Educating Every Child
Making Teachable Moments Last for Life

MEGA 2010
Mobile, Alabama – July 19-23, 2010
Renaissance Riverview Plaza Hotel
Renaissance Battle House Hotel
Mobile Convention Center

Preliminary Conference Program
No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age.

Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title X Commissioner, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.

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This chair holds special meaning for Dr. Tommy Bice, Deputy State Superintendent of Education. Dr. Bice attended kindergarten through eighth grade at Russell Mills School in Alexander City, Alabama. When it was scheduled for demolition some 20 years ago, a friend salvaged the chair, had it refurbished, and presented it to him when he became principal of Benjamin Russell High School, his alma mater. Since that time it has become a symbol of his belief that all decisions be made based on what is in the best interests of the students filling the chairs in Alabama schools. The chair sits in his office as a daily reminder of this belief.
These hotels all within walking distance of the Riverview Plaza and the Mobile Convention Center.

Renaissance Riverview Plaza Hotel
(Conference Hotel)
Reservations: 1-800-922-3298
Online: www.riverviewmobile.com
Online Code: MEGMEGA
Single: $120 · Double: $125
Triple: $130 · Quad: $135

Renaissance Battle House Hotel
(Conference Hotel)
Reservations: 1-866-316-5957
Online: www.rsabattlehouse.com
Online Code: MEGMEGA
Single: $130 · Double: $135
Triple: $140 · Quad: $145

Radisson Admiral Semmes Hotel
Reservations: 251-432-8000 or 1-800-333-3333
Online: www.radisson.com
Flat Rate: $112

Hampton Inn and Suites/Downtown Mobile
Reservations: 251-436-8787 or 1-800-HAMPTON
Online: www.hamptoninn.com
Online Code: MZA
Rate: $119
(Includes full service hot breakfast)

PRELIMINARY PROGRAM / WEB SITE INFORMATION

THE PRELIMINARY PROGRAM WILL BE POSTED ONLINE ONLY.
NOTE: Sessions, dates, and times are subject to change. Please check the Alabama Department of Education Web site periodically at www.alsde.edu for updated conference information.

NO REFUNDS
Please note that all conference plans and expenses are based on pre-registration. If you must cancel, WE REGRET THAT WE CANNOT OFFER REFUNDS. A pre-registered participant who cannot attend may select an alternate.

CONFERENCE CHECK-IN
Upon arrival, participants may pick up conference materials at the registration desk in the Mobile Convention Center beginning at 8 a.m. on Monday, July 19, and continuing each day of the conference.

PARKING INFORMATION
Parking is available at the Mobile Convention Center for $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 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 Monday through Thursday will run from 7 a.m.-5:30 p.m. Friday service will be provided from 7 a.m.-1 p.m. 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.

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. Staff from the Renaissance Riverview Plaza Hotel, the Renaissance Battle House Hotel, and the Mobile Convention Center cannot make temperature changes to meet individual needs.

IN CONSIDERATION OF OTHERS
Attendees at this year’s Mega Conference are asked to be considerate of others. So that all participants will have an opportunity to benefit from their attendance, you are asked to turn off your cell phones while in the sessions. Also, participants are encouraged to refrain from entering and leaving sessions once the session has started (except in emergency).

HOTEL INFORMATION
The 2010 Mega Conference will be held in the Renaissance Riverview Plaza Hotel, the Renaissance Battle House Hotel, and the Mobile Convention Center, Mobile, Alabama. Participants are responsible for making their own lodging arrangements. The Alabama Department of Education accepts no responsibility for lodging. When making reservations, please identify Alabama Department of Education Mega Conference to receive conference rates. When making reservations online, use the codes provided by each hotel.
4 - Registration Form

2010 MEGA CONFERENCE - JULY 19-23, 2010
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.

DIRECTIONS FOR MAILING REGISTRATION FORM AND REGISTRATION FEES
NOTE: IT IS MOST IMPORTANT THAT REGISTRANTS FOLLOW THESE DIRECTIONS.

<table>
<thead>
<tr>
<th>EARLY BIRD REGISTRATION FEE: $90</th>
<th>PRE-REGISTRATION FEE: $110</th>
<th>ON-SITE REGISTRATION FEE: $135</th>
</tr>
</thead>
<tbody>
<tr>
<td>To receive this special fee, the registration form and payment MUST BE POSTMARKED NO LATER THAN APRIL 7, 2010. Payment and registration received after this date will be returned to the registrant.</td>
<td>To pre-register after the April 7 early bird deadline, payment MUST BE POSTMARKED NO LATER THAN May 10, 2010. Payment and registration postmarked after this date will be returned to the registrant. Participants who do not meet the May 10 deadline may register on site at the Mobile Convention Center on Monday, July 19, beginning at 8 a.m.</td>
<td>NOTE: (ALL CONFERENCE REGISTRATION FEES ARE NON-REFUNDABLE.)</td>
</tr>
</tbody>
</table>

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 - 2010
   ATTN: Beverly Jackson
   P. O. Box 302101
   Montgomery, AL 36130-2101

PLEASE USE ONE FORM PER REGISTRANT.

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

HOME ADDRESS: ___________________________________________________________________________________________________________________
City State Zip

HOME PHONE: ____________________  SCHOOL PHONE:  ____________________   FAX:  ____________________   E-MAIL:  _________________ ______

SCHOOL/ORGANIZATION: ___________________________________________________________________________________________________________
City State Zip

DO NOT WRITE IN THIS SPACE

Date Rec’d: ____________________  Check #: ____________________  Amt. Rec’d:$ ____________________  By: ____________________
Monday, July 19
8:00 a.m. – 4:00 p.m.  Registration (Convention Center Registration Area)
1:30 p.m. – 3:00 p.m.  GENERAL SESSION (Convention Center East/West Ballroom)
8:00 a.m. – 5:00 p.m.  Exhibits Open

Tuesday, July 20
7:00 a.m. – 5:30 p.m.  Round Trip Shuttle Service Available
7:30 a.m. – 4:00 p.m.  Registration (Convention Center Registration Area)
8:00 a.m. – 5:00 p.m.  Exhibits Open
8:15 a.m. – 11:30 a.m.  Professional Development Sessions
9:45 a.m. – 10:00 a.m.  Break
11:30 a.m. – 1:00 p.m.  Lunch (On Your Own)
1:00 p.m. – 4:15 p.m.  Professional Development Sessions
2:30 p.m. – 2:45 p.m.  Break

Wednesday, July 21
7:00 a.m. – 5:30 p.m.  Round Trip Shuttle Service Available
7:30 a.m. – 4:00 p.m.  Registration (Convention Center Registration Area)
8:00 a.m. – 5:00 p.m.  Exhibits Open
8:15 a.m. – 11:30 a.m.  Professional Development Sessions
9:45 a.m. – 10:00 a.m.  Break
11:30 a.m. – 1:00 p.m.  Lunch (On Your Own)
1:00 p.m. – 4:15 p.m.  Professional Development Sessions
2:30 p.m. – 2:45 p.m.  Break

Thursday, July 22
7:00 a.m. – 5:30 p.m.  Round Trip Shuttle Service Available
7:30 a.m. – 4:00 p.m.  Registration (Convention Center Registration Area)
8:00 a.m. – 5:00 p.m.  Exhibits Open
8:15 a.m. – 11:30 a.m.  Professional Development Sessions
9:45 a.m. – 10:00 a.m.  Break
11:30 a.m. – 1:00 p.m.  Lunch (On Your Own)
1:00 p.m. – 4:15 p.m.  Professional Development Sessions
2:30 p.m. – 2:45 p.m.  Break

Friday, July 23
7:00 a.m. – 1:00 p.m.  Round Trip Shuttle Service Available
7:30 a.m. – 11:30 a.m.  Registration (Convention Center Registration Area)
8:15 a.m. – 11:30 a.m.  Professional Development Sessions
9:45 a.m. – 10:00 a.m.  Break
DEFINITIONS, CHILD IDENTIFICATION, AND EVALUATIONS: UNDERSTANDING SPECIAL EDUCATION RESPONSIBILITIES!
Dr. Joycelyn Wortham and Special Education Staff—Education Specialists, Special Education Services, Alabama Department of Education
This session will provide an in-depth training on 14 hot topics covered under Child Identification and Evaluations in the Alabama Administrative Code.
TARGET AUDIENCE: Anyone interested in learning more about the special education policies and procedures in Alabama.

SPECIAL EDUCATION ELIGIBILITY: FOLLOWING THE PROCESS!
Mrs. Fannie Adams, Mrs. Camilla Gibson, Mrs. Wanda Lovelady and Special Education Staff—Education Specialists, Special Education Services, Alabama Department of Education
This session will provide straight line communication about what the minimal requirements are for each of the 13 disability areas, procedures for determining eligibility, and how to record the required information on eligibility reports.
TARGET AUDIENCE: Anyone interested in learning more about the special education policies and procedures in Alabama.

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP): BEING A TEAM PLAYER!
Mrs. Charlie Jackson, Mrs. Dorothea Walker, and Special Education Staff—Education Specialists, Special Education Services, Alabama Department of Education
This session is designed to (1) review required IEP Team membership; (2) cover fundamental components that must be included in every IEP; (3) Discuss IEP implementation and educational services that may need to be addressed in a child’s IEP.
TARGET AUDIENCE: Anyone interested in learning more about the special education policies and procedures in Alabama.

PROCEDURAL SAFEGUARDS, DISCIPLINE PROCEDURES, ADMINISTRATION, AND CASE MANAGEMENT: NEWS YOU CAN USE!
Ms. Crystal Richardson—Education Administrator; Dr. Joycelyn Wortham and Special Education Staff—Education Specialists, Alabama Department of Education
This session will take you through the disciplinary procedures in clear, concise, and understandable terms, give you the bottom line on all the administrative information that is included in the Alabama Administrative Code, and discuss case management for children with disabilities.
TARGET AUDIENCE: Anyone interested in learning more about the special education policies and procedures in Alabama.

ARE CHILDREN WITH DISABILITIES WELCOMED IN YOUR SCHOOL?
Ms. Teresa Goodson—Project Director, Alabama Network for Children with Disabilities, Alabama Parent Education Center, Wetumpka, Alabama
Over seven million children with disabilities from birth to age 21 receive special education services in America. Is inclusion happening in your school, in your classroom? Do you sometimes find it difficult to teach to every child in your class? What can we do to increase the 33% of these students that graduate with a standard diploma? Come, follow along with Samuel and his friends through the Special Education System and learn more about Inclusive Education for children with disabilities.
TARGET AUDIENCE: All school personnel—teachers, counselors, and administrators.

POSITIVE BEHAVIOR SUPPORTS
Tuesday / 8:15-11:30 AM and Tuesday / 1:00-4:15 PM (repeat)
PROACTIVE INTERVENTIONS AND EFFECTIVE STRATEGIES
Dr. Laura Riffel—Director, Behavior Doctor Seminars, Lawrence, Kansas
In this session Dr. Riffel will provide participants with the behavior management techniques that ALL schools can use. Join us as we talk about changing behavior. Your next school year can be a place with an energetic positive climate where we can all have fun!
TARGET AUDIENCE: All participants.
Wednesday / 8:15-11:30 AM and Wednesday / 1:00-4:15 PM (repeat)

POSSE: POSITIVE OPTION FOR STIMULATING STAFF ESTEEM
Ms. Kathy Daniel—Speech and Spanish Teacher; Ms. Nancy Gabriel—Gifted and Talented Teacher, both at Phillips Middle School, Fort Dodge, Kansas Community School District

Does your school remind you of the "Wild, Wild West"? If so, this workshop is for you! In order for teachers to be the best they can be for their students, they first need to be the best they can be for themselves. Through skits, research-based dialogue, and interactive games, participants will be provided with proactive approaches for combating negativity, stress, and alienation! This entertaining, informative workshop called POSSE will leave you motivated, invigorated, and ready to start the new school year with optimism, humor, stress management, and camaraderie!

TARGET AUDIENCE: All teachers, administrators, and support staff.

Thursday / 8:15-11:30 AM

SCHOOL IS FOR LEARNING. GUESS WHAT? IT CAN BE FUN TOO
Mr. Bill Griffin—Principal, Florence Middle School, Florence, Alabama

This session will provide participants with more than 50 activities that will create a positive proactive environment where students learn, teachers teach, and EVERYONE has fun!

TARGET AUDIENCE: All teachers and administrators.

Thursday / 1:00-4:15 PM

THE LEADERSHIP TEAM APPROACH TO IMPLEMENTING RESPONSE TO INTERVENTION/INSTRUCTION (RtI)
Mrs. Bobbie Donelson—Owner/President; Mr. Bill Donelson—Owner/Vice-President, Consultants for Positive Academic Outcomes, Incorporated, Vero Beach, Florida

Successful Response to Intervention/Instruction (RtI) requires leadership and teamwork. The front lines of RtI are in the schools where visionary leadership and masterful management of systems change principles guide the purposeful teamwork of dedicated teachers, committed support staff, involved parents, and engaged students. This presentation will provide an overview on how to successfully guide exploration, build consensus, develop infrastructure, and ultimately implement RtI in a school. This is particularly important as RtI has evolved from a best practice approach to a federal mandate. Artful consensus building is facilitated by a leadership team using a focused professional learning community approach to professional development. Needs assessment data inform action plans for targeted infrastructure development, and knowledgeable practices drive fidelity in effective RtI instruction. Successful RtI efforts close the achievement gap that often exists between benchmark expectations and the academic performance of our most struggling students. To accomplish this, practical approaches are needed to bridge research to practice in our schools. The presenters will go beyond the conceptual and share "hands-on" suggestions, tales from the trenches, and practical resources from their recently published national guide to RtI implementation in the schools.

TARGET AUDIENCE: All system and school-based educators interested in implementing RtI.

LEGAL

Tuesday / 8:15-11:30 AM and Tuesday / 1:00-4:15 PM (repeat)

A YEAR IN REVIEW: 2009-2010
Ms. Melinda Jacobs, Esq.—Attorney in private practice in Tennessee who represents school systems in special education matters pursuant to IDEA

In this session Ms. Jacobs, who exclusively represents school systems in special education issues, will present her annual update and review of federal and state case law affecting special education. Get ready for a fast-paced, "bottom line" overview of what the courts are saying about special education and Ms. Jacobs’ own predictions and observations about the case law of the future. How will No Child Left Behind and the Reauthorization of Individuals With Disabilities Education Act (IDEA) affect special education litigation? Will the influx of cases seeking money damages continue? Do the courts support schools’ efforts to discipline students with disabilities? Come to this year’s review and find out!

TARGET AUDIENCE: All participants.

Wednesday / 8:15-11:30 AM and Wednesday / 1:00-4:15 PM (repeat)

HOW TO SURVIVE YOUR NEXT INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING WITH LESS STRESS, MORE PRODUCTIVITY, AND BETTER RESULTS
Ms. Melinda Jacobs, Esq.—Attorney in private practice in Tennessee who represents school systems in special education matters pursuant to IDEA

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 what common legal pitfalls to avoid.

**TARGET AUDIENCE:** All participants.

**Thursday / 8:15-11:30 AM and Friday / 8:15-11:30 AM (repeat)**

**AN UPDATED PRIMER ON SPECIAL EDUCATION LAW**

Dr. Perry Zirkel—Professor of Education Law, Lehigh University, Bethlehem, Pennsylvania

This session is a repeat with updating of the session that many participants did not have a chance to attend at the 2008 Mega Conference. It provides a fast-paced overview of the federal and state building blocks of special education law, including (1) key concepts under the *Individuals With Disabilities Education Act* (IDEA) and other federal laws, (2) recent significant developments under the IDEA regulations and for Section 504, (3) notable additions under corresponding state regulations, (4) the pertinent Supreme Court decisions, including *Forest Grove* (2009), (5) the alternative dispute resolution mechanisms for parents under the IDEA and Section 504, and (6) a sampling of useful Internet resources.

**TARGET AUDIENCE:** Special education and general education personnel who perceive the need for a basic foundation in special education law.

