

# Focus on FRESHMEN 2011

## Schedule of Events

Saturday, July 16, 2011

- 3:00 PM to 7:00 PM** Registration  
Check in and pick up your materials

Sunday, July 17, 2011

*Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School*

- 7:30 AM** Registration  
Check in and pick up your materials
- 7:30 AM** *Continental breakfast available in the foyer*
- 8:15 AM** Doors open for General Session seating
- 8:30 AM** General Session
- 10:20 AM** Strand Sessions (FT1A, LT1A, BP1A, IMP1A, DEFT1A, TECH1A)
- 11:30 AM** Strand Sessions (FT1B, LT1B, BP1B, IMP1B, DEFT1B, TECH1B)
- 12:30 PM** Spotlight on Networking—*Lunch buffet*  
*Collaborate with your team and network with others*
- 1:30 PM** Strand Sessions (FT1C, LT1C, BP1C, IMP1C, DEFT1C, TECH1C)
- 2:30 PM** Dessert Break
- 2:50 PM** Spotlight on Best Practices—*Open to Everyone*
- 4:00 PM** Spotlight on Best Practices—*Open to Everyone*
- 5:15 PM** Spotlight on Networking  
*Poolside Cocktail Reception*
- 6:30 PM** Day One Concludes—*Dinner on your own*

### Questions or Concerns

Conference staff will be available in the Registration area throughout conference hours each day.

- |                               |                              |
|-------------------------------|------------------------------|
| Saturday - 3:00 PM to 7:00 PM | Monday - 7:30 AM to 5:00 PM  |
| Sunday - 7:30 AM to 5:00 PM   | Tuesday - 7:30 AM to 2:00 PM |

\* If you'd like individual planning help, all presenters can be available during this time by prior arrangement. See the information table for details or to sign up with the presenter of your choice.

Monday, July 18, 2011

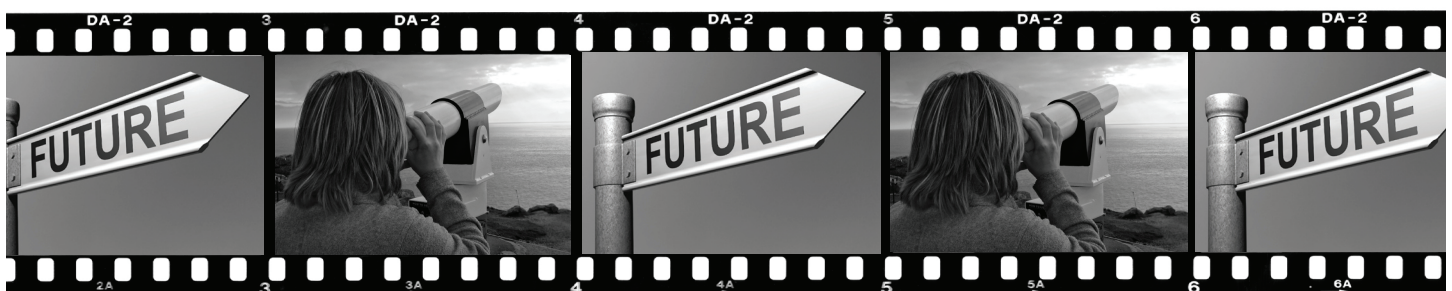
*Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion*

- 7:30 AM** Spotlight on Best Practices—*Open to Everyone*
- 8:00 AM** *Continental breakfast available in the foyer*
- 8:15 AM** Doors open for General Session seating
- 8:30 AM** General Session
- 10:20 AM** Strand Sessions (FT2A, LT2A, BP2A, IMP2A, DEFT2A, TECH2A)
- 11:30 AM** Strand Sessions (FT2B, LT2B, BP2B, IMP2B, DEFT2B, TECH2B)
- 12:30 PM** Spotlight on Networking—*Lunch buffet*  
*Collaborate with your team and network with others*
- 1:30 PM** Strand Sessions (FT2C, LT2C, BP2C, IMP2C, DEFT2C, TECH2C)
- 2:30 PM** Dessert Break
- 2:50 PM** Spotlight on Best Practices—*Open to Everyone*
- 4:00 PM** Spotlight on Best Practices—*Open to Everyone*
- 5:00 PM** Day Two Concludes—*Dinner on your own*
- 6:00 PM to 9:00 PM** Spotlight on Networking—*Online Learning Forum*  
*See page 21 of program for details*

Tuesday, July 19, 2011

*Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions*

- 7:30 AM** Spotlight on Best Practices—*Open to Everyone*
- 8:00 AM** *Continental breakfast available in the foyer*
- 8:15 AM** Doors open for General Session seating
- 8:30 AM** General Session
- 10:00 AM** Strand Sessions (FT3A, LT3A, BP3A, IMP3A, DEFT3A, TECH3A)
- 11:30 AM** Spotlight on Networking  
*Awards Luncheon in Imperial D, E, F*
- 1:00 PM** Spotlight on Networking  
*One-on-One Planning Sessions\**
- 2:00 PM** Conference Concludes



# Frequently Asked Questions

## Question:

What exactly is “Spotlight on Best Practices?”

## Answer:

The Best Practices sessions are presented by administrators, classroom instructors, and independent educational consultants who have built successful programs based on the **Course Standards for Freshman Transition**. We’ve added the Spotlight on Best Practices sessions as a BONUS so ALL attendees have the opportunity to learn about these model Freshman Transition programs.

## Question:

I’m not registered for the Best Practices strand. Can I still attend the Spotlight on Best Practices sessions?

## Answer:

ABSOLUTELY! While you are not able to attend the core Best Practice sessions, we’ve scheduled the Spotlight on Best Practices at times that they don’t conflict with your regular strand sessions. You’ll find sessions available after dessert on Sunday and Monday and a few select early-bird sessions prior to the General Sessions on Monday and Tuesday. To maximize your conference attendance, catch as many of these Spotlight sessions as you can.

## Question:

Can I switch strands?

## Answer:

Every effort has been made to ensure that you were placed in the correct strand. If you didn’t make that determination yourself, please talk with your team leader before you make the decision to switch. However, if you still feel you would be better off in a different strand, find your Educational Consultant\* and ask them to approve the change. Once the change is approved, simply return all materials from your current strand to the registration desk and we’ll issue the appropriate materials for your new strand. Strand changes will be allowed through lunch on Monday.

## Question:

Can I take materials from a different strand than I am attending?

## Answer:

Each registration includes the materials for one strand only. Materials for each strand have a monetary value, and cannot just be given away. If you want the materials, please contact Academic Innovations following the conference to inquire about the possibility of purchasing additional materials.

## Question:

I have questions about which *Career Choices* materials might be best for my hoped-for or existing program design. Who can I talk to about classroom materials?

## Answer:

Your Educational Consultant\* can provide you with suggested lesson plans for 8<sup>th</sup> or 9<sup>th</sup> grade transition courses, implementation strategies that match your course timeframe and specific objectives, professional development for your team, quotes for curriculum materials, etc. Ask any of the staff at the registration desk to find the Educational Consultant working with your state.

## Question:

Can you tell me more about the One-on-One Planning Sessions available after the awards luncheon on Tuesday?

## Answer:

The One-on-One Planning Sessions are your chance to sit across the table from some of the conference presenters and discuss -- one on one -- suggestions, strategies, and solutions for your Freshman Transition and School-wide Initiative efforts.

\* Educational Consultants are Academic Innovations staff members with training and experience working directly with schools and districts to design programs in which the Career Choices materials can be used most effectively.

## The George Washington University Freshman Transition Initiative's

# *10-Step Plan for Implementing a Freshman Transition Course in Your School*

**Step 1: Gather your resources.** Download a copy of the Course Standards for Freshman Transition Classes and sign up for the Principals' Forum of the Freshman Transition Initiative at [www.freshmantransition.org](http://www.freshmantransition.org). You'll also want to download your own copy of a PowerPoint presentation to be used in Steps 2 and 4.

**Step 2: Create a vision.** Present the 10-year education and career plan concept and the Freshman Transition Initiative in a school-wide meeting. Generate interest around what students have to gain from creating a comprehensive 10-year education and career plan, and cast a vision for how the plan can be used by all instructors to motivate students to higher academic achievement (see Steps 8 and 9 below).

**Step 3: Form a team of champions.** Form a committee of your most innovative teachers to develop a plan for instituting a standards-driven, Freshman Transition course that culminates in the development of a 10-year education and career plan for all incoming freshmen (whether it is completed in grade 8 or 9). Their duties should include formulating and assisting with Steps 4, 5, 6, 8 and 9.

**Step 4: Generate community buy-in for the new course and the 10-year plan.** With the help of your team, make presentations to parents, community groups, and your school board. Lobby your school board to consider mandating a semester or yearlong classroom-based Freshman Transition course for all students in either grade 8 or 9.

**Step 5: Identify a curriculum that will accomplish your course goals.** Good curriculum is one with scope and sequence, where it is apparent to the learner what the results are for their efforts (in this case, a comprehensive—yet flexible—10-year plan for students' transition into adulthood). Seek out resources that provide your teachers with the textbooks and materials required. Support your team in finding the best tool they can that meets the Course Standards for Freshman Transition Classes.

**Step 6: Recruit your most experienced teachers to conduct the course.** This kind of course requires a high level of teaching skills. Ideally, by this time, your team of champions will become your pool of potential instructors. When recruiting, don't make the mistake of assigning the newest teachers or the least skilled. In addition, provide course continuity by identifying a lead teacher who will commit a minimum of four years to the project. Provide him or her with the release time needed to train and to support both the course instructors and the School-wide Initiative (see Step 8).

**Step 7: Provide professional development and course planning time.** In order for course instructors to develop a comprehensive, rigorous classroom experience they will need professional development and course planning time, particularly during the first year. Arrange schedules so all course instructors have at least one common prep time each week in which to meet and discuss the progress of their efforts. Send the complete team to appropriate workshops and conferences.

**Step 8: Make your Freshman Transition Initiative a School-wide Initiative.** Provide professional development to all instructors on how to best use and support their students' 10-year plans. Because it is important for students to reassess their goals each year, develop a system in which each student revisits and updates their 10-year plans at least once per year within their sophomore, junior, and senior coursework. Ask each department to identify where they can assist in this project.

**Step 9: Share all students' 10-year education and academic plans.** Provide teachers with immediate access to each of their students' current 10-year plans. Every teacher then has increased insight when counseling and personalizing their efforts with each student. If a student is failing a course that is required for their desired career goal, any academic teacher, upon reviewing the student's 10-year plan, is in the position to counsel that student and either help them make up the deficit or rewrite their plan with altered expectations.

**Step 10: Recognize and reward.** To maintain the energy of your best instructors and to keep the enthusiasm of the total school community high, it is important to reward and recognize excellence. One way to do this is to invite your local newspaper and news channel to cover your Freshman Transition Initiative once it is up and running, with periodic updates. Encourage your lead teacher to attend conferences and make presentations about your school's efforts. Ask students to vote each year on the teacher in each grade who most supports their dreams, and then recognize those "dream catchers" at a year-end assembly.

