

Building Bridges

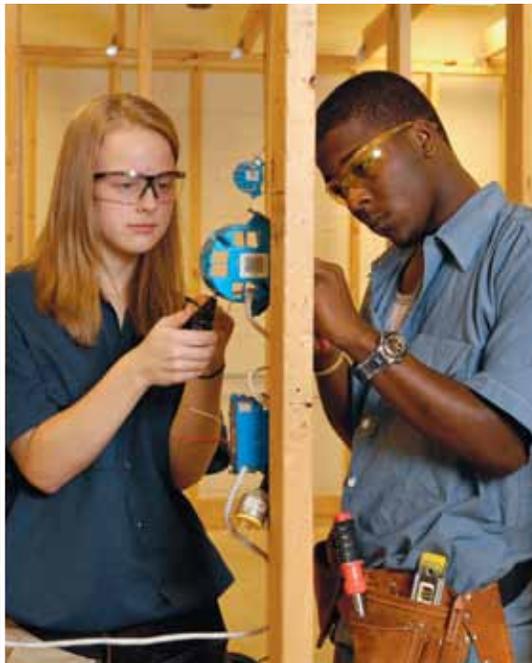
Conference

Celebrating
our 20th
Anniversary!

SUCCESS
for all students

REQUIRES

LEADERSHIP
from all educators



*High Schools That Work
Technology Centers That Work
Making Middle Grades Work*

Welcome to the 20th Annual Building Bridges Conference. This professional development event offers an opportunity for Missouri's educators to share strategies, approaches, and best practices targeted toward improved educational and career preparedness of our students.

The expectation of providing a high quality education for all students is an important issue for our state and nation, and one which aligns with the first of the State's Top 10 by 20 Goals: all Missouri students will graduate college and career ready.

An educated and skilled workforce is increasingly necessary to ensure success in the modern economy. Missouri's high schools, area career centers, and institutions of postsecondary education play a key role in ensuring our students are prepared not merely to be competitive in the current and future marketplace, but to succeed as citizens in the global economy. States, communities and neighborhoods choosing to provide an educated, high quality workforce are those which will be better positioned to flourish in the modern economy.

The Building Bridges Conference convenes practitioners from several exciting and innovative programs that better prepare our youth for their futures. The Department of Elementary and Secondary Education supports implementation of initiatives that provide key practices and tools to educators designed to better serve their students, which includes *Technology Centers That Work*, *High Schools That Work*, *Making Middle Grades Work*, and *Pathways to Prosperity*.

Through these initiatives, students can experience rigorous and relevant middle-grade and secondary educational experiences which assist to prepare them for post-secondary education, without the need for remedial coursework, or to enter the workforce with the knowledge and skills necessary for career advancement.

The Offices of Quality Schools and College and Career Readiness thank you for participating in this conference. We hope you learn new approaches and effective practices to assist in your proven commitment to Missouri's youth.

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Sunday, November 10

10:00 a.m. - 7:30 p.m.	Registration	6th Floor Foyer
1:00 p.m. - 5:00 p.m.	Preconference: “Avoiding Classroom Comas” - Shepard “The Five HSTW Priorities: Leadership’s Role” - Barnes	70/71 Parasol I
4:00 p.m. - 9:00 p.m.	Exhibit Set-Up	Salon A

Monday, November 11

7:00 a.m. - 1:00 p.m.	Registration	6th Floor Foyer
7:00 a.m. - 8:30 a.m.	Breakfast	Salon A
8:00 a.m. - 9:00 a.m.	Opening Keynote (Harry Wong)	Salons B/C
8:00 a.m. - 9:00 a.m.	Exhibit Set Up	Salon A
9:00 a.m. - 3:00 p.m.	Exhibits	Salon A
9:15 a.m. - 12:00 Noon	Action Sessions	
12:00 Noon - 1:00 p.m.	Lunch	Salon A
1:00 p.m. - 4:30 p.m.	Breakout Sessions	
3:00 p.m. - 4:30 p.m.	Exhibit Teardown	Salon A
	Dinner on Your Own	

Tuesday, November 12

7:00 a.m. - 8:15 a.m.	Breakfast	Salon A
8:15 a.m. - 8:30 a.m.	Closing Comments	TBD
8:30 a.m. - 12:00 Noon	Breakout Sessions	

Conference Registration

10:00 a.m. - 7:30 p.m. | 6th Floor Foyer

Avoiding Classroom Comas

Pre-Conference Session | 1:00 p.m. - 5:00 p.m. | Rooms 70/71

Presenter: Dave Shepard, Middle Matters

What do you do when faced with blank stares, nodding heads, and day-dreaming minds? Exceptional educators know that all students must be actively engaged in order to reach their maximum potential. Research shows that all students have a high need to be active learners, not passive sponges. This session will outline and demonstrate 20+ strategies that will get students out of their seats and engaged. Many “I’ll try that on Monday” ideas will be shared as the primary focus.

The Five HSTW Priorities: Leadership’s Role

Pre-Conference Session | 1:00 p.m. - 5:00 p.m. | Parasol I

Presenter: Lois Barnes, Director of State Services, SREB

High Schools That Work has 10 Key Practices that guide the improvement efforts in schools. Each year, SREB analyzes the data on schools from across the network to determine what we consider *HSTW* priorities for the year. In 2013-2014, *HSTW* priorities for improvement focus on quality - CTE programs, instruction, advisement, teachers working together and leadership. This four-hour pre-conference, is designed for *HSTW/TCTW* school leadership teams and leadership teams from schools interested in learning more about how the *HSTW* five priorities can be translated into school and classroom practices that support students’ graduating from high school ready for college and careers.

