**General Information**

**PRELIMINARY PROGRAM:** There will be no preliminary program printed and mailed this year. However, participants are encouraged to check the Alabama Department of Education’s Web site (www.alsde.edu) beginning in February, 2011 for preliminary conference details. Postings on the Web site will provide a complete description of all conference sessions and activities.

**LODGING:** Each attendee is responsible for making her/his hotel arrangements for the conference. Request Alabama Department of Education Mega Conference rates when making reservations. The Alabama Department of Education accepts no responsibility for lodging.

<table>
<thead>
<tr>
<th>Hotel</th>
<th>Reservations</th>
<th>Single</th>
<th>Double</th>
<th>Triple</th>
<th>Quad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance Riverview Plaza Hotel</td>
<td>800-922-3298, <a href="http://www.riverviewmobile.com">www.riverviewmobile.com</a></td>
<td>$125</td>
<td>$130</td>
<td>$135</td>
<td>$140</td>
</tr>
<tr>
<td>Renaissance Battle House Hotel</td>
<td>866-316-5957, <a href="http://www.rsabattlehouse.com">www.rsabattlehouse.com</a></td>
<td>$130</td>
<td>$135</td>
<td>$140</td>
<td>$145</td>
</tr>
<tr>
<td>Hampton Inn and Suites/Downtown Mobile</td>
<td>251-436-8787 or 1-800-HAMPTON, <a href="http://www.hamptoninn.com">www.hamptoninn.com</a></td>
<td>$119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When making reservations, the code is “MEGA 2012.”

**CONFERENCE CHECK-IN:** Upon arrival, participants may pick up materials at the registration desk in the Mobile Convention Center beginning at 8 am on Monday, July 16, and continuing each day of the conference.

**WHAT TO WEAR:** Participants are invited to dress comfortably and may want to consider bringing a sweater or jacket for cooler environments. Room temperatures have been set to provide an atmosphere that is most comfortable for a majority of participants; therefore, it is most important that participants who are uncomfortable in cooler climates consider this situation in planning their conference attire.

**PARKING INFORMATION:** Parking is available at the Mobile Convention Center for approximately $5 per day. Since there are only 220 available spaces, attendees may want to consider carpooling. Those registered at the Renaissance Riverview Hotel may choose valet parking at approximately $15 per day or self-park for $12 per day. Limited parking is available on nearby side streets. Some parking areas may be a long distance from the Renaissance Riverview Plaza Hotel, the Renaissance Battle House Hotel, and the Mobile Convention Center.

**MOBILE CIVIC CENTER PARKING/SHUTTLE SERVICE:** Additional parking (at no cost to Mega Conference attendees) will be available at the Mobile Civic Center on Civic Center Drive. Free air-conditioned shuttle (15 passenger activity bus) round-trip service will be provided daily in 15-minute intervals from the parking lot of the Mobile Civic Center to the Mobile Convention Center. Shuttle service on Tuesday through Thursday will run from 7 am to 5:30 pm; Friday service will be provided from 7 am to 1 pm. The distance from the Mobile Civic Center to the Mobile Convention Center is approximately 1.5 miles. Security will be provided at the Civic Center only during the hours of the shuttle service. There will be covered waiting areas at the Mobile Convention Center and the Mobile Civic Center for the shuttle service.

**DIRECTIONS TO MOBILE CIVIC CENTER:** Traveling I-65 South, take I-10 East to Exit 26A (Canal Street); turn left at the end of the exit ramp onto Canal Street. Proceed to Claiborne Street; turn right. Entrance to Civic Center Parking is on Claiborne Street.

**CONFERENCE FORMAT:** The 2012 Mega Conference will begin on Monday, July 16, at 1:30 pm with a General Session in the Mobile Convention Center. Concurrent sessions will be held beginning on Tuesday, July 17, through Thursday, July 19, with morning sessions from 8:15-11:30 and afternoon sessions from 1:00-4:15. The conference will end on Friday, July 20, at the conclusion of the 8:15-11:30 morning sessions. All concurrent session will be related to one or more of the five Alabama Quality Teaching Standards.
**The Alabama Learning Exchange (ALEX) Booth**

**STEVIE BAIRD / KEITH GEORGE / RICHARD MURPHY / SHANNON PARKS / HALEY RIDGEWAY**

The Alabama Learning Exchange (ALEX) was named the 2011 Best of the Web by the Center for Digital Education. To fulfill the promise to Alabama educators to provide high quality digital resources, the web portal is continually updated. Members of the ALEX team will demonstrate throughout the week new features and functionality to the ALEX web portal, demonstrate new resources such as the Learning Assets section and provide overviews of the current and new professional development modules.

**eLearning for Educators-Alabama (eFE-AL) Booth**

**TOM DREILINGER**

eLearning Alabama uses a Web-based model to provide effective professional development that leads to gains in teacher’s content knowledge, improvements in their teaching practices and increases in the achievement of their students. eLearning Alabama is Alabama’s implementation of the E-Learning for Educators Initiative, a project funded through a federal Ready to Teach grant and multi-state collaboration between ten state education agencies and is part of the Alabama Department of Education Technology in Motion program.

**GENERAL SESSION**

**Monday, July 16**

**1:30 pm**

Mobile Convention Center
East and West Ballrooms

Keynote Address:
Dr. Thomas R. Bice, State Superintendent of Education

**ANNOUNCING**

Four **NEW** Sessions Designed for Schools in Improvement:

**“SHOW ME THE IMPROVEMENT”**

Featuring Grade-level Specific Sessions for Elementary and High School
Grade-level and Location Specific Sessions for Urban and Rural High Schools

School administrators and leadership teams will discuss their processes for garnering increased student performance from students of high poverty as well as other challenges. These sessions will help your school unlock the keys to improved student achievement and teacher satisfaction.

**MEGA 2012 MULTI-DAY SESSIONS**

**TUESDAY-THURSDAY - July 17-19, 2012 - 8:15 am-4:15 pm**

**Educational Interpreter Performance Assessment (EIPA) Training for Educational Interpreters**

**BERNHARDT JONES**

This education/training for educational interpreters in the state of Alabama is a culmination of several years of participation and is designed based upon the expressed needs of the participating interpreters themselves. Topics will include the development of Professional Development Plans for interpreters in the public schools, preparation for the national written and sills evaluations, American Sign Language non-manual markers and classifiers, American Sign Language Directionality, receptive and expressive fingerspelling in interpreted education, and strategies for improvement of American Sign Language receptive skills.

(THREE-DAY WORKSHOP: TUESDAY, WEDNESDAY AND THURSDAY ALL DAY; PARTICIPANTS MUST ATTEND ALL THREE DAYS)
“Mastering the Maze”
GAIL COMINS / CURTIS GAGE / CAMILLA GIBSON / SUSAN GOLDSWAITE / AYANNA LONG
Staff from the Special Education Services Section in the Alabama Department of Education will conduct an all day training session that consists of reviewing the five special education processes, including how to complete the process in Software Technology, Inc. (STI) and providing updates to form changes. This training will be a question and answer session as presenters explain the special education process and the form changes in the most simplistic terms.

“Building Early Literacy and Language Skills: Critical First Steps”
LUCY HART PAULSON
Literacy is a complex skill requiring the integration of three important building blocks including oral language, phonological processing, and print knowledge. This presentation will (1) describe the powerful connection between language and literacy, developmental sequences, and the literate brain; (2) discuss assessment issues and predictive indicators for literacy development; and (3) share specific strategies and highlighted activities that promote language and literacy development in young children. Dr. Paulson will also help participants identify early literacy assessment procedures. Helping young children develop these critical skills can help make the road to reading and writing as successful as possible.

“New Federal Programs Coordinators’ Orientation”
STAFF FROM FEDERAL PROGRAMS, ALABAMA DEPARTMENT OF EDUCATION
This session to be presented by staff from the Federal Programs Section will focus on providing the basic information new coordinators need to administer the following federal programs: Title I, Part A, B, C, and D; Title II; Title IV, Part B; Title V; Title X; McKinney-Vento Homeless Education Act; Compliance Assistance and Program Support; Learn and Serve; Community Education; School Improvement; Supplemental Educational Services School Choice; and other relevant issues.

“A Systematic Approach to Dropout Prevention and Graduation Success”
VICKIE BROWN / ROBERT COATES / CELETRIUS HUGHES / BOBBY PARKER / KENNETH WEBB
This session will feature Graduation Coaches and Directors of Secondary and Student Services who will present strategies and insight to support dropout prevention. Presenters will discuss real student situations with solutions to combat dropout and increase graduation success. An early warning for Behavior to combat numerous suspensions and expulsions will be shared.

“What Do We Know About Teaching Fractions, and Where Are Fractions in the Common Core State Standards for Mathematics?”
PATRICIA H. MCCLURE
The purpose of this session is to share the research-based recommendations from the What Works Clearinghouse Practice Guide, *Developing Effective Fractions Instruction for Kindergarten through 8th Grade*. The session will feature an author from the Practice Guide who will engage participants in activities that will demonstrate what mathematics instruction looks and feels like when the recommendations are implemented. The presenter will also share where fractions appear in the Common Core State Standards for Mathematics and Web-resources that are available for teaching mathematics.
“School-Based Mental Health Services in Alabama”
KIM HAMMOND / MABREY WHETSTONE
The Alabama Department of Education and the Alabama Department of Mental Health are collaborating with local education agencies to ensure that children and adolescents, both general and special education, have access to high quality mental health prevention, early intervention, and treatment services in the public schools. This session will outline the greater integration of mental health services into the public schools.

“How to Survive Your Next Individualized Education Program (IEP) Meeting with Less Stress, More Productivity and Better Results”
MELINDA JACOBS
Many educators and administrators think they know the legal requirements for developing IEPs and convening IEP meetings. But most IEP team members do not understand how to prepare for an effective, efficient, and less stressful IEP meeting when there is a dispute with parents over programming and/or placement. Attorney Melinda Jacobs, who exclusively represents school systems in special education issues, has developed this special session specifically for teachers and administrators. Ms. Jacobs will share her practical tips for handling IEP meetings, including how to respond to demanding attorneys/advocates and which common legal pitfalls to avoid.

“Strategies for Dealing with Contentious Parents”
ERIKA PERRONE TATUM
Ms. Tatum will provide tips for schools/school districts in handling difficult situations with parents. Discussion regarding compliance with the Individuals with Disabilities Education Act (IDEA) regulations while, at the same time, trying to resolve disputes with parents will be a focus of this session.

“No More Worksheets”
JEAN FELDMAN
If we want children to ENJOY learning, then we have to provide engaging activities that will capture their interest and challenge them. In this workshop attendees will learn how to replace worksheets with games, books, and activities that will meet the needs of a wide range of learners using multiple pathways to the brain. Participants will learn (a) practical applications from scientific-based research; (b) how to make blank books to integrate reading and writing across the curriculum; (c) graphic organizers and mind maps; (d) 5 minute flash card game; (e) brain energizers; and (f) questioning strategies.

“Training in Transition, Module IV-Series I: Introduction to Alabama’s Transition Standards and the Individualized Education Program”
KAREN RABREN / MEGAN D. COBB / ERIC CRUMLEY / COURTNEY DOTSON / SUSAN GOLDSHWAIT / ALICIA HODGE-MYRICK
This session will introduce standards to be used in transition planning for students in Grades 9 through 12. These standards are based on a scope and sequence that includes the four transition strands: (1) academics/training, (2) occupations/careers, (3) personal/social, and (4) daily living. Participants will learn how to write transition standards-based Individualized Education Programs that focus on the development of students’ skills for positive postschool outcomes.
“Differentiated Instruction and Implications for Universal Design for Learning (UDL)”
THERESA FARMER / MARIAN PARKER
“Differentiated Instruction  Differentiated Instruction is an instructional process that positively impacts learning by offering teachers a means to provide instruction to a range of students in today’s classrooms. This session addresses the theory and research behind UDL, investigates the links and connections between UDL and differentiated instruction, and identifies methods and materials that may be implemented to support the differentiated instruction. Instructional resources in a CD and DVD format will be distributed to participants.

“100 Treatment Techniques for Asperger Syndrome and High Functioning Autism”
TIMOTHY P. KOWALSKI
“But how do I get him to do it?” Now you will know how to do it because this seminar will do exactly what the title says—provide you with 100 treatment techniques found useful when working with individuals diagnosed with Asperger Syndrome (AS) or High Functioning Autism. Educators typically do not have a firm foundation in working with students identified as having AS. Typically they have focused on how to initiate, maintain, and terminate a conversation and use turn-taking skills. While these are important skills to possess, there are many other factors one must be skillful at in order to be perceived as socially appropriate. Learner outcomes will identify 100 treatment techniques and demonstrate how to use these techniques.

“Alabama Extended Standards”
DALEE CHAMBERS
This session is for individuals who teach Alabama Extended Standards to students with significant cognitive disabilities. The extended standards will be explained and discussed so that teachers better understand how to teach them. This training will help teachers of students with significant cognitive disabilities more effectively plan and implement instruction.

“From Operation to Implementation: Getting the Most Out of Technology in the Classroom”
JASON CARROLL / JASON GIBSON
Walk into any classroom today and you will see a wide variety of instructional technologies in place. These may include whole classroom supports such as interactive whiteboards and document cameras, or more specific supports for students with disabilities such as communication and accessibility devices. While technology can make instruction more efficient and engaging, it alone rarely increases achievement. To help remedy this, using the framework of Universal Design for Learning, the presenters will walk participants through technologies ranging from iPads to PowerPoints and provide practical guidance on how to use these technologies to increase student achievement. Participants will leave with an understanding of how to move past basic operation of software and devices to implementation in classroom settings.

