



National Forum to Advance Rural Education

110th NREA Convention and Research Symposium

OCTOBER 11-13, 2018

Hyatt Regency Denver Tech Center
7800 East Tufts Avenue | Denver, Colorado

PROGRAM



HOSTED BY:



NATIONAL
RURAL
EDUCATION
ASSOCIATION
ESTABLISHED 1907

IN PARTNERSHIP WITH:



#RuralEdForum

RURAL NOW

For most rural school districts in this country, collaboration is not a choice, it is a necessity. Collaboration helps to elevate the voice of rural districts, uplift and empower isolated educators, administrators, and students, and leverage limited resources to tackle big issues.

In the spirit of collaboration, Battelle for Kids and the National Rural Education Association, in partnership with the Kentucky Department of Education, are pleased to host the 2018 National Forum to Advance Rural Education.

THIS YEAR'S EVENT THEME IS *RURAL NOW*, WHICH WILL FOCUS ON THE FOLLOWING STRANDS:



REDEFINING EDUCATIONAL SUCCESS

- Educator recruitment/retention
- Pre-service teacher preparation
- 21st century learning
- Career pathways/dual enrollment
- Student engagement/motivation



CONNECTING FAIRNESS & PROSPERITY

- Economic development
- School-to-work transition
- Equity/diversity/poverty
- Culturally-responsive schools
- Transformational leadership



PROMOTING HEALTH & WELLNESS

- Health and wellness
- Social-emotional learning
- Brain development
- Family/community engagement
- Special populations

SESSION TYPES

20-MINUTE RESEARCH SYMPOSIUM SESSIONS

These sessions are for the purpose of sharing research about rural education issues. Three 20-minute, like-topic presentations will be included within a one-hour session. Presentations will provide a summary of the research that addresses: purpose/rationale of study, method (including data sources), findings, conclusions, and references.

30-MINUTE EXPLORE SESSIONS

These TED-talk style sessions are intended for attendees to explore topics on innovative or promising practices in rural education in a brief, 30-minute format, including a 25-minute presentation and 5-minute transition. Each presentation is matched with another presentation on a similar topic.

60-MINUTE LEARNING SESSIONS

These sessions explore innovative or promising practices in rural education in a 60-minute format.

30-MINUTE GRADUATE ROUNDTABLE SESSIONS

These 30-minute, discussion-based presentations provide graduate students the opportunity to present their research in progress, receive feedback from professionals in the field, and network with others.

GENERAL INFORMATION

REGISTRATION

Registration and a name badge are required for all events. When you arrive, stop by registration to pick up yours.

DON'T MISS—PORTRAIT OF A GRADUATE GALLERY WALK

See how rural school systems across the country are using their Portraits to prepare all students to become lifelong learners and contributors in the 21st century. Every Portrait is unique, reflecting the shared vision of the community. The Gallery is located near the registration area.

WIFI ACCESS

Connect to the 'Hyatt-Meeting' network. Open your web browser and enter access code: **RURAL18**

JOIN THE CONVERSATION

Tweet about your experience throughout the event by using #RuralEdForum.

MEALS & REFRESHMENTS

Breakfast, lunch, and afternoon refreshments will be provided to all attendees on Thursday–Friday. Breakfast will be served on Saturday.

EVENT APP

Access the event schedule, session information, maps, Twitter, and more on your mobile or tablet device—completely free.



DOWNLOAD
the Guidebook app



SEARCH
2018 Rural Forum



ACCESS
for quick and easy reference

SCHEDULE AT A GLANCE



OCTOBER 11

8-9AM

Registration & Breakfast

9-9:30AM

Welcome & Opening Remarks

9:30-10:30AM

Opening General Session:
Ken Kay, Bill de la Cruz, and
Michelle Sadrena Pledger

10:45-11:45AM

Learning Sessions

11:45AM-12:20PM

Lunch (provided)

12:20-1:05PM

Student Panel: Viewpoints from
Today's Students

1:05-1:15PM

Remarks: Mitchell M. Zais,
Deputy Secretary of Education

1:30-2:30PM

Learning Sessions

2:45-3:45PM

Learning Sessions

3:45-4PM

Afternoon Refreshments
(served in exhibit area)

4-5PM

Learning Sessions



OCTOBER 12

7:30-8:30AM

Registration & Breakfast

8:30-8:45AM

Opening Remarks

8:45-9:45AM

Keynote: Temple Grandin

10-11AM

Learning Sessions

11:15AM-12:15PM

Learning Sessions

12:15-12:45PM

Lunch (provided)

12:45-1:45PM

NREA Awards,
2018-2019 Monsanto Fund
Rural Teacher of the Year:
Wade Owlett

1:45-2PM

Closing Remarks

2:15-3:15PM

Learning Sessions

3:15-3:30PM

Afternoon Refreshments
(served in exhibit area)

3:30-4:30PM

Learning Sessions

4:30-6PM

President's Reception &
NREA Foundation Auction
(12th Floor)



OCTOBER 13

9-9:30AM

Breakfast

9:30-11:30AM

Keynote: Jamie Meade
Closing Session

MENU BUILDING MADE EASY— HOOT HAVE THOUGHT?!

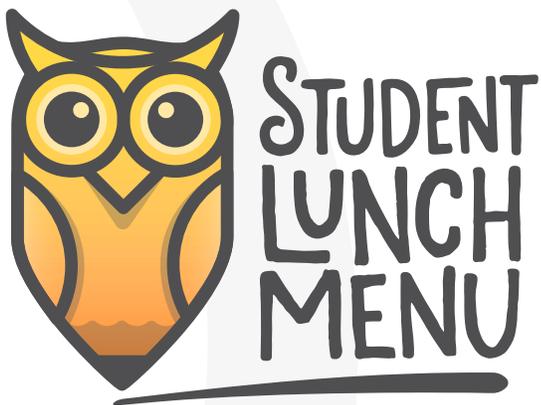
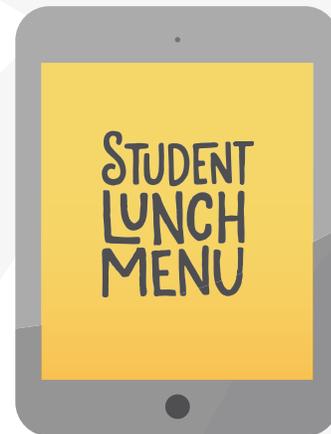


NICE TO MEET YOU!

Introducing **Student Lunch Menu**. The new, improved and easy-to-use menu planning service by ONcore® is perfect for owl your menu building needs. USDA-compliance is just a click, drag and drop away. We're talon you — Student Lunch Menu will save you time and money, so you can get back to the million other things ruffling your feathers.

FEATURES

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- Access to popular, cost-saving menus curated by our Registered Dietitians



WHY STUDENT LUNCH MENU?

Student Lunch Menu boasts an immense database of over 10,000 products and a team of full-time Registered Dietitians ready to share their expertise. Student Lunch Menu is the wind at your back — it's time to take flight!

SWOOP BY OUR BOOTH TO LEARN MORE!

THURSDAY, OCTOBER 11

9 – 9:30 AM

Welcome & Opening Remarks

Room: Grand Mesa Ballroom, Floor 2

9:30 – 10:30 AM

Opening General Session

Room: Grand Mesa Ballroom, Floor 2

Increasing Access to 21st Century Learning in Rural Education

Spark your thinking with this series of TED-talk style presentations by nationally-recognized experts who will focus on increasing access to 21st century learning in rural education from the systems, community, and student perspectives.



KEN KAY

Chief Executive Officer,
EdLeader 21, a Network of
Battelle for Kids



BILL DE LA CRUZ

Director of Equity and Inclusion,
Denver Public Schools



MICHELLE SADRENA PLEDGER

Project Co-Director,
Deeper Learning

Preparing Students for Their 21st Century Lives: Developing a Portrait of a Graduate for System Transformation

School systems are strengthened when communities are engaged in shaping the future direction of their schools through the design of a Portrait of a Graduate. The Portrait of a Graduate becomes the North Star for transforming school systems to provide educational experiences that intentionally cultivate the competencies, including 21st century skills, mindsets, and literacies essential for students to be effective lifelong learners and contributors.

Shifting to Relational Leadership: Infusing Relational Leadership for Community Building Within Changing Demographics

From the 1800's to 2018, rural communities have changed dramatically—from shifting demographics, to changing landscapes, four-day school weeks, and more. While building community in 2018 looks much different than it has in the past, rural schools still remain the hub of many communities. Relational leadership calls for building vulnerability-based trust and collaboration, and sharing how rural schools are using best practices to build community in a changing landscape.

Learners Today, Leaders Tomorrow

The future of work is changing every day, yet the school experience for most students is strikingly similar to that of years past. The content and skills our students need today to lead lives of their own are rooted in deeper learning experiences that are uniquely human. When schools develop student capacity to communicate, collaborate, and contribute, it translates into meaningful and marketable assets for the future. Let's redefine student success and transform schools into places of hope and inspiration for the future.

THURSDAY, OCTOBER 11

10:45 – 11:45 AM

— 30-minute Explore Sessions —

10:45 – 11:15 AM

Career Technical Education (CTE) on the Frontier: The State Role in Expanding Access to High-Quality Career Pathways

Presenter: Austin Estes, Advance CTE

Room: Wind River

Today, rural schools and institutions are asked to do more with less to adapt to the expectations of the 21st century economy. This session, drawing on the CTE on the Frontier series, will explore innovative strategies state leaders developed to expand access to high-quality secondary and postsecondary Career Technical Education (CTE) in rural communities. Examine strategies to improve program quality, expose learners to the world of work, diversify program offerings, and strengthen the CTE teacher pipeline in rural areas.

Collaborative Network Projects for Blended Learning

Presenters: Kirk Koennecke and Ryan Rismiller, Ohio Small & Rural Collaborative

Room: Wind Star

The Ohio Small & Rural Collaborative (OSRC) is working with a network of schools and strategic partners to provide blended learning projects in the areas of design thinking, Science, Technology, Engineering, and Math (STEM), and Open Educational Resources (OER). Learn how a collaborative approach to project selection, communication, and goal development helps networks provide equity and access to small and rural schools with existing partner structures, as well as new blended learning and remote approaches.

11:15 – 11:45 AM

Rural Teacher Pathways: A University-Community Collaboration

Presenter: Ann Schulte, California State University, Chico

Room: Wind River

To address the rural region's teacher shortage, in collaboration with local collective impact initiatives, California State University, Chico is developing teacher preparation pathways that encourage young people, particularly from Latino populations, to pursue a teaching career. Understand research and strategies for building these pathways and the strengths of local partnerships and programs.

Seeing Small Schools and Scaling Support to Reach Them

Presenter: Timothy McNeely, OSPI/State of Washington

Room: Wind Star

Districts in Washington and three other northwest states are learning to support the smallest rural schools in a way that schools and staff are truly seen. In a network led by participants and facilitated by Education Northwest, member district teachers, counselors, and administrators partner with state agency leaders to advance rural innovation and increase student engagement. Learn about the Northwest RISE Network's inception, lessons learned, and how such efforts can be scaled anywhere to provide meaningful professional development and ongoing connections with educator peers. Takeaways will include practical steps to starting a network of your own.

THURSDAY, OCTOBER 11 | 10:45 – 11:45 AM
— 60-minute Learning Sessions —

Increase Success for Native American Students in Southwest Colorado

Presenters: Rocco Fuschetto, Ignacio School District 11 JT; Lori Haukeness, Montezuma-Cortez School District
Room: Mesa Verde A

This interactive session will share strategies used by three districts in Southwest Colorado—Montezuma-Cortez, Durango, and Ignacio—to close the college attainment gaps and increase enrollment in AP classes of Native American students. With a collective impact grant from the Colorado Department of Higher Education, the districts partnered with post-secondary institutions, business, families, tribes, and teachers to employ four strategies to close attainment gaps, including rigorous curriculum, personalization of support services, and strong post secondary partnerships. The results of the first year exceeded expectations and the strategies can be scaled and replicated by districts with persistent achievement and college gaps between majority and minority student groups.

Designing Deeper Learning Experiences for 21st Century Learners

Presenters: Jacqueline Burke and Shannon King, Battelle for Kids
Room: Mesa Verde B

Deeper learning occurs when educators purposefully integrate rigorous academic content with learning experiences that intentionally cultivate the skills, mindsets, and literacies for students to become lifelong learners and contributors in the 21st century. Explore the connection between equitable outcomes for all students and supporting educators in designing learning experiences that ensure today's students are ready for the future.

The Student-Centered Accountability Program: Creating a Continuous Improvement Cycle in Rural Communities

Presenters: Lisa Yates, Student-Centered Accountability Program; Bree Lessar, La Veta School District; Bob Webb, Monte Vista School District; Robert Sanders, Buffalo School District
Room: Mesa Verde C

When your “n” size is small and state accountability systems are largely designed to report on the outcomes on big urban districts, how can small rural districts create school accountability data and systems to make sense to their local constituents? In Colorado, the Student-Centered Accountability Program worked together to conduct site visits at each other's districts and design a system that allows stakeholders to buy into the local education vision and support school progress. The program is scaling to 30 districts over the next three years, with funding from the William and Flora Hewlett Foundation.

Addressing the Challenges of Teacher Recruitment and Retention in Rural Districts

Presenters: Jayne Downey, Montana State University; Marsha Hill, Northeast Florida Education Consortium; Robert Mitchell, University of Colorado, Colorado Springs
Room: Highlands Amphitheater

Many rural districts and schools around the nation struggle with recruiting and retaining high-quality teachers. Three panelists will discuss issues related to teacher recruitment and retention in their region of the country and strategies they use to address the challenges.

Federal Policy Update for Rural School Leaders

Presenter: Sasha Pudelski, AASA
Room: Grand Mesa A

Sasha Pudelski represents rural school leaders on Capitol Hill on a range of federal policy issues, such as school safety, career and technical education, and special education. Hear the latest and greatest news on school funding and policy matters of interest to rural school leaders.