The *HSTW* Priorities are:

1. Prepare students for both postsecondary study and work through course pathways that include college-ready academics and rigorous enhanced Career Technical courses in high-skill, high-wage, high-demand areas that lead to a range of options after high school including work, advanced training and college.
2. Empower teachers with tools and resources to effectively teach disciplinary content and move College and Career Readiness State Standards into the classroom, redesign ninth grade, and develop senior transition courses.
3. Implement structures and practices that provide time and purpose for cross-disciplinary teams of teachers to collaborate to improve teaching and learning.
4. Ensure all students receive guidance and advisement that helps them develop an understanding of their career interests and aptitudes; learn about career opportunities, career options, and the required level of preparation; and learn the habits of success for school, life, and the workplace.
5. Prepare school and teacher leaders with a keen knowledge of effective instruction and implement structures and practices that support teachers to continuously improve their practice of teaching.

“How to Be an Effective and Successful Teacher”

Harry and Rosemary Wong,
Teachers/Authors/Consultants

Monday, November 11
8:00 a.m. - 9:00 a.m.
Salons B/C



Harry K. Wong has authored over 30 publications including the leading book in education on how to start *The First Days of School*, a monthly column on www.teachers.net, a CD set, and a book on New Teacher Induction. He has an eLearning course on classroom management and has appeared in an award-winning video series, *The Effective Teacher*.

He has been credited with transforming schools and turning around the lives of tens of thousands of teachers. Their stories can be found on www.teachers.net. His techniques have been adapted by thousands of educators for success in their schools and classrooms. He has been called “Mr. Practicality” for his common sense, research-based, no cost approach to managing a classroom for high level student success.

Because of his achievements, Dr. Wong has been awarded the Horace Mann Outstanding Educator Award, Upton Sinclair Award, Outstanding Secondary Teacher Award, the Science Teacher Achievement Recognition Award, the Outstanding Biology Teacher Award, and the Valley Forge Teacher’s Medal. He was also the subject of a story in Reader’s Digest. Instructor magazine (March 2006) announced their reader’s poll for the most admired in the world of education. Harry Wong was on the final list of 20 along with Maya Angelou, Laura Bush, Bill Cosby, Hillary Clinton, Ron Clark, Marva Collins, Howard Gardner, and Oprah Winfrey. In 2012, the National Teachers Hall of Fame in Emporia, Kansas, presented him with its first ever Lifetime Achievement Award.

His wife, Rosemary, now shares the stage with him as he travels the world helping teachers.

He is a former secondary science teacher and as a classroom teacher, he developed methods which resulted in his having no discipline problems, a zero dropout rate, a 95% homework turn-in factor, and the ability to demonstrate mastery learning for each of his students.

A San Francisco native, he is a graduate of Lowell High School. His undergraduate degree is from University of California, Berkeley. His doctorate is from Brigham Young University in Utah. He and Rosemary are new teacher advocates. He is the father of three children, four grandchildren, and is madly in love with his Sicilian, mentor-teacher wife. They have built a school in Cambodia.

Action Sessions - Monday, 9:15 a.m. - 10:30 a.m.

Session	Room(s)	Session Title	Personal Planner
A	Salon B/C	Keynote Follow Up Session (Wong and Wong)	
O	64	Our Journey with 1:World (Nelson and Paige) repeated Monday 10:45 a.m.	
T	70/71	Educational Administration vs. Instructional Leadership (Shepard)	
Y	76/77	Enhance Your Program with Missouri Connections (Schlimpert) repeated Monday 10:45 a.m.	
DD	Parasol II	Aligning Instruction and Assessment with Common Core (Jacques and Hartnett) repeated Monday 10:45 a.m.	
EE	Redbud	Common Core 101 (Conrad and Watkins) repeated Tuesday 9:45 a.m.	

Action Sessions - Monday, 10:45 a.m. - 12:00 Noon

Session	Room(s)	Session Title	Personal Planner
J	63	A+ Coordinators Roundtable (Aldrich and DeLaney)	
O	64	Our Journey with 1:World (Nelson and Paige) repeated from Monday 9:15 a.m.	
U	70/71	Improving the Efficiency of Smaller Learning Communities (Shepard)	
FF	72/73	MSIP 5 Annual Performance Report (Hensley and Strand) repeated Monday 1:00 p.m.	
B	74/75	The Big Picture of Instructional Planning (Jackson)	
Y	76/77	Enhance Your Program with Missouri Connections (Schlimpert) repeated from Monday 9:15 a.m.	
DD	Parasol II	Aligning Instruction and Assessment with Common Core (Jacques and Hartnett) repeated from Monday 9:15 a.m.	
GG	Redbud	Implementing the Common Core State Standards in Career and Technology Centers (Hall)	

Breakout Sessions - Monday, 1:00 p.m. - 2:00 p.m.

Session	Room(s)	Session Title	Personal Planner
K	63	Cadet Teacher Program for A+ Tutoring Hours (Aldrich) repeated Tuesday 9:45 a.m.	
I	64	Using Socratic Seminars to Teach the Common Core (Noble) repeated Tuesday 9:45 a.m.	
D	70/71	Specific Tips for Improving Special Education Collaborative Classes (Shepard)	
FF	72/73	MSIP 5 Annual Performance Report (Hensley and Strand) repeated from Monday 10:45 a.m.	
C	74/75	Creating a Motivating, Personalized Learning Environment (Jackson)	
OO	76/77	Public School Retirement System of Missouri (Verslues)	
E	Parasol I	Differentiation Strategies for All Classes, Part I (Barnes)	
MM	Parasol II	Personal Plan of Study and Program of Study Can Help Transition Students (Moeller and Bagby) repeated Tuesday 8:30 a.m.	
BB	Redbud	CTE Teacher Preparation: Curriculum Under Construction (Watkins and Conrad)	

Breakout Sessions - Monday, 2:15 p.m. - 3:15 p.m.