“Using Bibliotherapy with Gifted Learners: Picture Books are Worth a Thousand Words”
PATRICIA F. WOOD
In this interactive session, participants will learn how to use bibliotherapy to meet the affective needs of gifted learners. Handouts will include booklists appropriate for all grade levels and developmental challenges.

“Managing Behavior and Crisis in the Classroom”
ROBERT HUDSON
Wouldn’t it be wonderful if your most challenging students, all of a sudden, became less challenging? Dealing with difficult students and challenging situations are part of a teacher’s job these days. Knowing how to deescalate crisis situations and how to manage problem behaviors are essential skills for all teachers. In this session participants will learn some of the secrets for managing behavior. Attendees will learn techniques that they can use immediately.
“Training for School Psychologists and School Psychometrists on
Alabama Administrative Code (AAC) Eligibility Requirements”
CLARE WARD
The session will include a review of criteria for evaluation requirements to determine eligibility
for special education services by disability category as it relates to evaluation and assessment
practices. Discussion will include use of specific instruments. A question and answer session
will follow the presentation.

“Educational Tools and Resources for Leading, Progress Monitoring,
and Supervising Classroom Instruction”
BERGERON HARRIS / JEANNE MONTGOMERY SPENCER
This session is designed to provide participants with tools and resources they can use for
leading, progress monitoring, and supervising classroom instruction. Attendees will learn
about classroom walkthrough structures and systemic processes that determine instructional
alignment to standards, student task alignment to standards, and data collection for
determining targeted professional development. Presenters will use a research-based school
improvement framework that will guide participants in understanding the context needed to
move beyond a school or system’s current state, using data to inform practice, and identifying
structures needed to sustain school improvement.

“Practice DOESN’T Make Perfect: Practice Makes Permanent Strategies
for Building Championship Level Classroom Instruction”
DOUGLAS W. MILLIGAN
The same intensity, structure, and planning that creates champions on the playing field creates
champions in the classroom. Just as successful coaches teach to and hold players accountable
to high expectations, successful teachers hold those same kinds of expectations. Just as
successful coaches build strong, positive relationships with their players, successful teachers
build those same types of relationships with their students. Just as coaches plan and practice
proper techniques that will make their players successful on the playing field, successful
teachers plan and practice those instructional and behavioral techniques that will make their
students successful in the classroom. This session will provide strategies to: (1) recover an
additional 7-9 hours of instructional time per week; (2) eliminate repeated warnings and
multiple requests for even the most low-level behavioral problems; (3) decrease your office
referrals by 50%; (4) acquire better connectivity with your students; (5) reclaim your
classroom integrity; and (6) love teaching again!

“Achievement Services—Building Common Sense into Common Core”
SARAH B. ODOM
This presentation will include various modules Achievement Services will provide teachers and
administrators as they move from current state standards to Common Core State Standards.
Many educators have become overwhelmed as they think about how Common Core will have
to be implemented. There is a presumption that Common Core will simply come to mean
COMPLICATED! This does not have to be the case. Common Core is simply a set of standards.
Don’t let them make you apprehensive. The process for implementing Common Core will be
unfolded during the session. Achievement Services will provide sample lesson plans and
performance assessments for attendees.
Part I: “Making the Grade: Understanding, Communicating, and Collaborating with Families”

KRISTIE CHANDLER
This session is designed to help teachers better understand family involvement, use better methods for communicating with parents on an individual basis, and avoid limits to collaborating with parents of exceptional children using the Classroom Family Engagement Rubric to improve academic and social performance.

Part II: “Hind Sight: A Case Study”
During this part of the session, participants will be involved in solving a case study which chronicles a school system and family’s multi-year search for solutions to the child’s reading difficulties. Participants will focus on clues to help solve the mystery, which was right in front of their eyes.

"Woo Hoo! My Curriculum Rocks with High-Level Common Core State Standards (CCSS) Literacy Skills Instruction”

DIANE WHEELER
Is “Boo Hoo” more like it when you consider your students’ literacy skills as related to what will surely be the new standards for CCSS assessment: WRITING ACROSS THE CURRICULUM? Learn how to foster the use of higher level vocabulary, comprehension, and grammar, along with usage and mechanics skills so that students apply them ALL DAY and also during the ultimate show—you know: CCSS assessment.

"Grant Writing: Show Me the Money!”

JUDY MANNING / PAUL MORIN
Participants in this session will gain a wealth of knowledge regarding the keys to writing, submitting, and successfully receiving grants. The presenters have a great deal of experience in both reading and writing grant applications (both corporate and non-profit); therefore, they can show you common errors that knock applications out of the competition, as well as some smart tips on how to make sure your grant can get as many points as possible in the approval process. Participants will also learn helpful Web sites that list grant applications; so, do not let this opportunity to learn all you can about grant writing pass you by!

"Improving Comprehension Instruction for Young Readers: Alabama Reading Initiative (ARI) Connections to Response to Instruction (RtI)”

GAY FINN / KAREN PORTER
The objective of reading instruction is to give young readers the tools they need to understand increasingly sophisticated material in all subjects from elementary through later years of school. It is not enough that students practice strategic reading, but they also must come away with new knowledge from what they read. Effective strategic reading leads to participation in high-quality meaningful discussions of the content of the texts and ensures that students are motivated to explore the text’s meaning deeply. ARI staff will provide teachers with evidence-based effective practices for developing reading comprehension in young readers in order to guide their thinking during reading using high quality texts—texts that are worth the intellectual effort that such reading requires.
“Making Small Group Instruction Work in a Secondary Classroom: Alabama Reading Initiative (ARI) Connections to Response to Instruction (RtI)”

REEDA BETTS / WENDY WARREN

Does flexible small group instruction fit into a content class? YES! Teachers rarely find themselves in a classroom filled with students of the same ability level. No matter how effective the whole group instruction, for some students this will not be enough. Research says that one of the most effective ways to meet the needs of all students is to differentiate instruction. With an emphasis on RtI, teachers in upper grades are looking for ways to teach their content and provide additional help to students who need it. This can be accomplished with small flexible instructional groups. While this has been a staple of beginning reading classes, the concept of flexible small group instruction has not always transferred to other content areas and grades. ARI staff will provide participants with practical steps for implementing flexible instructional grouping in all content areas regardless of the grade or subject.

“Stop Bullying in ALABAMA! Strategies and Resources for Administrators and Teachers”

STEVIE BAIRD / JACKIE HESTER / RICHARD MURPHY / GARY WARNER

The traditional schoolyard bully has morphed into a sophisticated creature that not only walks the halls and playgrounds taunting classmates and threatening to beat them up but also sends threats via Facebook and MySpace, e-mails, and text messages to classmates filled with slurs and harassing statements. In 2009, the Alabama legislature passed the Alabama Student Harassment Prevention Act (ASHPA), which requires all schools to establish a Student Harassment Prevention Act. Once these policies are in place, it is up to school administrators and faculty to implement them in the educational environment. The Alabama Department of Education has developed a “Stop Bullying in Alabama” Web site to provide digital resources, podcasts, and onsite strategies for preventing and combating bullying in the learning environment. Come and hear experts in the field discuss methods for working with both the bully and the victim to ensure that all our students feel safe wherever they are.

“Traveling with Virtual Field Trips”

MEG LOWRY / LINDA JARZYNIECKI

Come and see how 21st Century tools bring the ever-expanding world to your students. The Virtual Field Trip is a wonderful way to inspire and amaze your students without leaving the classroom and having the expense and hazards of transportation. Journey to museums, explore enchanted forests, investigate worlds beneath the oceans, and gaze into space beyond our galaxy. Travel with us as we show you just how easy it can be.

“The Results of the 2011 Youth Risk Behavior Survey—How Healthy are Alabama Students?”

HENRY H. WILLIFORD

The presentation will show data from the Centers for Disease Control and prevention Youth Risk Behavior Survey (YRBS) related to the percentage of students who have behaviors that contribute to unintentional injuries, violence, tobacco use, alcohol and other drug use, sexual behaviors, unintended pregnancy, sexually transmitted diseases (STDs), human immunodeficiency virus (HIV), dietary behaviors, physical activity, and overweight and weight control. The data will demonstrate not only the percent of Alabama students who have health risks, but also show statistical trends over time. The presentation will address “how healthy are Alabama students?”
“Investing in Arts Education”
DIANA F. GREEN / DONNA RUSSELL
Whether you are a single teacher with a passion for including the arts in your classes or an administrator determined to include the arts in your school, this workshop will provide an overview of resources available to you, arguments you may use to solicit support, and research-based models that have proven to be successful. Bring your own challenges and brainstorm solutions with these statewide service organizations that are determined to help you provide access to the arts for all your students. Questions that may be addressed include “What is the best way to structure an artist residency?” and “What would whole school reform through the arts look like in my school?”

“Ready, Set Go with a Guidance/Counseling Plan”
PRESENTER TO BE DETERMINED
This session is designed to answer the question, “What difference do you make as a school counselor?” It will focus on innovative ways to design and implement a meaningful and accountable comprehensive counseling and guidance program. Presenters will share ideas, strategies, activities, and resources for elementary, middle, and high school counselors.

“Seeds of Science/Roots of Reading—DO IT, TALK IT, READ IT, WRITE IT”
MARILYN ENOCH / JANE SHARP
JUST IMAGINE! When you have taught your literacy block, you have also taught your science! Come and experience a literacy program developed around inquiry-based science activities. It supports Science, Technology, Engineering, Math (STEM) Education Coalition concepts, and the Next Generation Frameworks. Hands-on activities from a truly integrated unit and free materials will be a part of this session.

“100 Treatment Techniques for Asperger Syndrome and High Functioning Autism”
TIMOTHY P. KOWALSKI
“But how do I get him to do it?” Now you will know how to do it because this seminar will do exactly what the title says—provide you with 100 treatment techniques found useful when working with individuals diagnosed with Asperger Syndrome (AS) or High Functioning Autism. Educators typically do not have a firm foundation in working with students identified as having AS. Typically they have focused on how to initiate, maintain, and terminate a conversation and use turn-taking skills. While these are important skills to possess, there are many other factors one must be skillful at in order to be perceived as socially appropriate. Learner outcomes will identify 100 treatment techniques and demonstrate how to use these techniques.

“Writing Standards-Based Individualized Education Programs (IEPs)”
DALEE CHAMBERS
This session addresses the guidelines for writing standards-based Individualized Education Programs (IEPs). The steps in developing standards-based IEPs will be discussed in detail. In addition, the similarities and differences in IEPs based on the Alabama Course of Study Standards and Alabama Extended Standards will be covered. This session is for anyone who is new to standards-based IEPs or anyone who has been writing them for the last few years but feels a refresher might help!
“Moving from Defiance to Compliance: Practical Strategies for Today’s Classroom”
JASON CARROLL / JASON GIBSON
Today’s classroom is full of diverse learners from many different backgrounds and ability levels. With increasing pressure for student achievement, student misbehavior is a significant disruption to the learning process. This workshop will address practical strategies for teachers and administrators to implement that increase the likelihood of students’ academics and behavior success. In this engaging session the presenters will focus on decreasing inappropriate behavior through engaging the learner in the lesson along with what to do when student non-compliance persists. Learn practical methods, activities, and ideas you can immediately incorporate into any classroom.

“Totally Math”
JEAN FELDMAN
In this workshop for Pre-Kindergarten through Grade 1 educators, you will learn how to introduce key math concepts in your classroom in creative and meaningful ways. Math fever will spread through your room in the coming year with the catchy tunes, games, and movement ideas you will learn! Highlights will include (a) National Council of Teachers of Mathematics (NCTM) standards the DAP way; (b) using music for prior learning and to provide repetition; (c) songs for number concepts, writing, money, fractions, and addition; (d) games to build skills; (e) hands-on materials for learning centers; (f) open-ended activities to challenge all students; and (g) books to integrate with math concepts and literacy.

“Achievement Services—Authentic vs. Traditional Assessments: Gearing Up for Common Core Testing”
SARAH B. ODOM
This presentation is designed to provide attendees with a look at how assessments will change with the implementation of Common Core State Standards. A comparison between traditional and authentic assessment philosophies will be explored and sample assessments from both philosophies will be provided. Common Core has been designed to include performance tasks as methods for assessing student mastery. Traditional assessments have been used in the past for ease of assessment and scoring, but research has shown students need to be assessed in a variety of assessment types. Join us to see the various ways in which students can show mastery of Common Core standards. Get ready to lose your A-B-C-D-E tests.

“Differentiated Instruction and Implications for Universal Design for Learning (UDL)”
THERESA FARMER / MARIAN PARKER
Differentiated Instruction is an instructional process that positively impacts learning by offering teachers a means to provide instruction to a range of students in today’s classrooms. This session addresses the theory and research behind UDL, investigates the links and connections between UDL and differentiated instruction, and identifies methods and materials that may be implemented to support the differentiated instruction. Instructional resources in a CD and DVD format will be distributed to participants.