*Reprinted with permission from Dr. Rebecca Dedmond.*

For additional details, visit [www.freshmantransition.org](http://www.freshmantransition.org).

Sunday, July 17, 2011

## Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

*Registration & Continental Breakfast*

~ Open to all Attendees ~

7:30 AM

Registration Area

### Registration

If you have not already registered, please swing by the Registration Room to check-in and receive your conference materials.

Foyer

### Continental Breakfast

Get fueled up with a good breakfast prior to the start of the first General Session. **Use this as an opportunity to network with other people attending the conference.**

## *Networking Challenge*

# Networking Bingo

### The Guidelines:

To participate in this challenge, pick up a Bingo card from the information table in the foyer on Sunday morning. You must collect signatures from other attendees in the appropriate boxes to fill in your Bingo card. Each person can sign only one box per Bingo card. The object is to get at least one Bingo either vertically, horizontally, or diagonally, which qualifies you for one raffle ticket. Get a blackout by filling all of the spaces on your Bingo card and you'll get three raffle tickets.



Once you've achieved Bingo or a blackout, take your card to the information table for verification and to get your ticket(s) for the drawing. **Bingo cards must be turned in by 5:15 PM on Sunday to qualify for raffle tickets.**

The real prize is the opportunity to start your own network of Freshman Transition experts as you meet and talk with educators from around the country, right?

If that's not enough incentive, each ticket you earn can be entered into a drawing to be held during the awards luncheon.



Sunday, July 17, 2011

## Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

### General Session

Marquis Salons 3 & 4



### The Big Picture: Gathering the Resources to Get Buy-in for Your Freshman Transition Initiative

What does research tell us about early adolescence and dropout prevention? What is it about being 13 or 14 years old that makes it such a critical time for high school retention? How can you impact high school attrition rates, post-secondary completion, and, ultimately, life satisfaction? This opening session provides not only insights into the issues but also **tools** to generate the buy-in necessary to launch your school-wide Freshman Transition initiative.

Over the next three days, you'll learn strategies for implementing a Freshman Transition initiative using The George Washington University's 10-Step Plan. This sessions kicks things off with Steps One and Two of that process, sharing three **resources** you can use when you return home to **create a vision** of what's possible.

- Presenters**
- Margo McCormick, Assistant Principal, Indio High School
  - Georgette Phillips, Curriculum & Instructional Support, Academic Innovations
  - Penelope Paine, National and State Educational Consultant
  - Mindy Bingham, Author, *Career Choices*
  - Wendy Bingham, Vice President, Professional Development, Marketing, & Technology, Academic Innovations
  - Rebecca Dedmond, The George Washington University's Freshman Transition Initiative
  - Patrick Roberts, *From Clueless to Focused*
  - Tanja Easson, Vice President of Operations and Curriculum Support, Academic Innovations

### Workshop Sessions

#### Freshman Transition Leadership Institute

Marquis Salon 4

FT1A 10:20 AM

#### Leadership Quotient: The Role of the Principal

Studies clearly show school leadership, starting with the principal, is vital to the success of any new effort. It's like the trickle-down economics of high school redesign. We know you've only got one principal and he/she already has great demands on their time. Learn why he/she is indispensable to the process and gain strategies for maximizing the principal's role through the use of ready-made resources and solid planning.

FT1B 11:30 AM

#### Step Three - Form a Team of Champions: Recruiting Your Coordinating Committee

Recruit top performers for your coordinating committee and you'll save time and frustration. This session gives you the strategies and the resources (in the form

of responsibility and decision making charts, job descriptions, project timelines, etc.) to make forming your "team of champions" easy. Come ready to learn time-honored techniques for motivating your team to meet its common goal—in this case, implementing a Freshman Transition initiative.

FT1C 1:30 PM

#### Step Four - Generate Buy-in for the New Course and the 10-year Plan

Major changes mean major upheaval, right? Only if you skip this all-important step: Generating buy-in. If you want to institutionalize a new course in your school, you first need to institutionalize it in the hearts and minds of your "stakeholders"—parents, teachers, school administrators, board members, and community partners. Walk away from this session with new techniques and resources to make this process easy.



Sunday, July 17, 2011

# Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

## Workshop Sessions

### Career Choices Lead Teacher/Administrator Institute

Imperial  
Suite A

LT1A 10:20 AM

#### Overview of the Lead Teacher Strategy and Resources to Make Your Job Easier

The *Career Choices* Lead Teacher's most important role is providing ongoing, sustained professional development. Over the next three days, you'll learn a variety of strategies such as how to form a professional learning community with your *Career Choices* instructors, how to facilitate workshop sessions using video training modules, how to develop a customized lesson plan that will meet your Freshman Transition initiative's goals, and how to get buy-in for this important total school reform effort. In this session, we'll review the roles and responsibilities of an effective Lead Teacher and review the resources available in the Lead Teacher/Administrator Manual.

LT1B 11:30 AM

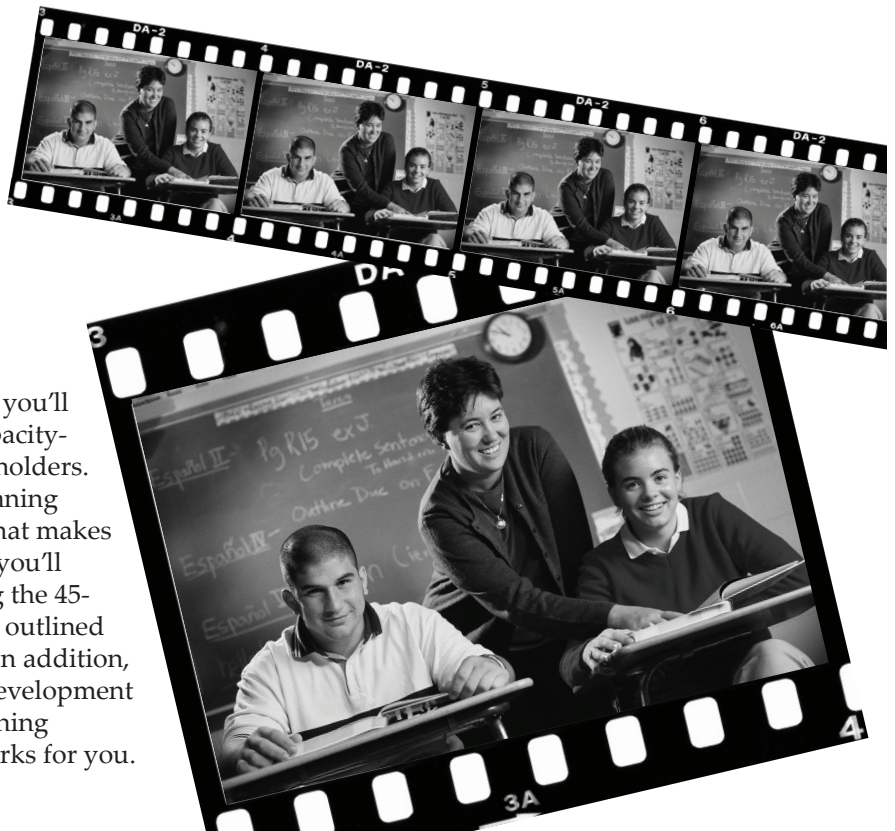
#### Customizing Your Professional Development Plan Using Your 22 Workshop Agendas

To be competitive for reform initiative monies, you'll need to prove that your school can provide capacity-building professional development to all stakeholders. We know that you have very little time for planning and preparation, so we've designed a system that makes this process easy and efficient. In this session, you'll learn how to facilitate workshop sessions using the 45-minute workshop agendas and training videos outlined in your Lead Teacher/Administrator Manual. In addition, you'll be exposed to a variety of professional development strategies, including building professional learning communities, so you can design a plan that works for you.

LT1C 1:30 PM

#### The Five Ingredients of Success: Modeling a Workshop Agenda

Using one of the 22 workshop agendas in your Lead Teacher/Administrator Manual, your trainer will lead you through the training module *The Five Ingredients of Success*. Not only will you learn these five critical components of a *Career Choices* course, but you'll also gain first-hand experience with this unique professional development system designed to help you launch your Freshman Transition initiative in an efficient and effective way.



Sunday, July 17, 2011

## Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

# Workshop Sessions

## Best Practices: Freshman Transition in Action

Marquis  
Salon 2

BP1A 10:20 AM

### First Year Strategies for Successful Planning and Implementation

What steps need to happen before your freshmen walk into their first Freshman Seminar class? Join the lead team from Housatonic Valley Regional High School as they discuss the year of planning that went into the creation of the Freshman Seminar. Participants will learn how this group of dedicated educators from a rural, six district region in Northwest Connecticut revolutionized the way the transition process is addressed and improved academic achievement for all 9<sup>th</sup> grade students. Program research, getting teacher buy-in, community outreach, training/professional development will all be discussed.

**Presenters** Team from Housatonic Valley Regional HS, Falls Village, CT  
Diane Goncalves, Assistant Superintendent, Region One  
Jacqueline Rice, Teacher  
Karen Prince, Director of Guidance

~ Repeated in the **Spotlight on Best Practices** tomorrow at 4:00 PM ~

BP1B 11:30 AM

### Freshman Academy School Counseling—Committed to Transitioning Success

Innovative school counseling strategies promote the development and achievement of freshman students. At McGavock High School, the Freshman Academy Counselor's role is to provide a comprehensive guidance program focused on the academic, social, and personal needs of students as well as career exploration activities. The alignment of the counseling curriculum with the freshman seminar course, utilization of the *Career Choices* curriculum, freshman mentorship, and the Promise to Graduate/Passing of the Torch ceremonies provide targeted support to freshman students as they transition not only from middle school to high school but also from the Freshman Academy to a Career Academy.

**Presenter** Tiffany Littlejohn, Freshman Counselor  
McGavock High School, Nashville, TN

~ Repeated in the **Spotlight on Best Practices** today at 4:00 PM ~



BP1C 1:30 PM

### Data, Data, Data... A 9<sup>th</sup> Grade Transition Program That is Working

Schools are always implementing new programs. The question is: Do they work? This presentation follows Indio High School's journey in implementing a comprehensive 9<sup>th</sup> grade Transition Program. Having just completed its second year, join the presenters as they examine the change process and three years of data. You will be pleased with the results.

**Presenters** Team from Indio High School, Indio, CA  
Rudy Ramirez, Principal  
Margo McCormick, Assistant Principal  
Charles Mazet, Assistant Principal

~ Repeated in the **Spotlight on Best Practices** today at 2:50 PM ~



Sunday, July 17, 2011

## Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

### Workshop Sessions Career Choices Implementation

Marquis  
Salon 5

IMP1A 10:20 AM

#### Understanding the Pedagogy of *Career Choices*: Why It Works

*Career Choices* is unique among curriculums. We know that better than anyone, and we want to save you from “reinventing the wheel.” Throughout this workshop strand we’ll review what we’ve discovered in our 20+ years’ experience with thousands of schools and educators, sharing what works and, just as important, what doesn’t. We’ll jump right into the text starting at Chapter One and give you first-hand experience with all the components so you understand how they can fit together in your classroom.