**Thursday / 1:00-4:15 PM**

**SECTION 504 STUDENT ELIGIBILITY: SIGNIFICANT CHANGES**

Dr. Perry Zirkel—Professor of Education Law, Lehigh University, Bethlehem, Pennsylvania

This session synthesizes the dramatic reversal in the ADA Amendments of a decade of narrowing court decisions and applicable to not only employees under the ADA but also students under Section 504. The focus will be on providing an up-to-date understanding of which students are eligible under the newly expanded standards of these amendments, with a corollary exploration of the extent of the legal obligation for Section 504 plans for the additionally eligible students. The material will include two useful forms, one for student eligibility and the other for their resulting accommodations and services.

**TARGET AUDIENCE:** All administrators, general education and special education teachers, and support personnel.

**Thursday / 1:00-4:15 PM and Friday / 8:15-11:30 AM (repeat)**

**LET'S WORK THIS OUT!—RESOLVING SPECIAL EDUCATION DISPUTES WITHOUT FORMAL LITIGATION**

Mrs. Julie Weatherly—Attorney, Owner of Resolutions in Special Education, Incorporated, Mobile, Alabama

Tired of due process hearings and litigation? Under the *Individuals With Disabilities Education Act* (IDEA) and the Alabama Code, there are alternative ways for resolving special education disputes. This session will highlight what the law provides in terms of alternative dispute resolution and will provide suggestions about how to proceed under these guidelines. Common mistakes that lead to litigation will also be discussed, as well as suggestions for drafting resolution agreements, if needed. In addition, ways to improve relationships will be addressed and practical tips for achieving successful resolution of special education legal disputes will be provided.

**TARGET AUDIENCE:** All educators involved in the development and implementation of IEPs for students with disabilities, including general education personnel.

**AUTISM**

**Tuesday / 8:15 AM – 4:15 PM and Wednesday / 8:15 AM – 4:15 PM (repeat)**

**DOES NAPOLEON DYNAMITE HAVE ASPERGER SYNDROME?**

Mr. Timothy Kowalski—Licensed Speech-Language Pathologist, Asperger Syndrome, Professional Communication Services, Incorporated, Orlando, Florida

This session will help you understand Asperger Syndrome and acquire practical skills for effective assessment and intervention. From Hans Asperger’s first description of the syndrome to current views, participants will gain knowledge and insight into the strengths and weaknesses associated with this diagnosis. Attendees will be able to identify and obtain skills-based techniques designed to address the social-interaction, social-communication, and social-emotional concerns present in this population. Extensive recommendations designed for specialists and classroom teachers to help these students succeed in the academic environment will be provided. Case studies and an appropriate amount of time for questions and answers will also be provided. Participants will take home useful tools and creative ideas to use the very next day. Learner outcomes: (1) Recognize and identify behavioral symptoms of Asperger Syndrome; (2) Demonstrate techniques used in pragmatic language assessment; (3) List social and emotional issues associated with Asperger Syndrome; (4) List specific techniques to improve successful outcomes in the academic environment; and (5) List intervention techniques to combat social inappropriateness.

**TARGET AUDIENCE:** All participants.
Tuesday / 8:15AM - 4:15 PM
TRANSITIONING SPECIAL NEEDS STUDENTS FROM SECONDARY TO POSTSECONDARY EDUCATION, CAREER, AND LIFE SKILLS: GUIDELINES FOR COUNSELORS AND EDUCATORS
Dr. Barbara Webb—Private consultant in the areas of Autism, social skills, and Positive Behavior Supports / Mr. Kevin Webb—Private consultant in assisting special education population transition between high school and college

In the morning session of this two-part presentation, the presenters will explore how special needs students are often ignored when it comes to life after high school. Without a well-crafted transition plan that starts as early as Grade 8, many of these students remain behind in a K-12 setting while their peers graduate and move onto the next phase of adult life. Attendees at this workshop will learn about the numerous resources that exist at the postsecondary level for students with documented disabilities; how to identify the best fit for a student that desires to attend a college or university; about the application process, scholarship, financial resources, campus disability resource centers, and how best to determine if transitioning the student directly to a postsecondary setting is the right choice. Mr. Webb will demonstrate strategies in communicating to the student and parent directly to reveal the many options that are available to them.

In the afternoon session Dr. Webb will discuss the transition planning that needs to begin by Grade 8. She will outline necessary skills that need to be taught throughout high school, specific strategies for teaching these skills, and placement options for students with Autism Spectrum Disorders and Asperger’s Syndrome.

TARGET AUDIENCE: Counselors, all administrators, and special education teachers.

Wednesday / 8:15 AM - 4:15 PM
COOPERATIVE THINKING STRATEGIES FOR INCLUSIVE GENERAL EDUCATION CLASSES
Dr. D. Sue Vernon—Private consultant providing workshops for parents and educators of individualized social skills and cognitive strategy instruction for children and youth / Dr. Barbara Webb—Private consultant in autism, social skills, and Positive Behavior Supports

Standards-based reforms in many states are emphasizing the idea that students should learn higher order thinking skills and teamwork; however, teachers are often not prepared to teach these skills. Research has shown that students with disabilities who have been included in general education classes are often ridiculed or ignored during cooperative learning activities, the very activities teachers often use to teach teamwork. To provide educators with instructional options to meet these standards, research studies were conducted to develop and validate methods for teaching students in inclusive general education classrooms to use cooperative thinking strategies successfully. The first study focused on teaching students five basic social skills required for cooperative work. Each of the remaining studies focused on one cooperative thinking strategy that students use in team situations to solve problems, study and learn information, and resolve conflict. The purposes of this session will be to provide participants with an understanding of instructional programs, new ways to accommodate a diversity of learners in inclusive classrooms, and knowledge about research conducted on complex higher-order thinking skills.

TARGET AUDIENCE: Counselors, general education and special education teachers, related service providers, parents, and administrators.

Wednesday / 8:15 AM – 4:15 PM
PREVENT-TEACH-REINFORCE: A TEACHER FRIENDLY BEHAVIOR INTERVENTION
Dr. Rose Iovannone—Assistant Professor, the University of South Florida

Although there is ample evidence showing that function-based interventions for students with serious problem behavior are effective, teachers do not always accept and implement the interventions in the way they were intended. This presentation will describe the Prevent-Teach-Reinforce (PTR) model, a United States Department of Education behavior research project conducted with 200 school-based teams. The purpose of the presentation is to provide participants with a description of a Tier 3 behavior support process that is highly accepted by teachers and yields improved student outcomes. The presentation will describe the five-step PTR model and will include examples of activities and products used by the intervention teams. Video excerpts of pre- and post-intervention students will be shown to provide more insight into teacher and student behavior change. Participants attending the session will learn the steps of a structured yet easily replicable positive behavior intervention process and obtain teacher-friendly materials and tools that have been proven useful to school teams.

TARGET AUDIENCE: Teachers, school psychologists, behavior analysts, behavior specialists, speech pathologists, administrators, occupational therapists, and physical therapists.

Thursday / 8:15 AM - 4:15 PM
INCLUSION—AUTISM—CORE CURRICULUM: HOW DO WE MAKE THE MARRIAGE WORK?
Dr. Barbara Webb—Private consultant in the areas of autism, social skills, and Positive Behavior Supports / Mr. Kevin Webb—Private consultant in assisting special education population transition between high school and college

With a focus on the elementary grades, in the morning session of this two-part presentation, Dr. Webb will discuss how integrating strategies for students with Autism Spectrum Disorders (ASD) into the core curriculum requirements has become a significant struggle between general education and special education. General education teachers are facing mandates to demonstrate improvement in their students’ education that structures their already busy classroom day. The special education team waltzes onto the scene with a list of goals and accommodations to be implemented for a specific student, rarely giving thought to how this can be accomplished in the general education classroom. The phrase “just do it, it’s the law” does not suffice anymore. Participants will learn techniques for linking Individualized Education Plan (IEP) goals and accommodations to the core curriculum, how to infuse strategies for the student with ASD
into the general education classroom, collect and evaluate the data, and to collaborate effectively for the benefit of all students.

**Dr. Webb focuses on the secondary grades in the afternoon session.** Moving from one teacher to seven teachers impacts the student with ASD and the role of the special education teacher. How do we take strategies that worked in the elementary setting and successfully implement them in middle school and high school? Participants will learn techniques of collaboration, strategies for implementing IEP goals and accommodations in the inclusive setting, and simplified data collection for measurement for success.

**TARGET AUDIENCE:** General and special education teachers, related service providers, and administrators.

**Thursday / 8:15 AM – 4:15 PM**

**AUTISM FROM A PUBLIC HEALTH PERSPECTIVE—THE UNITED STATES AND ALABAMA**

Dr. Catherine Rice—Behavioral Scientist, Centers for Disease Control and Prevention, Atlanta, Georgia / Dr. Beverly A. Mulvihill—Associate Professor, School of Public Health, University of Alabama at Birmingham

Topics to be discussed in this presentation are as follows: (1) Centers for Disease Control and Prevention activities related to autism, (2) identifying who is affected by autism, autism’s early signs, and who is at risk; (3) the latest information from the Autism and Developmental Disabilities Monitoring (ADDM) Network—all sites and Alabama specifically; and (4) the latest on the National Interagency Autism Coordinating Committee Strategic Plan for Autism Research.

**TARGET AUDIENCE:** General and special education teachers and administrators, related service providers, parents.

**DYSLEXIA**

**Tuesday / 8:15-11:30 AM**

**IDENTIFYING DYSLEXIA: USING DIBELS AND OTHER DATA**

Dr. Denise Gibbs—Director, Alabama Scottish Rite Foundation Learning Centers

Dyslexia is an often misunderstood learning difference in which students; (1) read with very limited accuracy and poor fluency, (2) are poor spellers, and (3) have serious phonological deficiencies. This session will describe simple identification procedures based on DIBELS Early Literacy measures and other brief assessments including phonics screeners which can be implemented by classroom teachers as they ensure that all students have instruction and interventions matched to their identified needs.

**TARGET AUDIENCE:** All classroom teachers.

**Tuesday / 1:00-4:15 PM**

**PROVIDING DYSLEXIA INTERVENTION VIA THE RESPONSE TO INSTRUCTION (RtI) PROCESS: RESCUING STRUGGLING READERS BEFORE IT IS TOO LATE!**

Dr. Denise Gibbs—Director, Alabama Scottish Rite Foundation Learning Centers

Students who are often blocked from the normal path to development of reading skills due to phonological deficiencies may be described as dyslexic. Research-based dyslexia-specific intervention characterized as multisensory structured language education (MSLE) can result in positive instructional outcomes for many struggling readers. This session will focus upon multisensory practices to enhance reading instruction within Tiers 1 and 2 of the 3-Tier RtI model being implemented in Alabama schools.

**TARGET AUDIENCE:** All classroom teachers.

**Thursday / 8:15-11:30 AM and Friday / 8:15-11:30 AM (repeat)**

**DEVELOPING VOCABULARY AND METACOGNITIVE SKILLS**

Ms. Suzanne Carreker—Vice-President of Program Development, Neuhaus Education Center, Houston, Texas

Comprehension is the reason for reading. A skilled reader “thinks about thinks” or uses metacognitive skills to make sense of the text that is being read. Robust vocabulary and world knowledge support the reader’s comprehension. This session for teachers in Grades 3-8 will present activities and strategies that develop oral language and improve reading comprehension.

**TARGET AUDIENCE:** Teachers in Grades 3-8.

**Thursday / 1:00-4:15 PM**

**STRATEGIES FOR SUCCESSFUL SPELLING**

Ms. Suzanne Carreker—Vice President of Program Development, Neuhaus Education Center, Houston, Texas

Spelling is often seen as a rote memorization skill. However, spelling is a cognitive linguistic skill. Knowledge of the sounds and letter patterns of the language for spelling helps students become confident spellers and reinforces information for success decoding. This session for teachers in Grades 1-5 presents reliable spelling patterns and rules and how to use students’ spelling errors to assess what they know and what they need to know.

**TARGET AUDIENCE:** Teachers in Grades 1-5.
TRANSITION

Tuesday / 8:15-11:30 AM
TRAINING IN TRANSITION “TNT” MODULE I: THE TRANSITION PROCESS AND THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Ms. Alicia Hodge and Mr. Dan Roth—Education Specialists, Special Education Services, Alabama Department of Education / Dr. Karen Rabren—Director, Auburn University Transition Leadership Institute, Auburn, Alabama
This session is the first in a series of Trainings in Transition. This Module will provide participants the opportunity to learn the basic Domains of Transition. Participants will go through a step by step process of completing the Transition page of the IEP and learn the required components for State Performance Plan (SPP) Indicator 13.
TARGET AUDIENCE: Special education teachers in Grades 7-12, special education administrators, and vocational rehabilitation personnel.

Tuesday / 1:00-4:15 PM
TRAINING IN TRANSITION “TNT” MODULE II: STUDENT ASSESSMENTS FOR TRANSITION
Ms. Alicia Hodge and Mr. Dan Roth—Education Specialists, Special Education Services, Alabama Department of Education / Dr. Karen Rabren—Director, Auburn University Transition Leadership Institute, Auburn, Alabama
This session is the second in a series of Trainings in Transition. This Module will provide participants the opportunity to learn what areas to assess, when to conduct assessments, and how to use the assessments to develop the transition goals, services, and annual goals of the Individualized Education Program.
TARGET AUDIENCE: Special education teachers in Grades 7-12, special education administrators, and vocational rehabilitation personnel.

Thursday / 8:15-11:30 AM
TRAINING IN TRANSITION “TNT” MODULE III: TRANSITION STANDARDS AND INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT
Ms. Alicia Hodge and Mr. Dan Roth—Education Specialists, Special Education Services, Alabama Department of Education / Dr. Karen Rabren—Director, Auburn University Transition Leadership Institute, Auburn, Alabama
This session is the third in a series of Trainings in Transition. This Module will provide participants the opportunity to learn how to write Standards Based Transition IEPs utilizing the Transition Standards in elective courses Transition I and II. Participants will learn how to go from the Transition Assessments to all the way through developing Annual Transition Goals.
TARGET AUDIENCE: Special education teachers in Grades 7-12, special education administrators, and vocational rehabilitation personnel.

Thursday / 1:00-4:15 PM
THE ALABAMA STATE INTERAGENCY TRANSITION TEAM
Mr. Steven LaFreniere—Director, Children’s Services, Alabama Department of Mental Health / Mrs. Linda Hames—Transition Coordinator, Alabama Department of Rehabilitation Services
This session will provide participants an overview of the State Interagency Plan for Transition. Participants will also have the opportunity to go through the steps in developing their own local multiagency plan for providing transition services for students with disabilities. The steps include conducting a needs assessment, developing goals, and a plan for implementation.
TARGET AUDIENCE: Special education teachers in Grades 7-12, special education administrators, and vocational rehabilitation personnel.

GIFTED

Tuesday / 8:15-11:30 AM
IDENTIFICATION OF GIFTED MINORITY CHILDREN USING THE NAGLIERI NOVERBAL ABILITY TESTS
Dr. Jack Naglieri—Professor of Psychology and Director of the Center for Cognitive Development, George Mason University, Fairfax, Virginia
The Naglieri Nonverbal Ability Test (NNAT; Naglieri, 1997) and the NNAT2 (Naglieri, 2008) is a nonverbal measure of general ability that does not rely on language, yet is strongly predictive of academic performance. This test measures ability nonverbally using questions that require reasoning and problem solving without involving verbal and quantitative skills. In this presentation, Dr. Naglieri will explain what the test measures, examine the NNAT2 (both paper and pencil and online versions), and provide a brief summary of research, identification rates by race and Ethnicity, and comparisons to other tests. Because administrators and teachers of the gifted, and especially gifted minority children, face the challenge of narrowing the achievement/ability gap for each student, he will also provide hands-on methods for helping each student reach his or her potential. At the end of this presentation, participants will:
—understand what the NNAT2 measures and how this relates to general ability;
—distinguish general ability from verbal and nonverbal constructs;
—examine ways for nonverbally identified students to demonstrate mastery in the content areas;
—understand how children with high general ability, measured using the NNAT, think and learn;
—learn methods of teaching children with high NNAT2 scores who may not be doing well in school.

TARGET AUDIENCE: Administrators, gifted/talented coordinators, and teachers of the gifted and talented.

