# Concurrent Sessions & Technology Learning Centers*
(Subject to Change)

# Friday, April 3, 2009

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** 49 Ways to Handle Hard to Handle Students

**Speaker(s):**
Marty Appelbaum, Consultant, Owner, Author, Trainer of Trainers, Appelbaum Training Institute
Maryln Appelbaum, Author, Keynote Presenter, Consultant, Owner, Appelbaum Training Institute

**Session Description:** If you have students in your school that talk back, can't still, tattle, are disrespectful, or have special challenges like ADHD, Asperger's Syndrome, Autism, and anger problems, this session is for you. This lively, informative, fun session is packed with strategies for you to take back to your teachers. Today's classrooms are filled with diverse learners, and this multi-media fun presentation is packed with strategies and solutions for you and your teachers.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Bully for You: When Teachers Bully

**Speaker(s):**
Kathleen Sciarappa, Principal, Conant Elementary

**Session Description:** Adults can be bullies and when bullying enters the workplace, particularly a school, the results are demoralizing. Workplace bullying is tricky to spot, defies definition, but is devastating to school culture. Adult workplace bullies are highly deceptive and adept at creating conflict while their "targets" are commonly reluctant to take action for a wide variety of reasons. Unlike the bullies from childhood who typically target the vulnerable, adult bullies tend to select the most competent employees as targets. Astonishingly, bullying in the American workplace is not illegal. Workplace

bullying impacts the health of individuals as well as the climate of the school as a whole and can be found in peer-to-peer, administrator-to-teacher and teacher-to-administrator relationships. This session examines the phenomenon of workplace bullying and outlines what bullying victims and school leaders can do to eradicate bullying in the workplace.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Capitalizing Upon Gender Diversity

**Speaker(s):**
Janice Skiffer, Principal, Mendenhall Junior High School
Kirby Craft, Academic Coach, Mendenhall Junior High

**Session Description:** Educators across America handle gender-based issues daily. This symposium focuses on an increasingly popular solution—gender grouping—and provides practical suggestions on how to avoid pitfalls while implementing an effective program throughout the school or district. Issues discussed include advantages/disadvantages, selling to stakeholders, implementation, and the legality.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** Discipline Without Stress, Inc. (a nonprofit) Assists Schools Promote Responsibility and Learning with Free Books and Free Staff Development.

**Speaker(s):**
Marvin Marshall, President, Discipline Without Stress, Inc.

**Session Description:** Discipline Without Stress, Inc., (DWS4Schools.org) a nonprofit public charitable 501(c)(3) education organization promotes responsibility and learning by supplying free books and free staff development to schools with low economic students. Principals who use the Discipline Without Stress Teaching Model have teachers (1) emphasize procedures, (2) communicate in positive terms, (3) offer choices to reduce counterwill, and (4) continually have students reflect on their choices. A hierarchy is taught that separates the deed from the doer so that a natural defensive response is completely eliminated. The hierarchy is also used to have students WANT to behave and WANT to put forth effort in their learning. The teaching model is used across the country and is so effective because it uses the same principles used by Stephen Covey, William Glasser, and W. Edwards Deming.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** Digital Technology: Redefining Our School

**Title:** Get Smart: Tools for 21st Century Leaders

**Speaker(s):**
Robert Vojtek, Coordinator For Unified Arts, Avon Public Schools
RoseAnne Vojtek, Principal, Bristol Public Schools/Ivy Drive Elementary

**Session Description:** Learn how to use interactive whiteboard to work SMARTer and achieve desired results. Gain strategies and tools that will assist in facilitating effective meetings, problem-solving, decision-making, and team-building. Leave with a repertoire of tools that will assist you in working with your staff to achieve optimal performance and results.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Idea-A-Minute:Intervention Strategies That Work!

**Speaker(s):**
Betty Hollas, Educational Consultant/Author, Staff Development for Educators
Char Forsten, Consultant & Writer, Staff Development for Educators
Jim Grant, Educational Consultant/Author,
Staff Development for Educators

**Session Description:** Join Jim Grant, Char Forsten and Betty Hollas for a fast-paced, idea-a-minute session. You will learn easy-to-use, classroom-tested practices, tips, and ideas that support Response to Intervention (RTI) and Differentiated Instruction. Plus, you'll explore topics including; math, reading, discipline, management, and much more. These tips are essential in supporting the viability of differentiated instruction and RTI in the classroom. This session is based on decades of combined experience of three nationally known educational consultants and authors.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Improving School Climate: 50 Best Ideas from the Principal Files