IMP1B 11:30 AM

#### Gearing Up: Maximizing Your Resources as You Launch Your Course

We’ll start with a quick tour of both the online Teachers’ Lounge and the comprehensive *Instructor’s Guide*, two resources that put help at your fingertips. We’ll move into Chapter Two, Your Personal Profile, giving you in-depth experience with the text’s content while demonstrating integration using *Possibilities* to enrich students’ understanding of the concepts presented.

IMP1C 1:30 PM

#### Making the Most of the Budget Exercise

Hold onto your hats, ladies and gentlemen! This is where you’ll see students’ attitudes and perceptions of education turn on a dime. Spend this hour exploring the concepts of this critical project through the text and other resources that can enrich the experience. We’ll touch on both the optional *Lifestyle Math* workbook and LifestyleMath.com, the online correction key.

### Workshop Sessions Dual Enrollment Freshman Transition

Imperial  
Suite B

DEFT1A 10:20 AM

#### Wipeout Dropout: How to Improve High School and College Student Retention and Completion Rates with a Dual Enrollment Freshman Transition Program

While the national high school dropout rate is reported at around 30%, the college dropout rate is nearly 50%. Dropout rates are a major concern at both the high school and community college levels alike.

DEFT1B 11:30 AM

#### A Win-Win Model: Building a Dual Enrollment Freshman Transition Program to Bridge Secondary and Post Secondary Education

A case study: From one of the largest Dual Enrollment programs in the country, learn how SBCC created their DEFT program. You’ll review how Santa Barbara City College built it, including relationship building and strategy.

DEFT1C 1:30 PM

#### The Devil’s in the Details: Policies and Procedures of Dual Enrollment

Learn the ins and outs of Dual Enrollment: including education code, college policies, MOUs, and more! Each participant will receive a copy of the SBCC dual enrollment manual to refer to when creating or upgrading their own system.

Sunday, July 17, 2011

# Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

## Workshop Sessions

### Integrating Technology into a *Career Choices* Course

Marquis  
Salon 1

TECH1A 10:20 AM

#### Blended Learning

Delve into the mixed-up world of blended learning and gain practical strategies for enhancing your *Career Choices* course through CareerChoices.com, LifestyleMath.com, and My10yearPlan.com. We'll cover a variety of hints for managing a hybrid (part textbook-based, part web-based) comprehensive guidance course, and you'll leave with research and pedagogical theory supporting hybrid learning, great resources to help create buy-in for integrating technology into your *Career Choices* course.



TECH1C 1:30 PM

#### Cutting-Edge Math Courtesy of LifestyleMath.com

Leave the theoretical mathematics to the supercomputers at NASA. In this session, we'll focus on that other "cutting-edge math" – the kind of practical, everyday math every student needs, and we'll explore the online tool that makes teaching it realistic. You'll work through the math problems students experience as they compile budget projections for the life they envision for their 29-year-old selves. At the same time, you'll experience some instructional techniques you might want to employ in your own classroom.

TECH1B 11:30 PM

#### CareerChoices.com: Tools Designed to Grow with Your Students—Even Once They're Not Your Students

Many state and commercial web-based tools use fixed assessments and surveys that paint decision-making as magical. *Just a few quick clicks of the mouse and (poof) "You should be a butcher...a baker...a candlestick maker."*

This session explores technology integration through CareerChoices.com, a dynamic web portal where students experience real-world research tools that *support* their career and life decision-making process without usurping it.



Sunday, July 17, 2011

## Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

# Spotlight on Best Practices

~ Open to all Attendees ~

2:50 PM

Marquis Salon 1

### I'm Ready for My Close-up: A Blueprint for Creating Your Own Student-Centered Freshman Transition Documentary

Presented by a member of the team responsible for *From Clueless to Focused*, this session will explore how you can create an unbelievably powerful tool for demonstrating the impact of your Freshman Transition course. Learn all of the steps needed to create a documentary that follows your students throughout their Freshman Transition experience. You'll learn how to select a diverse population of students, what questions to ask, what protocol you must follow, and much more.

**Presenter** Patrick Roberts  
*From Clueless to Focused*

Marquis Salon 2

### Success 101

Participants attending this session will walk away with ideas and activities they can quickly use in a freshman *Career Choices* classroom. These activities help engage students as they move through the curriculum while creating a safe environment to share ideas and concerns. Participants will have the opportunity to share activities from their own classroom and brainstorm with other educators starting out or just getting started.

**Presenter** Cathie Klein, Teacher  
Seaman High School, Topeka, KS

~ Repeated in the **Spotlight on Best Practices** tomorrow at 4:00 PM ~

Marquis Salon 4

### Data, Data, Data... A 9<sup>th</sup> Grade Transition Program That is Working

Schools are always implementing new programs. The question is: Do they work? This presentation follows Indio High School's journey in implementing a comprehensive 9<sup>th</sup> grade Transition Program. Having just completed its second year, join the presenters as they examine the change process and three years of data. You will be pleased with the results.

**Presenters** Team from Indio High School, Indio, CA  
Rudy Ramirez, Principal  
Margo McCormick, Assistant Principal  
Charles Mazet, Assistant Principal



Sunday, July 17, 2011

## Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

# Spotlight on Best Practices

~ Open to all Attendees ~

4:00 PM

Marquis Salon 1

### Making a Case for Funding: Data That's Meaningful

The current economy has caused cuts in education funding, and many schools and districts are losing support for "non-core" programs such as Freshman Transition. This has led to an increased need for data related to the academic outcomes and benefits of Freshman Transition/*Career Choices* efforts. Our ultimate goal in developing an online data tool has been to create a template teachers could follow to easily develop reports and presentations they can share with administrators and/or grant holders, hopefully leading to continued support for the program.

**Presenter** Lauren Taylor, Graduate Student  
University of California, Santa Barbara, Santa Barbara, CA

Marquis Salon 2

### Community Service: Helping Students to Help Others

In addition to starting students on a path towards a successful career, help your students learn about the importance of giving back to their community. This past year North Valley Charter Academy instituted a Community Service Requirement for our *Career Choices* students. Come learn how simplifying the volunteer process by adopting one charity helped students learn about the power of many individuals working towards one goal.

**Presenter** Chris Pulos, Teacher  
North Valley Charter Academy, Granada Hills, CA

Marquis Salon 4

### Freshman Academy School Counseling— Committed to Transitioning Success

Innovative school counseling strategies promote the development and achievement of freshman students. At McGavock High School, the Freshman Academy Counselor's role is to provide a comprehensive guidance program focused on the academic, social, and personal needs of students as well as career exploration activities. The alignment of the counseling curriculum with the freshman seminar course, utilization of the *Career Choices* curriculum, freshman mentorship, and the Promise to Graduate/Passing of the Torch ceremonies provide targeted support to freshman students as they transition not only from middle school to high school but also from the Freshman Academy to a Career Academy.

**Presenter** Tiffany Littlejohn, Freshman Counselor  
McGavock High School, Nashville, TN



Sunday, July 17, 2011

Implementing Lasting Change: Strategies for Getting Buy-in for a Freshman Transition Course in Your School

# *Spotlight on Networking*

## Cocktail Reception

Inner Courtyard  
by the Pool

# Feeling some “brain drain” after a full day of learning?

*Join us poolside for this relaxing cocktail reception.*

## 5:15 PM to 6:30 PM

This is a great chance to socialize with the many interesting people you’ve met in your workshop sessions.

The first drink is on us, so be sure to pick up your beverage ticket when you arrive at the reception. (After that, it’s a cash bar.) There will also be light refreshments.



Monday, July 18, 2011

# Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion

## Spotlight on Best Practices ~ Open to all Attendees ~

7:30 AM

Marquis Salon 1

### Double the Credits, Double the Fun: A Year in Review

At Carpinteria High School going to college is more than a future dream, it is a present reality for every incoming freshman. Participants in this session will see how this school is using the *Career Choices* curriculum to provide students with the opportunity to gain college credit as freshmen. Erin Hansen will share innovative lessons and practical strategies for making *Career Choices* a success as a dual-enrollment course, and she'll illustrate how the 10-year plan can be incorporated school-wide.

**Presenter** Erin Hansen, Dual Enrollment Teacher  
Carpinteria High School, Carpinteria, CA

~ Repeated in **Best Practices Session (BP2C)** today at 1:30 PM ~



## Continental Breakfast ~ Open to all Attendees ~

7:30 AM



Foyer

### Continental Breakfast

Come and enjoy breakfast during the morning Spotlight on Best Practices or prior to the General Session. Make sure you have the fuel you need to get you through another learning-filled day. Today's General Session features some of our Best Practice presenters in a Panel Discussion, so gear up for an exciting morning!



Monday, July 18, 2011

## Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion

# General Session

Marquis  
Salons 3 & 4

### Course Standards for Freshman Transition: Your Compass

*Alone! Alone! No beacon, far or near! No chart, no compass, and no anchor stay!*

Many redesign initiatives have failed because implementers have tried to go it alone without the benefit of a compass (i.e., standards). No longer! The Course Standards for Freshman Transition point the way and when you take your seat in this session, look around you—you're certainly not alone!

**Presenter** Dr. Rebecca Dedmond, Director, The George Washington University's Freshman Transition Initiative

### Panel Discussion: What's Working for Successful Freshman Transition Initiatives

Author Mindy Bingham moderates a panel discussion with classroom teachers and administrators from schools with very different but equally successful Freshman Transition initiatives. You'll hear about actual strategies used by schools—for everything from planning to implementation to assessment—and the results of their efforts.

<b>Panelists</b>	Bobby Cunningham, Assistant Principal Dent Middle School, Columbia, SC	Diane Hollems, Dean, Economic Development Santa Barbara City College, Santa Barbara, CA	Cathie Klein, Teacher Seaman High School, Topeka, KS
	Gerardo Cornejo, Principal Carpinteria Senior High School, Carpinteria, CA	Diane Goncalves, Assistant Superintendent Region One School District, Falls Village, CT	Rudy Ramirez, Principal Indio High School, Indio, CA
	Debbie Booker, 9th Grade Principal Antioch High School, Antioch, TN	David Militzer, Consultant California Department of Education, Sacramento, CA	

# Workshop Sessions

## Freshman Transition Leadership Institute

Marquis  
Salon 4

FT2A 10:20 AM

### Step Five - Identify a Curriculum That Will Accomplish Your Course Goals

Administrators, teachers, and students alike are frustrated by courses that lack focus, content, and results. This is often because they lack the right tools for the job. Asking your teachers to provide a comprehensive Freshman Transition course without a comprehensive curriculum is like asking a contractor to dig a foundation for your new school with a shovel rather than a backhoe. This session gives you strategies for finding a curriculum that will accomplish your Freshman Transition goals and provides an overview of a proven model, the *Career Choices* curriculum.

FT2B 11:30 AM

### Step Six - Recruiting and Retaining Your Most Experienced Teachers

Having the right tools for the job is only one part of the equation; you also need the right person wielding those

tools. This session helps you formalize your recruitment process, outlining the characteristics common to successful Freshman Transition teachers and providing retention strategies.