Session	Room(s)	Session Title	Personal Planner
HH	63	The New Normal: Moving the Common Core into All Classrooms (Williams) repeated Tuesday 8:30 a.m.	
Z	64	Building Legislative Relations (Spencer) repeated Tuesday 9:45 a.m.	
V	70/71	Specific Steps For Improving Parental Involvement (Shepard) repeated Monday 3:30 p.m.	
NN	72/73	The Big Bang Theory ... for Girls? (Unger and DeGonia) repeated Tuesday 9:45 a.m.	
LL	74/75	Building Teacher Efficacy for Student Achievement (Conrad and Fischer) repeated Tuesday 8:30 a.m.	
L	76/77	Building Bridges to High School: A Freshmen Transition Program (Kealen)	
F	Parasol I	Differentiation Strategies for All Classes, Part II (Barnes)	
AA	Parasol II	THRIVE: Making the Next Step Possible (Fahrmeier) repeated Tuesday 8:30 a.m.	
H	Redbud	Lesson Transformation: Rudimentary to Rigorous (Tews, Smith, and Rifle) repeated Tuesday 8:30 a.m.	

Breakout Sessions - Monday, 3:30 - 4:30 p.m.

Session	Room(s)	Session Title	Personal Planner
II	63	The Most Common Common Core Math Standards (Richner and Watkins) repeated Tuesday 11:00 a.m.	
S	64	Embracing Student Learning Through Social Media (Perrin) repeated Tuesday 11:00 a.m.	
V	70/71	Specific Steps For Improving Parental Involvement (Shepard) repeated from Monday 2:15 p.m.	
CC	76/77	What New Teachers Really Want You to Know (Link)	
G	Parasol I	Differentiation Strategies for All Classes, Part III (Barnes)	
M	Parasol II	CPI - Career Preparation Interview for Every Senior (Engelbrecht and Harwood)	
JJ	Redbud	MSIP5 - Standards that Impact Performance (Schlimpert) repeated Tuesday 11:00 a.m.	

Breakout Sessions - Tuesday 8:30 a.m. - 9:30 a.m.

Session	Room(s)	Session Title	Personal Planner
HH	64	The New Normal: Moving the Common Core into All Classrooms (Williams) repeated from Monday 2:15 p.m.	
W	70/71	Why Can't We Be Friends (Shepard)	
MM	76/77	Personal Plan of Study and Program of Study Can Help Transition Students (Moeller and Bagby) repeated from Monday 1:00 p.m.	
LL	Parasol I	Building Teacher Efficacy for Student Achievement (Conrad and Fischer) repeated from Monday 2:15 p.m.	
AA	Parasol II	THRIVE: Making the Next Step Possible (Fahrmeier) repeated from Monday 2:15 p.m.	
H	Redbud	Lesson Transformation: Rudimentary to Rigorous (Tews, Smith, and Rifle) repeated from Monday 2:15 p.m.	

Breakout Sessions - Tuesday 9:45 a.m. - 10:45 a.m.

Session	Room(s)	Session Title	Personal Planner
I	63	Using Socratic Seminars to Teach the Common Core (Noble) repeated from Monday 1:00 p.m.	
Z	64	Building Legislative Relations (Spencer) repeated from Monday 2:15 p.m.	
X	70/71	Using Walk-Through Observations To Change Instructional Practices (Shepard) repeated Tuesday 11:00 a.m.	
NN	72/73	The Big Bang Theory ... for Girls? (Unger and DeGonia) repeated from Monday 2:15 p.m.	
EE	76/77	Common Core 101 (Conrad and Watkins) repeated from Monday 9:15 a.m.	
K	Parasol I	Cadet Teacher Program for A+ Tutoring Hours (Aldrich) repeated from Monday 1:00 p.m.	
KK	Redbud	Pathways to Prosperity (Davis)	

Breakout Sessions - Tuesday 11:00 a.m. - 12:00 Noon

Session	Room(s)	Session Title	Personal Planner
S	63	Embracing Student Learning Through Social Media (Perrin) repeated from Monday 3:30 p.m.	
N	64	Alternate Paths to the Awarding of Credit (Sutton)	
X	70/71	Using Walk-Through Observations To Change Instructional Practices (Shepard) repeated from Tuesday 9:45 a.m.	
II	Parasol I	The Most Common Common Core Math Standards (Richner and Watkins) repeated from Monday 3:30 p.m.	
JJ	Redbud	MSIP5 - Standards that Impact Performance (Schlimpert) repeated from Monday 3:30 p.m.	

Session A

Keynote Follow Up Session

Harry Wong and Rosemary Wong

Harry and Rosemary Wong will offer a follow-up action session immediately following their keynote address.

Session B

The Big Picture of Instructional Planning

Lynda Jackson, Director of *Technology Centers That Work*, SREB

Effective teachers create both short- and long-term instructional plans. During this interactive session, participants will analyze the different planning tools used in CT centers: curriculum maps, unit, and lesson plans. They will create criteria on what constitutes a quality planning tool and learn strategies on how to provide effective feedback to teachers.

Session C

Creating a Motivating, Personalized Learning Environment

Lynda Jackson, Director of *Technology Centers That Work*, SREB

A major component of effective classroom management is careful planning to get to know students well and create a classroom climate that is well-organized, motivating, and personalized. The keys to motivating students in CTE are: 1) creating a sense of belonging; 2) setting high expectations; and 3) actively engaging students in learning. During this session, participants will learn strategies for working with teachers to create a classroom that is well-organized and engaging.

Session D

Specific Tips for Improving Special Education Collaborative Classes

Dave Shepard, Middle Matters

Working together in an inclusion class is a great experience, right? Schools across the country are moving in this direction rapidly, but is it the best answer? Inclusion as a practice is only as good as the teachers and the program that use it. Come examine and learn many ideas to more successful and efficient implementation of this delivery model. The session will examine teacher roles, planning, shared responsibilities, active teaching techniques, and differentiation practices that help all students.