**Speaker(s):**
Gary Hopkins, Editor in Chief, EducationWorld.com

**Session Description:** More than 100 principals have contributed 1,000+ practical ideas that comprise dozens of articles in EducationWorld.com's Principal Files series. Join Education World editors as they share 50 of the best ideas from this series written for principals, by principals. Included are ideas for recognizing star teachers, communicating with parents, leading great meetings, improving cafeteria behavior, hiring the best teachers, managing time, developing yearlong school-wide themes, improving school newsletters, boosting test scores, using morning announcements to build school community, and more. In addition, principals in attendance will be invited to share "ideas that work" for them. Those ideas will result in a new article in the Principal Files series to be titled "Ideas from the Big Easy (NAESP 2008)." Come for dozens of new principal-tested ideas and take home a gift for sharing an idea that's worked for you.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Principal Matters: Tips for Building Collaborative Relationships Between Principals and After-School Program Leaders

**Speaker(s):**
Paul Young, Executive Director, West After School Center, Inc.

**Session Description:** In learning communities where principals and after school program directors form an effective collaborative relationship, diverse extended educational opportunities for children often flourish. But how do two busy leaders form and develop an effective collaborative relationship? What are the important skills that both must bring to the table, and how do they work together to share responsibilities for success? These questions and more will be discussed in this session. Challenges and best practices from both school-based and community-based after-school programs will be shared. Participants will learn strategies for improving their collaboration skills that will enhance their after-school programs. Participants will discover how they can work together to move the conversation regarding the importance of school-afterschool collaborative relationships to the forefront of principals' attention – and ultimately improve extended learning opportunities for all children.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Rebels With Applause: Brain Compatible Approaches for Motivating Reluctant Learners

**Speaker(s):**
Grace Dearborn, Education Consultant, Conscious Teaching
Rick Smith, Education Consultant, Conscious Teaching

**Session Description:** In this lively, fun, interactive session, receive dozens of practical, eye-opening strategies that your teachers can use to increase their students' motivation. This will include "Fifty Ways to Leave Your Lecture" and "Seven Strategies for Getting Reluctant Students to Participate in Class Discussions." Connect current research on the brain with the strategies shared. Understand more fully what your reluctant learners are up against, and how to help motivate them. Learn strategies to enliven staff meetings and motivate reluctant teachers. Leave with your tool kit overflowing with practical strategies for observing and coaching teachers.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Student Wellness in 8-10 Minutes Each Day. Bringing Wellness and Yoga to Culturally Diverse Learning Communities

**Speaker(s):**
Violet Tantillo, Principal, Jefferson Elementary School
Carla Tantillo, Mindful Practices, Oak Park, Illinois

**Session Description:** This interactive session will provide educators with the tools to create a wellness curriculum which is easily amendable for culturally and economically diverse learning communities. By incorporating 8-10 minutes of yoga and wellness into the classroom daily, student stress and anxiety levels are decreased. Therefore, levels of concentration, attention and focus are increased. This unique and data-driven wellness program will empower principals, teachers and students to effectively deal with the academic, personal and emotional challenges often present in a school setting. Practical methods are also provided to easily adapt this curriculum for second language learners, special education students, parents and special needs groups. Practicing yoga consistently in a school setting provides students with the life skills necessary to counter the negative effects of stress on their academic performance.

**Date**: Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Arts in the Learning Community

**Title:** The Whole Brain - The Whole Day: the after school connection

**Speaker(s):**
Deb Ukura, Youth Program Coordinator, Hopkins, MN School Disdrict
Emily Holder, After School Program Director, Saint Paul Public Schools

**Session Description:** Did you know the Information Age is over? We are now living in the Conceptual Age! And the Conceptual Age calls for right brain aptitude. This illuminating workshop will shed light on current trends shaping the future of education, and how after school programs can partner with schools to increase learning achievement for all students. After school programs support whole brain success through parent partnerships, relationship building, creative inquiry and enrichment. Together, principals, teachers, and after school staff can work to create a seamless and supportive learning day that celebrates and engages every brain. This workshop will provide the inspiration (data and research) and motivation (take-home activities) to begin this critical conversation with staff - your learning community.