Tuesday / 1:00-4:15 PM
BREAKING NEWS IN GIFTED
Mrs. Shirley Farrell and Mrs. Nancy Johnson—Gifted Education Specialists, Special Education Services, Alabama Department of Education
Learn all about the latest gifted changes and updates in this session. Then get involved in the collaboration/consultative “Make and Take” of differentiated lessons and centers.

TARGET AUDIENCE: Special education coordinators/directors, gifted coordinators, gifted specialists, and psychometrists.

Wednesday / 8:15 AM – 4:15 PM
USING 1st CENTURY TECHNOLOGY TO EMPOWER GIFTED LEARNERS
Dr. Cassie Raulston—Technology Specialist, Vestavia Hills School System / Dr. Patti Wood—Assistant Professor, Samford University, Birmingham, Alabama
Technology is an exciting learning tool for most students, but for gifted and talented students it represents the opportunity to engage in deep and complex thinking on a wide variety of topics. Siegle (2004, 2007) has suggested that technology for the 21st century can provide educators with new and exciting possibilities for empowering gifted and talented students to create their own learning opportunities. In this session participants will learn the latest developments in hardware, software, and web-based applications that can elevate learning experiences and rocket gifted and talented students into the 21st century.

TARGET AUDIENCE: Gifted specialists and all classroom teachers.

Thursday / 8:15 AM – 4:15 PM
WRITING MOTIVATING, CHALLENGING AND KID FRIENDLY UNITS
Mrs. Shirley Farrell and Mrs. Nancy Johnson—Gifted Education Specialists, Special Education Services, Alabama Department of Education / Dr. Patti Wood—Assistant Professor, Samford University, Birmingham, Alabama
Want to make your Concept-based units the best that they can be? Bring your ideas and partial or completed units, and we will work together to enhance, tweak, and add depth and complexity that will make them challenging for all learners. How about adding Service Learning, Problem-based Learning, and authentic products for real audiences to motivate students? We will divide into small groups with similar interests and write or re-write units YOU want with the assistance of experienced mentors. Participants should bring their ideas, partial or completed units, and resources. We will provide the rest!

TARGET AUDIENCE: Gifted specialists, general education teachers, curriculum supervisors/specialists, and administrators.

Friday / 8:15-11:30 AM
PROJECT-BASED LEARNING: AND SCHOOL-WIDE ENRICHMENT: COLLABORATION AT ITS VERY BEST!
Mrs. Joanna May—Assistant Principal; Mrs. Jennifer Kennedy—Gifted Teacher; Mrs. Sherry McEwen—Social Studies Teacher, all at Athens Middle School, Athens, Alabama
Would you like your students deeply engaged in their learning? Would you like your students to work harder and remember more? Would you like for students’ learning to be rigorous, challenging, and relevant? Then we have the answer for you! Come and learn about the impact on EVERY student’s achievement when one school successfully implements project-based learning in collaboration with schoolwide enrichment at the middle level!

TARGET AUDIENCE: Administrators, gifted specialists, classroom teachers, and media specialists.

ALABAMA FEDERATION COUNCIL OF EXCEPTIONAL CHILDREN

Tuesday / 8:15-11:30 AM
AUTISM SPECTRUM DISORDERS (ASD): EARLY ASSESSMENT AND DIAGNOSIS
Dr. Karen Dahle—Associate Professor of Special Education, University of Alabama at Birmingham
School personnel, along with their parent partners, struggle when addressing eligibility for special education services under the categorical label of “autism.” There are important benefits of early identification and treatment based on accurate and comprehensive assessment. In contrast, incomplete assessment results in a limited understanding of strengths and needs and, in turn, can lead to decrease quality of care due to unidentified needs. Because of the importance of early identification, parents and educators should learn the signs of Autism Spectrum Disorders (ASD) and refer for screening and assessment if symptoms are observed. Parents and educators may further advocate for children by seeking a comprehensive, interdisciplinary assessment completed by evaluators who are knowledgeable and experienced in assessing individuals with ASD. This session will provide structures for conversations and provide guidance to school teams.

TARGET AUDIENCE: All special and general educators.
Wednesday / 8:15-11:30 AM
COLLABORATIVE TEACHING: IT’S NOT TOO LATE
Dr. Amelia Spencer—Professor of Education; Dr. Louanne Jacobs—Associate Professor of Education, both at Birmingham Southern College, Birmingham, Alabama
Although many school systems are encouraging teachers to collaborate and co-teach, many teachers have not been taught to co-teach, nor have they observed this type of communication and co-teaching. In the first part of this two-part session, the presenters will discuss how one faculty, determined to provide such opportunities, designed not only co-teaching models of instruction, but took that co-teaching a step further going into the field as a co-teaching team to observe and supervise students within a special education self-contained classroom placement and within an inclusive general education placement. In addition, the presenters will describe how the faculty team not only co-taught and co-supervised, but also created opportunities for debriefing with students and analyzing both the philosophical basis for their “teaching moves” and ways in which those co-teaching “moves” benefit all students and translate into improved practice for both the special educator and the general educator.

ALABAMA FEDERATION COUNCIL FOR EXCEPTIONAL CHILDREN (AFCEC) BUSINESS MEETING / AWARDS / SILENT AUCTION
Dr. Mandy Hilsimer—Professor of Collaborative Special Education, Samford University, Birmingham, Alabama
The annual business meeting of the AFCEC membership will be held during this second part of the two-part portion of the AFCEC Mega Conference strand. In addition to the business meeting conducted by AFCEC president Mandy Hilsimer, the agenda will also include the annual membership drive, the announcement of silent auction winners, and the awards ceremony, directed by AFCEC past president David Finn.
TARGET AUDIENCE: All conference participants.

Wednesday / 8:15-11:30 AM
EFFECTIVE METHODS OF MANAGING CHALLENGING BEHAVIOR IN THE MIDDLE AND HIGH SCHOOL SETTINGS: A FUNCTIONAL BEHAVIORAL APPROACH
Dr. Mandy Hilsmier—Professor of Collaborative Special Education, Samford University, Birmingham, Alabama
In the first part of this three-part presentation, the presenter will review effective methods for implementing a functional based assessment approach for intervening with challenging behaviors at the secondary level. The author will discuss ways to use a functional behavioral approach (FBA) in the secondary environment, discuss results from teacher-implemented studies conducted in the middle and high school setting and provide suggestions for how this practice can be utilized in a real-world secondary setting.

MAKING ALABAMA EXTENDED STANDARDS FUNCTIONAL
Ms. Anita Roberson—Special Educator, Jefferson County School System
In the second part of this three-part presentation, the presenter will focus on middle and high school Alabama Extended Standards. Teachers of students with significant cognitive disabilities find it difficult to find time to teach both the Alabama Extended Standards and functional life skills. Since the extended standards are required, often teachers skip the functional skills. This presentation will show ways to combine functional life skills and the extended standards in a way that satisfies the Alabama Alternate Assessments as well as provides the students with skills that will be beneficial in transitioning into adulthood. The presentation will focus on hands-on activities through the utilization of work-boxes designed around the Alabama Extended Standards.

CONTENT VOCABULARY STRATEGIES FOR SECONDARY STUDENTS WITH DISABILITIES
Dr. Victoria Hulsey / Dr. Ann Dillon—both Assistant Professors of Special Education, the University of North Alabama, Florence, Alabama
Presenters in this third part of the session will impress upon attendees that students with learning disabilities often fail to comprehend the content in specific areas because they lack the necessary skills to recognize unfamiliar words. Ten evidence-based strategies for vocabulary instruction designed to actively engage secondary students in inclusive settings will be provided. Learner outcomes include increased insight into the research on vocabulary instruction, increased insight into the characteristics of secondary learners with learning disabilities in reading, and the acquisition of ten evidence-based strategies for vocabulary instruction that are readily adaptable in any secondary classroom.
TARGET AUDIENCE: All special and general educators.

Wednesday / 1:00-4:15 PM
TRANSITION FOR ADOLESCENTS WITH AUTISM SPECTRUM DISORDER (ASD)
Dr. Jennifer Sellers—Independent Autism Spectrum Disorder Consultant
In the first part of this three-part session, the presenter will discuss the importance of successful transitions for people with Autism Spectrum Disorder (ASD). Topics to be covered will include transitional curriculum for people with ASD, how to write Individualized Educational Program (IEP) transitional goals that reflect the curriculum, and the type of documentation that should be captured to assist students after high school.
AUTISM AND BEHAVIOR ISSUES: PROMOTING SUCCESS IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

**Dr. Doris Adams Hill and Dr. Jonte Taylor—Professors in the School of Education, Auburn University / Ms. Cynthia Nelson-Head—Doctoral Student, Auburn University**

In the second part of this three-part session, the presenter will discuss how behavior can impact placement in the least restrictive environment (LRE) for students with autism. Impairment in socialization, communication, and restricted and repetitive behaviors are considered core deficits of autism, and the combination of these deficits can result in increased classroom behavior problems impacting instruction. The presenter will offer strategies for managing behavior, fostering communication, promoting self-monitoring, and structuring the classroom to foster inclusion and promote socially appropriate behavior, strategies designed to address core deficits and foster inclusion.

AUTISM, INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), AND THE LAW

**Dr. Doris Adams Hill—Professor in the School of Education, Auburn University**

When stakeholders disagree over the provision of services in the Individualized Education Program (IEP), due process proceedings can sometimes lead to full court litigation. The presenter in this third part of the three-part session will discuss current trends in case outcome, conditions contributing to litigation, and strategies for successful IEP development. In addition, the presenter will share analysis of procedural and substantive violations to the IDEA and the provision of a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE) and trends regarding prevailing party.

**TARGET AUDIENCE:** All special and general educators.

**Thursday / 8:15-11:30 AM**

COLLABORATION IN ACTION THROUGH A SCHOOL-UNIVERSITY PARTNERSHIP

**Dr. Patricia Turnipseed—Professor of Special Education; Dr. Marilyn McGowan—Professor in Department of Leadership and Teacher Education, both at the University of South Alabama / Ms. Sandra Smith—Teacher, Mobile, Alabama / Angela Sanders—Retired Teacher, Mobile, Alabama**

Presenters in this first part of a three-part session will discuss how the formation of collaborative partnerships begins when members identify critical issues and then work as partners to select and implement solutions. Project CRUISE (collaborative retention, utilization, and induction of special educators) is a collaborative effort of a southeastern university’s College of Education and local education agencies (LEAs). The project recruits special education teachers to serve in high need school districts, trains participants effectively and efficiently until they are fully qualified, and provides extensive school-based supports during their first years of service. This interactive session presents guidelines for the formation and sustainability of effective collaborative partnerships.

SOLVING THE DILEMMA OF AUTISM SPECTRUM DISORDER (ASD): COLLABORATION AND CO-TEACHING

**Dr. Roben Taylor—Assistant Professor; Mrs. Lynetta Owens—Instructor, both at Jacksonville State University**

What does it mean to teach students with ASD? In most cases, it means feeling ill prepared as there are no separate knowledge and skills requirements for teachers of students with ASD. Most teachers who are working with students with ASD are certified in the area of either emotional/behavioral disorders or in a curriculum area under multi-categorical licensure. This second part of a three-part presentation will inform participants of one model known as the ASD Inclusion Collaboration model. This model rests on the emphasis of shared responsibility and decision making among general educators, special educators, and support personnel. The presentation will serve to promote teacher confidence in working with students with ASD.

**TARGET AUDIENCE:** All special and general educators.

**Thursday / 1:00-4:15 PM**

IMPROVING COMMUNICATION AND PLAY SKILLS IN CHILDREN WITH AUTISM SPECTRUM DISORDERS (ASD): NEW EVIDENCE-BASED STRATEGIES

**Dr. Linda Murdock—Assistant Professor, University of Montevallo / Ms. Jan Hobbs—Speech and Language Therapist, Mitchell’s Place, Birmingham, Alabama**

In a partnership between Mitchell’s Place and the University of Montevallo, two new evidence-based practices for ASD were developed. This first part of a two-part session will describe both techniques, including supporting evidence and detailed instructions for implementing the techniques. Participants will learn to implement Picture Me Playing to increase pretend play dialogue in preschoolers and Tell Me What You Did Today to improve a student’s ability to tell the events of his or her day at school. Video examples will be utilized.
HOW STUDENTS’ ATTITUDES TOWARD AUTISM SPECTRUM DISORDER (ASD) IMPACT LEARNING ENVIRONMENTS

Mr. Kevin Daniel—Undergraduate Student, the University of Alabama

In order to understand and fully realize the benefits of inclusion and create a healthy learning environment, consideration must be given to the individual needs, concerns, and outcomes for all students involved, not just those with ASD. The second part of this two-part session will address how and what students know of autism, what factors affect their attitudes toward their peers with autism and why this is relevant, and also the importance of promoting social networks between students with autism and their peers. Educators of all age groups will find this presentation helpful, but focus will be on age groups beginning with early adolescence through high school. Learner outcomes will include a stronger knowledge base about factors that contribute to students’ attitudes toward their peers with autism, a better understanding of how social networks impact learning environments, and information regarding the latest research on methods and programs aimed at increasing peer social networks for students with autism.

TARGET AUDIENCE: All special and general educators.

Friday / 8:15-11:30 AM
INTEGRATING LITERACY AND THE EXPANDED CORE CURRICULUM: AN APPROACH FOR STUDENTS WITH VISUAL IMPAIRMENT WITH ADDITIONAL DISABILITIES INCLUDING DEAF/BLINGNESS

Ms. Betsy Bixler—Manager; Ms. Sharon Stelzer—Teacher, both with the Perkins School for the Blind, Watertown, Massachusetts / Ms. Carol Allison—Instructor, Department of Leadership, Special Education, Foundations, and Technology, the University of Alabama Birmingham

This workshop session, designed for teachers and other educational personnel working with students with visual impairment and additional disabilities including DEAF/BLINGNESS will address current strategies, modifications, and accommodations in literacy instruction for this population. The presentation will highlight assessment and teaching strategies that create individualized programs based on visual needs, communication preferences, and facilitate the development of skills in expanded core areas such as daily living skills, self-determination, and social skills. The workshop presenters will facilitate this interactive presentation with a focus on current practice in instruction that supports the development of basic literacy skills in the classroom, home, and community.

TARGET AUDIENCE: All special and general educators.

ASSISTIVE TECHNOLOGY

Tuesday / 8:15-11:30 AM
EMBEDDING ASSISTIVE TECHNOLOGY (AT) SUPPORTS WITHIN STANDARDS-BASED UNITS FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Mrs. Pat Satterfield—Assistive Technology Trainer, the Center for Research and Expansion of Assistive Technology Excellence, Lawrenceville, Georgia

Thematic units based on standards can be both fun and motivating for students with significant disabilities. Engaging these students in meaningful, language-rich environments provides teachers with a wealth of opportunities for creative and repeated exposures to content material. Unit themes also give us many ways to differentiate our instruction to meet varied student abilities, needs, and goals. Embedding the use of AT into our instruction allows all students to participate, learn, express their ideas, and grow in their understanding of the world around them. In this workshop we will investigate choosing themes for standards-based instruction and extending the theme throughout the school day to develop language and communication opportunities, reading, math, written expression, art, music, and cooking. Examples of units based on standards in different disciplines will be shared. Multi-sensory activities and AT tools provide teachers with many ways to engage students, help them learn, provide needed repetitions, master technology supports and communication systems, and see progress toward academic and personal goals. Our discussion of AT will include low to high tech options, teacher-created materials, and commercial products.

TARGET AUDIENCE: Special education coordinators, principals, superintendents, and teachers.

Tuesday / 1:00-4:15 PM
ASSISTIVE TECHNOLOGY (AT): HOW EVERYONE CAN ACCESS THE MOMENTS

Mrs. Lisa Snyder—Program Manager; Ms. Laura Parks—Assistive Technology Specialist, both with the Technology Assistance for Special Consumers (T.A.S.C.), United Cerebral Palsy, Huntsville, Alabama

What about students who struggle with accessing the teachable moments? Reading, writing, communication, mathematics, and organizational skills often make it seem impossible for everyone to participate in the teachable moments. This presentation will explore various Assistive Technology tools that can help create a universally designed classroom allowing everyone to access the teachable moments. Material will be presented so that individuals learn about types of tools, specific examples of each type (both free and commercially sold), and both online and state resources for additional support.