“Managing Behavior and Crisis in the Classroom”
ROBERT HUDSON
Wouldn’t it be wonderful if your most challenging students, all of a sudden, became less challenging? Dealing with difficult students and challenging situations are part of a teacher’s job these days. Knowing how to deescalate crisis situations and how to manage problem behaviors are essential skills for all teachers. In this session participants will learn some of the secrets for managing behavior. Attendees will learn techniques that they can use immediately.
“Educational Tools and Resources for Leading, Progress Monitoring, and Supervising Classroom Instruction”
BERGERON HARRIS / JEANNE MONTGOMERY SPENCER
This session is designed to provide participants with tools and resources they can use for leading, progress monitoring, and supervising classroom instruction. Attendees will learn about classroom walkthrough structures and systemic processes that determine instructional alignment to standards, student task alignment to standards, and data collection for determining targeted professional development. Presenters will use a research-based school improvement framework that will guide participants in understanding the context needed to move beyond a school or system’s current state, using data to inform practice, and identifying structures needed to sustain school improvement.

Part I: “Six Deadly Students: Reflections of Secondary Students on Response to Implementation (RtI)”
RACHAEL WHITE
This session will present the reflections of recent high school graduates and their educational experiences in the RtI framework. Implications for practice, along with implementation and long term student outcomes, will also be discussed.

Part II: “Alabama Federation Council of Exceptional Children (AFCEC) Annual Meeting and Awards Ceremony”
AMELIA SPENCER
The annual meeting of AFCEC will be held at the conclusion of Part I of this session.

Part I: “More Than a Number: Socio-Emotional Needs of Gifted Students”
ELIZABETH A. ROMYE
As the title indicates, educators are sometimes prone to thinking of gifted students in terms of numbers—IQ, GPA, and other test scores. But the heightened mental abilities of gifted students often bring with them heightened intensity and complexity of emotional experience which teachers, counselors, and other educators need to be prepared to address. Dr. Romey in the first part of this session will include a discussion of the heightened intensities of gifted students through the paradigm of Dabrowski’s Theory of Overexcitability, as well as provide information on the research into counseling gifted individuals conducted by Webb, Grobman, Peterson, and others. Socio-emotional issues with special populations among the gifted (e.g., gifted/LD, multicultural gifted) will also be discussed.

Part II: “Managing the Social/Emotional Needs of Middle School Gifted Students”
JENNIFER CLEERE
In the second part of this two-part session, participants will examine an overall picture of the social-emotional needs of gifted children and get an understanding of strategies for educators to identify and cope with these needs.

“Technology Powered Writing Skills Acquisition DRIVES Common Core State Standards (CCSS) Success!”
DIANE WHEELER
Writing compositions will likely drive much of the new CCSS assessment, and today’s spin is that they will absolutely be administered via computer processes. Why not promote that ultimate success with technology leveraged to inspire a more thorough understanding and application of writing forms and their characteristics/trait in every classroom? Learn how now in this session!
“A Case Study Approach: Assessment Throughout the Tiers of Response to Implementation (RtI)”
MISTY SPRAGUE
This presentation will follow a case study student through each of the Tiers of RtI and will delve more into depth of appropriate assessment tools available at each level and what information these tools provide to plan and implement better for individual student intervention.

Part I: “Albertville’s Migrant Preschool Program”
JOYCE BISHOP / JUDITH GAY / KRISTI PAIR
In this first part of a two-part session, presenters from the Albertville School System will provide an overview of the success of that system’s migrant preschool program.

Part II: “Elmore County’s Approach to English Learner (EL)/Response to Instruction (RtI)/World-Class Instructional Design and Assessment (WIDA) and Common Core”
RICK PASSOVOY
Mr. Passovoy will focus in this part of the session on a tool that the Elmore County School System has implemented as an approach to EL/RtI/WIDA and the Common Core.

“Improving Comprehension Instruction for Young Readers: Alabama Reading Initiative (ARI) Connections to Response to Instruction (RtI)”
GAY FINN / KAREN PORTER
The objective of reading instruction is to give young readers the tools they need to understand increasingly sophisticated material in all subjects from elementary through later years of school. It is not enough that students practice strategic reading, but they also must come away with new knowledge from what they read. Effective strategic reading leads to participation in high-quality meaningful discussions of the content of the texts and ensures that students are motivated to explore the text’s meaning deeply. ARI staff will provide teachers with evidence-based effective practices for developing reading comprehension in young readers in order to guide their thinking during reading using high quality texts—texts that are worth the intellectual effort that such reading requires.

“Making Small Group Instruction Work in a Secondary Classroom: Alabama Reading Initiative (ARI) Connections to Response to Instruction (RtI)”
REEDA BETTS / WENDY WARREN
Does flexible small group instruction fit into a content class? YES! Teachers rarely find themselves in a classroom filled with students of the same ability level. No matter how effective the whole group instruction, for some students this will not be enough. Research says that one of the most effective ways to meet the needs of all students is to differentiate instruction. With an emphasis on RtI, teachers in upper grades are looking for ways to teach their content and provide additional help to students who need it. This can be accomplished with small flexible instructional groups. While this has been a staple of beginning reading classes, the concept of flexible small group instruction has not always transferred to other content areas and grades. ARI staff will provide participants with practical steps for implementing flexible instructional grouping in all content areas regardless of the grade or subject.
“So You Say It’s Not on the Test; Let’s Investigate That Further”

ELAINED JONES

Human immunodeficiency virus (HIV) Education and Prevention affects the lives of Alabama teens. Some say this is not a part of the “Test.” Let’s investigate further by looking at how HIV, Sexually Transmitted Infections (STIs), and Pregnancy Prevention show up in everyday life through classroom lessons. Participants will use *Health Connections: AIDS Education Lessons to Supplement Literature-based Instruction in Grades 6-12*. Lessons that link to popular children's literature titles such as *Bridge to Terabithia* by Katherine Paterson, *The Diary of Anne Frank* by Goodrich and Hackett, *Native Son* by Richard Wright, and *To Kill a Mockingbird* by Harper Lee, just to name a few, will be used to show how we can strengthen the knowledge and skills of students by increasing their decision-making, communication and refusal skills, and reduce the incidences of HIV, sexually transmitted diseases (STDs), and Teen Pregnancy in Alabama's youth.

“Alabama Explorations Guides: Mathematics Training (Grades Kindergarten-2)”

PRESENTERS TO BE DETERMINED

The focus of this session will be exploring and understanding grade-level standards from the 2010 Alabama Course of Study: Mathematics using a modeled process that can be duplicated at the local level with teacher teams. This hands-on, interactive session will allow participants to explore the foundation of Alabama’s mathematics’ standards, grade-level intent, structure of the standards, mathematical understanding, vertical connections, and action steps for local implementation. Although this session is provided by grade band, teachers will be able to investigate specific standards for their grade level.

“Integrating Visual Arts”

PRESENTER TO BE DETERMINED

This will be a hands-on workshop using Visual Arts content standards to address non-arts in the Kindergarten-Grade 8 curriculum, adaptable for Grades 9-12. Universal concept curriculum design will be used to show how learning “matters” with the establishment of Big Ideas and the design of a performance task that offers opportunities for assessment. Participants will explore ways to make visual arts content relevant to their own teaching.

“Stop Bullying in ALABAMA! Strategies and Resources for Administrators and Teachers”

STEVIE BAIRD / JACKIE HESTER / RICHARD MURPHY / GARY WARNER

The traditional schoolyard bully has morphed into a sophisticated creature that not only walks the halls and playgrounds taunting classmates and threatening to beat them up but also sends threats via Facebook and MySpace, e-mails, and text messages to classmates filled with slurs and harassing statements. In 2009, the Alabama legislature passed the Alabama Student Harassment Prevention Act (ASHPA), which requires all schools to establish a Student Harassment Prevention Act. Once these policies are in place, it is up to school administrators and faculty to implement them in the educational environment. The Alabama Department of Education has developed a “Stop Bullying in Alabama” Web site to provide digital resources, podcasts, and onsite strategies for preventing and combating bullying in the learning environment. Come and hear experts in the field discuss methods for working with both the bully and the victim to ensure that all our students feel safe wherever they are.

“Smart Boards: Back to the Basics”

ELIZABETH SESSIONS

Learn how to incorporate effectively the Smart Board into your classroom environment. Participants will work with the Smart Board Notebook and Floating Toolbar as they practice Smart Boarding Skills. Objectives of this session: Cultivate technology literacy and digital citizenship; learn to use a tool that engages all learners; learn to find and create Smart Board activities; and practice using Notebook software. Participants will receive free Smart Board lessons to take back to the classroom; therefore, bring your USB drive.
“Suicide Prevention in Action: Planning Preventatively, Intervening with Risk, and Responding After a Suicide”
JUDITH HARRINGTON
This session will orient attendees to practical action-oriented “what do I do?” tips and techniques for anticipating, preventing, and responding to suicide risk or a suicide loss. Current national best-practices will be highlighted, resources for direct help will be provided, and individual-specific strategies (teacher, mental health professionals, students, etc.) and organizational-specific strategies (school, staff, parents, community agencies, etc.) will be reviewed. The anatomy of a crisis, disasters, trauma, and postvention will also be highlighted.

Part I: “Engaging Elementary Students in Active Learning for Lifetime Success”
TINA DEBRYUNE / MEGHAN EVERETT / BUFFY MURPHY
One of the most challenging tasks we have is to provide life skills that students can use to make successful future decisions. This session is designed to provide elementary teachers with strategies they can use in the classroom that will provide students with literacy skills they can build on for a future of success. Participants will have an opportunity to share strategies as well as listen to other successful strategies. Free resources will be illustrated and provided. Materials can be used in any classroom and integrated into any subject.

Part II: “Engaging Middle and High School Students in Active Learning for Lifetime Success”
TINA DEBRYUNE / DAN LORD / JULIE KORNEGAY / BUFFY MURPHY
One of the most challenging tasks we have is to provide life skills that students can use to make successful future decisions. This session is designed to provide middle and high school teachers with strategies they can use in the classroom that will provide students with literacy skills they can build on for a future of success. Participants will have an opportunity to share strategies as well as listen to other successful strategies. Free resources will be illustrated and provided. Materials can be used in any classroom and integrated into any subject.

“Making the Grade: Retirement 101 Plus”
JUDY PRICE UTLEY / BOB CROWE / ADA GRIFFIN
Get up to speed on your retirement education: Teacher Retirement System (TRS) benefits, Deferred Retirement Option Plan (DROP), health insurance, Flexible Benefits, and the Retirement Systems of Alabama’s Deferred Compensation Plan, RSA-1. Remember the five Ps: Prior Planning Prevents Poor Performance. A secure and comfortable retirement does not just happen. It takes planning—advanced planning! Let’s face it—retirement is not the time to make a failing grade, and it is never too early to begin the planning process! This session will provide answers to your questions and concerns regarding your planning for the retirement.

“Seeds of Science/Roots of Reading—DO IT, TALK IT, READ IT, WRITE IT”
MARIYLIN ENOCH / JANE SHARP
JUST IMAGINE! When you have taught your literacy block, you have also taught your science! Come and experience a literacy program developed around inquiry based science activities. It supports Science, Technology, Engineering, Math (STEM) Education Coalition concepts, and the Next Generation Frameworks. Hands-on activities from a truly integrated unit and free materials will be a part of this session.
“Positive Behavioral Support Can Work in Your School”
JEREMY MADDEN / SHARON MAGEE
This presentation will provide helpful strategies, activities, and other useful information for implementing positive behavioral support (PBS) in local systems and schools throughout Alabama.

“Human Immunodeficiency Virus (HIV) Training and Education: Preparing 21st Century Learners for the Ultimate Test”
JIA P. OLIVER / MIA L. OLIVER
Conference participants will gain knowledge-based skills in the education and promotion of HIV/AIDS education. Skilled health educators will present up-to-date information on the trends of HIV/AIDS among school age youth within the state of Alabama. Participants will be trained in interpreting the Youth Risk Behavior Survey (YRBS) assessment data and encouraged to use this data to plan and implement HIV/AIDS programs specifically for youth within their schools. Presenters will supply educators with the skills needed to provide students with fact-based information as well as teaching strategies that will promote health behavior changes.

“How to Survive Your Next Individualized Education Program (IEP) Meeting with Less Stress, More Productivity and Better Results”
MELINDA JACOBS
Many educators and administrators think they know the legal requirements for developing IEPs and convening IEP meetings. But most IEP team members do not understand how to prepare for an effective, efficient, and less stressful IEP meeting when there is a dispute with parents over programming and/or placement. Attorney Melinda Jacobs, who exclusively represents school systems in special education issues, has developed this special session specifically for teachers and administrators. Ms. Jacobs will share her practical tips for handling IEP meetings, including how to respond to demanding attorneys/advocates and which common legal pitfalls to avoid.

“Psych Rounds 101”
TIMOTHY P. KOWALSKI
This session will provide educators with a basic understanding of the various psychiatric disorders that may be present in current or future students. It will discuss common psychiatric disorders to include adjustment disorders, anxiety disorders, impulse-control disorders, mood disorders, psychotic disorders, and personality disorders. It will offer an overview of the symptoms and various treatment methodologies typically associated with each label. Educators typically do not have a firm foundation in the various psychiatric diagnostic labels found within the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). Yet, the possibility of experiencing a student with one of these disorders is a strong possibility during the course of the educators’ professional career. While they will not be treating the symptoms of the psychiatric disorder directly, these symptoms will, nonetheless, impact their teaching of academics. This session will help educators have a better understanding of the types of disorders they may see in their students and offer better coping strategies.
“The First Twelve Days of School”
JEAN FELDMAN
Attendees in this session will be ready to GO back to school with all the great ideas they will experience in this workshop. Highlights will include (a) strategies to start the new school year; (b) activities to create a classroom community; (c) projects to win parents and children; (d) classroom management tips; (e) class cheers and celebrations; (f) teaching tricks—puppets, props, attention getters; (g) songs, chants, name games; and (h) ideas for circle time, clean up, and line-up.