**Date:** Friday, April 3, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Transforming Learning Communities: The Principal as Team Builder

**Speaker(s):**
Michael Chirichello, Professor, Northern Kentucky University

**Session Description:** Learning communities will be more successful within an organizational structure that supports meaningful relationships. Teams are the building blocks for that structure and create opportunities for collaborating, communicating effectively and building consensus to sustain professional learning communities. Participate in a simulation that will begin to focus on the differences between groups and teams. Discover how to avoid the potholes that can result in dysfunctional teams. You will leave this session understanding why coming together is a beginning, staying together is a process, and working together is success.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Digital Technology: Redefining Our School

**Title:** Are Parents the Missing Link? How Educating Parents Strengthens the Use of Media and Technology in Schools

**Speaker(s):**
Laura Martinez, Outreach Manager, Common Sense Media
Rebecca Randall, Director of Outreach, Common Sense Media

**Session Description:** Just five years ago MySpace and Club Penguin did not exist, and Google hadn't yet become a household name. Blogging, texting and twittering were not yet common verbs. Club Penguin and WebKinz hadn't even been invented. The digital media that runs through the middle of all kids' lives is evolving at a dizzying pace, bringing with it opportunities and challenges that are unique to this generation. This session will highlight these perils and possibilities as well as recent poll data on parents' attitudes about media and how this influences their perception of the use of technology in the classroom. Practical strategies on how to establish school community partnerships and how to support parents in helping their children grow and thrive in this new media world will also be offered.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Digital Technology: Redefining Our School

**Title:** Arts Impact

**Speaker(s):**
Deborah Harloff, Executive Director of the Arts, Rochester City School District
William Chandler, Grant Coordinator, Rochester City School District

**Session Description:** Interested in the impact of integrated arts learning on classroom content at the elementary school level? Want to know how the Rochester City School District (RCSD) has implemented an Arts Integration Program to study the impact of arts integration on student achievement with approximately 5,000 students? Interested in the data on student performance and teacher preference and how it relates to arts integration? Then this is a presentation just for you. Participants will learn about the US Department of Education funded Arts Education Model Development and Dissemination project called the Arts Impact Study. This study involves ten randomly selected schools, with approximately 250 teachers and 5,000 students in integrated arts learning. Teachers and teaching artists co-plan and co-teach a ten session residency which results in an integrated unit of study. Each residency integrates an art form (dance, music, visual art or drama) with classroom content. Participants will review the integrated units planned to date, they will view video clips of the teaching artist residencies as well as learn about the data collected by the RSCD. Discussion will follow on strategies for schools or districts

to replicate the work done in the RCSD and how the data can inform instruction and professional development. Time will be available for discussion of the process and strategies to adapt what is done in the RCSD for replication in other schools or districts.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Creating a Culturally Proficient School

**Speaker(s):**
Anthony Moyer, Principal, Wescosville Elementary School
Janice Clymer, ESL Teacher, Wescsoville Elementary School

**Session Description:** Participants will be informed about current research-based teaching strategies, methods, and philosophies that will enable them to experience greater success when working with Limited English Proficient (LEP) students in their schools. This workshop will introduce the concepts of self-efficacy and cross-cultural competence through interactive discussion and cooperative learning activities. Upon completion of the workshop, participants will be able to immediately implement techniques, activities, and strategies that will be helpful to their staff members and LEP students with whom they relate or interact on a daily basis and begin to embrace the concept of school-wide cross-cultural competence.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Culturally Proficient Leadership that Supports African American Males Academic Success

**Speaker(s):**
Sandra Harris, Professor, Lamar University
Ted Stuberfield, Principal, Martin Elementary

**Session Description:** African American male students are among the greatest demographic at risk populations today in the US. This session reports on research findings for culturally proficient leadership. Participants will also discuss the findings of a recent research project where elementary principals were interviewed who led schools with consistent improvement in academic scores of African American male students. Five strategies emerged in the literature and in this study that are necessary for academic success.

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Developing School Leaders Who Drive Instructional Improvement

**Speaker(s):**
Gretchen Donndelinger, Professor/Retired Elementary Prinicpal, Nova Southeastern University
Joan Kowal, Superintendent in Residence/Professor, Nova Southeastern University Fischler School of Ed

**Session Description:** Great schools require great leaders. Have you ever been to a great school that didn't have a great principal? Come learn about how the National Institute for School Leadership combines state of the art e-learning technology with the best in face-to-face instruction to bring to districts a premier executive training program. This training program is currently widely used in Massachusetts, Minnesota, Mississippi and Pennsylvania.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Electronic Gadgets in the School House: Legal Considerations in the Computer Age