THURSDAY, OCTOBER 11 | 10:45 – 11:45 AM
— 60-minute Learning Sessions —

Advancing Personalized Learning in North Dakota

Presenters: Matt Williams and Virgel Hammonds, KnowledgeWorks; Kirsten Baesler, North Dakota Department of Education; Nick Archuleta, North Dakota United
Room: Grand Mesa B

Over the last few years, North Dakota crafted a vision for education that is based on advancing and scaling innovative educational practices. This vision is rooted in the fact that North Dakota, while boasting some of the highest public-school approval ratings and achievement results, must innovate to meet the demands of an ever-changing world. North Dakota took a significant step forward with the passage of the Innovative Education bill, SB2186. The bi-partisan pilot bill, which allows districts to apply for innovation waivers, won the support of the Governor, North Dakota State Chamber of Commerce, and teachers' union, North Dakota United.

How to Use Portrait of a Graduate to Create District Transformation

Presenters: Ken Kay, EdLeader21, a Network of Battelle for Kids; Taylora Schlosser, Marion County Public Schools
Room: Grand Mesa C

Many districts around the country, including rural districts, are utilizing a Portrait of a Graduate as a North Star for preparing their students for the challenges of the 21st century. As a district leader, perhaps the greatest value in developing a Portrait of a Graduate is its ability to guide district transformation. Learn how to use the Portrait of a Graduate to drive change in your rural district and build powerful, lasting partnerships with your district's community. Discover big ideas, as well as concrete steps you can take to use your portrait to enhance, among other things, culture, assessment, curriculum and instruction, and human resource policies.

Equity and Access Through Digital Learning

Presenters: Andrea Connolly, Nevada Learning Academy; Dawn Nordine, Wisconsin Virtual School; Cheryl Charlton, Idaho Digital Learning; Eliz Colbert, North Carolina Virtual Public School; Jim Dachos, Virtual High School; Amy Valentine, Blended Learning Foundation
Room: Chasm Creek A

All students deserve the opportunity for a well-rounded education, but not all schools have the means to provide Advanced Placement, Career and Technical Education, and dual credit courses. Learn how digital learning can bridge the gap in equity and access in rural schools. Leaders in the field of online learning will lead a panel discussion on the benefits of digital education and answer questions about how to support your school.

A Confidence-boosting Workshop for Rural Leaders

Presenters: Christina Larson, Moffatt Consolidated School District; Denille LePlatt, Colorado Department of Education
Room: Chasm Creek B

Engage with a former State Education Agency (SEA) leader turned Local Education Agency (LEA) rural superintendent and former superintendent turned SEA leader to share strategies and stories from the front lines that will build the rural leader's confidence toolbox. This interactive session will empower participants to explore the SEA and LEA perspectives in rural leadership and will focus on three essential areas: courage, connectivity, and creativity.



When it's done right,
teacher leadership
can be a ***game changer.***

Joni Readout

MASTER TEACHER

*Central Decatur Junior-Senior
High School · Iowa*

The Teach Factor, a new initiative from The National Institute for Excellence in Teaching (NIET), engages highly effective educators, many from rural schools and districts, and reveals scalable solutions around one of the most pivotal factors in our profession — teacher leadership.

Based on NIET's work that spans two decades, The Teach Factor formally defines the most effective models of teacher leadership and outlines a structure that rural schools, districts and states can implement to recruit and retain the best teachers and maximize impact on student achievement.

GET INVOLVED

Visit teachfactor.niet.org to hear from real educators like Joni, download teacher leadership resources and join in the conversation. And share your teacher leadership on social media using #TeachFactor.

THURSDAY, OCTOBER 11

11:45 AM - 12:20 PM

Lunch

Room: Grand Mesa Ballroom, Floor 2

12:20 - 1:05 PM

Student Panel: Viewpoints from Today's Students

Room: Grand Mesa Ballroom, Floor 2

Savannah Burris, Senior, Holyoke High School

Kendrick Fetzer, Junior, Haxtun High School

Katie Jones, 2nd year, University of Colorado, Denver/Otero Junior College

Kyerie Lechman, Junior, Revere High School

James Osborn, 4th year, University of Colorado, Denver/Otero Junior College

Facilitator: Brad Mitchell, Battelle for Kids

1:05 - 1:15 PM

Remarks

Room: Grand Mesa Ballroom, Floor 2



MITCHELL M. ZAIS, PH.D.

Deputy Secretary of Education, Brigadier General, U.S. Army (ret.)

Mick brings to the Department a deep background of experience in education and service to the United States. Prior to joining the Department, Mick was elected South Carolina's seventeenth State Superintendent of Education. As South Carolina State Superintendent, Mick demonstrated a commitment to serving students and pursuing excellence in education by overseeing the operation of and advocating policy for 82 school districts, 1,250 schools, 51,000 teachers, 720,000 students, and a \$4.0 billion annual budget. While in office, on-time high school graduation rates increased every year from 72 percent to an all-time high of 80 percent. He also developed and instituted an accountability system where every school and district in the state received a letter grade of A through F, based on measures of student growth and student learning outcomes. Prior to his election as South Carolina's State Superintendent of Education, Mick served as President of Newberry College for ten years. During Mick's tenure at Newberry College, enrollment at the school nearly doubled, and during the last three years of his administration, U.S. News and World Report named Newberry College one of America's best colleges. Mick is also a graduate from the U.S. Military Academy at West Point and served thirty-one years in active duty in the United States Army, retiring as a Brigadier General.

THURSDAY, OCTOBER 11

1:30 – 2:30 PM

— 20-minute Research Symposium Sessions —

1:30 – 1:50 PM

The Impact of Advanced Placement (AP) on Rural College Students

Presenter: Phillip Grant, University of West Georgia

Room: Highlands Amphitheater

This single-case study analysis of 18 students at the University of Georgia sought to understand the rural student experience. A major finding of this multi-year study confirmed curricular disadvantage for rural students, which has been cited in rural education literature literature. This presentation will review the literature on curricular disadvantage for rural students, explain how the College Board created an unequal curriculum in the United States, and will make suggestions for policymakers and for future research.

1:50 – 2:10 PM

Post-Secondary Attendance, Persistence, and Graduation: A Study of Rural Students in Montana

Presenters: Sarah Schmitt-Wilson and James Sletten, Montana State University

Room: Highlands Amphitheater

This session will highlight research examining differences in enrollment, retention, and graduation among rural and suburban students at two- and four-year institutions. This study will provide valuable information to K-12 educators, policy makers, college administrators, high school teachers, and guidance counselors regarding the post-secondary outcomes of suburban and rural students.

2:10 – 2:30 PM

High School Influences on High-Achieving Rural Students' College Choice

Presenter: Denny Barr, Western Illinois University

Room: Highlands Amphitheater

Nationwide, students from rural areas attend college at a lower rate than students from urban and suburban areas of the country. Additionally, they choose to attend colleges in proximity to their homes at a higher rate than urban and suburban students. Using individual interviews, focus groups, the examination of high school documents and resources, and observation field notes, the study presented here examined high academically-achieving rural high school students' choices of college to attend after high school graduation and their perceptions of the influences of their high schools on those choices.

THURSDAY, OCTOBER 11 | 1:30 – 2:30 PM
— 30-minute Explore Sessions —

1:30 – 2 PM

Family and Faith: Leading Rural School Systems

Presenter: Jon Andes, Salisbury University

Room: Wind River

Providing leadership to a rural school or school system is profoundly challenging. Explore the unique process of providing leadership to rural schools and school systems. Receive an overview of the social norms, values, and beliefs found in rural communities; impact of those social aspects on rural schools and school systems; unique needs of rural school students; inherit opportunities available in rural communities; and the challenges of leading rural schools and school systems. Walk away with seven leadership strategies and a greater understanding of role of leadership to leverage and build upon the available assets in rural areas to create profound and life-changing learning opportunities for students.

Legos + Owl Pellets + Snap Circuits = Culturally-Responsive Science Enrichment

Presenters: Sarrah Grubb, Indiana University, Kokomo; Michaela Hall, Alice Lloyd College

Room: Wind Star

The Little Eagles Super Science Program started as a vision from two undergraduates and a faculty sponsor at a small Appalachian work college. The challenge? Create a series of culturally-responsive STEM events for PK–12 students, keeping interests and flexibility at the forefront. Discover the obstacles and successes of creating a hands-on science series using culturally-responsive pedagogy.

Q&A With Deputy Secretary of Education

Presenter: Mitchell Zais, U.S. Department of Education

Room: Grand Mesa C

Join Deputy Secretary of Education Mitchell Zais for an informal Q&A session on the future of rural education.

2 – 2:30 PM

Culturally-Responsive Teaching Through a Rural Lens

Presenters: Jennifer Collins and Lindsay Hollingsworth, University of Wisconsin Platteville

Room: Wind River

If culturally-responsive teaching can help mitigate the distance between teachers and students of different backgrounds in urban settings, what place does it have in rural classrooms, where the majority of teachers and students share the same backgrounds? Since white normativity allows for classroom conversations about race in rural classrooms to be optional, a modified version of culturally-responsive teaching is imperative to normalizing the non-white narrative. Explore why rural homogeneity needs to be challenged and how educators can begin to create space for conversations about race in their own classrooms.

A STEM Teacher Preparation Program for Rural Kansas

Presenter: Earl Legleiter, Fort Hays State University

Room: Wind Star

Fort Hays State University offers a pre-service education program designed to place STEM teachers in rural communities in Kansas. Students have opportunities to work in a six-week summer institute for area youth, apply for a generous scholarship, participate in an early rural field experience, attend regional and national STEM conferences, and volunteer to provide informal STEM education activities in the local community. The program includes unique courses focused on issues related to teaching in a rural community. The program is funded by a National Science Foundation (NSF) Robert Noyce Scholarship grant.

THURSDAY, OCTOBER 11 | 1:30 – 2:30 PM
— 60-minute Learning Sessions —

Personalizing Professional Development for Rural Educators

Presenters: Katya Rucker and Jeff Liberty, BetterLesson
Room: Mesa Verde A

Relevant, ongoing professional development has long been a challenge for rural school districts. Rural teachers have a diverse array of needs, and the specific expertise required to serve these needs is often in short supply locally. Learn what BetterLesson has come to understand about meeting hundreds of rural educators' needs across North America. Leave with a blueprint for helping your teachers build virtual, personalized professional learning communities.

The Last Frontier: Closing the Literacy Gap in Rural Communities

Presenter: Mystie Rail, Assistive Technology of Alaska
Room: Mesa Verde B

Learn about creative efforts to level the playing fields of reading and writing for students in Alaska. Using a unique combination of technologies, training, face-to-face visits, and virtual support, Assistive Technology of Alaska is laboring to improve historically low reading proficiency rates, which are due in no small part to the state's linguistically, economically, and geographically diverse population. Experience the high-impact technologies and strategies this state agency is employing to transform reluctant readers into avid learners.

Proven ACT Remediation Strategies for Rural Education Agencies

Presenters: Stan Carter and Allison Eskind, MasteryPrep
Room: Mesa Verde C

Discover insights on how to guide students to better test scores and how to develop a college-and-career culture in your school or district. Learn about the pitfalls that cause students to become unmotivated toward college and career assessments and discover the seven steps necessary to take effective action to improve standardized test scores. Practice testing and data analytics have created complete college readiness transformations at schools. See how this has been accomplished and learn how to apply these strategies to your own school or district.

From Isolation to Partnerships: Building Rural Leader Capacity

Presenters: Tina Goar, Northwest BOCES; Jacob Skousen and Amie Cieminski, University of Northern Colorado; Jason Westfall and Sharon Daxton-Vorce, East Central BOCES
Room: Grand Mesa A

There are growing concerns that school leaders have not been sufficiently prepared to effectively lead schools, nor do they receive quality, ongoing professional development (Cortez-Jiminez, 2012). Furthermore, researchers found that it is essential for rural school leaders to receive distinctive professional development that aligns to their rural context (Lock, Budgen, & Lunay, 2012; Salazar, 2007). In this panel discussion, rural teacher mentors, principals, regional educational service directors, and university partners will discuss the development of rural leader learning communities designed to build capacity and increase retention of teachers and principals in rural schools.

Serving the Frontier: Leveraging Professional Development for Rural Educators

Presenter: Julie Downing, Educational Service Unit 13
Room: Grand Mesa B

Learn about Educational Service Unit 13's findings, which found success in leveraging rural environments for professional development. The cadre model will be discussed as it relates to building relationships through professional networks in a large rural region. Impact to professional practice, instructional strategies, and students' achievement will be discussed. Tips on designing and delivering quality professional development supported with strong engagement in distance learning and digital environments will be shared.

THURSDAY, OCTOBER 11 | 1:30 – 2:30 PM
— 60-minute Learning Sessions —

Leading Change in Rural Districts

Presenters: Bret Miles, Northeast BOCES; Robert Sanders, Merino School District
Room: Chasm Creek A

State-level policies, political pressures, complex accreditation systems, and top-down mandates from the central office may drive change in large districts. However, for change to last in small rural districts, it must have the support of teachers, board members, and the community at large to stick. Research shows how to make changes stick by understanding why people adopt ideas, how change actually happens, and putting systemic structures in place to positively support change. Learn about the research and examples from rural districts where difficult changes were able to stick. Hear about what others have done and what you can do to make your next change initiative take hold.

Leveraging Career Pathway Opportunities to Create Hope

Presenters: Justin Denius, Beth Warner, and Sandy Dounda, Noble Local Schools
Room: Chasm Creek B

Noble Local Schools and Ohio Valley Educational Service Center staff will discuss how they are creating hope in their district through career pathway opportunities. Hear success stories and their vision as it relates to the district's mission statement, and the impact these efforts have had on students. Learn more about how presenters secured over 100 business/industry partners over an 18-month period and how the schools created a master schedule to support these opportunities. The high school counselor will share her perspective on what has been done so far, and the new position—pathways to graduation coach—to further support grades. Learn how the district uses these efforts to create hope for students in the district, how they support these concepts through a creative master schedule, and how they plan to link student interests and success plans to meet regional workforce demands.