“Differentiated Instruction and Implications for Universal Design for Learning (UDL)”
THERESA FARMER / MARIAN PARKER
Differentiated Instruction is an instructional process that positively impacts learning by offering teachers a means to provide instruction to a range of students in today’s classrooms. This session addresses the theory and research behind UDL, investigates the links and connections between UDL and differentiated instruction, and identifies methods and materials that may be implemented to support the differentiated instruction. Instructional resources in a CD and DVD format will be distributed to participants.

“Alabama Extended Standards”
DALEE CHAMBERS
This session is for individuals who teach Alabama Extended Standards to students with significant cognitive disabilities. The extended standards will be explained and discussed so that teachers better understand how to teach them. This training will help teachers of students with significant cognitive disabilities more effectively plan and implement instruction.

“From Operation to Implementation: Getting the Most Out of Technology in the Classroom”
JASON CARROLL / JASON GIBSON
Walk into any classroom today and you will see a wide variety of instructional technologies in place. These may include whole classroom supports such as interactive whiteboards and document cameras, or more specific supports for students with disabilities such as communication and accessibility devices. While technology can make instruction more efficient and engaging, it alone rarely increases achievement. To help remedy this, using the framework of Universal Design for Learning, the presenters will walk participants through technologies ranging from iPads to PowerPoints and provide practical guidance on how to use these technologies to increase student achievement. Participants will leave with an understanding of how to move past basic operation of software and devices to implementation in classroom settings.

“RtI Implementation: Making It Work and Enhancing Student Growth”
DENISE P. GIBBS
RtI implementation successes, along with tools and strategies utilized to enhance student outcomes at various Huntsville City Schools, will be described. The central role of data to guide instruction, the value of team decision-making and data interpretation, along with use of an acceleration block to enhance growth for all students, will also be described.

“Using Literature to Encourage Inclusion”
AMELIA SPENCER / LOUANNE JACOBS
For real inclusion to occur, students with exceptionalities must be accepted into the classroom environment by both the educators and the students. Young adult fiction has been found to provide teachers with greater understanding of specific exceptionalities and an increased enthusiasm for collaborative teaching. Fiction can also be used to improve understanding between children with exceptionalities and typical children. This session will explore the use of literature to encourage inclusion.
“STSETS in Review”
GAIL COMINS
This session includes a review of various features in the SETS software. Here are just a few of the features that will be reviewed: (1) How to set up and enter data for Annual Goal Progress Reports (AGPR); (2) What data is needed for State Reporting; (3) How to setup and use Alerts; and (4) Using the Manual Transfer and Reconcile features.

“Practice DOESN’T Make Perfect: Practice Makes Permanent Strategies for Building Championship Level Classroom Instruction”
DOUGLAS W. MILLIGAN
The same intensity, structure, and planning that creates champions on the playing field creates champions in the classroom. Just as successful coaches teach to and hold players accountable to high expectations, successful teachers hold those same kinds of expectations. Just as successful coaches build strong, positive relationships with their players, successful teachers build those same types of relationships with their students. Just as coaches plan and practice proper techniques that will make their players successful on the playing field, successful teachers plan and practice those instructional and behavioral techniques that will make their students successful in the classroom. This session will provide strategies to: (1) recover an additional 7-9 hours of instructional time per week; (2) eliminate repeated warnings and multiple requests for even the most low-level behavioral problems; (3) decrease your office referrals by 50%; (4) acquire better connectivity with your students; (5) reclaim your classroom integrity; and (6) love teaching again!

“Differentiating Language Learning Issues from Disabilities”
ELIZABETH SILVA
This presentation will explore the differences in language learning vs. learning disabilities. The information needed to assess a true disability will be covered. This workshop will provide an overview of effective screenings, pre-interventions, and evaluations. The presenter will discuss how culture and language are inter-related. Attendees will be provided with methods, materials, and strategies for working with limited English proficient (LEP) students in the general education classroom. There will be a development of a greater understanding of how to utilize resources and implement strategies that will assist at-risk students in achieving academic success. Case studies will be presented.

“Empowering Positive Collaborative/Consultative Partnerships”
NANCY J. JOHNSON
Want to be an integral part of the team in providing meaningful, respectful work for gifted students all day, every day? Getting a foot in the door of general education classrooms is the first step. This interactive session is filled with practical ideas, simulations, and reflective discussions to strengthen professional relationships with administrators and fellow teachers. Attendees will leave with a toolbox filled with strategies that build trust and mutual respect, necessary to establish and maintain positive collegial partnerships for successful collaboration/consultation.

“Grant Writing: Show Me the Money!”
JUDY MANNING / PAUL MORIN
Participants in this session will gain a wealth of knowledge regarding the keys to writing, submitting, and successfully receiving grants. The presenters have a great deal of experience in both reading and writing grant applications (both corporate and non-profit); therefore, they can show you common errors that knock applications out of the competition, as well as some smart tips on how to make sure your grant can get as many points as possible in the approval process. Participants will also learn helpful Web sites that list grant applications; so, do not let this opportunity to learn all you can about grant writing pass you by!
"Introduction to Understanding by Design (UbD)"
JAY MCTIGHE
What do we want students to understand and be able to do? What “enduring” knowledge is worth understanding? What is “understanding” and how does it differ from “knowing”? How will we know what students truly understand and can apply their knowledge in a meaningful way? How might we design our courses and units to emphasize understanding rather than “coverage,” “activities,” or “test prep”? In this introductory workshop, we will explore these questions through a series of thought-provoking exercises and design experiences. More specifically, we will (1) review the logic of “backward design” for curriculum planning; (2) examine a unit planning Template based on the three stages of backward design; (3) examine various assessment methods to use in assessing the degree of student understanding; (4) explore six “facets” of understanding; (5) experience the three inter-related goals (the AMT frame) for instruction; and (6) preview Internet-based resources to support UbD curriculum design.

Part I: “Crossville Elementary ... Changing the Way We Teach”
JENNIFER WILLIAMS
In the first part of this two-part session, the presenter will provide Crossville Elementary School’s story of growth and change over the years. The presentation will include ways that instruction has changed in response to the growth in the English Learner (EL) population.

Part II: “Best of 2011-2012 School Assistance Meetings for Understanding English Learners (SAMUEL)”
KIM MATTOX / TAMMY ROBBINS / SEVIM WHITAKER
The second part of the session will provide connections with data and the Continuous Improvement Plan (CIP) and writing goals and action steps with strategies that work best for ELs. Best practices gleaned will be shared.

"Attendance and School Incident Report (SIR) Issues for Local Education Agencies”
JIM TONEY
This session will address state attendance issues and regulations. Questions regarding attendance and the School Incident Report will be discussed through formal presentation and open forum. New and current legislation concerning the enrollment, attendance, and discipline of students in Alabama public schools will be presented.

"It’s Time to PLAN Now That We Have EXPLORED”
GENNINE BREWER / CECEILIA MILLS / MEG SMITH / JANICE WEBB
The implementation of Alabama’s College and Career Ready Assessment System is now moving into the PLANNING phase with the fall 2012 administration of PLAN to all tenth-grade students in Alabama. Following two years of statewide use of EXPLORE and anticipating the upcoming implementation of PLAN, this session will include a discussion of ways that the data can be used to impact student achievement. The session will also include a review of ACT’s Web site and wealth of resources which support college and career success.

Project 2015, so named because the class of 2015 is the first class of students affected by the new college and career ready component of the Alabama Student Assessment Program, has been created at the Alabama Department of Education to help middle and high school counselors through the transition to college and career expectations for all students. This presentation will provide an overview of the changes, how school counselors will be impacted, and the help that will be available to them as EXPLORE, PLAN, ACT, and WorkKeys assessments are phased into the Alabama Student Assessment Program.
“Alabama Learning Exchange (ALEX) Navigator Training for the Classroom Teacher”
CASSIE RAULSTON
This action-packed “premier” ALEX Certification of Excellence (A.C.E.) module takes you on an interactive tour of the free and award-winning ALEX and Thinkfinity Web sites. Take a dip in the digital pool of engaging interactive podcasts, strategies, and lesson plans—all linked to the standards you teach—and take your classroom to the next level of greatness! The latest “hot” activities and strategies will be shared for you to use immediately in your teaching.

“Promoting Higher-Order Thinking Using Online Thinking Tools”
BARRY WIGINTON
Engaged Students + Learning = Success. Take advantage of strategies and free tools designed to help effectively integrate technology with subject matter to increase student participation during class, help students understand complex processes, or engage and assess students. Have fun socializing with fellow attendees while creating online projects that utilize a concept mapping tool specifically designed to help students understand complex real-world cause-and-effect relationships. All these activities will take place in this session.

“Tiered Instruction: A Classroom View”
THERESA FARMER / SANDY LEDWELL / CHRISTINE SPEAR
This session will feature the work of the Alabama Department of Education; Instructional Strategies Project. Presenters will illustrate “how” research based strategies are used across the curriculum and across grade levels using a planning, observing, and evaluating tool that emphasizes teaching to curriculum standards, effective purpose and pacing of instructional time, and active student engagement. The focus will be on Tier 1 of the RtI framework and how it informs Tier 2 classroom decisions.

“Implementing the 2010 English Language Arts Course of Study: Alabama’s College and Career Ready Standards (Grades 6–12)”
REEDA BETTS / STEVE MICALLEY
In this session professional development will build on the foundation laid in earlier Webinars. The purposes of this session are to explore the specifics of the 2010 English Language Arts (ELA) Grades 6-12 standards, learn a process that can be used to explore standards further at the local level, and provide assistance in transitioning to the 2010 ELA standards as concepts shift grade levels from the 2007 to the 2010 standards.

“Alabama Explorations Guides: Mathematics Training (Grades 3-5)”
PRESENTERS TO BE DETERMINED
The focus of this session will be exploring and understanding grade-level standards from the 2010 Alabama Course of Study: Mathematics using a modeled process that can be duplicated at the local level with teacher teams. This hands-on, interactive session will allow participants to explore the foundation of Alabama’s mathematics’ standards, grade-level intent, structure of the standards, mathematical understanding, vertical connections, and action steps for local implementation. Although this session is provided by grade band, teachers will be able to investigate specific standards for their grade level.

“An Effective Inclusion Model in Core Reading: Alabama Reading Initiative (ARI) Connections to Special Education”
DENISE PERKINS
Is it possible to go from 3600 minutes a year to 7200 minutes a year of small group instruction for your most struggling students during the core reading block without taking time away from other students or increasing the time? YES! Doubling the amount of high quality small group reading instruction on a daily basis can be accomplished by general education and special education teachers collaboratively planning for co-teaching during small group reading instruction. Let ARI show you how!
“Learning and Leading Together Through Peer Coaching: Alabama Reading Initiative (ARI) and Educate Alabama”
CAROL BELCHER / KAREN RUTLEDGE-BELL
The research from Joyce and Showers is clear—peer coaching is where learning is transferred to ongoing practice. Educate Alabama is an integral part of the professional educator’s growth, and peer coaching is the vehicle that provides us with the opportunity to promote and nurture that growth. ARI will give participants an overview of peer coaching while working to build a positive school culture. This session will benefit teachers and administrators alike.

JEAN SCOTT
Learn about the impact on student achievement for Grades 4-8 of the Alabama Math, Science, and Technology Initiative, a program developed by the Alabama Department of Education to improve the quality of mathematics and science instruction. Staff from the SERVE/REL-SE will share results of a three year randomized control trial study, and a researcher who conducted the study will lead a discussion on the impacts of the findings on classroom instruction.

Part I: “Engaging Elementary Students in Active Learning for Lifetime Success”
TINA DEBRUYNE / MEGHAN EVERETT / BUFFY MURPHY
One of the most challenging tasks we have is to provide life skills that students can use to make successful future decisions. This session is designed to provide elementary teachers with strategies they can use in the classroom that will provide students with literacy skills they can build on for a future of success. Participants will have an opportunity to share strategies as well as listen to other successful strategies. Free resources will be illustrated and provided. Materials can be used in any classroom and integrated into any subject.

Part II: “Engaging Middle and High School Students in Active Learning for Lifetime Success”
TINA DEBRUYNE / DAN LORD / JULIE KORNEGAY / BUFFY MURPHY
One of the most challenging tasks we have is to provide life skills that students can use to make successful future decisions. This session is designed to provide middle and high school teachers with strategies they can use in the classroom that will provide students with literacy skills they can build on for a future of success. Participants will have an opportunity to share strategies as well as listen to other successful strategies. Free resources will be illustrated and provided. Materials can be used in any classroom and integrated into any subject.

“Integrating Dance and Literature: Expressing Blood Memory”
DIANA F. GREEN
The first half of this workshop will be a study of African American choreographer Alvin Ailey. Adaptable for any grade level, this lesson involves responding to a master choreographic work. Kindergarten-Grade 3 and Level I identify, describe, and recognize the impact of the dance elements of space, time, and energy. Grades 4-5 and Levels II-IV analyze and evaluate to determine choreographic intent. The second half of the workshop will use dance concepts learned to integrate with literature.

