

Michigan Department of Education School Improvement Conference Breakout Session Descriptions for Tuesday, December 2, 2009

December 2, 2009 Breakout Sessions – 10:45 a.m. to Noon

Breakout #1 - Follow-Up Session with Michael Fullan (Banquet Room 1)

This is a follow-up breakout to his general session.

Michael Fullan, University of Toronto

Interest: All

Impact: All

Breakout #2 - 21st Century Classroom (Room 204)

Classrooms today look identical to classrooms 30 years ago. Even those with laptops and smart boards, they are still un-engaging. Discovery Education takes a solid step into the digital classroom and delivers results.

Jonathan Burtain, District Manager, Discovery Education

Interest: Elementary/Middle/Secondary/Leadership/ISD/RESA

Impact: Classroom/Building/System/District/ISD/RESA

Breakout #3 - MI-CSI Michigan Continuous School Improvement Protocol (Room 104)

The presentations will be an Overview of MI-CSI, a protocol of Stages and Steps for organizing and implementing continuous school improvement. The protocol exemplifies a statewide process of "One Common Voice - One Plan".

Ben Boerkoel, Consultant, Kent ISD

Al Monetta, Associate Director, Michigan NCA CASI/AdvancED

Interest:

Impact:

Breakout #4 - Introduction to the District CNA (Banquet Room 2)

This session will introduce the participants to the District CNA. A dialog will be facilitated around the school improvement planning process and the role the District CNA plays in this process.

John Daly, Consultant

Steve Kailin, Consultant

Interest – Leadership/ISD/RESA

Impact – System/District

Breakout #5 - Maximizing Effective Practices from General and Special Education for Collaborative School Improvement (Banquet Room 3)

This session will provide a unique and fresh perspective on Continuous School Improvement. CISD Departments of General and Special Education have integrated the ten steps of the School Improvement Planning Process with the Title 1 LEA Planning Cycle and the Special Education Continuous Improvement and Monitoring System 2. The Data 4 Student Success Inquiry Tool will be used to support schools in addressing all AYP subgroups as they produce and implement a comprehensive School Improvement Plan.

Beth Brophy, CISD Educational Data Consultant, Department of Curriculum, Instruction and Assessment

Tim Voskuil, CISD MEAP/CIMS-2 Coordinator, Department of Special Education

Ann Walton, CISD Planner/Monitor, Department of Special Education

Interest: General

Impact: District/ISD/RESA/Building

Breakout #6 - The New and Improved LEA Planning Cycle Tool (Banquet Room 5)

An introduction to the LEA Planning Cycle Tool housed within the Advanced portal. The new LEAPC tool will help LEA's organize school Improvement information efficiently and effectively.

Leah Breen, Consultant, MDE

Interest: Leadership/ISD/RESA

Impact: System/District/ISD/RESA

Breakout #7 - Having Fun in Spite of It All (Room 103)

Do you love meetings? Are you energized by triangulating Data? Do you dream about CNA? If you answered “yes” to any of these questions, you probably shouldn’t attend this session. This session is for people who are tired and can’t wait for winter break! It is for folks who worry about increased expectations and less money. It is for people who want a few simple ideas to make people laugh, have some fun, create a sense of community, and help staff become more receptive to change. Be prepared to laugh.

Keith Wunderlich, Assistant Superintendent, L’Anse Creuse Public Schools

Interest: General

Impact: System/District

Breakout #8 - Innovative Curriculum Development: Using the Arts to Teach (Banquet 4)

Marygrove College’s Institute for Arts Infused Education proposes providing a 60-minute hands-on workshop for Middle School/High School teachers of math and social studies. The focus will be **Innovative Curriculum Development: Using the Arts to Teach**. Participants in the workshop will use visual arts to learn about the interconnectedness between fractions, decimals, and percentages and investigate a period in history through the literary arts. Sample lesson plans will be distributed for additional lessons including Cartoons and Science and Reimagining the Book Report.

