

Call for Presenters

2001 Comprehensive School Improvement Institute

August 5-8

Hotel Roanoke and Conference Center

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Application Deadline: May 11, 2001

Verification for Recertification Points: A certificate will be provided to workshop presenters verifying 15 points per topic presentation. It is the responsibility of the presenter to obtain prior approval from local administrators as appropriate.

Types of Presentations: The following types of sessions are planned:

- **Sharing Discussions.** Briefly highlight ideas that work. These workshops (two 30-minute consecutive sessions) are scheduled Monday and Tuesday mornings.
- **Promising/Successful Practices* Presentation.** Show and tell about promising/successful teaching and learning practices. These workshops (two 45-minute consecutive sessions) are scheduled Monday and Tuesday mornings/afternoons and one 60-minute session on Wednesday morning.
- **How-To Clinics.** Demonstrate successful teaching and learning practices in how-to workshops. These workshops (90-minute sessions) are scheduled on Monday and Tuesday mornings/afternoons. (Includes Focused Panel Discussions)
- **In-Depth Workshops.** Present, demonstrate, and engage participants in successful teaching and learning practices. These 3-hour workshops are scheduled on Monday and Tuesday mornings.

Handouts: Handouts are the responsibility of presenter(s). To help you anticipate handout quantity, presenters will be notified of their room capacity by June 8, 2001.

Topics: Presentations must address the theme, *Teaching & Learning: Practices That Work!*, in the context of the Virginia Standards of Learning, Virginia High Schools That Work Key Practices and/or the Making Middle Grades Matter Guiding Practices. These include emphasizing one or more of the following content strands for secondary or postsecondary education:

Content Strands:

- School Safety
- Diversity
- Parental Involvement
- Career Guidance
- Instructional Methods
- Instructional Leadership
- Business/Community Partnerships
- Teacher Collaboration
- Curriculum Development
- Student Motivation and Learning
- Extra Help for Students
- Work-Based Learning
- Comprehensive Professional Development
- Integration of Academic and Career and Technical Education
- Transition
 - From Elementary to Middle School
 - From Middle to High School
 - From High School to College or to Career
 - From High School or College to Career
 - From One Career to the Next

***Promising Practices:** Practices that have been used extensively at a school or community college/university. However, they have not been used long enough for extensive data to be collected and documentation to exist confirming that they improve the educational performance of students.

***Successful Practices:** Practices that have data to support their effectiveness. There is documentation over a period of time that these practices consistently improve the performance of students.

Institute Registration: Presenters must register for the Institute. See page 5 of the Announcement.

Presentation Contexts

HSTW Key Practices

- 1. Setting Higher Expectations**
Setting higher expectations and getting students to meet them
- 2. Revising Career and Technical Studies**
Increasing access to challenging technical studies, with a major emphasis on using high-level mathematics, science, English, history/social sciences, and problem-solving competencies in the context of modern business and technical studies
- 3. Revising Academic Studies**
Increasing access to academic studies that teach Virginia's Standards of Learning through functional and applied strategies, enabling students to see the relationship between course content and future roles they may envision for themselves
- 4. Implementing a Challenging Program of Study**
Counseling students to complete a rigorous program of study, to include career and technical and/or academic focus
- 5. Helping Teachers Work Together**
Having a organizational structure and schedule that enable academic and career and technical teachers to have the time to plan and deliver a comprehensive curriculum aimed at teaching high-level academic and technical content
- 6. Changing the Instructional Process**
Having each student actively engaged in the learning process
- 7. Providing Guidance and Advisement**
Involving each student and his/her parent in an individualized advisement system that counsels each student to complete an accelerated and coherent program of academic study with a career and technical or academic focus
- 8. Providing Extra Help and Extra Time**
Providing a structured system of extra help to enable students to successfully complete an accelerated program of study
- 9. Implementing Work-Based Learning**
Providing students access to a structured system of work-based learning that is planned in collaboration with rigorous school-based learning—secondary and postsecondary—and that results in an industry-recognized credential and employment in a career pathway
- 10. Using Assessment and Evaluation**
Using student assessment and program evaluation information to continuously improve curriculum, instruction, school climate, organization, and management