**Speaker(s):**
John Dively, Assistant Professor, Eastern Illinois University

**Session Description:** Electronic mediums such as cell phones, video cameras, surveillance systems and internet applications present a new array of legal issues that principals must understand to keep themselves and their districts out legal problems. This session will provide participants with an analysis of various legal precedents that can help guide schools in their response to technology applications related to student and teacher electronic speech, on-campus vs. off-campus misconduct, social networking sites, acceptable use policies, video and audio taping guidelines, cell phones and internet screening applications among others. The emphasis of the presentation will focus on what are the schools' responsibilities and rights with respect to policy and practice regarding these various scenarios. Particular attention will be given to First and Fourth Amendment issues related to free speech and search and seizure issues. The session will be interactive with attendee participation encouraged.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** Girls Circle: Promoting Resiliency in Girls through Gender Responsive Groups

**Speaker(s):**
Shannon Alvarez, Consultant, Girls Circle Association

**Session Description:** The Girls Circle is a model of structured support groups for girls from 9-18 years. It is designed to foster self-confidence, help girls maintain authentic connection with peers and adults in their community, and addresses the risk factors and needs of girls in a format that builds on girls' strengths and develops resiliency through verbal sharing and creative activity.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Leadership and Accountability: Creating Effective Structures to Move Teaching and Learning in Urban Districts

**Speaker(s):**
Jennifer Booth, Principal, Newport Public Schools
Kimberly Behan, Principal, Newport Public Schools

**Session Description:** This workshop takes administrators though the journey of creating accountability structures to help improve teaching and learning in a diverse, urban district. Participants learn protocols for collecting data and using the data to help teachers to differentiate their instruction and develop best practices. The structures help administrators and teachers to identify the individual needs of each student and focus instruction to meet those needs. The workshop includes schedule designs that promote job-embedded professional development. A variety of methods are demonstrated in order to create a consistent system that addresses student needs by grade level, building level, and district level. Participants are provided with a blueprint for collecting and using data, providing opportunities for teachers to focus instruction for improved learning, and giving administrators a plan for recognizing best practices, sustaining continual improvements, and identifying next steps.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Math Strategies Principals Can Count On to Improve Student Understanding and Performance

**Speaker(s):**
Char Forsten, Consultant & Writer, Staff Development for Educators

**Session Description:** Too many of our students struggle with math concepts, skills, and vocabulary. We can no longer rely on a book or a program to meet the needs of today's diverse learners. If students are not learning from the way that we teach, then we must teach them the way that they learn. How do we teach and reach different learners? Join author, Char Forsten, in this highly informative and interactive session, to learn numerous, classroom-proven strategies and interventions that principals, teachers, and students can count on!

**Date:** Friday, April 3, 2009

**Time: 1:30 PM - 2:30 PM**

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** National Science Teacher's Association e-Learning Center*

**Speaker(s):**
Edward Rock, Associate Executive Director, National Science Teachers Association

**Session Description:** In many states science currently is or will become part of the high stakes testing program. Through hands-on activities, guided inquiry, and discussion, principals will experience the National Science Teachers Association's research-based online Learning Center. Research shows teachers of science with strong science content background and exposure to exemplary instructional skills produce more capable students. The National Science Teachers Association provides a blend of free, free with membership and for-fee web-based resources to teachers and administrators - with the sole focus of promoting excellence and innovation is science teaching and learning for all. Through a fully customizable e-Learning Center experience teachers can build their science content knowledge and pedagogical skills - specifically meeting their own needs - and be fully accountable for their professional development. Principals can monitor each teacher's professional development activity and develop progress and activity reports to document the PD.

**Date:** Friday, April 3, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Strengthening Mentoring and Coaching to Enhance Leadership Capacity

**Speaker(s):**
Susan Villani, Senior Program Research Assistant, Learning Innovations at WestEd

**Session Description:** Principals regularly make 50 decisions in an hour. Decisions are most often made in the moment without benefit of collegial discussion or reflection. This session slows down time and offers mentors and coaches opportunities to think through a leadership dilemma. Join us to learn a protocol to promote reflective practice; work collectively to consider a variety of coaching behaviors that build leadership capacity; and to identify and commit to trying a coaching strategy to employ within your own context.

