

## How-To Sessions

77

### **Virtual Online Support for Retaining a New Generation of Teachers**

**Patricia O’Quinn Hester**, Senior Executive Director of School Improvement and Professional Development, and **Terri Sessoms**, Lead Teacher for School Improvement and Professional Development, Johnston County Schools, Smithfield, North Carolina

Johnston County Schools uses an innovative Internet approach to support 200+ beginning teachers and mentors. Instead of driving to meetings, novice teachers and their mentors participate in convenient monthly online collaboration. The real time Internet tool lists relevant essential questions with embedded web resources for teachers to choose from based on their needs. Topics include rigorous and relevant lesson design, effective classroom management, importance of relationships for success, and becoming a reflective practitioner. Posted responses are used to provide immediate individualized support to help beginning teachers create success for all students.

78

### **Transforming State Learning Standards into Math Gold Seal Lessons**

**Anne Zimmerman**, Coordinator of Instructional Services for Hamilton-Fulton-Montgomery BOCES, Johnstown, New York

Students voice a legitimate concern when they ask in math class, “When am I going to use this stuff?” Mathematics lessons can and should be designed so that students constantly make connections between the algorithms that they are learning and realistic applications of these algorithms in the world around them. It really is possible to accomplish this while concurrently preparing students for the state assessments. This session will explain how to add the rigor and relevance required to transform any ordinary math lesson into a Gold Seal Lesson. Participants will walk away with materials that are ready for classroom implementation.

79

### **Co-Teaching at the Secondary Level: Partnering for Success**

**Christopher Gunter**, Teacher, and **Sandy Stein**, Learning Specialist, Pittsford Sutherland High School, Pittsford, New York

This presentation will define co-teaching and identify the necessary ingredients for successful collaboration, both inside and outside the classroom. The presenters will highlight usable models of co-teaching for instruction. They will also discuss the history of co-teaching in their district and outline requirements for a successful co-teaching program at the district level.

80

### **Grading Systems that Work *and* Get Students to Work**

**Dr. Katherine Weigel**, Principal, Atlantic Community High School, Delray Beach, Florida

Student grading systems are one of the most time honored, untouchable traditions in school. Making changes in grading are controversial and difficult, and as a result avoided. Yet, maintaining a grading system with a sole purpose of reporting the average percentage of correctly recalled test questions is a significant obstacle to students’ engaging in rigorous and relevant work. This session will help participants reflect on the purposes of grading, discover grading practices from model schools, and make changes to result in increased student engagement and achievement.

**81**

### **Creating a Collaborative Culture for Success at Sam Rayburn High School**

**Troy McCarley**, Principal, Sam Rayburn High School, and **Dianna Walker**, Principal, San Jacinto Intermediate School, Pasadena, Texas

Change...change...change.... In an ever-changing world, today's schools must be innovative and collaborative to ensure 100% student success. The presenters will describe how a low-income, high-minority school has become a model of success. In only three years, a determined Administrative Team and Campus Committee have changed the lives of 2,300 suburban students. This session will provide ideas and examples of how any school can start, make, and sustain positive change!

**82**

### **Rethinking the Senior Year: A Model Program for Keeping Seniors Engaged**

**Janice Dries** and **Larry Rehage**, Teachers and Co-coordinators of Senior Project and Senior Instructional Leadership Corps, New Trier High School, Winnetka, Illinois

New Trier High School's dynamic program for engaging seniors in their final year features a philosophical framework that embraces the themes of transition, self-advocacy, and community service. Participants will learn how to implement four programs that have proven especially successful: (1) the Senior Instructional Leadership Corps, a mentoring initiative that places seniors in classrooms across the curriculum to assist teachers and students, (2) the Senior Project, a five-week experiential education opportunity beyond the classroom walls, (3) a student-driven guidance program that culminates with a Senior Institute, and (4) a year-long service project in partnership with Habitat for Humanity.

**83**

### **Changing Mathematics Curriculum to Effect Positive Change in Instructional Practice**

**Shannon Ferguson**, Elementary Mathematics Specialist, Peoria Unified School District, Peoria/Glendale, Arizona

In 2003, the Peoria Unified School District determined that its 5<sup>th</sup> through 8<sup>th</sup> grade mathematics program needed a more coherent, cohesive, comprehensive, and standards-aligned curriculum. This presentation will introduce the curricular changes implemented and share the remarkable results that validate both the immediate and continued success of these changes. The focus will be on the implementation of district-wide mathematics curriculum maps and supporting instructional units, the execution of intense professional development for both administrators and teachers, and the creation of district quarterly formative assessments.

