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2009 CELL Conference Overview

Indiana's Future: Bold Choices. Better Schools. *Facing Today's Challenges, Finding Tomorrow's Opportunities*

Monday, November 16, 2009

7:30 a.m.–4:30 p.m.	Registration
1–1:15 p.m.	Welcome <i>David Dresslar, Executive Director, Center of Excellence in Leadership of Learning, University of Indianapolis</i> <i>Tony Bennett, Superintendent of Public Instruction, Indiana Department of Education</i>
1:15–2 p.m.	KEYNOTE ADDRESS Innovation in American Education <i>Uri Treisman, Executive Director, Charles A. Dana Center, The University of Texas at Austin</i> Accountability, financial crunches and rising expectations for school outcomes have led to experimentation and innovation in many areas of public education. How is this creative activity reshaping the education landscape? What lessons can be learned from ever-present redesign and restructuring initiatives that can improve mathematics and science education for all of our students? Professor Treisman will survey the field with an eye to practical strategies for improving science, technology, engineering, and mathematics (STEM) education.
2–2:15 p.m.	Transition to Breakout Sessions 1
BREAKOUT SESSIONS 1 2:15–3:15 p.m. (choose one)	Transforming School & Afterschool Programs into 21st-Century Learning Organizations <i>Tom Carroll, President, National Commission on Teaching and America's Future</i> Seventy-eight million Baby Boomers are becoming the largest, healthiest and most accomplished generation of retirees we have ever had. Half of them intend to pursue encore careers in school and afterschool programs. We have an unprecedented opportunity to prepare our youth for 21st-century college, work and civic engagement by mobilizing an army of learning teams composed of accomplished teachers, teaching apprentices, afterschool program leaders, encore retirees, tech-savvy youth, and adjunct experts from industry and government. This is the generation that built the space program, nurtured the social justice movement, created the technology industry, and launched the green revolution; they are ready for an encore challenge. Discover how you can use them to transform your school and afterschool programs into 21st-century learning organizations.
	Project-Based Learning in Middle School: A Panel Discussion <i>Nancy Miller, Buddy Project Manager, Corporation for Educational Technology (Moderator)</i> <i>Jeff Beck, Teacher, Woodside Middle School, Southwest Allen County Schools</i> <i>Jacquelyn Fischvogt, Teacher, Columbus Signature Academy – Central Campus, Bartholomew Community School Corporation</i> <i>Michael Gorman, Teacher, Woodside Middle School, Southwest Allen County Schools</i> <i>Randy Gratz, Principal, Columbus Signature Academy – Central Campus, Bartholomew Community School Corporation</i> Project-based learning (PBL) is a perfect environment for engaging middle-grade students for improved academic achievement while nurturing independent learning habits that will serve the students well in high school, college and beyond. Hear from experienced teachers and administrators to learn about the benefits and challenges of implementing PBL in middle school. Session participants will have the opportunity to join the Indiana Middle School PBL Network to expand and continue connections with innovative educators across the state.

Aligning Public Resources to Public Goals: Transforming School Finance to Fund What Works

Mary Ann Sullivan, State Representative, Indiana House of Representatives (Moderator)

Andrew Benson, Executive Director, Ohio Education Matters

Eric Osberg, Vice President & Treasurer, Thomas B. Fordham Institute

Terry Ryan, Vice President for Ohio Programs and Policy, Thomas B. Fordham Institute

Rob Toutkoushian, Professor, Institute of Higher Education, University of Georgia

Most states have seen per-pupil funding rise by more than 25 percent in the past decade (in inflation-adjusted dollars). During this same time academic achievement has realized only anemic growth. To address this paradox, an increasing number of school finance experts, researchers and policy-makers are calling for a new method of school funding that weights funds according to individual student needs; empowers school leaders to make key decisions; connects funding to accountability; and encourages innovation and rewards performance. Join presenters in examining how Indiana currently funds public education, neighboring Ohio's recent move to an evidence-based funding model, and other ideas for dramatically retooling public school finance to better "fund what works."

(Extended session from 2:15–4:30 p.m.)

Indiana Charter Schools: A Retrospective and View to the Future

David Dresslar, Executive Director, Center of Excellence in Leadership of Learning, University of Indianapolis (Moderator)

Teresa Lubbers, Commissioner, Indiana Commission for Higher Education

Heather Macek, Attorney at Law, Barnes & Thornburg LLP

Derek Redelman, Vice President for Education & Workforce Development Policy, Indiana Chamber of Commerce

Since its inception, the Indiana Charter Schools law has been so hotly debated that two distinct "camps" have emerged—one in support of charter schools and the other that is more critical of these public schools which lack some of the requirements and controls of their traditional public school counterparts. In this session, the individuals who negotiated the original law and developed acceptable language for a legislative compromise will describe the political atmosphere and the legislative agenda that led to this hallmark statute. They also will reflect on where Indiana has come since the law's passage and what we might expect for charter schools in Indiana's future.

The Indiana Department of Education's Action Plan

Tony Bennett, Superintendent of Public Instruction, Indiana Department of Education

The Indiana Department of Education's vision is that the academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world. This session will provide an inside look at the Department of Education's current plans and future initiatives to make this vision a reality for all Indiana students.

EdWorks Model 101

Deborah Howard, Director of Education Strategy for EdWorks, KnowledgeWorks Foundation

James Osborn, Director of National Field Operations, KnowledgeWorks Foundation

EdWorks partners with school districts and high schools to focus on four fundamental components: 1) rigorous curriculum and instruction, 2) supportive climate and culture, 3) aligned assessments, and 4) comprehensive student support. These components are enhanced by ongoing leadership support, professional growth and development, effective resource management, and district and state system alignment. Learn how your schools and districts can benefit from the EdWorks Model for High School Improvement™, which includes instructional and leadership rubrics, professional development workshops, support for data collection and usage, leadership development training, and customized on-site technical assistance for districts, states and intermediary organizations.