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Learn more at www.peachjar.com/schools.html



THURSDAY, OCTOBER 11

2:45 – 3:45 PM

— 20-minute Research Symposium Sessions —

2:45 – 3:05 PM

Virtual Mentoring in Rural Schools: Bringing the World to College- and Career-Ready Leaders

Presenters: Matthew Ohlson, University of North Florida; Jerry Johnson, University of Central Florida; Shane Shope, Morehead State University

Room: Highlands Amphitheater

Collegiate Achievement Mentoring Program (CAMP) Osprey is a leadership-mentoring program in which collegiate student leaders from the University of North Florida serve as mentors to at-risk elementary and middle school students. To overcome geographic and financial barriers faced by our high-poverty school partners throughout the region, CAMP Osprey is harnessing the use of "virtual leadership mentoring" and video-conferencing technology to teach students from rural communities how to become college and career ready.

3:05 – 3:25 PM

The Role of Rural School Leaders in a Cradle-to-Career Network

Presenter: Sarah Zuckerman, University of Nebraska-Lincoln

Room: Highlands Amphitheater

With support from the U.S. Department of Education and the non-profit sector, models for cross-sector collaborative partnerships have spread across the U.S., including in rural areas. The literature on rural principals highlights their roles in developing school-community partnerships, yet questions remain as to how school leaders engage in more complex cradle-to-career networks. These networks bring together leaders from education with those in other sectors to support children from birth into the workforce. This study examines the role of district and school leaders in such a network in a rural county.

3:25 – 3:45 PM

Exploring Students' Postsecondary Decision-Making Processes in a Rural Context

Presenter: J. Kessa Roberts, The Ohio State University

Room: Highlands Amphitheater

Drawing on interviews with high school seniors from three rural communities across one Midwestern state, this presentation explores the factors that influenced students' postsecondary choices and pays particular attention to factors related to students' schools, families, and communities in examining the postsecondary decision-making process. This presentation has implications for stakeholders who assist students with their postsecondary decision-making, as well as those who desire to know more about how these processes are influenced by a rural context.

THURSDAY, OCTOBER 11 | 2:45 – 3:45 PM
— 30-minute Explore Sessions —

2:45 – 3:15 PM

Increasing Equity and Access in Dual Credit Programs

Presenter: Kim McCluskey, Scotland County R-1

Room: Wind River

Online dual credit courses have allowed small, rural schools to provide students with more access to college-level courses in high school. However, many students in high-poverty districts do not have access to a computer or the internet at home and often cannot afford to pay for the college credit. Discover the ways one school district in rural Missouri has increased equity and access in dual credit courses through the use of a learning lab, dual credit scholarships, and community support.

Wyoming Coaching Laboratory: Coaching the Coaches

Presenters: Kate Muir Welsh, University of Wyoming; Kate Kniss, Albany County School District #1; Josh Montgomery, University of Wyoming

Room: Wind Star

Learn about the Wyoming Coaching Laboratory (WYCOLA), a professional development program to observe teaching for the purpose of extending this observation into the study of teaching and coaching. WYCOLA's three-part innovation model will also be discussed. It includes: enriching pre-service teacher education, developing school-university partnerships, and elevating the craft of practicing professionals.

3:15 – 3:45 PM

Solving a Rural Problem: Course Sharing and Dual Credit in Appalachian Ohio

Presenters: Margaret Hutzler, Marsha Lewis, and Daniel Kloepfer, Ohio University

Room: Wind River

Learn about the successes and challenges of an innovative approach to improving access to post-secondary credits via inter-district dual credit course sharing in Appalachian Ohio. Schools in the Ohio Appalachian-Collaborative, a 27-district consortium, share dual credit courses with one another to help prepare their students for post-secondary careers/education. Explore the details on logistical hurdles of this model, such as aligning class schedules, student perceptions of shared courses, and student dual credit acquisition.

Partnerships: Meeting the Need for Rural Science and Math Educators

Presenters: Rob Reinsvold, Lori Reinsvold, Harvey Rude, and Valerie Sherman, Colorado Center For Rural Education

Room: Wind Star

Rural communities face two major shortages: the need for quality educators and the additional need for quality science and math teachers. Learn about several successful programs that built partnerships between universities and rural school districts. Discover two of these programs that addressed recruitment of new teachers and retention of existing teachers. Those lessons helped establish the Colorado Center for Rural Education; further formalize various pathways for partnerships between universities and rural school districts across Colorado; and build the pool of STEM teachers in Colorado's rural schools.

THURSDAY, OCTOBER 11 | 2:45 – 3:45 PM
— 60-minute Learning Sessions —

Lights, Camera, Teach!

Presenters: Jan Miller, Denise Knight, Susan Hester, and Sara Reynolds, The University of West Alabama
Room: Mesa Verde A

Discover the use of an online video recording tool for teacher preparation. University of West Alabama (UWA) faculty uses this tool to provide feedback for real-time commentary and previously recorded videos. Faculty members, as well as student peers, are able to provide feedback about teaching performance. This video feedback has solved many problems, such as student engagement with feedback, efficient use of time by faculty, and quality of feedback received. With edTPA, video recording allows practice by undergraduate and graduate students as they prepare for their internship.

Bringing to Life 10 Tenets of Collaborative Professionalism in Rural Schools

Presenters: Danette Parsley and Mike Siebersma, Education Northwest
Room: Mesa Verde B

What is collaborative professionalism? How does it work for rural teachers who often experience professional isolation? Hear about examples of how rural educators in the Northwest Rural Innovation and Student Engagement (NW RISE) Network who are transforming teaching and learning while exemplifying the 10 tenets of Collaborative Professionalism: collective autonomy, collective efficacy, collaborative inquiry, collective responsibility, collective initiative, mutual dialogue, joint work, common meaning and purpose, collaborating with students, and big picture thinking for all (Hargreaves & O'Connor).

Microsoft Supports Computer Science in Rural Virginia

Presenters: Paul Nichols, Mecklenburg County Public Schools; Kevin Wang, Microsoft
Room: Mesa Verde C

Mecklenburg County Public Schools is a very rural school division in Southern Virginia. Microsoft has partnered with the division through their TEALS program (Technology Education and Literacy in Schools) to provide significant coding opportunities and computer science classes to prepare students for success with 21st century careers. These programs engage students in environmental science, medical, STEM, as well as advanced technology career centers. Learn how your school can engage in this opportunity.

Community-University Process to Identify a Health Priority

Presenters: Elaine Belansky and Nick Cutforth, University of Denver; Helen Lester and Antonio Sandoval, San Luis Valley Community Advisory Board
Room: Grand Mesa A

Learn about a long-standing rural community-university partnership that promotes children's health and happiness through implementing evidence-based programs. Explore a year of learning that culminated in the community selecting the next area of focus for the partnership. This process involved generating topics of interest with the community, conducting interviews with community agencies across multiple sectors (e.g., education, health care), bringing content experts to monthly community advisory board meetings to discuss health topics (e.g., the opioid epidemic, adverse childhood experiences, poverty, early childhood education, parent education, etc.), and ultimately selecting a health priority to address through our continued partnership.

THURSDAY, OCTOBER 11 | 2:45 – 3:45 PM
— 60-minute Learning Sessions —

Transform Your Test Scores

Presenter: John Baylor, OnToCollege
Room: Grand Mesa B

If many of your students believe that college is optional or unaffordable, and if your two-year college-bound students believe that the ACT and SAT do not matter, your high school's average score will frustrate you and your board. This presentation gives your school the Mission that Motivates, because every student needs a why to try. OnToCollege is used by more than 400 high schools in 23 states to increase ACT and SAT scores. Learn how to address student apathy and motivation, and the keys to unlocking desired academic outcomes, including test scores.

Leading 21st Century Transformation in Rural Schools

Presenters: Amy Griffin, Cumberland County Public Schools; Valerie Greenhill, EdLeader21, a network of Battelle for Kids
Room: Grand Mesa C

To thrive in 21st century life, we know that all students need the 4Cs—critical thinking, communication, collaboration, and creativity—in addition to content. How can educators in rural schools and districts best lead this type of transformation? This session will help to address this key question by sharing practices from Cumberland County Public Schools, a member of EdLeader21, a network of Battelle for Kids. Discover key leadership, instructional, assessment and curriculum practices, tool, and resources that support the unique needs of rural educators in leading system transformation.

A System of Rural Supports: Colorado Collaborates for Rural Education

Presenters: Denille LePlatt, Colorado Department of Education; Kirk Banghart, Colorado Rural Education Collaborative; Dale McCall, Colorado BOCES; Michelle Murphy, Colorado Rural Schools Alliance
Room: Chasm Creek A

This panel discussion will explore the collaborative partnerships of several Colorado organizations and state agencies that have a key interest in supporting rural school districts. Organizations and state agencies will engage in discussion on how each partner supports rural education and will talk about important strategies for addressing rural challenges and opportunities. The panel will share background, insights, and tips on engaging stakeholders in supporting rural efforts. Engage with the panel in a Q&A session to identify actionable next steps in addressing your challenges and opportunities.

Meeting the Needs of Diverse Student Populations

Presenters: Jason Lange, BloomBoard; Alicia Sells, Ohio Valley Educational Cooperative
Room: Chasm Creek B

Nearly every rural community in the U.S. has become racially and ethnically diverse, and public schools are facing a surge of students from low-income and homeless families. These students often have the greatest needs and usually have the least support, and that's why it's becoming increasingly important to support educators in practicing cultural competence. Learn how micro-credentials can provide teachers with personalized, job-embedded professional learning opportunities to support their growth around important cultural competencies and create a classroom culture that fosters choice, agency, and authentic learning for all students.

THURSDAY, OCTOBER 11

4 – 5 PM

— 20-minute Research Symposium Sessions —

4 – 4:20 PM

Anti-Deficit Achievement Approach: Rural Black Students' Access to Postsecondary Education

Presenter: Darris Means, University of Georgia

Room: Highlands Amphitheater

The research on rural black students has identified and characterized postsecondary education access challenges experienced by this population of students compared to their white rural and black urban and suburban peers, but less attention has been paid to understanding the factors and mechanisms used by rural black students to navigate their pathways to postsecondary education. Explore an anti-deficit achievement approach to study the assets and social networks of rural black students and how they use these assets to inform their pathways to postsecondary education. Data include two-semi-structured interviews and photo-elicitation with 23 rural black senior high school students.

4:20 – 4:40 PM

Who are We? NREA Diversity Team Year 3 Demographic Study

Presenters: Gerri Maxwell, Texas A&M University, Corpus Christi; Scott Turney and Allen Pratt, National Rural Education Association; Jim La-Prad, Western Indiana University; Cindy McIntee, Department of Social Services, South Carolina; Claudia Coghlan, Consultant

Room: Highlands Amphitheater

The Diversity Team of NREA will share the efforts of the team to conduct a demographic survey of the organization in order to inform strategic growth efforts.

4:40 – 5 PM

Getting Kids Talking: Introducing Students to Diversity in Rural Schools

Presenter: Jason Williamson, University of Missouri

Room: Highlands Amphitheater

The current political climate reveals a growing gap between urban and rural America. Through a classroom discussion centered curriculum, rural teachers guide students out of their diversity deserts.

THURSDAY, OCTOBER 11 | 4 – 5 PM
— 30-minute Explore Sessions —

4 – 4:30 PM

Growing Together: Rural Education Collaborative vs Networked Improvement Communities

Presenter: Steve Otter, San Juan Board of Cooperative Educational Services

Room: Wind River

Using family and space as a metaphor, discover the different ways that rural organizations connect and work together. Drawing on years of experience in mandated and non-mandated initiatives, explore the following questions: What drives collaboration and connection? Is it better work with an existing collaborative or coalesce around a problem? What are the key components and values of a strong collaborative? Takeaways from this session will include keys to a successful collaborative and the most effective ways to collaborate.

Rural Rock Stars: The Best of Rural Teachers Around the World

Presenters: Robert Mitchell, University of Colorado; Allison Wynhoff Olsen, Montana State University

Room: Wind Star

Some of the best teaching and learning goes on in our smallest schools as rural teachers and educators have consistently shown the ability to make learning relevant and connected to individual learning. Take a look at global research being completed that highlights the best practices of rural teachers from around the world. Teachers in Europe, Asia, the Middle East, and North America have all been engaged in the process to document the great work they do—and how rural teaching and learning is surpassing our urban/suburban counterparts.

4:30 – 5 PM

Personalized Learning: Moving Every Student Forward

Presenters: Luvona Copeland, Taylor Longley, David Dunlap, and Renee Dove, Okmulgee ACE High School

Room: Wind River

Okmulgee Advanced Contemporary Education (ACE) High School is a personalized, blended learning environment: not only where students are able to dynamically customize their education with control over time, path, pace, and place, but also where students are nourished toward a culture of success. The ACE staff uses a whole child approach to educating students through policies, practices, and strong relationships that ensure each student is healthy, safe, engaged, supported, and challenged.

Teacher Recruitment Strategies in Frontier Schools

Presenter: Dennis Parman, Montana Rural Education Association

Room: Wind Star

Teacher recruitment is at a crisis level across the entire country, but recruiting to schools in frontier locales has a unique set of barriers. Eastern Montana is considered a frontier locale and the strategies developed by the Montana Rural Education Association (MREA) have been developed specifically for these schools. Although the framework for these strategies are founded on the work of the *Learning Policy Institute (LPI), Solving the Teacher Shortage, 2016*, the recommendations from LPI have been tailored for the smallest and most remote schools.

THURSDAY, OCTOBER 11 | 4 – 5 PM
— 60-minute Learning Sessions —

Expanding Access to Personalized Learning Through Official SAT Practice

Presenter: Aya Takemoto, The College Board

Room: Mesa Verde B

In partnership with the College Board and the Chan-Zuckerberg Initiative, five rural California districts won the first-ever NREA Official SAT Practice All In Challenge. These awards recognize rural California districts for supporting students as they practice for the SAT and college-level courses using Official SAT practice on Khan Academy: the College Board's free, personalized, online SAT practice platform. Hear from the winning districts and students who will discuss best practices and the process of implementing a district-level SAT practice program.

Moving the Needle: Coaching Teachers to Better Instruction

Presenters: Dean Phillips, Montana Small Schools Alliance; Nancy Mangum, The Friday Institute for Educational Innovation, North Carolina State University

Room: Grand Mesa A

Helping teachers understand how to best integrate technology into their instruction can be a difficult task. During this session, explore the essential elements for getting staff on board and strategies to coach teachers to better instruction. Understand the key elements for effective coaching and share ideas and collaborate with others to determine the best way to gain staff buy-in and move teachers forward.