**84**

### **AVID Program in Syracuse City Schools**

**Michael Schmidt**, Director of High School and Career Education, **Laurie Grulich** AVID Elective Teacher and Coordinator, and **Michael Robbins**, Advanced Placement Initiative Coordinator, Syracuse City School District, Syracuse, New York

AVID (Advancement Via Individual Determination) was introduced four years ago as a pilot program in one Syracuse school and expanded the following year to three more schools. In response to the excellent results produced by AVID students, the program was established in every middle and high school in the district. The result has been improved performance on state assessments, an increased number of students taking accelerated classes, and fewer discipline referrals. Although AVID is an elective class and a targeted intervention for students, the goal is to spread AVID strategies districtwide. This session will describe this valuable and replicable program.

**85**

### **Rap, Rhythm & Rhyme: Rebuilding the Writing Foundation K-8**

**Erik Cork**, Write Now, Missouri City, Texas

This presentation will model student-centered techniques with enthusiasm and passion. The instructional strategies presented will empower the entire student body to organize their thoughts systematically and communicate them

effectively on paper. Music, memory enhancing movements, and complete audience participation make this lively workshop a perfect marriage, combining youthful student interest with state and parental expectations in the content area of English language arts.

**86**

### **New Teacher Induction Program – Professionals Helping Professionals**

**Sue DePalma**, Induction Coordinator, Albion Central School District, Albion, New York

Professionals Helping Professionals is a comprehensive three-year program designed to provide support for new teachers by easing the transition from preparation to practice and improving instructional skills to maximize student achievement. Program components include a seven-day preservice summer institute, assignment of a master “buddy teacher,” quarterly release days for planning, bi-annual needs assessment, classroom/peer visitations and reflection, monthly professional development workshops, team-teaching opportunities, social activities, program evaluations, as well as individual professional growth plans if needed. Albion’s full-time program coordinator/district mentor is responsible for the professional growth and success of all teachers in the program.

**87**

### **At-Risk Programs for Middle Schools**

**Dr. Russell Moore**, Principal, Shaker Junior High School, Latham, New York

For many at-risk students, middle school is the time when they either reconnect to school or become further disenfranchised. Much of an at-risk student’s success will be due to the support programs that are in place during the middle school years. This presentation will describe four at-risk programs provided at Shaker Junior High School, which must bridge the gap between six elementary schools and a demanding comprehensive high school in the North Colonie Central School District. These programs are part of the school’s comprehensive approach to addressing the academic, social, and affective needs of young adolescents.

**88**

### **How to Create a High-Performing Middle Grades School**

**Dr. Deborah Kasak**, Executive Director, National Forum to Accelerate Middle-Grades Reform, Champaign, Illinois

This presentation will demonstrate what a high-performing middle school really looks like, based on schools involved in the National Forum to Accelerate Middle Grades Reform’s Schools to Watch program. Reaching high levels of success for students in the middle grades requires a commitment to providing every student with academic rigor in an environment respectful of their needs and interests. Participants will leave with tools to enable them to utilize the Schools to Watch criteria in their buildings to drive school improvement. Leaders of schools that are high-performing or that want to become high-performing will benefit from this session.

**89**

### **Education Reform for Linguistically and Culturally Diverse Students**

**Dr. Sharon M. Lopez**, Principal, Riverside Elementary School, and **Dr. Joanne Urrutia**, Director of Division of Bilingual Education and World Languages, Miami-Dade County Public Schools, Miami, Florida; **Dr. Ann Carcara**, Principal, Southwest Middle School, Orlando, Florida; **Dr. Tomasita Ortiz**, Director, Multilingual Student Education Services and World Languages, Orange County Public Schools, Orlando, Florida; Moderator: **Jim Warford**, Executive Director, Florida Association of School Administrators, Tallahassee, Florida

The panel members will share a decision-making process grounded in first and second language acquisition research. An overview will provide action steps to consider as instructional program decisions are being made for linguistically and culturally diverse students within a widely varying resource base in school districts. The framework will be of great use to administrators, policy makers, and teachers in making appropriate decisions concerning identification, placement, curriculum, educational objectives, professional development, and capacity building in school districts.

**90**

**The Road to Rigor and Relevance**

**Mary Bruno**, Director, Career, Technical and Community Education, Volusia County Schools, Florida

This session will describe how focusing on the Rigor/Relevance Framework was used to achieve student success on state FCAT exams in Florida. Providing extensive professional development, setting learning targets, and studying the data have led to significant reading and math gains for students in Volusia County. The presentation will use career and technical education examples of creating rigorous and targeted curriculum projects and maps. Evidence of increased core academic learning gains and improved student and teacher engagement in CTE courses using this new curriculum and career academies models will be shared.

**91**

***READ 180 with School***

description to come