Mary Lou Greene, Director, Institute for Arts Infused Education, Fine Arts Faculty, Marygrove College

Interest: Middle/Secondary/ISD/RESA

Impact: Classroom/System/District/ISD/RESA

Breakout #9 – One Common Voice – One Plan – Where Do We Fit In? (Room 203)

This session is for those participants who want to see the connection between: MDE and NCA School Improvement, Title I, ARRA, and Michigan's State-wide System of Support. First time school improvement agents responsible for district or school improvement initiatives will be given a bird's eye view of how each of the aforementioned are interconnected and work together to improve student learning.

Diane Joslin-Gould, School Improvement Consultant, MDE

Henry Cade, Adviser, Consultant, MDE

Lisa Asaro Guzzardo, Consultant, Macomb ISD

Interest: All

Impact: All

Breakout #10 - Creating a Climate for Improvement – Starting with Data (Room 102)

Working with schools over the past several years the presenters have focused on the issues of ‘effective instruction’ and ‘classroom climate’ as elements that affect quality. In this practice they have accumulated data, or evidence, about research based practice in Michigan classrooms. This presentation will report data and explore a process for focusing professional development and professional learning community work at the building level.

*Michael R. Williamson, Consultant
James Candela, Education Consultant*

Interest: General/Leadership
Impact: Classroom/Building

Breakout #11 - An introduction to the Social Studies Curriculum-Assessment Alignment Documents (Room 101)

The revised Social Studies Curriculum-Assessment Alignment documents are available for use in designing units of study and planning for assessment. The documents provide information about the scope of the social studies standards and expectations, provide questions to focus instruction, and include important information regarding social studies assessment. Participants will learn how the documents are organized, what the codes mean, and which expectations will be assessed on the MEAP and MME. They will return to their districts with the information to support district curriculum and assessment alignment.

*Susan Codere-Kelly, HSCE Project Coordinator, MDE
Ruth Isaia, HS ELA Consultant, MDE*

Interest: All
Impact: All

Breakout #12 - Michigan’s Mission Possible: Get ALL Adolescent Literate and Learning (Room 201)

In an atmosphere of 21st Century learning, participants will be treated to a website, www.missionliteracy.com of free and abundant literacy resources organized for easy access. Through hands-on, collaborative experiences they will learn how to find and use reading and writing instructional activities, assessments, and opportunities for independent practice all aimed at the adolescent learner. In addition, they will be introduced to the professional development modules for Close and Critical Reading, Vocabulary, and Writing.

*Carrie Wozniak, English Language Arts Consultant, Macomb ISD
Dr. Elaine M. Weber, ELA Consultant, Macomb ISD*

Interest: Middle/Secondary/Leadership/ISD/RESA
Impact: All

Breakout #13 - A Model for Integrating School Improvement and MiBLSi at Multiple Levels (Building, District, ISD) (Banquet Room 7)

Using the school improvement process as a vehicle of change, dialogue is necessary to de-silo and defragment change efforts to create collaboration and mutual interdependence between building, district, and ISD levels. Participants will leave this session with examples of School Improvement plans at three levels: school building, district, and ISD that integrate MiBLSi with the New School Improvement Framework.

Kimberly St. Martin, MiBLSi Lead Technical Assistance Provider, Kalamazoo RESA
Sharon Dodson, School Improvement Consultant

Interest: All

Impact: All

Breakout #14 - Using an Online Tool to Implement an Individual Professional Development Plan (Room 202)

This presentation will address how districts can support novice teachers and their use of an Individual Professional Development Plan (IPDP). The session includes a discussion of the IPDP process recommended by MDE and how it connects to the School Improvement Plan, and a demonstration of an online tool. The session also will explain the current field test of the tool, how feedback will be used, and when the tool will be available to all districts.

Karen Hairston, Educational Technology Consultant, MDE
Bonnie Rockafellow, Education Consultant, MDE

Impact: Elementary/Middle/Secondary/Leadership

Impact: Classroom/Building/System/District

Breakout #15 - Creating an Atmosphere of Change for the Better: Six Effective Professional Development Practices for Elementary and Secondary Teachers to Reach and Teach English Language Learners (Banquet Room 8)

How are we preparing teachers to meet the needs of Michigan's increasing number of English Language Learners? One school district—Dearborn Public Schools—is using the SIOP Model—Sheltered Instruction Observation Protocol—to make a positive change in teachers' instructional practices. This research-based professional development accelerates both ELL students' English Language Proficiency and their academic achievement. Learn 6 ways Dearborn successfully integrates SIOP into building and district professional development and effectively engages teachers.

