake City, Utah. Granite serves over 68,000+ students and statewide, ranks highest in the number of ethnically diverse students. Charlene is the director of Educational Equity where she oversees the academic needs of over 22,000 English learners and Title III compliance. Launa is the director of School Accountability where she oversees 21 elementary schools of which five are Title I and two are gifted magnets. Sara is currently a district teacher leader specialist who coaches classroom teachers of all grade levels to improve their instructional practices in Tier 1 in order to increase the student outcomes.

clui@graniteschools.org

Charlene Lui
Director of Educational
Equity, Granite School
District

Sara Moore
District Teacher Leader
Specialist, Granite School
District

Launa Harvey
Student Accountability
Director, Granite School
District



Emily Kirkpatrick
Vice President, National
Center for Families
Learning

Jacquelyn Fleming
Retired National Title I
Director, U.S. Department
of Education

Barbara Phillips
Elementary School Teacher

Gwen Pescatore
PTO President, Knapp
Elementary School

Wonder and Inquiry Motivate At-Risk Students and Families, Resulting in Increased Literacy Skills

Wonder is a place where natural curiosity and imagination lead to exploration and discovery in learners of all ages. Representatives from the National Center for Families Learning, practitioners, and parents will share ways to motivate students and their families with a free website and resources, Wonderopolis.org. This session will focus on how to best use the contents of Wonderopolis.org to introduce new ideas, motivate students to stay engaged, and provide teaching strategies utilizing multi-disciplinary content that purposefully aligns to the Common Core State Standards (CCSS), the STEM Educational Quality Framework, and Bloom's Digital Taxonomy.

Jacquelyn Jackson Fleming, retired National Title I Director, U.S. Department of Education. Barbara Phillips, elementary school teacher, Monroe, Ohio. Emily Kirkpatrick, vice president, National Center for Family Literacy, Louisville, KY. Gwen Pescatore, PTO President, Knapp Elementary, Title I School, Landsdale, PA and leader of #ptchat

ekirkpatrick@famlit.org



Early Intervention: Closing the Academic Gap Before Kindergarten

For years achievement gap issues were addressed with interventions at upper grades. Although RTI was intentional, few targeted students left elementary school performing as well as their grade-level peers. Analysis of incoming kindergarteners confirmed that the achievement gap exists before children enter the public school system. In 2010, Washington County School District established two Title I preschools to address the needs of low-income four-year olds. After only one year of preschool, kindergarten teachers reported participating students had unexpected high levels of performance. Three years later we have twelve preschools serving over 600 poverty students who evidence that it is possible to close the achievement gap.

Kathy Petersen - Title I Director, Washington County School District, Utah. Kathy taught English and Drama, served as an elementary principal and is currently in the district office. Bonnie VanAusdal - Preschool Coordinator, WCSD. Bonnie taught kindergarten, 2nd and 4th grades, served as a staff developer, worked at the district as a teacher recruiter and currently administers 12 preschools with over 600 four-year-olds. Brittney Nelson - Preschool Curriculum Specialist, WCSD. Brittney has taught kindergarten and preschool and currently does the curriculum development and classroom coaching for all 12 of our preschools.

bonnie.vanausdal@washk12.org

Kathleen Petersen
Title I Director, Washington
County School District

Bonnie VanAusdal
Preschool Coordinator,
Washington County School
District

Brittney Nelson
Preschool Curriculum Spe-
cialist, Washington County
School District



Getting Students to See the Possibilities: Empowering Students to Build a Culture of Achievement

What does it take to get students to believe in the value and rewards of learning? This is the question Sedway Middle School in Las Vegas, Nevada used to help redefine its school culture into one where students take personal responsibility for their academic growth. This culture is now defined by student and teacher data-focused goal setting and communitywide, continuous monitoring of students' progress toward these goals. Session participants will learn how to create a community-based incentives program, anchored to data goals, to build an extrinsic reward system that scaffolds students' intrinsic desire for personal achievement and continuous academic growth.

Dr. Zachary Scott Robbins is the principal of Sedway Middle School and a core faculty member of the University of Phoenix College of Education, Las Vegas Campus. Dr. Robbins has turned around secondary schools in Boston Public Schools and in the Clark County School District. Data indicated that Sedway Middle School was one of the most improved middle schools in Nevada in the 2011-2012 school year. Joining him from Sedway Middle School are the following: Ana Maria Crosby, Assistant Principal; Raquel Guthrie, ELA Instructional Coach; Jennifer Loescher, Math Strategist; Maria Ortiz, English Department Co-Chair; April Patterson, English Teacher, and Jackie Ray Stevenson, Math Teacher.

zrobbins@interact.ccsd.net



Partnership for Assessment of Readiness for College and Careers (PARCC) Implementation and Progress Briefing

The Partnership for Assessment of Readiness for College and Careers (PARCC) is one of two consortia developing next generation assessments aligned with the Common Core State Standards. These assessments will be implemented in consortia member states in the 2014-2015 school year. Plan to attend this session to learn about the design and development of the PARCC assessment system, review sample items, receive the latest information, implementation and communications resources available to support districts, school leaders and teachers in preparing for operational administration of the PARCC assessments. This session is especially appropriate for the states participating in PARCC (AZ, AR, CO, DC, FL, IL, IN, KY, LA, MD, MA, MS, NJ, NM, NY, OH, OK, PA, RI and TN).

Doug Sovde leads the Content and Instructional Supports Unit for PARCC. Prior to joining the PARCC team, Doug worked at Achieve as a member of the writing team of the Common Core State Standards, having principal responsibility for creating Appendix A to the mathematics standards, also known as the Model Course Pathways in Mathematics. Doug spent 12 years in the Bellevue, Washington Public Schools as a teacher, an assistant principal and a principal. He earned his bachelor's degree in mathematics from the University of Washington, his master's degree in Curriculum and Instruction from Western Washington University, and his principal certification from the University of Washington's Danforth Educational Leadership and Policy Studies Program.

Doug Sovde
Director of Content and
Instructional Support,
Achieve Inc. /PARCC



www.achieve.org

Charlotte Danielson
Founder, The Danielson
Group

Teacher Evaluation in the Era of Common Core - Implementing Change Based on Field Research

Today, educators are required to shift their instructional practice to meet the requirements of the CCSS while being held accountable to more established teacher evaluation instruments. For teachers to effectively meet these mandates, an explicit expectation of teaching is needed. This presentation focuses on two of the biggest reform trends in education - teacher evaluation and the Common Core - by describing a new research project focused on teachers' continuous professional improvement by taking two independently developed instruments for examining and improving classroom teaching and creating one common instrument to effectively assess teacher practice on the CCSS instructional shifts.

Charlotte Danielson is an educational consultant based in Princeton, NJ. She has a rich and varied educational background, holding a BA in history from Cornell University, and advanced degrees (in Philosophy, Economics, and Educational Administration) from Oxford and Rutgers Universities. A former economist, she has taught at all levels, from kindergarten through college, as well as working as an administrator, a curriculum director, and a staff developer. In her consulting work, Ms. Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development.

www.danielsongroup.org

COMMON CORE, PROFESSIONAL DEVELOPMENT, SCHOOL IMPROVEMENT

Turning High-Poverty Schools Into High-Performing Schools: 12 High Leverage Strategies That Work

This session will present recent research that prominently illustrates a compelling portrait of how any high-poverty school can become high-performing. These schools foster safe, supportive cultures of high achievement, eliminate practices and mindsets that perpetuate under achievement, and build leadership capacity to improve student, professional, and system learning. Through focused analysis of key improvements, participants will learn how to improve their schools by using tools that facilitate self-auditing, action planning, and professional learning.

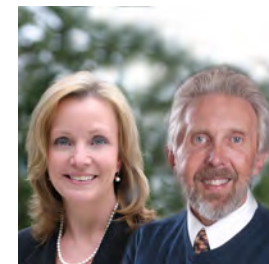
William Parrett is the Director of the Center for School Improvement and Policy Studies and Professor of Education at Boise State University. He has received international recognition for his work in school improvement, high-poverty schools, and for his efforts to help under-achieving students. Kathleen Budge is the coordinator of the Leadership Development Program and associate professor in the Curriculum Studies Department at Boise State University. Kathleen was a teacher and administrator in PK-12 education for 26 years prior to joining the faculty at Boise State.

wparret@boisestate.edu

AT-RISK, SCHOOL IMPROVEMENT, USING DATA

William Parrett
Director of the Center for
School Improvement and
Policy Studies, Boise State
University

Kathleen Budge
Director of the Leadership
Development Program,
Boise State University



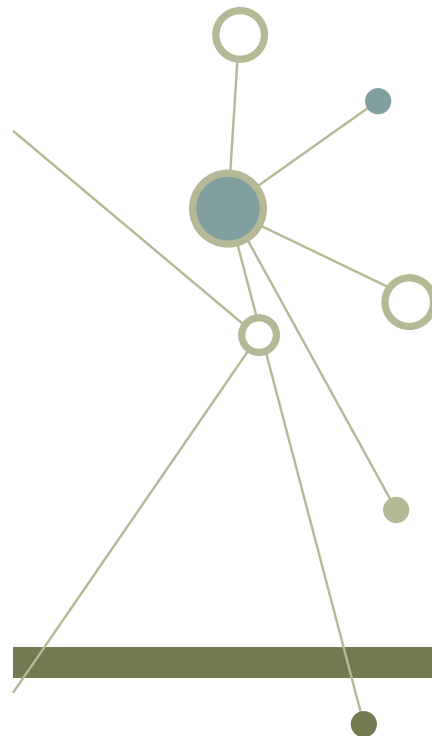
Supreet Anand
Group Leader, Title
III Group, Student
Achievement and School
Accountability Programs,
U.S. Department of
Education

Addressing the Needs of English Learners in Title I Schools

Discover strategies that LEAs and schools can use to ensure that School Improvement Plans, Focus School, and Priority School Interventions address the needs of English Learners.



Supreet.Anand@ed.gov



4:00 PM - GAME END

ALL INVITED!

EXHIBIT HALL & BALLROOM 6

Enjoy hors d' oeuvres and entertainment while learning about the many products and services offered by our commercial partners.



At 5:30, the Exhibit Hall closes but the fun continues in Ballroom 6, with Superbowl big screen action until game end.

**DID YOU KNOW
YOU CAN GET
CONTINUING
EDUCATION**
CREDITIS FOR ATTENDING
THIS CONFERENCE

?

MONDAY

ENROLL ONSITE!

Booth #444
in the Exhibit Hall*

With the University of San Diego
Professional & Continuing Education Department



*During Exhibit Hall hours
See page 6 for more information

MONDAY
February 3

MONDAY

INSTRUCTION

ROOM 10

8:00 AM - 9:00 AM

Interventions For All: Setting Individual Goals to Tailor Student Learning

Learning and instructional needs of students are as unique as a fingerprint. While using assessments to group students is useful, the most profitable and effective learning occurs when teachers use assessment to drive individual learning needs. These needs must be student driven so that the children take ownership of setting goals, monitoring progress and their investment in learning. Students' self-efficacy is imperative to the success of the interventions. Using individualized literacy strategies through the use of the Daily 5 and CAFÉ, students work towards their individual goals to maximize the use of their instructional time. While it often seems a daunting task, it is possible and profitable to focus on the individual learning objectives to customize the learning experience for all students.

Allison Niedzwiecki is in her 14th year as an educator in Title I schools. She currently teaches remedial education in Athens, GA and leads her school's literacy task force. Adam Kurtz has been in education for 15 years. He currently serves as the Principal of Chase Street Elementary School in Athens Georgia. Dr. Noris Price is the Deputy Superintendent for the Clarke County School District in Athens, Georgia. She has been in the field of education for the past 31 years and has received many awards and honors. Laura Leong Kraus is in her 7th year teaching in a Title I elementary school in the Clarke County School District in Athens, GA. She earned her Specialist degree from the University of Georgia's College of Education.

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Adam Kurtz
Principal of Chase Street
Elementary

Allison Niedzwiecki
EIP Teacher

Noris Price
Deputy Superintendent,
Clarke County School
District

Laura Leong Kraus
Teacher



Lissa Pijanowski
National Director, School
Improvement Partnerships,
The Leadership and
Learning Center

Got a Partner? The Leadership and Learning Center Creates a Culture of Success With Partner Schools

Working shoulder to shoulder with struggling schools, The Leadership and Learning Center partners with schools to focus on coaching leaders and teacher teams to maximize learning and growth for both educators and students. The Nine Foundational Practices, that serve as the partnership's core include: school, classroom, and accountability practices that achieve results. Please join us to learn how capacity is being built within some of the nation's highest priority schools through this groundbreaking work. Although the accountability landscape continues to change, The Center is committed to creating a culture of success in all schools through a laser-like focus on student achievement.

Lissa Pijanowski, Ed.D. National Director, School Improvement Partnerships, The Leadership and Learning Center, a division of Houghton Mifflin Harcourt. Serving over 22 years as a public educator, Lissa Pijanowski now creates and supports School Improvement Partnerships for The Center. Her experience includes serving as an Associate Superintendent for Academics and Accountability in a district of 38,000 students. Prior to that Lissa served as the Director of School Improvement for the Georgia DOE. Her career in education includes school leadership as well as classroom teaching. Dr. Pijanowski is a published author with several journal articles, book chapters, and contributions to projects related to instruction and school improvement.

lissa.pijanowski@hnhco.com



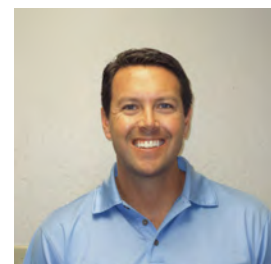
Raising Achievement in a Title I Elementary School With a High EL/ Low SES Population Via S.T.E.M.

Smithridge STEM Academy is an urban school that has a population that is over 70% ELLs and over 99% on FRL. Over a three year period the school increased reading achievement by over 15 percentage points and math achievement by over 20 percentage points by having and continually reinforcing a clear vision for raising student achievement through Standards, Teaching, Assessment, and Teamwork (STAT). School systems were created that led to effective implementation of data-driven instruction via PLCs, MTSS for behavior and academics, as well as STEM PBLs. Come to this session to find out how you can lead your school or district to similar or better results.

Chris McBride, Ph.D is currently the Assistant Principal at Smithridge S.T.E.M. Academy in Reno, Nevada. Dr. McBride earned his Ph.D in Educational Leadership from the University of Nevada, Reno and is well versed in the implementation and impacts of school-wide positive behavior support (SWPBS) and has presented at the national level. He has led the implementation of SWPBS in both elementary and middle schools and has co-led continued teaching and learning growth at Smithridge S.T.E.M. Academy. Dr. McBride and has worked with students from ages 3-18 as a wilderness youth counselor, teacher, and administrator in North Carolina and Nevada.

cmcbride@washoeschools.net

Chris McBride
Assistant Principal, Washoe
County School District



Todd Stephenson
Office of Elementary &
Secondary Education, U.S.
Department of Education

Michael Anderson
Office of General Counsel,
U.S. Department of
Education

How Do I....??? Title I, Part A Equitable Services

This session will address frequently asked questions, including questions pertaining to the Community Eligibility Provision, and its connection to Title I, Part A equitable services. It is geared toward an audience that is new to equitable services, would like to refresh knowledge in this area, or would like to learn more about the Community Eligibility Provision and equitable services.



michael.anderson@ed.gov & todd.stephenson@ed.gov



Dancing With the Elephant Lessons, Tips and Insights From the Front Lines of an Emerging School

With state and federal standards rising, at-risk schools often need to implement drastic change to avoid sanctions or government takeover. This presentation takes you through the journey of a rural middle school on the brink of collapse, the steps taken to save it and how many of these strategies and programs can be used to help any struggling school reverse course and emerge from it. Many steps were drastic, some were painful, others had to be “tweaked,” but in the end, a completely different school emerged, one shining so bright that the Teacher Of the Year was awarded to the co-presenter for “reinventing his classroom and bringing profound change to a ‘school on the brink.’”

Eric Johnson, Title I Language Arts Teacher, Teacher of the Year 2013 Washougal School District, specialists in rank ordering, differentiated instruction, Read180 and running a Edmodo ‘digital’ classroom. Mr. Johnson has worked for six years as an educator, after a 20 year career as a personal trainer that took him to both coasts and overseas. He was a high school dropout, who earned a G.E.D., AA, BS and finally a Masters in Education to bring him full circle to help other ‘struggling students.’ Dr. Ron Carlson has over 40 years experience both as an educator and administrator. He is an expert at RTI and is the ‘architect of change’ at Jemtegaard Middle School. He is a polished and veteran public speaker and excited to share his strategies and tips.

eric.johnson@washougalisd.org

Eric Johnson
Language Arts Title I
Teacher, Washougal School
District

Ron Carlson
Principal, Washougal
School District



Carrie Buck
Principal, C.T. Sewell
Elementary

Virginia Ratliff
Assistant Principal, C.T.
Sewell Elementary

Amy White
Elementary School Teacher

David Stuflick
4th & 5th Grade Teacher

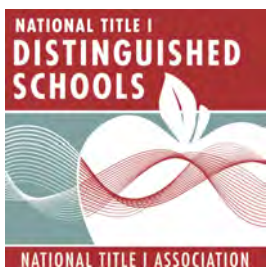
Flynn Stern
4th Grade Teacher

Technopalooza: Celebrating Integration of Technology to Increase Student Achievement

Teaching through technology is highly motivational and the foundation for your children's future. This session will describe several classroom blended learning models for implementation of online curriculum, taking a Title I school from 36% to over 80% proficiency. With rigorous and engaging software, all students have access to individual progress data, empowering them to set personal goals and master Common Core State Standards.

Dr. Carrie Buck is principal of C.T. Sewell Elementary and has helped the school transition from a "Needs Improvement" to a National Title I Distinguished School. Virginia Ratliff serves as the Assistant Principal and strives to promote quality instructional practices, cultivates communication to all stakeholders, and encourages community involvement. Amy White served as an elementary school teacher both in general education and inclusion classrooms and is currently the Student Support Advocate. David Stuflick teaches fourth and fifth grade. He also helps in facilitating school programs and teacher mentoring. Flynn Stern teaches fourth grade at Chester T. Sewell Elementary and serves as the site leader for the before and after school program.

cabuck@interact.ccsd.net



Reauthorization, Funding and the Future... Oh My!

Take a look into the immediate future to learn about issues that are being discussed in Washington and how they may impact your school, district or state. You'll learn about ESEA, IDEA, Perkins, professional development, technology, assessment, early childhood and more. In addition to legislative concerns, we will also discuss funding outlooks, including the range of possibility for federal education spending overall, as well as spending for the individual programs.

Rich Long is the Executive Director for Governmental Relations for the National Title I Association. He has worked with the Association for over 15 years and has worked in education public policy for over 30. In addition, he has held consultancies for USA Today, the World Health Organization, the International Reading Association, National Council of Teachers of English, and other organizations.

richlong@titlei.org

Richard Long
Executive Director for
Government Relations,
National Title I Association



Patty Bunker
National Director, Parent
Engagement and Training,
Family Leadership

Common Core Parenting: Best Practice Strategies to Support Student Success

What are the core components of parenting for student success? How can we build systemic, integrated and sustainable parent engagement? Interact with proven practices of districts and 90,000+ parents using Parenting Partners, a comprehensive, dynamic means for building positive, engaged parent leaders. Patty Bunker, founder, author and national training director, will introduce us to many of the fun activities of this manageable, transferable, proven approach. Apply best practices that are linked to learning, collaborative, and build leadership capacity! Entertaining, interactive and practical, this session provides key strategies for boosting student achievement through parent engagement.

Patty Bunker, Family Leadership's Founder and National Director of Parent Engagement and Training, has trained over 100 districts across the country in the Parenting Partners model, producing 90,000+ Title I parent leaders. She's a family counselor, conference speaker, university professor, and author of two best-selling parenting books.

patty@familyleadership.org

EFFECTIVE LEADERS, ELL, FAMILY ENGAGEMENT

The Role of Racial Equity in Education

Superintendent Valeria S. Silva, leader of the Saint Paul Public School (SPPS) District, will address the role of and need for racial equity in the educational setting. Recognizing that Minnesota has one of the largest achievement gaps (or as Ms. Silva prefers to call it, opportunity gaps) in the country, SPPS began three years ago to analyze and address the systems, values and expectations that perpetuate this gap in its schools. This past year, the district adopted one of only two active racial equity policies in the state. Ms. Silva will outline her own personal path toward recognizing the need for racial equity in education and how SPPS started moving in this important direction.