“Making the Grade: Retirement 101 Plus”
JUDY PRICE UTLEY / BOB CROWE / ADA GRIFFIN
Get up to speed on your retirement education: Teacher Retirement System (TRS) benefits, Deferred Retirement Option Plan (DROP), health insurance, Flexible Benefits, and the Retirement Systems of Alabama’s Deferred Compensation Plan, RSA-1. Remember the five Ps: Prior Planning Prevents Poor Performance. A secure and comfortable retirement does not just happen. It takes planning—advanced planning! Let’s face it—retirement is not the time to make a failing grade, and it is never too early to begin the planning process! This session will provide answers to your questions and concerns regarding your planning for the retirement.
"School-Based Mental Health Services in Alabama"
KIM HAMMOND / MABREY WHETSTONE
The Alabama Department of Education and the Alabama Department of Mental Health are collaborating with local education agencies to ensure that children and adolescents, both general and special education, have access to high quality mental health prevention, early intervention, and treatment services in the public schools. This session will outline the greater integration of mental health services into the public schools.

"The Dos and Don’ts of Dispute Resolution Processes"
RODNEY C. LEWIS
This presentation will provide practical information on legally sound practices involving the special education mediation, State complaint, and impartial due process hearing processes. Along with firsthand accounts based on the presenter’s extensive experience, each attendee will be provided insights on how to navigate through these processes, and the pitfalls that should be avoided.

"Reading, Writing, and Rage: the 3 Rs of Asperger Syndrome"
TIMOTHY P. KOWALSKI
Reading comprehension and effective written expression are typically challenging areas for students diagnosed with Asperger syndrome. They often frustrate the student, teacher, therapist, and parent in the academic environment. For many of these students express their frustration through rage. This session will detail practical strategies to enhance reading comprehension and written outlook. Educators are frequently being asked to treat students with Asperger syndrome, yet few of these professionals are adequately prepared for this unique population. This poster session will discuss why traditional techniques designed to address reading comprehension fall short when the student has Asperger syndrome. It will focus on how the concepts of Theory of Mind and Central Coherence can be employed to appreciate more fully their unique needs. By including these concepts together with visual strategies into intervention, more positive outcomes can be seen in reading comprehension. The session will also address the inherent difficulty these students have when using written output as a means of assessing academic comprehension. Is the pencil necessary to achieve the process of written expression? Absolutely NOT! For many students with Asperger syndrome, writing is not an easy task. The ability to collect thoughts and put them into a well-organized format often is a daunting task that overwhelms even the most sincere student. Participants will learn a variety of strategies to address the 3 Rs of Asperger syndrome thereby increasing both reading comprehension and written output as well as reducing rage.

"Singing Standards"
JEAN FELDMAN
In this workshop you will learn how to develop state standards through songs, rhymes, and chants. Best of all, you will discover that you don’t have to have a great voice or play an instrument to sing and dance with your students! Highlights will include (a) brain research; (b) songs to energize the brain; (c) simple tunes to reinforce social studies and science concepts; (d) rhymes and chants to develop alphabet knowledge; and (e) music and movement to build math skills.
“Training in Transition, Module V: Increasing Interagency Collaboration”
KAREN RABREN / COURTNEY DOTSON / SUSAN GOLDSWAITE / ALICIA HODGE-MYRICK
The objective of this workshop is to promote interagency collaboration throughout the state and provide best practices of how to establish and sustain interagency partnerships. This session will identify various service providers’ roles and community resources. It will address levels of interagency collaboration starting with the student and progressing through the local, state, and national levels of involvement. The current status of Alabama’s State Transition Plan and the State Interagency Transition Team (SITT) will be discussed, as well as how each level of collaboration promotes positive post-school outcomes. Please join us!

“RtI Implementation: Making It Work and Enhancing Student Growth”
DENISE P. GIBBS
RtI implementation successes, along with tools and strategies utilized to enhance student outcomes at various Huntsville City Schools, will be described. The central role of data to guide instruction, the value of team decision-making and data interpretation, along with use of an acceleration block to enhance growth for all students, will also be described.

“DREAM! DREAM! DREAM! All I Have to Do is Dream!”
ANNIE DILLON / VICTORIA HULSEY
Dream mapping will be presented as a transition skill for those who enable successful transitions from school to work for those with disabilities. A dream map includes mapping individual and career goals. In this hands-on mini-workshop, professionals will map their own personal and professional dreams.

“Assistive Technology’s Role in Building Independent Learners”
LAURA PARKS / ANN RUBLE
Assistive technology tools can help learners become more independent with reading, writing, note-taking, math skills, and studying. This session will explore various tools from free computer programs to iPad apps. Strategies for identifying needs, exploring options, and implementing tools will be provided.

“Differentiating Language Learning Issues from Disabilities”
ELIZABETH SILVA
This presentation will explore the differences in language learning vs. learning disabilities. The information needed to assess a true disability will be covered. This workshop will provide an overview of effective screenings, pre-interventions, and evaluations. The presenter will discuss how culture and language are inter-related. Attendees will be provided with methods, materials, and strategies for working with limited English proficient (LEP) students in the general education classroom. There will be a development of a greater understanding of how to utilize resources and implement strategies that will assist at-risk students in achieving academic success. Case studies will be presented.

“Implementing Mentoring Programs with Gifted Students”
KEVIN BESNOY
Attendees of this session will learn the benefits of implementing mentoring programs with gifted students. The idea of mentoring is one that dates back to ancient Greece. In fact, the word mentor originates with the story of Odysseus. When Odysseus left home to fight in the Trojan War, he entrusted his son’s, Telemachus, education to his life-long friend, Mentor. Mentor’s role was to be Telemachus’ teacher, adult friend, counselor, and protector. Since that time, mentoring relationships have been used to help individuals navigate life’s obstacles. While there are many mentoring models, the fundamental relationship between mentor and protégé has remained consistent throughout the ages. Several mentoring models will be discussed.
“Local Education Agency (LEA) and School-Based Fiscal Issues”
EDMUND MOORE
Presenters from the Federal Programs Section of the Alabama Department of Education will address local education agency (LEA) and school-based fiscal issues related to the No Child Left Behind Act of 2002. Guidance issued by the United States Department of Education on Title I Fiscal Issues will be reviewed and discussed. Topics that will be covered include: Maintenance of Effort, Comparability, Supplement Not Supplant, Carryover, and Charge Backs.

“Tool and Templates for Curriculum Design”
JAY MCTIGHE
Participants will learn to use a variety of practical and proven Understanding by Design (UbD) design tools for unit planning. Specific tools will be presented for (1) unpacking content standards to identify the “big ideas” for understanding; (2) developing essential questions to frame curriculum; (3) the Goal / Role / Audience / Situation / Product, Performance, Purpose / Standards for Criteria and Success (GRASPS) framework for designing more authentic tasks; and (4) the W.H.E.R.E.T.O.© elements for engaging and effective instruction. This session builds on the morning session; however, morning session attendance is not mandatory if participant has knowledge of Understanding by Design.

NOVELETTE SEROYER
This session will provide updates, suggestions for preparing for an onsite review visit, and findings from the SDE onsite reviews of federal programs. The Self-Assessment and Desk Review processes will also be discussed.

Part I: “Making It All Work Together...Title III / State English Learners (EL) Migrant”
PEGGY HAVEARD / DELY VELEZ-ROBERTS / TAMMY HALLMAN STARNES
This session will provide guidance, updates, and clarification to Title III, State EL, and Migrant compliance and implementation. The presentation will include discussions on aligning Information Now (INow) and Web Portal Data, EL Coach Support, School Assistance Meetings for Understanding English Learners (SAMUEL) meetings, and other related topics.

Part II: “Maximizing TransACT Usage”
RICK PASSOVOY
The second part of this session will focus on the online support and accountability tools including the No Child Left Behind RoadMap. With the TransACT subscription, one has access to a robust collection of legal and parent notifications fully supporting the parent communication mandates (Title I, III, IX, X, Family Educational Rights and Privacy Act (FERPA), Protection of Public Rights Amendment (PPRA) and Office of Civil Rights (OCR) of the No Child Left Behind Act of 2001 (NCLB). The NCLB collection is available in seven languages and includes a powerful NCLB RoadMap tool to help ensure that schools send the right document at the right time. Compliance coverage includes requirements such as Adequate Yearly Progress (AYP), highly qualified staff, English Learners, public school choice, Supplemental Educational Services (SES), safe schools, private schools, homeless, parent involvement, student record privacy/FERPA, Title I schoolwide program eligibility, and restructuring. In addition, GenED collection is available in 21 languages providing broad compliance support for most priority languages.
“Title I School Improvement: Latest Updates in Choice and Supplemental Educational Services (SES)”
MARY ROSE CAMERON / PAM CLOUD / SHERRY COLEMAN / LEE SIMMONS / CYNDI TOWNLEY
Federal Programs staff, along with local education agency program coordinators, will discuss changes and updates in federal guidelines related to the No Child Left Behind Act of 2001 and the impacts on school choice and supplemental educational services. The session will focus on reviewing updates on school choice requirements, applying SES best management practices, and partnering with community agencies to get school-level information on improvement options to parents.

“Alabama’s Continuous Improvement Plan (eCIP) for Schoolwide, Targeted Assistance, and Non-Title Schools”
FRAN STEWART
Alabama’s Continuous Improvement Plan (CIP) must be used by all Title schools and schools not meeting adequate yearly progress (AYP). Three templates are available based on the specific school scenario: (1) Title I Schoolwide; (2) Title I Targeted Assistance; (3) Non-Title. The format required for all CIPs for the 2012-2013 school year is the eCIP. This session will provide information on how to use the electronic version of the CIP for development of the plan. Descriptions of how to create accounts, assign roles, the approval process, and enhancements will be provided.

“Gangs and the Gang Culture’s Influence on Our Kids in Schools”
KEVIN H. TURNER
This workshop will address how Street Gangs influence kids in our schools and why they are drawn into that lifestyle. It will also include information about the local trends and gangs in our state.

“Learning and Leading Together Through Peer Coaching: Alabama Reading Initiative (ARI) and Educate Alabama”
CAROL BELCHER / KAREN RUTLEDGE-BELL
The research from Joyce and Showers is clear—peer coaching is where learning is transferred to ongoing practice. Educate Alabama is an integral part of the professional educator’s growth, and peer coaching is the vehicle that provides us with the opportunity to promote and nurture that growth. ARI will give participants an overview of peer coaching while working to build a positive school culture. This session will benefit teachers and administrators alike.

“An Effective Inclusion Model in Core Reading: Alabama Reading Initiative (ARI) Connections to Special Education”
DENISE PERKINS
Is it possible to go from 3600 minutes a year to 7200 minutes a year of small group instruction for your most struggling students during the core reading block without taking time away from other students or increasing the time? YES! Doubling the amount of high quality small group reading instruction on a daily basis can be accomplished by general education and special education teachers collaboratively planning for co-teaching during small group reading instruction. Let ARI show you how!

“Implementing the 2010 English Language Arts Course of Study—Alabama’s College and Career Standards—Kindergarten through Grade 5”
GAY FINN / PAM HIGGINS / JUDY STONE
In this session professional development will build on the foundation laid in earlier Webinars. The purposes of this session are to explore the specifics of the 2010 English Language Arts (ELA) Grades Kindergarten-5 standards, learn a process that can be used to explore standards further at the local level, and provide assistance in transitioning to the 2010 ELA standards as concepts shift grade levels from the 2007 to the 2010 standards.
"It’s Time to PLAN Now That We Have EXPLORED”
GENNINE BREWER / CECILIA MILLS / MEG SMITH / JANICE WEBB
The implementation of Alabama’s College and Career Ready Assessment System is now moving into the PLANNING phase with the fall 2012 administration of PLAN to all tenth-grade students in Alabama. Following two years of statewide use of EXPLORE and anticipating the upcoming implementation of PLAN, this session will include a discussion of ways that the data can be used to impact student achievement. The session will also include a review of ACT’s Web site and wealth of resources which support college and career success.

Project 2015, so named because the class of 2015 is the first class of students affected by the new college and career ready component of the Alabama Student Assessment Program, has been created at the Alabama Department of Education to help middle and high school counselors through the transition to college and career expectations for all students. This presentation will provide an overview of the changes, how school counselors will be impacted, and the help that will be available to them as EXPLORE, PLAN, ACT, and WorkKeys assessments are phased into the Alabama Student Assessment Program.

"Using Web 2.0 Tools to Enhance Your Teaching and Engage Your Students”
J. MARK COLEMAN / KEITH GEORGE / SHARON MUMM / RICHARD MURPHY
This workshop is divided into two sessions demonstrating the two areas for incorporating Web 2.0 tools: (1) Social Networking for Professional Learning and (2) Engaging the Student in the Learning Process. Each session will last one hour and 30 minutes.

**Session 1: “Professional Social Networking (PSN) Tools for Educators”**
Do you need professional development but don’t have the time to attend an on-site session? This session, then, is for you. Learn what the PSN “buzz” is all about by experiencing a variety of social networking tools and discovering innovative ways in which you can utilize these tools as a mechanism for professional development.

**Session 2: “Incorporating Video into the Classroom”**
Do you want to add a new sparkle to your teaching? This module is for you! Come and explore a variety of techniques and strategies for the effective integration of enhanced video into the classroom. As you stroll through the magic of cinematic delights, learn how to capture and integrate video effectively into every learning venue.