**Date**: Friday, April 3, 2009

**Time:** 2:45 PM - 3:45 PM

**Track:** Digital Technology: Redefining Our School

**Title:** From Novice to Expert: Using Technology to Promote Individualized Literacy Activites in the Classroom and at Home *

**Speaker(s):**
Carl Swartz, Senior Research Associate, MetaMetrics, Inc.

**Session Description:** New technologies that apply research-based principles to support growth from novice to expert performance in literacy in reading, writing, and mathematics will be demonstrated and used by participants. These technologies, MyReadingWeb, MyWritingWeb, and MyMathWeb show promise in promoting literacy across the curriculum. These Web-based applications provide each student with individualized activities that promote expert performance. Classroom teachers, administrators and policy makers use the applications' results to make informed decisions about curricula, instructional strategies and the individual student's progress in achieving standards. The purpose of this session is to demonstrate Web-based strategies to individualize reading and writing activities for each student. Outcome data will be presented to provide research evidence in support of response to instructi

## Saturday, April 4, 2009

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** A Bridge Over Troubled Waters

**Speaker(s):**
Eric Brown, Principal, Killian Elementary School

**Session Description:** The 21st Century is here and at no time in history have we possessed so much knowledge and wisdom yet, more African American males than ever before are in prison, are unemployed and drop out of the high school. So the question we should ask ourselves is what are we going to do about it? Ron Edmonds says it best- We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far. This session will focus on a systematic approach to address the unique needs of African American Males and their families using strategies directed at closing the achievement gap.

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Arts in the Learning Community

**Title:** Being Art Smart: Integrating the Arts to Close the Gender Gap in Literacy

**Speaker(s):**
Kelley King, Principal, Boulder Valley School District

**Session Description:** Boys are falling behind in reading and writing at all levels and the gap continues to grow. How can art help to closer the gap in literacy learning? Kelley King is a school principal, author and international presenter who has had remarkable success in raising boys' reading and writing achievement through the integration of the arts...in fact, boys made eight times the district gains, the school landed on the cover of Newsweek magazine, and the school was recognized on a state level for its excellence in arts integration! This session will teach you about the hard-wired differences between the male/female brain and the powerful arts-integration strategies that support boys' literacy learning. These strategies are effective for not only boys, but also girls and RtI students in both coed and single-sex settings. As a presenter, Kelley believes in "practicing what she preaches" about brain-friendly teaching for males and females. Kelley's presentation style is fast-paced, passionate and humorous with plenty of discussion, hands-on activities, movement and music.

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Creating a Caring School Community: What Works and What to Avoid

**Speaker(s):**
Eric Schaps, President, Developmental Studies Center
Ginger Cook, Manager, State and District Partnerships, Developmental Studies Center
John Ansman, Principal, Roberta B. Tully Elementary
Rosie Young, Principal, Watson Lane Elementary School

**Session Description:** Recent research verifies what many educators have known all along: Building a safe and caring community in the classroom and school is instrumental not only for students' social and ethical development but also for their academic success. So what can principals do to create caring environments in which all students thrive? A number of concrete strategies have been proven effective for strengthening community in school. Through conversations with developers of these strategies and two veteran principals who have used the strategies for years, along with video clips showing the strategies in action, this workshop will explore the complexities and challenges of building community in classrooms, across grade levels, with families, and with the community at large. The principals, both of whom are NAESP leaders, will share their experiences — their missteps as well as their successes. Participants will leave with tools for examining their own school climate and choosing strategies that are right for them.

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Differentiated Supervision: Personalizing Teacher Growth through Walk-throughs and Targeted Feedback

**Speaker(s):**
Pete Hall, Principal, Staff Development for Educators

**Session Description:** Supervision and evaluation ought not to be a chore. Join award-winning principal Pete Hall as he shares a proven model of differentiated supervisory practices: From leading goal-setting to conducting intentional walk-throughs, this informative session will equip principals with the tools to lead individual and collective teacher growth. Learn to identify strengths, to maximize potential, and to engage in the work that research and common sense tell us leads to increased student achievement: improving our teachers' capacity.

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Leading Outside the Box

**Speaker(s):**
Roberta Frederickson, Educational Consultant, Highland Park Public Schools

**Session Description:** Leading Outside the Box Exemplary administrators and principals have discovered that there's more to effective leadership than simply "Thinking Outside the Box". Educational priorities and commonplace needs often require a substantial commitment of going beyond just thinking to "Leading Outside the Box". Successful leadership requires vision, collaboration, creativity, reflective practices, purpose, direction, trust, and optimism. A demanding aspect of effective leadership is the development of authentic learning communities which provide a "voice" for each group member. A curriculum specialist and former principal, the presenter of this session was faced with that exact challenge. This interactive, hands-on workshop traces the process of one school's journey and commitment to go beyond thinking to actual implementation of decisionmaking policies and organization of learning communities. Specific group meeting strategies, formats, curriculum maps, and graphic organizers that integrated grade level state standards with essential outcomes and enabling skills will be included. Throughout the session, participants will become active members of their own learning communities as they practice effective leadership skills prescribed by noted authors and educators. Participants will see the school's complete journey unfold and become part of the discussion regarding the procedures implemented. They leave empowered with the skills and courage to begin "Leading Outside The Box".