Q & A with Uri Treisman

Uri Treisman, Executive Director, Charles A. Dana Center, The University of Texas at Austin

Join Dr. Treisman for an informal question and answer session to further explore his keynote address about educational innovation and to discover promising strategies for improving mathematics and science education within our schools and communities.

	<p>Indiana's New Law on Dropout Prevention <i>Cherrish Pryor, State Representative, Indiana House of Representatives</i> House Bill 1343 was signed into law in May to help schools lower Indiana's dropout rate. The bill creates the School Dropout Prevention Fund to target students at risk of dropping out of high school and provides grants to school corporations to create programs that identify and provide intervention for potential dropouts. Learn from Representative Pryor, author of this important legislation, as she discusses Indiana's dropout crisis, best practices for dropout prevention, and the purpose and philosophy behind HB 1343.</p> <p>Common Goal: Connecting Business and Education <i>Eric Bedel, Common Goal Director, Greater Indianapolis Chamber of Commerce</i> <i>Kristen Bostic, Graduation Coach, Lawrence North High School, M.S.D. of Lawrence Township</i> <i>James Turner, Graduation Coach, Arlington High School, Indianapolis Public Schools</i> In cities across the nation, low high school graduation rates are raising national alarm. It is a complex issue driven by a multitude of factors. Common Goal aims to raise the graduation rate and decrease the number of high school dropouts by 2012 by engaging the business community as an active participant in working with Indianapolis' public education system. This session will feature the many initiatives and interventions of Common Goal, including graduation coaches, mentors, and business and community partnerships, to help keep kids in school. Participants will discover ideas for dropout prevention for their own schools and communities around the state.</p> <p>Early College 101 <i>Michael Webb, Associate Vice President, Early College High School Initiative, Jobs for the Future</i> Early College High School is a bold educational approach based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early College High Schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college. Learn about the growth of Early College High Schools across the nation, the growing support this model is receiving, steps for implementing the Early College model, and the impact it can have on students.</p> <p>Building a Platform for Innovation & Transformation—Leading With & Through Others <i>Michael Evans, President & CEO, CHORUS, Inc.</i> <i>L. Craig Overmyer, Senior Consultant, CHORUS, Inc.</i> Discover how to incorporate a vision of educational leadership that shapes, nurtures and exemplifies a culture that motivates greatness and maximizes the potential within the school corporation and the community. Explore how to cultivate innovation that sparks transformation during this interactive session based on nationally recognized research of high-performing leaders and teams. From the research, learn the attributes and qualities essential to lead and manage school systems at a level of excellence that maximizes student achievement. (Extended session from 2:15–4:30 p.m.)</p> <p>Leadership for Instructional Change: Implementing Project-Based Learning in Schools and Classrooms <i>Michael McDowell, School Development Coach, New Tech Network</i> Developing a culture to support project-based learning requires both creative vision and strong leadership. This presentation will explore the various leadership strategies that are necessary to support students, teachers and administrators in building, maintaining and sustaining a school centered in project-based learning. (Extended session from 2:15–4:30 p.m.)</p>
3:15–3:30 p.m.	Transition to Breakout Sessions 2

**BREAKOUT
SESSIONS 2**
3:30–4:30 p.m.
(choose one)

Learning Teams: Creating What’s Next

Tom Carroll, President, National Commission on Teaching and America's Future

How can you develop 21st-century learning teams to create an education system in which learners of every age and background thrive? The answer is developing cross-generational learning teams that foster a common sense of purpose. Learning teams give 21st-century children and youth the support they need to succeed. These teams support a learning culture that develops the innovators, entrepreneurs and leaders that our nation needs to participate constructively in the global community for decades to come. Learn how you can harness the spirit and power of learning teams to create what’s next.

School Models That Target At-Risk and Out-of-School Youth

Marjorie Cohen, Senior Program Associate for Education, National League of Cities (Moderator)

Scott Bess, Chief Operating Officer, Indianapolis Metropolitan High School, Goodwill Education Initiatives

Thomas Major, Jr., Associate Director, Youth & Young Adult Initiatives, Indianapolis Private Industry Council, Inc.

Staci Rich, Director, Diploma Plus Secondary Academy, M.S.D. of Lawrence Township

The Alternative High School Initiative (AHSI) Place-Based Partnership integrates rigorous school models with service agencies to provide the unique supports needed by young adults to ensure that no student falls through the cracks. The Partnership brings together school models, districts, charter schools, community-based organizations, and city agencies such as housing, transportation, mental health, and child care to ensure that the most at-risk students, or those students who have already dropped out, are provided with services and supports to receive a high school diploma, attend college and prepare for careers. This session will place a broader lens on what the most at-risk students need to succeed, detail some of the rigorous high school models available, and discuss why the Place-Based Partnership concept can help young people in any city interested in providing a portfolio of options to students.

Perspectives: Early College High School in Georgia

Dawn Cooper, Director of College Readiness, University System of Georgia

Camille Daniel-Tyson, Principal, Georgia College Early College

Tene Harris, Carver Early College High School

This presentation provides an opportunity to hear from two of the nation’s most successful Early College High Schools. Learn from the principals of Carver Early College High School and Georgia College Early College as they provide an overview of their journey through the Early College initiative and how this has made a difference in the lives of students in the Atlanta area. This session will allow for question and answers regarding specific challenges and successes gained from implementing the Early College model. Participants will hear how the state of Georgia supports this initiative and the benefits from this support.

The Indiana Commission for Higher Education Strategic Plan: A Completion Agenda

Teresa Lubbers, Commissioner, Indiana Commission for Higher Education

Working closely with public and independent colleges and universities, the Commission for Higher Education coordinates planning and budgeting for higher education in Indiana. In this session, participants will hear how the Commission plans to accomplish the goals set out in its strategic plan titled “Reaching Higher: Strategic Initiatives for Higher Education in Indiana.” The goals are focused around six key areas: college completion, affordability, preparation, community college, major research universities, and accountability.