Appalachian Renaissance

Presenters: Jeff Hawkins and Dessie Bowling, Kentucky Valley Educational Cooperative

Room: Grand Mesa B

Kentucky Valley Educational Cooperative (KVEC) has led a decade-long regional effort involving 22 rural public school districts driven by three significant aims: building agency, inspiring hope, and fostering trust in self and others. Graduation rates and college and career-ready rates in this rural economically-challenged region now outpace the state and national average. The Appalachian Renaissance Initiative is recreating the narrative and the landscape of education in Appalachia. Learn more information and context for the range and scope of initiatives and strategies that work together to build a networked system of fulcrums and levers that, when combined, can lift a community and a region.

Are You an Authentic Leader or a Hustler?

Presenter: Kelly Peaks Horner, ACOFEE

Room: Grand Mesa C

Authentic leadership? What is it, why is it important and how do you develop it? Participants will discover how people uniquely think, feel, and behave and realize there are patterns in actions. As school leaders, self-efficacy and intentionally leading from a strengths-based lens for self and others create greater performance, engagement, retention, and outcomes. A national meta-analysis on strengths-based development concludes individual performance increases by 8–18 percent, customers were 2–10 percent more satisfied, there was a 20–73 percent lower attrition rate, and engagement in work increased by 7–23 percent.

THURSDAY, OCTOBER 11 | 4 – 5 PM
— 60-minute Learning Sessions —

Partnering to Create a Stronger Workforce

Presenters: Tim Kistler, Peyton School District; Scott Cambell, Widefield School District
Room: Chasm Creek A

The Manufacturing Industry Learning Lab (MiLL) is a national training center that focuses on training students in high-demand occupations in the manufacturing and construction fields. The goal is to expand career pathways for students while strengthening Colorado’s workforce.

Strategies to Engage Communities in District Health and Wellness Initiatives

Presenters: Shannon Allen and Benjamin Ingman, The Center for Rural School Health and Education; Kim Schroder, Rocky Ford School District; Joseph Carrica, Southeast Health Group
Room: Chasm Creek B

How do we include community perspectives in school health and wellness efforts? This panel discusses how a partnership among rural school districts, community stakeholders, and a university led to obtaining community input on district-level health and wellness plans. The university team will share resources it shared with school districts to obtain community perspectives, a school wellness coordinator will share strategies used to engage her community, and a community partner will discuss his experience in the planning process and the potential for outside organizations to support similar initiatives.

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into a coherent whole

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FRIDAY, OCTOBER 12

8:30 – 8:45 AM

Opening Remarks

Room: Grand Mesa Ballroom, Floor 2

8:45 – 9:45 AM

Keynote

Room: Grand Mesa Ballroom, Floor 2



TEMPLE GRANDIN

Author, Autism Self-Advocate, and Animal Scientist

Helping Different Minds Solve Problems

There are three basic ways that people think differently when solving problems. They are photo-realistic, visual thinking—like Temple—or pattern mathematical, which is the way most engineers think, and word verbal thinking. When projects are being designed, people with different ways of thinking have complementary skills. In this keynote session, Temple Grandin will share ideas and her experiences in helping different minds solve problems.

Temple Grandin, Ph.D., is the most accomplished and well-known adult with autism in the world. Her fascinating life, with all its challenges and successes, has been brought to the screen with the HBO full-length film *Temple Grandin*, starring Claire Danes.

Dr. Grandin is a speaker who inspires and motivates others through her story. She has been featured on NPR and major television programs, including the BBC special *The Woman Who Thinks Like a Cow*, *ABC's Primetime Live*, *The Today Show*, *Larry King Live*, *48 Hours*, and *20/20* and has been written about in many national publications, including *Time*, *People*, *Forbes*, *US News and World Report*, and *The New York Times*.

FRIDAY, OCTOBER 12

10 – 11 AM

— 20-minute Research Symposium Sessions —

10 – 10:20 AM

Superintendent Turnover in Rural School Districts: Sidestepping the Revolving Door

Presenter: Barry Kamrath, University of Tennessee at Chattanooga

Room: Highlands Amphitheater

This qualitative multiple case study is a follow up to one completed in 2007, which examined the characteristics of four rural school districts experiencing a high rate of superintendent turnover. These districts employed a total of 19 superintendents in a 10-year period. However, since then, three of the districts experienced a drastic change and this study revisits the four rural districts to determine—from the perspectives of current and former superintendents—the internal and external characteristics of the districts and how the superintendents themselves that contributed to superintendent stability.

10:20 – 10:40 AM

Resiliency of Secondary Science Teachers in Rural Schools

Presenter: Bev Devore-Wedding, University of Nebraska-Lincoln

Room: Highlands Amphitheater

Teacher recruitment and retention concerns, particularly in rural areas, fill daily news and research literature. However, some teachers stay and thrive in rural schools. This multiple case study of four Presidential Award for Excellence in Mathematics and Science Teaching awardees describes the factors that contributed to their success and longevity. Resiliency served as the critical lens while collecting and analyzing the data. The resulting teacher stories of success and longevity can encourage teachers in the trenches and inform new policies on the recruitment and retention of rural science teachers.

10:40 – 11 AM

No One Applies: Colorado's Attempts to Solve Rural Teacher Shortages

Presenter: Robert Mitchell, University of Colorado, Colorado Springs

Room: Highlands Amphitheater

Examine the steps Colorado has attempted to use to solve the educator shortage in the state's 147 rural districts. Understand why the state continues to have unfilled positions and empty classrooms by looking at legislation designed to address these challenges and the resulting outcomes. This interactive session brings together economics, public policy, and education themes to try to make sense of it all.

FRIDAY, OCTOBER 12 | 10 – 11 AM
— 30-minute Explore Sessions —

10 – 10:30 AM

Collaboration is Key in a Co-Created Immersion Practicum

Presenters: Saurra Heide and Bruce Rhodes, George Fox University

Room: Wind River

Learn more about a mutually-beneficial immersion practicum co-created by a school district and university. The immersion practicum takes candidates in their senior year of their program and places them in a rural coastal school district 72 miles from campus. Teacher candidates live in the community where they are teaching with host families. Five of the eight candidates have lived with Latino host families, providing them with a unique glimpse into the lives of their students. This session will dive into the structure of the program, as well as the benefits and challenges of the program.

The Four-Day School Week

Presenter: Jon Turner, Missouri State University

Room: Wind Star

There is nothing new about the four-day school week in rural America. This abbreviated weekly school calendar is common in Mountain West states, some of which have half their districts use the four-day model. There is, however, new growth in the number of four-day school districts in states that have traditionally not been open to the concept. This presentation uses Missouri as a case study to explore why a new generation of school leaders are looking to the four-day school calendar to improve their rural schools.

10:30 – 11 AM

Steering Committees: Keys to Success in Rural Community-University Partnerships

Presenters: Benjamin Ingman, Nick Cutforth, and Elaine Belansky, The Center for Rural School Health and Education, Morgridge College of Education, University of Denver; Lana Gardner, Las Animas Elementary School

Room: Wind River

Community-university partnerships that implement evidence-based programs can effect change when they embrace the local expertise of steering committees to ensure that researchers are responsive to the needs of rural communities. Hear about lessons learned with four steering committees that guided the design, implementation, and evaluation of school-based health promotion projects in rural schools. Discuss the benefits and challenges of convening and facilitating community steering committees, consider principles of community-based participatory research (CBPR), and apply the topics explored in this session to your own work.

Ripley County Alternative to Suspension Program

Presenters: Robert Moorhead, South Ripley Community School Corporation; Shannon Schmaltz, Ripley County Court Services

Room: Wind Star

Ripley County Alternative to Suspension (RCATS) represents a collaborative effort among four rural Indiana school corporations and the court system that serves the county. Prior to RCATS, building principals often dealt with parents of suspended students who were concerned about their child being home alone, unsupervised, during a period of suspension, or the suspension being viewed as a vacation from school. In most instances, suspended students didn't receive credit for work missed during suspension and fell behind in classes. It's difficult to make up the missed work, and students often ended up in a cycle of educational failure. Being suspended from school is no longer a vacation to students in Ripley County, Indiana. Parents don't have to worry about a child being home unsupervised, and students don't fall behind in their schoolwork because they've been suspended. Instead, students suspended from four rural Indiana school corporations are placed in a supervised classroom at a local community center. How this works and why it works is a fascinating story, one that can be replicated with success.

FRIDAY, OCTOBER 12 | 10 – 11 AM
— 60-minute Learning Sessions —

Effectively Reaching Over 1,000 Rural Schools with Robust STEM Education

Presenter: Ray Henson, Thinking Media/Learning Blade

Room: Mesa Verde A

Learn how the validated, web-based STEM platform Learning Blade, designed 12 unique missions for students to explore 100+ STEM Careers and Technologies through 400 interactive academic lessons aligned to standards. Explore rural school success stories in states such as Ohio, Arkansas, Tennessee, and Georgia where students are doubling interest in high-demand STEM careers. Gain access to Learning Blade and experience the immersive, self-paced environment where they choose to rescue an injured dolphin, design clean energy upgrades, or protect their school from future hacks.

Building Bridges to Careers: Creating School, Community, and Business Connections Through Real-World Problem Scenario Development

Presenters: Tasha Werry, Building Bridges to Careers; Allison Rickett, Athens High School

Room: Mesa Verde B

The Building Bridges to Careers Problem Scenario Project brings together teachers and local business representatives as partners to engage students in real-world problem solving. The underlying purpose of the project and the accompanying process is to reciprocally engage schools and businesses and to increase local career awareness for participating students. Learn about the steps of the process and the results of implementation.

Clinically-Based Teacher Preparation: Developing and Sustaining School-University Partnerships in Rural Settings

Presenters: Sara Hartman and Danielle Dani, Ohio University

Room: Mesa Verde C

For teacher preparation programs in rural settings, the need to develop and sustain strong P-12 school partnerships is imperative. Care must be taken to avoid traditional power structures that place a university's needs above those of P-12 partners. Learn about facilitating strategies for developing and sustaining collaborative, clinically-based partnerships in rural settings. Facilitating strategies include a focus on building trust, fostering mutual respect, and creating effective clinical structures. The importance of utilizing each partners' strengths to positively benefit student learning outcomes in rural settings will also be highlighted.

That's the Way We Always Do It: Dealing with Change

Presenter: Cathy Fromme, Rural Alliance/TrustWorks

Room: Grand Mesa A

How do we help students, staff, and community manage change? Take a look at the humanness of the change process. Walk away with strategies to manage change (i.e. changing demographics, cultural changes, diversity, leadership turnover, and program changes) that rural educators, families, and students confront every day. Learn about the seven dynamics of change, habits, transitions, endings and losses, and resistance to change. The research-based information is intended to help attendees facilitate change in their school and/or community and is applicable to staff, students, and anyone who deals with change—the one sure thing in life!

FRIDAY, OCTOBER 12 | 10 – 11 AM
— 60-minute Learning Sessions —

Increasing Rural Principals' Time and Capacity to Establish Collective School-Wide Responsibility for Student Learning

Presenters: Erika Hunt, Center for the Study of Education Policy; Molly Allen, Regional Office of Education #17; David Ardrey, Association of Illinois Rural and Small Schools

Room: Grand Mesa B

Discover the results of implementation and data collection on a federally-funded project designed to increase principals' time and capacity to serve as instructional leaders. The project serves 144 schools in Illinois, of which half are rural. Activities of the project include: implementation of a time utilization process, ongoing professional development and coaching for principals, and support for instructional leadership teams to establish professional communities with collective responsibility for student learning. Lessons learned for project replication in rural schools will be highlighted.

Personalized Learning: A Key to Student Success

Presenters: Nancy Mangum, The Friday Institute for Educational Innovation; Richard Kitzmiller, Niswonger Foundation

Room: Grand Mesa C

Personalized learning is a strategy that schools can use to meet the individual needs of every student to ensure their success. Research supports personalized learning as an effective strategy to close achievement gaps and improve graduation rates. Explore the key characteristics of personalized learning, gain a better understanding of the research, and hear how the Niswonger Foundation and The Friday Institute are working with schools to utilize personalized learning to improve literacy for middle school students.

Making Lemonade: Creating a Network of Sustainable Resources for Behavioral and Mental Health Services in a Rural Region

Presenters: Royce Trantum and Adrea Bogle, San Juan BOCES

Room: Chasm Creek A

The Southwestern corner of Colorado is a culturally and geographically unique and diverse region. This rural context creates a dynamic map of services, but faces challenges in getting much needed behavioral and mental health services to children. Discover how networking and collaboration have leveraged resources for youth without adding a significant fiscal component. Partnerships with human services, health departments, collaborative management teams, youth services, community organizations, mental health providers, and area physicians are resulting in a cohesive community effort to create a collective impact by sharing knowledge and resources. Learn how following specific implementation guidelines to extend resources and programs to schools and communities have minimized the need for additional staff or funding.

Developing Talents

Presenter: Temple Grandin

Room: Chasm Creek B

Temple Grandin draws from her own experience with autism spectrum disorder and her professional career. She speaks on how to nurture and turn talents and special interests into paid work, jobs that are particularly suited for individuals on the autism spectrum, and much more. She provides first-hand accounts of job experiences and advice from individuals representing a broad range of careers suited for high-functioning individuals on the autism spectrum.

FRIDAY, OCTOBER 12

11:15 AM - 12:15 PM

— 20-minute Research Symposium Sessions —

11:15 – 11:35 AM

Planning for Uncertainty: Leveraging Schools as Sites of Community Development

Presenters: Catharine Biddle, Kathleen Bell, Mindy Crandall, Ismael Thadal, Dominic Gayton, and Owen Vanderaa, University of Maine

Room: Highlands Amphitheater

As rural economies across the nation shift away from manufacturing, youth and adults wishing to remain in rural places face an uncertain work future which requires the ability to adapt and innovate over the course of their lifespan. This study examines the changing economic and educational needs of three natural-resource based rural communities to examine mechanisms for these communities to better leverage schools to promote the alignment between education and local workforce needs.