FT2C 1:30 PM

### Step Seven - Professional Development Strategies for Institutionalizing Your Freshman Transition Effort

It's not optional, it's a necessity. For course instructors to develop a comprehensive, rigorous classroom experience, they need professional development and course planning time. This session discusses the role professional development must play in your planning process and provides checklists and sample agendas to make the process easy.

Monday, July 18, 2011

## Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion

# Workshop Sessions

## Career Choices Lead Teacher/Administrator Institute

Imperial  
Suite A

LT2A 10:20 AM

### Integrating Academics and Technology into Your Whole School Reform Effort

As you begin working on your customized lesson plans today, we'll review the academic and technology opportunities that you'll want to consider integrating into your *Career Choices* coursework. And, because a key technology piece is the online 10-year plan, we'll review this innovative strategy and the Lead Teacher's role in the implementation of this advisory tool.



LT2B 11:30 AM

### Course Planning Strategies: Using Excel-formatted Templates to Jumpstart Your Planning

It's far easier to edit than it is to create. In this session you'll learn a system for creating customized lesson plans for your team using an Excel spreadsheet. You'll piggyback on the experiences of hundreds of educators by learning how to start your planning using one of the lesson plan templates provided on your resource disk.

The information from this session will save you hours and hours of work and you'll be secure in knowing your course will culminate with every student creating a quantitative and meaningful 10-year plan.

LT2C 1:30 PM

### Higher-Order Teaching Strategies for the Career Choices Curriculum

To be competitive in the 21st century our students will require higher-order thinking and self-management skills. This skill development can only be delivered through higher-order teaching strategies. This session provides the opportunity to review the classroom management techniques that encourage this outcome. How will you know you are successful in your efforts? Learn assessment and evaluation techniques that will help you continually reassess your efforts so you can upgrade your classroom tactics.



Monday, July 18, 2011

## Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion

### Workshop Sessions

### Best Practices: Freshman Transition in Action

Marquis  
Salon 2

BP2A 10:20 AM

#### Taking the Next STEP to Success: The Ninth Grade Academy Contributes to the Success of High School

Participants will learn that STEP, Structure, Technology, Environment, and People, are the basis for maintaining growth and expansion in the Ninth Grade Academy and beyond! Antioch High School's team will provide an overview of how the Ninth Grade Academy did their part in helping the school meet AYP and state goals

**Presenters** Team from Antioch High School, Antioch, TN  
Debbie Booker, 9th Grade Principal  
Tina Shepherd, Counselor  
Naomi Williams, Freshman Seminar Teacher

~ Repeated as a **Spotlight on Best Practices** today at 2:50 PM ~

BP2B 11:30 AM

#### Transformational Leadership: Theory Into Practice

McCormick High School was transformed from a low-performing school to a high-achieving, award-winning school in one year! See visionary leadership in practice as this session explores the transformation from "school" to "learning community" in an area where 88 percent of students are eligible for free/reduced lunch and/or Medicaid. Learn about some characteristics of visionary and transformational leadership and how they might be applied to your learning organization. Explore the answers to some foundational leadership questions: Who am I? What do I want? How do I get it?

**Presenter** Bobby Cunningham, Assistant Principal  
Dent Middle School, Columbia, SC

~ Repeated as a **Spotlight on Best Practices** tomorrow at 7:30 AM ~

BP2C 1:30 PM

#### Double the Credits, Double the Fun: A Year in Review

At Carpinteria High School going to college is more than a future dream, it is a present reality for every incoming freshman. Participants in this session will see how this school is using the *Career Choices* curriculum to provide students with the opportunity to gain college credit as freshmen. Erin Hansen will share innovative lessons and practical strategies for making *Career Choices* a success as a dual-enrollment course, and she'll illustrate how the 10-year plan can be incorporated school-wide.

**Presenter** Erin Hansen, Dual Enrollment Teacher  
Carpinteria High School, Carpinteria, CA



Monday, July 18, 2011

## Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion

### Workshop Sessions Career Choices Implementation

Marquis  
Salon 5

IMP2A 10:20 AM

#### What Do I Want? How *Career Choices* Systematizes the Process for Answering One of Life's Most Important Questions

Myriad surveys and resources will come into play as we get hands-on again to explore more critical activities in this section of the text. As students learn to identify and articulate what they want, they are gathering the building blocks needed for a quantitative 10-year plan. You'll learn how to promote both critical and strategic thinking as your students envision a lifestyle of their choosing, outline the work conditions that will match their personality and their goals, and explore the potential industries and careers that will provide a life of satisfaction and accomplishment.

IMP2C 1:30 PM

#### The 10-year Plan: The Key to Graduation (for Both High School and College)

Welcome to Chapter Twelve, where the entire process culminates with a written 10-year plan. The breadth of the content scope becomes apparent as everything your students have learned and experienced throughout the course comes into play. We'll explore strategies for using this chapter as your course final. We'll also demonstrate the use of My10yearPlan Essentials and the NEW My10yearPlan Interactive, and we'll use those online tools to launch a discussion of how you can institutionalize students' 10-year education and career plans in your school.

IMP2B 11:30 AM

#### How Do I Get It?

Get ready for more excitement! This is where the hard work in the first two sections starts to pay off and your students catch glimpses of how they can use the information they've gathered to build a very personal 10-year plan. In this session, we'll diagram goals and objectives so we make sure they are measurable, discuss strategies for keeping students from becoming derailed as they pursue their dreams, and learn what it takes to generate the positive attitudes critical for success.



Monday, July 18, 2011

## Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion

### Workshop Sessions

#### Dual Enrollment Freshman Transition

Imperial  
Suite B

DEFT2A 10:20 AM

#### The Key to Success: An Instructor's Perspective on Engagement

The instructor is the heart of the freshman transition course – learn how to select the best and engage the rest! Master teacher and SBCC consultant, Erin Hansen, will share resources from her class, tips and ideas for strengthening instruction as well as how to engage the other instructors and counselors within the school for follow-up in grades 10-12.



DEFT2B 11:30 AM

#### Culture Capital: A Principal's Perspective on Changing School Culture

In this transformational session, Carpinteria High School Principal and DEFT innovator, Gerardo Cornejo, will inspire teams to think outside the box! He will share school culture statistics, student success stories, opportunities for students, and resources for transforming school culture with the students' 10-year plans.

DEFT2C 1:30 PM

#### Get Focused, Stay Focused: Students taking Ownership of their Future

"Seamless transition" is a well-known phrase in the world of education. However, there is a significant gap between high school graduation and college entrance. The DEFT program affords all students access to the essential information, planning and skills necessary to enter college with a declared major, and the resources to navigate "the maze" of higher education.

### Workshop Sessions

#### Integrating Technology into a Career Choices Course

Marquis  
Salon 1

TECH2A 10:20 AM

#### My10yearPlan.com: Set-up and Management FAQs

This hands-on session will be a lot more exciting than it sounds. Promise. You'll learn tricks for getting student accounts set up quickly and explore new resources for supporting your students' experience with My10yearPlan.com.

TECH2B 11:30 AM

#### My10yearPlan.com Essentials

Get online and experience the various optional resources and reports available with this progressive educational tool. Even if you are currently using My10yearPlan.com, you'll learn about some of the newest additions to this online enhancement.

TECH2C 1:30 PM

#### My10yearPlan.com INTERACTIVE

Step into your student shoes for this hour and we'll jump feet-first into the newest online enhancement, which incorporates all 100 activities in *Career Choices*. Join the CAST (Critical and Strategic Thinkers) as they help propel you through this organic decision-making process. You'll also get to preview a selection of new motivational videos, hosted by Olympic Gold Medalist Dain Blanton and designed to introduce each chapter in *Career Choices*.

Monday, July 18, 2011

## Implementing a Freshman Transition Course that Impacts School Retention and Post-secondary Matriculation

*Spotlight on Best Practices*  
~ Open to all Attendees ~

2:50 PM

Marquis Salon 1

### Freshman Investment

How do you move from the initial “What a great program!” to successful implementation? This team has been there and will share successful strategies – and the pitfalls to avoid – for implementing a systematic approach to student achievement. This comprehensive freshman academy program includes: small learning communities, PBS strategies, 21st century technology, differentiated instruction, career exploration, a 10-year plan, and dual-enrollment college credit. By addressing motivational issues, they hope to increase: ambition, drive, and motivation for academic success; academic and social achievement (RtI & PBS); improved graduation rates/reduced dropout rates; matriculation to college; and a competitive career advantage.

**Presenters** Team from Wasson High School, Colorado Springs, CO  
Melissa Johnson, Transitions Coach/Lead Teacher  
Laura Grant, Teacher  
Heather Griffith, Dean of Students

Marquis Salon 2

### Building a Coherent System from the Middle Grades, High School, and Beyond

This session will focus on the changing needs of adolescents as they progress through high school and into young adulthood and post-secondary education. It will address how we can build specific support and interventions into a coordinated approach, across school segments. Resources will be discussed that are particularly suited for specific stages of development. The essential components of a career-education continuum will be shared. Examples of collaborative career-oriented course material and support services linking middle and high schools with postsecondary resources will also be featured.

**Presenters** David Militzer, Consultant, Secondary, Career and Adult Learning Division  
California Department of Education, Sacramento, CA

Marquis Salon 4

### Taking the Next STEP to Success: The Ninth Grade Academy Contributes to the Success of High School

Participants will learn that STEP, Structure, Technology, Environment, and People, are the basis for maintaining growth and expansion in the Ninth Grade Academy and beyond! Antioch High School’s team will provide an overview of how the Ninth Grade Academy did their part in helping the school meet AYP and state goals.

**Presenters** Team from Antioch High School, Antioch, TN  
Debbie Booker, 9th Grade Principal  
Tina Shepherd, Counselor  
Naomi Williams, Freshman Seminar Teacher



Monday, July 18, 2011

## Implementing a Freshman Transition Course that Impacts School Retention and Post-Secondary Completion

*Spotlight on Best Practices*  
~ Open to all Attendees ~

4:00 PM



### Marquis Salon 1

#### **Building a Freshman Academy: The Strategic Process Involved in Building a Sustainable Successful Program**

Increasing your graduation rate, improving your attendance, and having better behaved students can become your reality. Research over the past several years has indicated that making the transition from middle school to high school is a crucial part of the development and success of each student. The Freshman Academy model is based on a comprehensive approach using research-based strategies to understand and deal with the characteristics and needs of freshman students. At Depew, our goal is to provide the necessary support for freshman students to be academically successful during their first year in high school. Learn about the many critical components of a strong program and the many steps you can take to enhance buy-in and support from your school community.

**Presenter** Team from Depew High School, Depew, NY  
Carol Townsend, Principal  
Lynn Girdleston, Assistant Principal

~ Repeated in **Best Practices Session (BP3A)** tomorrow at 10:00 AM ~



### Marquis Salon 2

#### **Success 101**

Participants attending this session will walk away with ideas and activities they can quickly use in a freshman *Career Choices Classroom*. These activities help engage students as they move through the curriculum while creating a safe environment to share ideas and concerns. Participants will have the opportunity to share activities from their own classroom and brainstorm with other educators starting out or just getting started.