Superintendent Valeria S. Silva took the helm at Saint Paul Public Schools in 2009, following 22 years as an educator and administrator in SPPS (chief academic officer; director of English language learner programs; principal; assistant principal; coordinator of Spanish immersion program; and teacher) and with the Minnesota Department of Education. Saint Paul Public Schools boasts 39,000 PreK-12 students, 45% of whom are English learner students fluent in languages as diverse as Amharic, Spanish, Somali, Hmong and Karen.

supt.silva@spps.org

AT-RISK, CULTURAL DIVERSITY, EFFECTIVE PROGRAMS, ELL

Valeria Silva
Superintendent, Saint Paul
Public Schools



Beth Olshansky
Director, Center for the
Advancement of Art-Based
Literacy

Picture This: Combining Creativity and Rigor to Engage All Learners While Addressing the Common Core

Pictures offer a universal language for English Language Learners and others who struggle with words. An innovative visual approach to literacy learning offers students an engaging alternative pathway into reading and writing. Learn about this proven practice through observing students at work, listening to their reflections, and witnessing the beautifully crafted picture books they create. Whether reconstructing their family immigration story or documenting other learning within the curriculum, students become immersed in making meaning through the dynamic interaction between pictures and words. Experience for yourself the power of this approach. View compelling data.

Beth Olshansky is the developer of two innovative, proven approaches to literacy learning that have received federal funding for research and national dissemination. She is the director of a national teacher-training center at the University of New Hampshire and is the author/producer of numerous books, teacher manuals, and educational DVDs.

Beth.Olshansky@comcast.net



Who Ya Gonna Call? Mythbusters! Expel the Myths About Title I to Advance Achievement

Explore the real legal landscape of Title I and related laws by exploding the myths and embracing the possibilities of using recent legal developments in education policy to help improve the achievement of low-achieving students. Learn ways the laws and policies can better serve you - rather than impede you - in meeting your students' needs. Dispel myths you might have about how Title I funds must be used and explore flexibilities that exist to make your Title I program more effective.



Phil.Rosenfelt@ed.gov & Kay.Rigling@ed.gov

Phil Rosenfelt
Deputy General Counsel for
Program Service, Office of
the General Counsel, U.S.
Department of Education

Kay Rigling
Deputy Assistant General
Counsel, Office of the
General Counsel, U.S.
Department of Education



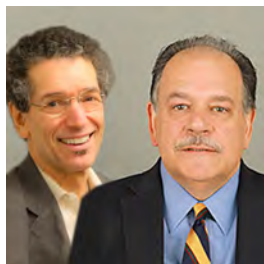
David Osher
Vice President, AIR
Simon Gonsoulin
Director, AIR

Supportive School Disciplinary Approaches That Promote Educational Success for All Children

Students who come in contact with the juvenile justice system face many educational obstacles— a number of which are created unintentionally through existing policies. This presentation addresses the practices that schools and districts can implement to enhance educational outcomes for students at-risk of entering the justice system and for those already involved. We will examine the supportive discipline policies needed in all schools to curb movement into the system. Then, we will show how these same practices, along with quality transition services and planning, can help students successfully move back into their communities and onto a pathway for achievement.

David Osher is VP of the Human and Social Development Program at AIR. He has done extensive research on the relationship between social supports, school climate and academic achievement. He currently leads major centers including the National Center on Safe and Supportive Learning Environments and the National Clearinghouse on Supportive School Discipline. Simon Gonsoulin directs the National Evaluation and TA Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk and is a justice specialist for the TA Partnership, working with system-of-care communities. His expertise is in providing direct assistance to states to meet the educational and behavioral health needs of students within the justice system.

www.neglected-delinquent.org



Just Tell Me How to Do It: Supporting Development of Algebraic Reasoning

This session focuses on research-based instructional strategies to promote stronger student learning in algebraic reasoning at the 1-8 grade levels. The strategies emphasize higher levels of student engagement, critical thinking, and skill acquisition. Embedded within the strategies are opportunities for students to communicate their ideas in multiple ways, use models and representations, and develop robust skills. Participants will examine mathematical tasks presented in a learning sequence and interpret samples of student work to plan effective instruction.

Dr. Barbara Dougherty is the Richard G. Miller Endowed Chair for Mathematics Education at the University of Missouri. Barb is a past member of the National Council of Teachers of Mathematics Board of Directors. Dr. Dougherty has been a special education teacher K-12 for more than ten years and has taught elementary, middle and high school mathematics for over 18 years. Barb is a co-author of conceptual assessments for progress monitoring of students in attaining algebraic skills and concepts and on developing algebra modules for students who struggle. Dr. Karen Karp is a Professor of Mathematics Education at the University of Louisville. She works in both special education and mathematics education conducting research and teacher education.

doughertyb@missouri.edu

Barbara Dougherty
Richard G. Miller Endowed
Chair of Mathematics
Education, University of
Missouri-Columbia

Karen Karp
Professor, University of
Louisville



Robyn Jackson
Founder, Mindsteps

Rigor Without Rigor Mortis: Helping Every Student Successfully Reach Rigorous Standards

Everyone uses the term rigor but few really know what it means. In this interactive session, learn what rigor is, what it looks like exactly, and how to help every student reach rigorous learning standards. Find out how to systematically build students' capacity for rigorous thinking, specific strategies for helping struggling learners meet the rigorous demands of the Common Core, and take away tools you can use in your own schools. Discover how you can help all your students think in highly rigorous ways without killing them (or yourself) in the process.

Robyn Jackson, PhD is the founder of Mindsteps Inc., a professional development firm located in Washington, DC. A former high school teacher and middle school administrator, she has authored nine books including *Never Work Harder Than Your Students* and *How to Plan Rigorous Instruction*. She and her colleagues at Mindsteps travel the US, Canada, and the Caribbean showing teachers and instructional leaders practical ways to increase rigor especially for struggling learners.

www.rjackson@mindstepsinc.com



The Game-Changing, Actionable Lessons Learned From Hiring for School Improvement

Equitable education in the classroom begins at the time a teacher is hired. Research analysis indicates that a highly effective teacher explains more variance in student learning than any other factor which may influence a student's success in school. Learn how to identify highly effective teachers who are likely to have success implementing Common Core, increasing student learning, and supporting students reach their goals.

Dr. David R. Schuler is in his tenth year as a superintendent of schools. He serves as superintendent at Township High School District 214, located outside of Chicago. Dr. Schuler's doctoral research focused on leadership theory and building credible relationships between superintendents and their administrative team members. Dr. Donald Fraynd completed his Ph.D. with a research focus in the politics of education, leadership for equity, and organizational theory. As a principal in Chicago Public Schools (CPS), his school was rated one of the top 100 in the nation by US News and World Report. Don then built the district's school turnaround office and created a model to systematically improve struggling schools.

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David Schuler
Superintendent, Township
High School District 214

Donald Fraynd
CEO, TeacherMatch



Rob Gira
Executive Vice President,
AVID

Closing the Opportunity Gap - College Readiness for All Students

The AVID College Readiness System has had great success in helping students, primarily underserved, reach their potential and achieve their college dreams. AVID is a catalyst for systemic cultural changes within a school: transforming beliefs and attitudes about college readiness for all students. This session includes research-proven strategies, methods and materials that can be used schoolwide and districtwide to accelerate all students, but especially low-income, minority, and first-generation college students. Participants will learn how inquiry-based, collaborative professional learning is a necessary foundation for instructional practices that promote college readiness.

Rob Gira is the AVID Executive Vice President of Quality, Research and Communication. During his nearly 20 years at AVID, Rob has led a variety of curriculum and professional learning projects and leadership trainings. He has also been instrumental in creating AVID's equity, English language learner, schoolwide, and AVID for Higher Education initiatives. Rob writes regularly about equity, student development, the brain, resilience, and school culture, among other topics.

rgira@avidcenter.org



Multiplying Vocabulary Using Manipulatives

Is low vocabulary affecting your student's reading comprehension? Research at Harvard's Graduate School of Education is showing that the best predictor of a student's reading comprehension is not the number of words they know, but their knowledge about prefixes, suffixes, and roots. Join this interactive session where the presenter will demonstrate techniques that can be done for ten minutes a day to help students learn how to figure out the meaning of unknown words in context by using word parts. Participants will receive manipulatives to teach Latin words.

Susan Hall, EdD. is founder and president of the 95 Percent Group, a consulting company that helps schools and districts close the achievement gap in reading. Their comprehensive approach includes professional development, diagnostic assessments, and instructional materials. The company is known for their practical tips for implementing RTI (or MTSS) as well as how to use assessment data to inform intervention instruction. Susan serves on the Dean's Leadership Council at Harvard Graduate School of Education, is a national LETRS trainer, is coauthor or author of seven books including *Implementing RTI* and *I've DIBEL'd, Now What?*

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Susan Hall
President and Founder, 95
Percent Group Inc.

Betty Ashbaker
Professor, Brigham Young
University

Addressing and Modifying the Currents: Crisis in the Schools and Suicide Prevention

Let me help! Paraprofessionals can be gatekeepers to suicide prevention. Learn what to do and what not to do when a student says they want to commit suicide. Administrators will receive handouts, resources, and guidelines for their schools.



Dr. Betty Y. Ashbaker, distinguished author and teaching professional, has been training paraprofessional teacher teams for over 15 years throughout the US and in the UK. She is the co-author of numerous titles including *A Teacher's Guide to Working with Paraeducators* (ASCD), *Supporting and Supervising your Teaching Assistant*, (published by Continuum, London), *Paraprofessionals in the Classroom* and *Supporting Early Literacy: Assisting with Early Literacy: A manual for paraprofessionals*. (Allyn and Bacon) and *Planning Your Paraprofessionals' Path: An Administrator's Legal Compliance and Training Guide* (LRP). Dr. Ashbaker is an Associate Professor at Brigham Young University. Her research interests include training, management, and supervision.

Betty_Ashbaker@byu.edu

Closing the Achievement Gap in Common Core Era: Self-Regulation and Struggling Adolescent Readers

Over 60% of students lack the basic ability to effectively read text for information. Providing reading strategies is only one component in seriously addressing the achievement gap. Directly teaching self-regulation and self-efficacy, paired with strategic adolescent reading instruction, fosters independence and academic learning. The presenters will provide effective strategies based on extensive experience working in high poverty schools: rural and urban. The time is now for assisting struggling readers in developing self-regulation toward reading, learning and success.

Dr. Katherine McKnight is a recognized expert in adolescent literacy, inclusive classrooms, Common Core State Standards, and integrating technology in the 21st century classroom. She began her career in education as a high school teacher in Chicago over 20 years ago and is a professor of secondary education at National Louis University. Katie is an author of over ten books. Dr. Richard Cash brings over 20 years of experience as a classroom teacher and professional development trainer. His areas of expertise are educational programming, curriculum development, differentiated instruction, creativity, and brain compatible classrooms. He is the author of several books including, *Advancing Differentiation*.

KatherineMcKnight.com

Katherine McKnight
Professor, National Louis
University

Richard Cash
Innovation Specialist,
Bloomington Public
Schools



Meet the Author
Tuesday 2/4 9:00am
see page 5 for details



Robin Avelar La Salle
CEO, The Principal's
Exchange Foundation

Paul Gothold
Superintendent, Lynwood
Unified School District

Dorka Duron
Superintendent, East
Whittier City School
District

Danelle Almaraz
Director of Categorical
Programs, East Whittier
City School District

RtSI: A Proven Systems Approach to Accelerating Achievement for Schools and Districts

Response to Systems Intervention (RtSI) is a novel approach to school and district turnaround that applies the research-based Response to Intervention model typically used to support individual students, to a systems-level in order to accelerate achievement for struggling schools and districts in an abbreviated timeframe. This interactive presentation will describe how two Title I districts that experienced profound academic and financial challenges, used the approach to significantly increase student achievement at the school and district level, in less than three years.

Dr. Robin Avelar La Salle is CEO of The Principal's Exchange Foundation, a non-profit organization that partners with historically underperforming schools and districts to turnaround achievement. Paul Gothold is Superintendent of the Lynwood Unified School District, most improved unified district in California in 2012. Dorka Duron (Superintendent) and Danelle Almaraz (Director) led the East Whittier City School District to receive one of six CA Business for Educational Excellence awards for high poverty, high performing districts in 2012.

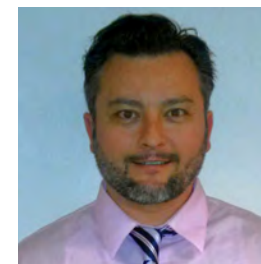
robin@pe-foundation.org



What a Great IDEA!

Did you know that the U.S. Department of Education's Office of Special Education Programs (OSEP) funds various resources through IDEA that can help support all students? Staff from OSEP will present on the IDEA, Part D investments that you can access for free to support students with disabilities and other struggling learners across a continuum of access points, include classroom-based resources, technical assistance resources available at the school, LEA and SEA level, and resources to support systems change across LEAs and SEAs. In addition to the presentation highlighting a few key supports, staff will provide a resource guide to take home that outlines all available resources through IDEA, Part D investments.

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Deputy Director, Office
of Special Education
Programs, U.S. Department
of Education

David Guardino
Office of Special Education
Programs, U.S. Department
of Education

Angela Tanner-Dean
Office of Special Education
Programs, U.S. Department
of Education



Maria C. Paredes
Senior Program Associate,
WestEd

Academic Parent-Teacher Teams (APTT): Building The Capacity of Families to Support Student Learning

Academic Parent-Teacher Teams (APTT) is a research-based family engagement model that has set a new standard for parent-teacher collaboration. The APTT model repurposes traditional parent-teacher conferences into dynamic classroom teams committed to exceeding academic standards. With coaching from the classroom teacher, parents feel confident with grade level academic learning goals, student progress data, home learning activities, setting achievement goals, and building trusting relationships with other parents in the class. In this workshop, participants will learn the basics of APTT, view the model in action and hear about overcoming implementation challenges. Join the movement!

Dr. Paredes is a Senior Program Associate at WestEd. She is a nationally recognized expert and leader who has set a new standard for school-based family engagement practices. Paredes used her experience with instruction and research and her deep understanding of the community to create the Academic Parent-Teacher Teams (APTT) model of family engagement. APTT's highly structured approach and its focus on capacity building and support for teachers, parents and administrators, produces remarkable results for students and families. Paredes' innovative contributions to the field have earned her a multitude of state and national awards. Paredes lives in Phoenix, AZ.

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It Takes a Village: The Journey to Becoming a Title I Distinguished School and Beyond

Miami Elementary has succeeded as a Title I school by utilizing Reading First and RTI instructional models, implementing a school-wide PBIS System, designing instruction and interventions based on student performance data/needs, and following our school wide plan with fidelity. Partnerships with community groups (United Way, Community Reformed Church, Purdue Mentors and the Lafayette/West Lafayette Rotarians) yielded volunteer mentors, reading buddies, recess monitors, and food backpack programs. Having additional positive adult role models working directly with our students further supported our school-wide goals in increasing academic achievement and enhancing behavior supports.

Matt Rhoda has been an elementary physical education teacher for seven years and an elementary principal for ten years. Mereidy Howard is a 4th Grade Teacher with 34 years of teaching experience. Dru Newhart is a 3rd Grade Teacher with six years of teaching experience. Carin Hollandbeck, is a Title I Lead Teacher with 17 years of teaching experience. And Joyce Spangle, is a 2nd Grade Teacher with 22 years of teaching experience.

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Matt Rhoda
Principal

Mereidy Howard
4th Grade Teacher

Dru Newhart
3rd Grade Teacher

Carin Hollandbeck
Title I Lead Teacher

Joyce Spangle
2nd Grade Teacher



Lynne Perez
Associate Director,
National Center for Urban
School Transformation

James Metoyer
Director, Elementary
School Office Houston ISD

Kimberly Fonteno
School Support Officer,
Houston ISD

Patsy Cavazos
School Support Officer,
Houston ISD

Matilda Orozco
School Support Officer,
Houston ISD

Chip Zullinger
Chief School Officer,
Houston ISD

Facing the Urban Challenge: Transforming District Support in Ways That Lead to Student Success

Transforming challenged Title I schools from places where students flounder to places where students flourish is a difficult task – especially when these schools are located in large, urban districts. Not so, in the Houston Independent School District. Join district-level administrators from HISD's Area 2 Elementary School Office as they share how they partnered with building leaders to implement research-based systems and practices to improve student learning outcomes across six of their most challenged Title I schools. Hear how these leaders, with support from the National Center for Urban School Transformation, created a culture of shared accountability that is leading students to success.

Lynne has studied high-performing urban schools for the past eight years in her role as the Director of Research and Associate Director of NCUST. She has also studied expert school leadership for the past 18 years and is currently the support person from NCUST in Houston. James Metoyer is the Elementary School Office Director for the Area 2 Houston Independent School District. Kimberly is the School Support Officer for the Houston Independent School District. Patsy Cavazos is the School Support Officer for the Houston Independent School District. Chip Zullinger, Ed.D. is the Chief School Officer for the Area 2 Elementary School Office for the Houston Independent School District. Matilda is the School Support Officer for the Houston Independent School District.

lperez@projects.sdsu.edu



Mission Possible: Ten Steps for Designing a School-Parent Compact That Links to Common Core State Standards and Works!

Involving families in meaningful ways is a core strategy for school improvement. The required Title I School-Parent Compact should be a useful tool, but too often is not meaningful, not aligned to school improvement, and not specific enough to be helpful to parents. Find out how a new model for School-Parent Compacts links families to school and grade-level improvement goals and the Common Core State Standards. Learn to engage parents and teachers in meaningful, data-driven conversations about learning. Participants will receive sample templates for creating their own School-Parent Compact using a new ten-step process (piloted in real schools) and online video coaching toolkit.

After teaching for 18 years in San Diego Unified Schools, Melissa Whipple worked as a district level staff developer and parent trainer in family engagement for 21 years. Recently retired, she now works as an education consultant specializing in family engagement practices designed to clearly support student-learning goals. Achieving equity in public education is her passion. Nancy Bodenhausen is the lead consultant for family engagement in the Title I Policy and Program Guidance Office of the California Department of Education. Her work focuses on technical assistance to districts and schools in working with families as partners in school improvement. She began her career as a parent volunteer.

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Family Outreach and
Engagement Consultant,
Connecticut Department of
Education

Nancy Bodenhausen
Education Programs
Consultant, California
Department of Education



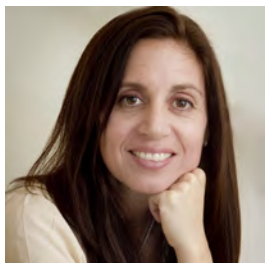
Ninive Calegari
Founder of 826 Valencia

Education, Community, and Lessons From the Growth of 826 National: Building a New Movement for Learning

In this light-hearted but powerful talk, Ninive Calegari, a former teacher, shares the story—and the dazzling successes—of 826 National, the volunteer-driven tutoring organization that helps kids read and write. Calegari discusses the programs she started, whose innovations have been adopted both nationally and internationally. What real impact have they had with students around the country? Why is it important for the professional community to work with students and teachers? And what can other groups learn from how 826 grew organically to meet the demands of students, parents, and schools around the country? Both hilarious and serious, Calegari's energizing talk opens a much-needed discussion about the role, the necessity, and the quiet daily heroism of our best volunteers, and what communities can do to build similar programs.

Ninive Calegari is a former teacher and co-founder of 826 Valencia with writer Dave Eggers, the pioneering tutorship program in San Francisco that developed into a multi-chapter organization. With an amazing sense of fun and empathy for the youth under her tutelage, Calegari, now the CEO of 826 National, proves how ceaselessly dedicated she is to the many tiers of effective education. In her humor-filled but powerful way, Calegari describes 826's evolution from one storefront to a national program.

www.826valencia.org



Getting Data Right: Developing Effectiveness and Data-Driven Decision Making

This session will allow participants to see how Washington Elementary, a diverse inner city school exceeding 90% free lunch, transformed instruction and achieved high student achievement through effective use of data. The journey began with digging deeper into trend data over time from State Standardized test results allowing for initial small changes and resulting in more precise and focused usage. As explosive results ensued, additional processes immersed in this data-driven culture. Regular progress monitoring, development of common assessments, common plan with all relevant stakeholders, student artifact analysis, inner-rater reliability, data meetings, vertical collaboration, and differentiated professional learning all became common place transforming practices yielding significant and sustainable academic achievement for all.