Maura Sedgeman--Resource Teacher Leader—Bilingual and Compensatory Education and Language Arts, Dearborn Public Schools

Dr. Shereen Tabrizi—Assistant Director—Assessment, Program Planning and Evaluation, Dearborn Public Schools

Intissar Harajli—Coordinator, Bilingual and Compensatory Education, Dearborn Public Schools

Youssef Mosallam—Principal, River Oaks Elementary, Dearborn Public Schools

Dr. Martha Adler—Associate Professor, University of Michigan—Dearborn

Interest: General/Elementary/Middle/Secondary

Impact: Classroom/Building/System/District

Breakout #16 - Professional Learning Communities (PLC), Student Achievement and the QAR (Banquet Room 6)

This session describes how Adams Middle School successfully transitioned to a PLC, significantly improved student achievement and received NCA/AdvancED accreditation with the Quality Assurance Review (QAR) process. Adams used this process of becoming a PLC to consolidate all school improvement requirements including NCA/AdvancED, State Assessments, Title I and MI Plan. Learn how this school transformed from a traditional school with teachers working in isolation to a practicing PLC working in collaborative teams using a three phase process. The presenter will walk through each phase of the successful transition plan and highlight real world strategies that helped overcome the hurdles and roadblocks encountered along the way. The Adams PLC has resulted in achievement gains of 27% to 42 % in the four core areas with all scores improving to above state average.

David A. Ingham, Principal, John Glenn High School

Interest: Elementary/Middle/Secondary

Impact: Classroom/Building/System/District

Breakout #17 - Community Exhibition of Student Work (Room 205)

Community Exhibition of Student Work has provided the impetus for discussions on standards of assessment, engagement in student learning, and increased parent involvement. What are these exhibitions of student work and what is the process for implementation? Live and on video, teachers from Marquette Elementary School in Muskegon, Union City Middle School, and the Inkster Public Schools, with a Michigan Coalition of Essential Schools facilitator, tell their stories about their amazing journeys and outcomes.

*Shug Brandell, Director, Michigan Coalition of Schools
Elizabeth LaManna, First Grade Teacher, Inkster Public Schools
Jennifer Rasmussen, Kindergarten Teacher, Inkster Public Schools*

Interest: General

Impact: Classroom/Building/District

Breakout #18 - Unlocking the Secrets of Text (Governors)

Students, especially those without experience with academic language, can often read text without truly comprehending it. The functional Grammar approach to analyzing text offers teachers ways to help students delve more deeply into the structure of text and the author's word choice to achieve greater understanding and to produce better response writing.

Ross C. Groover, Reading First Facilitator, MDE & Dearborn Public Schools

Sue Abu-Rus, Literacy Coach
Christina Meseroll, Literacy Coach

Interest: Elementary
Impact: Classroom

December 2, 2009 Breakout Sessions – 1:45 p.m. to 3:00 p.m.

Breakout #19 - H.Y.P.E.T.I.M.E.S. (Helping Young People Excel Through Instructional and Management Exercises and Strategies) (Banquet Room 1)

Our creative usage of differentiated instruction and research based classroom management strategies help to provide a nurturing, interactive, and engaging classroom experience for our students. Students' behavior and technological literacy is enriched in a positive way because teachers use the best strategies possible to provide quality instruction. Rooted in Dr. Harry Wong's theory of classroom management, we believe that "classroom management refers to all of the things a teacher does to organize students, space, time, and materials so student learning can take place" (Wong, 2003)

DeLynn A. Smith, ELA Teacher, Holmes Foundation Academy, Flint Community Schools
Yolanda D. Jackson, Title I ELA

Interest: General
Impact: General

Breakout #20 - Vanderbilt Assessment of Leadership in Education – Focus on Instructional Leadership (Room 204)

Principals can lose focus on instructional leadership. VALED principal leadership instrument helps the principal understand what leadership behaviors and skills may need attention. Strong leadership has great influence on student results.