TARGET AUDIENCE: All teachers, special educators, administrators (including special education coordinators).
ACHIEVEMENT, ASSESSMENT, ACCOUNTABILITY

Tuesday 8:15 AM – 4:15 PM and Wednesday 8:15 AM – 4:15 PM (repeat)

RESULTS-BASED ACCOUNTABILITY (RBA) FOR COMMUNITIES AND PROGRAMS THAT WANT TO GET FROM TALK TO ACTION

Mr. Mark Friedman—Director, The Fiscal Policy Studies Institute, Santa Fe, New Mexico

In part 1 of this workshop Mr. Friedman will address how to establish results and indicators of the well-being of children, families, adults, and communities and how to use results to drive decision making and budgeting. This part of the workshop is most useful to those in community partnerships trying to get from talk to action on quality of life conditions for the community as a whole. Part 2 will discuss ways to establish performance measures for programs and agencies and how to use performance measures to improve performance. This part of the workshop is most useful for program managers, agency heads, and those in oversight roles trying to improve performance or establish a performance accountability system. Part 3 addresses the linkage between program accountability and cross-community accountability and presents options for advancing both tracks of work back home. Participants will work together in small groups on the use of the concepts discussed and go through the whole thinking process from talk to action and/or explore the thinking process from identification of measures to development of a beginning action plan to improve performance. At the end of the session, the work groups will have the beginnings of an action plan.

TARGET AUDIENCE: Pre-registration is required for this session, and registration of local education agency teams of at least three members is strongly encouraged. A complimentary copy of Trying Hard Is Not Good Enough: How to produce Measurable Improvements for Customers and Communities by Mark Friedman will be given to the first 100 registrants. Administrators, supervisors, coordinators, agency heads, program managers, counselors, and teachers.

Thursday / 8:15-11:30 AM
DEVELOPING ACTION PLANS BASED ON RESULTS-BASED ACCOUNTABILITY (RBA)

Mrs. Deborah Rainwater—Education Administrator; Mrs. Susan Williamson—Education Specialist, Special Education Services, Alabama Department of Education

This session, a follow-up to Mark Friedman’s Results-Based Accountability sessions on Tuesday and Wednesday, will be provided to assist those who need further assistance with developing action plans for improvement based on the Results-Based Accountability framework.

TARGET AUDIENCE: Attendance at this session will be limited ONLY to those participants who attended the RESULTS BASED ACCOUNTABILITY SESSION ON EITHER TUESDAY OR WEDNESDAY.

Wednesday / 8:15-11:30 AM and Wednesday / 1:00-4:15 PM (repeat)

THE NEW WECHSLER INDIVIDUAL ACHIEVEMENT TEST III (WIAT III)

Dr. Larry Hanken—National Consultant, Pearson Clinical Assessment, Gilbert, Arizona

The New Wechsler Individual Achievement Test III (WIAT III) is a new and much improved comprehensive nationally standardized achievement test providing both norm and criterion referenced information. The WIAT III covers Prekindergarten, age 4 through adult (age 50). While meeting all the requirements of the Individuals With Disabilities Education Act 2004, the WIAT III also provides goals, objectives, and interventions. The WIAT III provides more information than its predecessor in listening, speaking, reading, writing, and mathematics with skill and sub-skill data as well as composite scores in Mathematics Fluency, Mathematics, Total Reading, Basic Reading, Reading Comprehension/Fluency, Oral Language, and Written Expression. The new kit now comes with the computer scoring software and a scoring workbook which generates very comprehensive score reports for both the clinician and parents.

TARGET AUDIENCE: Special educators, general educators, and administrators.

INTERPRETER TRAINING

Tuesday AND Wednesday / 8:15 AM – 4:15 PM

SPACE, MAPPING THE FINAL FRONTIER

Dr. Bernhardt Jones—Director, TASK12/ATIPS Projects, Utah State University, North Logan, Utah

In this two-day session, Dr. Jones will explore the use of space in the context of the educational setting. Space use is a knowledge rich skill that comes after much study and practice. We will explore the use of compare/contrast relationships, American Sign Language (ASL) Classifiers and how they are inseparable when discussing the use of space and the rich 3-dimensional laboratory within which interpreters work every day. We will be working with classroom video materials from the Educational Interpreter Performance Assessment (EIPA) and other sources. Participants, bring a mini DV tape if you wish to record your own work for your own use.

TARGET AUDIENCE: Interpreters working in the K-Grade 12 public school setting.
Tuesday / 8:15-11:30 AM and Tuesday / 1:00-4:15 PM (repeat)
WHAT DOES EFFECTIVE READING INTERVENTION LOOK LIKE? PHONEMIC AWARENESS, PHONICS, AND COMPREHENSION
Dr. Teresa Nichols—Owner, Nichols Education Services, Pelham, Alabama
This presentation explores the 11 phonemic awareness skills; the 11 phonics skills; and the decoding, fluency, and vocabulary skills needed for reading comprehension. Participants will practice the intervention lesson plans for each of the areas, will learn how to measure progress for intervention sessions, and will outline set-up for intervention kits.
TARGET AUDIENCE: Special education teachers and administrators, general education teachers, interventionists, and principals.

Wednesday / 8:15-11:30 AM and Wednesday / 1:00-4:15 PM (repeat)
EVALUATION BIRTH TO FIVE
Dr. David M. Finn—Associate Professor of Special Education, Samford University, Birmingham, Alabama
This session will discuss “best practices” models for evaluating for eligibility in service delivery for children with disabilities, birth to age five. Assessment techniques and tools for determining intervention needs will be explored.
TARGET AUDIENCE: All administrators, teachers, parents, early interventionists, and preschool personnel.

Wednesday / 8:15-11:30 AM and Wednesday / 1:00-4:15 PM (repeat)
WHY WE DO WHAT WE DO: CONNECTING PRE-K PROGRAMS WITH BEST PRACTICES
Dr. Marquita Davis—Commissioner of the Department of Children’s Affairs and Ms. Pam Laning, Associate Director, Office of School Readiness, Montgomery, Alabama
In this session participants will explore and discuss the 8 Domains of development in the Alabama Performance Standards and identify instructional strategies that teachers use to foster development and learning in four year olds. Find out how to structure the learning environment, schedule a program day, interact with children, and plan appropriate curriculum for young children. Best practices from First Class Pre-K Programs will be shared and demonstrated by technical assistants from the Office of School Readiness.
TARGET AUDIENCE: Superintendents, directors, federal program coordinators, and principals that offer programs for 4 year olds; Pre-K teachers and auxiliary teachers.

Thursday / 8:15-11:30 AM
PRESCHOOL ASSESSMENT AND INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT: THE LITTLE TREE PRESCHOOL MODEL
Ms. Patricia Murphy—Regional Director, The Learning Tree, Inc. and Director, The Little Tree-Jacksonville, Alabama / Ms. Holly Rogers—Director, The Little Tree-Mobile, Alabama / Ms. Kim H. Smith—Director, The Little Tree, Auburn, Alabama and Emily Wester—Clinical Coordinator, both with The Learning Tree, Auburn, Alabama
In this first part of a two-part session, presenters will review all preschool standards and how to develop IEP goals from standards-based on The Little Tree Preschool model.
TARGET AUDIENCE: Preschool teachers; session could be helpful for both general education teachers who have children with Autism Spectrum Disorder (ASD) in their classrooms and special education teachers who teach children with ASD. Participants are highly encouraged to attend the second part of this session this afternoon.

Thursday/ 1:00-4:15 PM
PRESCHOOL ASSESSMENT AND INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT: THE LITTLE TREE PRESCHOOL MODEL
Ms. Patricia Murphy—Regional Director, The Learning Tree, Inc. and Director, The Little Tree-Jacksonville, Alabama / Ms. Holly Rogers—Director, The Little Tree-Mobile, Alabama / Ms. Kim H. Smith—Director, The Little Tree, Auburn, Alabama and Emily Wester—Clinical Coordinator, both with The Learning Tree, Auburn, Alabama
In the second part of a two-part session, presenters will expand upon the first session by reviewing empirically validated teaching procedures for children with autism (discrete trial, incidental teaching, functional communication training, etc.) that could be used to teach new skills, as well as how to collect data and track child progress in a user-friendly manner.
TARGET AUDIENCE: Preschool teachers; session could be helpful for both general education teachers who have children with ASD in their classrooms or special education teachers who teach children with ASD. Participants are highly encouraged to attend this morning’s session of this two-part session.
MODELS OF COLLABORATION

Tuesday / 8:15 AM–4:15 PM
MODELS OF COLLABORATION: MIDDLE SCHOOL CO-TEACHING IN ALABAMA
Presenters to be Announced
This session will explore co-teaching as it occurs in middle schools in Alabama. Teachers who are currently involved in this practice will discuss topics of interest to educators: What are the principles of co-teaching and how are they implemented? How do co-teachers collaborate in planning? What are best practices for co-teaching in the classroom? What are some challenges to be aware of and how are problems solved? What are the indications of co-teaching effectiveness with students?
TARGET AUDIENCE: Collaborative teams (5 to 6 members) consisting of one or more administrators, general education teachers, special education teachers, and other service providers.

Wednesday / 8:15 AM–4:15 PM
MODELS OF COLLABORATION: ELEMENTARY CO-TEACHING IN ALABAMA
Presenters to be Announced
This session will explore co-teaching as it occurs in elementary schools in Alabama. Teachers who are currently involved in this practice will discuss topics of interest to educators: What are the principles of co-teaching and how are they implemented? How do co-teachers collaborate in planning? What are best practices for co-teaching in the classroom? What are some challenges to be aware of and how are problems solved? What are the indications of co-teaching effectiveness with students?
TARGET AUDIENCE: Collaborative teams (5 to 6 members) consisting of one or more administrators, general education teachers, special education teachers, and other service providers.

Wednesday / 8:15 AM–4:15 PM
MODELS OF COLLABORATION: SECONDARY CO-TEACHING IN ALABAMA
Presenters to be Announced
This session will explore co-teaching as it occurs in secondary schools in Alabama. Teachers who are currently involved in this practice will discuss topics of interest to educators: What are the principles of co-teaching and how are they implemented? How do co-teachers collaborate in planning? What are best practices for co-teaching in the classroom? What are some challenges to be aware of and how are problems solved? What are the indications of co-teaching effectiveness with students?
TARGET AUDIENCE: Collaborative teams (5 to 6 members) consisting of one or more administrators, general education teachers, special education teachers, and other service providers.

MAKES SENSE STRATEGIES (MSS)

Tuesday / 8:15-11:30 AM
IMPLEMENTING MAKES SENSE STRATEGIES (MSS) IN ELEMENTARY SCHOOL CLASSROOMS
Presenters to be Announced
This session will explore Volume 9.7 of Makes Sense Strategies (MSS) and ways to implement these strategies in elementary school classrooms. MSS are research-validated instruction strategies designed to maximize student engagement and elaboration of concepts, skills, and learning strategies. MSS integrates principles of universal design, strategic instruction, differentiated instruction, standards-based instruction, and the use of graphic organizers and SMARTsheets to form a powerful synergy for teaching vocabulary, reading, writing, mathematics, content area subjects, and behavior literacy to all students.
TARGET AUDIENCE: Elementary general and special education teachers, curriculum specialists, and school administrators.

Tuesday / 8:15-11:30 AM
IMPLEMENTING MAKES SENSE STRATEGIES (MSS) IN MIDDLE AND HIGH SCHOOL SOCIAL STUDIES CLASSROOMS IN ALABAMA
Presenters to be Announced
This session will focus on implementation of Makes Sense Strategies (MSS) in Grades 6-12 social studies classes. Participants will explore Alabama Social Studies Standards and how each objective connects to the past, present, and implications of the future. Teachers who are currently implementing MSS will share an extensive collection of content specific SMARTsheets and instructional tactics.
TARGET AUDIENCE: Grades 6-12 social studies teachers, special education teachers, curriculum specialists, and school administrators.

Tuesday / 8:15-11:30 AM
IMPLEMENTING MAKES SENSE STRATEGIES (MSS) IN MIDDLE AND HIGH SCHOOL MATHEMATICS CLASSROOMS IN ALABAMA
Presenters to be Announced
This session will focus on implementation of Makes Sense Strategies (MSS) in Grades 6-12 mathematics classes. Participants will explore Alabama Mathematics Standards and how each objective connects to the past, present, and implications of the future. Teachers who are
currently implementing MSS will share an extensive collection of content specific SMARTsheets and instructional tactics.

TARGET AUDIENCE: Grades 6-12 mathematics teachers, special education teachers, curriculum specialists, and school administrators.

Tuesday / 1:00-4:15 PM
IMPLEMENTING MAKES SENSE STRATEGIES (MSS) IN MIDDLE AND HIGH SCHOOL SCIENCE CLASSROOMS IN ALABAMA
Presenters to be Announced
This session will focus on implementation of Makes Sense Strategies (MSS) in Grades 6-12 science classes. Participants will explore Alabama Science Standards and how each objective connects to the past, present, and implications of the future. Teachers who are currently implementing MSS will share an extensive collection of content specific SMARTsheets and instructional tactics.

TARGET AUDIENCE: Grades 6-12 science teachers, special education teachers, curriculum specialists, and school administrators.

Tuesday / 1:00-4:15 PM
IMPLEMENTING MAKES SENSE STRATEGIES (MSS) IN MIDDLE AND HIGH LANGUAGE ARTS CLASSROOMS IN ALABAMA
Presenters to be Announced
This session will focus on implementation of Makes Sense Strategies (MSS) in Grades 6-12 language arts classes. Participants will explore Alabama Language Arts Standards and how each objective connects to the past, present, and implications of the future. Teachers who are currently implementing MSS will share an extensive collection of content specific SMARTsheets and instructional tactics.

TARGET AUDIENCE: Grades 6-12 language arts teachers, special education teachers, curriculum specialists, and school administrators.

Wednesday / 8:15 AM–4:15 PM
ALABAMA STATE PERSONNEL DEVELOPMENT GRANT (SPDG): MAKES SENSE STRATEGIES (MSS) COACHES’ TRAINING
Presenters to be Announced
This one-day session is intended for MSS Coaches and will focus on MSS Coaches’ meeting the following outcomes: Gaining an initial understanding of the role and expectations of MSS Coaches, and exploring how MSS integrates principles of universal design, strategic instruction, differentiated instruction, standards-based instruction and the use of graphic organizers and SMARTsheets to form a powerful synergy for teaching vocabulary, reading, writing, mathematics, content area subjects, and behavior literacy to all students.

TARGET AUDIENCE: Makes Sense Strategies Coaches; this session is closed to other attendees.

SETSWEB
Tuesday / 1:00-4:15 PM and Thursday / 8:15-11:30 AM (repeat)
SETSWEB REPORTING AND QUESTION/ANSWER SESSION
Ms. Gail Comins, Software Technology, Incorporated Liaison, Special Education Services, Alabama Department of Education
Participants will learn how the data entered into SETSWEB can be used for district and statewide reporting. The presenter will show you how you can review this data all year long. Have a burning SETSWEB question? We will try to answer all of them!

TARGET AUDIENCE: Special education coordinators, special education teachers, case managers, and public agency data managers.
FEDERAL PROGRAM ISSUES

Tuesday / 8:15 AM – 4:15 PM
NEW FEDERAL PROGRAM COORDINATORS’ ORIENTATION
Dr. Deann Stone—Director, and Federal Programs Staff, Federal Programs Section, Alabama Department of Education
This session 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 III; Title IV Part B; Title V; McKinney-Vento Homeless Education Act; Compliance Assistance and Program Support; Learn and Serve; Community Education; School Improvement; Supplemental Education Services; School Choice; and other relevant issues.
TARGET AUDIENCE: Local federal program coordinators with two years or less experience.

Tuesday / 8:15-11:30 AM
IMPLEMENTING A CULTURE FOR SUCCESS
Ms. Ann Allison, Education Specialist, Federal Programs Section / Dr. Marcus Vandiver, Education Specialist, Prevention/Support Services Section—both in the Alabama Department of Education / State School Improvement Leaders / Regional School Improvement Coaches / Peer Mentors
School leaders will learn effective strategies to address school culture concerns for K-Grade 12. Current practitioners will share actual school success stories related to improved culture that have positively impacted student learning. Opportunities will also be provided for audience participation.
TARGET AUDIENCE: Local education agency administrators, school principals, and leadership team members.