"Effective Questioning through the Use of Web 2.0 Tools”
BARRY WIGINTON
Asking the right question can mean the difference between student engagement or student apathy. In this session, participants will learn the techniques for effective question writing and how to use those techniques to create engaging online projects; how to use an online tool designed to promote analysis, synthesis, and evaluation levels of thinking all while your students are actively engaged in the lesson.

"Tiered Instruction: A Classroom View”
TOD BEERS / REEDA BETTS / NETTIE CARSON-MULLINS
This session will feature the work of the Alabama Department of Education; Instructional Strategies Project. Presenters will illustrate “how” research based strategies are used across the curriculum and across grade levels using a planning, observing, and evaluating tool that emphasizes teaching to curriculum standards, effective purpose and pacing of instructional time, and active student engagement. The focus will be on Tier 1 of the RtI framework and how it informs Tier 2 classroom decisions.
“Making Value Visible: Assessment in the Arts”
DIANA F. GREEN
Whether you are an arts specialist or a generalist beginning to include the arts to teach your curriculum, assessment in the arts will support your work and help students remain accountable for their own success. Assessing the arts does not have to be a mysterious process. This workshop will provide you with tools for ongoing assessment in the arts that are user friendly, risk free, and that will offer evidence for the value of your work.

“Alabama Explorations Guides: Mathematics Training (Grades 6-8)”
PRESENTERS TO BE DETERMINED
The focus of this session will be exploring and understanding grade-level standards from the 2010 Alabama Course of Study: Mathematics using a modeled process that can be duplicated at the local level with teacher teams. This hands-on, interactive session will allow participants to explore the foundation of Alabama’s mathematics’ standards, grade-level intent, structure of the standards, mathematical understanding, vertical connections, and action steps for local implementation. Although this session is provided by grade band, teachers will be able to investigate specific standards for their grade level.

“Exploring the Standards for Mathematical Practice (Kindergarten-Grade 5)”
DIANE DUNCAN / PAMELA WILLIAMS
In this session participants will explore the standards for mathematical practice. In groups, participants will discuss and highlight key ideas for each practice. They will have the opportunity to engage in math activities and then reflect on their opportunities to engage in the practices after each session of “doing the math.” Attendees will view video clips to discuss evidence of students exhibiting the practices and consider implications for instruction.

“Career and Technical Education Grants and Initiatives”
WILLIETTA ELLIS CONNER / MANDY NICHOLS
This session will focus on the College Access Challenge Grant (CACG), Alabama Career Information Network (ACIN), Web portal, State Scholars, Financial Aid Awareness, and Kuder Online interest inventory. The purpose of the CACG is to increase the percentage of qualified high school students that graduate from high school and are prepared to enter and succeed in postsecondary/higher education and/or work. The grant targets qualified, underrepresented students (students and families who are living below the poverty line applicable to the individual’s family size) in each of Alabama’s counties and local school districts. This ACIN Web site has been created through CACG to provide information to students, parents, counselors, and other educators in the following areas: career planning, financial aid, life after high school, workforce development, and resources. State Scholars Initiative is a new program that matches partnerships at the middle, secondary, and post secondary education levels. These grants promote financial literacy, debt management, professional development for counselors and develop partnerships at the local, regional, and state levels to increase the achievement of students in elementary, middle, secondary, and post secondary education.
“Mastering the Maze”  
GAIL COMINS / CURTIS GAGE / CAMILLA GIBSON / SUSAN GOLDTHWAITE / AYANNA LONG
Staff from the Special Education Services Section in the Alabama Department of Education will conduct an all day training session that consists of reviewing the five special education processes, including how to complete the process in Software Technology, Inc. (STI) and providing updates to form changes. This training will be a question and answer session as presenters explain the special education process and the form changes in the most simplistic terms.

“Comprehensive Support Model: A Coordinated Approach for Student Success”  
RHONDA COTTEN / KAY ATCHISON WARFIELD
As you consider how to balance the Academic and Behavior Scales for Student Success, a comprehensive support service model has recorded success in 54 local education agencies to include up to 5% reduction in teacher referrals and 4% reduction in the number of student withdrawals and an increase in graduation rates of 4%-10% in one year. This systematic, directive, and timely initiative meets the needs of students and community. Attendance/truancy and lack of positive student relationships are the number one indicators in our schools for student failures, academically and behaviorally. Alabama has been ranked 3rd in the nation for reducing the number of dropout factories by the America’s Promise Alliance and Everyone Graduate Center in 2010. If you are interested in adding a graduation coach to your team and exploring a bundle of support services, this session is for you.

MEGA 2012 CONCURRENT SESSIONS
THURSDAY - July 19, 2012 - 8:15 am-11:30 am

Part I: “60 Tips in 60 Minutes”  
RODNEY C. LEWIS / DEBORAH MATTISON / JULIE J. WEATHERLY / CAMILLA GIBSON
This part of a two-part presentation initially delivers 60 tips and hints in a fast-paced environment from a panel which includes nationally recognized parent and school board attorneys and a member of the Alabama Department of Education.

Part II: “Questions and Answers”  
During the second part, the panel will share answers to previously posed questions related to identification, evaluation, placement, and the provision of a free appropriate public education to students with disabilities.

“Training in Transition, Module V: Increasing Interagency Collaboration”  
KAREN RABREN / COURTNEY DOTSON / SUSAN GOLDTHWAITE / ALICIA HODGE-MYRICK
The objective of this workshop is to promote interagency collaboration throughout the state and provide best practices of how to establish and sustain interagency partnerships. This session will identify various service providers’ roles and community resources. It will address levels of interagency collaboration starting with the student and progressing through the local, state, and national levels of involvement. The current status of Alabama’s State Transition Plan and the State Interagency Transition Team (SITT) will be discussed as well as how each level of collaboration promotes positive post-school outcomes. Please join us!
CAROLINE DUNN
Transition planning for students with high incidence disabilities (e.g., learning disabilities, mild intellectual disabilities, emotional/behavioral disabilities) has lagged behind that of other groups and often is not reflective of research and evidence-based practices. The purpose of this session is to provide an overview of strategies for assisting students with high incidence disabilities transition from secondary to postsecondary environments. Both content and process considerations will be highlighted.

“Recognizing Dyslexia through Classroom Assessments: Who are These Students Who Don’t Learn Phonics Easily?”
DENISE GIBBS
Teachers are often confronted with students who appear to be very capable but who are unable to acquire decoding skills through typical instructional procedures. This session will focus upon how to use Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading, Aimsweb, and other formative assessments to identify these puzzling students.

“Results-Based Accountability (RBA) for Communities and Programs that Want to Get from Talk to Action”
MARK FRIEDMAN
Moving your system improvement planning from talk to action requires local education agencies (LEAs) to measure the effect of their work rather than measuring efforts alone. The RBA Framework has been used nationally and internationally by many state and local agencies, including education, to get past barriers to improvement and accomplish real results using this common-sense, plain language approach to data-based improvement planning and measurement. Mark Friedman, director of the Fiscal Policy Studies Institute (FPSI), developer of the RBA Framework, and the author of Trying Hard Is Not Good Enough, will guide participants through the RBA planning process using their own data to plan for improvement and measure results during this fast-paced and entertaining half-day workshop. Participants can learn more about RBA by visiting www.resultsaccountability.com. LEA teams of three are strongly encouraged to participate. Pre-registered participants will receive a complimentary copy of Trying Hard Is Not Good Enough. E-mail Susan Williamson at swilliamson@alsde.edu to pre-register for this session and request pre-registration materials.

“Behavioral and Instructional Management: How to Write and Implement a Functional Behavior Assessment, Behavior Intervention and Crisis Plans and Response to Intervention Strategies for Behavior Management for Supporting Classroom Instruction”
JEANNE MONTGOMERY SPENCER
This session is designed to provide participants with clear and concise frameworks for the development and implementation of Functional Behavior Assessments (FBA), behavior intervention, and crisis plans for students. Also, a response to intervention (RtI) framework, with a focus on behavior management and classroom instruction, will be presented. Participants will have FBA and Behavior Intervention Plan (BIP) models and RtI strategies for campus and district use.

“Keeping the Curriculum Fresh”
CYNTHIA MAYO
This presentation is designed for high school teachers seeking to promote success and independence for students pursuing a graduation certificate. Whether new to the field or a veteran teacher, you are sure to discover in this session something different you will want to try.
“Understanding the Social and Emotional Lives of Gifted Students”
THOMAS P. HÉBERT
Educators want to understand the social and emotional needs of students in their classrooms in order to guide them in their development. This seminar presents a comprehensive treatment of social and emotional development in gifted students. Topics include theories that guide our understanding of the lived experiences of gifted students, social and emotional characteristics and behaviors evidenced in gifted learners, friendships and family relationships that support them, identity development, and contextual influences that shape their social and emotional lives. In addition, participants will learn strategies for designing a supportive classroom environment for social and emotional development. Through case studies, activities, and media, educators gain a better understanding of their students and learn methods to address their social and emotional needs.

“Professional Learning: The Key to Infusing Technology in the Classroom”
DAFNE STOKES
Outstanding classroom teachers and administrators sometimes find it difficult to make the transition to infusing technology into their everyday teaching and learning. Explore new roles for teachers, environments for students, current research and why it is critical to use technology to engage students in today’s 21st Century classroom. This workshop will provide practical applications for using educational technology to create more empowering, progressive, and technology enriched schools. Attendees will experience new teaching strategies using current content, curriculum, and standards that leverage the power of technology tools to improve learning for all.

“Grant Me the Money, Please: Now, Show Me How!”
JUDY MANNING / PAUL A. MORIN
Having attended this year’s or last year’s session on “Grant Writing: Show Me the Money!” is a prerequisite for this session. Attendees will be provided the opportunity to participate in a hands-on, step-by-step tutorial for grant writing. This session is designed to be a practical and participatory workshop, and participants must come prepared to roll up their sleeves to be involved and work.

“McKinney-Vento 101”
BETH THOMPSON
This session is designed for new district homeless liaisons. The McKinney-Vento Homeless Assistance Act will be discussed along with all of the duties that are associated with being a district liaison.

“Engaging Partners in Putting the Alabama Literacy Plan into Action”
SALLYE R. LONGSHORE / PAM LANING / POLLY MCCLURE / JUDY STONE
The Alabama Department of Education led a state team in developing a comprehensive literacy plan from birth through Grade 12. This session will address next steps, focusing on the birth-age five range, for putting the plan into action. Presenters will focus on practical tools for engaging parents and communities in ensuring that the learning needs of Alabama’s youngest children are being met.

“School Improvement Grant (SIG) On-line Monitoring Tool”
STEPHANIE BENEDICT
This session is designed to acquaint SIG Cohort II districts and schools with the required federal monitoring indicators. The presentation will introduce Alastar, the Alabama specific tool for learning proven best practice strategies for rapid school improvement and tracking progress on key indicators. While the session is geared toward SIG Cohort II districts and schools, this free instrument has the potential to be used in numerous ways throughout a local education agency or school. Therefore, the session is open to all other interested participants as well.
“Show Me the Improvement”
ELEMENTARY ADMINISTRATORS AND LEADERSHIP TEAM MEMBERS TO BE DETERMINED
Elementary administrators and leadership teams will discuss the processes for garnering high student performance from students of high poverty and other challenges. This session will help your school unlock the keys to improved student achievement and teacher satisfaction.

“Show Me the Improvement”
MIDDLE SCHOOL ADMINISTRATORS AND LEADERSHIP TEAM MEMBERS TO BE DETERMINED
Middle school administrators and leadership teams will discuss the processes for garnering high student performance from students of high poverty and other challenges. This session will help your school unlock the keys to improved student achievement and teacher satisfaction.

“Service-Learning Workshop”
JOAN LIPTROT
Each year almost one-third of all public high school students—and nearly 50 percent of minorities—fail to graduate with their class. Surprisingly, academic failure was not the principal cause—70 percent of the students reported that they did not see the real-world applications of their schoolwork and nearly half felt bored by their classes. Of those who did graduate, many lack the skills and the self-esteem necessary to exercise meaningful options in the areas of work, leisure, and personal relationships. Service-learning has been found to address some of the principal causes of dropping out by keeping students engaged in school and on track to graduate. Youth Development experts are identifying early service-learning experiences (in elementary and middle school) as a critical building block for positive, healthy youth development. This engaging workshop will explore how service-learning allows teachers to impact students’ personal, social, and academic growth from kindergarten through high school.

JULIE CHAMPION / CINDY ERICKSON / RACHAEL MCDANIEL
This break out session will cover an introduction to the Peer Helper concept as well as provide a practical, hands-on guide to beginning a program for participants’ school situation.
In addition, attendees will learn of various program projects, fundraising ideas, and information on how to utilize service learning projects for enhancing mentor/mentee relationships.
It is recommended that participants come prepared to share ideas with the group.

“School Safety Planning and Virtual Alabama”
LAMAR DAVIS
This session will build participants’ general knowledge of using the Virtual Alabama School Safety System. Discussions will focus on the process for mapping schools, how security of data is managed, and how school maps will be maintained over time. Demonstrations will highlight a number of school map features, including camera linkages, current symbology, and future release symbology. Also included in the session are individual school plan updates and their relationship to Virtual Alabama as we move toward the electronic version of the school safety plan format.