**Presenter** Cathie Klein, Teacher  
Seaman High School, Topeka, KS

### Marquis Salon 4

#### **First Year Strategies for Successful Planning and Implementation**

What steps need to happen before your freshmen walk into their first Freshman Seminar class? Join the lead team from Housatonic Valley Regional High School as they discuss the year of planning that went into the creation of the Freshman Seminar. Participants will learn how this group of dedicated educators from a rural, six district region in Northwest Connecticut revolutionized the way the transition process is addressed and improved academic achievement for all ninth grade students. Program research, getting teacher buy-in, community outreach, training/professional development will all be discussed.

**Presenters** Team from Housatonic Valley Regional HS, Falls Village, CT  
Diane Goncalves, Assistant Superintendent, Region One  
Jacqueline Rice, Teacher  
Karen Prince, Director of Guidance

Monday, July 18, 2011

## Implementing a Freshman Transition Course that Impacts School Retention and Post-secondary Completion

*Online Learning Forum*  
~ Open to all Attendees ~

Marquis  
Salon 1

*Is there an App for that?*

*Well, no, but don't let that stop you from joining us for the*

## Online Learning Forum

Take a break, enjoy your dinner, and then head back down to the ballroom level for an informal evening with the team behind *Career Choices'* online enhancements.

The room will be wired for access, so bring your laptop\* and get some hands-on experience with the internet-based tools we've designed to enhance your classroom:

**My10yearPlan.com**  
**CareerChoices.com**  
**LifestyleMath.com**  
**The Teachers' Lounge**

*\* If you're traveling sans laptop, we'll have a few extra computers available to share.*

You'll also get a chance to sneak a peek at our newest enhancement.



### **6:30 PM to 7:00 PM – Blended Learning: The Killer App in Your Pedagogy Arsenal**

We'll look at "blended learning" and discuss how this pedagogical approach merges face-to-face education and online learning to help you differentiate and personalize instruction.

### **7:00 PM to 7:30 PM – Integrating Technology into Your *Career Choices* Classroom**

We'll give you the low down on each of our enhancing websites and explain when and how to use them to enhance your students' experience or support your own learning.

### **7:30 PM to 8:15PM – My10yearPlan.com ~ The Essentials and the NEW Interactive Level**

If you're interested in My10yearPlan.com, DO NOT miss this session. We'll give you an overview of the set-up process, review the basic functions of the site, and give you a tour of the newest enhancement, My10yearPlan Interactive, which incorporates ALL of the *Career Choices* activities.

### **8:15PM to 9:00 PM – Open Lab ~ Q & A with Support Staff**

The final block of time will be set aside so you can get online and explore the different technology enhancements. If you're already using any or all of these programs, this is a great opportunity to ask questions and provide feedback or recommend functions you'd like to see in future versions.

Tuesday, July 19, 2011

# Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

## Spotlight on Best Practices

~ Open to all Attendees ~

7:30 AM



Marquis Salon 1

### Transformational Leadership: Theory Into Practice

McCormick High School was transformed from a low-performing school to a high-achieving, award-winning school in one year! See visionary leadership in practice as this session explores the transformation from “school” to “learning community” in an area where 88 percent of students are eligible for free/reduced lunch and/or Medicaid. Learn about some characteristics of visionary and transformational leadership and how they might be applied to your learning organization. Explore the answers to some foundational leadership questions: Who am I? What do I want? How do I get it?

**Presenter** Bobby Cunningham, Assistant Principal  
Dent Middle School, Columbia, SC

## Deluxe Continental Breakfast

~ Open to all Attendees ~

7:30 AM

Foyer

### Continental Breakfast

Take advantage of breakfast during the FINAL Spotlight on Best Practices session or come grab a bite prior the the General Session. Today is a big day with lots of fun in store, so fuel up! Breakfast is the most important meal of the day, and this is one of your final opportunities to network before the conference ends.



Tuesday, July 19, 2011

## Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

### General Session

Marquis Salons 3 & 4

#### Steps Eight and Nine - Why a School-wide Initiative is Important and What Results to Expect

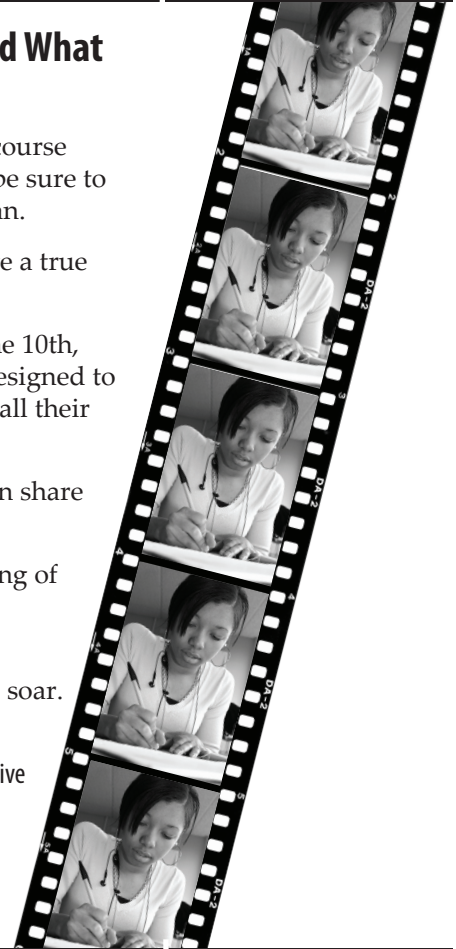
Once all of your 8th or 9th grade students have finished their Freshman Transition course and have completed their quantitative and meaningful 10-year plan, you'll want to be sure to implement Steps Eight and Nine of The George Washington University's 10-step Plan.

By elevating your Freshman Transition efforts to a School-wide Initiative, you'll have a true whole-school reform effort. This final general session will focus on:

- How to use My10yearPlan.com when updating students' 10-year plans in the 10th, 11th, and 12th grade, including an overview of the special summary page designed to assist every teacher in providing academic coaching and advisory efforts to all their students
- What academic coaching is; you'll also learn some simple techniques you can share with all stakeholders at your school
- Strategies that will encourage all instructors to get involved with the updating of their students' 10-year plans

As you'll see in this session, when the 10-year plan becomes an integral part of your school-wide reform effort, your completion rates (both high school and college) will soar.

**Presenters** Kristen Lunceford, Director, Communications, Academic Innovations  
Dr. Rebecca Dedmond, Director, The George Washington University's Freshman Transition Initiative  
Mindy Bingham, Author, *Career Choices*



### Workshop Sessions

#### Freshman Transition Leadership Institute

Marquis Salon 4



FT3A 10:00 AM

#### My10yearPlan.com Online Advisory Tool for Personalized Instruction

Take your advisories to a whole new level with My10yearPlan.com. See how this online enhancement provides your faculty with a direct link to students' plans for the future and allows students an easy way to update and revise their plans throughout high school.

Spend time developing your initial plans for launching your Freshman Transition initiative using the tools you've received over the last three days.

Tuesday, July 19, 2011

## Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

### Workshop Sessions

Career Choices Lead Teacher/Administrator Institute

Imperial Suite A

LT3A 10:00 AM

### Your Professional Development Plan: Customizing a Plan for Your *Career Choices* Course and Your School-wide Freshman Transition Initiative

After reviewing the various options available through Academic Innovations and The George Washington University's Freshman Transition Initiative, it's time to roll up your sleeves and—with the help of your trainer and other resource specialists—begin writing your own professional development plan. You'll leave with the start of a plan that is not only doable, but will also launch your team on the path to helping all students become self-sufficient productive adults.



### Workshop Sessions

Best Practices: Freshman Transition in Action

Marquis Salon 2

BP3A 10:00 AM

### Building a Freshman Academy: The Strategic Process Involved in Building a Sustainable Successful Program



Increasing your graduation rate, improving your attendance, and having better behaved students can become your reality. Research over the past several years has indicated that making the transition from middle school to high school is a crucial part of the development and success of each student. The Freshman Academy model is based on a comprehensive approach using research-based strategies to understand and deal with the characteristics and needs of freshman students. At Depew, our goal is to provide the necessary support for freshman students to be academically successful during their first year in high school. Learn about the many critical components of a strong program and the many steps you can take to enhance buy-in and support from your school community.

**Presenter** Team from Depew High School, Depew, NY  
Carol Townsend, Principal  
Lynn Girdleston, Assistant Principal

Tuesday, July 19, 2011

## Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

### Workshop Sessions Career Choices Implementation

Marquis  
Salon 5

IMP3A 10:00 AM

#### Customizing Your Lesson Plans using Microsoft Excel

You're ready! Using all the resources and information covered in the previous sessions, we'll walk you through the process for customizing your plans for teaching the course. Bring your laptop if you want to work on your session-by-session Excel spreadsheet, but don't worry. You won't have to start from scratch. You'll have a variety of pre-formatted plans you can choose to customize to meet your own course parameters.



### Workshop Sessions Dual Enrollment Freshman Transition

Imperial  
Suite B



DEFT3A 10:00 AM

#### Where Do We Go From Here? A Plan for Success

Participants will leave this final session with a well-developed and specific plan for implementing a DEFT program. Outcomes will include strategies for building relationships, tools for designing or updating a comprehensive Dual Enrollment Program, and resources for implementing a DEFT program.

### Workshop Sessions Integrating Technology into a Career Choices Course

Marquis  
Salon 1

TECH3A 10:00 AM

#### Using High-Tech to Provide High-Touch: Academic Coaching and Advisory Strategies with My10yearPlan.com

Using the My10yearPlan.com Summary Page (from either the Essential or Interactive level), learn about strategies and tips that will imbed students' 10-year plans into the culture of your school. You'll leave this session with tips for getting all school staff excited about having online access to students' summary pages.



Tuesday, July 19, 2011

Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

# Spotlight on Networking

11:30 AM ~ Awards Luncheon

Imperial  
D, E, F

## TIME TO CELEBRATE!



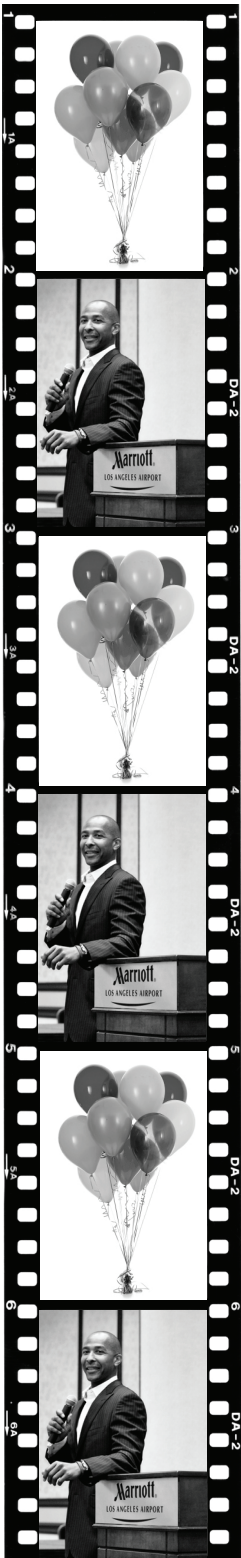
## Awards Luncheon

Gather with your newly-acquired network of Freshman Transition experts as we recognize the efforts of Freshman Transition champions from across the country.