J.R. Ankenbruck is Washington's principal. His enthusiastic leadership has created a positive culture of professional learning and data-driven results. Jennifer McDunnough serves as Washington's Building Instructional Coach. Her role at Washington has been primarily facilitating professional learning. Lizzie Pope is currently a fifth grade teacher at Washington. She is a highly effective teacher achieving extraordinary academic gains with her students. Kelly Fisher is Washington's Special Education teacher. She serves in many capacities supporting academic success for all students.

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J.R. Ankenbruck
Principal, Washington Elementary

Jennifer McDunnough
Building Instructional Coach

Lizzie Pope
5th Grade Teacher

Kelly Fisher
Special Education Teacher



Heather Edlund
Principal, Bellevue School
District

LeAnn Tuupo
Supervisor Title I and LAP,
Bellevue School District

Kindra Clayton
Instructional Technology
Curriculum Leader, Lake
Hills Elementary

Susan Fish
Title I Literacy Facilitator,
Bellevue School District
#405

Kristin Davis
Special Education Resource
Room Teacher, Bellevue
School District

Jennifer Stevens
4th Grade Classroom
Teacher, Lake Hills
Elementary



Tides of Transformation: Riding the Waves With Coordination and Collaboration

Two years ago Lake Hills Elementary was labeled a struggling school. We will describe how the school turned sanctions into an opportunity to change school culture and practices, as well as the significant improvement in student learning we have seen as a result. We will share how we structured our school improvement team to include teachers, school administrators, and district leaders; the process we went through to develop an action plan, and ebbs and flows of reform. We will discuss changes spurred by the work: a new schedule with time for teacher collaboration and intervention/enrichment blocks; evolving approaches to professional learning communities; and experience using data to inform instruction.

The building principal, instructional leadership coach, literacy facilitator and special education and classroom teachers will provide the audience with a window to view their journey as a turn-around school. The team has a variety of background knowledge including instructional leadership, coaching, special education, general classroom instruction, district union representation at the building level and district leadership in data and Title I/LAP. Members of the team have presented at International Reading Association, Learning Forward, (NSDC) ASCD, and leadership and college and career readiness institutes.

tuupol@bsd405.org

PROGRAM COORD

Literacy Instruction Through the Use of Mobile Technologies

This session will provide participants a bird's eye view of a read-aloud lesson that incorporates the five components of reading through the use of technology. The lesson will demonstrate technology implementation ideas instead of just talking about using technology. Participants will learn about different iPad applications, websites and other ideas to ratchet up the more traditional ideas of instruction.

Terri Barclay is an Instructional Specialist for the Office of Public Instruction where she works between the Accreditation Division and the Educational Opportunity and Equity Division. As an Instructional Specialist for Early Grades Curriculum and with the Early Reading First, she supports family literacy and kindergarten transition in the different schools and centers across the state. As the Early Grades Curriculum Specialist, she will work with the Model Full-Time Kindergarten Curriculum guide. Terri received her BA in Elementary Education from the University of MT-Missoula and her Special Education endorsement from MSU-Billings. Her background is in early grades elementary, PK-12 special education, Title I and technology integration. Kathi Tiefenthaler has been working with schools in federal programs to increase achievement for over ten years. She has used a variety of instructional strategies to engage students which include the use of technology. Kathi's work with administration, leadership teams, grade level teams and individual teachers has afforded her the opportunity to not only share information but also demonstrate how to effectively implement best practices.

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EARLY CHILDHOOD, READING AND WRITING, DIFFERENTIATED INSTRUCTION

Terri Barclay
Instructional Specialist,
Montana Office of Public
Instruction

Kathi Tiefenthaler
School Support Unit Man-
ager, Title I Montana Office
of Public Instruction



SUCCESSFUL PRACTICES

Joe Willhoft
Executive Director for
the Smarter Balanced
Assessment Consortium

Smarter Balanced Assessments – How Does This All Work?

Starting in the 2014-15 school year, more than twenty states are expected to begin using the Smarter Balanced system for their ESEA assessments in English/language arts and mathematics. This session will provide an overview of the Smarter Balanced assessment system, including: a description of the summative, interim, and formative components of the system; an overview of the adaptive and performance task sections of the assessments; the types of scores provided and how standard-setting will occur; accommodations and translation supports that will be available; testing times and schedules; and developments in 2013-14 to prepare for next fall.

Joe Willhoft is the Executive Director for the Smarter Balanced Assessment Consortium. For the six years prior to that he was assistant superintendent for assessment and student information for the state of Washington, where his responsibilities included design and implementation of Washington's assessment program and collection and reporting of student information for the state's longitudinal student database. Before moving to state-level work, Joe directed assessment and evaluation activities at the local level for more than twenty years, primarily in the Tacoma School District in Washington and in Charles County schools in Maryland.

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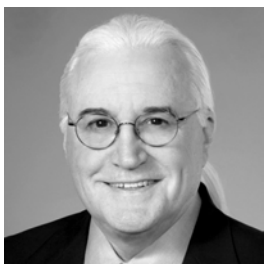
Districts Make the Difference: Partnering With Diverse Families to Support Student Learning

We know that family engagement makes a difference in student success, but schools often struggle to reach diverse parents. This session will describe ongoing work in three large, multi-ethnic urban districts that are redesigning their family engagement programs to reach all families. This presentation will address barriers that prevent families from engaging with educators, and describe how districts and schools can be proactive, using research-based practices. This session will also include tools for planning and evaluation, and highlight effective implementation practices that contribute to success.

Margit Birge works in the Region IX Equity Assistance Center at WestEd. She provides technical assistance to districts and schools in areas of family engagement and school climate, and coordinates projects at the Center that address equity issues. Ms. Birge has extensive experience in federal Title I and Migrant Education programs. At the state level, she worked with staff and parents in the California Migrant Education Program. At the site level, she worked as a school reform facilitator in Title I schools with large populations of English Learners and students from diverse backgrounds. She received a BA from UC Berkeley, a Masters in nonprofit administration from University of San Francisco, and speaks Spanish fluently.

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Margit Birge
Program Associate, Region
IX Equity Assistance Center
at WestEd



Monique Chism
Director, Student
Achievement and School
Accountability Programs,
U.S. Department of
Education

Supreet Anand
Group Leader, Title
III Group, Student
Achievement and School
Accountability Programs,
U.S. Department of
Education

Ruth Ryder
Deputy Director, Office
of Special Education
Programs, U.S. Department
of Education

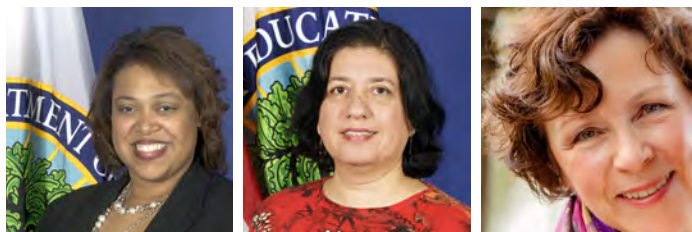
Carlos McCauley
Acting Director, Office of
School Turnaround, U.S.
Department of Education



Collaboration at the Federal Level: What It Means for You!

There are many programs at the U.S. Department of Education that support states, school districts and schools in improving results for struggling learners. Historically these programs have not been well-coordinated. Over the last year there have been unprecedented efforts to collaborate across programs such as Title I, IDEA, School Improvement Grants and programs for English Language Learners. This session will describe those efforts, the impact on State Educational Agencies and potential impact on districts and schools. As part of the session, senior executives in all of the covered offices will not only share information, but will also solicit your thoughts regarding challenges and barriers to better coordination of federally-funded programs.

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Ruth.Ryder@ed.gov
Supreet.Anand@ed.gov



PROGRAM COORD

Walk-Throughs as a Strategy for Teachers Observing Peers

Learn how to plan and implement an engaging form of embedded professional development whereby teachers are actively involved as observers of peers in classroom walk-throughs. Explore how to create a teacher-led walk-through model in which teachers participate in opportunities to observe, be observed, and engage with one another in reflective discussions to improve teaching and learning. Included will be a focus on fostering a receptive school culture for walk-throughs, the supporting role of the school principal, coordinating and scheduling walk-throughs, developing walking norms, addressing resistant or reluctant teachers, and sustaining the walk-through momentum.

Donald S. Kachur is Professor Emeritus of Education from the Department of Curriculum and Instruction in the College of Education at Illinois State University, Normal, Illinois. He coauthored with Claudia the books *Classroom Walkthroughs to Improve Teaching and Learning* (2010) and *Engaging Teachers in Classroom Walkthroughs* (2013). Claudia L. Edwards is a retired classroom teacher, an independent educational consultant, and the Graduate Coordinator for the School of Education and Behavioral Sciences at Cameron University, Lawton, Oklahoma.

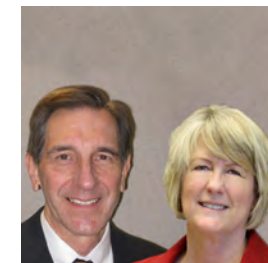
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Donald Kachur
Professor Emeritus of
Education, Illinois State
University

Claudia Edwards
Graduate Coordinator,
Cameron University



Meet the Author
Monday 2/3 9:00am
see page 5 for details



RELEVANT RESEARCH

Yolanda McKee
Instructional Coach, Atlanta
Public Schools

Malaika Jordan
Teacher, Atlanta Public
Schools

Candice Henry
Teacher, Atlanta Public
Schools

Inherently Differentiated: Using Problem-based Learning to Engage Secondary Science Students

The implementation of the Common Core Standards requires educators to provide students with rich learning experiences relevant to the real world in preparation for college and career readiness. This session will provide participants with the opportunity to explore PBL, a learner-centered instructional strategy designed to engage students in active inquiry. Participants will be immersed in the PBL experience and provided an opportunity to see how the cross-cutting concepts of the New Generation Science Standards can be integrated with Common Core ELA and Mathematics standards to develop critical thinking and problem-solving skills, as well as increase student achievement.

Engaging students in secondary science is often met with excitement and resistance as students based on prior exposure and success self-identify themselves as being a nonscientist or science enthusiast. Yolanda McKee, Malaika Jordan, and Candice Henry are trained facilitators in the pedagogy of Problem-based Learning. With 30+ collective years of instruction in the Metropolitan Atlanta area, they serve as a resource for PBL curriculum design, implementation, and assessment for K-16 education. Each educator has written, published and facilitated PBL professional development that has been implemented at local colleges/universities and the district/local school level. The goal of this trio is to equip participants to engage all students.

ycmckee@atlanta.k12.ga.us



The Principal and Coach Relationship: Building Bridges to Greater Collaboration

A common characteristic of successful instructional coaching and job-embedded professional learning initiatives is an effective partnership between school leaders and instructional coaches. This session will provide principals, coaches and teacher leaders with the tools to define the roles, communication structures, and ongoing training requirements for a school that is moving toward a culture of coaching. Practical tips and examples of written agreements, protocols, and meeting agendas will be shared. Participants will investigate ways they can adapt these tools to meet their school's own unique needs.

Nina Jones Morel, Ed.D. is Associate Professor of Education and Director of Masters Programs at Lipscomb University in Nashville, Tennessee. She was a 2005 winner of the Milken Foundation National Educator Award and has teaching and/or administrative experience at all levels, pre-K through doctoral. Morel has been part of a team to create two large district coaching initiatives, and considers herself a coaching champion. She and her colleague Carla Cushman are the authors of *How to Build an Instructional Coaching Program for Maximum Capacity* (Corwin Press, 2012).

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Nina Morel
Director of M.Ed.
Programs, Lipscomb
University



Meet the Author
Monday 2/3 11:00am
see page 5 for details



Tiffany Winters
Partner, Brustein and
Manasevit, PLLC

Time and Effort Documentation Requirements and Changes In Light of the OMB Supercircular

Time and Effort documentation (or lack thereof) remains the number one audit finding in any audit report and results in millions of dollars that must be repaid back to ED. This session will review the current requirements under the OMB circulars that SEAs, LEAs and other entities must follow in order for all salary costs to be allowable under Title I, Part A. The session will also review the new requirements under the OMB Supercircular and discuss how entities must or may alter their current practices in light of these new requirements. The session will provide practical examples of compliant documentation and provide insight as to how these changes may be viewed by auditors moving forward.

Tiffany R. Winters, as a partner at Brustein and Manasevit, PLLC, actively represents states, school districts, and other agencies with fiscal and programmatic compliance related to federal education programs, including Title I the ESEA. Ms. Winters provides legal advice to clients on the requirements of the OMB Circulars, EDGAR and GEPA. Ms. Winters regularly conducts trainings, mock monitoring visits and assists in the resolution of adverse audit and program review determinations. Ms. Winters graduated cum laude from Clemson University and received her law degree at the Catholic University Columbus School of Law. Ms. Winters is admitted to practice law in the District of Columbia and the U.S. Supreme Court.

www.bruman.com

Leadership in America's Best Urban Schools

Over the past several years, 76 schools have won the National Excellence in Urban Education Award. These public and public charter schools do not use selective admissions criteria, they serve low-income communities, and they achieve impressive academic results (across multiple indicators) for every demographic group they serve. What do the leaders of these schools have in common? What do they do that is subtly different from leaders in other urban schools that have made less impressive achievement gains? This session will describe important lessons learned from the study of leaders in these outstanding schools.

Joseph Johnson is the Interim Dean of the College of Education at San Diego State University. As well, he is the Executive Director of the National Center for Urban School Transformation. Formerly, he was a teacher, school and district administrator, state administrator (in Texas and Ohio), and Director of the Federal Title I Program at the U.S. Department of Education.

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Joseph Johnson
Executive Director/Interim
Dean, National Center for
Urban School
Transformation/College of
Education, San Diego State
University



Keith Krueger
CEO, Consortium for
School Networking (CoSN)

Marcia Beckman
Elementary and Secondary
Education Act Director,
Idaho Department of
Education

Rich Long
Executive Director for
Government Relations,
National Title I Association

Partnering for Digital Equity With Your Technology Leadership

How can we bridge the silos in our school district between those responsible for Title I and those in charge of technology? The Consortium for School Networking (CoSN) and the National Title I Association have come together to build a guidebook that helps educators collaborate to enable digital equity. This new resource will provide: a vision on the educational imperative of digital inclusion; an overview on Title I for technology administrators on what aspects of a digital inclusion strategy might pay for, as well as what the limitations are; community discussion guide to enable a conversation which could be used at PTA, school board and chamber of commerce meetings; case studies on districts that have used Title I to enable a digital inclusion strategy; and strategies that enable home/school digital equity, including programs to get broadband and other devices into low income families.

Keith R. Krueger is CEO of the Consortium for School Networking (CoSN), a nonprofit organization that serves as the voice of K-12 school system technology leaders in North America. CoSN's mission is empowering educational leaders to leverage technology to realize engaging learning environments. Keith has a global reputation as a key thought leader and has organized senior level U.S. delegations to visit Australia, Asia, Europe and South America to examine best practice in ICT in education. Marcia Beckman currently serves as the Federal Programs Director for the Idaho Department of Education. Rich Long is the Executive Director for Governmental Relations for the National Title I Association. He has worked with the Association for over 15 years and has worked in education public policy for over 30 years.

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A Global Quest to Save America's Schools

How did other countries manage to make their public schools fairer, cheaper and smarter than ours while spending dramatically less than we do? To find out, Amanda spent a year following three American high school students temporarily embedded in schools in Finland, Poland and South Korea. Through the students' stories and new research into education outcomes worldwide, Amanda helps unravel a mystery at the center of our global competitiveness. Her reporting led to the book, *The Smartest Kids in the World*, published in August 2013. In the end, Amanda returned home more optimistic than when she'd left—convinced that the U.S. can outperform the rest of the world, if we can sustain the political and public will.

Amanda Ripley is an investigative journalist for *Time*, *The Atlantic* and other magazines. She is the author, most recently, of *The Smartest Kids in the World—and How They Got That Way*. In her books and magazine writing, Amanda explores the gap between public policy and human behavior. For *Time* and *The Atlantic*, she has chronicled the stories of kids, parents and teachers, writing cover stories on the college of the future, the politics of education reform and the science of motivating children. To discuss her writing, Amanda has appeared on ABC, NBC, CNN, FOX News and NPR. She has spoken at the Pentagon, the Senate, the State Department and the Department of Homeland Security, as well as conferences on leadership, public policy and education.

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KEYNOTE

Amanda Ripley
Author



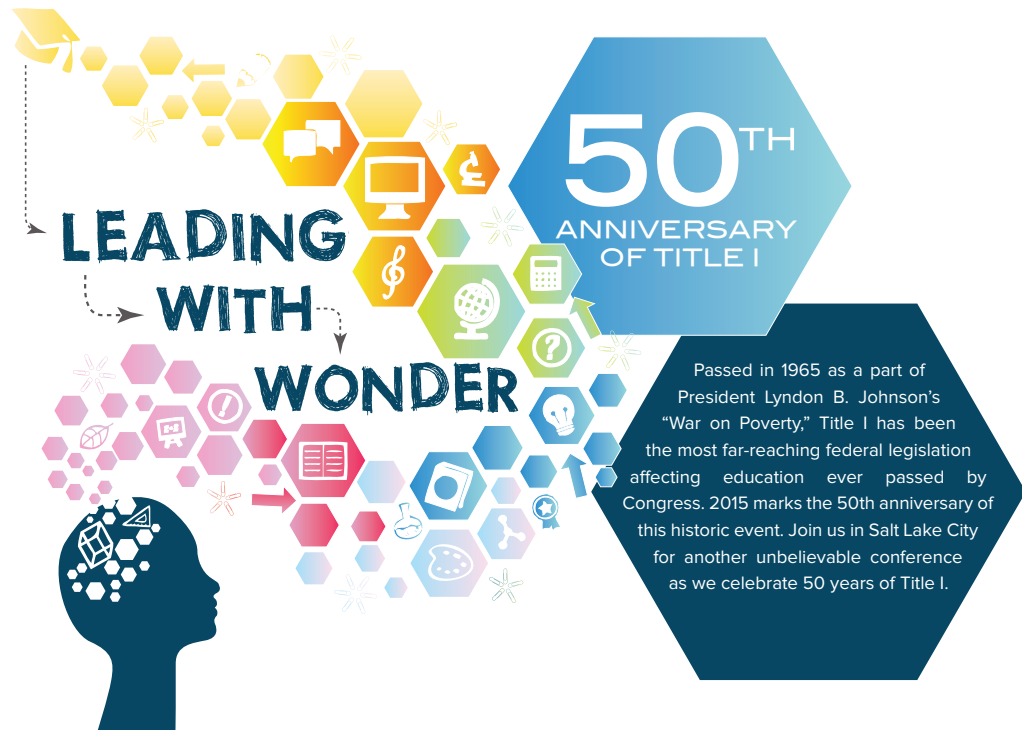
Meet the Author
Monday 2/3 4:30pm
see page 5 for details



MARK YOUR CALENDAR

FEBRUARY 5-8, 2015
SALT LAKE CITY, UT

THE 2015 NATIONAL TITLE I CONFERENCE



TUESDAY



TUESDAY
February 4

TUESDAY



LEADERSHIP

ROOM 1

8:00 AM - 9:00 AM

Bully Proof Your School: How to Reduce Bullying and What to Do When it Occurs

Keith Deltano
Speaker, Author



Meet the Author
Tuesday 2/4 10:00am
see page 5 for details

Attendees will learn how to reduce racism, prejudice, physical, verbal, exclusion based, and online bullying at their schools. This session will not be theoretical: tools will be given for specific strategies to fight bullying as well as proper ways to handle it when it does occur. Administrators will learn subtle techniques they can use to break down the root causes of bullying. They will learn how to prevent the formation of cliques and social hierarchies that much of bullying springs from. Particular attention will be given on how to prevent cyber bullying. Attendees will learn how to use technology to confront the social media phenomena as well.