11:35 – 11:55 AM

Disrupting Deficit Perceptions of Rural Families through Informal Learning Events

Presenter: Danielle Dani, Ohio University

Room: Highlands Amphitheater

The increasing student diversity in rural public schools emphasizes the need for teachers who understand the knowledge that students bring to their classes and how to assess perspectives of marginalized and culturally-diverse children and their families. Informal events create opportunities for pre-service teachers to engage with children and family members, allowing for family engagement in schools, and providing more access to STEM opportunities in rural settings. Hear about outcomes of using informal learning events on the culture competence of teacher candidates and their perceptions of rural students and their families.

11:55 AM – 12:15 PM

SCICAST: Stimulating Community Involvement by Cultivating Screencast Technologies Phase I

Presenter: Scott Stuckey, Inquiry Technologies, LLC

Room: Highlands Amphitheater

Through a two-year study sponsored by the United States Department of Agriculture (USDA) and Kentucky's Cabinet for Economic Development, the research and development (R&D) team has successfully prototyped technology that assists student learners that struggle with literacy and teachers wanting to provide better feedback to their students. The novel effect of the product design is that it results in greater appreciation and understanding of STEM among rural parents, guardians, and their children. The technology resulting from Phase II efforts with USDA will help bridge the rural STEM divide as the unique approach to teaching and learning stimulates valuable conversations about science and technology in rural homes, including those without broadband access.

FRIDAY, OCTOBER 12 | 11:15 AM – 12:15 PM
— 60-minute Learning Sessions —

Communicate Like Our Future Depends On It

Presenters: John White, JLW Communications; Gary Funk, Rural Schools Collaborative
Room: Wind River

Innovation and progress are occurring in unique and amazing ways in rural schools. Join the former Deputy Assistant Secretary for Rural Outreach at the U.S. Department of Education and a current rural education leader and discover why we must tell the stories of rural schools and their communities, and how. Storytelling has never been more important for sustaining rural schools, increasing public interest, support and funding, and for sharing what works in rural education. Discover the benefits of storytelling, how it's done, who are your most effective messengers, interactive communication, and local and national media coverage. Leave with practical ways to tell your stories of success, attract positive attention, and increase understanding of your work.

Building a Pre-K to 12 Agriculture Education Program

Presenter: Sharon Smith, Kendall Central Schools
Room: Wind Star

Learn about a dynamic year-round agricultural education program in a school district of less than 800 students Pre-K through 12. The district's success comes with collaboration with farm neighbors and partnerships with 4-H, Cornell Cooperative Extension, Farm Bureau, and the support of the school board. The district created a wrap around ag-education program for the youngest learners during the day, to classes at night for families using local commodities and hands-on experiences. The district provided students a peek into the latest advances in the most sophisticated technology from the use of drones, soil analysis, statistical analysis to determine futures, and engineering to develop farm robotic machinery.

Academies Redefining Career and College Success in Career Technical Education

Presenter: Carrie Hess, Collins Career Technical Center
Room: Mesa Verde A

Separating Collins Career Technical Center (CCTC) into four academies—Trade and Industry, Technology, Services, and Health—allows CCTC to dedicate an academic team to each academy. Academic teachers can concentrate on specific areas to integrate academic standards with career technical education standards and competencies to provide relevant and authentic learning that engages the students and answers the question "When are we ever going to use this in real life?" Having a more intimate "school within a school" atmosphere provides more opportunity for schedule flexibility and cross-curricular learning within a project based learning (PBL) pedagogy. The academy concept creates more opportunity for career technical education and academic teachers to collaborate on content and instruction. The resulting schedule flexibility allows academic and career technical instructors to have more lab time with students and provides learners more lab time to achieve career technical competencies while simultaneously earning academic credit.

Exploring Evidence In Promising Rural Programs

Presenters: Laura Taylor, Westat; Richard Kitzmiller, Niswonger Foundation
Room: Mesa Verde B

Four rural projects funded by the U.S. Department of Education's Investing in Innovation (i3) Program will explore how to develop a promising program into a funded research program. Short narratives of the projects' paths address the following questions: What counts as evidence for whom? How to partner with researchers at a local university or an independent research firm? What are the challenges and affordances of evidence gathering in rural contexts? These stories will inform activities for participants, including exploring their existing evidence for a promising program, examining additional evidence they can gather, and the possibilities of soliciting resources and forming a partnership to create a formal evaluation.

FRIDAY, OCTOBER 12 | 11:15 AM – 12:15 PM
— 60-minute Learning Sessions —

Supporting Rural Students Through School Meals: Strategies for Improving Health

Presenter: Alison Maurice, Food Research & Action Center; Taylor Washington, Hunger Free Colorado
Room: Mesa Verde C

Lack of sufficient food for students is detrimental, stunting growth, hindering education, slowing productivity, and deteriorating health across their life spectrum. Schools are an important access point for healthy, nutritious meals in rural areas. For these reasons and many more, school breakfast and lunch, after school meals and snacks, and summer food play a critical role in providing low-income students the nutrition they need to succeed academically. Learn how school meals reduce childhood hunger and support academic achievement and evidence-based practices that your school can use to ensure your students have access to these vital meals.

Flipping the Script: Student-Centered Learning and Teacher Facilitation

Presenters: Matthew Lonn, North Dakota Center for Distance Education; Steve Johnson, Lisbon Public School District
Room: Grand Mesa A

North Dakota's Center for Distance Education (NDCDE) has partnered with Creative Learning Systems (CLS) to provide hands-on, project-based learning for all students regardless of location. A North Dakota SmartLab is a turn-key, hands-on, project-based learning lab that focuses on skill acquisition in the areas of communication, collaboration, creativity, critical thinking, and design principles. Learn about a SmartLab and how NDCDE has partnered with rural schools in North Dakota to provide 21st century teaching and learning.

Impacting the Lives of Expelled and Suspended Students in Rural South Central Colorado

Presenters: Ashleigh Valentine, Generation Schools Networks; Tracy Geggelman, South Central BOCES EARSS
Room: Grand Mesa B

Through the work of the Expelled and At-Risk Student Services (EARSS) Grant in Colorado, in partnership with South Central BOCES and nine rural districts, Generation Schools Network (GSN) has provided organization, training, and support to struggling students, their parents, and school staff. By implementing the advocacy program—including hiring and training of advocates—student attendance, engagement, and parent involvement have dramatically increased and at-risk behaviors have decreased. GSN staff, BOCES, and school-based advocates will share objectives, lessons learned, and engage participants in an interactive advocacy activity.

A Systems Approach to Implementing a Portrait of a Graduate

Presenters: Karen Garza and Jamie Meade, Battelle for Kids
Room: Grand Mesa C

In response to the dynamic, ever-changing needs of today's student, school systems across the country are engaging their broader communities and local business leaders to establish a collective, unifying vision to inform the redesign of their education system. Whether or not a local community's aspirational vision becomes a reality for every student is dependent upon the coherent alignment of the education system and how educators within that system perceive their role in achieving the vision. Through a coherent systems approach, leaders can establish the right conditions to drive enduring, equitable practices and outcomes to ensure all students are prepared as lifelong learners and contributors in the 21st century. Join this interactive session to explore component parts of a Portrait of a 21st Century Educator and a Portrait of a 21st Century Education System.

Engaging Disengaged Learners and All Learners

Presenters: Kathy King-Dickman, Center for the Collaborative Classroom; Amy Duda, Del Norte Schools
Room: Chasm Creek A

Learn to run collaborative read aloud sessions that teach anything from literacy standards to social studies and science concepts. Engage your students in powerful discussions using evidence from text. Listen to a panel of teachers who have adopted a program that encourage all of this and more.

FRIDAY, OCTOBER 12 | 11:15 AM – 12:15 PM
— 30-minute Graduate Roundtable Sessions —

Room: Chasm Creek B

Presenters will present for 30 minutes followed by 30 minutes of discussion time. These sessions will run simultaneously. Please choose one of the below sessions to attend.

Table 1: Culturally-Responsive Writing Pedagogy and Professional Development in a Rural Indigenous School

Presenter: Denise Heppner, OISE, University of Toronto

Abstract: A considerable amount of research calls for culturally-responsive pedagogy and meaningful learning activities, but what does that look like in the writing classroom? This roundtable session reports on PhD research based on in-school observations within a rural First Nation school, oral narratives of Indigenous educators' experiences of teaching writing, and application of Western practices in writing instruction. The findings have the potential to provide a foundation for sharing knowledge on locally-relevant educative writing practices, and professional learning activities for rural Indigenous teachers.

Table 2: The Effects of Multidimensional Poverty on Teachers in a Rural Maine Community

Presenter: Jonathan Ruterbories, Saint Louis University

Abstract: This qualitative study attempts to broaden the traditional income-based measures of poverty to a more analytic and multidimensional approach. Through interviews with teachers, administration, staff, and community members, as well as classroom and community observations over a one week immersion in a rural school district and community in Maine, data was collected to address two poverty dimensions: 1) Response to Shock and 2) Food Insecurity. The data suggest that not only are these dimensions of poverty adversely affecting students, they are also affecting rural educators and their self-efficacy.

Table 3: Teacher Speakout! Connecting Rural Teachers and Preservice Teachers in High-Need Areas

Presenter: Katie McCabe, University of Wisconsin-Madison

Abstract: Learn more about an innovative program as an illustration of best practice for a university and rural teacher partnership. In the 2017 Teacher Speakout! program, staff at University of Wisconsin-Madison (UW) surveyed alumni from UW's teacher education programs who teach in Wisconsin's rural schools. Nine of the rural teachers surveyed were selected to travel to UW to share the successes and challenges of being a rural school teacher. The plan for the 2018 Teacher Speakout! is to create connections between a new cadre of rural teachers and UW's preservice teachers, focusing on state-shortage areas (e.g., special education or STEM teachers).

Table 4: Praxis Core: A Rural Detriment

Presenter: Justin Hagedorn, University of Maine

Abstract: This exploratory study is an analysis of the Praxis Core as a systemic obstacle for rural schools in recruiting and retaining high quality teachers. Research shows many rural educational problems are related to rural schools' inability to retain teachers due to economic and social constraints. One possible solution is to increase the number of rural students pursuing teacher licensure. The Praxis Core is a required exam for teacher education candidates in over thirty states that creates several unnecessary impediments, in particular for rural students pursuing teacher licensure. A theoretical cycle is presented that creates a visual representation of the detrimental effects of the Praxis Core on rural communities and how it funnels otherwise qualified teachers away from the field of education. Solutions are offered that would decrease the attrition rate of rural students in teacher education programs leading to a positive educational effect on rural schools.

FRIDAY, OCTOBER 12

12:15 - 12:45 PM

Lunch

Room: Grand Mesa Ballroom, Floor 2

12:45 - 1:45 PM

NREA Awards

Room: Grand Mesa Ballroom, Floor 2

2018-2019 Monsanto Fund Rural Teacher of the Year

Room: Grand Mesa Ballroom, Floor 2



WADE OWLETT

Clark Wood Elementary School

Wade Owlett grew up on a dairy farm outside of Wellsboro, Pennsylvania. He has been teaching at Clark Wood Elementary School, in the Northern Tioga School District for 13 years. During that time, his primary focus has been teaching English and language skills at various levels. He also teaches historical thinking through social studies.

During the summer of 2017, Mr. Owlett received a grant from The National Endowment for the Humanities and The University of Utah to participate in a workshop to create a historical framework for analyzing the standing narrative of westward expansion. Recently named the Pennsylvania Association of Rural and Small Schools' Rural Educator of the Year, Mr. Owlett is also one of 12 finalists for Pennsylvania's 2019 National Network of State Teachers of the Year.



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Through Destinations Direct at Destinations Career Academy of Wisconsin, more than 20 students from Racine School District, Case High School, participated part-time in the virtual Heavy Machinery Operators program of study, developed by the Wisconsin Operating Engineers Union Local 139. Destinations Direct enabled these students to complete online courses that yield Advanced Standing Credit from Fox Valley Technical College and hours toward an adult apprenticeship.

FRIDAY, OCTOBER 12

2:15 – 3:15 PM

— 20-minute Research Symposium Sessions —

2:15 – 2:35 PM

Essential Characteristics of Rurally-Located STEM Professional Development

Presenters: Danielle Dani, Dianne Gut, and Areej Ahmed, Ohio University

Room: Highlands Amphitheater

This research symposium presents a model for rurally-located STEM professional development that capitalizes on a multidisciplinary community of practice approach. The focus of the model was on the development of teachers' knowledge base for teaching, as well as their ability to analyze and improve all students' learning in mathematics and science. The model was implemented with teams of science, mathematics, and intervention specialist teachers. The results of an investigation of the effectiveness of the model for teachers in rural settings will be reported. The results also describe the affordances of the model for increasing access to high-quality professional development in rural settings.

2:35 – 2:55 PM

Professional Learning in Remote Northern Canadian Rural and Indigenous Communities

Presenters: Denise Heppner and Shelley Stagg Peterson, OISE/University of Toronto

Room: Highlands Amphitheater

This session reports on research from a seven-year study within a cross-provincial context in northern rural and remote Indigenous communities of Canada. Rural teachers identified a need for effective professional learning support that addresses rural education needs, as well as support and preparation for rural teaching in teacher education programs. Online support, university-school partnerships, and action research have shown to be successful, with the most effective capitalizing on local differences and strengths. The findings have the potential to have long-term positive implications for rural communities by contributing to positive changes in initial teacher education programs and rural teachers' professional development opportunities.

2:55 – 3:15 PM

Rural Lessons: Early Career Teachers in Rural Contexts Share Advice for Teacher Preparation Programs, Professors, and Future Rural Teachers

Presenters: Jayne Downey and Nigel Waterton, Montana State University

Room: Highlands Amphitheater

Attracting and retaining effective teachers is a serious concern in rural schools and districts. Teacher attrition carries significant financial costs and can have profound negative impacts on student achievement. This exploratory study gathered recommendations from first year rural teachers regarding what upcoming rural teachers need to know and do to be effective and thrive in rural communities.

