

Featured Speakers

1 - 6

Dr. Willard R. Daggett will do feature presentations covering such topics as

- Total solutions approach to standards, curriculum and instruction.
- Struggling learners
- Developing 21st century literacy in students
- Workplace skills

7

Leadership Skills for the 21st Century

Raymond J. McNulty, Senior Vice President, International Center for Leadership in Education

How do we create a new education system when we cannot envision it? How can we be innovative and develop new programs and services while facing extensive regulations and severe budget constraints? These are just a few of the dilemmas education leaders face. In this session, Ray McNulty will share leadership lessons and a set of strategies to build innovation and leadership density into education systems, schools, and classrooms.

8

Promising to Proven: Lessons Learned

Raymond J. McNulty, Senior Vice President, International Center for Leadership in Education

For more than three years, the International Center for Leadership in Education's Successful Practices Network has been involved with a research project funded by the Bill & Melinda Gates Foundation to study the cultures and classrooms of highly successful high schools. These schools have challenging demographics and yet achieve high student performance for all subgroups. This session will provide a review of the research on more than 35 proven and promising schools and discuss some of the characteristics that appear to be common in high performing schools.

9

The "Buzz" about Student Success

Raymond J. McNulty, Senior Vice President, International Center for Leadership in Education; and **Brooke Haycock**, Artist in Residence, The Education Trust, Washington, D.C.

Student success is at the heart of why we all became educators. Making such a difference in the lives of students that they remember your impact on them as adults is the ultimate reward in our profession. This presentation will focus on the hope, hard work, high achievement, and strategies proven to achieve real success with students. This session will also include a 25-minute performance based entirely on interviews with students, teachers, and school leaders. The Buzz chronicles the educational struggles and ultimate triumphs of people who refuse to settle for anything short of real success.

10

Using the Learning Criteria to Support Rigor, Relevance, and Relationships

Raymond J. McNulty, Senior Vice President, International Center for Leadership in Education

The International Center for Leadership in Education has developed a number of tools to aid school improvement over the last 15 years, including the Rigor/Relevance Framework and Curriculum Matrix. All of these tools can help to build up an education system, school, and/or classroom for breakthrough performance. The Learning Criteria to Support Rigor, Relevance, and Relationships is a free resource That was initially developed to identify high performing schools. This session will share the theory behind the Learning Criteria, what it is, and how it can contribute toward building 21st century systems, schools, and classrooms.

11

A Common Sense Approach to NCLB, and the Importance of Reauthorization

Honorable Raymond Simon, Deputy Secretary, U.S. Department of Education, Washington, D.C.

Deputy Secretary Simon will talk about Reauthorization of the *No Child Left Behind Act* (NCLB), the changes that have occurred under NCLB, and why this Law with its approach of accountability is helping schools throughout the nation. He will also give a brief update on the President's 2008 Budget.

12

High School Reform and the 21st Century Student: The Fading Distinction Between College Ready and Work Ready

Dr. Steven Seleznow, Program Director-Education, Bill & Melinda Gates Foundation, Seattle, Washington

Over the last several years, the Bill & Melinda Gates Foundation has been investing significant resources and effort into redefining the American high school. Our high school system is designed to address 20th century needs, largely driven by increasingly obsolete industrial-based standards and contexts. Today, the prerequisite skills and attributes that a high school graduate needs for either college or meaningful work are more alike than different. High schools should be organized and administered to promote college readiness irrespective of the choices students may make about their immediate future. This session will share some of the findings from this important work as well as what lies on the horizon.

13

Bringing Back the Joy of Learning — A New Learning Balance for the 21st Century

Bernie Trilling, Senior Director, Oracle Education Foundation, Redwood Shores, California

Are we at risk of leaving too many children disengaged with school and unprepared for the real world? This session will describe how a new learning balance can bring back engagement, relevance, creativity, and life to both teaching and learning. How students create amazing learning resources and build 21st Century skills in ThinkQuest projects will be demonstrated. The presentation will also reveal why this equation is crucial to the success of all our children: 3Rs X 7Cs = 21st Century Learning.