Powering the Future of Learning: Creating Great High Schools to Launch the Next Generation of Leaders

Michael DiMaggio, Director of Strategic Partnerships, New Tech Network

Tim Presiado, Assistant Director of Strategic Partnerships, New Tech Network

Matt Williams, Director of Public Affairs, KnowledgeWorks Foundation

The New Technology High School model fundamentally rethinks teaching and learning, empowering students to become the creators, leaders and producers of tomorrow. The model utilizes project-based learning along with an integrated Web-based learning platform, a one-to-one computer environment and real-time authentic assessment. This session will provide a comprehensive overview of the New Tech model, which is being implemented in 41 schools in nine states, including eight in Indiana. Participants also will have the opportunity to learn about the New Tech Network, which is working nationwide to develop these innovative high schools.

	<p>Practices Worthy of Attention in STEM Education <i>Uri Treisman, Executive Director, Charles A. Dana Center, The University of Texas at Austin</i> Over the past two years, the Dana Center, Achieve, and the Aspen Institute examined emerging practices in urban mathematics and science education. Uri Treisman will share the findings of this work and discuss promising work for increasing student commitment to learning, persistence in the face of academic struggle, serving students with special learning needs in mainstream high school math classes, and helping students develop academic language proficiency in science, technology, engineering, and mathematics (STEM) courses. Join this interactive session in which participants' interests will mold the discussion.</p>
	<p>Starting Early and Finishing Strong: New Insights on How to Close the Achievement Gap <i>Christy Lleras, Assistant Professor of Human and Community Development, University of Illinois at Urbana-Champaign</i> This presentation will present empirical findings on the relationship among opportunities to learn, student engagement, and student achievement using data from a national longitudinal sample of elementary school students in the Early Childhood Longitudinal Study and secondary school students in the National Education Longitudinal Study, sponsored by the U.S. Department of Education. Learn about the role ability grouping practices and course-taking patterns play in the process of educational inequality as they relate to racial/ethnic and social class differences in achievement and educational attainment.</p>
	<p>The Local Urgency for World Language Learning <i>Adriana Brandt, Director of Professional Development, School of Education, Indiana University–Purdue University Indianapolis</i> Today's educational innovations focus on the development of skills and knowledge that prepare U.S. students to be globally competitive. Technological advances, the global job market, and expanding opportunities for international travel and communication put the world at students' fingertips. However, are today's students prepared to seize these opportunities given the absence of the ability to communicate in other languages? As educators face the urgency of offering opportunities for world language learning to all students, the need for conversations about challenges and solutions for increasing these opportunities becomes more critical. This session will offer a venue for this discussion and will explore the role of world languages as an essential component of 21st-century skills and as a necessity for today's learners.</p>
4:30–6:30 p.m.	<p style="text-align: center;">Reception</p> <p>Participants and presenters are welcome to network, enjoy food and drinks, and discuss the education transformation work occurring across Indiana.</p>

Tuesday, November 17, 2009

7 a.m.–Noon	Registration
7–7:45 a.m.	Breakfast
7:45–8:15 a.m.	Welcome <i>Beverley Pitts, President, University of Indianapolis</i> <i>David Dresslar, Executive Director, Center of Excellence in Leadership of Learning, University of Indianapolis</i>
8:15–9 a.m.	KEYNOTE ADDRESS 21st Century Skills: A Vision for Education and Economic Development <i>Ken Kay, President, Partnership for 21st Century Skills</i> Join Ken Kay as he addresses the imperative of aligning our educational systems with our workforce and economic development systems. He will focus on the student outcomes necessary for success in life, career and college in the 21st century and will challenge Indiana to continue its quest to prepare every Indiana student for the challenges of the new global economy.
9–9:15 a.m.	Transition to Breakout Sessions 3
BREAKOUT SESSIONS 3 9:15–10:15 a.m. (choose one)	Harnessing Federal Resources to Create State and Local School Reform Initiatives <i>Brad Jupp, Senior Program Advisor, Office of the Secretary of Education, U.S. Department of Education</i> This session will outline the new goals of the U.S. Department of Education and detail how the American Recovery and Reinvestment Act (ARRA) is creating opportunities for states, districts and others to improve student performance. Learn how the Department of Education’s competitive and formula grant programs can fuel improved academic performance.
	Collaborative Leadership: What We Expect of 21st-Century Pre-K–20 Educators <i>Hank Rubin, President & Founder, Institute for Collaborative Leadership</i> What happens when we think of teaching, coaching, problem solving, managing, policy making, and leadership as relationship building and management rather than just another task or project? This is the educator as a collaborative leader. We must build and manage effective relationships in order to connect with students, engage parents, team teach, write curricula, place student teachers, energize stakeholders, and make meaningful changes in our education systems. This session will challenge its participants to become collaborative leaders equipped to build communities of support for, in, and around our schools and to foster productive pre-K–20 partnerships.
	What Does It Really Mean to be “College Ready”? <i>Todd Hurst, School Development Coordinator, CELL, University of Indianapolis (Moderator)</i> <i>Jennifer Camden, Assistant Professor of English, University of Indianapolis</i> <i>Ann Cutler, Associate Professor of Chemistry, University of Indianapolis and Editor, Journal of College Science Teaching</i> <i>Paul Sandin, Instructor of Communication Studies and Director of Speaking Across the Curriculum, Butler University</i> <i>Jeffrey Watt, Associate Dean for Students & Outreach and Professor of Mathematics, IUPUI</i> There seem to be many definitions of “college readiness” and no one experiences the culmination of those definitions more than the professor teaching new college students. This panel discussion will provide a new lens for defining college readiness as professors speak candidly about where new students excel, where they falter, and what skills they need to truly be ready for college.
	The Real Story of New Tech: Parents and Students Speak Out <i>Thomas Wachnicki, Director, New Tech School of IDEAS, M.S.D. of Decatur Township</i> <i>Students & Parents from New Tech School of IDEAS</i> What is it like to be a parent of a 21 st -century learner? What is it like to be that learner? This panel will answer these questions and more to provide the real story of New Tech from the perspectives of parents and students. Students will provide their opinions of life inside New Tech and give a unique look into this new school model. Parents will talk about the adjustments they have had to make and the impact they have seen on their children.
	Aligning Public Resources to Public Goals: The Discussion Continues <i>Eric Osberg, Vice President & Treasurer, Thomas B. Fordham Institute</i> <i>Terry Ryan, Vice President for Ohio Programs and Policy, Thomas B. Fordham Institute</i> This session will expand on the discussion of the Weighted Student Formula concept for school funding. The presenters will detail changes in school funding structures in states across the nation and will explore how Indiana can become a leader in the movement to radically redesign how it funds public education.