David Hardin, Vice President, Discovery Education Assessment
Chris Ryan, Discovery Education Assessment
Janet Oord, Michigan Department of Education, OEII

Interest – Leadership
Impact - Building

Breakout #21 –Improving Instructional Practice: High School Mathematics (Room 104)

This is a double-session and also runs from 3:15 to 4:30 p.m.

Participants will be introduced to the Michigan Department of Education’s Re-imagining Effective Instruction Framework Draft of fundamental research-based instructional practices. This session will focus on the interaction of three of these practices: activation and extension of knowledge, stimulation of critical thinking and problem solving, and flexible grouping. These practices will provide a lens for participants as they work to improve teaching and learning in their own secondary mathematics classrooms.

Dan LaDue, High School Mathematics Consultant

Interest: Secondary

Impact: Classroom/Building

Breakout #22 - Introduction to the ISD/RESA CNA Protocols of Practice (Banquet Room 2)

The ISD CNA will be piloted in 2010. This session will introduce the participant to the 19 Protocols of Practice, which are a key part of the ISD CNA.

John Daly, Consultant

Steve Kailin, Consultant

Interest – ISD/RESA

Impact – ISD/RESA

Breakout #23 - Linking Data to Planning Cycle for School improvement (Banquet 3)

Using data while planning for School Improvement to target activities to bring about the greatest gains and greatest impact.

Donna Kozma, Federal Programs Coordinator, JKL Bahweting School

Carolyn Dale, Curriculum Director, JKL Bahweting School

Interest:

Impact:

Breakout #24 - Title I and School Improvement (Banquet 5)

Do you have questions about Title I requirements and your school improvement plan? How can you meet schoolwide and targeted assistance requirements with the new system? Do you ever wonder if you could spend state and federal dollars to pay for school improvement initiatives? Join Yvonne Mayfield, Field Services Consultant of the Michigan Department of Education to learn about issues that need to be considered when writing your school improvement plan and ways to fund your goals and objectives for many of your initiatives.

Yvonne Mayfield, Consultant, MDE

Interest:

Impact:

Banquet #25 - Low Incidence English Language Learner Populations (Room 103)

Take a look back at what has been done to support LEA's with small populations of ELL's. What can you learn and take back with you as ELL students enroll in even the most rural districts across the state.

Dr. Kathy Storchan, Bilingual Consultant, Wayne RESA

Interest: Leadership/ISD/RESA

Impact: Building/System/District/ISD/RESA

Breakout #26 - Forwards is Backwards: Understanding by Design Strategies to Accelerate Achievement and School Improvement (Banquet 4)

This is a double-session and also runs from 3:15 to 4:30 p.m.

Understanding by Design provides a new format for designing effective curriculum and aligns to standards for **Teaching for Learning** in the SIF. The session focus is on a series of best practice English language arts lessons that were produced by an MDE sponsored committee using backwards design processes. These lessons promote change in that they are data driven with intentions to target achievement of the most challenging GLCE'S. This session is an overview of UbD design principles with sample lessons that support achievement and effective lesson development for district use. The document authors have piloted the lessons and will share tools and practical steps for using these resources to change instruction and provide evidence of achievement outcomes. Session participants will be given time to use the template to begin discussing and planning the big ideas and essential questions of instruction for GLCE domains for which they are held responsible.

Lynette Van Dyke, English Language Arts Consultant, MDE

Sharon K. Armstrong, Language Arts Coordinator, Genesee ISD

Impact: All

Interest: All

Breakout #27 - Oral Language and Vocabulary: Strong Connection to Comprehension (Room 203)

Participants will have the opportunity to reflect on the importance of creating a classroom where oral language and vocabulary are enhanced to improve comprehension in all content areas. This will aid in understanding how oral language and vocabulary are connected to academic language which will influence student learning.