Tuesday / 1:00-4:15 PM
IMPROVING GRADUATION RATE: INSTRUCTIONAL BEST PRACTICES IN HIGH SCHOOLS
Ms. Ann Allison, Education Specialist; Dr. Catherliene Williamson, School Improvement Coordinator; Ms. Cheryl Sparks and Ms. Debbie Webster, both Regional School Improvement Leaders—all in the Federal Programs Section, Alabama Department of Education
Based on data trends, support to high schools has been the primary focus of School Improvement support over the past three years. Challenges concerning graduation rate are very dynamic, requiring a multi-faceted approach. School Improvement Team personnel will share in this session best practices that have been effective in transforming high school settings. Additionally, school/district representatives will share the processes utilized, wins experienced, and challenges to be considered when taking on this effort.
TARGET AUDIENCE: Local education agency administrators, school principals, and leadership team members.

Wednesday / 8:15-11:30 AM
PARENTAL INVOLVEMENT—ADDRESSING COMPLIANCE ISSUES
Ms. Judy Bohannon—Education Specialist, Federal Programs Section, Alabama Department of Education
This session will focus on key compliance issues in parental involvement as related to the No Child Left Behind Act of 2001. The focus will be on the required annual meeting of Title I parents, the evaluation of the parental involvement plan, involving parents in decision-making, school-parent compacts, and other related topics.
TARGET AUDIENCE: Federal programs coordinators, parental involvement coordinators, and principals.

Wednesday / 1:00-4:15 PM
COMPLIANCE ASSISTANCE AND PROGRAM SUPPORT
Mrs. Novelette Seroyer—Education Administrator, Federal Programs Section, Alabama Department of Education
This session will provide updates and findings of the technical assistance process under the Compliance Assistance and Program Support model. Participants will receive information on previous on-site review findings. The local education agency Self-Assessment, Desk Review, and On-Site Review phases will also be discussed.
TARGET AUDIENCE: Federal programs coordinators, central office personnel, and Title I teachers and administrators.

Thursday / 8:15-11:30 AM
FACING THE CHALLENGES OF IMPLEMENTING A TITLE I TARGETED ASSISTANCE PROGRAM
Ms. Gene LaBorde—Education Specialist, Federal Programs Section, Alabama Department of Education
This session will provide a review of the continuous improvement plan process and how to plan effectively for meeting the needs of targeted students. An in-depth discussion on the day to day living in a targeted assistance school and what the No Child Left Behind Act of 2001 (NCLB) requires will be addressed. Guidance will be provided on how to design an effective multiple criteria form, how to organize serving the students in the greatest needs, as well as examining the documentation process throughout the year.
TARGET AUDIENCE: Federal programs directors, principals, school leadership teams, and teachers.
Thursday / 1:00-4:15 PM
LOCAL EDUCATION AGENCY (LEA) FEDERAL FISCAL ISSUES
Mr. Edmund Moore and Ms. Bambi Perrigin—both Education Administrators in the Federal Programs Section, Alabama Department of Education
Staff from the Federal Programs Section of the Alabama Department of Education will address LEA fiscal issues related to the No Child Left Behind Act of 2001. Guidance issued by the United States Department of Education on Title I fiscal issues will be reviewed and discussed. Topics to be covered include: Maintenance of Effort, Comparability, Supplement Not Supplant, and Charge Backs.
TARGET AUDIENCE: Federal Programs coordinators, Title I administrators, and educators.

Friday / 8:15-11:30 AM
CONDUCTING PROGRAM EVALUATIONS FOR FEDERAL PROGRAMS
Mrs. Brooke Blair—Coordinator, Federal Programs Section, Alabama Department of Education
This session will provide guidance to federal programs coordinators in meeting the No Child Left Behind Act of 2001 expectations of program evaluations. Activities will include critiquing sample program evaluations and exploring possible templates for use in evaluations.
TARGET AUDIENCE: Federal programs coordinators and superintendents.

Wednesday / 8:15-11:30 AM and Thursday / 8:15-11:30 AM (repeat)
ENGAGING YOUNG CHILDREN IN EMERGING LITERACY
Mrs. Sallye Longshore—Education Administrator, Federal Programs Section, Alabama Department of Education
This session is designed to engage participants in strategies to create early childhood classrooms that promote emerging literacy skills. Attendees will learn best practices relating to literacy development in the very early stages of childhood and engage in activities planned to support literacy-rich environments in preschool and kindergarten settings. Understanding the theoretical and research-based knowledge of child development in general and literacy development in particular form the basis of this session. Also included are family literacy activities to involve parents in expanding their children’s literacy skills.
TARGET AUDIENCE: Kindergarten teachers, Even Start personnel, and elementary curriculum coordinators.

Wednesday / 1:00-4:15 PM
MASTERING THE MIGRANT MAZE
Mrs. Sandra Evans and Mrs. Linda Taylor—both Migrant Regional Coordinators, Federal Programs Section, Alabama Department of Education
This session will address the purpose and new regulations concerning the migrant program. The presenters will discuss the removal of barriers for school enrollment. There will also be a presentation on the cultural differences, characteristics, and language barriers of the migrant population. The presenters will also share instructional strategies for improving the academic performance of migrant students.
TARGET AUDIENCE: Anyone interested in learning more about the migrant program.

Thursday / 8:15-11:30 AM
TRANSITIONING STUDENTS FROM JUVENILE FACILITIES AND ALTERNATIVE PROGRAMS TO THEIR HOME SCHOOL
Mr. Darryl Washington—Education Specialist, Federal Programs Section, Alabama Department of Education
“One of the most profound challenges facing American society is the reintegration of more than 700,000 individuals—including 200,000 juveniles and young adults under the age of 24” (Mears, D. P. & Travis, J., 2004). This session will discuss the use of transition funds to hire transition coordinators, provide pupil services, provide in-school advocates, tutoring, mentoring, reentry orientation programs, services at alternative schools, and parental involvement activities. Participants will leave the session with a base upon which to build a successful a program to transition students from incarceration to the community.
TARGET AUDIENCE: District level Title I, Part D, coordinators, principals, dropout prevention coordinators, transition coordinators, and educators interested in Title I, Part D.

Thursday / 1:00-4:15 PM
SUPPORTING DROPOUT PREVENTION PROGRAMS WITH TITLE I, D
Mr. Darryl Washington—Education Specialist, Federal Programs Section, Alabama Department of Education
According to the Alliance for Excellent Education, nearly 25,000 students in Alabama high schools did not graduate in 2008. This session presents strategies and activities to support district level dropout prevention programs using Title I, D as a funding source. District administrators can address the following: communication, policies, responsibilities, information sharing restrictions, treatment plan input, weak community/court involvement, ineffective transition plans, and ineffective systems for reenrolling students in school.
TARGET AUDIENCE: District level Title I, D coordinators, principals, dropout prevention coordinators, educators interested in Title I, D.
HELPING HOMELESS CHILDREN AND YOUTH SUCCEED IN SCHOOL: LAW, PRACTICE, AND PROGRAM PLANNING
Ms. Diana Bowman—Director, National Center for Homeless Education at the SERVE Center at the University of North Carolina-Greensboro
This session will provide an overview of the McKinney-Vento Act and give participants an opportunity to apply the law in scenarios and discuss strategies for addressing challenges in meeting the educational needs of homeless children and youth. The topics of identification, determining eligibility, and unaccompanied youth will receive particular attention. Also, the session will provide strategies for effective program planning and evaluation.
TARGET AUDIENCE: Local homeless liaisons, Title I directors, school counselors, social workers, Head Start staff, school principals, enrollment and pupil personnel, transportation directors, state department staff for Title I, homeless, and special education.

SCHOOL IMPROVEMENT
Wednesday / 8:15-11:30 AM and Wednesday / 1:00-4:15 PM (repeat)
SERVICE-LEARNING: BRINGING LEARNING TO LIFE!
Ms. Sherry Coleman—Education Specialist, Federal Programs Section, Alabama Department of Education / Ms. Cherise Albright and Mrs. Sherree Humphries—both Teachers at the Academy for Academics and Arts, Huntsville City School System, Huntsville, Alabama
Come and learn how to engage your students, ignite their passion for learning, while taking advantage of the way the brain learns best. Service-learning, a scientific, research-based teaching strategy, offers great teaching strategies regardless of whether you teach gifted, special education, elementary, middle, or high school students. Practitioners will learn about service-learning and how to implement the hands-on, project-based learning strategy in their classrooms or programs while covering the required state standards. This session will introduce a cycle of learning that includes content, reflection, discussion, and application through service-learning for each subject and every grade level. Transform your classroom by bringing learning to life!
TARGET AUDIENCE: All teachers, counselors, principals, central office administrators, Character Education specialists, and dropout prevention specialists/coaches.

Thursday / 8:15-11:30 AM
TITLE I IMPROVEMENT SCHOOLS: LATEST UPDATES ON CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES
Mrs. Jean D. Davis—Education Specialist and Ms. Cyndi Townley—Education Administrator, both in Federal Programs Section, Alabama Department of Education
Federal Programs staff and local education agency (LEA) program coordinators will discuss changes in federal guidelines related to the No Child Left Behind Act of 2001 and the impacts on school choice and supplemental educational services. The majority of the session will focus on addressing School Choice requirements; applying best practices for providing Supplemental Educational Services and working with providers; and partnering with community agencies to get school-level information on improvement options to parents.
TARGET AUDIENCE: All participants.

Thursday / 8:15-11:30 AM and Thursday/ 1:00-4:15 PM (repeat)
FUN AND EFFECTIVE AFTER-SCHOOL AND SUMMER SCHOOL PROGRAMS
Ms. Sherry Coleman—Education Specialist, Federal Programs Section, Alabama Department of Education / Ms. Judy Manning, Mr. Glenn Boman, Mr. Ted Glover, Ms Rhonda Barber—all 21st Century Community Learning Centers Consultants through the Federal Programs Section, Alabama Department of Education / Mr. Hugh White—Principal, Pollard-McCall Junior High School, Escambia County School System / Mrs. Betty Anne Older—Principal, Straughn Elementary School, Covington County School System / Mrs. Cindy Warner—Supervisor, Public Relations and Community Education, Shelby County School System / Ms. Janet Turner—Coordinator, 21st Century After-School/Summer School Programs, Cullman County School System
Participants will learn about outstanding after school and summer school programs operating throughout Alabama and in other states that combine strategies and funding from 21st Century Community Learning Centers, service-learning (Learn and Serve America grant), and Community Education, as well as other funding sources. Participants will gain ideas on how to implement fun and effective extended learning opportunities in order to engage and motivate students.
TARGET AUDIENCE: All teachers, school administrators, and central office personnel.

Friday / 8:15-11:30 AM
21ST CENTURY COMMUNITY LEARNING CENTERS
Ms. Sherry Coleman—Education Specialist and Mrs. Sallye Longshore—Education Administrator, Federal Programs Section, Alabama Department of Education / Ms. Judy Manning, Mr. Glenn Boman, Mr. Ted Glover, Ms. Rhonda Barber—all 21st Century Community Learning Centers Consultants through the Federal Programs Section, Alabama Department of Education / Mr. Paul Morin and Ms. Chris Groccia—Consultants, Truman Pierce Institute, Auburn University
This is a closed session intended ONLY for current grantees of the 21st Century Community Learning Centers. Grantees will review law and guidance from the United States Department of Education, as well as review best practices for program operation.
TARGET AUDIENCE: 21st Century Community Learning Centers grantees.
ENGLISH LANGUAGE LEARNERS  (SPECIAL EDUCATION SERVICES/FEDERAL PROGRAMS)

Tuesday / 8:15-11:30 AM
WORKING WITH FOREIGN LANGUAGE INTERPRETERS IN A SCHOOL SETTING
Ms. Robin Morlier—Self-employed Bilingual Speech Pathologist, Birmingham, Alabama
This presentation is for any school personnel who serve as interpreters or for those who work with children and families from another language background and who therefore must work with the interpreter to bridge the communication gap. It will include general principles of interpreting as well as functional exercises to demonstrate those principles. The session will also address difficulties encountered in using interpreters and collaboration between interpreters and specific school personnel such as therapists, English Language Learners (ELL) teachers, and special education teachers.
TARGET AUDIENCE: Speech pathologists, special education coordinators, school personnel who serve as interpreters, teachers of English Language Learner (ELL) students, and trained interpreters.

Tuesday / 1:00-4:15 PM
INTERVENTION WITH THE SPANISH-SPEAKING CHILD: SPEECH/LANGUAGE, ENGLISH LANGUAGE LEARNER (ELL) OR BOTH?
Ms. Robin Morlier—Self-employed Bilingual Speech Pathologist, Birmingham, Alabama
This presentation addresses intervention with the monolingual Spanish or bilingual Spanish/English student, including how to decide whether a child is appropriate for speech/language services, ELL services, or both. Case studies will be presented (from evaluation to intervention). Demonstrations will be given of intervention activities that would be appropriate and how they can be done with an interpreter.
TARGET AUDIENCE: Special education coordinators/directors, gifted coordinators, gifted specialists, and psychometrists.

Wednesday / 8:15-11:30 AM
MAXIMIZING IMMIGRANT FUNDING: BRIDGING STUDENT LEARNING AND FAMILY ENGAGEMENT
Mrs. Karen Snyder—English as Second Language Teacher and Dr. Janet Womack—Director of Federal Programs and Student Assessment, both with Auburn City Schools, Auburn, Alabama / Dr. Vivian Lea Hallman—Director of Federal Programs, Curriculum, Instruction and Professional Development, Boaz City School System, Boaz, Alabama
Maximizing funding to benefit English Language Learners (ELLs) and their families has become an increased challenge in today’s economy. In the first part of a two-part session, participants will follow the journey of Auburn City Schools as the system implemented a plan to increase student academic achievement while focusing on family engagement. See how one school district with 42 languages spoken in the homes of its students sought to bridge the cultural gap by utilizing innovative programs and technological resources to enhance learning for all. Join us as we discuss internal and external resources that have impacted our success with English Language Learners, their families, and our schools.

SUPPORTING IMMIGRANT FAMILIES FOR SUCCESS IN THEIR CHILDREN’S EDUCATION AND THEIR NEW COMMUNITY
Mrs. Vivian Hallman—Director of Instructional Services, Professional Development, and Formula Federal Programs and Mrs. Jeana Ross—Director of Educational Services, both with the Boaz City School System, Boaz, Alabama
In the second part of this two-part session, participants will explore the framework of the Boaz City School System Family Literacy program through an overview of a program design with specific practices that have been effective in promoting success for immigrant families. Review components that have been carefully and comprehensively woven into a unified family focused program with the purpose of breaking the cycle of poverty and illiteracy many of these families face. This program works cooperatively with high quality community and school resources to offer a range of services to families needed to help ensure that each family’s potential is realized and create a sense of belonging. Presenters will also highlight how Title III Immigrant and Title I Part C Migrant Programs can be implemented in the district’s overall plan.
TARGET AUDIENCE: Central office administrators and district/school personnel responsible for English Language Learners and Migrant Education.

Wednesday / 1:00-4:15 PM
TEACHING THE ENGLISH LANGUAGE LEARNER (ELL) CHILD AND LOVING IT
Mr. Brian Cain—Principal; Mrs. Lera Wade—Teacher; Mrs. Russann Wood—ESL Teacher, all at Simmons Middle School, Hoover City School System
After falling into school improvement, Simmons Middle School (Hoover City) designed an improvement plan using effective, caring teachers who desired to see all students increase their achievement. As a result, we have been clear for two years now and continue to look for ways to grow as a team. In this first part of a two-part session, representatives from Simmons Middle will demonstrate how their school has incorporated a program into its improvement plan for meeting the needs of all its students after participating in the English Language Learner—Professional Development Academy (ELL-PDA).
ENGLISH LANGUAGE LEARNER – PROFESSIONAL DEVELOPMENT ACADEMY (ELL-PDA)
Ms. Lynn Stuebing—Kindergarten Teacher; Ms. Dana Bearden—3rd Grade Teacher; Mrs. Deborah F. Clonts—ARI Building Reading Coach; Ms. Stacy Robinson—Teacher; Mrs. Deborah Nelson, Principal, all with Oxford Elementary School, Oxford City School System

Representatives from Oxford Elementary School (Oxford City), which also participated in the ELL-PDA, will share their experiences of working in leadership teams that trained other staff members. These teams were successful in increasing language acquisition and achievement of the ELL subgroup. Participants are encouraged to come and listen to how the teams from both Simmons Middle and Oxford Elementary School overcame barriers to success!