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** Middle School: Using Brain Based Learning Theory, Project Based Learning, Parent/Community Involvement, and Technology to support an engaging summer school experience for middle school students.

**Speaker(s):**
Bryan Bonander, 6th Grade Math and Science Teacher, Powell Middle School
Scott Schiller, Assistant Principal, Powell Middle School

**Session Description:** Powell Middle School initiated a pilot project during the summer of 2008 to incorporate brain based learning theory, project based learning, and technology to engage at-risk students in standards remediation during summer school.

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** R U Cybersmart? Today's Bullying - The internet and dangers surrounding online bullying.

**Speaker(s):**
Susan Sutton, School Counselor, St. Mary Magdalene Catholic School

**Session Description:** The National Crime Prevention Council in 2005 found that 43% of teens were victims of cyber-bullying. CNN reported a 50% increase in online harassment in 200 The internet is the number one growing form of communication between teens of today and middle school educators need the knowledge to recognize, understand and implement a plan to address the situation. In this interactive class you can learn what you can do to protect your school and student body from the dangers of cyberbullying.
**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Reading Assessments: The Foundation for an Response To Intervention (RTI) Model

**Speaker(s):**
James Cline, Independent Consultant, Educational Linker-Thinkers LLC

**Session Description:** Response to Intervention (RTI) is gaining acceptance as an effective collaboration between special and general education. Learn how three types of reading assessments can be used within a tiered RTI model to make informed instructional decisions for your struggling readers.

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Scheduling and Organizing a Data-Driven Intervention/Enrichment Period to Meet the Needs of All Students

**Speaker(s):**
Michael Rettig, Professor Emeritus, James Madison University
Robert Canady, Professor Emeritus, University of Virginia

**Session Description:** Many elementary schools have begun to include an Intervention/Enrichment (I/E) period as part of the school master schedule to help professional learning communities meet the needs of their students. In this session the authors of Elementary School Scheduling: Enhancing Instruction for Student Achievement detail various options for scheduling the I/E period, and more importantly, they outline how formative assessment data should be utilized to plan and organize intervention and enrichment activities.A detailed handout with sample schedules and an Excel scheduling template will be provided to participants.

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** The Ethical Principal

**Speaker(s):**
Gretchen Donndelinger, Professor/Retired Elementary Prinicpal, Nova Southeastern University

**Session Description:** Principals are confronted with ethical dilemmas daily. How do you know you are using the best tools to make good decisions? What criteria do you use to choose the right path? What can you do to create an environment that promotes ethical behavior?

**Date:** Saturday, April 4, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** The Mentoring - Coaching Continuum: Meeting the Developmental Needs of Staff and School Leadership Colleagues

**Speaker(s):**
Linda Gross, School Leadership Coach and Educational Consultant, Coaching School Results, Inc.

**Session Description:** Effectively supporting new and veteran staff and colleagues requires a full range of skills, knowledge, and dispositions. Traditional mentoring emphasizes sharing experiences and giving advice. At the other end of the continuum,

coaching supports individuals as they create their own solutions and move to action. As a school leader, it is often difficult to determine how much or how little direction to give to those who seek our help. In this practical session, participants clarify when it is appropriate to mentor, when it is best to coach, and how to develop and participate in professional relationships along the entire mentoring-coaching continuum. Through demonstration and hands-on activities they learn and practice ten progressive skills along the continuum, from giving direct advice, to generating multiple possibilities, to designing actions and managing progress.

**Date:** Saturday, April 4, 2009

**Time:** 11:45 AM - 12:45 AM

**Track:** Digital Technology: Redefining Our School

**Title:** Paperless Enrollment*

**Speaker(s):**
Barbara Castleman, Oeprations Director, Giftberry.Org
Kevin Hincker, Tecnical Director, Giftberry.Org

**Session Description:** Discover practical, easy–to-use GREEN solutions to address the many administrative challenges that schools are faced with today when processing and managing enrollment. This one-hour overview and hands-on experience will leave you feeling empowered to effectively address these challenges and equipped with the right tools to be the leader of your organization's next important paradigm shift – paperless enrollment for the 21st Century! GiftBerry.org is a non-profit dedicated to providing Green solutions for schools and charities to automate and manage all administrative needs and fundraising efforts. Learn how to eliminate the waste of time, money, and resources by processing and managing paperwork for the following services online: Enrollment Forms, Applications, Tuition, Employment, Supplies, Enrichment and Summer Classes, After-School Care, Hot Lunches, Sports Teams, and Class Trips, all at no cost to you! Join the thousands of schools across the nation taking positive steps towards reducing their carbon footprint.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Digital Technology: Redefining Our School