Session E

Differentiation Strategies for All Classes, Part I

Lois Barnes, Director of State Services for School Improvement, SREB (*High Schools That Work*)

Differentiated instruction is critical in academic and CTE classrooms if diverse learners are to achieve Common Core and discipline-specific course standards and competencies. Participants will identify different learning modalities using a literacy strategy and investigate how to effectively differentiate content, process, product, and learning environment in order to address individual student learning needs. They will practice some differentiation strategies as a means of providing students different avenues for acquiring content. Handouts will be provided. *This is Part One of three sessions on differentiation strategies. Each session is a stand-alone and different from the other two. Participants are welcome to attend one, two or all three sessions.*

Session F**Differentiation Strategies for All Classes, Part II**

Lois Barnes, Director of State Services for School Improvement, SREB (*High Schools That Work*)

Differentiated instruction is critical in academic and CTE classrooms if students are to achieve Common Core and discipline-specific standards and skills. Participants will consider how to effectively differentiate instruction through pre-assessment, modifying the learning environment, content process, and product (assessments) in order to address diverse learners' needs. They will engage in an activity to explore a variety of differentiation strategies and determine the ones they will commit to trying in their classrooms. *This is Part II of three sessions on differentiation strategies. Each session is a stand-alone and different from the other two, so participants are welcome to attend one, two or all three sessions.*

Session G**Differentiation Strategies in All Classes, Part III**

Lois Barnes, Director of State Services for School Improvement, SREB (*High Schools That Work*)

Differentiated instruction is critical in academic and CTE classrooms if diverse learners are to achieve Common Core and discipline-specific state standards and skills/competencies. Participants will identify similarities and differences between traditional classrooms and differentiated classrooms. They will practice some differentiation strategies to experience how to effectively modify content, process, and products in order to address individual students' learning needs. *This is Part Three of three sessions on differentiation strategies. Each session is a stand-alone and different from the other two, so participants are welcome to attend one, two or all three sessions.*

Session H**Lesson Transformation: Rudimentary to Rigorous**

Nichole Tews, Integrated Academics Instructor, Cass Career Center

Gina Smith, Director, Cass Career Center

Greta Rifle, Integrated Academics Instructor, Cass Career Center

Are you an academic teacher looking to increase relevance? Are you a CTE teacher looking to increase rigor? Are you an administrator or counselor looking for ways to help teachers design challenging lesson plans that prepare students to be competitive in this global economy? A teacher's responsibility is to provide a rich education to prepare students not only for the demands and rigors of college and careers, but also real-world experiences where skills are rarely called upon in isolation of others. This is a challenging task, and this presentation given by Cass Career Center's Integrated Academics Team will provide attendees with guidance and practice in transforming rudimentary lessons into lessons that are rigorous and relevant, preparing students for the demands of the 21st century and rigors of life outside high school. Attendees will leave excited and armed with knowledge and applicable tools to take lessons from basic to ballistic!

Session I**Using Socratic Seminars to Teach the Common Core****Greg Noble, English Teacher, Park Hills Central High School**

This session addresses complex readings of informational and literary texts, group discussion, and writing that require justification of ideas and opinions. Attendees will benefit by gaining an understanding of Socratic seminars to enhance student learning, particularly in Social Studies and English courses. Conference attendees will want to attend this session because they will be introduced to a student-centered practice which strongly relates to the Common Core. This program has been successful because it requires students to read challenging work, think deeply, and articulate their ideas, insights, beliefs, and perspectives both verbally and in writing.

Session J**A+ Coordinators Roundtable****Cindy Aldrich, A+ Coordinator, Neosho High School****Sam DeLaney, A+ Coordinator, Lamar High School**

A+ Coordinators are invited to participate in a roundtable discussion. Please feel free to ask questions and share ideas about attendance, tutoring, job shadowing, citizenship, EOC's, and any other A+ related topics.

Session K**Cadet Teacher Program for A+ Tutoring Hours****Cindy Aldrich, A+ Coordinator/Teacher, Neosho High School**

All students enrolled in the A+ School Program are required to complete 50 hours of tutoring. Neosho High School has implemented a Cadet Teaching Program to allow students to tutor in an elementary classroom on a daily basis. Approximately 65 students provide 4,000 hours of tutoring within our district each year. This has been an effective program for 14 years. Success is based on clear guidelines and expectations, as well as a checks-and-balances system of supervision. Attendees will receive information to begin their own program. Duties for the supervisor, cooperating teacher, administrator, and student will be clearly presented. In addition, curriculum ideas will be shared. Our students receive course credit as well as the required tutoring hours.

Session L**Building Bridges to High School: A Freshmen Transition Program****Adam Kealen, Assistant Principal, Sullivan High School**

At Sullivan High School, a need to focus on the 9th-grade class became apparent. Failure rates were going up, attendance rates were down, and discipline increased. All of this was believed to cause the graduation rate to decrease. Without the traditional resources of extra staff, building space, and a separate budget, it was decided to create a 'Freshmen Transition Team' to begin a focus on the 9th grade and help those students transition and more effectively experience success during their 9th-grade year. Realistically, we knew that some students would need more assistance than others. Our team dedicated ourselves to these students and their parents, thus embracing the *HSTW* fundamental belief of relationships. In addition, we revamped our advisement program to be more meaningful and created a Summer Bridge program designed to help our most at-risk 8th graders transition prior to coming to high school. Please follow this link for additional information: <http://www.livebinders.com/play/play?id=644271>

Session M**CPI - Career Preparation Interview for Every Senior****Kelli Engelbrecht, Placement Coordinator, Eldon Career Center****Kris Harwood, Principal, Eldon High School**

Learn how to cooperate with the high school, career center, and business and industry to prepare your senior class for a professional job interview. This session will give you tips on how to plan, organize, and conduct a Career Preparation Interview day for every senior in your high school.