Meredith Coston, Reading First Facilitator

LaTricia Leatherwood, Reading First Facilitator

Interest: Elementary

Impact: Classroom

Breakout #28 - Become a SWIFT writer with SWIFT Pens (Room 102)

From learning to write and writing to learn get your students ready for the big game---MME and MEAP. This interactive website will provide teachers, administrators, and students with a plethora of web resources that can be immediately implemented to improve student writing, engagement and academic performances. All the resources are free and accessible on www.missionliteracy.com

Carrie Wozniak, English Language Arts Consultant, Macomb ISD

Interest: Middle/Secondary/Leadership/ISD/RESA

Impact: All

Breakout #29 - Integrating Dropout Prevention and School Improvement (Room 101)

Learn about the comprehensive professional development opportunities, information, and resources MDE staff and partners have organized to support the Superintendent's Dropout Challenge. Using resources posted on the Dropout Challenge Website, participants will investigate the recommendations, interventions, and resources, including directions to "Graduation Town," a web-based network of support for best practice and communication.

Leisa Gallagher, Coordinator of the Superintendent's Dropout Challenge and Co-Director of Reaching and Teaching Struggling Learners Initiative

Bersheril Bailey, Great Lakes East at Learning Point Associates, MDE Liaison

Jan Ellis, Office of the State Superintendent, MDE

Susan Codere Kelly, High School Consultant, MDE

Interest: All

Impact: All

Breakout #30 - It's Not Your Grandmother's Reading Anymore! (Room 201)

Close and Critical Reading is more than reading for Oprah's book club. It's reading for the 21st Century, from a plethora of web sources, from diverse perspectives, and in different genres. Learn the strategies students need beyond comprehension skills ---strategies to analyze and evaluate the text for purpose, perspective, biases, and other influencing factors to determine what the text really means and what it means to their lives. Resources are available free on www.missionliteracy.com.

Dr. Elaine M. Weber, ELA Consultant, Macomb ISD

Dr. Cynthia Schofield, High School ELA Instructor, Harper Creek Community Schools

Interest: Middle/Secondary/Leadership/ISD/RESA

Impact: All

Breakout #31 - Improving Instructional Practice: Science (Banquet 7)

This is a double-session and also runs from 3:15 to 4:30 p.m.

Participants will be introduced to the Michigan Department of Education's Re-imagining Effective Instruction Framework Draft of fundamental research-based instructional practices. This session will focus on the interaction of three of these practices: Classroom Management, Activation and Extension of Knowledge, and Stimulation of Critical Thinking and Problem Solving. These practices will provide a lens for participants as they work to improve teaching and learning in their own science classrooms.

Kevin Richard, Science Education Consultant, MDE

Interest: Middle/Secondary

Impact: Classroom/Building

Breakout #32 - Using PLAN and EXPLORE Results for Focused School Improvement (Room 202)

This is a double-session and also runs from 3:15 to 4:30 p.m.

Identifying strengths and weaknesses in Explore and Plan data is the catalyst for change. Staff members identify these areas and assess: where they are located in the curriculum; how they have personally taught or retaught the material; and, what strategies have been or have not been effective. Staff buy in is high when they see the data which indicated changes are needed.

Wendy Zdeb, Principal, Rochester High School

Kristine Gullen, Ph.D., High School Consultant, Oakland Schools

Interest: Middle/Secondary/Leadership/ISD/RESA

Impact: Classroom/Building/System/District/ISD/RESA

Breakout #33 - Creating a Common Intervention Vocabulary (Banquet 8)

This is a double-session and also runs from 3:15 to 4:30 p.m.

Creating a common vocabulary and understanding around research based and evidence based practices; supporting educators in their work to ensure effective and efficient instructional decision making to increase student achievement; facilitate a protocol for evidence-based intervention investigation and selection.

Patti Dobias, Regional Support Coordinator, MAISA

Betsy VanDeusen-MacLeod, Ph.D., Instructional Specialist, MAISA

Interest: ISD/RESA

Impact: Building

**Breakout #34 - Using Mathematics Focal Points to Improve Instructional Practice
(Banquet Room 6)**

This is a double-session and also runs from 3:15 to 4:30 p.m.