**Title:** 1 to 1 0: Global Trends and Emerging Ideas

**Speaker(s):**
Susan Einhorn, Executive Director, Anytime Anywhere Learning Foundation

**Session Description:** With much of the pioneering zeal fading for many Australian schools that implemented laptop programs in the 90's, there is a increasing imperative for us to focus on what we have learnt from the process, how that has impacted on learning, and what can others learn from our experience. Has it been truly transformative, and if not, why not..or should it be? In this session Bruce will explore some of these ideas, talk about the breadth of new initiatives that are now sweeping the developed and developing world, and look for trends that might be valuable for 1-to-1 leaders in both initiating and experienced schools.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 2:30 PM

**Track:** Digital Technology: Redefining Our School

**Title:** 1-2-3 Steps to Redefine Technology Use in Your School: Creating a Community of Teacher- Learners*

**Speaker(s):**
Candace Hackett Shively, Director of K-12 Initiatives, The Source for Learning, Inc.
Boni Hamilton, Assistant Principal, Lenski Elementary School, Littleton, CO

**Session Description:** Locate, Envision, and Share. This presentation will model – and you will practice -- three time-saving steps to change the way your teachers envision and use technology as tools for learning by their students and among themselves. You will use the free resource, TeachersFirst.com, to quickly locate the best, free, safe web resources for specific classroom needs. Find ways to offer differentiated options for your tech-savvy teachers and those reluctant to touch a mouse. Discover implementation ideas so teachers can envision the tools in the context of their classrooms and in their own technology comfort zone, including interactive whiteboards and safe use of web 0 tools. The supportive tone and practical tips will help you encourage teachers to redefine technology as a learning tool in their classrooms. Facilitate change and positive staff collaboration while addressing all levels of teachers as learners themselves. Create a community of teachers and learners. TeachersFirst is a ten year old, free service of a non-profit, The Source for Learning. TeachersFirst is funded by grants and other projects. Written and directed by experienced educators, TeachersFirst has a loyal following of members from over 50 countries across all grade levels. Our users include many teacher-education institutions and respected education agencies.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Eliminate the Reading Obstacle: A Methodology that Transforms and Empowers Students

**Speaker(s):**
Dee Tadlock, Adjunct Instructor, Central Washington University

**Session Description:** Principal Joan Leach will discuss her implementation of an innovative constructivist reading methodology at Raymond Elementary in Raymond, Washington. The methodology works for virtually all students, including ESL/ELL and Special ed, compelling rapid and permanent reading gains. The methodology, adopted as an intervention program for older students and as a whole-class program for primary levels, was integral to the school's emergence in 2007 as a Washington State School of Distinction. Teachers remark about the change in students as they experience rapid reading success, about the new confidence these students exhibit in the classrooms and how the overall atmosphere of the school is more positive, charged with an expectation of excellence. Co-presenter Dee Tadlock, who created the methodology, will discuss what causes a reading problem, how to tell if a student's brain is doing the foundational act of reading correctly, and how the constructivist methodology eliminates the reading problem by relying on the plasticity of the brain. Research data will be provided, including longitudinal, control-group, and pre-post designs and case studies. The underlying theory, which draws on research from several fields and, prominently, from Jean Piaget's pioneering work in interactive constructivism, will also be explained. The research and data support an approach to solving reading problems that differs from more traditional approaches.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Great Teachers, Great Principals, Great Schools!

**Speaker(s):**
Elizabeth Breaux, Author, Consultant, Motivational Speaker, Lafayette Parish School system

**Session Description:** Hear Liz today, see results tomorrow! Learn how to empower the teachers, build relationships, minimize disciplinary issues, and maximize student success! Learn practical strategies for improving the motivation, attitude, and achievement of even your most reluctant teachers and students.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** How to implement a Positive Behavior Supports program at your school

**Speaker(s):**
Randy Bennett, Principal, Riverdale Middle School
Scott Steckler, Principal, George Cox Elementary School

**Session Description:** Concerned about increasingly difficult discipline problems? Positive Behavior Supports is your answer. Attendees at this session wil learn how PBS has turned an elementary and a middle school around and altered the culture of the schools to reflect a positive and uplifting school climate.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Intervention Strategies for Students From Poverty

**Speaker(s):**
Jim Grant, Educational Consultant/Author, Staff Development for Educators

**Session Description:** Attendees at this workshop will gain a deep understanding of the 33 dynamics of poverty that undermines school success. Principals will learn dozens of classroom strategies to narrow the achievement gap of below-grade-level students from poverty. This session is designed to help you constructively and successfully address the pressing issues that face you and your students each day.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** Middle School Brains ARE Different! What We Need to Know and Do.