Session N**Alternate Paths to the Awarding of Credit****Doug Sutton, Director of Career Education Initiatives, DESE**

Most credits awarded to high school students are earned through Carnegie units of time-based instruction. Although alternate methods for awarding credit are available for districts to use now, the work of the Proficiency-Based Learning Task Force may result in more common usage of non-time dependent instruction in the future. This session will examine current options, and take a look at what may be viable in a few years.

Session O**Our Journey with 1:World****Ivy Nelson, Teacher, Monett High School****Melody Paige, Technology Director and Integration Specialist, Monett High School**

This session will describe Monett High School's journey with a 1:1 technology initiative. Attendees will be able to ask questions and guide the presentation based upon their needs and interests. The panel of presenters will be able to offer perspectives from the teacher standpoint, as well as an administrator and technology specialist standpoint.

Session S**Embracing Student Learning Through Social Media****Billie Perrin, FCSE Program Coordinator, University of Central Missouri**

As educators we should embrace technology rather than fight it in the classroom. This presentation will compare pros and cons of social media, explain how to successfully manage it in the classroom, and reveal ways to increase student involvement/engagement through Facebook, blogs, Twitter, Pinterest, Glogster, and media production.

Session T**Educational Administration vs. Instructional Leadership****Dave Shepard, Middle Matters**

Are you an educational administrator or an instructional leader? Do school scores need to improve, but changing programs, policies, and personnel hasn't worked? This session will look at your current role as a leader, and what ideally you could be doing to help teachers. The ideas, tools, forms and processes needed to change your emphasis from management to instruction will be shared. Collecting better data, setting school priorities, and writing better action plans will be focused. All present will learn.

Session U**Improving The Efficiency of Smaller Learning Communities****Dave Shepard, Middle Matters**

Does your school have middle level interdisciplinary teams, a ninth-grade academy, or various career academies for upper level students? When these groups were established was there an expectation that students would benefit from their work. Has that occurred? This session will look at the dynamics of educators working together and how these groups can become more efficient. Tips on planning, different roles, meeting effectiveness, member accountability, and evaluating efficiency will be shared. Bring your whole group, whether you are highly efficient or just getting started, and take back usable suggestions and ideas.

Session V**Specific Steps For Improving Parental Involvement****Dave Shepard, Middle Matters**

Is your school always looking for more ways to involve parents? Do you sit and lament the fact that parents aren't very active in your school? Do you constantly ask "What Do We Do Now?" This session will outline a complete blueprint for improving parental involvement. Come and learn techniques for finding invisible parents, hooking reluctant parents, and focusing school efforts to facilitate change.

Session W**Why Can't We Be Friends?****Dave Shepard, Middle Matters**

Do you ever find yourself saying, "If they do that one more time I'll scream?" Come take a humorous look at the never-ending communication snags that effect the teacher/principal dialogue on a daily basis. This session will examine many of the 'pet peeves' we all encounter as educators, and provide some ideas for their elimination. Bring a 'significant educational other' from your school so you won't be looking at yourself and laughing alone. You will leave with a good feeling about your own efforts, a greater appreciation for your 'other,' and some ideas and solutions to make life better in the building.

Session X

Using Walk Through Observations To Change Instructional Practices

Dave Shepard, Middle Matters

When your school programs are evaluated by outside organizations, does the staff embrace the data and easily use the findings to begin their school improvement efforts? Would your school staff be more inclined to base their efforts on their own data? This session will outline a complete process for using teacher walk through observation data to enhance school improvement efforts. Participants will learn to use the instrument, compile the data, and set priorities.

Session Y

Enhance Your Program With Missouri Connections

Tom Schlimpert, Supervisor, Department of Elementary and Secondary Education

Students are more successful when they can connect to their future and understand the relevance for their learning. Missouri Connections is a free, web-based education and career planning program that can assist you in helping students develop viable plans for their desired options beyond high school. Program features including career information, assessments, portfolios, resumes, and career education curriculum. New features will be addressed. Join this session to learn about the newly redesigned features and how they can help connect your students with their future.

Session Z

Building Legislative Relations

James Spencer, University of Central Missouri

Join me in a workshop that will allow you to understand, create, and apply techniques to build a relationship with your legislator. In the course of this workshop, we will review how a bill becomes a law, learn proper etiquette when meeting with legislators, and begin training with a well-known messaging strategy called "The Message Box." Each participant will begin development on their own message including talking points. Bring a notepad and be prepared to be an active participant.

Session AA

THRIVE: Making the Next Step Possible

Karen Fahrmeier, THRIVE Program Coordinator, University of Central Missouri

Come visually meet the students and staff who are participating in the unique two year post-secondary program called THRIVE, located on the University of Central Missouri campus. THRIVE stands for Transformation, Health, Responsibility, Independence, Vocation, and Education. The program is empowering students with intellectual and developmental disabilities to be independent, participating members of their communities. With support, students live in a dorm setting, attend classes, do homework, participate in typical college social activities and work in internship settings. The majority of participating families share with THRIVE staff that their student becomes much more independent than they ever thought possible. THRIVE students graduate with a Certificate of Success and often move to a setting away from the family home and have a job. A couple students have returned to UCM as typical students.

Session BB**CTE Teacher Preparation: Curriculum Under Construction****Larae Watkins, Co-Director, Missouri Center for Career Education****Michelle Conrad, Co-Director, Missouri Center for Career Education**

Career and technical education (CTE) teacher preparation needs to be authentic. The Southern Regional Education Board (SREB) has developed an induction model for alternative route certification which builds what teachers need to know with real projects and activities. The question in Missouri became, how do we build on SREB's elements into courses that new teachers need for certification and to continue towards a CTE bachelor's degree? Utilizing SREB's model and materials as the underpinnings of the CTE educational program, the Career and Technology Education Department at the University of Central Missouri is reconstructing and piloting a new CTE teacher preparation curriculum utilizing face-to-face instruction, online learning, varied credit hour courses, authentic experiences with administrators and mentors, real projects, and formative and summative assessments. This session will present the process we've used in working with multiple stakeholders to integrate SREB's model into teacher preparation courses. We will explore the development of the curriculum, and share feedback from the pilot program.