Keith Deltano has served and worked with youth for many years in various roles, such as a military police officer, public school teacher, youth leader, private counselor, and educational comedian. He draws on his varied background to reach out and share with youth. Keith taught 6th grade and won the Teaching Excellence Award for his work with at risk youth. He has been listed in Who's Who of America's Teachers and Outstanding Young Men of America. He was granted the National Impact Award for his work in parent outreach and education. He now travels the country educating, energizing, and supporting K-12 students, parents, and administrators with serious comedy.

academicentertainment@gmail.com



Lisa Jasumback
Math Teacher, Academy
for Math, Engineering, and
Science

Joel Miller
Math Teacher, Academy
for Math, Engineering, and
Science

Camilla Strong
Teacher, Academy for
Math, Engineering, and
Science

Math HELP - High Expectations for Low-Performing Students, Success in Math Classes

How a Title I, early-college, STEM, charter high school created a program where all of their students, including economically disadvantaged, ethnic minority, and potential first generation college students, are able to meet the higher expectations of the Common Core, raise their ACT math and state required end-of-level test scores, and successfully complete concurrent enrollment math courses.



Lisa Jasumback, Joel Miller, and Cami Strong have a combined teaching experience of over 40 years. They currently work at the Academy for Math, Engineering, and Science, a Title I, early-college high school.

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Spreading Change Through Data-Driven Instruction: One School's Journey to a Division Initiative

Using the Assess-Plan-Do-Act continuous improvement model, a schoolwide culture emerged based on data-driven instruction. Teacher empowerment and capacity building increased by creating a shared vision, collaboratively building processes, engaging in differentiated professional development and using formative assessment protocols to create student acceleration plans. Student ownership for learning increased and the data-driven collaborative culture created an environment for targeted instruction and increased learning. The model expanded to other division schools as a method to build capacity, improve data-driven instruction, empower teacher decision-making and increase student learning.

Dr. Donna Snyder is the Director of Elementary Education in Arlington Public Schools. She is a former teacher, curriculum supervisor, principal and college professor. She served as a Title I Supervisor, responsible for leading all school improvement initiatives. She is an experienced school turnaround principal and consults on educational initiatives. She has presented at numerous national conferences on assessment, leadership, data-driven instruction. Maria deOlazo is a nationally known literacy consultant who has worked in school districts in VA, MD, NY and TX over 17 years to build comprehensive school-wide literacy programs through school improvement initiatives, PK-12. Maria is currently a 2nd grade teacher in Arlington, VA.

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Donna Snyder
Director, Early Childhood
and Elementary Education,
Arlington Public Schools

Maria deOlazo
Teacher, Arlington Public
Schools



Fred Tempes
Director, Center on School
Turnaround at WestEd

Lenay Dunn
Senior Research Associate,
Center on School
Turnaround at WestEd

Lessons Learned from SIG Implementation

School Improvement Grants (SIG) sought to turnaround chronically low-performing schools. How did the first cohort do? What lessons did schools and districts learn along the way? This session will provide information about the strategies context, and factors that contributed to, or hindered, the growth of California cohort 1 K-8 SIG schools. The experiences of these SIG schools provide insight into implementation of school improvement initiatives, effective practices, and strategies to sustain positive outcomes over time.



Dr. Fred Tempes is the Director of the national Center on School Turnaround at WestEd. This federally funded comprehensive technical assistance center identifies, synthesizes, and disseminates research-based practices that will lead to the increased capacity of state education agencies to support their districts and schools in turning around their lowest-performing schools. Dr. Tempes has over three decades of experience in school and district improvement planning and implementation. Dr. Lenay Dunn is a Senior Research Associate at WestEd and has over a decade of experience studying education reform initiatives.



A 30% Increase in Reading, Math and Language Scores in Three Years With Title I Students

The will to change a school culture is not as important as the will to prepare to change that culture. This session will focus on proven strategies for overcoming the “turnaround” challenges of an economically disadvantaged, low-performing elementary school. Breathe life into your building through effective leadership, classroom management, positive student behavior, high expectations, parent engagement, and trust.

Jeff Dillon is the Superintendent and Elementary Principal in a rural farming community in southwest Idaho. In the past five years he has successfully transformed an extremely low performing school into a model teaching and learning institution. Overcoming the challenges that face a community of economically disadvantaged students, Wilder Elementary is now a leader in school improvement and has received the International Reading Associations Award for their exemplary reading program and was honored in 2012 at the National Title I Conference as a National Title I Distinguished School.

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Jeff Dillon
Superintendent/
Elementary Principal,
Wilder School District



Robert Slavin
Director of the Center for
Research and Reform in
Education, Johns Hopkins
University

Getting to the Heart of School Transformation - Can We Light the Fire and Keep it Strong?

Educational leaders work hard to craft policies and practices based on the best research. As evidence grows, it is daunting to connect disparate practices into a system sensitive to local needs and with the staying power to outlast fads and school transitions. Robert Slavin will discuss research-proven techniques for teaching and learning, collaborative, distributive leadership, school-wide progress monitoring, and online data tools to supply teachers, students and families with a system for success. He will challenge our thinking about school design, how students and families excel, and our own teaching approaches.

Robert Slavin is the Director of the Center for Research and Reform in Education at Johns Hopkins University, Professor at the Institute for Effective Education at the University of York, and Chairman of the Success for All Foundation. He has authored or co-authored more than 300 articles and book chapters and 24 books on cooperative learning, comprehensive school reform, ability grouping, school and classroom organization, desegregation, mainstreaming, research review, and evidence-based reform. He has received many awards, most recently AERA Review of Research Award in 2009, the Palmer O. Johnson Award for the best article in an AERA journal in 2008, and named an AERA Fellow in 2010.

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Resources and Strategies to Conquer RTI

How to ensure student success through the RTI Model and problem solving teams. Learn how to track the rate of improvement easily with a free tool which will be revealed during our presentation. Also free apps and other free online resources.

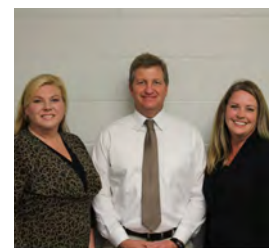
Joe Dyar is currently the superintendent of Calhoun County Schools. His education includes a BS from JSU, MS and EdS from UA. Dyar has served over 23 years as teacher, coach and administrator. Cindy Hunt is currently serving as an Executive Director of Federal Programs for Calhoun County Schools. Hunt has received her BS from JSU and MS from UA. She has served as teacher, coach and administrator for over 20 years. Jenel Travis is the Technology Director-IT Coordinator for Calhoun County Schools. Travis has received her BS and MS from JSU. She has served as teacher, professional development specialist and administrator for over 14 years.

www.ccboe.us

Joseph Dyar
Superintendent, Calhoun
County Board of Education

Cindy Hunt
Executive Director of
Federal Programs, Calhoun
County Board of Education

Jenel Travis
IT Director - Technology
Coordinator, Calhoun
County Board of Education



David Holbrook
Title I Federal Programs
Manager, Wyoming
Department of Education

Using Title I Funding to Support ELs While Avoiding Supplanting of Core EL Programs

Serving English Learners using Title I funds appropriately is not as easy as it might seem. There are requirements for serving ELs under Civil Rights that makes the issue of avoiding supplanting of funding a concern. This presentation will provide you with information on how to include the identification of your Core EL program through the consolidated grant application process and then shows how to use that information to identify appropriate services that can be used to support ELs using Title I funds.

Dr. David J. Holbrook is the Federal Programs Division Administrator and the Title I Director for the Wyoming Department of Education (WDE). He has been with WDE for over five years and started with WDE as the Title III Director. He is currently the supervisor of Title I and Title III programs and the Native American Education Consultant for Wyoming. Dr. Holbrook is Past-President of the National Council of State Title III Directors.

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Currents of Change: An Innovative Design for Title I Summer Services

This interactive presentation describes a longitudinal, four-year Title I and higher education partnership for redesigning summer learning experiences. A synergistic relationship capitalizes on meeting compliance requirements for a Title I program and an internship practicum for literacy leaders. Reading specialist degree candidates design, implement, and evaluate best practices in a strategic, extended year program design. Presenters share four years of assessment data documenting the effectiveness of this innovative program on Title I student reading achievement. This session highlights meeting Title I parent involvement requirements through unique family engagement opportunities.

Dr. Kathleen Wallis is an Elementary/Title I Supervisor for Carroll County Public Schools in Westminster, MD. She served as a classroom teacher, reading specialist, an administrator, and district-level supervisor. Dr. Wallis has presented at national and state levels on literacy, RTI, Parent Involvement, UDL, CCSS, and PARCC. She taught reading courses at McDaniel College and for MSDE. Dr. Debra A. Miller is a certified Reading Specialist (K-12) with interests in assessment, reading instruction, literacy coaching, and school improvement. She is a Professor of Education at McDaniel College in Westminster, MD. Dr. Miller serves as Coordinator of the Reading Specialist Program, teaches reading courses, and directs the summer literacy program.

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Kathleen Wallis
Title I Supervisor, Carroll
County Public Schools

Debra Miller
Professor of Education,
McDaniel College



Christina Tondevold
Owner, Mathematically
Minded

Developing Addition Fact Fluency

Doubles and Make 10 facts, you've taught them but why aren't your students using them? Children lack the number sense needed to be able to use those strategies. If your students are still counting on their fingers to add and subtract, this session is for you. You will learn what number sense entails and activities that will build that number sense, and thus fluency with facts!



Christina Tondevold, a former middle school math teacher, now teaches pre-service and in-service educators. Her belief is that early learners come to school with informal experiences, but connecting those experiences with the formal mathematics we have to teach them can be challenging. The mathematical tools we use can make a huge difference in helping children make those connections. One of her favorite ways to help children make those connections is through visual representations and highlighting relationships. Christina wants to break the cycle that it is acceptable to be bad at math and help all children become mathematically minded.

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FOCUS: First Things First for the 21st Century

Participants will learn precisely where to focus their precious time, efforts and resources to ensure that all students are prepared for the 21st century demands of college, careers and citizenship. They will learn about the three most essential elements of good schooling, and how to implement them immediately, successfully and on a very clear, straightforward model. The three elements are: coherent curriculum, authentic literacy, and soundly-structured lessons. Despite their unrivalled power for improving performance in any and every school, these elements continue to be misunderstood and grossly under-implemented. For this reason, these simple, familiar elements should be our first and highest priority. Participants will leave the session knowing both what to do and how to do it, in ways that will yield immediate and significant results.

Dr. Mike Schmoker is a former central office administrator, middle and high school English teacher and football coach. He has written four books and numerous articles which have appeared in *Educational Leadership*, *Phi Delta Kappan*, *Education Week*, and *TIME* magazine. His most recent book is the bestselling *RESULTS NOW: How We Can Achieve Unprecedented Results in Teaching and Learning* (ASCD 2006). Carl Glickman wrote that Schmoker's works are among "the most widely used books by school leaders in the United States." Dr. Schmoker has worked with state departments, universities and dozens of school districts in the areas of curriculum, assessment and literacy instruction. He has keynoted at dozens of major national conferences and consulted with hundreds of schools and districts throughout the United States, Canada and Australia. He now lives in Tempe, Arizona.

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Mary Havis
Principal of Irving
Elementary School

Stanley Fields
South Berwyn District 100
Superintendent

Amanda Zanchelli
1st Grade Teacher

Aylin Claahsen
Reading Teacher

Using 1 to 1 Technology to Differentiate Instruction and Increase Student Engagement

Our school has successfully implemented a 1 to 1 technology program that allows all kindergarten through 5th grade students the opportunity have an iPad or laptop for use at school, as well as to bring home with them each day. We will share our experiences of implementing this program and the professional development and practice necessary for transitioning to a new way of teaching our students. Specific instructional strategies, programs and apps will be shared, as well as examples of student work. Our goal is for attendees to walk away with new ideas and tools for differentiating instruction using technology that can be implemented immediately in a 21st century classroom setting.

The D100/Irving Elementary School team includes Dr. Stan Fields, South Berwyn District 100 Superintendent, Mary Havis, Principal of Irving Elementary School and District Assessment Director, Amanda Zanchelli, 1st Grade Teacher and professional development provider, and Aylin Claahsen, Reading Teacher and professional development provider. Our team brings a range of experience in leadership and instruction, and provides expertise in technology integration in the classroom and its impact on student learning.

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Empowering Families and Improving Achievement in a Multi-Tier System of Supports (MTSS)

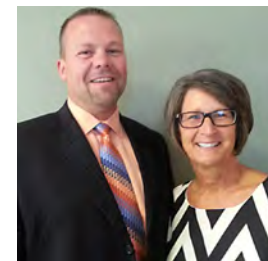
A Multi-Tier System of Supports (MTSS) and meaningful family engagement goals and strategies provide opportunities for every child's success. Data-based decision making tools and critical elements of a MTSS will be shared. Participants will learn current research on family engagement, identify the benefits family engagement has on student achievement, understand the relationship between family engagement and MTSS, become familiar with the PTA National Standards for Family/School Partnerships and begin to evaluate their school's family engagement practices. Building and district leaders will share how they approached family engagement practices while structuring for and implementing a MTSS.

Todd Wiedemann, M.S. Ed., has been in education for over 22 years as a teacher, coach, and administrator and currently serves on the Kansas MTSS Core Team. Todd has worked at all levels of education and has provided training and consultation on effective educational leadership, MTSS, classroom walk throughs, and school turnaround principles at the state and national level. Jane Groff, M.S. Ed., has served as the Director of the Kansas Parent Information Resource Center (KPIRC) for six years, focusing on providing professional development and technical assistance on family engagement to Kansas schools. Jane provides trainings for families on parent leadership, parent advocacy and family engagement in education. Jane taught for 25 years.

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Frederick Wiedemann
Kansas MTSS Core Team
Specialist, Kansas MTSS

Jane Groff
Director, Kansas Parent
Information Resource
Center



Monique Chism
Director, Student
Achievement and School
Accountability Program,
U.S. Department of
Education

Kay Rigling
Deputy Assistant General
Counsel, Office of the
General Counsel, U.S.
Department of Education

Maximizing Flexibility in the Administration of Federal Grants

How can schools operating schoolwide programs use federal funds to implement college- and career-ready standards? Learn more about the flexibility states and districts have in using federal funding to implement college- and career-ready standards. The session will be particularly helpful for states and districts looking to improve education systems and determine the most effective use of federal funding.



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Unleashing a Mindset of Achievement - What to Do When Kids Won't Try

Discover a neuroscience, research-based program for inspiring struggling disengaged learners. Acquire the knowledge, skills and lessons needed to develop more resilient students. Leave with innovative ideas, engaging activities and powerful personal stories that explain the impact of attention, effort, and practice on brain structure. Deliver this life-changing message of hope! "Smart is something you get, not something you are. If you embrace new challenges, give your best effort and practice faithfully, you will grow in intelligence. We all have the potential to grow a better brain."

Joanne Billingsley, a former Texas regional Teacher of the Year, is a consultant, author, keynote speaker, and nationally-acclaimed lecturer for the Bureau of Education and Research and the Greenleaf Learning and Brain Institute. After a 20- year career as a classroom teacher, she founded Billingsley Education. Joanne is renowned for delivering seminars that help teachers create brain-friendly, language-rich, interactive classrooms. Joanne Billingsley has combined current neuroscience research with best practices in teaching to develop powerful new tools and learning strategies for classroom teachers.

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Joanne Billingsley
Educational Consultant,
Billingsley Education



Meet the Author
Tuesday 2/4 2:00pm
see page 5 for details



Barbara Byrd-Bennett
CEO of Chicago Public
Schools

John Barker
Chief Accountability
Officer, Chicago Public
Schools

Annette Gurley
Chief Teaching and
Learning Officer, Chicago
Public Schools

Denise Little
Chief of Schools, Chicago
Public Schools

Aarti Dhupelia
Chief of College and School
Success, Chicago Public
Schools

On-Track to Graduation: The Chicago Story

Although high school graduation is not the ultimate measure of success for a school district - success in the world after ward is - students must graduate in order to claim their stake in the world economy. In the nation's third-largest district, district leaders have found a critical indicator of which students graduate: freshmen who are on track (FOT), as defined by earning at least 5.0 credits and not failing more than 0.5 core course credits in a semester. On-track freshmen are three and a half times more likely to graduate than their off-track counterparts. The CEO and other leaders will share "The Chicago Story" and show how use of FOT is helping increase the district's grad rate.

Barbara Byrd-Bennett is the CEO of Chicago Public Schools and has led transformational reform efforts in major urban districts across the country. Denise Little, former school- and network-level leader is the Chief of Schools for CPS. Annette Gurley, another of Chicago's finest principals, is the Chief Teaching and Learning Officer for the district. John Barker is Chief Accountability Officer. Aarti Dhupelia is responsible for insuring that every student at every grade level is on track to graduation and success.

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Engaging Culturally Diverse Families: Promising Practices From California Schools

Explore an effective systems approach to creating parent engagement programs at schools for culturally diverse families. Learn how parents train other parents on parent-child communication strategies, provide relevant health and wellness information, and support academically challenged students and English Language Learners in small groups or individual instruction using academic enrichment training activities. Learn how teachers partner with parents using Common Core Standards in mathematics and language arts small group kits in the classroom. Leveraged project resources include the use of student ambassadors, Toastmaster Ambassadors, publisher collaborators, and founder partners.

Mary Ann Burke is the Director of Categorical and Special Projects at the Santa Clara County Office of Education. She leads the Region V Parent Engagement Initiative that serves 7,700 family members and staff in over 20 districts/programs. Dr. Burke has researched and published books on parent engagement, social justice, and resource development. Erika Aguirre is a trained parent leader at Sanders School and is instrumental in training parents in the classrooms using Common Core Standards. Julie Howard is the Principal at Sanders School and has created a systems approach to holistically engaging disenfranchised families in the school's activities to achieve student success.

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Mary Ann Burke
Director, Categorical and
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Clara County Office of
Education

Julie Howard
Principal, Sanders School

Erika Aguirre
Trained Parent Leader,
Sanders School



Laura Otten
School Improvement
Consultant, Kent ISD

Feed the Students: Providing Timely and Effective Feedback

Understanding where students are performing in relation to learning goals is not only an essential component of instruction for teachers, but a key in student learning and motivation. Effective and timely feedback provides the communication link between teachers and students. This presentation will provide participants with the opportunity to not only learn about the research around providing and receiving feedback, but to identify ways in which to incorporate it into their classrooms and walk away with tools to use immediately. As this session focuses on the process of providing feedback, not a specific content area or grade level, it is appropriate for all educators of grades K-12.

Laura Otten currently serves as a School Improvement Consultant for Kent Intermediate School District, an educational service agency in Grand Rapids, Michigan. She is responsible for guiding districts in the school improvement process, serving as a Title I resource, and supporting schools with parent engagement. Through her work with the Formative Assessment for Michigan Educators (FAME) project, she has served as a lead coach, as well as expanded upon her expertise of the formative assessment process. Laura has also worked as a classroom teacher, building principal, and is currently an adjunct professor at Grand Valley State University.

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Engaging ELL Families in Title I Schools: Who, What and How

There is power in putting family engagement practices in place appropriate to families' needs. Schools and districts must recognize that family involvement practices must be accessible and meaningful to all families. One-size-fits-all outreach will leave many ELL and immigrant families in Title I schools isolated and disconnected from school. In order for Title I schools, districts, and states to develop and implement family engagement practices appropriate to families' needs, they must first gain insights into lives of immigrant families to better understand who they are, what they need, and strategies of how educators can best support them to build their capacity.

Young-chan Han immigrated to America from South Korea in 1973 with her family and began her career in education in 1999 with the Howard County Public School System in Maryland as an International Family Outreach Specialist. During her tenure in Howard County, she worked closely with over 3,000 immigrant families to ensure equal access to programs and services available to all families. In November 2007, Han accepted a position as a Family Involvement/Title I Specialist at the MD State Department of Education where she provides leadership, coordination and assistance to programs and activities that promote family involvement. She also provides support and technical assistance to local school systems and schools with Title I program.

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Young-chan Han
Family Involvement/Title I
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Christine Pilgrim
Office of Special Education
Programs, U.S. Department
of Education

Wayne Sailor
SWIFT Center Director

Jenny Stonemeier
Policy Analysis and
Stakeholder Linkages Team
for the SWIFT Center

From Silos to SWIFT: Working Together to Positively Transform the Learning Outcomes for All Students

The School-Wide Integrated Framework for Transformation (SWIFT) is a national K-8 Center focused on providing academic and behavioral support for all students, including those with the most extensive needs. SWIFT assists districts and their schools in engaging in a transformational process, in concert with their families and communities, to achieve equity and excellence for all students. The Center's model is designed to combine the strengths of general and special educators by supporting them in working collaboratively to better meet the unique needs of all students.