Setting Reasonable, Yet Ambitious Advanced Placement Goals & Measuring AP Programs

Gregg Fleisher, National AP Director, National Math and Science Initiative

Students passing Advanced Placement exams are three times more likely to earn a college degree than students who do not pass, and African-American and Hispanic students who pass an AP exam are four times more likely to earn a college degree than those who do not pass. Advanced Placement coursework is a clear way to help all students prepare for and succeed in college. This presentation will detail how to set AP goals that make sense for all students and will discuss what it takes to be one of the best programs in the state. Participants also will learn how to track progress and measure success.

(Session repeats at 1:45 p.m.)

Benchmarking to International Standards: Ways to Get There

Barbara Thompson, Lead for Teaching Quality & Leadership and Director of State Relations, Education Commission of the States

The United States once enjoyed the position of global leader in education, but now is struggling to compete. In measuring progress, most states compare themselves to other states rather than to international benchmarks. To move from competing to leading, states must spend less time comparing to one another and more time comparing to high-performing countries. In response, the Education Commission of the States developed the International Benchmarking Toolkit, which includes more than 100 strategies, policies and resources to help reach the goal of benchmarking to international standards. This presentation will introduce participants to the Toolkit and provide guidance on its use, answer questions about international benchmarking, and provide recommendations on how to start down the path of benchmarking to international standards in states, districts and schools.

(Session repeats at 1:45 p.m.)

Transforming Learning: Thoughts on Pursuing a Global-to-Grassroots Pathway

Peggy Siegel, President & CEO, Education free agent, LLC

"If you don't know where you're going," observed Baseball Hall of Fame great Yogi Berra, "you'll end up someplace else." Given increasing pressure and opportunity to transform education, how can we select the best destination? Join in a free-wheeling discussion—one grounded in lessons from previous improvement efforts and capitalizing on the numerous, although fragmented, existing options—to chart a new "global-to-grassroots" pathway. This session won't identify all of the right answers, but will spark the process by asking the right questions.

Project-based Learning Splash

Alfred Solis, Director of New Media, Buck Institute for Education

New to project-based learning? PBL Splash will provide an introduction that will get your feet wet by pooling best practices in PBL design, management and assessment.

Creating Classrooms of the Future: Using New Tools for Teaching & Learning

Hal Kirkwood, Associate Head and Instruction Coordinator, Management & Economics Library, Purdue University

Today's classrooms must be able to support multiple learning styles, increase students' retention, break down the hierarchy between instructor and student, and keep students engaged as they segue through the transitions between lecture, group work and individual presentations. Paired together, these elements can increase learning. Experience a classroom of the future by discovering the concept of the LearnLab. Learn about optimal classroom design and how new classroom technologies can improve teaching and learning.

Advancing ELL Achievement in Secondary Schools: Pedagogy, Guidelines & Relationships

Annela Teemant, Associate Professor of Language Education, Indiana University–Purdue University Indianapolis

Advancing the achievement of English language learners in secondary schools requires radical transformation and commitment. Based on secondary classroom data, this session will explore what matters most for improving: 1) teacher pedagogy, 2) student opportunities for learning, and 3) the quality of relationships in classrooms. A framework for second language learning will be connected to principles of learning, task design, classroom organization, and curriculum focus. Video clips and handouts will be used to demonstrate these needed transformations for accelerating ELL student achievement.