FRIDAY, OCTOBER 12 | 2:15 – 3:15 PM
— 30-minute Explore Sessions —

2:15 – 2:45 PM

The Power of Local: Place-Based Writing as a Point of Identity for Rural Students

Presenters: Ellen Shelton, University of Mississippi; Christian Goering, University of Arkansas

Room: Wind Star

Discuss instructional strategies that help students explore the power of the rural landscape as it frames a student's identity. By tapping into local stories and music, teachers can encourage meaningful discussions to generate stronger student writing. Explore how students thrive when teachers provide creative outlets focusing on a sense of place, allowing students to define community assets and challenges, and ultimately encouraging a deeper inquiry into rural contexts.

2:45 – 3:15 PM

Becoming a Reviewer for The Rural Educator

Presenter: Devon Brenner, Dana Franz, and Anastasia Elder, Mississippi State University

Room: Wind Star

The Rural Educator is the official journal of NREA and depends on the peer review process to provide guidance for publication decisions and to promote quality rural education research and practice and to provide meaningful feedback to authors. The journal is adding reviewers to the reviewer database at this time. All NREA members—especially graduate students, practitioners, and new faculty—are invited to attend this interactive session to learn what makes for a strong review. A small thank you will be offered to new and existing reviewers to attend this workshop.

SPECIAL TWO-ROUND SESSION

2:15 – 4:30 PM

Room: Mesa Verde A

PART 1: A Selection of REL-Developed Tools for Rural Practitioners

Presenters: David Yanoski, REL Central; Pamela J. Buffington, REL Northeast and Islands; Jacqueline Raphael, REL Northwest; Kevin Smith, REL Southeast; Jingtong Pan and Marshal Conley, REL Midwest

Facilitator: Douglas Gagnon, REL Central

Explore examples of REL-developed tools for policymakers, practitioners, and researchers to address rural education needs. Tools include the Instructional Improvement Cycle (IIC) Toolkit (REL Central), Continuous Improvement Model (REL Northeast and Islands), Cross-Sector Counseling and Advising Professional Learning Community Project (REL Northwest), and Evidence-Based Career Counseling (REL Southeast). In addition, the presenters will share information about the Ask a REL service, which provides references, referrals, and brief responses to research-based education questions.

PART 2: A Selection of REL Rural Research Projects

Presenters: Stephen Meyer, Emma Espel, and Shelley Billig, REL Central; Ashley Pierson, REL Northwest; Jonathan Margolin and Marshal Conley, REL Midwest; David Yanoski, REL Central

Facilitator: Douglas Gagnon, REL Central

Are you interested in research being done with and in rural school districts? Do you want to know more about research that has applicability to rural settings? Hear overviews and engage in dialogue about current and past REL research projects focusing on teacher recruitment, mobility, and retention (REL Central and REL Northwest) and integrating technology into instructional practices (REL Midwest). In addition, the presenters will share information about the Ask a REL service, which provides references, referrals, and brief responses to research-based education questions.

FRIDAY, OCTOBER 12 | 2:15 – 3:15 PM
— 60-minute Learning Sessions —

Rural Internships: No Google, No Problem

Presenters: Bill Summers and Lisa Tedesko, Canon City Schools
Room: Wind River

In the Promising Practices video series, the Colorado Department of Education highlighted Canon City High School (CCHS) as a leading rural school in the development and sustainment of a student work experience for all students. Culminating the Career Pathway curriculum, the CCHS Professional and Internship Community Experience (PaICE) program places students, by the time they graduate, in a quarter-long, 10-hour-per-week internship of their choice. The district visited Denver Public Schools' program, and it overwhelmed the district with its size and scope. After all, DPS places students with Google®. This program, however, is as effective in providing workforce experience to students.

The Power of Personalized Learning in Rural Districts

Presenters: Greg Macaluso, Williamson Central School District; Antonia Stone, Corcoran Unified School District; Keara Duggan, Education Elements
Room: Mesa Verde B

Rural districts are often left out of school innovation efforts, even though they make up 57 percent of districts nationwide and serve more than 49 million students. We have seen the power of blended and personalized learning in rural communities to transform the learning experience and opportunities for students and teachers. Education Elements currently works with 28 rural districts serving 146 schools, from Alabama to Alaska. Learn more about the creative systems developed for supporting consortiums of rural schools and districts.

Fueling the Rural Educator Pipeline: Sparking Interest in Tomorrow's Teachers

Presenters: Christine Kyser, Suzette Youngs, and Valerie Sherman, University of Northern Colorado
Room: Mesa Verde C

Curious how to ignite a passion for rural education? Three faculty members from the University of Northern Colorado will share their experiences as they designed and hosted the Future Rural Teaching Summit and Future Teacher Conference for 500 high school students. Summit and conference participants discovered what it was like to be a teacher in a rural school, networked with other future teachers, and connected with a variety of mentors and professionals. Through this immersion experience, participants explored campus life, participated in interactive breakout sessions led by professors, and listened to keynote speakers and a student panel.

What's Your School's Commitment to Equity?

Presenter: Craig Kesselheim, Great Schools Partnership
Room: Grand Mesa B

What does a school committed to equity look like? How can you help your small or rural school community develop a collective understanding of research on effective school practices? What are practical, specific strategies to use to improve student learning? Engage with the second edition of Global Best Practices, the New England Secondary School Consortium's self-assessment tool, to address these questions. Participants will leave with concrete strategies for leading whole-school assessment and action planning, as well as additional tools and resources to dig deeper into equity issues in schools.

FRIDAY, OCTOBER 12 | 2:15 – 3:15 PM
— 60-minute Learning Sessions —

Nothing Gets Left At The Door: A Trauma-Informed Approach for Rural School Communities

Presenters: Brittany Ray, Laura Thomas, and Ashley Cirone, Transforming Rural Experience in Education

Room: Grand Mesa C

Children experiencing trauma do not leave their life circumstances at the classroom door. Adverse childhood experiences can make it hard for children to show up with learning-ready brains. In high-poverty, rural schools, students and teachers do not always have access to school counselors, social workers, or professionals considered to be experts in addressing trauma. Yet, there is much that can be done to buffer the effects of trauma. Drawing on neuroscientific research and best practices in human development and education, rural Transforming Rural Experience in Education (TREE) schools are fostering resilience and addressing the barriers to healthy development and learning. Leave with an understanding of how adverse childhood experiences impact learning and behavior. Most importantly, participants will see how “ACEs 101” is the critical first step in creating trauma-informed resilience-focused school cultures.

Ohio’s Roadmap: Navigating Rural Education Without a GPS

Presenters: David Cloud and Andrea Faulkner, Ohio Department of Education

Room: Chasm Creek A

Ohio’s rural strategy is a strengths-based, culturally-sensitive approach to provide regionally-driven supports in rural communities. Ohio supports rural schools through a targeted and coordinated regional effort to build district capacity and align resources. Continuous improvement initiatives leverage existing strengths and resources to meet the unique needs of each community. Ohio’s strategy empowers districts to ensure every student graduates from high school prepared with the knowledge, skills, and dispositions to pursue a chosen post-high school path and become a lifelong learner.

FRIDAY, OCTOBER 12 | 2:15 – 3:15 PM
— 30-minute Graduate Roundtable Sessions —

Room: Chasm Creek B

Presenters will present for 30 minutes followed by 30 minutes of discussion time. These sessions will run simultaneously. Please choose one of the below sessions to attend.

Table 1: Enriching and Sustaining Catholic Education Through Blended Learning

Presenter: Peter Servidio, St. Thomas University

Abstract: To address the issues of rising tuition and shrinking enrollment, the idea of adopting a blended learning model in Catholic education has become an avenue in which the constraints of location or student body population no longer cause schools to close. Can the incorporation of blended learning throughout the Catholic schools of the United States lead to sustainability and a renewed vitality and enrichment of Catholic education?

Table 2: Leading Through Change: Exploring U.S. Rural Student Population Trends

Presenter: Ian Kinkley, Michigan State University

Abstract: Using 18 years of longitudinal public school data, this paper explores student enrollment trends in U.S. rural public schools. Analysis connects existing educational leadership and economic literature to discuss how these trends may influence rural school leaders and schools. Preliminary findings suggest that, while all states have experienced some form of student population change in rural schools, regional differences exist in terms of the nature of the changes occurring. These differences are included in the report of findings and discussion, with select states used from each region to highlight these changes and frame discussion.

Table 3: The Role of School Leadership in the Job Satisfaction of Rural Teachers

Presenter: Rachel Chamberlain, University of Minnesota

Abstract: A rising concern for rural school districts is the increased difficulty in recruiting and retaining qualified teachers within their schools. In districts where retention is an ongoing problem, administrators look for factors that may influence a teacher's decision to stay or leave. One such factor, school leadership, has been associated with teacher performance and attitudes, along with job satisfaction and organizational commitment. A case study conducted in a rural middle/high school in Wisconsin suggests that the relationship between school leadership and teaching staff can be a contributing factor to job satisfaction of teachers in the rural context. The results of the study show that the relationship between a school's principal and teachers has an effect on teacher autonomy and motivation to increase student outcomes. Implications of this case study on teacher retention in rural schools will be discussed.

Table 4: The Online Pipeline: Digital Inclusion as Access to Postsecondary Education and Success

Presenter: Seth Bumgarner, University of Denver

Abstract: More than 25 percent of the U.S. population does not have broadband internet services. Research is generally conclusive about rural communities having restricted access to broadband, technology, and digital learning experiences. This particularly impacts rural K-12 students. Rural schools count for three out of every four schools in the U.S. in need of fiber infrastructure. Digital learning opportunities are vital for future opportunities, such as postsecondary education access and success. Through the framework of digital inclusion in addition with best practices and partnerships, educators and administrators in these regions and communities can create equitable spaces for students to achieve in digital learning and access. This session explores relevant literature on digital access, onboarding rural community partners, and educational strategies for K-12 students.

FRIDAY, OCTOBER 12

3:30 – 4:30 PM

— 20-minute Research Symposium Sessions —

3:30 – 3:50 PM

Focused Fidgeting: Sustaining Attention for Students with ADHD

Presenters: Kimberly Osmani and Leslie Mathews, University of Oklahoma

Room: Highlands Amphitheater

Research demonstrates students with attention-deficit hyperactivity disorder (ADHD) and other attention difficulties benefit from using tools to expend energy in positive, socially acceptable means while not distracting others. This study examined the effectiveness of using hand and foot fidgets to increase focused attention of four elementary students with ADHD. All four students selected their preferred fidget and used appropriately as directed. Presenters will discuss results and provide the opportunity to try fidgets.

3:50 – 4:10 PM

New Approaches to Adverse Childhood Experiences and Trauma in Rural Schools

Presenters: Catharine Biddle, University of Maine; Lyn Brown and Mark Tappan, Colby College; Brittany Ray, Cobscook Community Learning Center

Room: Highlands Amphitheater

This presentation highlights findings from a study of a pilot program designed to create trauma-informed rural schools and communities using a design-based approach, implemented through a research-practice partnership between several rural elementary schools, a community organization, and two universities in a predominantly rural state.

4:10 – 4:30 PM

Establishing an ESL Program at a Rural Colorado Elementary School

Presenters: Richard Kitchen and Janet Lear, University of Wyoming

Room: Highlands Amphitheater

Discover research findings on a project focused on understanding challenges faced by a first-year teacher who was also the English as a Second Language (ESL) coordinator in a rural school in Stanley, Colorado. Using a sociopolitical framework, hear about the challenges that she faced to initiate an ESL program in a K-12 school that served approximately 40 bilingual students entirely from Mexican immigrant families. Learn about the perspectives held by teachers about the ESL program and the challenges encountered.

FRIDAY, OCTOBER 12 | 3:30 – 4:30 PM
— 60-minute Learning Sessions —

Practice and Research Design for Underserved Gifted Students in High-Poverty Rural Schools

Presenter: Amy Price Azano

Room: Grand Mesa A

There are opportunity gaps for low-income students compared to economically-advantaged peers, and, for rural students, these gaps are even more pronounced. Hear about an overview of work in a federally-funded grant focusing on promoting gifted education in rural schools. To address issues of under-identification and to investigate ways to maximize achievement, researchers established a locally-relevant and place-based process for identifying gifted students in rural schools, and created place-based units for rural learners. Learn about preliminary findings in augmenting the pool of identified students and engaging teachers with the curriculum.

Bridging the CTE Gap with Part-Time Virtual Programs

Presenters: Seth McKinzie and John Small, K12; Shawn Ehnes, Julesburg School District Re-1; Nich Sutherland, Destinations Career Academy of Wisconsin

Room: Grand Mesa B

Rural schools often struggle to provide CTE programs due to a lack of resources, certified personnel, and declining student population. The Destinations Career Academy (DCA) of Wisconsin, a statewide CTE virtual charter school, created a part-time virtual program called DCA Direct that allows students from other districts to participate in its CTE program through a blended learning model based at their home school. A panel of school leaders, program partners, and industry experts will explain how this type of program can be utilized to give more students across the state access to high quality CTE programs.

Visiting Other Schools to Help Your Own

Presenters: Marcos Martinez, Natalie Fairchild, Wendy Consoliver, and Daniel McLane, PODER Academy

Room: Grand Mesa C

Learn how PODER faculty have had the opportunity to view some of the most innovative schools in the nation. All schools, including rural districts, should have the ability to observe some of the top programs in order to learn the current best practices. Discover some of the latest educational strategies and techniques one district has picked up and learn how visiting other institutions can strengthen your program.

A Small Rural Charter School: The Good, The Bad, and The Ugly

Presenter: Matt Throckmorton, Athenian Academy

Room: Chasm Creek A

Athenian Academy is a unique charter school, designed to replicate into rural communities. Approved with seven locations, it allows for an overall operating budget of a large school (575 students), to support campuses as small as 25 students in rural communities. Operationally, it has been very successful. Academically it has struggled primarily with obstacles associated with multi-age classrooms. This extends to staffing, technology, Response to Intervention (RTI), etc. There are great successes on the horizon, though "laboratories of learning" must also share the failures.