TARGET AUDIENCE: Personnel from schools who struggle to meet the needs of ELL students.

Thursday / 8:15-11:30 AM and Thursday / 1:00-4:15 PM (repeat)

DIFFERENTIATING LANGUAGE LEARNING ISSUES FROM DISABILITIES
Ms. Elizabeth C. Silva—Improvement Specialist, Regional Special Education Technical Assistance Support Center, ESB Sherwood Corporate Center, Holbrook, New York

This presentation will explore the differences in language learning vs. learning disabilities. We will cover the information needed to assess a true disability. This workshop will provide an overview of effective screenings, pre-interventions, and evaluations. The presenter will cover 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.

TARGET AUDIENCE: All participants.
PREVENTION/SUPPORT SERVICES ISSUES

Tuesday / 8:15-11:30 AM
DEVELOPING A MULTI-TIERED GRADUATION TRACKING SYSTEM
Ms. Rhonda Cotten—Dropout Prevention Supervisor, Baldwin County School System
This presentation will discuss the development and implementation of an early warning dropout prevention system that identifies “on-track” and “off-track” indicators based on attendance, behavior, and course performance. Participants will learn procedures in using the early warning reports to create a tiered system of behavioral and social supports that are aligned to a pyramid of intervention model.
TARGET AUDIENCE: All middle school and high school administrators, teachers, social workers, counselors, and graduation coaches.

Tuesday / 8:15-11:30 AM
ATTENDANCE ISSUES FOR LOCAL EDUCATION AGENCIES
Mr. Jim Toney—Education Specialist, Prevention/Support Services Section, Alabama Department of Education
This session will address state attendance issues and regulations. Questions regarding attendance will be discussed through formal presentation and open forum. New and current legislation concerning the enrollment and attendance of students in Alabama public schools will be presented.
TARGET AUDIENCE: All personnel interested in school attendance issues and current School Incident Report (SIR) reporting information.

Tuesday / 1:00-4:15 PM
KALEIDOSCOPE FOR STUDENT SUCCESS: A COLLABORATIVE APPROACH
Dr. Kay Atchison Warfield—Education Administrator / Mrs. Cecelia Mills and Mrs. Fran Stewart—Education Specialists, Prevention/Support Services Section, Alabama Department of Education
This session outlines the seamless approach of the Alabama Department of Education partnering with local schools and communities promoting higher numbers of graduates by focusing on the cornerstones of success—discipline, academics, safety, and attendance. Data that supports strengths and effectiveness of graduation coaches, problem-solving teams, and alternative education approaches will be shared.
TARGET AUDIENCE: All middle school and high school administrators, teachers, social workers, counselors, and graduation coaches.

Tuesday / 1:00-4:15 PM
SCHOOL SAFETY: EMERGENCY RESPONSES
Mr. Dexter W. Rutherford—Former Superintendent, Lawrence County School System / Dr. Ann Roy Moore, Superintendent, Huntsville City School System / Mr. Rick Rainer—Principal, Enterprise High School, Enterprise, Alabama
This session will focus on previous serious school incidents and the impact they had on individual schools, school systems, and communities. Participants will learn the important of comprehensive planning, training, and responding to school and system-wide emergencies. Mr. Rainer will share his experiences of that tragic day of March 1, 2007, when an EF-4 tornado destroyed Enterprise High School, which resulted in the death of eight of its students.
TARGET AUDIENCE: All participants.

Wednesday / 8:15-11:30 AM
TEENS, TRENDS AND PREVENTION: IT CAN BE DONE!
Ms. Regina Birrenkott—Senior Director, Mendez Foundation, Tampa, Florida
The “work in progress” adolescent brain makes teens particularly vulnerable to substance abuse. This workshop will equip participants with the knowledge, skills, and strategies necessary to challenge social norms and teach essential prevention skills to challenging teens. It will also identify the characteristics of adolescent development with a focus on the latest brain research and demonstrate practical and purposeful ways to apply prevention strategies to this important target group.
TARGET AUDIENCE: All participants.

Wednesday / 1:00-4:15 PM
USING SCHOOL CLIMATE AND CULTURE TO SUPPORT THE SCHOOL PLANNING PROCESS: STRATEGIES FOR IMPROVEMENT
Dr. Marcus Vandiver—Education Specialist, Prevention/Support Services Section, Alabama Department of Education
This session will focus on learning how to use culture and climate in the school improvement planning process. Participants will learn how to assess and shape school climate and culture, as well as recognize the importance of decision making regarding climate and culture and school improvement. Participants will also have access to some quick strategies for use in improving the school climate.
TARGET AUDIENCE: All participants.
Wednesday / 1:00-4:15 PM and Thursday / 8:15-11:30 AM (repeat)

A QUESTION OF SURVIVAL: DRUGS IN AMERICA’S SCHOOLS
Mr. Charles M. Ash—Chief Executive Officer, Employers Drug Program Management, Birmingham, Alabama

Candy flavored meth, cheese heroin, prescription drugs on the internet...children in America are faced with increasing pressures to use drugs at even younger ages. Drug dealers know that young people are easier to “hook” and that once a child is hooked, he or she is hooked for life. This presentation will review the challenges educators face regarding this pressing problem, assist them in recognizing critical signs and symptoms in children and provide answers on what to do in those difficult times when something must be done. Pride Survey results will be reviewed and a list will be provided.

TARGET AUDIENCE: School nurses and school nurse administrators only at the Wednesday PM session; all participants at the Thursday AM session.

Thursday / 1:00-4:15 PM

FY 11, TITLE IV, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES (SDFSC) PROGRAM, TECHNICAL ASSISTANCE TRAINING
Mrs. Marilyn Lewis—Education Specialist, Prevention/Support Services Section, Alabama Department of Education

This session will provide the Electronic Grant Application Process (eGAP) for the FY11 Title IV, Safe and Drug-Free Schools and Communities Program.

TARGET AUDIENCE: Local Education Agency Title IV coordinators.

Friday / 8:15-11:30 AM

SERVICE LEARNING: HELPING STUDENTS MAKE THE GREATER CONNECTION
Dr. Mark Isley—Principal, Shelby County Alternative School / Mrs. Anna Smith Watts, At-Risk Administrator; Mrs. Amanda Stone, Counselor; Mrs. Kristin Masterski, Social Worker—all with the PACE Alternative Education Program, Madison County School System

Service learning is a method of teaching and learning that connect academic aspects with meaningful service to the community. With service learning, students apply knowledge, skills, and talents to their service in the local community. Students are able to increase their leadership skills, their level of confidence, and their ability to work with others. Most importantly, service learning is an innovative way to help students stay motivated and continue their education. The presentation will be a fun, fast-paced, and hands-on session to give all professionals new tools to take back to their home school.

TARGET AUDIENCE: Secondary education teachers, counselors, social workers, central office personnel, Title I and special education professionals, and alternative school professionals.

NURSES

Tuesday / 8:15 AM – 4:15 PM

SOFTWARE TECHNOLOGY, INCORPORATED (STI) HEALTH PROGRAM
Mrs. Jill Showers-Chow—Customer Representative with STI Health

In this session Ms. Showers-Chow will present an overview of the STI health program including utilities desktop, export/import, phone directory, reports desktop, the add/exit student information, as well as updates and revisions.

TARGET AUDIENCE: Office administrators, nurses, nurse assistants, and district health coordinators.

Wednesday / 8:15-11:30 AM

DIABETES CARE TASKS AT SCHOOL: WHAT KEY PERSONNEL NEED TO KNOW
Ms. Linda “Lin” Lewis—Coordinator of the Insulin Pump Program, Children’s Health System, Birmingham, Alabama

The American Diabetes Association has made available the third edition of training modules for school personnel—(December, 2008. Diabetes Care Tasks at School: What Key Personnel Need to Know, third edition. American Diabetes Association. www.diabetes.org.). These modules reflect new technologies that have evolved and will be the primary reference for this presentation. Participants (1) will become more knowledgeable of diabetes; (2) will understand how a crucial step to diabetes’ management is in educating school personnel about diabetes so that they understand why care at school is required—[this presentation will touch on how to eliminate barriers to diabetes care at school]; and (3) will become aware of the basic components of diabetes care at school and also become familiar with diabetes emergency care. The presenter will discuss briefly diabetes nutrition and exercise therapy and incorporate a questions and answers time in this presentation.

TARGET AUDIENCE: All school personnel and school nurses.
Thursday / 8:15-11:30 AM
ISSUES FOR SCHOOL NURSES IN ALABAMA
Ms. Sherry D. Marbury—Education Specialist, Prevention/School Support Section, Alabama Department of Education
In this session the presenter will provide an update on all issues related to the practice of school nursing in Alabama.
TARGET AUDIENCE: School nurses and school nurse administrators.

Thursday / 1:00-4:15 PM
WORKING WITH CHILDREN AND FAMILIES FROM MULTICULTURAL BACKGROUNDS
Dr. Eric Lopez—Associate Professor of Special Education, New Mexico State University, Las Cruces, New Mexico
Understanding specific multicultural theories and operationalization of these theories are essential in assuring appropriate interactions and interventions. The presentation will review the constructs that are essential in working with culturally and linguistically diverse students and their families. The presentation will give practitioners theoretical orientations to becoming culturally competent, strategies, and useful ideas that can be put to practice.
TARGET AUDIENCE: Ancillary service providers, nurses, teachers, administrators, parents, and school board members.

Friday / 8:15-11:30 AM
CARE OF THE CHILD WITH A CHRONIC TRACH AT SCHOOL
Dr. David J. Lozano, M.D.—Assistant Professor of Pediatrics, Children’s Hospital of Alabama / Mrs. Donna Slayton—Coordinator for Home Ventilator Program, Children’s Hospital of Alabama
Participants will learn common reasons why a student may have a tracheostomy and what routine care needs the nurse can be expected to provide while the student is attending school. The school nurse will also be provided with information to state signs and symptoms of, and how to intervene for, the tracheostomy tube that is obstructed, accidently comes out, is difficult to reinsert; or if the child aspirates.
TARGET AUDIENCE: School nurses.
NEW PRINCIPALS: BEWARE—DON'T BE HAUNTED BY FIRST YEAR MISTAKES!
Ms. Miriam Byers—Coordinator of Student Assessment; Mrs. Cathy Poage—Coordinator for Accountability, both in the Assessment and Accountability Section, Alabama Department of Education

Is assessment and accountability haunting you? Do your roles and responsibilities seem “mysterious” and “spooky”? If so, this session holds a wealth of information that will help you avoid being haunted by first year mistakes. Topics of discussion will include testing policies and procedures, test security, and accountability.

TARGET AUDIENCE: Principals and assistant principals in their position two years or less.

PUTTING THE PIECES TOGETHER: SOLVING THE GRADUATION RATE AND ACCOUNTABILITY PUZZLE
Mrs. Cathy Poage, Coordinator for Accountability; Mrs. Shanthia Washington—Accountability Specialist, both in the Assessment and Accountability Section, Alabama Department of Education

Are you puzzled about the transition to the new graduation rate? Are you unsure how all the pieces of accountability fit? If so, this session will help you put the pieces together. The session will also allow time for questions and answers.

TARGET AUDIENCE: All school and central office personnel.

BREAK-IT-DOWN, STEP-BY-STEP—ALABAMA ALTERNATE ASSESSMENT (AAA)
Mrs. Nanette Pence and Ms. Margaret Moore—Education Specialists, Assessment and Accountability Section, Alabama Department of Education

Are you struggling with the steps to implementing the AAA? Pop in to learn how to Break-It-Down, Step-By-Step. Presenters will break down the Alabama Extended Standards for Grades 3-8 and 11. They will discuss common problems with submitted evidence, provide activities for different complexity levels, and participate in an activity to determine if pieces of evidence are aligned and valid.

TARGET AUDIENCE: All teachers, administrators, and central office personnel involved with the AAA.
ALABAMA READING INITIATIVE

Tuesday, Wednesday, Thursday / 8:15 AM – 4:15 PM

BEST PRACTICES FOR ADOLESCENT LITERACY FOR LEADERSHIP TEAMS
Mrs. Wendy Warren and Mrs. Denise Perkins—both Education Specialists, Alabama Reading Initiative, Alabama Department of Education / Alabama Reading Initiative Coaches

Best Practices for Adolescent Literacy is a three-day work session for five-member school leadership teams. The teams must be led by the school principal and should include the school literacy coach (if one is in place) and teachers from various content areas. The focus of the session will be strategic teaching in the content areas. Leadership teams are expected to return to their schools and provide training for their faculties to implement strategic teaching. Because participation is limited, teams must pre-register by June 15 by e-mailing Wendy Warren at the address listed in the Target Audience.

TARGET AUDIENCE: These two concurrent sessions are only open to five-member school leadership teams representing Grades 4-6 in one session and Grades 7-9 in the other session. NOTE: In addition to submitting a pre-registration form for the Mega Conference, participants MUST also pre-register for these sessions and receive written confirmation from the Alabama Reading Initiative office. To pre-register, contact Wendy Warren at wwarren@alsde.edu.

Tuesday / 8:15-11:30 AM

OPTIMIZING LITERACY ACHIEVEMENT: THE NEXT STEP FOR SEASONED PRINCIPALS
Mr. Greg Cobb and Dr. Bill Naugher—both Regional Partners, Alabama Reading Initiative, Alabama Department of Education

School leaders will: (1) expand their knowledge of reading coach roles and responsibilities; (2) reflect and fine tune current processes as they relate to supporting and monitoring quality instruction; and (3) view latest research on peer coaching and develop next steps with regard to peer coaching.

TARGET AUDIENCE: Experienced principals and central office Alabama Reading Initiative contacts.

Tuesday / 1:00-4:15 PM

LEADING FOR LEARNING: A NEW PRINCIPAL’S PERSPECTIVE
Mrs. Cena Davis and Mrs. Jill Eaton—both Regional Partners, Alabama Reading Initiative, Alabama Department of Education

New principals will strengthen their instructional leadership abilities by learning how to: (1) safeguard and support the job of the reading/literacy coach; (2) recognize the tiered approach to reading and its relationship to RtI; and (3) identify their role as an instructional leader in improving student learning.

TARGET AUDIENCE: New principals and new central office ARI contacts.

Wednesday AND Thursday / 8:15 AM – 4:15 PM

ALABAMA READING INITIATIVE (ARI) NEW READING COACH ORIENTATION
Mrs. Gay Finn—Education Specialist, Alabama Reading Initiative, Alabama Department of Education

This two-day session is intended for first-year Alabama Reading Initiative (ARI) coaches. The focus of this session will be on the following outcomes: (1) gaining an initial understanding of the role and expectations of the reading coach; (2) using various data to implement effective planning; and (3) understanding the necessity of building and maintaining professional relationships.

TARGET AUDIENCE: First-year Reading Initiative coaches.

Wednesday / 1:00-4:15 PM and Thursday / 8:15-11:30 AM (repeat)

PEER COACHING: WE ARE ALL LEADERS AND LEARNERS
Mrs. Karen Rutledge-Bell—Education Specialist, Alabama Reading Initiative, Alabama Department of Education

This session will focus on the research and practicality of peer coaching. The goal of peer coaching is to foster conversations about instructional practices that empower participants to have more input into their own professional development based on their needs and their learners’ needs. The session will provide ideas for school teams to think about as they lay the groundwork for peer coaching. A variety of peer coaching models will be discussed.