Participants will be introduced to the Michigan Department of Education’s Re-imagining Effective Instruction Framework Draft of fundamental research-based instructional practices. This session will focus on the essential skill of long-term planning by discussing ways that the focal points can be used to develop a “curriculum vision” based on big mathematical ideas and trajectories students might take to reach those goals.

Ruth Anne Hodges, K-8 Mathematics Consultant, MDE

Interest: Elementary/Middle

Impact: Classroom/Building

Breakout #35 - Inquiry and Reflection in the Classroom (Room 205)

This is a double-session and also runs from 3:15 to 4:30 p.m.

This workshop will facilitate the growth of inquiry and reflection as they relate to student learning. The project first started in the Inkster Public Schools as the next step in promoting higher order thinking and reflection on student and teacher practice in classrooms. Twelve K-HS teachers participated in the four-session training and slowly changed their classroom culture into a thinking arena. Two Inkster teachers and their facilitator will talk about this process and how it changed their thinking and that of their students.

Nancy Fenton, Assistant Director, Michigan Coalition of Essential Schools

Elizabeth LaManna, First Grade Teacher, Inkster Public Schools

Jennifer Rasmussen, Kindergarten Teacher, Inkster Public Schools

Interest: General

Impact: Classroom

**Breakout #36 - Improving Instructional Practice: Classroom Management in Michigan Classrooms
(Governors)**

This is a double-session and also runs from 3:15 to 4:30 p.m.

Participants will be introduced to the Michigan Department of Education’s Re-imagining Effective Instruction Framework Draft of fundamental research-based instructional practices. This session will focus on the interaction of three of these practices: classroom management, essential teacher beliefs, and the engagement and the motivation of all learners. These practices will provide a lens for participants’ study of [videotaped K-12 lessons featuring Michigan](#) teachers engaged with teaching and learning in their own elementary, middle and high school classrooms.

Ana Luisa Cardona, Michigan Department of Education

Mark Coscarella, High School Reform Supervisor, MDE

Interest: Elementary/Middle/Secondary/Leadership/ISD/RESA

Impact: Classroom

December 2, 2009 Breakout Sessions – 3:15 p.m. to 4:30 p.m.

Breakout # 37 - Developing Inspired Teachers (Banquet Room 1)

This presentation outlines thirteen growth charts by which educators move from an initial lack of awareness to comprehension and application of skills, finally leading to inspired performance levels. Contains suggestions for mutual support, mentoring and developing leadership skills.

Carol Steele, Field Instructor, MSU and MAISA Instructional Coach

Interest – General

Impact – System/District

Breakout #38 - Best Practices in Online Instruction (Room 204)

Participants will be introduced to the Michigan Department of Education's Reimagining Effective Instruction Framework Draft of fundamental research-based instructional practices. This session will specifically focus on various best practices in online instruction and how they are the same as, or different from, best practices in face-to-face instruction.

John VanWagoner, Instructional Specialist Consultant, MDE

Barb Fardell, MDE

Interest – Secondary

Impact – Classroom/Building/System/District

Breakout #39 - National Board Certification: The best staff development you could ever have! (Banquet Room 2)

This session will offer information about National Board Certification a rigorous certification program developed and administered by the National Board for Professional Teaching Standards. Teachers who complete the process report that it is one of the most valuable staff development activities that they have ever completed. Through analysis and self-reflection candidates examine their teaching practices based on the standards set forth by the National Board. Most report significant changes in what, why and how they teach.

Jan Pardy, National Board Certified Third Grade Teacher, Whitmore Lake Elementary

Interest: General

Impact: Classroom

Breakout # 40 - Update on AYP and MI-SAS (Banquet Room #3)

The session will focus on AYP under NCLB and MI-SAS, which is Michigan's new school accreditation system. Topics will include assessment data, graduation rates, program calendars and deadlines.