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Innovative Learning for Title I Learners

Title I learners and schools deserve innovative teaching and learning. Now we have the tools and practices supported by research to show how Title I can achieve its vision of closing equity gaps. Dr. Milton Chen will share practices documented by films, resources from The George Lucas Educational Foundation website, edutopia.org, and others. These practices include project-based learning, cooperative learning, technology integration and greater parental and community involvement.

Dr. Milton Chen is senior fellow at the George Lucas Educational Foundation and chairman of the Panasonic Foundation of New Jersey, which supports district improvement. He is also senior adviser at the Golden Gate National Parks Conservancy and a member of the National Park Service Advisory Board. He has been a director of research at Sesame workshop and an assistant professor at the Harvard Graduate School of Education

Milton Chen
Senior Fellow, George
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Foundation



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Donna Beegle
President, Communications
Across Barriers

 Meet the Author
Tuesday 2/4 12:30pm
see page 5 for details

Poverty, the Unspoken Diversity Issue: Proven Leadership Tools For Breaking Barriers

Change theory says organizations will change when leaders have the necessary knowledge and skills to lead the effort. Dr. Beegle brings both with her unique perspective, having been born into generational migrant labor poverty, dropping out of school at 15, achieving her GED at age 26, studying poverty through the doctorate program and 23 years of research on breaking poverty barriers in education. She assists leaders in changing the statistic that students living in poverty are the least likely to become educated. Dr. Beegle offers proven leadership practices and tools for ensuring that students who are worried daily about evictions, hunger and other impacts of poverty are able to learn and succeed.

Dr. Donna Beegle, President of Communication Across Barriers, is author of *See Poverty...Be The Difference* and *An Action Approach for Educating Students in Poverty*. Dr. Beegle inspires and educates across the nation to improve outcomes for students and families living in the crisis of poverty. She was born into generational migrant labor poverty, married at 15, and earned her GED at 26. Within ten years, she received her Ed.D in Educational Leadership. For more than 23 years, she has traveled thousands of cities in 47 states and four countries to assist professionals with proven strategies for breaking poverty barriers. Her groundbreaking work has been featured in educational journals, on PBS and CNN.



Dialogue With a Master: Engaging Reluctant Readers with Informational Text

Award-winning science author Seymour Simon goes one-on-one with Cornelius Minor, the lively and engaging Staff Developer at Columbia Teachers College Reading and Writing Project. This master class explores Simon's writing process and expert use of the photo essay format to captivate young readers with books about nature, animals, weather and space. It also explores proven techniques for stimulating children's creative writing, and Simon's groundbreaking work as a writer and publisher of eBooks for schools and libraries. This session is designed for leaders seeking powerful techniques to make informational text accessible to students in need of accelerated levels of achievement.

Seymour Simon (@seymoursimon), whom the NY Times called "the dean of [children's science] writers," is the author of 270 highly acclaimed science books. He received the AAAS/Subaru Lifetime Achievement Award for his lasting contribution to children's science literature, and his website is a Webby Honoree, as well as one of ALA's 2012 "Great Websites for Kids." Cornelius Minor (@MisterMinor) taught middle school English Language Arts before joining Columbia University Teachers College Reading and Writing Project as a Staff Developer, where he is expert in the use of technology in workshop classrooms. Minor received The President's Volunteer Service Award (2010), the Teach For America Mentor Teacher Award (2006), and is a Scholastic Fellow.

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Seymour Simon
Author, Award-winning
author; former NYC public
school teacher

Cornelius Minor
Staff Developer, Columbia
Teachers College Reading
and Writing Project



Susan Kessler
Executive Principal,
Hunters Lane High School

April Snodgrass
Assistant Principal, Hunters
Lane High School

Bradley Meyers
Academy Coach, Hunters
Lane High School

Your Kids Are Our Kids Too: Reclaiming the American High School

Learn about an urban high school turnaround, as a school moved from “corrective action” to “good standing” status and reduced discipline issues by over 70%. The whole school was redesigned so that students are teamed by career academies they select. In this school where 78% of the students live in poverty, the staff works to level the playing field for all students by supporting their needs in a variety of ways. Successful student engagement strategies will be highlighted, including the introduction of innovations such as “one lunch” for all students and the “texting principal.” Developing accountability and using the continuous improvement process model will be discussed.

Dr. Susan Kessler has been the Executive Principal of Hunters Lane High School, a Title I School where nearly 80% of the students live in poverty, for the past six years. She has been a teacher, assistant principal and high school principal in two Tennessee school districts. April Snodgrass is the Academy Principal for the Academy of Design and Technology, supervises the school counselors, and is responsible for the master schedule. Bradley Meyers is the Academy Coach, supervising and supporting the implementation of the small learning community model after serving for five years as an algebra teacher. In 2013, he was the school’s teacher of the year.

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The Catalytic Spark: How Principals Build Shared Leadership of Instructional Change in Artful Ways

Principals in Washington State have a story to tell. These Title I schools have harnessed the arts as a pathway to student success. Through an innovative program, Principals Arts Leadership, these leaders have grown their schools’ arts capacities, impacting overall academic success, school culture, and student/family engagement. Learn about their experiences in navigating change and growing as school leaders, developing capacities to engage dynamic shared leadership within the school community. Gain insights into an approach to visioning and planning for the arts that can support all areas of your principalship. Explore instructional/leadership practices you can apply in your schools.

Una McAlinden has been Executive Director of ArtsEd Washington for nine years, during which tenure the Principals Arts Leadership (PAL) program has been developed into a national model. Farah Thaxton and Alan Matsumoto are PAL principals of Title I schools with school wide multi-year arts plans to integrate the arts in core classrooms. Thaxton heads Madrona K-8 in Seattle where the arts are used to increase engagement and provide intervention in reading and math. Matsumoto leads Garfield Elementary in Yakima, which is implementing the district’s first arts integration model. Tracye Ferguson was a principal of a PAL school in Tacoma, Franklin Elementary. This year she became Director of Title I and Early Learning for the Tacoma District.

www.artsedwashington.org

Una McAlinden
Executive Director, ArtsEd
Washington

Farah Thaxton
Principal, Madrona K-8,
Seattle Public Schools

Tracye Ferguson
Director of Title I/LAP and
Early Learning, Tacoma
Public Schools

Alan Matsumoto
Principal, Garfield
Elementary School, Yakima
School District



Danita Woodley
Group Leader, Technical
Assistance & Monitoring,
SASA Programs, U.S.
Department of Education

Stephanie Papas
California Department of
Education

Partnering with Parents to Move Our Schools Beyond Bullying

School climate is an essential factor in determining whether students will be bullied or not. According to the National Center for Education Statistics, nearly 1 in 3 students report being bullied during the school year. Research also supports that students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, and poor school adjustment. This session will provide an overview of the different types of bullying, as well as resources to assist SEAs, LEAs and schools in working with parents of students who experience bullying. Participants will also leave with strategies to enhance parent partnership approaches that effectively prevent and respond to bullying.



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Moving Targets!

Imagine being told that you were ranked last in your District. Imagine being given one year to show growth through a Targeted Assistance Plan. This was our reality. We were missing many academic marks. This session will provide valuable insight about how Homewood Elementary School rose from the bottom to the top in one year's time frame. Our school-wide focus for 2012-2013 was aimed at helping all students hit their individual goals. We strategically targeted students' academic needs through on-going data team meetings and routine progress monitoring. We pressed to provide professional development sessions that targeted effective instructional strategies. We provided differentiated instruction through small-group reading instruction, tailored workstations, and digital learning devices to address the diverse needs of students our building. To hit our academic bulls-eye, we relentlessly pressed toward the mark and helped all students become Moving Targets!

Helen Huggins has taught at Homewood Elementary for the past 30 years. She currently serves as the team leader for her 5th grade team, and is actively involved with the Core Leadership Team. Penny Foye has served as the principal of Homewood Elementary for the past ten years. She is the former Horry County Schools' 2002 District Teacher of the Year. Brandi Housand has taught kindergarten at Homewood Elementary for seven years. She currently serves as team leader for her kindergarten grade level, and she is actively involved with the Core Leadership Team. Tamara Grainger has served as the primary curriculum coach at Homewood Elementary for the past eight years. She has earned the distinguished title of Black Belt for the Common Core State Standards. Julia Long is currently the team leader for her 2nd grade team. She was nominated as the Teacher of the Year at Homewood Elementary School in 2009-2010.

pfoye@horrycountyschools.net

Penny Foye
Principal, Homewood
Elementary

Helen Huggins
Teacher, Homewood
Elementary

Brandi Housand
Kindergarten Teacher,
Homewood Elementary

Tamara Grainger
Primary Curriculum Coach
at Homewood Elementary

Julia Long
2nd Grade Team Leader,
Homewood Elementary



Judy Penny
Program Evaluation
Manager, Title I, Winston-
Salem/Forsyth County
Schools

Carol Montague-Davis
Assistant Superintendent
for Secondary Schools,
Winston-Salem/Forsyth
County Schools

Leslie Alexander
Principal, John F. Kennedy
High School, Winston-
Salem/Forsyth County
Schools

Sean Gaillard
Principal, Wiley Middle
School



The Lord of the Rings: The Journey of Title I Principals From Data Overload to Enlightenment

We will present a new way to push out data to Title I schools - the data notebook: what we include and the use of graphs to make the information more meaningful. We will discuss monthly data sessions for principals and share activities developed to engage them, and to assist them in understanding their school data, in leading courageous conversations about their data, and in using the data for school improvement. We will also present our simulation training on the CNA process. Finally, a Title I principal will discuss using these activities with her staff, infusing data into faculty meetings, and making data usage for instructional decision-making part of the school's culture.

Dr. Judy Penny has done research and evaluation of community-based programs for over 30 years. She is currently the Title I Program Evaluation Manager for the Winston-Salem/Forsyth County Schools. Ms. Carol Montague-Davis has worked at middle/high schools in the classroom, athletics, and administration. She had 16 years experience as a principal, including a Title I high school, before her current role as Assistant Superintendent/Secondary. Ms. Leslie Alexander is Principal of Kennedy High School, a Title I school. Previously, she has served in the classroom and a variety of other school support roles. She is completing her Ed.D. in Educational Leadership. Sean Gaillard is in his fifth year as Principal of Wiley Middle School, a Title I school, in Winston-Salem, NC. He has served and supported students, parents, and teachers as an educator for 23 years.

jmpenny@wsfcs.k12.nc.us

A Blended Professional Development Model: Integrating Literacy and Technology in the Primary Grades

Presenters will describe a blended professional development model, which includes monthly face-to-face sessions, bi-weekly classroom coaching visits and online episodes using Voicethread, a Web 2.0 tool. The professional development goals were to improve teachers' literacy content knowledge and pedagogical skills and to enhance students' reading readiness knowledge using technology, including iPads. We will provide attendees with a detailed description of the blended professional development model component, highlighting the barriers and successes of the model. Data to be shared includes professional development surveys, work samples, and teachers' comments.

Kelly Maki has over 11 years of experience as a classroom and special education teacher in primary grades in a large urban school district and more specifically in Title I elementary schools. Additionally, she has served as an Instructional Coach and Professional Development Facilitator. She has presented on early literacy instruction and instructional technology at the school and district levels. Dr. Bronwyn McLemore, Curriculum Specialist, has been a literacy researcher and consultant for the past 12 years with a focus on work in Title I schools.

kelly.maki@unf.edu

Kelly Maki
Coordinator, Education/
Training Programs, Florida
Institute of Education

Bronwyn McLemore
Curriculum Specialist,
Florida Institute of
Education



Linda Bone
Professor/Author,
Charleston Southern
University

M Is for Metacognition: Strategies for Maximizing Teachers' Brains and Instructional Flexibility

Working in Title I sites as a leader is at once exciting and exhausting. There is so much important research to consider, but none, I maintain, as critical as the neuro-science surrounding metacognition. Maintaining a highly creative, connected mind is what one must do in order to reach students who come to us with so many challenges. Yet, the inherent stress in our workplaces and the chatter in our own minds create cognitive dissonance. Leading teachers and schools to a brain-friendly place is the true challenge of our Title I teams. Learning about the brain: what it likes, how it works, and what makes it unhappy will give leaders fresh vision and insight, beginning with their own brains.

Linda Karges-Bone, Ed.D is a professor in the School of Education at Charleston Southern University in Charleston, South Carolina, where she prepares future teachers and writes frequently for educational and parenting journals and other media. Dr. Bone is also the director of Education InSite, a consulting firm. She has trained thousands of teachers at the graduate and undergraduate level and done workshops and keynotes in 36 states. The author of 29 books, including *Differentiated Pathways of the Brain*; *Breaking Brain Barriers*; *More Than Pink and Blue: It Is the Gray that Matters*; *Brain-Framing: Instructional Planning With the Brain in Mind*. Dr. Bone is also host of a national radio program on parenting.

www.educationinsite.com



How to Close the Achievement Gap

The Wongs have spoken to over a million people. No platitudes, philosophy, or jargon. Rather, they offer pragmatic, implementable strategies that work to help students succeed. The examples they show of how smoothly classes run in challenging situations will blow your mind, yet they are all easily implementable. They helped a school achieve AYP in two years, the first ever for a public school on an Indian reservation. They helped turn the second lowest achieving school in an urban district from chaos into a safe, nurturing and academic school in one year. You will learn how to close the achievement gap, with little cost. What the Wongs share works and has been used by thousands of educators.

Harry is the recipient of the National Teacher Hall of Fame Lifetime Achievement Award, the Horace Mann Outstanding Educator Award, was nominated for the Brock International Prize in Education, and *Instructor* magazine named him one of the twenty most admired people in education. Rosemary is the recipient of the Distinguish Alumnus Award from Southeastern Louisiana University and Louisiana State University, the Silicon Valley Woman of Distinction Award and was nominated for the Brock International Prize in Education.

RWong@HarryWong.com

Harry Wong
Teacher, Author,
Consultant

Rosemary Wong
Teacher, Author,
Consultant



Carlos McCauley
Acting Director of Office of
School Turnaround, U.S.
Department of Education

SIG: What Does the Data Say About Success?

Through the SIG program, the U.S. Department of Education has invested over \$5 billion in turning around the nation's low-performing schools. This session will highlight what we are learning about the SIG. What does the data say and what are some examples of success?



Carlos.McCauley@ed.gov

America's Best Places to Work: Using School Culture to Drive Student Achievement

Participants will work collaboratively to uncover the parts of their school culture in need of improvement. Upon doing so, I will share how our faculty built upon our existing school culture to form a Culture Committee that has helped us to authentically uncover and address our school's areas of growth for faculty. Participants will be given concrete tips to achieve a similar outcome at their respective schools. Finally, participants will work to identify their strengths so that they can reflect on how they will leverage their strengths, and the strengths of their colleagues, to achieve such a feat.

Andrea Miller began her career as a double certified Secondary Mathematics and Social Studies teacher within a Metro Atlanta high school. She also worked coaching new teachers, curriculum writing and professional development facilitation. Currently, she serves as the Instructional Coach of South Atlanta High School of Law and Social Justice, a 2012 national Title I Distinguished School. She also serves as an Internship Coach for the Summer Principals Academy of Columbia University. Throughout her various roles, Ms. Miller is best known for using her acute ability to build authentic trusting, yet transparent, relationships with colleagues in order to implement innovative classroom and schoolwide strategies.

andrea.p.miller@gmail.com

Andrea Miller
Instructional Coach, Atlanta
Public Schools



David Dockterman
Adjunct Lecturer on
Education, Harvard
Graduate School of
Education

Building a Growth Mindset for Math

Perseverance is the one Common Core math practice that weaves through all the others. It's also a key trait that many struggling students lack. For them, struggle leads to resignation. Student resilience in math comes through a combination of effective learning skills and a sense of self-efficacy: a belief that through effort one can achieve mastery. Learn how to help students, teachers, and parents develop and support the growth mindset that underlies motivation and success in any math intervention.

A popular speaker, David Dockterman is a nationally recognized pioneer in the development and implementation of technology for classroom instruction. A former classroom teacher, David helped found Tom Snyder Productions in 1982 while earning his Ed.D. from the Harvard Graduate School of Education. He has designed dozens of award-winning computer programs including "Science Court" and "The Great Ocean Rescue." Most recently, Dr. Dockterman served as a key adviser for the development of MATH180, a revolutionary math intervention program for the Common Core. He is an Adjunct Lecturer on Education at the Harvard Graduate School of Education where his course, Innovation by Design, draws students from around the world.

david_dockterman@gse.harvard.edu



The Leadership Team: Champions of Your Vision

Are you wondering how to mobilize and inspire your building's leaders? Do you need help with developing and clearly identifying the roles and responsibilities of the leadership team members? Are you also wondering how to build the capacity of your classroom teachers so that it can be directly reflected in your classrooms? You will be given the opportunity to dialogue with two principals who combined their time, money, and leadership teams. You will walk with them through their journey with their building leaders beginning at their summer leadership team retreat and ending at their second quarter benchmark exams. Also addressed: collaborative planning, data inquiry, and professional development.

Monique Sloan is a fourth year principal at Calverton Elementary School in Beltsville, Maryland. She has been in education for 13 years and has been a classroom teacher, a mathematics specialist, and an Assistant Principal. She is currently a Doctoral Candidate and her area of research is second generation latino students and the achievement gap. Monique is a Nationally NAESP Certified Mentor Principal and is passionate about education. HeNina Bunch is the Principal of Princeton Elementary School in Prince George's County. Prior to becoming a principal she was an elementary school teacher for five years in grades 3-5 and led her school as the Science Coordinator. Her educational background began with Prince George's County Public Schools and Montgomery County Public Schools. She obtained a Bachelor of Science Degree in Elementary Education from Morgan State University and a Master's Degree from National Louis University in Curriculum and Instruction. Currently she is a doctoral student at NOVA Southeastern University.

Monique.Sloan@pgcps.org

Monique Sloan
Principal, Calverton
Elementary School

HeNina Bunch
Principal, Prince George's
County Public Schools



Ellen Osborn
Compliance Coordinator,
Fort Wayne Community
Schools

Kimberly Brooks
Title I Manager, Fort
Wayne Community Schools

Who Knew Your Title I Compliance Binder Could Be So Easy? Your Complete Guide to Easy and Compliant

This presentation will explain how to revitalize your Title I compliance binder. You will be able to move away from a less than desirable or convoluted binder to a fantastic comprehensive binder knowing exactly what you need. This workshop will show you how to design a comprehensive compliance binder using specific and meaningful templates and table of contents. Participants will engage in interactive activities with sample templates and tools you can use right away along with a step by step outlined table of contents developed by Fort Wayne Community Schools' Title I district staff in Indiana.

Kimberly Brooks and Ellen Osborn have 33 years of combined experience with Fort Wayne Community Schools, which is the largest school district in Indiana. Kim, Title I Manager, is responsible for overseeing Title I, Part A and D grants which serve over 70 public, non-public, pre-K, neglected and delinquent institutions. She is instrumental in the writing and executing of School Improvement Plans at the building and district level. Ellen, Title I Compliance Coordinator, has provided program support and compliance monitoring for 26 Title I and 17 ARRA buildings. She has collaborated with colleagues at state and local levels in developing an effective system of support. Both have presented at district-wide parent conferences and workshops.

kimberly.brooks@fwcs.k12.in.us

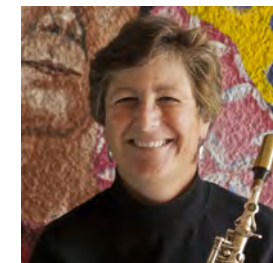


Developing Reading Education With Arts Methods: Uncovering Capability and Supporting Student Success

Integrating the arts into the curriculum in Title I schools (indeed all schools) provides significant opportunities for students to engage in reading and succeed in learning. Students and teachers are remarkably capable given the opportunity. DREAM opens the possibility to the students and teachers to engage deeply in the reading curriculum. DREAM is highly accessible and easily replicable. This session will be of interest to elementary schools, and those interested in reading, professional development, English Language Learners, creativity, and of course, the arts! Funding for the research of DREAM was provided by the Department of Education. The project is based in southern California.