“How to Effectively Co-teach in an Inclusion Setting:
Alabama Reading Initiative (ARI) Connections to Special Education”
DENISE PERKINS
Have you ever asked yourself, “Why am I here, and what am I expected to do?” Teachers often question their roles when thinking about co-teaching in an inclusion classroom.
(“Inclusion is ever-changing, based on your current crop of students. Just when you think you have the perfect recipe, a new guest arrives and is allergic to what you are serving.”—Richard Villa). ARI staff and friends will explore ways to collaborate with colleagues to more effectively meet the increasingly complex needs of today’s students through co-planning and co-teaching.
"Implementing the 2010 English Language Arts Course of Study: Alabama’s College and Career Ready Standards (Grades 6–12)"
REEDA BETTS / STEVE McALILEY
In this session professional development will build on the foundation laid in earlier Webinars. The purposes of this session are to explore the specifics of the 2010 English Language Arts (ELA) Grades 6-12 standards, learn a process that can be used to explore standards further at the local level, and provide assistance in transitioning to the 2010 ELA standards as concepts shift grade levels from the 2007 to the 2010 standards.

"Un-masking the Future of GEMS-U!"
HAILEY RIDGEWAY
The Girls Engaged in Math and Science University (GEMS-U) has grown from a one day exposition to two fun-filled days of hands-on math and science activities, a project show and tell, meeting interesting Science, Math, Technology and Engineering role models and, best of all, an overnight camp-in with the dinosaurs. Come, see, and hear the 2011/2012 GEMS-U Expo statements and images from participants. Also, hear how the GEMS-U movement has moved into Alabama schools and districts and the plans for expanding the GEMS-U girls to GEMS-U professional development for teachers.

"Games: If You Build It, They Will Learn!"
ELIZABETH SESSIONS
Our students are the digital generation, and they are hard-wired for learning. Are we, as educators, hard-wired for teaching? Come and join us as we learn to build online and computer based games with your subject matter. We will be creating PowerPoint games, flash animations and games, games at online Web sites, and interactive Whiteboard games. Bring your USB/Jump drive and get your game on!

"4 the Kids: Healthy Living through Technology Integration"
CHERI HAYES / ELAINER JONES / JANET TAYLOR
Engage the digital-age learner through the use of technology tools to foster reduction of high-risk behaviors. Use authentic resources and original video to lead your students through the creation of podcasts or PSA to share the story. This hands-on workshop will utilize equipment and materials provided by the Alabama Department of Education and funded by the Center for Disease Control. Following the session, applications will be provided for extended use of the video camera in the health educator’s class. NOTE: This session is limited to 15 participants.

"Math Web sites, Resources, and Conversations"
TOD BEERS
Find information on Web sites that are useful for preparing teachers in delivering instruction on the 2010 Course of Study, Mathematics. Additional ready-made resources will be highlighted that can be used by administrators and teachers to prepare for implementing the new standards in mathematics. A conversational approach will be used to promote discussion between stakeholders to create a team or community-based effort in helping students master the standards.

"Data Collection and Targeted Support through Formative Assessments"
NETTIE CARSON-MULLINS / CHRISTINE SPEAR
This session will emphasize a process for evaluating the effectiveness of instructional strategies according to the levels of student engagement and quality of formative assessment data yielded. Participants will learn how to collect and use formative assessment data to guide instruction effectively.
“Exploring the Standards for Mathematical Practice (Grades 6-12)”  
MICHELE MATIN  
In this session participants will explore the standards for mathematical practice. In groups, participants will discuss and highlight key ideas for each practice. They will have the opportunity to engage in math activities and then reflect on their opportunities to engage in the practices after each session of “doing the math.” Attendees will view video clips to discuss evidence of students exhibiting the practices and consider implications for instruction.

“Alabama Explorations Guides: Mathematics Training (Grades 9-12)”  
PRESENTERS TO BE DETERMINED  
The focus of this session will be exploring and understanding grade-level standards from the 2010 Alabama Course of Study: Mathematics using a modeled process that can be duplicated at the local level with teacher teams. This hands-on, interactive session will allow participants to explore the foundation of Alabama’s mathematics’ standards, grade-level intent, structure of the standards, mathematical understanding, vertical connections, and action steps for local implementation. Although this session is provided by grade band, teachers will be able to investigate specific standards for their grade level.

“ARMT+ Reading: It’s Game Time!”  
KANETRA GERMANY  
No great team has ever been successful without understanding the fundamentals of the game, strength and endurance training, practice, and the expertise of a great coach. Most importantly, successful teams must have GREAT EXPECTATIONS. “Gear up” and join us as we provide an overview of the ARMT+ with a focus on reading, analyze the item formats, define rigor, and share instructional strategies. What time is it? It’s GAME TIME!

“The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten (K-PAVE)—Results of a Randomized Control Trial Study”  
PAMELA A. FINNEY  
REL-Southeast (REL-SE) conducted a randomized control trial in the Mississippi Delta to test the impact of a kindergarten vocabulary instruction program on students’ expressive vocabulary. The study, The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten (VOCAB), found a significant positive impact for students’ vocabulary development and academic knowledge as well as for the classroom instruction outcome of vocabulary and comprehension support. Kindergartners who received the K-PAVE intervention were one month further ahead in vocabulary development at the end of kindergarten than their peers who did not receive the intervention. However, on measures of kindergarten listening comprehension, there were no statistically significant differences between the two groups. The kindergarten teachers trained in the program were significantly more likely than their peers who did not receive K-PAVE training to engage in activities to support students’ vocabulary and comprehension development. However, the program did not produce a statistically significant impact on instructional support or emotional support in the classroom. Additionally, the program did not impact the amount of instructional time spent on literacy in areas other than vocabulary and comprehension. This session will offer a discussion on the impacts of the findings on classroom instruction.
“Career and Technical Education Grants and Initiatives”
WILLIETTA ELLIS CONNER / MANDY NICHOLS
This session will focus on the College Access Challenge Grant (CACG), Alabama Career Information Network (ACIN), Web portal, State Scholars, Financial Aid Awareness, and Kuder Online interest inventory. The purpose of the CACG is to increase the percentage of qualified high school students that graduate from high school and are prepared to enter and succeed in postsecondary/higher education and/or work. The grant targets qualified, underrepresented students (students and families who are living below the poverty line applicable to the individual’s family size) in each of Alabama’s counties and local school districts. This ACIN Web site has been created through CACG to provide information to students, parents, counselors, and other educators in the following areas: career planning, financial aid, life after high school, workforce development, and resources. State Scholars Initiative is a new program that matches partnerships at the middle, secondary, and post secondary education levels. These grants promote financial literacy, debt management, professional development for counselors and develop partnerships at the local, regional, and state levels to increase the achievement of students in elementary, middle, secondary, and post secondary education.

“Live, Laugh, Love Special Education: Legal Perspectives from Both Sides”
DEBORAH A. MATTISON / JULIE J. WEATHERLY
This presentation will provide the audience with the legal perspective of an attorney who specializes in the representation of parents and their children and that of an attorney who specializes in the representation of school districts in special education matters. Topics will be addressed by “both sides” and will include discussion of Free Appropriate Public Education (FAPE) and Individualized Education Program (IEP) legal issues.

“Strategies for Dealing with Contentious Parents”
ERIKA PERRONE TATUM
Ms. Tatum will provide tips for schools/school districts in handling difficult situations with parents. Discussion regarding compliance with the Individuals with Disabilities Education Act (IDEA) regulations while, at the same time, trying to resolve disputes with parents will be a focus of this session.

“Mathematics and Students with Disabilities: A Review of Classroom Activities for Communicating Mathematical Thinking”
TERESA GARDNER
General education mathematics teachers may not be aware of the full range and types of math disabilities or may not have received the necessary training and information required to recognize correctly a disabilities’ effect on math performance. This presentation will examine instructional practices to help students communicate understanding regarding mathematical thinking.

“Serving Preschoolers with Severe Disabilities in Local Education Agency and Community Settings”
AMYSUE REILLY
This presentation will provide recommendations and concrete examples of the practical application of “best practices” for serving preschoolers with severe disabilities in the various local education agencies and community settings. Participants will acquire additional effective teaching strategies for increasing the preschoolers’ positive interactions within these settings as well as adaptations and modifications of the curriculum and environment to successfully support the preschoolers, families, and providers.
“Providing Tiered Interventions through Response to Implementation (RtI) Efforts to Meet the Needs of Students with Dyslexia”  
DENISE GIBBS  
Many students with dyslexia can have their reading difficulties remediated through effective Tier 2 and Tier 3 reading interventions designed to meet their needs. With appropriate tiered intervention, only the most severely dyslexic students will need special education assistance. This session will focus upon Tier 2 interventions which can be delivered in the classroom and more intensive Tier 3 interventions which can be used to meet the needs of students with dyslexia.

“Lessons Learned from My Work with Jermaine: Nurturing the Gifts and Talents of Children of Poverty”  
THOMAS P. HÉBERT  
From a longitudinal qualitative case study on the life of a gifted African American child in rural Alabama, we gain insights into the lived experiences of gifted children growing up in poverty. This session presents the ongoing study of Jermaine and highlights the factors that influenced his success. Implications of the study for educators and policy makers are discussed. The second half of the session features practical classroom strategies for supporting the intellectual, motivational, and emotional needs of gifted culturally diverse children in rural settings. Through engagement in the strategies, participants will learn methods to support other children like Jermaine.

“Results-Based Accountability (RBA) for Communities and Programs that Want to Get from Talk to Action”  
MARK FRIEDMAN  
Moving your system improvement planning from talk to action requires local education agencies (LEAs) to measure the effect of their work rather than measuring efforts alone. The RBA Framework has been used nationally and internationally by many state and local agencies, including education, to get past barriers to improvement and accomplish real results using this common-sense, plain language approach to data-based improvement planning and measurement. Mark Friedman, director of the Fiscal Policy Studies Institute (FPSI), developer of the RBA Framework, and the author of Trying Hard Is Not Good Enough, will guide participants through the RBA planning process using their own data to plan for improvement and measure results during this fast-paced and entertaining half-day workshop. Participants can learn more about RBA by visiting www.resultsaccountability.com. LEA teams of three are strongly encouraged to participate. Pre-registered participants will receive a complimentary copy of Trying Hard Is Not Good Enough. E-mail Susan Williamson at swilliamson@alsde.edu to pre-register for this session and request pre-registration materials.

“Information Now Classroom Lesson Planner, Grade Book Setup and Entry for Teachers”  
DAFNE STOKES  
This session will show the participants how to fully utilize the grade book component to track student progress.

“Behavioral and Instructional Management: How to Write and Implement a Functional Behavior Assessment, Behavior Intervention and Crisis Plans and Response to Intervention Strategies for Behavior Management for Supporting Classroom Instruction”  
JEANNE MONTGOMERY SPENCER  
This session is designed to provide participants with clear and concise frameworks for the development and implementation of Functional Behavior Assessments (FBA), behavior intervention, and crisis plans for students. Also, a response to intervention (RtI) framework, with a focus on behavior management and classroom instruction, will be presented. Participants will have FBA and Behavior Intervention Plan (BIP) models and RtI strategies for campus and district use.
“e-GAP 101”  
EDMUND MOORE

This session is designed to train users on the steps involved in developing their electronic grant applications. Users will be taught to develop goals, strategies, action steps, and budgets to support implementation.

“Show Me the Improvement”  
ADMINISTRATORS AND LEADERSHIP TEAM MEMBERS FROM RURAL HIGH SCHOOLS TO BE DETERMINED

High school administrators and leadership teams from rural schools will discuss their processes for garnering increased student performance from students of high poverty and other challenges. This session will help your school unlock the keys to improved student achievement and teacher satisfaction.

“Show Me the Improvement”  
ADMINISTRATORS AND LEADERSHIP TEAM MEMBERS FROM URBAN HIGH SCHOOLS TO BE DETERMINED

High school administrators and leadership teams from urban schools will discuss their processes for garnering increased student performance from students of high poverty and other challenges. This session will help your school unlock the keys to improved student achievement and teacher satisfaction.

“Athletics and the Homeless Student”  
STEVE SAVARESE / BETH THOMPSON

The McKinney-Vento Homeless Assistance Act will be discussed in relationship to homeless students participating in athletics throughout the state. The second half of the session will include a discussion on how to have a solid homeless program. Compliance Assistance materials will be discussed with sample needs assessments and program evaluations.

“Alabama’s Continuous Improvement Plan (Ecip) for Schoolwide, Targeted Assistance, and Non-Title Schools”  
FRAN STEWART

Alabama’s Continuous Improvement Plan (CIP) must be used by all Title schools and schools not meeting adequate yearly progress (AYP). Three templates are available based on the specific school scenario: (1) Title I Schoolwide; (2) Title I Targeted Assistance; (3) Non-Title. The format required for all CIPs for the 2012-2013 school year is the Ecip. This session will provide information on how to use the electronic version of the CIP for development of the plan. Descriptions of how to create accounts, assign roles, the approval process, and enhancements will be provided.