Making Middle Grades Matter (MMGM)

- 1. An academic core that is aligned with rigorous content and performance standards:** All students in the middle grades must have academic core curricula—reading, mathematics, English/language arts, science, and social studies—that accelerate their learning, challenge them, and appeal to their interests.
- 2. A belief that all students matter:** Each student needs to have a personal relationship with an adult who takes an interest in his or her successful learning, goal setting and career planning, and personal growth.
- 3. High expectations and a system of extra help and time:** Students learn in different ways and at different rates. They need enough time and help to meet more rigorous, consistent standards for all eighth-graders.
- 4. Classroom practices that engage students in their learning:** Young adolescents need to be actively engaged in their own learning by using and applying newly acquired skills and concepts in real world applications. Hands-on activities linked to challenging academic content are a key to keeping students in the middle grades focused on learning.
- 5. Teachers working together:** All teachers need to work together to ensure that every learning experience contributes to higher student achievement, and they need to share student work that meets proficiency standards.
- 6. Support from parents:** Parents must have a clear understanding of and must support the higher standards for performance in the middle grades.
- 7. Qualified teachers:** Middle grades teachers must know both academic content and how to teach young adolescents.
- 8. Use of data:** States, districts, and schools must continuously use data on student, school, and teacher performance to reflect on and revise school/classroom practices that result in improved student achievement.
- 9. Exploration and use of technology:** Middle grades students and teachers must have opportunities to explore and use technology to improve knowledge and skills in English/language arts, reading, mathematics, science, and social studies. Learning through activities and applications across the curriculum develops competency in technology.
- 10. Strong leadership:** Middle grades schools need strong, effective principals that encourage teachers and actively participate with them in planning and implementing research-based improvements in school and classroom practices.

Presentation Application

2001 Comprehensive School Improvement Institute

Hotel Roanoke & Conference Center
Roanoke, Virginia
August 5-8, 2001

Individuals or teams from HSTW sites; MMGM sites; Tech Prep sites; middle school, high school, and college/university faculty; counselors; school and division level administrators; and business/industry partners are invited to present topics related to the theme, *Teaching & Learning: Practices That Work!*

PRESENTATION APPLICATION

Deadline 5/11/01

Available on Internet: <http://www.pen.k12.va.us/VDOE/Instruction/CTE>

Name of Presenter(s)

Title

Lead Presenter (Main Contact)

Phone

(School Division/School, Community College, University, Business/Industry)

Summer Mailing Address of Main Contact

City State Zip
Phone () FAX ()

(Continued)

Title of Presentation (as you would like to see it appear in the program) (Please make sure your title is descriptive of your presentation content.)

Description to appear in the program (30 words, maximum; subject to editing)

List the HSTW Key Practice(s), Making Middle Grades Matter (MMGM) Guiding Practices, and Standards of Learning (identified generally as English, science, mathematics, or history/social science) emphasized in the presentation.

Type of Presentation

- | | |
|---|--|
| <input type="checkbox"/> 45 or 60-minute Promising/Successful Practice Session (consecutively repeated) | <input type="checkbox"/> 30-minute Sharing Discussion (consecutively repeated) |
| <input type="checkbox"/> 90-minute How-To Clinic/Panel Discussion | <input type="checkbox"/> 3-hour In-Depth Workshop |

Audiovisual Equipment Needed (Computer must be provided by presenter)

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|--|--|
| <input type="checkbox"/> Screen | <input type="checkbox"/> Overhead Projector |
| <input type="checkbox"/> VCR/Monitor | <input type="checkbox"/> SVGA Projector (for Power Point Presentation) |
| <input type="checkbox"/> Slide Projector | <input type="checkbox"/> Other _____ |

Room Set-Up Preference

- | | |
|--|---|
| <input type="checkbox"/> Theater Style (Rows of Chairs) | <input type="checkbox"/> Banquet Style (Round Tables) |
| <input type="checkbox"/> Classroom Style (Tables & Chairs) | |

Please return the completed Presentation Application by May 11, 2001 to

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You will be notified of presentation status by June 8, 2001 at the summer address you provided.