Rural Roots: Family and School Influences on College Access and Persistence

Presenter: Kate Stahl Kinsinger, University of Pittsburgh at Johnstown

Room: Chasm Creek B

What are the pre-college experiences of today's rural youth? Conflicting narratives emerge in the research: one perspective chronicles the deficits associated with being rural, while a second perspective reveals advantages to growing up rural. These contrasting viewpoints represent the complexities associated with understanding the decisions rural youth make regarding their futures, including accessing and persisting through higher education. Explore findings of a qualitative study examining rural youth's perceptions of family and school influences on their ability to persist to college graduation.

FRIDAY, OCTOBER 12

4:30 - 6 PM

**President's Reception & NREA Foundation Auction
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All attendees are invited to attend and participate in this NREA tradition.



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SATURDAY, OCTOBER 13

9 – 9:30 AM

Breakfast

Room: Grand Mesa Ballroom, Floor 2

9:30 – 11:30 AM

Keynote & Closing Session

Room: Grand Mesa Ballroom, Floor 2



JAMIE MEADE

Chief of Staff, Battelle for Kids

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NREA PAST PRESIDENTS

1900	1907	Organized by 28 people under auspices of National Education Association. The original letter was signed by Dick J. Crosby of the Department of Agriculture in Washington D.C.
	1908	David B. Johnson – First President Elected and Installed – Rockhill South Carolina – Meeting in Cleveland
1910	1909	Kenyon Butterfield – Massachusetts – Meeting in Denver, CO
	1910	James Barr – California – Meeting in Boston, MA
	1911	B.M. Davis – Ohio – Meeting in San Francisco CA
	1912	Ernest E. Balcomb – North Carolina – Meeting in Chicago, IL
	1913	E.C. Bishop – Iowa – Meeting in Salt Lake City, UT
	1914	George Works – New York – Meeting in St. Paul, MN
	1915	W.H. French – Michigan – Meeting in Salt Lake City, UT
	1916	Charles Lane – Washington DC – Meeting in Portland, OR
	1917	H.W. Foght – Washington DC – Meeting in Pittsburgh, PA
	1918	H.A. Allan – Maine – Meeting in Milwaukee, WI
	1919	Officially became the Department of Rural Education under NEA
1920	1919	Eli Rapp – Pennsylvania – Meeting in Salt Lake City, UT
	1920	Ernest Burnham – Michigan – Meeting in Des Moines, IA
	1921	C.G. Sargent – Colorado – Meeting in Boston, MA
	1922	John M. Foote – Louisiana – Meeting in Oakland, CA
	1923	Mary Campbell – Iowa – Meeting in Chicago, IL
	1924	A.F. Harman – Alabama – Meeting in Indianapolis, IN
	1925	Julian Butterworth – New York – Meeting in Philadelphia, PA
	1926	N. Searle Light – Connecticut – Meeting in Seattle, WA
	1927	William Robinson – Michigan – Meeting in Minneapolis, MN
	1928	Mabel Carney – New York – Meeting in Atlantic City, NJ
1930	1929	Helen Heffeman – California – Meeting in Cleveland, OH
	1930	Kate Wofford – New York – Meeting in Detroit, MI
	1931	Ray Snider – New York – Meeting in Atlantic City, NJ
	1932	Agnes Samuelson – Iowa – Meeting in Chicago, IL
	1933	R.E. Jagggers – Kentucky – Meetings in Washington DC and Cleveland, OH
	1934	Sue Powers – Tennessee – Meetings in Denver, CO and Atlantic City, NJ
	1935	Francis L. Bailey – Meeting in Portland, OR
	1936	Fred C. Fisher – Meetings in Detroit, MI and New Orleans, LA
	1937	Katherine M. Cook – Meetings in New York City, NY and Atlantic City, NJ
	1938	Norman Frost – Tennessee – Meeting in San Francisco, CA
1940	1939	Norman Frost – Tennessee – Meeting in Cleveland, OH
	1940	Frank Cyr – New York – Meeting in New York City, NY
	1941	Daisy Howard – Michigan – Meeting in Boston, MA
	1942	Barton Morgan – Iowa – Meetings in Denver, CO and San Francisco, CA
	1943	Barton Morgan – Iowa – Meeting in Indianapolis, IN
	1944	Lois Clark – Pennsylvania – Meeting in Pittsburgh, PA
	1945	E.E. Stonecipher – Kansas – Meeting in Buffalo, NY
	1946	E.E. Stonecipher – Kansas – Meeting in Cincinnati, OH

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- 1947 Jane Franseth – Washington, DC – Meeting in Indianapolis, IN
- 1948 Jane Franseth – Washington DC – Meeting in Milwaukee, WI
- 1950** 1949 Paul Norris – Iowa – Meeting in Memphis, TN
-
- 1950 John S. Carroll – Texas – Meeting in Columbus, OH
- 1951 W.A. Early – Georgia – Meeting in Dallas, TX
- 1952 Marjorie Leinauer – Illinois – Meeting in Dallas, TX
- 1953 M.L. Cushman – Iowa – Meeting in Omaha, NE
- 1954 Lucille Klinge – Oregon – Meeting in Washington DC
- 1955 Cliff – Huff – Kansas – Meeting in San Diego, CA
- 1956 R.E. Harris – Texas – Meeting in Atlanta, GA
- 1957 Ralph C. Norris – Iowa – Meeting in Denver, CO
- 1958 Ralph C. Norris – Iowa – Meeting in Dallas, TX
- 1960** 1959 Velma Linford – Wyoming – Meeting in Minneapolis, MN
-
- 1960 William Bishop – Colorado – Meeting in Seattle, WA
- 1961 Cliff Archer – Minnesota – Meeting in Louisville, KY
- 1962 J.C. Fitzgerald – Oklahoma – Meeting in Pittsburgh, PA
- 1963 Douglas MacRae – Georgia – Meeting in Dallas, TX
- 1964 Rosalie Farley – Nebraska – Meeting in Detroit, MI
- 1965 Donald Kruzner – Washington – Meeting in Washington DC
- 1966 Burton Kreitlow – Wisconsin – Meeting in San Diego, CA
- 1967 William Dreier – Iowa – Meeting in Atlanta, GA
- 1968 Noble Gividen – New York – Meeting in Oklahoma City, OK
- 1970** 1969 Olin Gresham – California – Meeting in Spokane, WA
-
- 1970 Gordon Swanson – Minnesota – Meeting in Cincinnati, OH
- 1971 Thomas Quick – Oregon – Meeting in Des Moines, IA
- 1972 E. Roberts Stephens – Iowa – Meeting in Reno, NV
- 1973 Thomas Sommerville – Oregon – Meeting in Philadelphia, PA
- 1974 Everett Edington – New Mexico – Meeting in Springfield, MO
- 1975 Began separation from the NEA
- 1975 Tom Lawrence – Texas – Meeting in Portland, OR
- 1976 David Gilliland – Iowa – Meeting in San Antonio, TX
- 1977 Leo Soucy – New York – Meeting in Albany, NY
- 1978 Walter Turner – Colorado – Meeting in Denver, CO
- 1980** 1979 Ray Drage – Ohio – Meeting in Hyannis Port, MA
-
- 1980 Completed separation from NEA
- 1980 Anita Lohr – Arizona – Meeting in Madison, WI
- 1981 Calvin Bones – Iowa – Meeting in Portland, OR
- 1982 Glen Thompson – Wisconsin – Meeting in Tuscon, AZ
- 1983 Roy Brubacher – Colorado – Meeting in Rockport, MA
- 1984 Rural Education Association Incorporated
- 1984 James Jess – Iowa – Meeting in Manhattan, KS
- 1985 Peter Schwalbenberg – Maine – Meeting in Olympia, WA
- 1986 Jerry Horn – Kansas – Meeting in Little Rock, AR

NREA PAST PRESIDENTS

	1987	Fred Tidwell – Washington – Meeting in Lake Placid, NY
	1988	Dwight Bode – Iowa – Meeting in Bismarck, ND
1990	1989	Charlene Rudolf – Maine – Meeting in Reno, NV
	1990	Patricia Laubach – North Dakota – Meeting in Colorado Springs, CO
	1991	Dave Trujillo – Colorado – Meeting in Jackson, MS
	1992	Bill Peter – Missouri – Meeting in Traverse City, MI
	1993	Gerald Hanson – Michigan – Meeting in Burlington, VT
	1994	Rene “Jay” Bouchard – New York – Meeting in Tuscaloosa, AL
	1995	Dean Swanson – Minnesota – Meeting in Salt Lake City, UT
	1996	Bennie McKay – Louisiana – Meeting in San Antonio, TX
	1997	Paul Street – Arizona – Meeting in Tuscon, AZ
	1998	V. Pauline Hodges – Oklahoma – Meeting in Buffalo, NY
	1999	John L. Sullivan – Kansas – Meeting in Colorado Springs, CO
2000	2000	Mary Lou Gammon – Arizona – Meeting in Charleston, SC
	2001	George Brown – Texas – Meeting in Albuquerque, NM
	2002	Peter Kachris – New York – Meeting in Portland, OR
	2003	Al Eads Jr. – South Carolina – Meeting in Kearney, NE
	2004	Mike Copeland – Oklahoma – Meeting in Indianapolis, IN
	2005	J.M. Edington III – Arkansas – Meeting in Tuscon, AZ
	2006	Robert Newhouse – Kansas – Meeting in Kansas City, MO
	2007	Gay Molnar – New York – Meeting in Oklahoma City, OK
	2008	Seth Adams – Texas – Meeting in San Antonio, TX
2010	2009	Don Stephens – Wisconsin – Meeting in Cincinnati, OH
	2010	Ray Patrick – Missouri – Meeting in Branson, MO
	2011	Cindy McIntee – South Carolina – Meeting in Hilton Head South Carolina
	2012	Phil Gerik – Texas – Meeting in Cincinnati, OH
	2013	Jimmy Cunningham – Arkansas – Meeting in Branson, MO
	2014	Gerald Thorne – Texas – Meeting in San Antonio, TX
	2015	Sandra Watkins – Illinois – Meeting in St. Louis, MO
	2016	J. Scott Turney – Indiana – Meeting in Columbus, OH
	2017	Allison Nys – Montana – Meeting in Columbus, OH

NREA EXECUTIVE COMMITTEE

Dr. Jason Bell
Dr. Jon Habben
Patricia Laubach

Gregory Montalvo
Allison Nys
Jerry White

Phil Gerik
Ellen Weeaks
Jimmy Cunningham

Ryan Goodman
David Ardrey
Scott Turney



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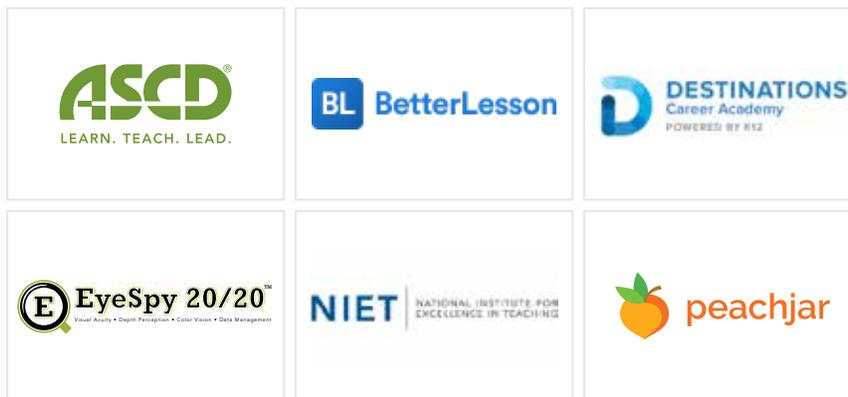
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Battelle for Kids

Battelle for Kids is a national not-for-profit organization committed to collaborating with school systems and communities to realize the power and promise of 21st century learning for every student. Our team of experienced educators alongside communications, technology, and business professionals innovates and partners with school systems to offer an educational experience that prepares all students to become lifelong learners and contributors in an ever-changing world.



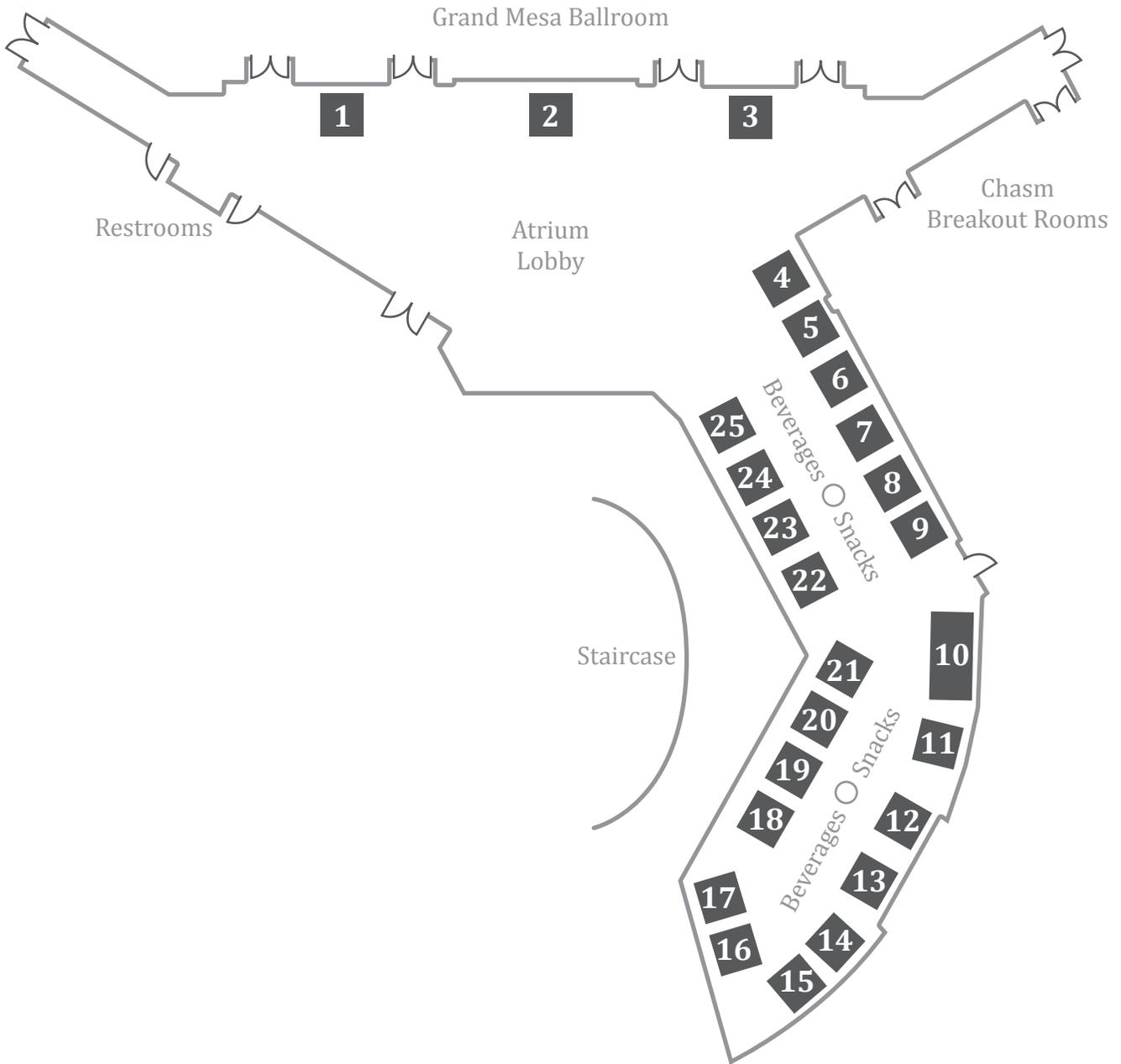
National Rural Education Association (NREA) is the voice of all rural schools and rural communities across the United States. NREA was originally founded as the Department of Rural Education in 1907. It is the oldest established national organization of its kind in the United States. Through the years it has evolved as a strong and respected organization of rural school administrators, teachers, board members, regional service agency personnel, researchers, business and industry representatives, and others interested in maintaining the vitality of rural school systems across the country.