	<p>The Art of Instruction: Intricacies of Preparing Teachers for 21st-Century Classrooms <i>Terrence Harewood, Assistant Professor of Multicultural Education and Social Foundations, Department of Teacher Education, University of Indianapolis</i> <i>Angelia Ridgway, Coordinator & Associate Professor, Master of Arts in Teaching Program, University of Indianapolis</i> <i>Colleen Sheehy, Assistant Professor of Secondary Education, Department of Teacher Education, University of Indianapolis</i> The intricacies of teaching the "art of instruction" continue to multiply in complex classrooms. The Master of Arts in Teaching (MAT) faculty at the University of Indianapolis continue to grow as instructional designers, weaving together general curriculum with these important themes: culturally responsive teaching, English language learning and instructing across differences. This session will engage participants in discussions the faculty have among themselves and their graduate students. Presenters will share strategies being used to help MAT candidates grow as effective instructional leaders. Participants will leave with concrete ideas for their schools and classrooms.</p>
10:15–10:30 a.m.	Transition to Breakout Sessions 4
BREAKOUT SESSIONS 4 10:30–11:30 a.m. (choose one)	<p>Building Sturdy, Forward-Moving Labor Management Partnerships <i>Brad Jupp, Senior Program Advisor, Office of the Secretary of Education, U.S. Department of Education</i> Change is never easy but must occur to improve our schools for children. This session will discuss tactics for creating favorable labor management to support school reform. Learn about the goals of labor management partnerships and how to create true collaborations. Discuss collective bargaining and reform as well as other labor management tools to support educational improvements.</p>
	<p>How to Implement a 21st Century Skills Initiative <i>Ken Kay, President, Partnership for 21st Century Skills</i> This session will help you focus on what your school or district needs to do to implement or move forward with its 21st Century Skills initiative. Learn how to focus on 21st-century outcomes by building broad stakeholder and teacher support for the initiative. Discuss how to build 21st-century skills into your curriculum, assessment and professional development strategies.</p>
	<p>From High School to Higher Education: Developing Partnerships That Pave the Road to College <i>Lynn Lupold, Fellow for High School Networks, CELL, University of Indianapolis (Moderator)</i> <i>Becky Carter, Program Specialist, Advance College Project, Indiana University</i> <i>Mark Cosand, Early College Liaison, Butler University</i> <i>Hank Dunn, Chancellor, Ivy Tech Community College–Central Indiana</i> <i>Carolyn Jones, Assistant Provost of Curriculum and Instruction, Vincennes University</i> Far too often students are stopped by barriers rather than helped by bridges to get them to college. Establishing partnerships between high school and higher education institutions are critical in facilitating a student's transition to postsecondary education. Hear how some of Indiana's colleges and universities have developed strong relationships with area high schools to develop innovative programs and partnerships that are increasing the number of students who move on to college.</p>
	<p>COOK MEDICAL PRESENTS: Indiana's New Tech Implementation Models: Whole Schools, Small Learning Communities & New Schools <i>Tim Presiado, Assistant Director of Strategic Partnerships, New Tech Network (Moderator)</i> <i>Liz Bryan, Director, New Tech @ Wayne High School, Fort Wayne Community Schools</i> <i>Jed Jerrels, Principal, North Daviess 21st Century High School, North Daviess Community Schools</i> <i>Alan Veach, Principal, Bloomington New Tech High School, Monroe County Community School Corporation</i> New Technology High School requires strong fidelity to the model for success, but it does not use a one-size-fits-all approach. High schools across Indiana are implementing the model in different ways to fit their unique schools and communities. This panel will highlight the implementation of the New Tech model in a variety of school settings: schools which share a campus, new start-up facilities, and whole school conversions. Panelists will highlight their successes, challenges and next steps.</p>

An Examination of the Highly Qualified Teacher Requirements & Rule Revisions for Indiana Teacher Education*Terri Banks, Coordinator of Highly Qualified Teacher Requirements, Indiana Department of Education**Patrick Mapes, Director, Office of Educator Licensing & Development, Indiana Department of Education*

According to federal No Child Left Behind legislation enacted in 2001, Indiana must have a plan for ensuring that all students have access to highly qualified teachers (HQT) providing the primary instruction in core academic subjects. This presentation will give education stakeholders an overview of HQT definitions, how schools can be sure they are reporting accurate HQT data, and what the Department of Education is doing to help schools ensure 100 percent HQT in core academic subjects. Participants also will have the opportunity to hear about Indiana's process to revise its current rules for teacher education. Participants will learn about the proposed changes and the timeline for implementation, and will have the opportunity to ask questions on the proposed rules.

How On-Line is Going to Replace In-Classroom*Curtis Johnson, Managing Partner, Education | Evolving and Co-author of Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

This presentation is a fast take on the best-selling book *Disrupting Class*, which makes the case for how the technology platform is taking over the learning process and will dominate the way teens learn in school in less than a decade. Hear how this presents more opportunities than threats to educators.

Student Voices from Re-engaged Youth*Clint Johnson, Program Manager, YouthBuild Indy, Indianapolis Private Industry Council, Inc.**Thomas Major, Jr., Associate Director, Youth & Young Adult Initiatives, Indianapolis Private Industry Council, Inc.**YouthBuild Indy Students*

The act of dropping out of school stays with a person for the rest of their lives. However, many students are finding their way back to education through alternative opportunities for learning. Hear from former dropouts who have reconnected to their education. Be inspired by these students who have gone from being disengaged in school to developing a clear vision for their future and a pathway for workforce success. Listen to alumni stories and gather information on the strategies and program elements that led to their successful reengagement.

EdWorks STEM-Focused High Schools*Harold Brown, Executive Director of EdWorks, KnowledgeWorks Foundation**Deborah Howard, Director of Education Strategy for EdWorks, KnowledgeWorks Foundation*

EdWorks STEM schools provide an intense focus on preparing students for academic and professional futures in science, technology, engineering, and math. The model's application for innovative STEM-focused and Early College schools is marked by the deep integration of local content-rich partners in the development of the curriculum scope, unit design and lesson delivery. Students are deeply engaged in hands-on learning through apprenticeships, internships, service learning, and rigorous senior projects. Creative integration of core content with career and technical courses provides both rigor and relevance in the learning process. In addition to the academic program, EdWorks STEM schools utilize partnerships with business and higher education and a commitment from the community to prepare the next generation of innovators. Explore this unique approach to education and discover how your program could benefit by becoming an EdWorks STEM-focused school.

Project-Based Learning with the Tough Stuff*Alfred Solis, Director of New Media, Buck Institute for Education*

Having a hard time adapting the project-based learning approach? This is an intensive, interactive workshop intended to support teachers and instructional leaders by deconstructing examples and strengthening your creative muscles to conquer subject areas that seem difficult to achieve through PBL.

Preparing Teacher Candidates for the Needs of 21st-Century Learners*Frank Giles, Director of Technology, Research & Communications, M.S.D. of Perry Township**Jane Pollard, Lead Technology Staff Developer, M.S.D. of Perry Township**Beverly Reitsma, Chair, Department of Teacher Education, University of Indianapolis**Colleen Sheehy, Assistant Professor of Secondary Education, Department of Teacher Education, University of Indianapolis**John Somers, Director of Graduate Programs, School of Education, University of Indianapolis*

What technology skills are essential for new teachers to possess? This was the driving question addressed by a combined taskforce of University of Indianapolis and Perry Township educators. The result was the redesign of the technology content and delivery system for preparing teacher candidates. This presentation will describe the Technological Pedagogical Content Knowledge (TPCK) model used, the organizational structure of the newly designed technology program, faculty professional development to support changes, and the advantages of a K-16 perspective to change. Demonstrations of selected strategies, such as "bug in the ear," will be shown.