“Service-Learning Workshop”  
JOAN LIPTROT

Each year almost one-third of all public high school students—and nearly 50 percent of minorities—fail to graduate with their class. Surprisingly, academic failure was not the principal cause—70 percent of the students reported that they did not see the real-world applications of their schoolwork and nearly half felt bored by their classes. Of those who did graduate, many lack the skills and the self-esteem necessary to exercise meaningful options in the areas of work, leisure, and personal relationships. Service-learning has been found to address some of the principal causes of dropping out by keeping students engaged in school and on track to graduate. Youth Development experts are identifying early service-learning experiences (in elementary and middle school) as a critical building block for positive, healthy youth development. This engaging workshop will explore how service-learning allows teachers to impact students’ personal, social, and academic growth from kindergarten through high school.
“Section 504 Legal Update on Hot Topics and Present Issues”  
VICKIE BROWN / REBECCA HARDIMAN / RODNEY C. LEWIS

School districts are faced with the ever increasing challenge of complying with the vast array of rules and regulations applicable to students with disabilities. This session will provide an in-depth analysis of the underlying laws regarding the placement of students with disabilities under Section 504 of the Rehabilitation Act of 1973 as well as provide practical advice and strategies. Issues regarding public schools’ obligation under Section 504, short-term suspensions, exclusion, manifestation determination reviews, behavior intervention plans, notifications to police, and more will be addressed.

“Inclusive Life Skills Programming with Peer Partnering for Students with Moderate to Profound Disabilities”  
CARRIE JONES

The Life Skills Academy is a program serving students with moderate to profound disabilities in the public high school setting. Through the use of multi faceted programming and peer partnering, students with exceptional needs benefit from a high school experience that is similar to that of their peers without disabilities. Through the peer partner portion of the program, high school students without disabilities are discovering that the gap separating these two groups of individuals socially and recreationally is not as wide as once thought.

“ARMT+ Reading: It’s Game Time!”  
KANETRA GERMANY

No great team has ever been successful without understanding the fundamentals of the game, strength and endurance training, practice, and the expertise of a great coach. Most importantly, successful teams must have GREAT EXPECTATIONS. “Gear up” and join us as we provide an overview of the ARMT+ with a focus on reading, analyze the item formats, define rigor, and share instructional strategies. What time is it? It’s GAME TIME!

“Data Collection and Targeted Support through Formative Assessments”  
REEDA BETTS / NETTIE CARSON-MULLINS / CHRISTINE SPEAR

This session will emphasize a process for evaluating the effectiveness of instructional strategies according to the levels of student engagement and quality of formative assessment data yielded. Participants will learn how to collect and use formative assessment data to guide instruction effectively.

“Implementing the 2010 English Language Arts Course of Study—Alabama’s College and Career Standards—Kindergarten through Grade 5”  
GAY FINN / PAM HIGGINS / JUDY STONE

In this session professional development will build on the foundation laid in earlier Webinars. The purposes of this session are to explore the specifics of the 201- English Language Arts (ELA) Grades Kindergarten-5 standards, learn a process that can be used to explore standards further at the local level, and provide assistance in transitioning to the 2010 ELA standards as concepts shift grade levels from the 2007 to the 2010 standards.

“Math Web sites, Resources, and Conversations”  
TOD BEERS

Find information on Web sites that are useful for preparing teachers in delivering instruction on the 2010 Course of Study, Mathematics. Additional ready-made resources will be highlighted that can be used by administrators and teachers to prepare for implementing the new standards in mathematics. A conversational approach will be used to promote discussion between stakeholders to create a team or community-based effort in helping students master the standards.
“4 the Kids: Healthy Living through Technology Integration”
CHERI HAYES / ELAINER JONES / JANET TAYLOR
Engage the digital-age learner through the use of technology tools to foster reduction of high-risk behaviors. Use authentic resources and original video to lead your students through the creation of podcasts or PSA to share the story. This hands-on workshop will utilize equipment and materials provided by the Alabama Department of Education and funded by the Center for Disease Control. Following the session, applications will be provided for extended use of the video camera in the health educator’s class. NOTE: This session is limited to 15 participants.

“How to Effectively Co-teach in an Inclusion Setting: Alabama Reading Initiative (ARI) Connections to Special Education”
DENISE PERKINS
Have you ever asked yourself, “Why am I here, and what am I expected to do?” Teachers often question their roles when thinking about co-teaching in an inclusion classroom. (“Inclusion is ever-changing, based on your current crop of students. Just when you think you have the perfect recipe, a new guest arrives and is allergic to what you are serving.”—Richard Villa). ARI staff and friends will explore ways to collaborate with colleagues to more effectively meet the increasingly complex needs of today’s students through co-planning and co-teaching.

“The Alabama Learning Exchange (ALEX) and the 2010 Mathematics Course of Study”
SHELIA PATTERSON / SHANNON PARKS
After Alabama joined 47 other states in adopting the Common Core Math Standards and incorporated them into the 2010 Alabama Mathematics Course of Study, the ALEX team digitized and hosted the standards in the Course of Study section. Alignments of resources have been completed. Come and explore resources that include learning assets, lesson plans, podcasts, and web resources.

“Smart Boards: Beyond the Basics”
ELIZABETH SESSIONS
Join us and get some great practice using intermediate and advanced components of the Smart Notebook software. Participants will practice using the Lesson Activity Toolkit, page recording, audio recording, attachments tab, and more as they learn to customize the Smart Board experience. Come join us as we take our Smart Board experiences to a whole new level. Participants will receive free Smart Board lessons to take back to the classroom; so bring your USB drive.

“Making the Grade: Retirement 101 Plus”
JUDY PRICE UTLEY / BOB CROWE / ADA GRIFFIN
Get up to speed on your retirement education: Teacher Retirement System (TRS) benefits, Deferred Retirement Option Plan (DROP), health insurance, Flexible Benefits, and the Retirement Systems of Alabama’s Deferred Compensation Plan, RSA-1. Remember the five Ps: Prior Planning Prevents Poor Performance. A secure and comfortable retirement does not just happen. It takes planning—advanced planning! Let’s face it—retirement is not the time to make a failing grade, and it is never too early to begin the planning process! This session will provide answers to your questions and concerns regarding your planning for the retirement.
“Preschool/Early Learning Program Profile (ELPP)/Standards Update”
JAN ENSTROM
Any new information/updates that have been added to the Alabama Department of Education’s preschool requirements since Mega 2011 will be presented in this session. The new ELPP Web based program will be discussed, and data from the first year of its implementation will be presented.

“When Gifted Students Bully or Are Bullied”
SHIRLEY FARRELL / NANCY JOHNSON
Bullying is learned behavior, and what is learned can be unlearned! Gifted children are the target of bullies or can be the bullies themselves. Join this session to learn strategies when working with bullies, targets of bullies, and bystanders. Participants will be actively engaged in hands-on activities and will leave with strategies, activities, and an extensive bibliography to use in their classrooms.

“Information Now Classroom Lesson Planner, Grade Book Setup and Entry for Teachers”
DAFNE STOKES
This session will show the participants how to fully utilize the grade book component to track student progress.

“A Comparison of the Performance of Students with Reading Disabilities When Using a Student-Reads-Aloud Accommodation on the Narrative versus Expository Text”
ANGEL OVERTON
Findings of a research study completed in the spring of 2012 in which the researcher examined the feasibility of a student-reads-aloud accommodation on assessments of reading comprehension will be presented. Differences in reading rate and proficiency among silent and oral passages designed to resemble the Alabama Reading and Math Test reading passages were measured.

“Teachers…Re-Activate!”
VALERIE CONWAY-BURRELL
In this session participants will be given global and personal reasons why we must re-energize in order to give our best in the classrooms each day. Attendees will also experience an honest look at some of the reasons we come to work de-activated.

“Making the Grade: Retirement 101 Plus”
JUDY PRICE UTLEY / BOB CROWE / ADA GRIFFIN
Get up to speed on your retirement education: Teacher Retirement System (TRS) benefits, Deferred Retirement Option Plan (DROP), health insurance, Flexible Benefits, and the Retirement Systems of Alabama’s Deferred Compensation Plan, RSA-1. Remember the five Ps: Prior Planning Prevents Poor Performance. A secure and comfortable retirement does not just happen. It takes planning—advanced planning! Let’s face it—retirement is not the time to make a failing grade, and it is never too early to begin the planning process! This session will provide answers to your questions and concerns regarding your planning for the retirement.
“The Bullying Culture—What Can We Do?”
MARILYN LEWIS / CECEILIA MILLS
Bullying is a common, sometimes severe form of school violence, often misidentified and underreported. As statistics report the harmful impact of bullying on academics, it is imperative that adults and students be equipped with the skills to address this critical social issue. This session will focus on the facts and myths of bullying, the state law, how to identify and confront perpetrators, how to help victims of bullies, and ways to empower bystanders to become up standers.

“iGroove with My iPad”
JANET TAYLOR
Come “hang out” with the iCrowd as we examine best practices for using the iPad in our classrooms. Join us as we discuss ways to get the most bang for our buck with these highly mobile learning devices. The iCrowd will be discussing best apps, iPad friendly Web sites, iProjects, productivity, and more. Participants need to bring their own iPad and be prepared to share ideas for using iPads as a teaching tool.

“Google Docs to the Rescue”
BARRY WIGINTON
Come learn to use this incredible tool for classroom collaboration and learning. Expand your classroom outside the four walls as you get some practical ideas for sharing and collaboration, data collection, assessment, presentations, and more. Participants will practice creating and sharing documents, spreadsheets, presentations, and forms as they learn to “go green” in this paperless environment. Revolutionize the way you collect data and assess your students with this powerful piece of the 21st century.

“Career-Themed (CTE) Academies: Are They Right for Your School?”
DAWN MORRISON
Many school leaders around the country are taking deliberate actions to strengthen the instructional core of their high schools by implementing career-themed academies. Proper planning and implementation are critical to the success and/or failure of these small learning communities. Career-themed academies provide a unique approach to preparing students for college and career success. The Career Academy National Standards of Practice will serve as the roadmap for discussing and determining if a career academy is right for your school.

“Reading for Meaning—Fluently”
SANDRA STRONG
Participants in this session will learn how to improve fluency by combining teacher-modeling, repeated reading, and progress monitoring into one powerful strategy that motivates struggling readers and accelerates reading achievement.

“What Was He Thinking and Why Does He Do That?”
JIM LITTLEJOHN
This workshop will answer the universal question, “what was he thinking?” More boys are facing difficulty in and out of school. Are we facing a real boy’s crisis in our society? We will review the cognitive, emotional, and social development of boys as we examine their hearts and minds. This is a must session of you have boys who are struggling and you want to help them succeed.

“Let’s Go on a Home Visit”
BETHANIE TUCKER
Let’s take a vicarious home visit to the home of a family that is struggling to survive. We’ll visit with a secondary student, his middle-grade brother, their mother, and somebody’s baby. Then we will examine the harsh realities of “Why don’t they trust us?” “Why is respect such an issue?” “Why do they stay in poverty?” and “What happened to their furnace?” At least one possible explanation to each question will be offered during this workshop, and participants will have the opportunity to generate others, as well as solutions for dealing with the issues.
2012 MEGA CONFERENCE ◆ PRE-REGISTRATION FORM
July 16-20, 2012

Renaissance Riverview Plaza Hotel
Renaissance Battle House Hotel
Mobile Convention Center

DIRECTIONS FOR COMPLETING REGISTRATION FORM

1. Use ONE Registration Form per registrant.
2. Please PRINT your name and all other information legibly.
3. It is important that you provide your HOME ADDRESS; this is the address to which your registration receipt and name badge will be mailed.
4. Identify your position and level in the spaces indicated at the bottom of page.

DIRECTIONS FOR MAILING REGISTRATION FORM AND CONFERENCE REGISTRATION FEE
NOTE: (IT IS MOST IMPORTANT THAT REGISTRANTS FOLLOW THESE DIRECTIONS.)

EARLY BIRD REGISTRATION FEE: $90.00
To receive this special fee, the registration form and payment MUST BE POSTMARKED NO LATER THAN APRIL 13, 2012. Payment and registration received after this date will be returned to the registrant.

PRE-REGISTRATION FEE: $110.00
To pre-register after the April 13 early bird deadline, payment MUST BE POSTMARKED NO LATER THAN May 20, 2012. Payment and registration postmarked after this date will be returned to the registrant. Participants who do not meet the May 20 deadline may register on site at the Mobile Convention Center beginning at 8 a.m. on Monday, July 16, 2012.

CONFERENCE ON-SITE REGISTRATION FEE: $135.00
NOTE: (ALL CONFERENCE REGISTRATION FEES ARE NON-REFUNDABLE.)

ACCEPTABLE METHOD OF PAYMENT
1. Early Bird and Pre-registration: CHECKS OR MONEY ORDERS ONLY WILL BE ACCEPTED. PURCHASE ORDERS WILL NOT BE ACCEPTED.
2. Make CHECK or MONEY ORDER payable to:
   Montgomery Public Schools – Mega Conference
3. Mail the registration form, along with the check or money order to:
   Mega Conference – 2012
   ATTN: Beverly Jackson
   P. O. Box 302101
   Montgomery, AL 36130-2101
2012 MEGA CONFERENCE

PRE-REGISTRATION FORM
July 16-20, 2012

Renaissance Riverview Plaza Hotel
Renaissance Battle House Hotel
Mobile Convention Center
Mobile, Alabama

PLEASE USE ONE FORM PER Registrant.

NAME
Mr. - Mrs. - Ms. - Dr.: ___________________________ ___________________________
(Circle One) First MI Last

HOME ADDRESS: ____________________________________________________________

___________________________________________
City State Zip

HOME PHONE: ______________________ SCHOOL PHONE: ______________________

FAX: ______________________ E-MAIL: ______________________

SCHOOL/
ORGANIZATION: __________________________________________________________

ADDRESS:

___________________________________________
___________________________________________
City State Zip

DO NOT WRITE IN THIS SPACE

Date Rec’d:____________ Check #:____________ Amt. Rec’d:$____________ By:________