IN PARTNERSHIP WITH



The Kentucky Department of Education is a service agency of the Commonwealth of Kentucky, and part of the Education and Workforce Development Cabinet. The department provides resources and guidance to Kentucky's public schools and districts as they implement the state's P-12 education requirements.

EXHIBITOR MAP



EXHIBITOR BOOTHS

1-2

Battelle
for Kids

3

 **NATIONAL RURAL EDUCATION ASSOCIATION**
ESTABLISHED 1907

4

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with John Regler

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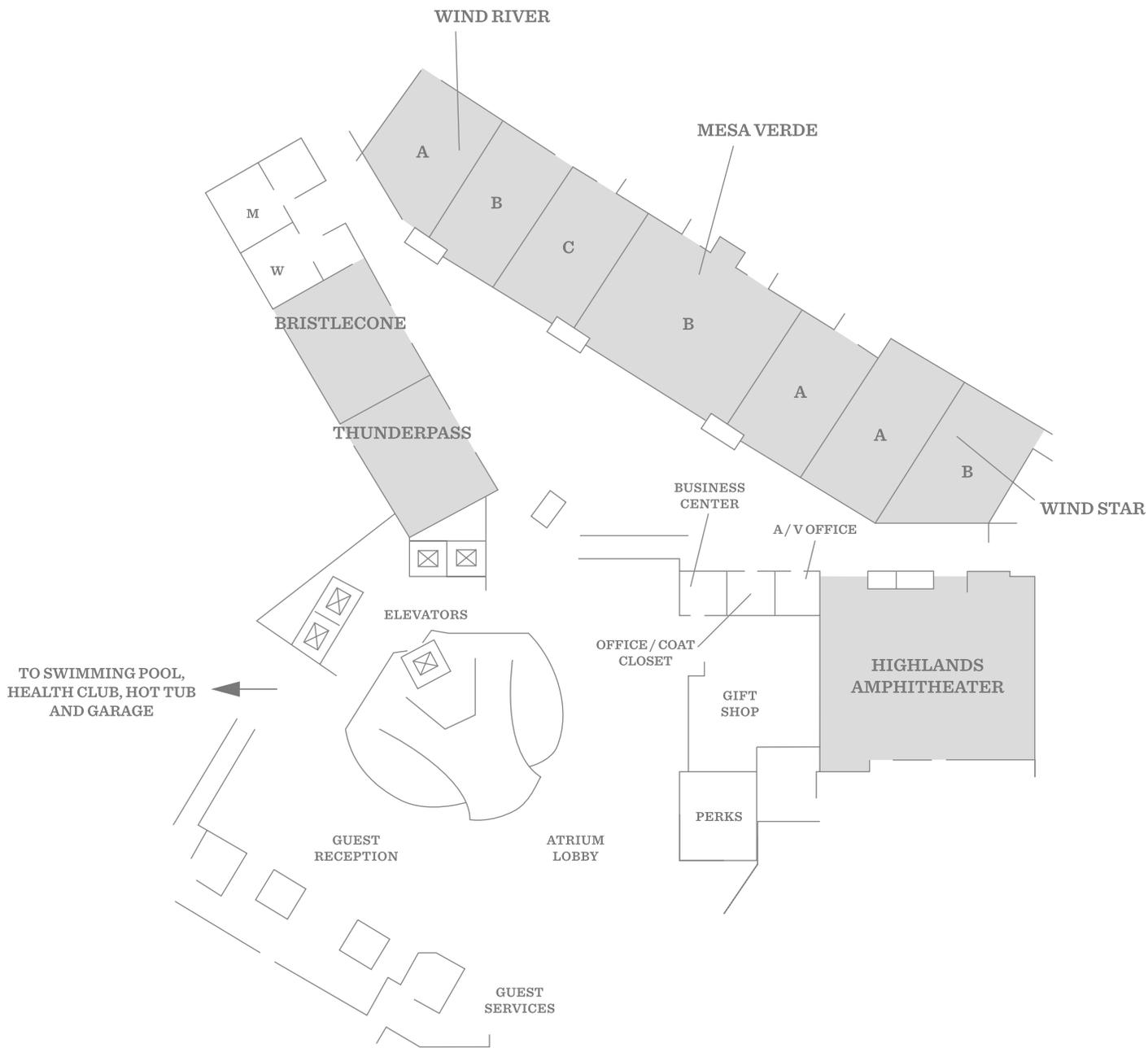
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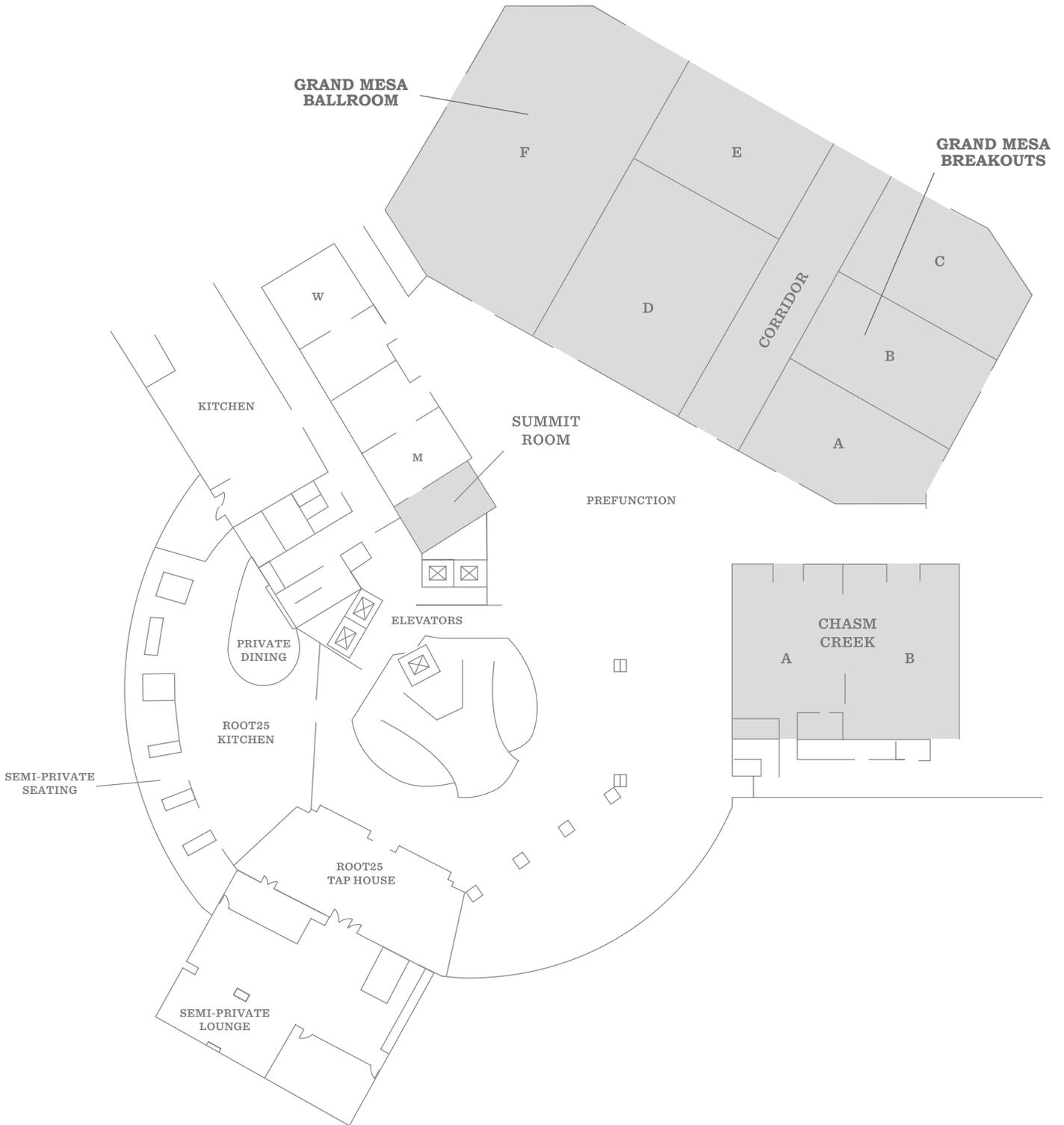
25

 **Center for the Collaborative Classroom™**
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HOTEL MAP: GROUND FLOOR

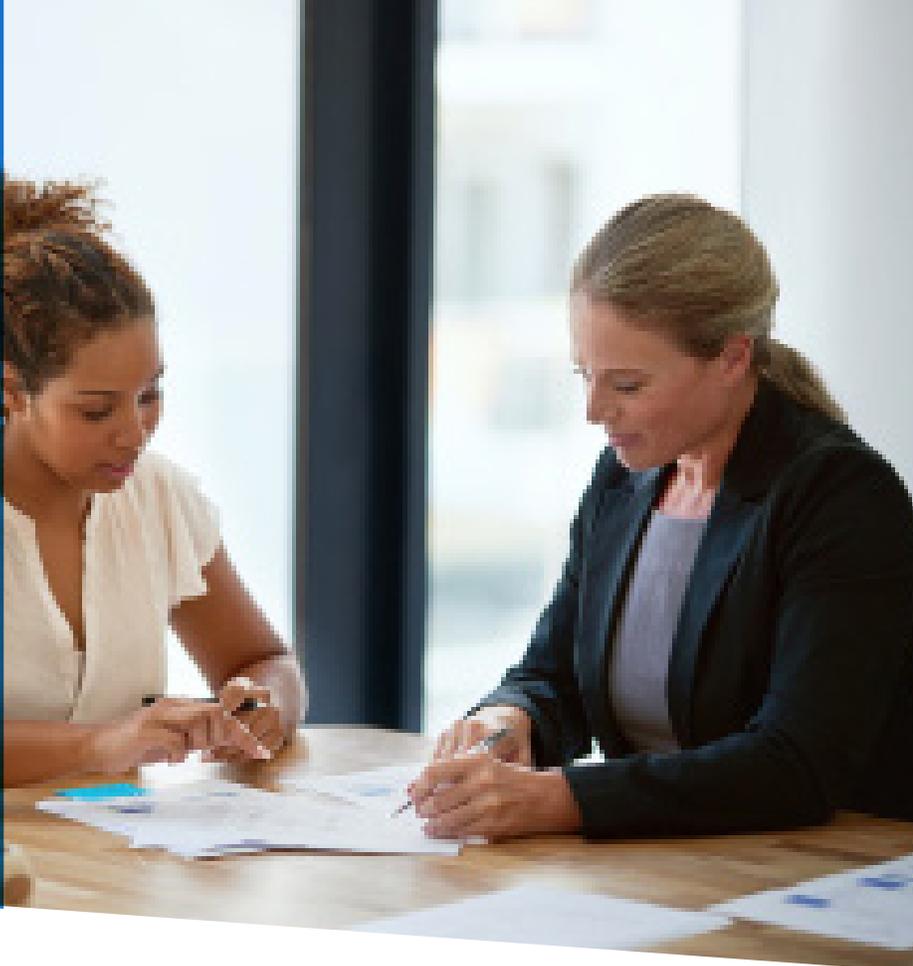


HOTEL MAP: SECOND FLOOR



Professional Learning, Reimagined

Teachers want professional development that is job-embedded, personalized, and relevant to their needs. BetterLesson brings rural educators the competencies, resources and support they need to engage their students in rigorous learning experiences. BetterLesson provides:



» Coaching

One-on-one virtual coaching for teachers and instructional coaches tailored to individual goals and focused on data-driven strategies, reflection and growth.

» Design Workshops

A blended professional development experience and ongoing support for teachers, teams, and instructional leaders customized to meet the goals of individual schools and districts.

“I believe BetterLesson provides a great professional learning opportunity to grow new staff and rekindle the fire of ‘seasoned’ staff.”

Rick Duncan
Superintendent
Powell County High School, MT

Katya Rucker
Director of Rural Partnerships
703-200-6643
katya@betterlesson.com
pd.betterlesson.com



OF TEACHERS
say BetterLesson Coaching had a positive impact on student outcomes.



OF DISTRICT LEADERS
report that teachers who received BetterLesson Coaching improved their practice.



OF TEACHERS
would recommend BetterLesson Coaching to colleagues.



OF TEACHERS
report that BetterLesson Coaching made them more likely to remain in the teaching profession.



**National Forum to
Advance Rural Education**

 [#RuralEdForum](https://twitter.com/RuralEdForum)