	<p>International Baccalaureate: Preparing Students for the World <i>Phil Eddy, Assistant Principal, Northridge High School, Middlebury Community Schools</i> <i>Bridgette Joseph, President, Hoosier International Baccalaureate World Schools Association</i> <i>Ann Wink, Program Specialist, International Baccalaureate of America</i> Indiana is home to 18 International Baccalaureate Diploma programs, most of which have begun in the last five years. To what can we attribute this growth of IB in Indiana? How does a school corporation begin the process of developing an IB program? Why is this program so important for students? What does IB look like in large and small, urban and rural schools? Learn these answers and more from local and national IB experts.</p>
	<p>Striving to Achieve the Potential of Response to Intervention: Avoiding Pitfalls and Maximizing Efforts <i>Leah Nellis, Associate Professor & Director of the Blumberg Center, Indiana State University</i> The potential impact of systematic, data-based initiatives such as response to intervention (RTI) is significant and widely acknowledged. Effective implementation and sustainability of such practices is difficult work for educational communities. This presentation will focus on the core elements of an RTI model and discuss strategies for maximizing implementation efforts that will positively impact student outcomes.</p>
11:30–11:45 a.m.	Transition to Lunch
11:45 a.m.–12:45 p.m.	<p>LUNCH & CONFERENCE REMARKS <i>David Dresslar, Executive Director, Center of Excellence in Leadership of Learning, University of Indianapolis</i></p>
12:45–1:30 p.m.	<p>KEYNOTE Transforming the Landscape: Moving Toward a Grad Nation <i>Carmita Vaughan, Chief Strategy Officer, America’s Promise Alliance</i> Each year, roughly one-third of our public high school students fail to graduate on time. Millions more who earn diplomas still lack basic skills essential for success in the 21st century. These twin crises—graduation rates and college and career readiness—put our children, our communities, and indeed our country, squarely on the road to decline. Despite this dim assessment, we can make a difference by not only helping our young people beat the odds, but by fundamentally changing them. Carmita Vaughan will make the case for this change and chart a new course toward a “Grad Nation.”</p>
1:30–1:45 p.m.	Transition to Breakout Sessions 5
BREAKOUT SESSIONS 5 1:45–2:45 p.m. (choose one)	<p>Developing College Aspirations Among Underserved Students <i>J.T. Ferguson, Executive Director, College Summit</i> This session will provide an overview of the common characteristics and challenges faced by youth who are underserved. For the purposes of this presentation, "underserved students" are students that are typically low-income, live in communities and/or attend schools that have limited resources, and have little opportunity. Learn how the community can inspire these students to view postsecondary education as an option and support them through the transition to college.</p>
	<p>Keeping America's Promise <i>Carmita Vaughan, Chief Strategy Officer, America’s Promise Alliance</i> In order to combat the graduation rate and college and career crises, it will require robust community partnerships aligning policy-makers, educators, non-profits, and business leaders with parents and young people working together to mobilize efforts and optimize results. America’s Promise Alliance, the nation's largest partnership organization dedicated to improving the lives of our young people, is spearheading collaborative efforts in communities across the nation to reach a new goal—to help the nation cut the dropout rate in half by 2018. Participants will hear about work of the Alliance and will explore opportunities to engage their communities in its efforts.</p>

Transforming the Educational Landscape through Community, Business & School Partnerships*Sally Becker, President, Board of School Trustees, Evansville Vanderburgh School Corporation**Vince Bertram, Superintendent, Evansville Vanderburgh School Corporation**Don Chaudoin, President, Evansville Vanderburgh School Corporation Foundation**Keith Gambill, President, Evansville Teachers Association**Jonathan Weinzapfel, Mayor, City of Evansville*

This session focuses on how one Indiana community is collaborating with community, business and school leaders to transform its educational landscape. Successes include the Center for Family, Schools, and Community Partnerships; the superintendent's business and labor councils; and cooperative purchasing agreements with city-county government, parochial schools and more than 70 other community organizations. The Evansville Vanderburgh School Corporation also received more than 70 percent approval on a school construction referendum. Learn how these successful collaborations were formed and the role each partner plays in shaping the educational landscape and economic development of the community.

How is a 21st-Century School of Education Different than a 20th-Century School of Education? A Discussion and Call to Action*Hank Rubin, President & Founder, Institute for Collaborative Leadership (Moderator & Session Leader)**Jeffrey K. Butts, Assistant Superintendent, M.S.D. of Wayne Township**Daniel Ronk, Principal, Zebra New Tech High, Rochester Community Schools**Maryann Santos de Barona, Dean, College of Education, Purdue University*

Because our goal is to teach preK–12 students differently in the 21st century than we did in the 20th century, we need to prepare 21st-century teachers differently, right? Substantial preK–12 change is a preK–20 challenge and in some ways, changing higher education is more complicated than changing preK–12. This extended session will begin with a brief video titled “Teacher Education and 21st Century Skills” with reactions and state-level perspectives provided by a panel of Indiana experts. During the second hour, the audience—including a number of Indiana teacher education experts—will explore the question posed in this session's title and consider how long- and short-term changes might be introduced. This session is part of a national conversation called “21CSOE” (21st Century Schools of Education) that began in February 2009 when more than 50 education deans from across the county met to begin developing shared meaning and goals for 21st-century teacher education.

(Extended session from 1:45–4:00 p.m.)**NewSchoolsAmerica: First a Policy, Next a Movement***Curtis Johnson, Managing Partner, Education | Evolving and Co-author of Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*

Minnesota, where expanded choice for parents began and chartering was born, has opened up a new platform for new and innovative schools. In 2009 Minnesota enacted legislation making it possible for teachers to create their own innovative, self-governed district schools with independence and exemption from state regulation reflective of the chartered sector. Early evidence shows it may spread rapidly. Hear from Curt Johnson, who was intimately involved in these policy breakthroughs, on how these changes came to be and their implications for the nation's educational landscape.