Paul Bielawski, Manager of School Accountability, MDE

Interest: General

Impact: System/District

Breakout #41 - Yes, Please, Can I Have More Homework, Thank You: Build Mutual Respect in Your Classrooms and Create Intrinsically Motivated Students (Banquet Room #5)

Learn steps to decrease discipline problems, increase academic and parent support, and create a team among teachers. These skill-sets transform your building. Parents will call to ask what has changed. Administrators and teachers will ask how you find time to teach everything. Administration will thank you for lowered rates of referrals. YOU will feel like the teacher you always wanted to be. Most importantly, students' self-esteems will soar, they will become intrinsically motivated, and better people.

Jeffrey Dompheh, Secondary Reading Interventionist/Coach, Carman-Ainsworth Community Schools

Interest: General

Impact: System/District

Breakout #42 - Networking Curriculum: Making Digital Communication a School Initiative (Room 103)

Schools with traditional delivery models are in danger of losing our "Millennial Generation". Resistance to the technology that is integral to the lives of our young people has led to the loss of opportunity and a disconnect between schools and their students. Transactions are occurring outside of most classroom experiences for "research has shown that little technology is actually being used in classrooms in meaningful and transformative ways" (Boling, 2008, p.74). In an effort to embrace the opportunities that our students' dependence on digital communication and networking have presented, our teachers have made a consolidated effort to restructure their classrooms to allow the students' inherent interest in technology, as a main form of discursive practice, shape lessons, build unit designs, and promote social capital. By allowing our students to position their activities in a framework that permits for an exploration outside the standard domains of the classroom, our school has provided a means for students to strengthen their metacognitive capabilities as they continue to address new methods of scholarship and discourse. In this session, a team representing the core content areas and administration will model ways in which social networks can be used to enhance content discussion, improve differentiation, define successful guidelines for using social networks as a school, and offer

strategies for schools that are interested in removing the spatial and temporal boundaries commonly associated with standard methods of delivery.

Tim Bearden, Principal, Grosse Pointe North

Elizabeth Lulis, G.P. K-12 English/Language Arts Curriculum Specialist

Interest:

Impact:

Breakout #43 - How Formative Assessment and Standards Based Grading is Motivating Our Students (Room 203)

Participants will learn how high school has progressed from traditional grading and assessment to a student-centered philosophy that is motivating all students to succeed. Participants will understand the process the staff embarked upon and how this philosophy shift has improved student achievement. Practical examples and templates will be shared from both the principal and teacher perspective.

Amber Van Stempvoort, High School Math Teacher, Dansville High School

Amy Hodgson, High School Principal

Interest: Middle/Secondary/Leadership

Impact: Classroom/Building/System/District

Breakout #44 - Developing a District Wide Common Assessment System (Room 102)

This session encourages a collaborative based approach to systemic change by supporting the idea that groups of educators (teachers/district administrators) can or should best affect student achievement through equity and collaboration.

Dr. Twainie Roberts, K-12 Academic Achievement Supervisor, Southfield Public Schools

Interest: All

Impact: All

Breakout #45 - Developing Self-Paced Video Tutorials (Room 101)

In teaching students technical applications of the 21 century, having self-paced curriculum available online is vital. One way of providing training for technical applications is by creating custom, self-paced, on screen, animated tutorials with narration. This session will demonstrate how anyone can capture the screen activity, cursor, and other screen events, plus add narration to create software video tutorials. Integration into course management systems such as Moodle will also be demonstrated.

Dale Rogers, Teacher, Novi High School

Interest: General

Impact: Classroom

Breakout #46 - MLPP 3-6: Revised and Web Based! (Room 201)

Learn how MLPP 4/5 has moved to the 21st Century by expanding its grade-level domain and expanding the MLPP notebook into a world of web resources. There are new modules reflecting the 21st Century Skills of technology, critical thinking, inquiry, and collaboration. It has retained the basics of oral language, word study, comprehension, oral reading records, and two writing modules---all updated with the newest possible resources. Learn new ways to engage students in literacy learning.

Carrie Wozniak, English Language Arts Consultant, Macomb ISD

Dr. Elaine M. Weber, ELA Consultant, Macomb Intermediate ISD

Interest: Middle/ISD/RESA

Impact: All