TARGET AUDIENCE: Administrators, teachers, instructional coaches, and reading coaches.
TECHNOLOGY INITIATIVES

Tuesday / 8:15-11:30 AM
WHEN 2.0=8: USING WEB 2.0 TO COMMUNICATE, COLLABORATE, ACCOMMODATE, AND DIFFERENTIATE

Mrs. Debbie Crutchfield and Mrs. Joan Greene—both Education Specialists, Technology Initiatives Section, Alabama Department of Education

Everybody is talking about those wonderfully interactive Web 2.0 tools. Come and explore with us some dynamic uses of wikis, blogs, and other tools in the classroom. Find out how 2.0 tools can help differentiate instruction, accommodate diverse students, and enhance productivity. Take your online content to the next level with communication tools. Podcasts, voice e-mails, discussion voice activities, presentations, and more make the learning curve more fun.

TARGET AUDIENCE: K-Grade 12 teachers, administrators, and others interested in improving education in Alabama.

Wednesday / 1:00-4:15 PM
ALEX (ALABAMA LEARNING EXCHANGE) AND ITUNES U: USING ENHANCED PODCASTS TO PREPARE STUDENTS FOR SUCCESS

Dr. Shannon Parks—Education Administrator and Mr. Keith George—Technology Specialist—both in the Technology Initiatives Section, Alabama Department of Education / Dr. Stevie Baird—Project Manager; Dr. Richard Murphy—Specialist/Trainer; Ms. Brooke Elliotte—GEMS-U Project Manager; Ms. Bree Keene—Curriculum Director, all with the ALEX, School of Education, the University of Alabama

gallery360°, the latest addition to the Alabama Learning Exchange (ALEX), contains a plethora of podcast jewels. Come join the staff on a tour of content podcasts aligned to the Alabama Courses of Study, and ALEX lesson plans. Find out how you can help your students successfully meet the new FIRST CHOICE graduation expectations. By tapping into these high-quality resources, students will be better prepared to graduate high school, succeed in college, and enter the global workforce. Along with podcasts treasury, participants will be introduced to the Alabama iTunes U site. This session will address the following areas: introduction and overview of gallery360°; a quick, hands-on podcasting activity; use of podcasts for professional development, and save on travel time; samples of existing podcasts; features of gallery360° (i.e., download both to the computer and mobile devices such as phones, iPods, etc.); how students and teachers can submit podcasts for posting on gallery360°; and the Alabama iTunes U album.

TARGET AUDIENCE: All K-Grade 12 teachers, administrators, and higher education faculty.

Thursday / 8:15-11:30 AM
THE GEMS U PROJECT: DID YOU KNOW THAT GIRLS AND BOYS LEARN DIFFERENTLY?

Dr. Shannon Parks—Education Administrator and Mr. Keith George—Technology Specialist—both in the Technology Initiatives Section, Alabama Department of Education / Dr. Stevie Baird—Project Manager; Dr. Richard Murphy—Specialist/Trainer; Ms. Brooke Elliotte—GEMS-U Project Manager; Ms. Bree Keene—Curriculum Director, all with the ALEX, School of Education, the University of Alabama

Do you know that girls and boys learn differently? Both need engagement in the lesson. However, different techniques work with each group. Participants will view stellar examples of 300 GEMS-U ALEX lesson plans containing 21st Century interactive and resources designed to engage girls in math and science learning with 21st Century tools. Alabama, along with all other states, has few girls taking advanced math, science, and/or technology classes and still fewer going into those fields. This means fewer opportunities in the workforce for girls. All attendees will receive information about future GEMS-U projects. GEMS-U will address the following areas: an overview of the GEMS-U project; samples of math and science online games, activities, podcasts, and resources developed through the project, linked to Alabama Courses of Study; and how teachers can become involved in getting more girls to take an interest in math and science through 21st Century tools.

TARGET AUDIENCE: All K-Grade 12 teachers, administrators, and higher education faculty.

Thursday / 1:00-4:15 PM
YOU CAN TEACH WITH TECHNOLOGY!

Dr. Ginger Eastman—Education Specialist, Technology Initiatives Section, Alabama Department of Education

This presentation will assist teachers in learning about emerging technologies in education and locating and creating ready-to-use Web lessons, quizzes, and rubrics. Educators will also learn how to incorporate Web 2.0 tools into their curriculum. Discover valuable professional development resources addressing issues such as equity, technology planning, and at-risk or special-needs students.

TARGET AUDIENCE: All administrators and teachers.
CAREER AND TECHNICAL EDUCATION

Tuesday / 8:15-11:30 AM
THE STOCK MARKET GAME (SMG) ACROSS THE CURRICULUM
Mrs. Wanda McAbee—SMG and Teacher Involvement Coordinator, Alabama Council on Economic Education, and Gifted Program Coordinator, Hartselle City School System

Easy to learn and easy to teach, the Alabama Stock Market Game (SMG) is an exciting 10-week, online stock trading experience. Attendees in the first part of a two-part session will learn how to use the SMG, which is correlated to Alabama Course of Study Standards, in a wide variety of classroom settings and courses and how to utilize the valuable online Teacher Resource Center for fast, easy classroom implementation. Attendees will receive $100 in curriculum materials including The Stock Market Game 21st Century Skills DVD and the SMG QuickStart CD-ROM, an invaluable guide customized for Alabama teachers. The CD includes lesson plans, website links, PowerPoint tutorials, and more to maximize the effectiveness of SMG in the classroom. The session, which is sponsored by Sterne Agee, includes a special packet for Curriculum Coordinators, access to exclusive follow-up learning opportunities via webinar, and a $50 gift card door prize drawing.

HOW CAN THIEVES BE SO CLEVER TO HAVE STOLEN MY IDENTITY AND BOLD ENOUGH TO USE IT?
Mr. John Olsen—Community Affairs Specialist, Federal Deposit Insurance Corporation, Montgomery, Alabama

Nearly 10 million people were victims of identity theft last year, which was a 22% increase from the previous year, and 43% of these cases did not involve a computer. When you are watching television and identity theft commercials come on, do you change the channel or just roll your eyes and suffer through it thinking, “That will never happen to me”? Do you know how easy it is for a waiter to swipe your credit card on a portable card reader and steal your information, or how your checks can be stolen, washed, and rewritten? Stealing personal information is easy to the thieves. Find out in this second part of a two-part session the steps you, your family, and students can take to decrease your potential of being a victim of identity theft as well as what to do if you become a victim.

TARGET AUDIENCE: All teachers, curriculum coordinators, and principals for Grades 4-12 in language arts, mathematics, gifted, social studies, business, consumer science, and technology, and parents.

Tuesday / 1:00-4:15 PM
THE ALABAMA SUCCESS INITIATIVE AND CAREER WEBSITE
Dr. Mary Simon—Education Specialist and Ms. Meg Smith—Education Administrator, both in Career and Technical Education Section, Alabama Department of Education / Dr. Philip Cleveland—Workforce Development Coordinator and Technical Dean, Wallace State Community College

Students are less likely to tune out and drop out if their classes are meaningful and they have a goal they are striving to reach. In this session you will learn more about the Alabama SUCCESS Initiative, a series of booklets that provide students with detailed information about the 16 Career Clusters and the pathways within these clusters. You will see the DVD that presents this system and interviews with students throughout Alabama who are fully engaged in classes that lead them towards graduation, postsecondary education, and a great career future. You will also hear about the Alabama Career Information and Financial Aid Web Portal that serves as a partner of the SUCCESS Initiative.

TARGET AUDIENCE: All teachers, counselors, and administrators.

Wednesday / 8:15-11:30 AM
BUILDING A 21st CENTURY WORKFORCE CAREER TECH EDUCATION
Ms. Susan Harrison, Mr. Bennie Scheierman, Mr. Myron Laurent—all Education Specialists, Career and Technical Education Section, Alabama Department of Education

“An estimated 73 million Americans will retire by the year 2030. Who Will Do the Work? Will They Be Prepared?” (Workforce Summit, June 22, 2006). This presentation will address how Career and Technical Education is positioned to meet this formidable challenge. A review of the current Alabama Course of Study and the Plans of Instruction will provide insight into the rigor and relevance of today’s technical coursework. How proven work-based learning strategies and authentic assessments are being successfully employed to foster learning, measure student achievement, build program credibility, and deliver industry recognized credentials will be discussed in detail. A large portion of the presentation will be devoted to introducing participants to the relationship between industry and career technology student organizations that drive systematic program improvement and help insure student preparedness for both careers and postsecondary education.

TARGET AUDIENCE: All K-Grade 12 teachers, counselors, and administrators.

Wednesday / 1:00-4:15 PM
ARE YOU FINANCIALLY PREPARED?
Mrs. Julie Kornegay—Economic and Financial Education Specialist, Federal Bank of Atlanta, Birmingham Branch

Participants will receive curriculum packages that present an overview of personal wealth-building strategies that include setting financial goals, budgeting, saving and investing, managing debt, and understanding credit reports and credit scores. Katrina’s Classroom is a DVD and lesson plan package from the Atlanta Federal Reserve Bank designed to teach students and parents the importance of being...
prepared and how to build a successful financial future. Using the perspective of teenagers, students will examine the importance of banking, savings, and budgeting. Three lesson plans are tied to each video segment, which helps individuals expand and reinforce crucial personal finance content.

Target Audience: Secondary teachers, counselors, and administrators.

Thursday / 8:15-11:30 AM and Thursday / 1:00-4:15 PM (repeat)

MONEY CRAZE: THE POWER OF MONEY FOR ALABAMA YOUTH
Ms. Buffy O. Murphy—Assistant Vice-President, BancorpSouth Bank, Birmingham, Alabama / Mrs. Julie Kornegay—Economic and Financial Education Specialist, Federal Bank of Atlanta, Birmingham Branch / Dr. Stephanie Yates Rauterkus—Assistant Professor of Finance, the University of Alabama at Birmingham

Many young people fail in the management of their first consumer credit experience, establish bad financial management habits, stumble through life learning by trial and error, and start their working career with a high amount of student loan debt. Since many parents struggle with understanding finances, teachers are next in line to provide training for Alabama youth. This workshop will provide participants with curriculum material and free financial literacy knowledge that will be beneficial for students, teachers, and administrators planning courses of study for the classroom.

TARGET AUDIENCE: Kindergarten through high school teachers who plan to incorporate teaching financial literacy in the classroom or administrators who determine programs for school districts.
Tuesday / 1:00-4:15 PM
CAN RESEARCH ON STEREOTYPE THREAT INFORM EDUCATIONAL PRACTICE AND POLICY IN CLOSING THE ACHIEVEMENT GAP?
Dr. Joy Mordica—Research Specialist at the SERVE Center at the University of North Carolina at Greensboro

Social psychological research provides an important perspective and has produced promising results in academic performance. In a report published by the Institute of Educational Sciences (IES), research at the SouthEast Regional Vision for Education (SERVE) Center summarized the results of a literature search for experimental studies on classroom-based social-psychological interventions aimed at reducing the experience of stereotype threat that might otherwise lead some African American students to underperform on difficult academic tasks or tests. This session will introduce educators to promising developments in social psychological research that have direct application to the challenge of improving the motivation and achievement of underperforming students in classroom settings with a particular focus on African American students. The intent of the session is to create awareness among educators of the importance of understanding social psychological processes that may impede achievement, processes that are triggered by the highly evaluative nature of the classroom setting. Experimental research on both inducing and reducing stereotype threat can inform discussions of strategies to improve achievement for all students, especially minority students. Attendees will have the opportunity to review the research on stereotype threat and to consider the utility of the conclusions drawn from the research. In addition, the interactive components of this session will facilitate rich discussion among attendees as they share perspectives and experiences. All participants will be provided with the Institute of Educational Sciences/Regional Education Laboratory-Southeast (IES/REL-SE) report entitled Reducing Stereotype Threat in Classrooms: Review of Social-Psychological intervention Studies to Improve African-American Students’ Achievement.

TARGET AUDIENCE: All educators who are interested in practical interventions that will impact gaps in academic performance.

Wednesday / 1:00-4:15 PM
USING RESEARCH TO SELECT MATHEMATICS INTERVENTIONS IN THE RESPONSE TO INTERVENTION/INSTRUCTION PROCESS
Dr. Francena Cummings, Director of Training and Technical Assistance; Dr. Bianca Montrosse, Research and Evaluation Specialist—both with the SERVE Center at the University of North Carolina at Greensboro

The purpose of this session is to provide local education agency (LEA) instructional staff, mathematics teachers, and principals with an overview of research on Response to Intervention (RtI), with a particular focus on the use of research in the selection of interventions and levels of evidence as related to RtI strategies in mathematics. The session will feature an invited researcher who will discuss the recommendations from the What Works Clearinghouse (WWC) Practice Guide, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. It will also include a panel of LEA staff who will discuss challenges and successes of implementing RtI mathematics strategies in their districts.

TARGET AUDIENCE: Local Education Agency mathematics specialists, instructional coordinators/specialists, mathematics teachers, special education teachers, and principals.

Thursday / 8:15-11:30 AM
STRUCTURING OUT-OF-SCHOOL TIME (OST) TO IMPROVE ACADEMIC ACHIEVEMENT
Dr. Patricia McClure, Senior Program Specialist; Dr. Treana Bowling, Literacy Project Director—both with the SERVE Center at the University of North Carolina at Greensboro

Come and learn more about how to design or to improve out of school time programs based on research findings presented in the Institute of Educational Sciences (IES) Practice Guide, Structuring Out-of-School Time to Improve Academic Achievement, and learn about free online resources for afterschool providers. The five recommendations in the guide will be explored and an interactive lesson integrating science and literacy will be shared and discussed. Out-of-School Time is defined as “an opportunity to supplement learning from the school day and provide targeted assistance to students whose needs extend beyond what they can receive in the classroom.” According to the Afterschool Alliance survey, America After 3 PM (2005), only 11% of Alabama’s K-Grade 12 youth participate in afterschool programs, and most of these programs are non-academic programs sponsored by YMCAs and Boys and Girls Clubs.

TARGET AUDIENCE: All administrators and teachers.
RESPONSE TO INSTRUCTION (RtI)

Wednesday / 8:15-11:30 AM and Thursday / 1:00-4:15 PM (repeat)

IMPLEMENTING ALABAMA’S RESPONSE TO INSTRUCTION (RtI) FRAMEWORK: PROBLEM SOLVING TEAMS OVERVIEW

Dr. Denise Gibbs—Director, Alabama Scottish Rite Foundation Learning Centers, Huntsville, Alabama / Mrs. Christine Spear—Education Administrator, Curriculum and Instruction Section, Alabama Department of Education

As a key component of RtI implementation, Alabama schools will utilize Problem Solving Teams (PST). This session will provide a description of the Alabama Problem Solving Team Manual including an overview of the structure and function of the PSTs as planned for all Alabama schools beginning in the 2010-2011 school year.

TARGET AUDIENCE: School system central office leaders, principals, assistant principals, local education agency RtI leadership teams, instructional coaches, teachers, and intervention providers.

Wednesday / 1:00-4:15 PM

IMPLEMENTING ALABAMA’S RESPONSE TO INSTRUCTION (RtI) FRAMEWORK: PROBLEM SOLVING TEAMS (PST) AND INTERVENTION PLANS

Dr. Denise Gibbs—Director, Alabama Scottish Rite Foundation Learning Centers, Huntsville, Alabama / Mrs. Christine Spear—Education Administrator, Curriculum and Instruction Section, Alabama Department of Education

Problem Solving Teams (PSTs) will replace Building Based Student Support Teams (BBSSTs) in all Alabama Schools beginning in the 2010-2011 school year. Development and monitoring of an Intervention Plan (IT) for each student receiving intervention as part of the school’s three tier model will be an essential component of the RtI implementation framework. This session will describe the development and implementation of the IP including matching interventions to screen and assessment data, goal setting, selection of appropriate progress monitoring tools, and data-based decision making.

TARGET AUDIENCE: Potential PST members (teachers, special education teachers, intervention providers, reading coaches, instructional coaches, counselors, school psychologists, principals, and assistant principals).

Thursday / 8:15-11:30 AM

IMPLEMENTING ALABAMA’S RtI FRAMEWORK: INTERVENTIONS, INTERVENTIONS, INTERVENTIONS!