Joining us to deliver a luncheon address will be a champion of a different kind. Olympic Gold Medalist Dain Blanton has traveled the world representing the USA in beach volleyball. He became the first African American to win an AVP Beach Volleyball tournament in 1997, winning the AVP Hermosa Beach Grand Slam. Dain pushed forward and improved even further, bringing home a gold medal from the Sydney 2000 Olympics. He also returned to the Olympic Games in Athens in 2004, becoming the first and only male beach volleyball player to represent the United States in two Olympic Games.

Dain continues to break new ground and hopes to inspire and motivate others to create opportunities for the next generation. Dain's keynote address will leave you with a powerful story you can recount for your students as a real-life example of how a **vision**, when coupled with **energy** and perseverance, leads to **success**.

Dain will help us recognize the 2011 *Career Choices* Medal Schools.



Tuesday, July 19, 2011

## Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

# Keynote Speaker

## 11:30 AM ~ Awards Luncheon

Imperial  
D, E, F

### Dain Blanton

Dain Blanton grew up in the volleyball-rich neighborhood of Laguna Beach, Calif. As a high school senior in 1990, Blanton was named the Orange County Player of the Year, recognized as the Most Valuable Player of the Pacific Coast League, earned all-American honors at the Junior Olympics, and was a Volleyball Mag Fab 50 recruit.

Blanton, along with partner Eric Fonoimoana, struck GOLD at the 2000 Olympics in Sydney after upsetting the world's top seeded men's beach volleyball team. More than 10,000 spectators cheered as Blanton and Fonoimoana played a near perfect tournament, stunning the Brazilians in straight sets.

Winning the gold medal was not the first milestone in Dain Blanton's career. In 1997, Dain took his place as a pioneer in the sport when he became the first professional African-American player in the history of beach volleyball to win a major title. He also returned to the Olympic Games in Athens in 2004, becoming the first and only male beach volleyball player to represent the United States in two Olympic Games.

With his outstanding performance on the court, Dain found himself in a unique position: that of role model for other African-American and inner city kids. In 1997, Dain established "Dain's Day at the Beach," a sponsor-driven series of volleyball clinics designed to expose kids throughout Los Angeles' urban areas to the sport of beach volleyball. At these clinics, young people learn the fundamentals of beach volleyball, and Dain stresses the importance of education, goal setting, focus, leadership, and discipline.

Dain followed his passion for beach volleyball to Pepperdine University in Malibu where, in only his second year, he led the Pepperdine Waves to a National Championship. Dain graduated from Pepperdine with a degree in Public Relations and acquired his teaching credential, and then took his game back to the beach joining the AVP and International FIVB Pro Beach Volleyball Tours.

Dain is currently competing on the AVP tour and working in sports broadcasting, reporting for Fox Sports West and Prime Ticket covering NBA (LA Clippers), MLB (Dodgers, Angels) NCAA hoops and football (USC, UCLA), as well as volleyball (AVP, FIVB, NCAA).

Dain continues to break new ground and hopes to inspire and motivate others and to create opportunities for the next generation.



Tuesday, July 19, 2011

Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

## *Spotlight on Best Practices* Career Choices Medal Schools

# 2011 HONOREES

### *Gold*

- Vincent High School
- Indio High School

### *Silver*

- Nelson C. Nix Educational Center

### *Bronze*

- Foothill High School
- Seaman Freshman Center
- Carpinteria High School
- North Valley Charter Academy



Tuesday, July 19, 2011

## Implementing a School-wide Initiative: Using the 10-year Plan for Personalization and Advisory Functions

# Spotlight on Best Practices

## Career Choices Medal Schools ~ Prior Years

### PRIOR HONOREES

#### Gold

2010

- Carolina Academy
- Hillwood High School
- McGavock High School
- Ocean Springs High School
- Park Ridge High School
- Youth Alternatives, Inc.

2009

- South Effingham High School

2008

- Silverado High School

#### Silver

2010

- Antioch High School
- Cane Ridge High School
- Crestwood High School
- Glencliff High School
- Hunters Lane High School
- LeMars Community High School
- Maplewood High School
- Overton High School
- Indio High School

2009

- McGavock High School

2008

- Duval High School
- Nueva Esperanza Academy
- McCormick High School



#### Bronze

2010

- Bossier High School
- Seaman Freshman Center
- Vincent High School

2009

- Grace King High School
- Mt. Diablo High School
- Poughkeepsie High School

2008

- Chaffey High School

#### Other Awards

2010

- Rudy Ramirez — Edupreneur
- Robin Nichols — Teacher of Excellence
- Erin Hansen — Teacher of Excellence
- Paul Childress — Teacher of Excellence

2009

- Roger Haserot — Teacher of the Year

2008

- Jessica Swift — Teacher of the Year

# Best Practices Presenters

## Antioch High School Team

**Debbie A. Booker** has just finished her third year as 9th Grade Principal at Antioch High School. A math teacher by trade, Debbie loves all types of sports and has coached basketball. She has been married to the military for 23 years (Jessie) and is the mother of 21 year old Army soldier Greg and a freshman who will be attending college this fall, Jessica!

**Tina Shepherd** has finished her second year as one of Antioch's 9th Grade Counselors. She has been a high school counselor for ten years. Tina loves children, coaches softball, and loves to travel, shop, and read.

**Naomi J. Williams** has finished her fourth year as 9th Grade Team Leader, and has been a math teacher for 10 years. She was recently awarded Teacher of the Year by the Academies of Nashville in 2011. Originally from Texas, Naomi taught there for two years before moving to Nashville, TN. She has two children, ages fourteen and six.

## Bobby Cunningham

**Bobby Cunningham** is currently the 8th Grade Assistant Principal at Dent Middle School. From 2006 to 2008 he was principal at McCormick High School, implementing reforms that helped the school earn an Absolute rating of Excellent in 2007 and Good in 2008—after receiving a rating of Below Average in 2006. Bobby is also currently serving as Principal/Director at the WR Rogers Continuing Education and Technology Center in Richland School District 2 in Columbia South Carolina. He recently completed the Education Specialist degree from the University of South Carolina (August 2010). Recognized as the South Carolina Golf Coach of the Year (1997), he is also a member of the Erskine College Athletic Hall of Fame. Bobby and his lovely wife, Linda, have two children, Shawn and Adrienne.

## Depew High School Team

**Carol Townsend** will begin her 30th year as an educator and ninth year as principal at Depew High School in the Buffalo, New York area. She has been a teacher, assistant principal, and principal at both the middle and high school levels. Her Bachelor of Science degree is in Industrial Arts Education from the State University at Oswego. She has a Masters degree from the University of Houston in Administration. The focus of her career has been dealing with highly at-risk students in the public school setting. More specifically, in program development and supplemental programs to support and increase academic success for at-risk students. She resides in Clarence, New York with her husband and two sons.

**Lynn Girdleston** is starting her 24th year in education and her ninth year as an assistant principal. She spent 13 years as a health education teacher before pursuing an administrative career. She has a Bachelor of Science degree from Murray State in Health and Physical Education and Masters degrees in Education and Educational Administration. Lynn has been a long standing advocate for learning communities and bringing a sense of ownership and belonging into the educational process. She is currently the Assistant Principal and Director of Physical Education, Health, and Athletics at Depew High School. Lynn and Principal, Carol Townsend, have established an effective freshman transition program that is in its sixth year. She resides in Elma, New York with her daughter who will be entering sixth grade this year.

## Erin Hansen

Erin Hansen is the Lead Teacher for the Career Choices dual-enrollment pilot program. Erin is also a participant in CWS Action Research Project with the goal of identifying the best practices to support struggling students' success in dual-enrollment courses.

## Housatonic Valley Regional High School Team

**Diane Goncalves** is currently Assistant Superintendent of Schools for Region 1 Schools in Falls Village Connecticut. She has also served as a consultant to various school systems in the area of classroom management. She has taught at the college level and lectured on curriculum development, classroom management, and behavioral strategies for student success. She has also been invited to address various audiences at the State level on Educational Law. She is an advocate for the success of all students. She believes that "Focus on Freshmen" is a program that guarantees success for students throughout their high school careers and beyond.

**Jacqueline Rice** has been a teacher for 28 years, the last 10 years as a Mathematics teacher at Housatonic Valley Regional High School. She is the co-lead teacher for the Freshman Seminar program. Jacque resides in Lakeville, Connecticut.

**Karen Prince** has been a school counselor for 25 years, the last two at Housatonic Valley Regional High School. Mrs. Prince believes that school counselors are vital members of any initiative that addresses student achievement and academic success. Improving the freshman transition process has been a key element of her work. Mrs Prince resides in Bethlehem, Connecticut.

## Indio High School Team

**Rudy Ramirez** is starting his 20th year as the principal of Indio High School. A former teacher, counselor, and assistant principal, he is an advocate for students, parents, and the Indio community. Mr. Ramirez resides in Indio, has two children who graduated from Indio High School and a daughter starting 10th grade at Indio High School and just recently adopted a 2½ year little boy, Jonathan. Mr. Ramirez is deeply connected to the community and their families. Rudy is a true believer in academic success for all.

**Margo McCormick**, former elementary, middle school, and high school teacher, academic coach, program facilitator, dean of students, is currently the assistant principal of Indio High School. Margo's ties to the Indio community run deep: She's a product of the city of Indio and an Indio High graduate. Her passion is providing each student the opportunity for personal success.

**Charles Mazet** has a BA in Communications Arts & Sciences and a MA in Cross-Cultural Education. The first 10 years of his teaching career were spent as a math teacher, the last three of those at Indio High School teaching Algebra to students who had little success in math. His task was to prep them to pass the exit exam on their first attempt. In the 2009-2010 school year, Charles "turned to The Dark Side" and took over responsibilities for the school's attendance. Besides being in charge of all aspects of attendance, he also monitored graduation and dropout rates. This past school year, Charles made another move and is now the Curriculum Coach for the school. His primary duties are to oversee all aspects of English Learners and function as the point person for Freshmen Seminar - Success 101 teachers.

# Best Practices Presenters

## Cathie Klein

**Cathie Klein** is starting her 18<sup>th</sup> year as an educator. Her career started at the middle school level and has evolved to working with high school freshmen and students of all ages working on their degrees. By day, she enjoys helping Seaman Freshman Center students discover the endless possibilities that lie before them. At night, she is an adjunct instructor for the Leadership Studies Department at Fort Hays State University. Cathie and her husband, Karl, enjoy spending time with their young adult children.