Session CC**What New Teachers Really Want You to Know****Tara Link, New Teacher Induction Coordinator/Federal Programs, Moberly School District**

This session will provide insight into working with beginning teachers. Common concerns and needs of beginning teachers, strategies for giving feedback, and an overview of a Moberly School District's systematic beginning teacher induction program will be shared.

Session DD**Aligning Instruction & Assessment with Common Core****Lisa Jacques, UCM Instructor, University of Central Missouri****Dr. Joanie Hartnett, UCM Instructor, University of Central Missouri**

Participants in this seminar will walk away with research based instructional strategies that are simple to implement in their classroom. These instructional strategies specifically align with the increased rigor expectations of the Common Core. Although the strategies modeled by the instructors are primarily secondary in nature (6-12 grade levels), participants will be able to adjust for use at the elementary level. The strategies are universal for all content. Strategies are based on brain research from the past 15 years, work by John Hattie (2009, 2012), work by Robert Marzano (2001-2008), and Rick Stiggins & Jan Chappius (2001, 2006). This seminar is a practitioner's approach to how students learn. Participants will be provided reproducible strategies that are most effective for high level thinking.

Session EE**Common Core 101****Michelle Conrad, Co-Director, Missouri Center for Career Education****Larae Watkins, Co-Director, Missouri Center for Career Education**

WHST.9-10.2? S-CP.6? What do these mean? Why should I be involved with Common Core State Standards (CCSS)? Where does my content fit? We'll help you answer these questions about CCSS.

You'll learn how to decipher codes and start thinking about how CCSS can become part of your current instruction.

Session FF**MSIP 5 Annual Performance Report****Melissa Hensley, Director of the Missouri School Improvement Program****Jocelyn Strand, Coordinator of School Improvement**

This session will focus on the Missouri School Improvement Program (MSIP) 5 Annual Performance Report (APR). Each of the MSIP 5 Performance Standards and the supporting data used for calculating each standard will be reviewed with an emphasis on Standard 3, College and Career Readiness.

Session GG**Implementing the CCSS in Career and Technology Centers****Debbie Hall, Reading Specialist, Southern Regional Education Board**

Attendees will learn how career and technology centers can use instructional strategies, writing templates, and complex texts to address the rigor of the new Common Core State Standards for Literacy in Technical Subjects.

Session HH**The New Normal: Moving the Common Core into All Classrooms****Ruthann Williams, Assistant Professor, University Of Central Missouri**

Are you playing "Where's Waldo" with the Common Core standards? This session will help you ferret them out of your curriculum, and you'll learn to embed them into the curriculum through Project Based Learning.

Session II**The Most Common Common Core Math Standards****Dave Richner, Integrated Academics Instructor, Warrensburg Area Career Center****Larae Watkins, Co-Director, Missouri Center for Career Education**

The CCSS for Mathematics include page after page after page of standards, and if you are trying to identify which of the standards are found and reinforced in your CTE curriculum, the size of the list can make the task of finding that one standard overwhelming. This session will give a quick overview of the CCSS for Mathematics, and then share the math standards from the Common Core that come up over and over in our work with the CCSS and CTE curriculum.

Session JJ**MSIP5 - Standards that Impact Performance****Tom Schlimpert, Guidance and Counseling Supervisor, Missouri DESE**

MSIP5 is totally focused on student performance. Join this session for an overview of the performance standards, data reports and resources that can be used to guide your efforts to help students achieve at higher levels.

Session KK**Pathways to Prosperity Missouri****Kristie Davis, Director of Pathways to Prosperity Missouri, Missouri DESE**

Missouri is one of nine states selected by the Harvard Graduate School of Education and Jobs for the Future to participate in the Pathways to Prosperity Network. Pathways to Prosperity is a national education initiative designed to build career pathways systems for high-school-aged students. In Missouri, high schools, higher education institutions, and businesses are linked with the needs of the labor market. During this session we will review the progress of Pathways to Prosperity during the first year of implementation and the plan to expand the initiative across the state.

Session LL**Building Teacher Efficacy for Student Achievement****Michelle Conrad, Co-Director, Missouri Center for Career Education****Lacey Fischer, Coordinator of Student Teaching, University of Central Missouri**

How do you feel about your teaching? How do you feel about your ability to engage and manage students? This interactive session will explore beliefs in student engagement, classroom management, and instructional strategies. Building efficacy in these areas impacts student achievement and academic success.

Session MM**Personal Plan of Study and Program of Study Can Help Transition Students****Michlene Moeller, College & Career Consultant, Region IX - Greater St. Louis Area****Janet Bagby, College & Career Consultant, Region IV - Central Missouri**

With MSIP5, Top 10 by 20, Pathways to Prosperity, and other state initiatives, Personal Plans of Study and Program of Study are hot topics. Every student – not just some – must set educational goals and create a college and career roadmap for success in high school and beyond. This workshop will provide you with the how and why it is important for schools to initiate a personal plan of study in 7th grade and all students by 8th grade have one in place. We will also explore what is and how to use the Program of Study templates.

Session NN**The Big Bang Theory ... for Girls?****Kristy Unger, Assistant Director, Cape Girardeau Career and Technology Center****Tanya DeGonia, College & Career Consultant, Region V - East Central Missouri**

Our science, technology, engineering and math (STEM) workforce is crucial to America's innovative capacity and global competitiveness. Yet women are vastly under-represented in STEM careers. Attend this presentation to learn how the Cape Girardeau Career and Technology Center, Mineral Area College, East Central College, and Jefferson College attempt to increase female enrollment in STEM courses through creative programs, such as Women In Engineering, Celebrate You, and the Big Bang for Girls. Bernadette (microbiologist) and Amy (neuroscientist) have starred as main characters in the last four episodes of the Big Bang Theory. Even Hollywood is recognizing the need to promote gender equity in STEM. The girls from Big Bang Theory may even make a special appearance at the presentation.