Technology for Information-Age Instruction: Transforming Education Through Games, Virtual Environments & Educational Software*William Watson, Director, Purdue Center for Serious Games and Learning in Virtual Environments*

This presentation will argue that there is a pressing need for a significant shift in the current approach to instruction and that technology plays an important role in making that shift. Digital games and virtual worlds offer great promise for effective and engaging instruction for today's learners while also modeling a key move to learner-centered approaches for instruction. Learning Management Systems (LMS) and other educational software also will need to play a key role to truly transform our educational systems to promote learning for all students.

Benchmarking to International Standards: Ways to Get There*Barbara Thompson, Lead for Teaching Quality & Leadership and Director of State Relations, Education Commission of the States*

The United States once enjoyed the position of global leader in education, but now is struggling to compete. In measuring progress, most states compare themselves to other states rather than to international benchmarks. To move from competing to leading, states must spend less time comparing to one another and more time comparing to high-performing countries. In response, the Education Commission of the States developed the International Benchmarking Toolkit, which includes more than 100 strategies, policies and resources to help reach the goal of benchmarking to international standards. This presentation will introduce participants to the Toolkit and provide guidance on its use, answer questions about international benchmarking, and provide recommendations on how to start down the path of benchmarking to international standards in states, districts and schools.

	<p>Transforming Learning: Putting Students Front and Center <i>Peggy Siegel, President & CEO, Education free agent, LLC</i> As student performance expectations have risen over the years, we have moved from the focus on "I taught it" to "but did they learn it?" Recent discussions have migrated further along the performance continuum to engaging students not only as beneficiaries, but also as creators of learning. This session will highlight some promising opportunities using emerging technology to accelerate co-learning opportunities between students and teachers and will redefine the basic student-teacher relationship in the process. The next challenge and opportunity: how do we position this new relationship as the key driver of current state and federal policy discussions?</p>
	<p>Schools To Watch: Cultivating & Identifying Excellence for the Middle Grades <i>Debbie Sullivan, Associate Superintendent for Reinvention, M.S.D. of Decatur Township</i> <i>Shirley Wright, Executive Director, Indiana Middle Level Education Association</i> Schools to Watch is an initiative launched by the National Forum to Accelerate Middle-Grades Reform, an alliance of more than 60 educators, researchers, and officers of national associations and foundations dedicated to improving schools for young adolescents across the country. This session will discuss the mission, criteria and application for this in-depth process of extensive self-study and school improvement. This is an opportunity to learn how your school can be one of the first "Schools to Watch" in Indiana. In addition to raising the levels of academic achievement, your accomplishment will bring state and national recognition to your students and staff.</p>
	<p>Using Technology for Project-Based Learning <i>Michael McDowell, School Development Coach, New Tech Network</i> <i>Drew Schrader, English Teacher, Bloomington New Tech High School, Monroe County Community School Corporation</i> Technology used to support projects enhances the hands-on, real-life concepts for students so that they are using real tools for real purposes. Technology provides students with a window to the world and allows them to move beyond seeing themselves as "just students," but closer to professionals who aspire to the quality of work they see outside of their school walls. This session will highlight particular technology tools and strategies most effective in the PBL classroom to promote real-world, engaging learning.</p>
	<p>Setting Reasonable, Yet Ambitious Advanced Placement Goals & Measuring AP Programs <i>Gregg Fleisher, National AP Director, National Math and Science Initiative</i> Students passing Advanced Placement exams are three times more likely to earn a college degree than students who do not pass, and African-American and Hispanic students who pass an AP exam are four times more likely to earn a college degree than those who do not pass. Advanced Placement coursework is a clear way to help all students prepare for and succeed in college. This presentation will detail how to set AP goals that make sense for all students and will discuss what it takes to be one of the best programs in the state. Participants will learn how to track progress and measure success.</p>
	<p>Universal Design for Learning: Removing Barriers, Empowering Students and Achieving Results <i>Vicki Hershman, Project Director, PATINS Project</i> This presentation will provide an overview of Universal Design for Learning as an educational framework that optimizes opportunities for all students to gain knowledge, skills and enthusiasm for learning. The "universal" in Universal Design for Learning (UDL) does not imply one best solution for everyone, but instead underscores the need for inherently flexible, customizable content, assignments, activities, and assessments. Examples of digital multimedia that can be utilized to increase the accessibility of materials, scaffold students' exploration of content, and facilitate their engagement will be explored.</p>
2:45–3 p.m.	Transition to Breakout Sessions 6

**BREAKOUT
SESSIONS 6**
3–4 p.m.
(choose one)

American Recovery and Reinvestment Act & a New Era of Educational Investment

Matt Williams, Director of Public Affairs, KnowledgeWorks Foundation

This session will examine the educational funding opportunities in the American Recovery and Reinvestment Act of 2009 as well as other federal funding streams. The session also will provide a special focus on the importance of advocacy in advancing educational initiatives.

Fostering Success in Urban School Settings

David Harris, President & CEO, The Mind Trust

Karega Rausch, Indianapolis Charter Schools Director, Indianapolis Mayor’s Office

Indianapolis is at the forefront of many innovations in public education. The Indianapolis Mayor is the city’s primary charter school authorizer—a distinction unique to Indianapolis. For this work, the city won Harvard’s Innovations in American Government award. Indianapolis also is home to many of the nation’s most successful entrepreneurial education ventures including KIPP, Teach For America, The New Teacher Project, and College Summit. What’s more, some of the nation’s most promising entrepreneurial education ventures are incubating in Indianapolis. This session will discuss the different ways in which Indianapolis is transforming the face of urban education and the steps taken to position the city for this work. This interactive session will demonstrate how reforms based on flexibility, accountability, innovation, and results can catalyze change in the public education system.