Dr. Denise Gibbs—Director, Alabama Scottish Rite Foundation Learning Centers, Huntsville, Alabama / Mrs. Christine Spear—Education Administrator, Curriculum and Instruction Section, Alabama Department of Education

The success of a school’s RtI framework will be determined by many variables. An important variable which will be discussed in this session is the actual interventions which are selected based upon identified student needs. Principles and examples of specific reading, mathematics, and behavior interventions delivered in Tiers 2 and 3 in Alabama’s tiered instructional framework will be described. Scheduling issues and ideas for elementary and secondary schools will also be described.

TARGET AUDIENCE: General education and special education teachers, intervention providers, instructional coaches, potential Problem Solving Team members.

COUNSELING AND GUIDANCE / CHARACTER EDUCATION

Thursday / 8:15-11:30 AM

IMPLEMENTING THE 2003 COMPREHENSIVE COUNSELING AND GUIDANCE MODEL FOR ALABAMA PUBLIC SCHOOLS

Ms. Chezley Banister-Neth—Counselor, Foley High School, Foley, Alabama / Mrs. Peggy McCarthy—Counselor, Fairhope Intermediate School, Fairhope, Alabama

The 2003 State Plan creates one vision and one voice for comprehensive school counseling and guidance program throughout the state. Elementary, middle, and high school counseling ideas for designing, coordinating, and implementing programs in the academic, career, and personal/social development domains will be highlighted in this presentation.

TARGET AUDIENCE: Administrators, counselors, teachers, and anyone who works directly with or desires a better understanding of AYP data.

Thursday / 8:15-11:30 AM and Thursday / 1:00-4:15 PM (repeat)

GIFTS OF LEADERSHIP

Dr. Jane Knight—Consultant, Subject Matter Expert for the Leader in Me Process, Franklin Covey Company, Decatur, Alabama

High student achievement is more likely to occur in healthy school cultures. Learn how elementary schools across the globe are enhancing their cultures through teaching leadership to their students. Give yourself time to consider how this could impact your school and what resources are available to help. It starts with a paradigm shift. It involves infusing leadership language and processes. The gifts it brings are improved discipline, parent delight, increases in academic measures, and more.

TARGET AUDIENCE: Elementary and middle school administrators, teachers, and counselors.
Thursday / 1:00-4:15 PM
LIGHTING THE WAY TO ACCOUNTABILITY AND ADVOCACY
Dr. LaWanda Edwards—Assistant Professor, Alabama State University
Participants will gain knowledge about collecting, analyzing, and using student achievement and related data to plan and improve school counseling programs. Participants will gain insight into barriers that prevent school counselors from collecting and analyzing accountability data. Group discussions on accountability and advocacy will help participants learn valuable and practical techniques.
TARGET AUDIENCE: All school counselors and administrators.

Friday / 8:15-11:30 AM
USING TECHNOLOGY TO STREAMLINE THE COLLEGE AND CAREER PLANNING PROCESS
Ms. LeAnn Coe—Vice-President, Strategic Initiatives; Ms. Sheri Meyer—Vice-President, High School Services; Ms. Megan McNally Nacy—Manager, Training and User Solutions, all with ConnectEDU, Boston, Massachusetts
ConnectEDU, along with representatives from Alabama high schools and colleges, will provide an interactive comprehensive session. The session will include: (1) an overview and demonstration of ConnectEDU’s online tools for college and career planning; (2) ways to help counselors, students, and families navigate the college admissions process; (3) strategies to increase parental involvement and community awareness throughout the planning process; (4) how schools can save time and money by utilizing online resources; (5) case study: electronically connecting Alabama high schools and colleges; and (6) a preview of upcoming tools and technology from ConnectEDU.
TARGET AUDIENCE: High school guidance counselors and directors.

Tuesday / 8:15-11:30 AM
IT’S A WRAP!
Ms. Pat Yates—Theatre Specialist, Mountain Brook High School, Mountain Brook, Alabama / Ms. Mary Foshee—Movement Specialist, Children’s Dance Foundation, Birmingham, Alabama
Join Ms. Yates and Ms. Foshee as they explore the use of theatre and movement in the classroom. Participate in integrated lessons across the curriculum and learn effective ways to engage your students in truly active learning! All lessons will be standards-based, connecting the Alabama Course of Study: Arts Education and other content areas. Brain research shows we learn by doing, so get moving and bring your kids along for the ride.
TARGET AUDIENCE: Generalists and specialists, K-Grade 12.

Tuesday / 1:00-4:15 PM
HOW DO WE REACH THE STRUGGLING READER? TEACHING LITERACY IS AN ART
Ms. Pat Yates—Theatre Specialist, Mountain Brook High School, Mountain Brook, Alabama / Ms. Mary Foshee—Movement Specialist, Children’s Dance Foundation, Birmingham, Alabama / Ms. Cathy Wright—Teaching Artist; Mr. Randy Foster—Program Manager, both with the Alabama Alliance for Arts Education, Montgomery, Alabama / Mrs. Martha Lockett, Education Specialist, Curriculum and Instruction Section, Alabama Department of Education
Using the arts to create pathways to literacy for struggling readers and English Language Learner (ELL) students can make a difference for your students and for you. Join master teaching artists as you experience a wide variety of arts integrated lessons. Leave with renewed excitement, new ideas, and packet of arts infused lessons ready for your classroom. Strategies that support the Alabama Reading Initiative and the Alabama Writing Assessment will be modeled. All lessons will be standards based, connecting the Alabama Course of Study: Arts Education and other content areas.
TARGET AUDIENCE: Generalists and specialists, K-Grade 12.

Wednesday / 8:15-11:30 AM
PICTURE THIS!
Mr. Randy Foster—Program Manager; Ms. Cathy Wright—Teaching Artist, both with the Alabama Alliance for Arts Education, Montgomery, Alabama / Mrs. Martha Lockett, Education Specialist, Curriculum and Instruction Section, Alabama Department of Education
The Picturing America series is a grant program from the National Endowment for the Humanities. This set of 40 master prints depicts seminal moments or issues in American history. Join master teachers and teaching artists as you find ways to integrate these prints throughout the curriculum. This experiential hands-on workshop will enable you to reinforce core content for your students through a variety of learning strategies. All lessons will be standards-based, connecting the Alabama Course of Study: Arts Education and other content areas. If your school has not received this grant, we will provide you information about the next funding cycle.
TARGET AUDIENCE: Generalists and specialists, K-Grade 12.
Wednesday / 1:00-4:15 PM
LOOKING AT SCIENCE AND MATH THROUGH DIFFERENT LENSES: WHAT THE ARTS CAN OFFER TO THE SCIENCES
Mr. Randy Foster—Program Manager; Ms. Cathy Wright and Ms. Donna Russell—Teaching Artists—all with the Alabama Alliance for Arts Education, Montgomery, Alabama / Ms. Diana Green—Alabama State Council on the Arts, Montgomery, Alabama / Mrs. Martha Lockett—Education Specialist, Curriculum and Instruction Section, Alabama Department of Education
Research proves that students learn by active engagement and moving! Come join master teachers and teaching artists as we explore ways to connect science and math through the arts! This experiential workshop will support strategies of the Alabama Math, Science, and Technology Initiative using visual art, music, theatre, and dance. Build kaleidoscopes to study light; dance the DNA sequence; build and become simple machines; eat granola bars and learn fractions with music. All lessons will be standards-based, connecting the Alabama Course of Study: Arts Education and science and math.
TARGET AUDIENCE: All generalists in K-Grade 8.

Thursday / 8:15-11:30 AM
OK, YOU CONVINCED ME, THE ARTS ARE GREAT! NOW, HOW AM I GOING TO GET THEM IN MY SCHOOL?
Mrs. Martha Lockett—Education Specialist, Curriculum and Instruction Section, Alabama Department of Education / Ms. Diana Green—Alabama State Council on the Arts, Montgomery, Alabama / Ms. Donna Russell—Teaching Artist; Ms. Linda Dean—Guest Artist; Mr. Randy Foster—Program Manager, all with the Alabama Alliance for Arts Education, Montgomery, Alabama
Get the ammunition you need to make a case for the arts in your schools. Join a discussion led by arts leaders, administrators, funders, and teaching artists as they share research data, funding opportunities, and ideas for community partnerships. Trained teaching artists will lead mini-sessions connecting their art discipline standards and academic content standards to enhance student achievement. Leave armed with the ability to make your case!
TARGET AUDIENCE: Teachers, administrators, and policy makers.

Thursday / 1:00-4:15 PM
WHAT’S MISSING IN CHARACTER EDUCATION? ART, THAT’S WHAT!
Ms. Diana Green—Alabama State Council on the Arts / Mrs. Martha Lockett—Education Specialist, Curriculum and Instruction Section, Alabama Department of Education / Mr. Randy Foster—Program Manager, Alabama Alliance for Arts Education, Montgomery, Alabama
Is that quote of the week not quite getting the job done? Are you looking for effective ways to teach your students the values of empathy, caring, and self-control? Master teachers will guide this experiential workshop as you explore movement, theatre, music, and visual arts as conduits for teaching the core traits of character education. All lessons will be standards-based, connecting the Alabama Course of Study: Arts Education and other content areas.
TARGET AUDIENCE: Administrators, generalists, and specialists in K-8.

COURSES OF STUDY
Tuesday / 8:15-11:30 AM
ALABAMA COURSE OF STUDY: MATHEMATICS (K-GRADE 2)
Presenters to be Announced
Participants in this session will learn important information about the required content for mathematics instruction in Alabama for the next six years. They will receive copies of and review the K-Grade 2 section and related sections of the 2009 Mathematics Course of Study. Through active involvement participants in this presentation will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, helpful classroom implementation, and models and strategies. They will be afforded an opportunity to have questions answered and receive clarification of important positions and issues.
TARGET AUDIENCE: All K-Grade 2 teachers.

Tuesday / 1:00-4:15 PM
ALABAMA COURSE OF STUDY: MATHEMATICS (GRADES 3-5)
Presenters to be Announced
Participants in this session will learn important information about the required content for mathematics instruction in Alabama for the next six years. They will receive copies of and review the Grades 3-5 section and related sections of the 2009 Mathematics Course of Study. Through active involvement participants in this presentation will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, helpful classroom implementation, and models and strategies. They will be afforded an opportunity to have questions answered and receive clarification of important positions and issues.
TARGET AUDIENCE: All Grades 3-5 teachers.
Wednesday / 8:15-11:30 AM
HEALTH EDUCATION COURSE OF STUDY, K-GRAGE 5
Mrs. Pat Kilgore—Physical Education Teacher, Priceville Elementary School, Morgan County School System
Participants in this session will learn important information about the required content for health education instruction in Alabama for the next six years. They will receive copies of and review the K-Grade 5 section and related sections of the 2009 Health Education Course of Study. Through active involvement participants will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, and helpful strategies for classroom implementation, and models and strategies.
TARGET AUDIENCE: All K-Grade 5 teachers.

Wednesday / 1:00-4:15 PM
HEALTH EDUCATION COURSE OF STUDY, GRADES 6-12
Mrs. Sharon Lowery—Physical Education Specialist, Providence High School, Huntsville, Alabama
Participants in this session will learn important information about the required content for health education instruction in Alabama for the next six years. They will receive copies of and review the Grades 6-12 section and related sections of the 2009 Health Education Course of Study. Through active involvement participants will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, and helpful strategies for classroom implementation, and models and strategies.
TARGET AUDIENCE: All Grades 6-12 health education teachers.

Thursday / 8:15-11:30 AM
NEW COURSE OF STUDY FOR MATHEMATICS, HEALTH EDUCATION, AND PHYSICAL EDUCATION AND RELATED CURRICULUM ISSUES
Mrs. Cynthia Brown—Director; Dr. Sarah Mason—Education Specialist, both in the Curriculum and Instruction Section, Alabama Department of Education
This session is designed to introduce the recently developed mathematics, health education, and physical education courses of study and related curriculum issues to those persons charged with overseeing their implementation. The presentation highlights important issues and emphasizes exciting new features of the documents by providing practical information and assistance. These issues and features, reflective of the newest research on teaching and learning, will provide guidance and vision to locals in making curricular decisions and developing programs of instructional improvement.
Participants in this session will learn important information about the required content for mathematics instruction in Alabama for the next six years. They will receive copies of and review the Grades 3-5 section and related sections of the 2009 Mathematics Course of Study. Through active involvement participants in this presentation will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, helpful classroom implementation, and models and strategies. They will be afforded an opportunity to have questions answered and receive clarification of important positions and issues.
TARGET AUDIENCE: All K-Grade 12 administrators and curriculum coordinators.

Thursday / 8:15-11:30 AM
ALABAMA COURSE OF STUDY: MATHEMATICS (GRADES 6-8)
Presenters to be Announced
Participants in this session will learn important information about the required content for mathematics instruction in Alabama for the next six years. They will receive copies of and review the Grades 6-8 section and related sections of the 2009 Mathematics Course of Study. Through active involvement participants in this presentation will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, helpful classroom implementation, and models and strategies. They will be afforded an opportunity to have questions answered and receive clarification of important positions and issues.
TARGET AUDIENCE: All Grades 6-8 mathematics teachers.

Thursday / 1:00-4:15 PM
ALABAMA COURSE OF STUDY: MATHEMATICS (GRADES 9-12)
Presenters to be Announced
Participants in this session will learn important information about the required content for mathematics instruction in Alabama for the next six years. They will receive copies of and review the Grades 9-12 section and related sections of the 2009 Mathematics Course of Study. Through active involvement participants in this presentation will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, helpful classroom implementation, and models and strategies. They will be afforded an opportunity to have questions answered and receive clarification of important positions and issues.
TARGET AUDIENCE: All Grades 9-12 mathematics teachers.
Thursday / 1:00-4:15 PM

**PHYSICAL EDUCATION COURSE OF STUDY, K-GRADE 5**

*Dr. Wendy Cowan—Associate Professor of Physical Education, Athens State College, Athens, Alabama*

Participants in this session will learn important information about the required content for physical education instruction in Alabama for the next six years. They will receive copies of and review the K-Grade 5 section and related sections of the 2009 Physical Education Course of Study. Through active involvement participants will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, and helpful strategies for classroom implementation, and models and strategies.

**TARGET AUDIENCE:** All K-Grade 5 teachers.

Friday / 8:15-11:30 AM

**PHYSICAL EDUCATION COURSE OF STUDY, GRADES 6-12**

*Mrs. Sheneta Smith—Education Administrator, Muscle Shoals School System*

Participants in this session will learn important information about the required content for physical education instruction in Alabama for the next six years. They will receive copies of and review the Grades 6-12 section and related sections of the 2009 Physical Education Course of Study. Through active involvement participants will become familiar with specific details regarding interpretation, important features, significant changes, dates for implementation, connections to national standards, and helpful strategies for classroom implementation, and models and strategies.

**TARGET AUDIENCE:** All Grades 6-12 physical education teachers.
RETIREMENT SYSTEMS OF ALABAMA

Tuesday / 1:00-4:15 PM
Wednesday / 8:15-11:30 AM (repeat)
Thursday / 1:00-4:15 PM (repeat)
Friday / 8:15-11:30 AM (repeat)

MAKING THE GRADE: RETIREMENT 101 PLUS
Mrs. Judy Price Utley—Director, Field Services; Ms. Ada Griffin—Communications Field Representative; Mr. Bob Crowe—Flexible Benefits Representative, all with the Retirement Systems of Alabama, Montgomery, Alabama
Get up to speed on your retirement education: Teacher Retirement System (TRS) benefits, Deferred Retirement Option Plan (DROP), health insurance, 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 retirement.
TARGET AUDIENCE: Anyone in the Teachers’ Retirement System.

TO KEEP KIDS IN SCHOOL, MAKE SURE THEY GET ON THE BUS.

The Choice Bus is the newest tool in The Mattie C. Stewart Foundation’s fight against America’s dropout epidemic. Inspired by the Foundation’s own acclaimed documentary Inside Out, the front half of the bus contains a classroom – the back, an exact replica of a prison cell. Experience firsthand the effects of not staying in school, which is often a life wasted away in the confines of a prison cell.

Inside Out is an emotionally gripping documentary that exposes the real story about the devastating and lasting effects of dropping out of school, told by those who live with the consequences everyday: prison inmates.

Mega Conference attendees are encouraged to visit this outstanding educational resource on display during the conference.
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.