14

Closing the Achievement Gap

Dr. Ronald F. Ferguson, Faculty Co-Chair and Director, Achievement Gap Initiative at Harvard University, Cambridge, Massachusetts

Using the research on racial and ethnic achievement gaps, Dr. Ferguson will highlight findings from the Tripod Project for School Improvement, which he founded in 2001. When surveyed, students often report large differences from classroom to classroom in the quality of instruction. They also report being more intellectually engaged when teachers are supportive and demanding in ways that make success seem feasible, the lessons seem relevant, and the experience enjoyable. Dr. Ferguson will argue that feasibility, relevance, enjoyment, teacher support, and peer support help students on the bottom side of the achievement gap to become and remain intellectually engaged. Building professional learning communities that cultivate these classroom conditions will raise achievement and narrow gaps.

15

Barrier Busters: High Schools that Beat the Odds

Dr. Mel Riddile, 2005 National Principal of the Year and Principal, T.C. Williams High School, Alexandria, Virginia

Diverse urban high schools can beat the odds. Poor, disadvantaged, second-language students can learn. Even schools that have every excuse to fail can become nationally and internationally recognized for outstanding academic performance? They can even outperform students in elite, private, international schools. Transforming a high school from “failing” to “a national model for all to emulate” takes time, focus, hard work, and a plan. In this

session, Dr. Riddle will discuss real-world approaches to realizing outstanding student achievement, establishing high expectations, and creating a school climate characterized by civility and mutual respect.

16

Becoming Worthy of Our Students

Kimberly Oliver, 2006 National Teacher of the Year and Teacher, Broad Acres Elementary School, Silver Spring, Maryland

In this session, Kimberly Oliver will share the turn-around story of her school, Broad Acres Elementary. The presentation will highlight the strategies for success used to increase student achievement at a school highly impacted by poverty, language, and mobility. The description will cover how leadership, collaboration, and community involvement each play a significant role in creating and maintaining the learning environment that students deserve.

17

Lexile Framework for Reading: A Tool to Differentiate Instruction and Maximize Achievement

Malbert Smith III, President and Co-Founder, MetaMetrics, Inc., Durham, North Carolina

The Lexile Framework for Reading is the most widely used method of assessing student reading ability and text difficulty in the U.S. During 2006-07, more than 20 million students were measured on the Lexile scale using a variety of tests. Sixteen states now include Lexiles in their testing programs. Currently, 125,000 trade books and textbooks and 100 million articles have been "Lexiled." This session will provide an overview of the Lexile system, with examples of how it is being used by educators at all levels to differentiate instruction across the curriculum. New research using Lexiles to combat the "summer slide" often experienced by some students will be described along with free resources that can help.

18

Learning in a Global Age: Knowledge and Skills for a Flat World

Vivien Stewart, Vice President for Education, Asia Society, New York, New York

The quickening pace of globalization over the past 20 years has produced a whole new world. Information, people, and ideas now traverse the globe with unprecedented speed and frequency. In the flat world, where everything is interconnected, higher level skills and the ability to adapt and to communicate effectively across cultures are essential to individual and national success. This session will address what schools in other parts of the world are doing to prepare their students for the flat world and highlight some of the best U.S. examples of ways in which schools can educate students for both global competence and global citizenship.

19

Carl Walz, NASA Astronaut

Astronaut Walz will show his video about his experience on the International Space Station (ISS) and talk about NASA's Vision for Space Exploration. Following his presentation, Astronaut Walz will take questions from the audience.

20

Imagine This: Rigor and Relevance for ELLs

Evelyn Arroyo, Founder, A+RISE Research-based Instructional Strategies for ELLS,

Our power to educate is limited only by the restrictions we place on it. If our expectations are not high enough, our students will never achieve to their capacity. What is the reality our English language learners (ELLs) face in the classroom? How often do we make excuses for them and through that act try to excuse ourselves from our responsibility? We must imagine a different kind of learning experience for our ELLs, one which is energized, integrated, and effective, with rigor, relevance, and justice. Noted author Evelyn Arroyo will examine the simple yet profound ways that our expectations affect our ELLs.