Merryl Goldberg, Chair, Visual and Performing Arts, California State University San Marcos and author of numerous publications including the book *Arts Integration: Teaching Subject Matter Through the Arts in Multicultural Settings*. Recognized leading author, presenter, and researcher on arts integration with numerous publications, and grants including DOE, NEA, Spencer/MacArthur, Fulbright-Hays, California Arts Council and more.

goldberg@csusm.edu



Cara Shelton
Nationally Board Certified
Teacher, Maclary
Elementary School

Joanne Gardner
Teacher, Maclary
Elementary School

Darcie Toone
Teacher, Maclary
Elementary School

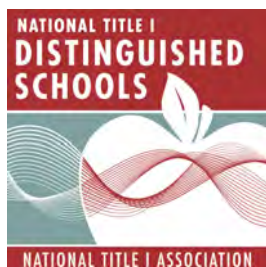
Ed Purzycki
Teacher, Maclary
Elementary School

From Concrete to Abstract: Deepening Students' Comprehension of Texts

This workshop will focus on strategies to improve students' comprehension skills. Participants will engage in hands-on experiences that provide an "anchor" for students' learning. The "anchor" will then be transferred to a text for participants to create meaning.

Cara Shelton has been teaching for 17 years. She is a Nationally Board Certified Teacher and Teacher Consultant for the Delaware Writing Project. Joanne Gardner has been teaching for 7 years. She is a fifth grade teacher. Joanne has participated in workshops on explicit reading instruction and has designed instruction that has positively impacted student achievement. Darcie Toone has been teaching for 8 years. She is a third grade teacher in an inclusive setting. Darcie is the Social Studies Content Chair for her school. Ed Purzycki has been teaching for 8 years. Ed is the third grade team leader. He has participated in numerous workshops in the area of reading.

SHELTONC1@christina.k12.de.us



"Please Stop Calling Me At-Risk" The Power of Resilience in Today's Urban Youth

In the fall of 2002, the Urban Learning and Leadership Center was asked to provide training for schools listed in Governor Mark Warner's Partnership for Achieving Successful Schools (PASS) initiative. PASS targeted more than 100 academically warned schools based on the results of the Standards of Learning exams. As Director of the Urban Learning and Leadership Center, Dr. John Hodge worked with 34 of these schools and the Achievable Dream Academy to transform the teaching and learning process. In this engaging presentation, Dr. Hodge will illustrate ways that children who are born with factors that place them at risk of failure can grow into productive citizens. He truly believes that, "as educators, we must stop calling students at risk and begin to develop their resilience."

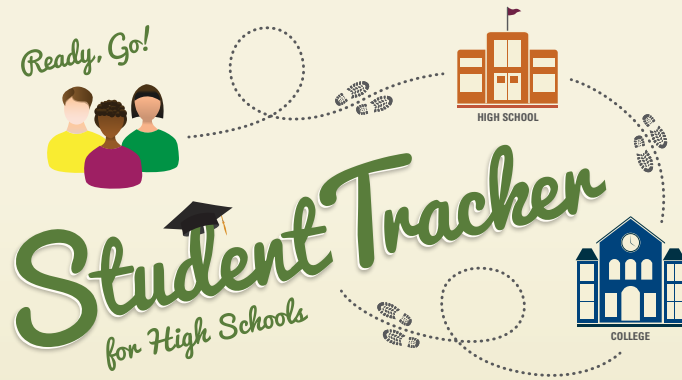
Dr. John W. Hodge is president and co-founder of Urban Learning and Leadership Center (ULLC), an organization focused on student achievement and reduction of the achievement gap. He has served as a reading teacher, English teacher, AVID teacher, Assistant Principal and Associate Director of AVID Center Eastern Division and as Director of An Achievable Dream Academy. This inner city school piloted many of the interventions used by the Urban Learning and Leadership Center. Dr. Hodge's ability to put research and theory into everyday practice in rural, urban and suburban schools is well documented. He has helped educators throughout the country make the necessary changes to help all children meet and exceed rigorous academic standards. He is truly one of America's most respected new voices in education.

jhodge@ullschools.com

KEYNOTE

John Hodge
President, Urban Learning
and Leadership Center





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StudentTrackerSM is the nation's most powerful tool for benchmarking how students enroll, persist, and graduate college and improving the way you prepare future students for higher education. Affordable and accurate, StudentTracker provides you with:

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- Percent enrolled in the fall after graduation
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- Get the full picture from high school to college
- Compare trends by gender, race, ethnicity, etc.
- Most popular colleges where students enroll

Get the Answers You Need, Contact Us Today

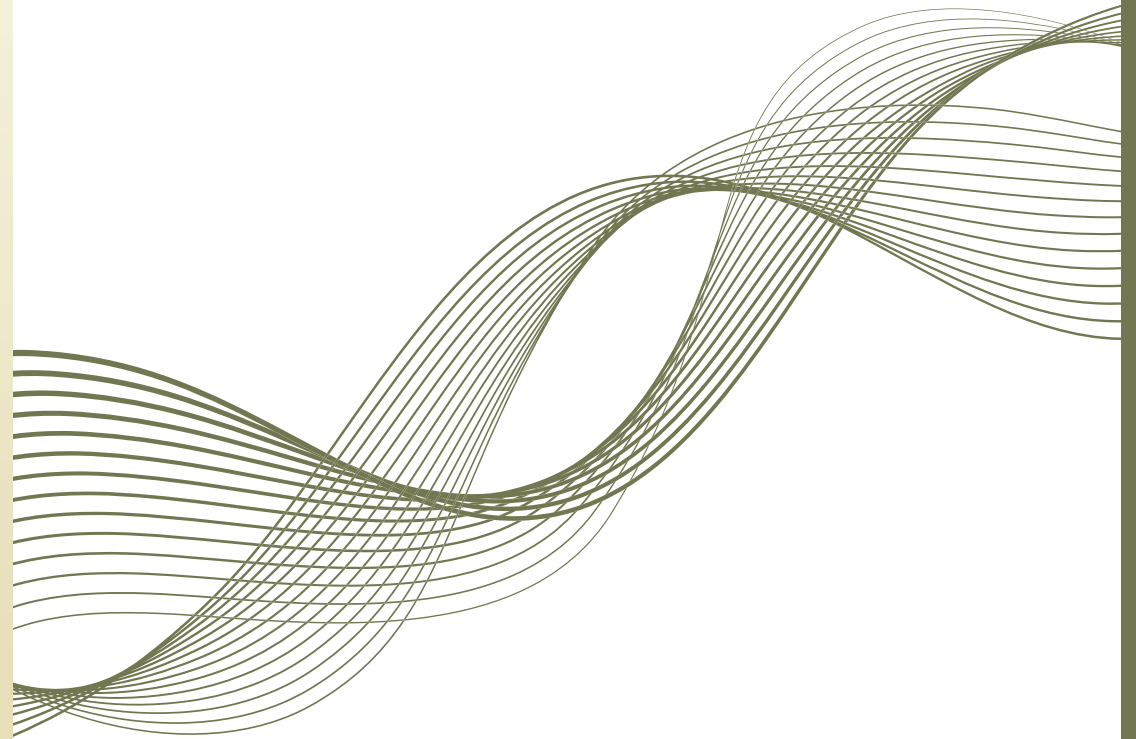
To find out how you can use StudentTracker to learn the college success of your former high school students, contact us at stservices@studentclearinghouse.org or visit www.studentclearinghouse.org/highschools.

And...ask us how you can eliminate transcript delivery costs with our secure 24/7 Electronic Transcript ExchangeSM.

**NATIONAL STUDENT
CLEARINGHOUSE**

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WEDNESDAY



WEDNESDAY
February 5

WEDNESDAY

LEADERSHIP

BALLROOM 6

9:00 AM - 11:30 AM

KEYNOTE

"INOCENTE" A Discussion and Film About the Importance of the Arts in Education

Concern is voiced from many quarters that the national obsession with test-taking has blunted students' creativity. Success in the workforce frequently requires creative problem-solving skills that can be encouraged through arts-based educative practices.

Join us for an informative panel discussion focused on a number of innovative approaches to integrating the arts into the curriculum. Attendees will hear a variety of perspectives from research, state, district, and school leaders from California and Arizona, as they discuss aligning local, state, and federal policy to support arts education in achieving Title I goals. Audience participation is encouraged during this insightful grand finale.

We will close the session with a showing of the 2013 Academy Award winning documentary "INOCENTE," a story about one girl's journey to overcome insurmountable challenges, graduate from school, and pursue her dream of becoming an artist. "INOCENTE" is an intensely personal and vibrant coming of age documentary about a young artist's fierce determination to never surrender to the bleakness of her surroundings.

www.artsed411.org



Monique Chism

Director of Student Achievement and School Accountability Programs, U.S. Department of Education

Steve Venz

Principal, Quincy Jones Elementary, Los Angeles, CA

Lynn Tuttle

Director of Arts Education, Arizona Department of Education

Joe Landon

Executive Director, California Alliance for Arts Education

Lauren Stevenson

Principal Researcher, Junction Box Consulting

Matt D'Arrigo

CEO of Arts a Reason to Survive

Jeff Breashears

Education Administrator, CA Department of Education.



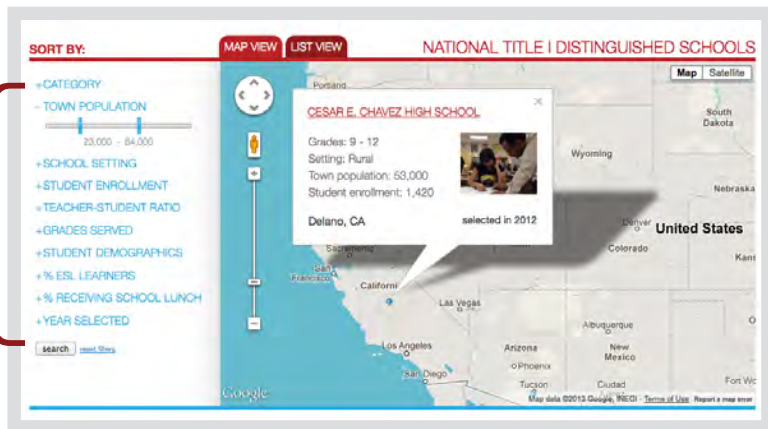
NATIONAL TITLE I
DISTINGUISHED
SCHOOLS

LEARN MORE!

ABOUT THE NATIONAL TITLE I
DISTINGUISHED SCHOOL
PROGRAM

(AND WHAT MADE THIS
YEAR'S HONOREES
SO SUCCESSFUL)

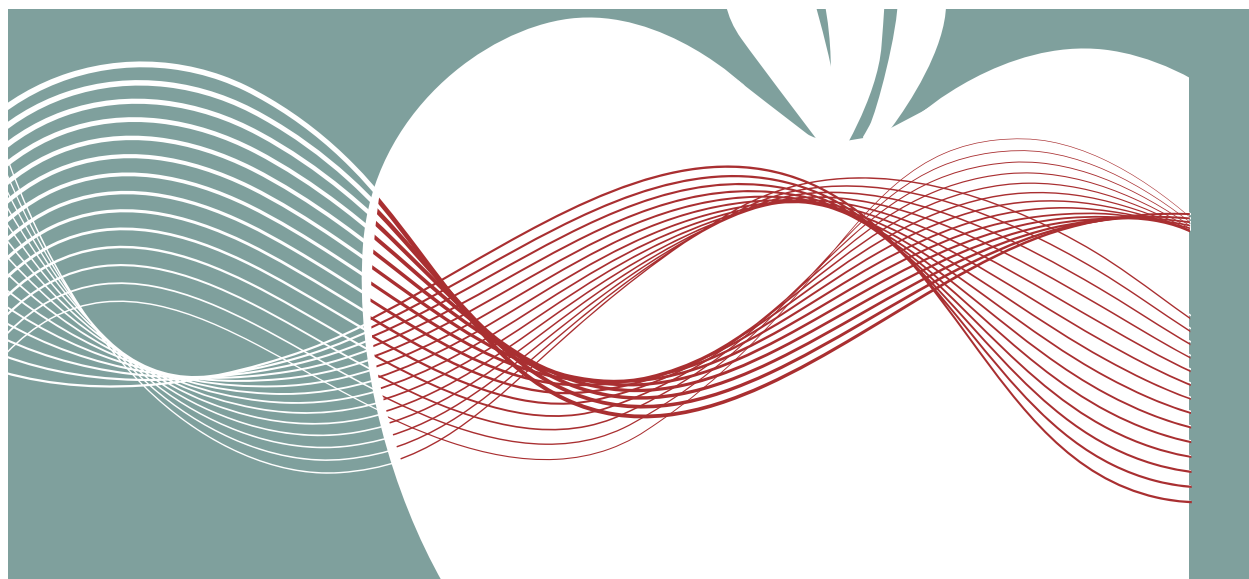
Filter for school
size and
demographics
to find schools
closest to your
own and see
what kind of
programs they
use the can be
replicated.



Visit www.titlei.org for full details.

NATIONAL TITLE I DISTINGUISHED SCHOOLS

DISTINGUISHED SCHOOLS



NATIONAL TITLE I ASSOCIATION

NATIONAL TITLE I DISTINGUISHED SCHOOLS

SCHOOLS ARE SELECTED IN ONE OF
THE FOLLOWING CATEGORIES:

CATEGORY 1:

Schools exhibiting exceptional student
performance for two or more consecutive years

CATEGORY 2:

Schools that close the achievement gap
between student groups



Read the full details of all of this year's National Title I Distinguished Schools at www.titlei.org.

The National Title I Association has been selecting examples of superior Title I school programs for national recognition through the National Title I Distinguished Schools program since 1996.

These schools demonstrate a wide array of strengths, including team approaches to teaching and learning, focused professional development opportunities for staff, individualized programs for student success and strong partnerships between the school, parents and the community. What makes National Title I Distinguished Schools' stories especially powerful are the documented student achievement gains that have resulted from their innovations.

The 59 schools honored at this year's conference were selected in 2013 by their individual states based on a combination of student of academic achievement and the creative and innovative programs that contribute to their success. They join hundreds of other distinguished schools making a difference for our nation's Title I children.

CATEGORY 1

Walnut Grove Elementary School

in New market

Humboldt Elementary School

in Humboldt

Brookland Elementary

in Brookland

Swink Elementary School

in Swink

Lake Forest North Elementary School

in Felton

Meadowlane Elementary School

in Hialeah

Jefferson Academy

in Jefferson

CATEGORY 2

Mentasta Lake School

in Mentasta Lake

Nautilus Elementary School

in Lake Havasu

Helen Tyson Middle

in Springdale

Nisley Elementary School

in Grand Junction

R. Elisabeth Maclary Elementary School

in Newark

Lincoln-Marti Charter School Little
Havana Campus in Miami

Chase Street Elementary School

in Athens

AL

ALABAMA

AK

ALASKA

AZ

ARIZONA

AR

ARKANSAS

CO

COLORADO

DE

DELAWARE

FL

FLORIDA

GA

GEORGIA

CATEGORY 1

Ramsey Elementary School
in Coeur d'Alene

Miami Elementary
in Lafayette

**K. O'Loughlin McCarthy
Elementary School** in Hays

Beechwood Elementary School
in Fort Mitchell

Joseph Davies Elementary School
in Meraux

New Song Academy
in Baltimore

Meyer Elementary School
in Lexington

ID IDAHO

IN INDIANA

KS KANSAS

KY KENTUCKY

LA LOUISIANA

MD MARYLAND

MI MICHIGAN

MS MISSISSIPPI

CATEGORY 2

Kennedy Elementary School
in Rexburg

Washington Elementary School
in Ft Wayne

Curtis Middle School
in Wichita

Cuba Elementary School
in Mayfield

Bridgedale Elementary
in Metairie

Robert R. Gray Elementary School
in Capitol Heights

Kingsley Area Elementary School
in Kingsley

South Forrest Attendance Center
in Brooklyn

CATEGORY 1

Walton Elementary School
in Jackson

Boulder 7-8
in Boulder

Alice Maxwell Elementary
in Sparks

Terence C. Reilly, School No. 7
in Elizabeth

Jonathan Valley Elementary School
in Waynesville

Ben Franklin Elementary
in Grand Forks

Wheelersburg Elementary
in Wheelersburg

MT MONTANA

NE NEBRASKA

NV NEVADA

NH NEW HAMPSHIRE

NJ NEW JERSEY

NC NORTH CAROLINA

ND NORTH DAKOTA

OH OHIO

CATEGORY 2

Valley View Elementary
in Great Falls

Wasmer Elementary School
in Grand Island

C.T. Sewell Elementary
in Henderson

Adeline C. Marsten School
in Hampton

Calvin Wiley Elementary School
in Greensboro

T.C.P. World Academy
in Cincinnati

CATEGORY 1

Tualatin Elementary
in Tualatin

Clay Elementary School
in Ephrata

Waterloo Elementary
in Waterloo

Hillside Colony Elementary
in Doland

John P. Freeman Optional School
in Memphis

Nibley Elementary
in Nibley

Lorton Station Elementary School
in Lorton

Madison Elementary
in Everett

Southside Elementary School
in Powell

OR

OREGON

PA

PENNSYLVANIA

SC

SOUTH CAROLINA

SD

SOUTH DAKOTA

TN

TENNESSEE

UT

UTAH

VA

VIRGINIA

WA

WASHINGTON

WY

WYOMING

CATEGORY 2

Self Enhancement Inc. Academy
in Portland

Homewood Elementary
in Conway

Timber Lake High School
in Timber Lake

Germanshire Elementary School in
Memphis

Provost Elementary
in Provo

Elizabeth Scott Elementary School
in Chester

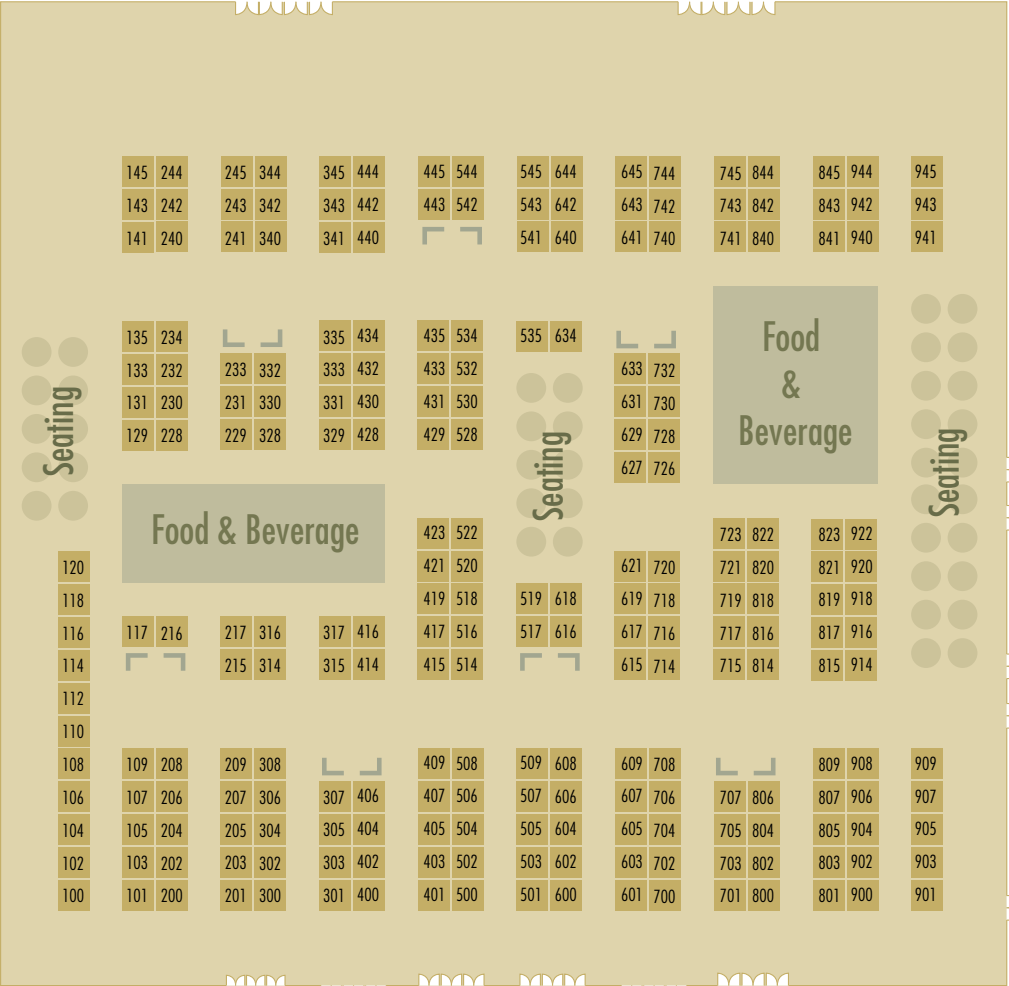
Neah Bay Elementary School
in Neah Bay

EXHIBITORS



EXHIBITORS

Featured Sessions



General Sessions and Registration



EXHIBIT HALL HOURS

SUNDAY
12:00 pm – 5:30 pm

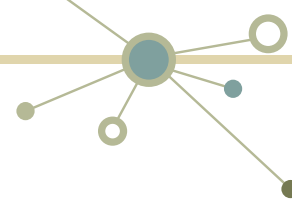
MONDAY
8:00 am – 3:30 pm

TUESDAY
8:00 am – 3:00 pm

EXHIBIT HALL

The National Title I Conference Exhibit Hall is full of opportunities to learn more about the latest in educational offerings available to help Title I programs excel. More than 150 leading companies show their support for Title I by sharing their products and services with attendees. We encourage you to visit them and learn more about available options.