Session OO**The Public School Retirement System of Missouri****Stacie Verslues, Member Education Coordinator, Public School Retirement System of Missouri**

A PSRS/PEERS representative will be available to answer any questions you may have about retirement as well as provide you with resources to help you better prepare for retirement.

Technology Centers That Work

Arcadia Valley Career Technology Center (Ironton)	Kennett Career and Technology Center
Cape Girardeau Career and Technology Center	Lex La-Ray Technical Center (Lexington)
Carthage Technical Center	Manual Career & Technical Education Center (Kansas City)
Cass Career Center (Harrisonville)	Nevada Regional Technical Center
Davis H. Hart Career Center (Mexico)	Northwest Technical School (Maryville)
Excelsior Springs Area Career Center	Northland Career Center (Platte City)
The Career and Technology Center at Fort Osage	Scott Regional Technology Center (Monett)
Herndon Career Center (Raytown)	Summit Technology Academy (Lee's Summit)
Hillyard Technical Center (St. Joseph)	

High Schools That Work

Arcadia Valley High School (Ironton)	Crest Ridge High School	Lee's Summit West High School
Archie High School	Delta High School	Lexington High School
Ava High School	Eldon High School	Oak Grove High School
Bakersfield High School (Grades 9-12)	Elsberry High School	Perryville High School
Belle High School	Farmington High School	Potosi High School
Belton High School	Festus High School	Raymore-Peculiar High School
Bismarck High School (Grades 9-12)	Fredericktown High School	Ruskin High School
Bowling Green High School	Holden High School	Sullivan High School
Carrollton High School	Hollister High School	Troy-Buchanan High School
Central High School (Park Hills)	Jackson High School	Vienna High School
	Kennett High School	Waynesville High School
	Lee's Summit High School	Willow Springs High School
	Lee's Summit North High School	

Making Middle Grades Work

Arcadia Valley Middle School	Holden Middle School
Ava Middle School	Kennett Middle School
Bakersfield High School (Grades 7-8)	Pleasant Lea Middle School (Lee's Summit)
Bernard Campbell Middle School (Lee's Summit)	Russell Hawkins Junior High School (Jackson)
Bismarck High School (Grades 7-8)	Summit Lake Middle School (Lee's Summit)
Bowling Green Middle School	Troy Middle School
Central Middle School (Park Hills)	Willow Springs Middle School
Farmington Middle School	

Columbia College

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Linn State Technical College

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Linn State Technical College is Missouri's only state technical college. Currently, we offer over 35 high quality technical degree programs. Students can complete Associate of Applied Science degrees or certificates. We offer programs such as: Commercial Turf and Grounds, Aviation Maintenance, Nuclear Technology, Physical Therapy Assistant, and many more. Please contact the Office of Admissions for more information at 800-743-8324.

Missouri Center for Career Education

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MCCE provides Missouri's career and technology educators and administrators various professional development opportunities, new educator preparation, curriculum downloads, competency profiles, printable materials, and a free-loan resource library that includes videos, books, games, kits, DVDs, and CD-ROMs for use by educators in classrooms and by administrators for professional development.