21

Tough Shift for Administrators: Recognizing the Importance of Student and Staff Aspirations

Dr. Russell J. Quaglia, President and Founder, Quaglia Institute for Student Aspirations, Portland, Maine

This presentation will address the role of school administrators and the crucial part they play in creating an environment in which all students, faculty, and staff can reach their fullest potential. Special focus will be given to the conditions that foster administrators' aspirations and sense of purpose. Data from 300,000 students and 20,000 faculty who took the *My Voice*© aspirations surveys will be presented and discussed.

22

300,000 Voices: It's Time to Listen

Dr. Russell J. Quaglia, President and Founder, Quaglia Institute for Student Aspirations, Portland, Maine

Teachers play a critical role in fostering an environment where all students can reach their fullest potential. Dr. Quaglia will discuss the 8 Conditions that affect student aspirations and how teachers can promote self-worth, active engagement, and purpose for all students. Data from 300,000 students and 20,000 faculty who took the *My Voice*© aspirations survey will be presented and discussed.

23

Leadership in a Changing World

Dr. G. Thomas Houlihan, Senior Consultant, International Center for Leadership in Education

Traditional approaches to leadership are often at odds with the 21st century environment. The definition of leadership is changing to embrace a distributed approach involving teachers, administrators, district office, and even students as leaders. This presentation will explore leadership from both traditional and non-traditional viewpoints, including the creative side of leadership, servant leadership, and other concepts often not addressed. The session is for leaders at all levels — teachers, guidance counselors, administrators, central office, and state personnel.

24

Catching Tomorrow Today by Improving Science, Technology, Engineering, and Mathematics (STEM) in Our Schools

Lois Adams-Roger, Deputy Executive Director, Council of Chief State School Officers, Washington, D.C.; and **Dr. Sam Houston**, President and CEO North Carolina Science, Mathematics and Technology Education Center, Raleigh, North Carolina

Given the focus of the National Governors Association in their *Action Agenda for Improving America's High Schools* and their most recent STEM Initiative, *Innovative America*, the spotlight is even brighter on getting it right in middle and high schools in terms of preparing all students to be successful in the global economy. This session will examine what states are doing to meet the important challenges of creating STEM initiatives and will propose new concepts, strategies, and ideas to consider in order to better address the STEM crisis in schools and districts.

25

Sustaining School Reform

Dr. James Causby, Executive Director, North Carolina Association of School Administrators, Raleigh, North Carolina

Reforming our schools is a daunting task. How can school leaders maintain their focus, motivate stressed-out employees, and provide strong instructional leadership while, at the same time, dealing with the day-to-day challenges they face? Dr. Causby will provide commonsense suggestions on how leaders can juggle these many difficult tasks successfully while maintaining their balance on the tightrope they have to walk daily.

26

Future Leadership Challenges: The Next Five Years

Dr. James Causby, Executive Director, North Carolina Association of School Administrators, Raleigh, North Carolina

If we think school leadership is tough today, just imagine what the challenges will be five years from now. Dr. Causby will equip participants to think beyond how tough the job will be and instead focus on the great successes that can be achieved. This session will identify key areas of focus and strategies that will keep school leaders “ahead of the game.”

27

Relevance, Relationships, Rigor? - What's Essential and What Works

Louis Martinez, Executive Director of Secondary Education, Ysleta Independent School System, El Paso, Texas

Rigor, relevance, and relationships have become the watchwords of school reform. Mr. Martinez will illustrate how the order in which the 3Rs are addressed can affect school climate. Academic performance is integrally related to student engagement, personal skill development, and the ability to stretch learning beyond students' capacity when they enter our doors. Schools that have well-thought-out practices to promote positive performance and behaviors create opportunities for students to develop responsibility for their own learning. High expectations, codes of conduct, co-curricular programs, and parents as partners will be discussed. Participants will come away with strategies for incorporating rigor, initiating positive relationships, and infusing relevance into their instruction using the forum of professional learning communities.

28.

Students with Disabilities and Other Struggling Learners — What We Have Learned About Addressing Their Needs

Larry Gloeckler, Executive Direction, Special Education Institute, International Center for Leadership in Education

The hardest-to-serve students are often the last students to benefit from school reform. One characteristic of high-performing schools is that they begin their planning by addressing the needs of these students first. This presentation will share what the International Center has learned over the past four years on key issues, including implementing an intervention system, improving academic performance, collaborative faculty arrangements, and least restrictive environment. What works and what doesn't will be covered.