Each exhibitor is provided with an ipod that can be used to gather contact information for attendees that have shown interest in their product or service. This is an excellent way for attendees and exhibitors to stay in touch post-conference. Simply scan your badge to store your data. Subsidized food for purchase is available in the Exhibit Hall during all open hours.



95 Percent Group Inc.

Booth #328

Founded by Susan L. Hall, EdD, 95 Percent Group Inc. offers single-day professional development workshops, multiyear implementations, and comprehensive intervention products to help struggling readers succeed.

www.95percentgroup.com

Abrams Learning Trends

Booth # 700, 702

Publisher of Early Childhood Educational Materials. Pre-K-grade5. “Home of the Letter People” Curriculum, Kindervention, Our BookBlog, Key Links, Content Area Reading Success, Reading Trends, Interactive Big Books with digital modules, and more.

www.abramslearningtrends.com

Academic Entertainment, Inc.

Booth # 421

Outstanding K-12 School Assembly Programs Nationwide Since 1996. Representing - Keith Deltano - Bully Proof Your School: How to Reduce Bullying and What to do When it Occurs. Presenting Tues, February 4 @ 8:00 AM – Room #1.

www.AcademicEntertainment.com

Academic Therapy Publications

Booth # 434

Academic Therapy Publications is a publisher of special education materials, most notably assessments and materials for struggling and reluctant readers. ATP's 'Arena Press' imprint has just released Word ID: Assessment Across the Content Areas

www.academictherapy.com

Achieve3000

Booth # 204, 206

Achieve3000® is the leader in differentiated instruction. Our innovative online solutions are scientifically proven to dramatically increase reading and writing proficiency and high-stakes test performance for students in grades 2-12.

www.achieve3000.com

Aha! Process

Booth # 344

www.ahaprocess.com

American Book Company

Booth # 329

Your no cost Common Core, Smarter Balanced, NGSS, ACT, PLAN, EXPLORE preview books and e-books are available at our booth #329 while supplies last!

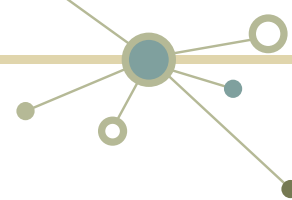
www.americanbookcompany.com

Amplify

Booth # 504, 506

Amplify is reimagining the way teachers teach and students learn. Our products and services are leading the way in data-driven instruction, one-to-one mobile learning and next-generation digital curriculum and assessment.

www.amplify.com



Appddiction Studio

Booth # 141

Real Time Solutions for Bullying in Our Schools will address bullying and related issues with “real-time” smartphone application “apps”. Protecting over 75,000 kids and being piloted by Los Angeles Unified School District.

www.appddictionstudio.com

ASCD

Booth # 330, 332

www.ascd.org

Backpack Gear Inc.

Booth # 602

Backpack Gear, Inc. is a wholesale and Distributor of backpacks, duffel bags, bulk school and office supplies, hygiene products and general merchandise. In addition, we customize kits for students, teachers, recruiting, disaster relief and community events. Our Mission is to provide our customers with high quality products at competitive prices.

www.backpackgearinc.com

Benchmark Education Company

Booth # 304, 306

Benchmark Education publishes high-quality literacy, intervention and content-area materials that have been proven effective with Title I and ESL students. We also offer e-resources, Spanish language materials, and on-site professional development.

www.benchmarkeducation.com

Blueberry Hill Books

Booth # 606

The Blueberry Hill leveled fiction and non-fiction books ensure success for every student! Children love reading about the recurring characters, especially Fluffy and Charlie. Teachers love the books because they work!

www.blueberryhillbooks.com

Booksource

Booth # 706, 708

www.booksource.com

BrainPOP

Booth # 604

BrainPOP® creates animated, curricular content that engages students, supports teachers, and bolsters achievement. Our award-winning online resources include BrainPOP Jr.® (K-3), BrainPOP, BrainPOP Español™, BrainPOP ESL™, and GameUp™.

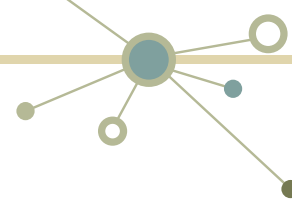
www.brainpop.com

BRANE Educational Consultants

Booth # 519

Our C.O.A.C.H. Approach to Powerful Instruction offers the most up-to-date professional development specifically designed for Title I schools. We provide “real world” tools that work with struggling learners to produce winning results in classrooms.

www.braneconsulting.com



Camp Invention

Booth # 423

Become a part of something big...By hosting Camp Invention, you are partnering with the only nationally recognized, non-profit elementary enrichment program backed by The National Inventors Hall of Fame.

www.campinvention.org

Canon U.S.A., Inc.

Booth # 316

Canon U.S.A., Inc., is a leading provider of consumer, business-to-business and industrial digital imaging solutions and is committed to the highest level of customer satisfaction and loyalty.

www.usa.canon.com/imageprograf

Catapult Learning

Booth # 402, 404

www.catapultlearning.com

Cayen Systems

Booth # 120

www.cayen.net

Committee for Children

Booth # 534

Creators of research-based Second Step program, Committee for Children's social-emotional learning, bullying prevention and personal safety programs teach millions of children skills that can help improve academics and transform school communities.

www.cfchildren.org

Common Core Writing Academy

Booth # 909

Common Core Writing Academy designs custom professional development programs to strengthen the teaching of writing. Consultants prepare educators to focus on writing of narrative, informative, technical, and argumentative writing in content areas.

www.commoncorewritingacademy.com

Cover One

Booth # 621

CTB/McGraw-Hill

Booth # 207, 209

www.CTB.com

C-Tech

Booth # 110

C-Tech is a workforce development company that specializes in educating at-risk youth, incarcerated individuals and CTE students in the broad connectivity industries by employing a one-of-a-kind teaching method of 70% hands on and 30% lecture.

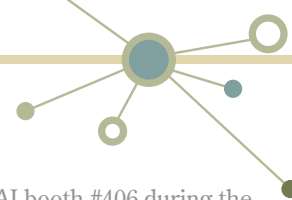
www.ctechprograms.com

Damand Promotions

Booth # 615

The Parent's Homework Dictionary empowers parents with knowledge to help their children succeed in school. This book comes in 10 languages in the major subject areas. Books are designed to be easily understood with bilingual examples (ESL books).

www.damand.com



DataWORKS Educational Research

Booth # 600

DataWORKS provides materials/training to help teachers successfully deliver Common Core Standards. Learn how to develop and teach powerful lessons based on Common Core Assessments while maintaining student engagement and Checking for Understanding.

www.dataworks-ed.com

Delaney Educational Enterprises, Inc.

Booth # 941

Delaney Educational has been servicing schools for over 40 years, representing over 150 Publishers. We specialize in Classroom Libraries, Classroom Materials, Media Center, Technology, Teacher Resources, and Common Core.

www.Deebooks.com

Digital Edge Learning

Booth # 601

digiCOACH is designed for comprehensive walkthroughs, allowing administrators to observe instruction and provide meaningful feedback and coaching tips to their teachers instantly. digiCOACH collects data to drive professional development CCSS needs.

www.digicoach.com

Doceri by SP Controls

Booth # 922

The Doceri Classroom offers high-end features at fraction of the cost of comparable systems. Wirelessly control your computer and all your presentation equipment while moving freely around the room and interacting with your students.

www.doceri.com

EAI Education

Booth # 406

EAI Education serves all schools in the 50 states. Orders placed at EAI booth #406 during the Title I Conference will receive a 15% discount and any order over \$35.00 is Free Shipping.

www.EAIeducation.com

East West Discovery Press

Booth # 241

Publisher and distributor of K-12 multicultural and bilingual books in 50 + languages including Arabic, Burmese, Chinese, Farsi, Hindi, Hmong, Japanese, Korean, Punjabi, Russian, Somali, Spanish, Tagalog, Urdu, Vietnamese, etc.

www.eastwestdiscovery.com

Educate Online

Booth # 741

Educate Online builds critical math, reading and writing skills through one-on-one personalized online tutoring. We provide competency-based assessment, adaptive technology, personalized instruction and predictive analytics to K12 institutions.

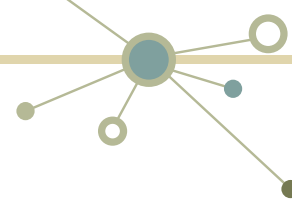
www.educate-online.com

Education Resource Group, LLC

Booth # 535

ERG is dedicated to modern and innovative staff development that focuses on the job-embedded coaching process. No substitutes are needed! Our job-embedded approach is grounded in everyday teaching practices in order to increase student achievement.

www.myedresource.com



Educational Testing Consultants

Booth # 129

www.etctestprep.com

Educators Outlet Inc.

Booth # 112

Your source for math, science and language arts manipulatives and classroom resources. We are known for our customized math kits made to our customer's specifications. A sample of the new F.U.N.™ Empty Number Line will be available to review.

www.educatorsoutlet.com

Empower Educational Consulting

Booth # 104

Visit the Empower booth for your chance to see great tools for increasing your student skills and proficiency in literacy and math. Empower is a professional development company experienced in both turn around and excelling schools. Make time, visit!

www.empowerec.com

Erase-Right

Booth # 231

Erase-Right Erasers help raise test scores by making sure that your students are assessed correctly. Machine scoring errors lower standardized test scores. Take control of these scoring errors by using the Erase-Right erasers and pencils.

www.eraseright.com

ETA hand2mind

Booth # 303

www.etacuisenaire.com

Excel Math

Booth # 417

Excel Math is K-6 math materials that successfully build proficiency and raise test scores. The cost is \$11 per student per year. A Summer School Curriculum is also available.

www.excelmath.com

Exemplars

Booth # 640

Exemplars publishes performance tasks for instruction & assessment in math. Our real world problem solving engages students & is differentiated at 3 levels. Newly developed material is designed to support CCSSM. Rubrics & anchor papers are included.

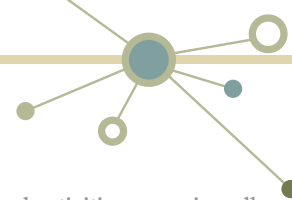
www.exemplars.com

ExploreLearning

Booth # 814

ExploreLearning develops online solutions to improve learning in math and science including: Gizmos - online simulations for math and science, grades 3-12; and Reflex (www.reflexmath.com) - a powerful math fact fluency solution.

www.explorelearning.com



Family First / All Pro Dad

Booth # 629

"All Pro Dad's Days" and "iMOM Mornings" are school breakfast programs where dads/kids and moms/kids can spend time together one morning every month engaging in meaningful conversation that strengthens their relationship and benefits the school.

www.familyfirst.ne

Family Leadership Inc- Parenting Partners

Booth # 414, 415

Parent engagement solutions! Create vital contributors to academic success with our research-based training/curriculum. Comprehensive parenting & leadership skills. Builds sustainable site-based teams. Affordable. Spanish & English. National leader.

www.familyleadership.org

Family Math Night by Math Unity

Booth # 530

Building strong family-school partnerships through fun and engaging Family Math Night events. Our K-5 kits come complete with everything needed to run a successful event. We make it easy to get parents involved on an academic level!

www.familymathnight.com

First Book

Booth # 920

First Book is a nonprofit social enterprise that provides access to new books for children in need. We work with a rapidly growing network of over 55,000 educators and education programs nationwide, dedicated to serving low-income children.

www.firstbook.org

Flocabulary

Booth # 704

Flocabulary is an online library of educational hip-hop songs, videos and activities spanning all subjects, K-12. Hundreds of thousands of teachers use Flocabulary to reinforce critical academic content in a uniquely engaging and powerful way.

www.flocabulary.com

Follett

Booth # 701, 703

Follett provides educationally relevant content, integrated educational technology solutions, and value-added services to PreK-12 schools and districts in the United States and around the world.

www.folletlearning.com

FranklinCovey

Booth # 505, 507

What could you achieve with a school full of great leaders? Visit us to learn about The Leader in Me, a school-wide leadership model based on The 7 Habits of Highly Effective People. Over 1200 schools are experiencing transformational results.

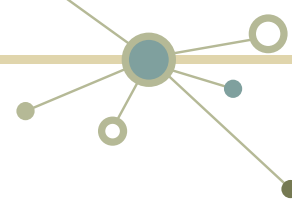
www.leaderinme.org

Frog Publications, Inc.

Booth # 205

Systematic reinforcement programs, individualized educational plans, differentiated instruction, terrific, ready-to-use learning centers, take-home parental involvement program, daily review, critical thinking and dual language!

www.frog.com



Generation EQ

Booth # 430

Pocket Full of Feelings, brought to you by Generation EQ, is a fun and easy-to-use emotional literacy program comprised of unique pieces which provide over 50 ways to teach children how to recognize and deal with their feelings successfully!

www.pocketfulfeelings.com

Geoleg Math

Booth # 514

GeoLeg Math provides supplementary materials. We focus on math vocabulary and materials/curriculum that engage students. We are strong in measurement and geometry strands which support computation, algebraic thinking and fractions. Grades 3 - 12

www.geoleg.com

Great Books Foundation

Booth # 634

The Great Books Foundation is a nonprofit educational organization that advances the critical thinking and civic engagement of readers of all ages through Shared Inquiry, and discussion. We improve reading comprehension and critical thinking skills.

www.greatbooks.org

Heinemann

Booth # 103, 105

Heinemann is a publisher of professional resources for K-12 educators, including ELL and dual language/bilingual. Our commitment to our work and customers' enthusiastic response to our offerings has made us the leading publisher in this area.

www.heinemann.com

Herff Jones | Nystrom

Booth # 605, 607

Herff Jones | Nystrom is the K-12 industry leader in publishing digital and traditional maps, atlases, and hands-on programs. Our products are built to the Common Core State Standards. Visit our booth to receive a demonstration of StrataLogica.

www.nystromnet.com

Hill-Washington Jones

Booth # 340

Hill-Washington Jones is a data-driven professional development and education solutions company. Our signature program, "Your Child, Our Responsibility" supports sustaining parental involvement nationwide and Title I initiatives.

www.hillwashingtonjones.com

HMB, Inc.

Booth # 403

HMB is the leading provider of Grants Management Systems. Our system, which is tailored for education grants, has been successfully implemented in 9 SEAs. Stop by our booth and see how HMB can help streamline your grants administration process!

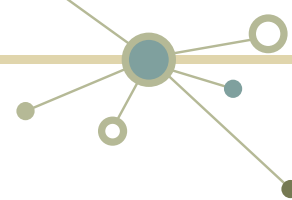
www.hmbnet.com/egrants

Imagine Learning Inc.

Booth # 726, 728

Imagine Learning is a literacy software program designed to help students master essential reading and speaking skills. The program adapts to each student's needs, providing individualized instruction through engaging, multi-modal activities.

www.imaginelearning.com



Independent Stationers

Booth # 228

Independent Stationers provides your organization with consistent, competitive pricing on thousands of school and office supplies, a robust ecommerce procurement system and local service from an independent dealer in your community.

www.independentstationers.coop

Ironbox Education

Booth # 203

Ironbox Education gives students Power Over Words and Power Over Numbers. Students need a strong foundation in order to reach higher levels of learning, and the Ironbox system helps build that foundation faster than has been possible in the past.

www.ironboxeducation.com

Jack Kent Cooke Foundation

Booth #341

The Jack Kent Cooke Foundation's mission is to advance the education of exceptionally promising students who have financial need. We support these students from elementary school to graduate school through scholarships, grants, and direct services.

jkcf.org

Johnny's Key

Booth # 516

Model over 100 Math CCSS on just one amazing manipulative (elapsed time, making change, subtraction, regrouping, equality, fractions, ordinality, measurement, geometry, and more)!

Johnny's Key is a provider of professional development nationwide.

www.JohnnysKey.com

Kaeden Books

Booth # 400

www.kaeden.com

Kagan Publishing & Professional Development

Booth # 820, 822

Dedicated to revolutionizing education, Kagan works with educators to implement scientifically proven strategies that increase academic gains, create positive social relations, foster a love for learning among all students. It's All About Engagement!

www.kaganonline.com

Kaplan Elementary

Booth # 405, 407, 409

Kaplan Elementary offers materials and professional development to meet the ever changing needs of students, teachers, and families. Reaching All Learners. Making Home-School Connections. Connecting Students with Essential 21st Century Skills.

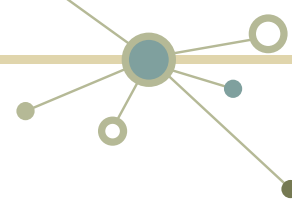
www.k5kaplan.com

Kindermusik International #335

Booth # 335

Visit booth #335 to learn how Kindermusik@School's program, ABC Music & Me, is helping to boost literacy, readiness and outcomes in all domains for children in early childhood classrooms around the country!

www.kindermusik.com/schools



KleenSlate Concepts

Booth # 208

Award Winning DryErase Products created by a teacher for teachers! Formative Assessment Tools that facilitate CommonCore with any subject & any student. New KleenSleeves for the paddles allow for interchangeable templates. Booth #208 for free sample.

www.kleenslate.com

Kurzweil and IntelliTools

Booth # 631

Kurzweil is a leading provider of literacy support software for individuals with learning difficulties, visual impairments, and ELL

www.kurzweiledu.com

Lakeshore Learning Materials

Booth # 617, 619

Lakeshore Learning Materials has been a leading developer and retailer of top-quality K - 6 teaching resources. We offer hundreds of innovative, standards-based learning products - including many that support Common Core State Standards.

www.lakeshorelearning.com

Learning A-Z

Booth # 317

Learning A-Z's affordable, easy-to-use teacher and student resources fill the gaps left by many Reading, Writing, and Science education programs. Our award-winning websites save teachers time, money, and support student achievement.

www.learninga-z.com

Learning.com

Booth # 518

Learning.com provides digital curriculum and assessments that equip students with 21st century skills and digital content management tools to help educators integrate technology into instruction.

www.learning.com

LEGO Education

Booth # 419

[www. LEGOeducation.us](http://www.LEGOeducation.us)

Let's Go Learn

Booth # 102

Let's Go Learn supports K12 school districts with online adaptive diagnostic assessments, reports, and prescriptive courses in math and reading. Founded in 2000, we currently serve over 250,000 students.

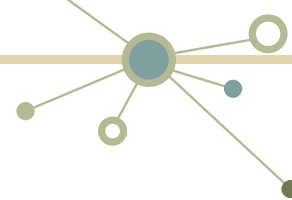
www.letsgolearn.com

Lexia Learning, A Rosetta Stone Company

Booth # 802

Lexia provides personalized learning on foundational reading skills for students of all abilities in grades Pre-K - 5 and struggling students sixth grade and above. Lexia is proven to help 62% of high-risk students close the gap within one year.

www.lexialearning.com



LoTi Connection

Booth # 517

LoTi provides consulting services, professional development, content benchmarking, and staff evaluations focused on Digital Age Best Practices and Student H.E.A.T.® (Higher order thinking, Engaged learning, Authentic connections, and Technology use)

www.loticonnection.com

LRP Publications

Booth # 500, 502

LRP is the leading publisher of legal and regulatory compliance resources for school administrators. Visit our booths to browse our Title I library and get free access to Title1Admin.com for unmatched compliance and implementation strategies.

www.lrp.com

MANGO Math Group

Booth # 817

www.mangomath.com

The Markerboard People

Booth # 609

Student dry erase markerboards and response boards in class sets. Unbeatable prices! Single- and double-sided available. Perfect for graphing, handwriting, math, science and more. Long-lasting, non-toxic, ultra-low odor markers too!

www.dryerase.com

Mastery Ed

Booth # 528

Mastery Ed, authorized representative for Math-U-See with RTI Tier 2 and 3 level math interventions. Materials that meet the Common Core Math Practice Standards with Professional Development. Booth 528 DEMO - call 800-454-6284.

www.MasteryEd.com

MasteryConnect

Booth # 608

www.masteryconnect.com

Math and Movement

Booth # 916

Math & Movement is a kinesthetic approach to teaching math that uses physical exercise, cross-body movements and floor mats designed to help students practice math concepts. Math & Movement allows students to master the CCSS through movement.