Aligning New Technology High School with AYP Goals and School Improvement Plans for Turnaround Schools

Nancy Sutton, School Transformation Liaison, Center of Excellence in Leadership of Learning, University of Indianapolis (Moderator)

Leslie Ballard, State Director, North Central Association Commission on Accreditation and School Improvement/AdvancED

Tim Pivarnik, Principal, Calumet High School, Lake Ridge Schools

Sharon Johnson-Shirley, Superintendent, Lake Ridge Schools

Cynthia Mose-Trevino, Guidance Counselor, Calumet High School, Lake Ridge Schools

After having failed to meet AYP goals for the past three years, Calumet High School has begun a journey to improve its school by launching the New Technology High School model in 2010. Learn about the ongoing work of Lake Ridge Schools to tackle alignment issues to meet both Department of Education and North Central Association requirements to create a process for progress. Discuss how the New Technology High School model has become a key strategy for changing the school’s culture, improving teaching and learning, and moving the school forward as a place where all students graduate with the skills, attitudes and knowledge to succeed. This session will provide new insights and ideas for schools struggling to meet AYP.

Postsecondary Success for All: Creating Academic Partnerships at Crown Point High School

Eric Ban, Principal, Crown Point High School, Crown Point Community School Corporation

Lisa Goodnight, Professor of Communication, Purdue University Calumet

Chip Pettit, Academic Dean of Partnerships, Crown Point High School, Crown Point Community School Corporation

Crown Point High School recently developed an innovative academic partnership with Purdue University Calumet and Indiana University Northwest. With a commitment to ACT college and workforce readiness standards and financial support from the Indiana Department of Education and Indiana Department of Workforce Development, the academic partnership model was created. The goal of the partnership is to dramatically reduce the cost of postsecondary education while increasing college and workforce readiness and attainment for all students. Discover how this innovative program uses individualized learning plans, rigorous dual credit programs, and technological learning innovations to meet the needs of 21st-century learners and equips all students with the knowledge and skills they need to engage, experience and excel in today’s global economy.

Learner-Centered Schools: The Only Road to Dramatic Improvements in Learning

Charles Reigeluth, Professor, Instructional Systems Technology Department, School of Education, Indiana University

Industrial-age schools were designed to leave some children behind. By forcing all students in a class to move on before some have reached the standard, we ensure some fail. This sorting-focused system made sense when most jobs were manual labor. In today’s knowledge-work society, we need a different paradigm designed to maximize learning for all students. This interactive presentation addresses what the new paradigm will be like and how to transform current schools.

	<p>Ask an Alumnus: Reflections and Advice from College Summit Alumni <i>J.T. Ferguson, Executive Director, College Summit (Moderator)</i> <i>Jessica Dunz, College Summit Student</i> <i>Trenee Lambert, College Summit Student</i> <i>Tia Sublett, College Summit Student</i> Join College Summit alumni for this interactive session. The alumni will share insights about how to reach college-capable students, how to leverage the leadership capacity of Peer Leaders to build a college-going culture in your school, and what your students want you to teach them in order to prepare them for college.</p>
	<p>21st-Century Learning: Free and Inexpensive Ideas and Resources You Can Use Now <i>Michael Gorman, Technology Integration Leader, Southwest Allen County Schools</i> Connect with today’s digital learners while preparing them for their future. Use technology to build professional learning communities. Address core curricular standards along with 21st-century and NETS outcomes while engaging students with real-world applications. All that is needed is technology you already have and the desire to transform learning. This session will explore this transformation, where to get these tools, how to implement them, and ways they can be used to instill 21st-century skills in both teaching and learning. Participants will walk away with free and inexpensive resources along with a practical recipe for authentic student learning.</p>
	<p>Developing Professional Experiential Learning Partnerships: The Three “C’s”—Creativity, Collaboration and Communication <i>Pam Norman, Executive Director, Indiana INTERNet, Indiana Chamber of Commerce (Moderator)</i> <i>Stephanie Bode, Assistant Principal, Brownsburg High School Senior Academy, Brownsburg Community School Corporation</i> <i>Chad Grosz, Learning Through Internships Coordinator, Indianapolis Metropolitan High School</i> <i>Abbi Montgomery, Industrial Technology Educator, Warsaw Community High School, Warsaw Community Schools</i> <i>William Sprowl, Student Intern, Indianapolis Metropolitan High School</i> Developing professional community partnerships is vital to the success of your high school internship program. The National Society of Experiential Education’s Eight Standards of Practice for All Experiential Learning Activities provide the organizational framework. Learn how to expand that framework as a panel of internship experts provide insight to using creativity, collaboration and communication to design and implement internship programs.</p>
	<p>Assessment Data and Decision Making—You Can’t Implement RTI Without Them <i>Leah Nellis, Associate Professor & Director of the Blumberg Center, Indiana State University</i> The role of valid and meaningful assessment and progress monitoring data is central to a response to intervention (RTI) model. However, the type of assessment data needed and the way that data is used to inform educational decisions is not systematically collected and analyzed by many schools. This presentation will discuss various assessment methods and tools, as well as ways to use assessment data to inform multiple decisions within a school-wide RTI model.</p>
4–4:15 p.m.	Transition to Follow-up Sessions
FOLLOW-UP SESSIONS 4:15–5 p.m.	<p>Next Steps for Starting a New Technology High School <i>David Dresslar, Executive Director, Center of Excellence in Leadership of Learning, University of Indianapolis</i> <i>Michael DiMaggio, Director of Strategic Partnerships, New Tech Network</i> <i>Tim Presiado, Assistant Director of Strategic Partnerships, New Tech Network</i> <i>Matt Williams, Director of Public Affairs, KnowledgeWorks Foundation</i> <i>Trish Wlodarczyk, Fellow for High School Networks, Center of Excellence in Leadership of Learning, University of Indianapolis</i> Interested in implementing the New Technology High School model in your school? Meet with representatives from the New Tech Network to discuss how to get started in the school development process.</p>