## Tiffany Littlejohn

**Tiffany Littlejohn** is a dedicated school counselor and educator exhibiting her passion for students through character education. As an active member of her community she is devoted to ensuring that societal pressures do not overcome students whom face them daily. Ms. Littlejohn is currently a Doctoral candidate seeking completion in the Spring of 2012. She was nominated for "Counselor of the Year 2011" for her school district, and has published works dedicated to the achievement of students. Her enthusiasm lies in the opportunity to continue to work with youth in efforts to enhance social skills, character, and academic achievement.

## David Militzer

**David Militzer's** experiences range from direct services to designing and implementing policies and program for systems change to leading initiatives on coordinated regional economic development, workforce and education strategies. He has studied education reform and has degrees in Philosophy and Psychology. For the last twenty years his focus has been on the interface between education and careers, with a current emphasis on reducing the dropout rate and increasing student success in life by promoting student ownership of their learning process. David currently holds the position of Middle Grades Education Programs Consultant within the California Department of Education.

## Chris Pulos

**Chris Pulos** is in his sixth year as a High School Teacher. A former member of both the United States Marine Corps and Air Force, Chris fell in love with teaching when he became a Karate Instructor in American Combat Tang Soo Do. He uses his personal experiences as a member of the military, small business owner, parent and home owner, to teach students by example. In his spare time he is a supervisor with Operation Gratitude, putting together care packages for our servicemen and women around the globe. Chris credits his success in all aspects of his life to his wife of nearly 20 years, Brenda, and credits his ability to connect with his students to his 17 year old son, CJ.

## Patrick Roberts

Los Angeles-based writer/producer **Patrick Roberts** hales from Wyoming by way of Chicago and has a life story worthy of its own screenplay. A former ranch hand, money manager, futures trader, and Russian linguist for the U.S. Army Special Forces, Patrick holds an M.A. in Russian linguistics and a B.A. in History. Since turning his hand to screenwriting in 2005, Patrick has had option offers on two screenplays while Executive Producing a recent Barry Bostwick, Cheryl Ladd project that premiered on Lifetime Television in 2010. Represented by Zero Gravity Management, Patrick currently has a TV pilot script out to the networks as well as a feature film in development.

## Lauren Taylor

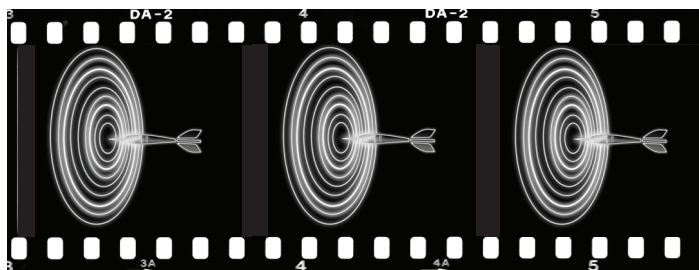
**Lauren Taylor** is a graduate student at the University of California, Santa Barbara. Working towards a Ph. D for Research Methodology in Education with a second emphasis of Quantitative Methods within the Social Sciences, Lauren currently works with Dr. Russell Rumberger on the California Dropout Research Project, examining the differences and trends among high school dropouts and their peers. For the past year, Lauren has been working with Academic Innovations on the development of thean online data tool. Lauren also works for UCSB Adventure Programs, guiding outdoor rock climbing, kayaking, canyoneering, and more. Her hobbies include line dancing, gardening, rock-climbing, and hiking.

## Wasson High School Team

**Melissa Johnson**, of Wasson High School, Colorado Springs, Colorado, is passionate about connecting students with resources to help them think bigger about what they can achieve. As an AVID and Career Choices teacher in an urban public school, she strives to improve academic achievement for all students by providing them the tools to create a roadmap for success. As an educator with over 10 years in Career and Technical education, she is proactive about identifying and sharing effective techniques and resources that enable student achievement. Her motto is "Inspire, Believe, Achieve".

**Laura Grant** is a third year special education teacher at Wasson Colorado School of Innovation in beautiful Colorado Springs, Colorado. Working with challenging at-risk students has given her a passion for opening doors of possibility for students who are traditionally in the margins of the classroom and their communities. Laura is excited about new opportunities for the success of all students in education today!

**Heather Griffith**, Dropout Prevention Specialist at Wasson High School in Colorado Springs, draws from six years' experience as a School Psychologist and Dean of Students to help teens navigate through their challenges and develop tools for success. Her experiences as an Army brat and her training in education and leadership lend themselves toward a multi-faceted and flexible approach to student achievement. Supports she offers to her students and her school include data collection and analysis, counseling, family engagement, teacher consultation, program implementation and management, and grant funding. She moved to Colorado Springs from Charlotte, North Carolina, in 1996, intending to stay only a short time – but now, five years later, she is still enjoying the mountains and trails in the beautiful State of Colorado.



# Focus on Freshmen Featured Presenters



## Rebecca Dedmond

Founded in 2004 by Dr. Rebecca Dedmond, the Freshman Transition Initiative is a grassroots effort addressing the critical need for a classroom-based, comprehensive guidance effort in either the 8th or 9th grade.

A passionate champion for creative solutions to school redesign challenges, Dr. Dedmond and her team of experts are helping to stem the rising tide of dropouts (both high school and college). Housed in The George Washington University's Graduate School of Education and Human Development's School Counseling Program, the Freshman Transition Initiative developed what it considers to be a definitive set of Course Standards for Freshman Transition Classes. Subsequently, the 10-step Plan for implementing a Freshman Transition initiative was developed, outlining a whole-school reform effort for impacting school retention.

Among her many professional accomplishments, as the Career Counseling Supervisor of the Commonwealth of Virginia, Dr. Dedmond established a comprehensive career guidance and counseling model, wrote implementation guides, and conducted technical assistance for all school divisions. While at the Virginia Department of Education she also served two terms as president of the National Consortium of State Career Guidance Supervisors. It was while working with other state career guidance supervisors that her understanding for the need for comprehensive guidance in the classroom grew and her expertise was formulated.

In addition to numerous articles and briefs in various national education magazines and newspapers, Dr. Dedmond co-authored *The Project Planning Guide for Implementing a Freshman Transition Initiative*, which is used in Freshman Transition Leadership Institutes. Through partnerships with the media, she hopes to continue the national conversation about the need for a Freshman Transition course in either the 8th or 9th grade.

Dr. Dedmond works closely with states and large districts that are tackling Freshman Transition models and provides technical assistance for their planning efforts. Understanding that leadership at all levels is critical to the success of these efforts, she is currently developing a Freshman Transition Leadership certification program at The George Washington University to train professionals for state and district positions addressing dropout prevention and high school reform.

## Penelope Paine

Penelope (Penny) Paine, trainer, consultant, author, and former Gender Equity specialist for the State of California, is sought after as a speaker because of her experience with comprehensive guidance programs, nontraditional occupations, and special populations. Armed with British charm and an all-American "can do" spirit, Penny has trained or consulted in nearly every state in the union. Her past contracts include: California Department of Education, California Community Colleges Chancellor's Office, Girls Incorporated, TIAA CREF, the National Alliance for Partnerships in Equity, and the national Business and Professional Woman USA.

A graduate of the University of London, she has also created educational publications and programs and authored twelve children's picture books. In addition to many state educational publications for California, she co-authored *The Project Planning Guide for Implementing a Freshman Transition Initiative*, which is used in Freshman Transition Leadership Institutes.

Penny brings a national perspective. In addition to her work with the national office of Girls Incorporated, she was instrumental in developing and facilitating the national "Women Helping Girls with Choices" program with Business and Professional Women USA. Her expertise on gender-related topics and practical experience in collaborative partnerships with community-based organizations brings an added dimension to her presentations.

Penny is particularly adept at guiding schools in the change process. She has worked with teachers of all disciplines and with schools in the process of integrating or restructuring curriculum.



# Focus on Freshmen Featured Presenters

## Mindy Bingham

Innovative educational approaches have always been a mission for Mindy Bingham. As a part-time college professor, seminar leader, author, publisher, and community activist, Mindy has dedicated herself to improving education. She has traveled around the country conducting workshops for teachers and curriculum specialists.

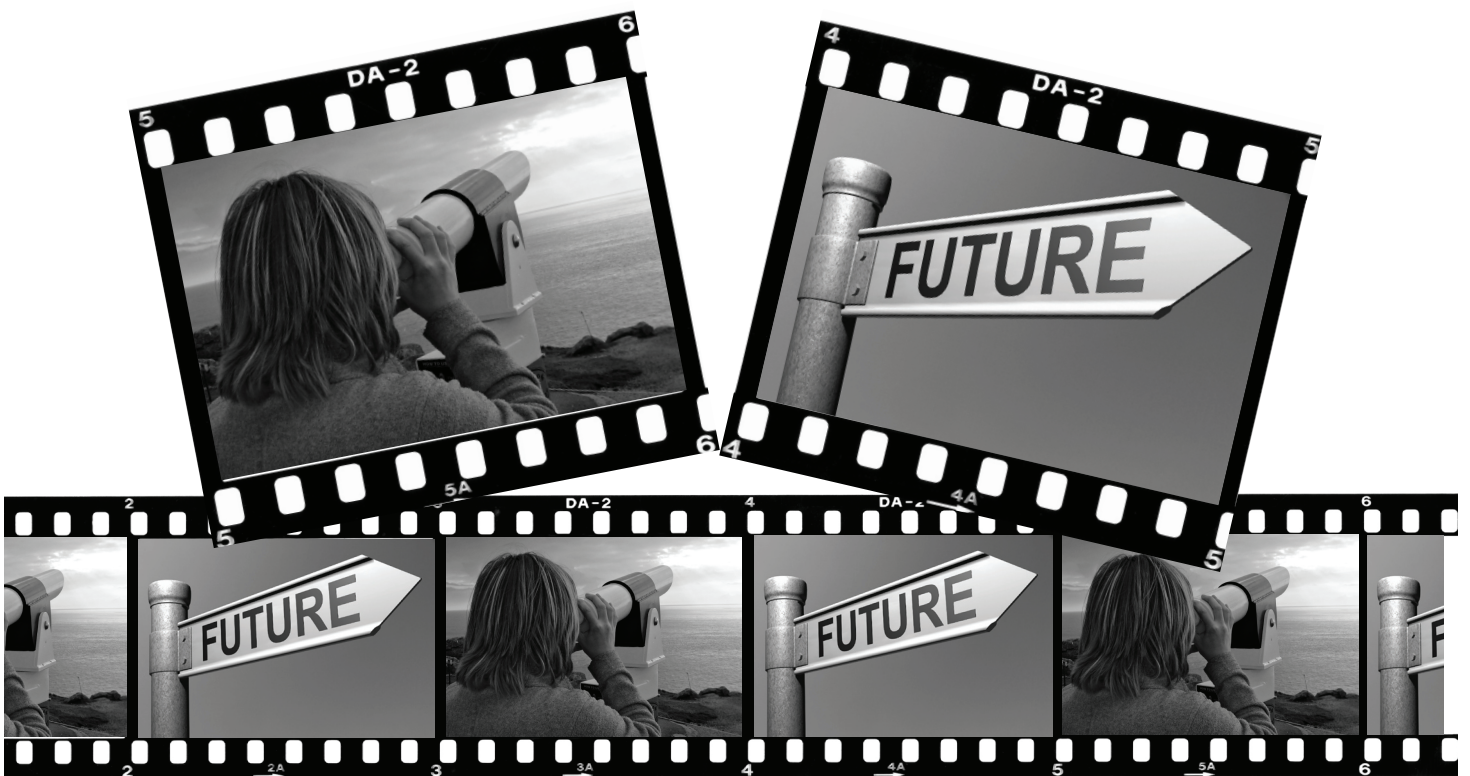
As early as college, Mindy Bingham envisioned someday creating a curriculum that high schools could use to motivate young people to stay in school and prepare themselves for a career and a satisfying life. In 1990, when she finally had the financial reserves to capitalize her dream, she started Academic Innovations from her home office, fulfilling the initial stream of orders from her garage.