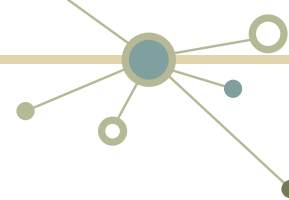
www.mathandmovement.com

Math Teachers Press, inc.

Booth # 714

The Moving with Math Learning Management System uses the Concrete-Representational-Abstract Model for RTI. All lessons include embedded P.D., assessments to monitor/measure progress, & instructional strategies to differentiate instruction.

www.movingwithmath.com



Mathline at Howbrite Solutions, Inc.

Booth # 307

MathLine Concept-Building System is the multi-sensory, blended learning strategy that brings students to a deeper comprehension of core concepts to prepare for higher math. Learn how you can increase scores and achieve your Common Core objectives!

www.howbrite.com

Matthew Gollub Dynamic, Bilingual Author Events

Booth # 229

www.matthewgollub.com

Mentoring Minds

Booth # 801, 803

Mentoring Minds develops learning tools that give students the skills to succeed, not just in the classroom, but in life. Our experienced educators create K-12 resources that integrate best practices for instruction, assessment, and learning.

www.mentoringminds.com

MIND Research Institute

Booth # 333

MIND applies its visual approach to illustrating math concepts and building problem-solving skills as the basis for innovative, research-proven math education programs for schools. MIND's ST Math® programs currently reach 630,000 students.

mindresearch.net

Mohawk, USA

Booth # 240

iPad protective covers

www.bumparmor.com

myON, a business unit of Capstone

Booth # 428

myON, a business unit of Capstone, develops personalized learning environments for students. myON reader provides access to the largest integrated collection of enhanced digital books with multimedia supports and embedded Lexile assessments.

www.myon.com

NAFEPA

Booth # 300

The National Association of Federal Education Program Administrators has been a key organization for educators who work with federal programs in local school districts and states since 1974. NAFEPA serves nearly 4,000 members across the nation.

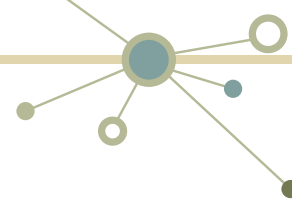
www.nafepa.org

Nasco

Booth # 901

Nasco's family of catalogs offers over 80,000 products. We carry the most comprehensive kindergarten-to-college selection of hands-on manipulatives and teaching resources. Many items have been developed by Nasco.

www.enasco.com



National Center for Urban School Transformation

Booth # 202

NCUST promotes excellence in urban education by identifying and awarding America's highest achieving urban schools; holding yearly symposia to share how urban schools attain excellence; and working with urban schools/districts to help them transform.

www.ncust.org

National Council of Teachers of Mathematics

Booth # 217

The National Council of Teachers of Mathematics is the global leader and foremost authority in mathematics education, ensuring that all students have access to the highest quality mathematics teaching and learning.

www.nctm.org

National Geographic Learning

Booth # 819, 821, 823

National Geographic Learning / Cengage Learning, provides PreK-12, Academic & Adult Ed. solutions for reading, writing, science, social studies, ESL/ELD, Spanish/Dual language, Advanced & Electives, Career & Technical Ed., & Professional Development.

www.ngl.cengage.com

Newmark Learning

Booth # 305

Newmark Learning develops early childhood resources designed with ease of implementation and customized instruction. We offer family engagement kits, social emotional resources, e-resources, and more.

www.newmarklearning.com

ODYSSEYWARE

Booth # 302

ODYSSEYWARE® delivers a technology-rich learning management system, core and elective courses, and an effective academic solution to 2,500+ school districts across the United States.

www.odysseyware.com

Oh, shift!

Booth # 918

Oh, shift!™ empowers students to choose their words, reactions and roles and take responsibility for their own success. Adhering to national common core standards, Oh, shift! includes a text, workbook, and an easy to follow facilitator's guide.

www.ohshift.com

The Ohio State University-KEEP BOOKS

Booth # 705

KEEP BOOKS offer a wide variety of high interest titles at reading levels appropriate for prekindergarten through grade 2. The format of simple line drawings encourages the child to contribute color and add details to the illustrations.

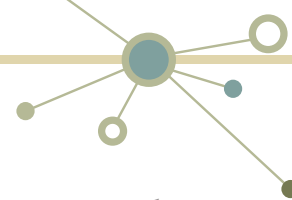
www.keepbooks.org

One on One Learning

Booth # 603

We provide a suite of personalized, digital intervention solutions in the areas of K-12 reading, math, science and college readiness. We can assist schools in their efforts to prepare students for classroom success, EOC Exams, ACT and SAT.

www.oneononelearning.com



ORIGO Education

Booth # 616, 618

ORIGO Education provides an innovative range of mathematics products with quality professional learning. ORIGO Stepping Stones (aligned to CCSS) delivers a world-class mathematics program that seamlessly blends digital and print materials.

www.origoeducation.com

The PARENT Notebook™

Booth # 442

Improve parenting skills with easy-to-use tools designed to meet Title I parent involvement requirements. Stakeholders win when parent involvement reaches parents at school and in the home. Designed to inform, engage, and build parent capacity.

www.theParentNotebook.com

Parent Parties

Booth # 308

Parent Parties is a creative way to increase parent involvement & present parent education. Parent Parties fulfills your Title I plan with a kit of two years of monthly parent education curriculum & activities, plus promo materials. Now in 48 states.

www.parentparties.com

Parents for Public Schools, Inc.

Booth # 543

PPS provides technical assistance to help schools create parent engagement programs by analyzing achievement data, assessing effectiveness of client practices and policies, and using results to design and implement a comprehensive service model.

www.parents4publicschools.org

Partners in Learning

Booth # 641, 643

PBIS and MESSAGE BRANDING- Energize every hallway, classroom, entryway, and common areas professionally and affordably with our wide range of proven and effective communication, motivation and student recognition products, services & graphic designs.

www.PBIS-Custom-Graphics.com

PBS Educational Media

Booth # 809

Let learning leap off the screen with PBS Educational Media! As the most trusted name in educational programming, PBS offers educators the best of public television and more with over 2,500 award-winning titles.

www.teacher.shop.pbs.org/home/index.jsp

Pearson

Booth # 501, 503

Pearson helps people make progress in their lives through personalized and connected learning solutions that are accessible, affordable, and that achieve results.

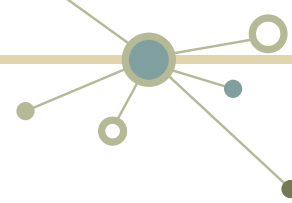
www.pearsonschool.com

Penda Learning

Booth # 429

Penda is a leading provider of highly engaging online science & math content for grades 4 - 10 built on a gaming platform. With Penda you see student mastery of content on a weekly basis.

www.pendalearning.com



The Pin Man

Booth # 815

www.positivepins.com

Pitsco Education

Booth # 432

Pitsco Education offers STEM solutions for every classroom that engage students via 21st-century learning experiences steeped in Common Core. From robots to alternative energy, from kits and equipment to curriculum, Pitsco has it covered.

www.pitsco.com

Playbooks Reader's Theater Publishing

Booth # 545

Playbooks Reader's Theater Publishing provides the most popular role-play reading materials in a patented, multi-leveled and color-coded format that provides growth and measurable results in reading fluency, comprehension and confidence (for K-12).

www.readerstheater.com

Positive Action

Booth # 816

An evidence-based, SEL program recognized by USED WWC, CASEL & CASE to improve academics, behavior and character. Pre-K - 12 curricula, bullying, drug, climate, counselor, family & community tools meet Title I, RTI, PBIS & other goals.

www.positiveaction.net

Positive Promotions

Booth # 804

One stop shopping source for all your Title I needs. From rewarding student achievement to parent involvement materials, we have everything you need to inspire, educate and recognize students, staff and parents!

www.positivepromotions.com

Poster Studio Express

Booth # 108

Full color scan-to-print educational poster printing, with online template gallery and laminators.

www.posterstudioexpress.com

Presentation Systems South Inc.

Booth # 806

Learn on Demand Poster Maker System with Education Poster Templates and Cold Laminators

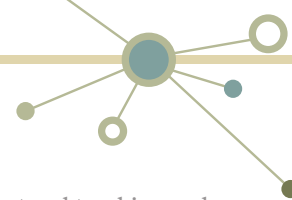
www.carolinaposterprinters.com

Primary Concepts

Booth # 914

We believe the early years are a unique part of a child's development. We focus on the essentials of the preschool and primary curriculum, emphasizing engaging, motivational, hands-on learning to build a foundation for academic success.

www.primaryconcepts.com



Promethean

Booth # 907

The Promethean KUNO education tablet system transforms the classroom into a safe, learner-centered environment, allowing students to play a more active role in their own learning and providing teachers the data they need to differentiate instruction.

www.prometheanworld.com

Quantum Learning Network

Booth #903

Quantum Learning Education is a comprehensive model that builds character and promotes college- and career-readiness skills in students. We are a team of educators who are passionate about students' achievement in school and their success in life.

www.quantumlearning.com

Read Naturally, Inc.

Booth # 315

Read Naturally provides reading solutions for struggling readers which focus on fluency, comprehension, phonics, vocabulary, and assessment. The flagship program has been used nationwide for over 20 years.

www.readnaturally.com

Really Good Stuff

Booth # 716

Really Good Stuff provides innovative teaching management & supplemental curriculum solutions that help educators make a difference in children's lives. Our products also help organize & motivate student learning with grade appropriate materials.

www.reallygoodstuff.com

Renaissance Learning

Booth # 509

Renaissance Learning™ is a leading provider of cloud-based assessment and teaching and learning solutions that fit the K12 classroom, improve school performance, and accelerate learning.

www.renlearn.com

Rhymes 'n' Times

Booth # 644

Conquer Times Tables in only three weeks, Guaranteed! Teach Times Tables in 3 weeks, Guaranteed or your money back! Multi-sensory with four learning styles, for all students, and no training! Common Core addition, subtraction, division, Fractions & Equivalency.

www.rhymesntimes.com

Rosen Classroom Books & Materials

Booth # 215

www.rosenclassroom.com

Scholastic Inc

Booth # 900, 902, 904, 906, 908

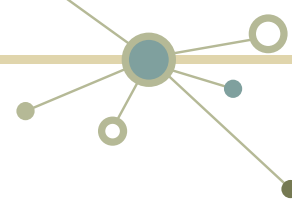
Scholastic is the world's largest publisher and distributor of children's books and a leader in educational technology and teacher materials, creating products for use in school and at home.

www.scholastic.com

School Specialty

Booth # 440

www.schoolspecialty.com



School Improvement Network

Booth # 541

School Improvement Network provides on-demand professional development for educators through the Educator Effectiveness System, a suite of resources that helps teachers and students become more effective.

www.schoolimprovement.com

School Innovations & Achievement

Booth # 730

ESEA Insider, a premium online education resource of the Cabinet Report news subscription, provides guidance and insight on federal funding. Our unique experts scour the nation's capital daily to provide comprehensive support for school leadership.

www.sia-us.com

SchoolInfoApp

Booth # 331

www.schoolinfoapp.com

Sendtrum

Booth # 114

Sendtrum is the leader in creating mobile strategies that focus on bridging the gap between schools, parents, and communities. Our solution empowers parents and provides an incentive based program ensuring academic progress and school success.

www.sendtrum.com

Show What You Know

Booth # 416

Show What You Know publishes Grades 3-8 print and online test preparation materials for Common Core and STAAR. Diagnostic assessments, remediation lessons, and online games help educators measure and improve students' understanding of the standards.

www.ShowWhatYouKnowPublishing.com

Silverback Learning Solutions

Booth # 800

Our product, Mileposts, delivers personalized learning environments that maximize the focus on achievement for individual students while improving collaboration and shared accountability for teachers, administrators, students and parents.

www.silverbacklearning.com

Smarty Antz

Booth # 940

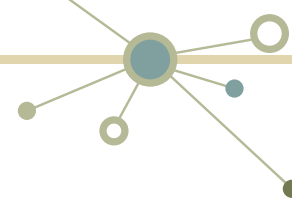
Smarty Ants Reading World offers adaptive reading instruction and experiences in a virtual world that creates an optimal learning environment for every student. Developed by leading researchers and fully aligned to Common Core and state standards.

www.smartyants.com

SongLake Books

Booth # 200

www.songlakebooks.com



SpringBoard

Booth # 230

SpringBoard is the College Board's college and career readiness program for all students, grades 6-12 in English Language Arts and Math. Its flexible framework integrates rigorous instruction, performance-based assessment and professional development.

www.springboardprogram.collegeboard.org

Staff Development for Educators

Booth # 720

Staff Development for Educators recognizes the challenges of meeting the needs of all students. We provide educators with sustained PD and resources that are not only research-based, innovative, and rigorous, but also practical, motivating, and fun.

www.sde.com

Standards Plus

Booth # 107, 109

Standards Plus is a nonprofit organization of education experts specializing in creating high quality daily lessons, performance lessons and integrated projects demonstrating the conceptual knowledge required by the rigorous Common Core Standards.

www.corestandardsplus.org

StarWalk Kids Media

Booth # 314

We publish K-8 eBooks by award-winning authors, providing schools & libraries with high-quality Common Core mentor texts. Our books work on any device; multiple simultaneous access, affordable price. Founder Seymour Simon is signing at booth 314.

www.StarWalkKids.com

STEMfinity

Booth # 508

STEMfinity provides over 10,000 project-based STEM resources with curriculum for PreK-12 students that focus on the 21st Century Skills, Common Core, and Next Generation Science Standards. Visit us online to learn more:

www.stemfinit .com

Student Success Academy

Booth # 117

Student Success Academy (SSA) is an online platform that connects high school students one-on-one to top tier university students for guidance in Amazon Best Selling curriculum over college/career readiness.

www.studentsuccessacademy.com

Studies Weekly

Booth # 721, 723

Studies Weekly is a simple and cost-effective way to teach vital subjects to your K-6 students. In as little as one hour per week, you can cover all your state standards using a focused and engaging publication students love.

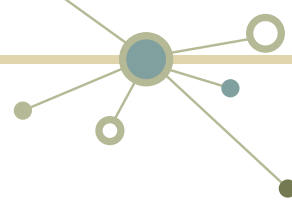
www.studiesweekly.com

Success for All Foundation

Booth # 520, 522

Success for All is a research-proven school improvement approach that provides a cooperative learning approach to reading instruction to engage students and increase achievement, and builds school-wide systems for a collaborative school culture.

www.successforall.org



Successful Innovations, Inc

Booth # 633

Successful Innovations, Inc is a women-owned educational consulting company specializing in strategic family engagement outreach and consulting to support collaborative family and school partnerships.

www.si4all.com

Teach Me Writing - Sanron Educational

Booth # 301

"Teach Me Writing" is a school-wide sequential writing program for K-5+ with daily lessons at every grade level; a consistent Scope & Sequence, Language, Presentation and Expectation for teaching the Process of Writing. Word Wall Posters included.

www.teachmewriting.com

Teacher Created Materials

Booth # 740, 742

Teacher Created Materials develops innovative and imaginative educational materials and services for students worldwide. Everything we do is created by teacher for teachers and students to make teaching more effective and learning more fun.

www.tcmpub.com

TeacherMatch

Booth # 627

TeacherMatch was created by educators, for educators. We have created a tool that predicts which teacher candidates are likely to grow student skills. We envision a future where every student is taught by a highly effective, engaging educator.

www.teachermatch.org

TeachingMadeEasier.com

Booth # 818

Saving teachers a tremendous amount of time since 2000. Discover the affordable online curriculum support solution, TeachingMadeEasier.com. Create 1000's of differentiated activities aligned with the Common Core in 3 Easy Steps.

www.TeachingMadeEasier.com

Teachscape

Booth # 101

Teachscape develops great teachers. Since 1999, thousands of educators throughout North America have partnered with Teachscape to increase skills, support instructional leadership, and enhance student achievement. We promote greatness.

www.dbqproject.com

Thinking Maps, Inc.

Booth # 201

Thinking Maps endeavors to transform schools and increase student performance by providing specific visual patterns for limitless learning. Our training provides a clear framework, derived from brain-based research for entire learning communities.

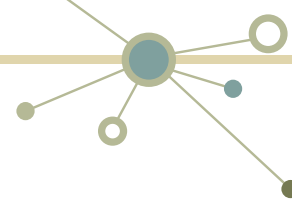
www.thinkingmaps.com

ThinkStretch LLC

Booth # 707

The award winning Thinkstretch Summer Learning Program is a CCSS skill review program for pre-K to 8th. Including a parent presentation and Parent Guide to Summer, ThinkStretch is eligible for Title I funding, including parent involvement funds.

www.thinkstretch.com



Treasure Bay, Inc.

Booth # 401

Title I resources for parent involvement and support in reading and math. 100% Common Core aligned. 34 new titles. Resources include We Both Read, the #1 series for parent involvement in reading, with research confirmed 3X gains in reading scores.

www.TreasureBayBooks.com

VariQuest Visual Learning Tools

Booth # 433, 435

VariQuest Visual Learning Tools help impact the success of every learner. Utilize the Poster Maker, Perfecta Full-Color Poster Design System, Cutout Maker, Awards Maker and Design Center to differentiate instruction and improve student achievement.

www.variquest.com

The Walking Classroom

Booth # 732

The award-winning Walking Classroom increases student physical activity without sacrificing instructional time. Students listen to curriculum-aligned podcasts while walking during the regular school day. All podcasts include lesson plans & quizzes.

www.TheWalkingClassroom.org

WestEd

Booth # 431

WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

www.WestEd.org

WIDA

Booth # 216

WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

www.wida.us

Wiley Publishing

Booth # 718

Visit Wiley/Jossey-Bass for the latest resources in CCSS, teaching & learning, student-centered leadership, classroom management, literacy & math by Doug Lemov, Donalyn Miller, CommonCore.org, Todd Whitaker, Paul Bambrick-Santoyo, Eric Jensen & others.

www.josseybass.com/WileyCDA/

Wilson Language Training Corp.

Booth # 805, 807

The Wilson Reading System®, Wilson Just Words®, Wilson Foundations®, and Wilson Fluency® are multisensory, structured reading and spelling curricula to address prevention, intervention and intensive instructional needs.

www.wilsonlanguage.com

Winsor Learning

Booth # 717, 719

www.winsorlearning.com

Wisconsin Center for Education Products and Services

Booth # 532

WCEPS, a non-profit organization founded by friends of the University of Wisconsin-Madison, collaborates with WIDA to disseminate research-based products and services created to support and assess English Language Learners.

www.wceps.org/store/wida

World Research Company

Booth # 715

Manufacturer of Dry Erase Boards. Classroom sets contain 30 two-sided dry erase boards, 90 markers, 30 erasers and storage boxes. All subjects including Math, Reading, Language Arts, RTI, Graphic Organizers and PreK

www.dryeraseonline.com

The Writers Gateway

Booth # 118

In our powerful imbedded teaching strategies, we provide teachers a platform to overcome 3 of the most vexing problems in student achievement: Teacher Quality, Parental involvement and socioeconomic issues. We are the natural gateway to literacy.

www.elementarywritingprograms.com

WriteSteps

Booth # 100

WriteSteps is an evidence-based K-5 writing program with complete lesson plans that meet 100% of the Common Core Standards in writing. Prepare students for Common Core testing and a lifetime of confident writing! Visit us at WriteStepsWriting.com.

www.writestepswriting.com

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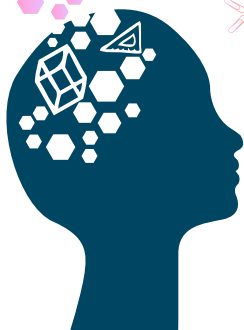
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