The Public School Retirement System of Missouri

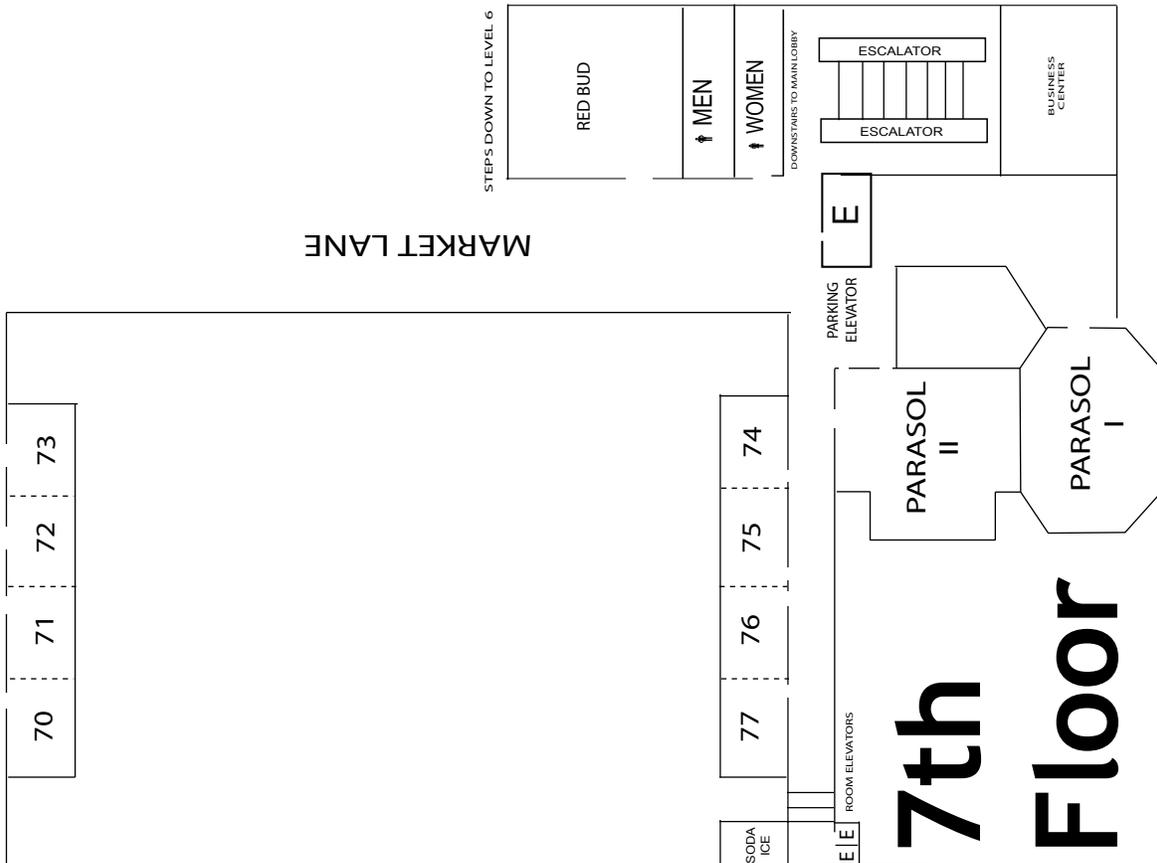
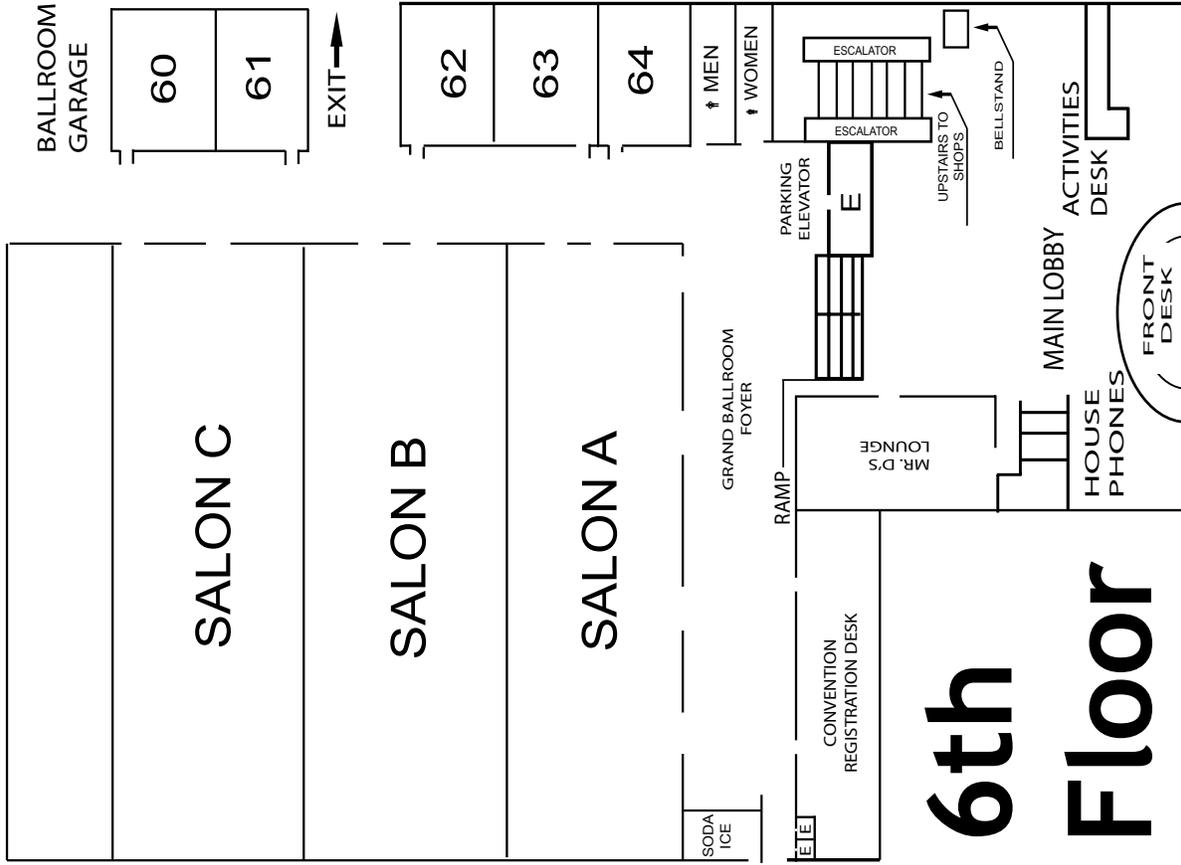
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A PSRS/PEERS Representative will be available to answer any questions you may have about retirement as well as provide you with resources to help you better prepare for retirement.

Ranken Technical College

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For over 100 years, Ranken Technical College has been a leader in technical education. Located in St. Louis, Ranken is an A+ designated school. Hands-on and high-tech describe the 14 associate degree and technical programs in five different divisions: Automotive, Electricity, Construction, Information Technology, and Manufacturing. Ranken also offers a BS in Architecture and a BS in Applied Management. 96-98 percent of Ranken graduates find employment in their field within six months of graduation.



The Offices of Quality Schools and College and Career Readiness are grateful you have decided to include the 20th Annual Building Bridges Conference in your personal professional development plan. The conference's annual goal is to provide Missouri's educators with high-quality professional development opportunities, and we suggest that you take advantage of the time being made available to spend with this year's presenters and keynote speakers.

The Building Bridges Conference continues to serve as a vehicle for continuous gains in the percentage of students who graduate from high school prepared for future success, regardless of whether their postsecondary journey begins with postsecondary education or a career. By providing tools to Missouri's educators which contribute toward improved achievement for all students, this conference supports effective instructional design and practice through high-quality professional development.

Likewise, the Offices of College and Career Readiness and Quality Schools would like to express our gratitude to the staff of the Missouri Center for Career Education for their steadfast support in making this conference a viable offering for all in attendance.



Sponsored by the Department of Elementary and Secondary Education,
Offices of Quality Schools and College and Career Readiness

Development of this conference was supported by funds from the Department of Elementary and Secondary Education. However, information or opinions expressed do not necessarily reflect the position or policies of either the Missouri Department of Elementary and Secondary Education, the Office of College and Career Readiness, or the Office of Quality Schools, and no official endorsement should be inferred.

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