To date, titles authored or co-authored by Mindy Bingham have sold over two million copies. They include *Career Choices: A Guide for Teens and Young Adults*, *Lifestyle Math*, and *Possibilities*. An ambitious endeavor, this interdisciplinary curriculum has been used in over 4,300 school and job readiness programs across the country, and has sold over 500,000 copies. Over the years, *Career Choices*, has received national acclaim. In 2000, the United States Department of Education awarded the *Career Choices* series its coveted "promising" citation as a curriculum that works.

Her best-selling *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning and Challenges*, the young man's version, are credited with helping "kick-start" the gender equity movement in the early 1980s. Her children's picture books include the Ingram number one best-seller (August 1987) *Minou and My Way Sally*, the 1989 Ben Franklin Award winner for Best Children's Picture Book. Mindy has also published *Things Will Be Different for My Daughter: A Practical Guide to Building Her Self-Esteem and Self-Reliance from Infancy through the Teen Years* with Viking/Penguin.

In 1985, she was named one of the outstanding women in education by the Santa Barbara County Commission for Women. In 1991, she was named an honorary life member to the Vocational Education Equity Council (VEEC) of the American Vocational Association. In 2001, she was honored with the Woman of Distinction Award by the Santa Barbara Associates and the Breaking Traditions Award of the Equity Council of the Association for Career and Technical Education. In addition to her creativity and writing skills, Mindy is a savvy business woman. In 1998, she was named Entrepreneur of the Year by the South Coast Business Network.

Mindy lives in Santa Barbara, California, with her husband, Jim Comiskey. Her daughter, Wendy, graduated from the University of Southern California with a degree in Business Administration and is now a partner with her mom in Academic Innovations, functioning as the vice president of professional development, marketing, and technology.



# Career Choices Trainers & Staff

## Lynn Anderson

Lynn Anderson has 30+ years in the education arena. She is a nationally known trainer, consultant, author, professional development provider, and motivational speaker. Labeled as the “Carol Burnett of Education,” her mission is the CHILDREN. Lynn is a member of Who’s Who in American Education, as well as, Who’s Who in American Women. She displays energy and enthusiasm in her heartfelt approach to making this world a better place for all. Lynn captivates her readers and audiences with humor and compassion, and her down-home approach is effective and refreshing. As a speaker, Lynn’s enthusiasm is contagious. With a realistic approach to life and learning, she uses real-life experiences and personal successes as a foundation for the future.

## Wendy Bingham

For Wendy Bingham, passion for the *Career Choices* curriculum is a family affair. As the daughter of author Mindy Bingham, Wendy has been involved with Academic Innovations in one capacity of another for the last fourteen years. She’s played an integral role in all aspects of the company since 2001 as the vice president in charge of professional development, marketing, and technology.

Wendy brings a deeply ingrained entrepreneurial spirit to Academic Innovations, one that served her well throughout her studies at the University of Southern California, where she earned a Bachelor of Science in Business Administration. As part of the Entrepreneur Program at USC, Wendy was recognized for developing one of the “Top 10 Business Plans” in 1996 for her proposed technology summer camp for educators.

Before entering the family business, Wendy started her own successful enterprise as a database management consultant, providing companywide sales and marketing evaluations, software customization, and staff training. Wendy also worked for McGraw-Hill, coordinating sales events and promotions and developing her division’s database.

It is her belief in professional development and her passion for helping educators translate theory into classroom practices that guides her own career path today. Known for her content-rich, practical approaches to innovation in education, to date she has conducted *Career Choices* workshops in 38 of the 50 states. Because of her extensive workshop experience, she is a member of the highly-selective National Speaker’s Association. If your funding requires a comprehensive professional development plan and you’d like to brainstorm one for your school, she can be reached at [wendy@academicinnovations.com](mailto:wendy@academicinnovations.com).

## Georgette Phillips

Georgette has been “teaching” since she was eight years old. She recruited siblings and neighborhood children to her “School of Fun” in Buffalo, New York, where, at this young age, she developed her educational philosophy: “Learning is fun and, if fun, will be lifelong!”

Georgette attended State Teachers College (SUNY) on scholarships and incentive awards and maintained a 4.5 GPA. Finding out that her long-time beau was moving to California with his family, she postponed her education and married Richard Phillips at the end of her first year of college.

The young couple began raising a family: five children, twelve grandchildren, and three great grandchildren. Georgette continued her education, a class here and there, with long breaks in between. It took her many years to complete her degrees, but she never gave up. She was in her 50s when she earned her Master’s Degree in Educational Leadership. Georgette says the roadblocks and detours she faced helped her relate to the challenges and mindset of her students.

California Home Economics Careers and Technology Department of Education awarded Georgette the coveted “*Dream, Dare, Do*” award for her Hawks Nest Children’s Program. Students in the Academy TEACH program at Silverado High School operate the Hawks Nest where they implement real-world 21st century skills, earn college credit, and certification to work in the early childhood field.

Georgette was also awarded grants for her various programs, including Small Learning Communities, where she coordinated Freshman Houses for 1,400 freshmen. It was there that she learned, first hand, the power of the *Career Choices* curriculum. See her story at [http://www.whatworkscareerchoices.com/from\\_clueless\\_to\\_focused.html](http://www.whatworkscareerchoices.com/from_clueless_to_focused.html)

Although Georgette retired from public education in June 2010, she has not retired from her passion. She is having fun in her new position as Curriculum & Instructional Support Advisor for Academic Innovations. You can reach Georgette with your questions and planning needs at [georgette@academicinnovations.com](mailto:georgette@academicinnovations.com) or join her at *Career Choices* Online Professional Learning Community [http://www.careerchoices.com/lounge/plc\\_home.html](http://www.careerchoices.com/lounge/plc_home.html)



# Career Choices Trainers & Staff

## Kristen Lunceford

Kristen has been connected with Mindy Bingham's mission since the 1980s, when her mother helped Mindy bring her first book, *Choices*, to the national stage with Advocacy Press. While finishing up at Carpinteria High School in 1998-1999, Kristen interned for two summers with Academic Innovations before pursuing her BA from Arizona State's Walter Cronkite School of Journalism. A semester in London and a magazine editorial position later, Kristen rejoined Academic Innovations in April 2005 as the company's director of communications. She played an integral role in the development of the online enhancements My10yearPlan.com and The Teachers' Lounge, and currently oversees the design and content for all of the company's websites and social media. She will be photographing this year's conference and presenting on the Internet enhancements for *Career Choices*.

Kristen works from our Las Vegas office where she and her husband, Ryan, are planting Advance Church in the Summerlin area with their three young children, Landon, Evan, and Selah.

She can be reached at [kristen@academicinnovations.com](mailto:kristen@academicinnovations.com) and encourages everyone to follow Academic Innovations on twitter (@tenyearplan) and Facebook ([facebook.com/10yearplan](https://www.facebook.com/10yearplan)).



## Tanja Easson

Tanja is a living illustration of why comprehensive guidance is needed for ALL students. She graduated from high school with high honors and high hopes, starting college a few classes shy of sophomore status thanks to Advanced Placement and concurrent enrollment credits. What she lacked was direction. In college, she explored several fields of study—music performance, psychology, education—finally pursuing a major in English. Where do most English majors end up? In the software industry, of course.

In 1996, after several years doing computer programming and software support, Tanja joined Academic Innovations. Since 2001, she has worked as the vice president of curriculum support and operations. Over the years, she has helped hundreds of educators around the country initiate and expand their *Career Choices* classes, and she can link you to the resources that will help you build a successful Freshman Transition program.

Tanja can also help you understand the benefits of our internet enhancements, [CareerChoices.com](https://www.CareerChoices.com), [LifestyleMath.com](https://www.LifestyleMath.com), [My10yearPlan.com](https://www.My10yearPlan.com), and The Teachers' Lounge, as she has been instrumental in the development of each of these web sites.

She is a font of information powered by a deeply held belief in the value of a 10-year plan and the need for all young people to master the skills needed to effectively manage change. To brainstorm your course ideas or learn more about any of our web sites, contact her at [tanja@academicinnovations.com](mailto:tanja@academicinnovations.com).

# General Hotel Information

## Hotel Highlights

This hotel has a smoke-free policy.

Only 2 blocks from LAX, with complimentary shuttle service and convenient access to major highway interchanges.

This hotel has earned the ENERGY STAR® label from the U.S. Environmental Protection Agency (EPA).

## Parking

On-site parking: \$14 daily (special conference rate)

Valet parking: \$29 daily (call 310-337-5374 for valet)

## High-Speed Internet

Available in your guest room and in public areas of the hotel for a set daily rate of \$12.95, which includes:

High-speed Internet access

Unlimited local phone calls

Unlimited long distance calls (within the country); not available in all markets

## Restaurants & Lounges

### Champion's

American

Open for dinner

Good times, good food, and good sports! Over 54 flat screen TVs ensure our guests will catch all the play-by-plays!

### J.W.'s Steakhouse

Open for dinner

Specializing in premium steaks, and featuring fresh seafood and an extensive wine list. Witness the performance of master chefs in the exhibition kitchen!

### Latitude 33

Continental

Open for breakfast, lunch, and dinner

### Starbucks Coffee

## Check-in & Check-out

Check-in: 3:00 PM

Check-out: 12:00 PM

Express Check-in and Express Check-out

Video Review Billing, Video Check-out

If you are checking out on Tuesday, you'll want to check your baggage in the morning before attending the general session.

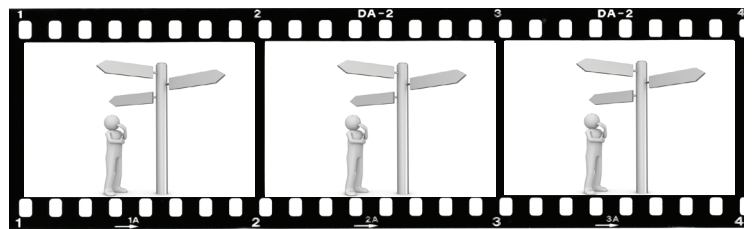
## Guest Services

Concierge desk

Full-service business center

Room service, 5:00 AM to 1:00 AM

Safe deposit boxes are available at the front desk.



## Academic Innovations

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[www.academicinnovations.com](http://www.academicinnovations.com)