**Speaker(s):**
Spencer Kagan, Executive Director, Kagan Publishing

**Session Description:** Active brain imaging demonstrates middle school students' brains are not nearly as fully developed as we once thought. The result: Less impulse control, emotional hijacking, impaired decision-making, and lack of planning. The good news: By applying findings from brain science we can teach in ways far more effective for middle school students and in the process foster maturation of the middle school brain. In this

interactive session we actually view brain scans showing the maturation of middle brains and experience and process simple instructional strategies that align how we teach with how middle school students best learn.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** NETWORKS: Change Agents; Building Leadership Capacity/Improving Student Achievement

**Speaker(s):**
Elizabeth Neale, Pesident and Executive Director, National School Leaders Network
Jesse Dingle, Director, Talent Management and Development, North Carolina Department of Public Instruction
Rachelle Salerno, NSLN Network Facilitator, National School Leaders Network
Sandi Bisceglia, Principal, Monroe County Schools, Florida Keys

**Session Description:** This session highlights the National School Leaders Network's unique model of collaborative coaching and mentoring, targeting the focus on facilitating "change leadership" in real life school context. Participants will engage in conversations designed to catapult school leaders to move their schools forward. Practical ideas/ benefits of leadership networking to build teacher capacity and improve student achievement will be shared.
**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Response to Intervention and Differentiated Instruction: Making the Connection

**Speaker(s):**
Laureen Reynolds, Education Consultant, SDE - Staff Development for Educators

**Session Description:** Participants will discover and understand the vital link that exists between differentiated instruction in each classroom and the success of the RTI initiative schoolwide. Participants will be involved in discussions focusing on differentiation tools and techniques effective in all subject areas and across grade-levels and be exposed to examples of research-based interventions designed for whole group, small group, and individual, intensive instruction which can be passed on to classroom teachers, paraprofessionals, and specialists.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Arts in the Learning Community

**Title:** The Brain, Exercise & Learning

**Speaker(s):**
Cathie Summerford, President, Fit4Learning

**Session Description:** How can we exercise one simple strategy for increasing more memory-making and retrieval? Just use your body!!! No gimmicks or expensive PE equipment here…..with current research exploding on movement and learning, it doesn't make sense not to include this in instruction? … especially since it's free! Benefits include: • Understanding the importance of movement/exercise in the learning process • Exploring the key brain research driving active learning • Discovering ways to incorporate movement effectively • Learning movement activities, techniques, and energizers to "wake-up" learning • Applying A.C.T.I.V.E. Fit4Learning Standards Of course, laughter, energy and enthusiasm encouraged.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Transforming Schools through Purposeful Walkthroughs: Dramatically Improve Student Achievement

**Speaker(s):**
Linda Fisher, principal in residence, Learning Headquarters

**Session Description:** A Milken National Award-winning principal will lead you through a powerful walkthrough structure that connects research and practice. You'll be amazed at the quantity and quality of evidence-based information gathered with this three-minute protocol. Learn to use focused feedback to create effective classroom environments, implement rigorous standards-based curriculum, facilitate quality instruction, and promote assessment that drives instruction. Through dynamic video clips, leadership anecdotes, and handouts, you'll leave with a repertoire of skills to use immediately.

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Uncommon Leadership in Education: The Seven Secrets of Motivating and Inspiring Your Team

**Speaker(s):**
Betty Hollas, Consultant/Author, Staff Development for Educators

**Session Description:** Uncommon Leadership is what sets the exceptional school apart from the rest of the pack - that "extra something" that makes some schools such outstanding places to work and to learn. Uncommon leadership is about more than encouraging everyone to do his individual best. It's about inspiring the whole team to do better than that, because they're working together and everybody's striving for common goals. You will leave this session with seven secrets for inspiring and motivating your team!

**Date:** Saturday, April 4, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** You Want Me To Do What!! Facilitating Educational Change In Your Building.

**Speaker(s):**
Kathy Mrsnik, Educational Consultant, Region 4 State Support Team-Ohio Dept. of Ed.
Ken Bernacki, Principal, R. C. Lindsey Elementary

**Session Description:** This interactive session will present a model for change that addresses the human side of implementing educational innovations. Change and the process needed for change to be sustainable will be addressed. Practical examples of how the model for change has been implemented with an elementary staff and the results will be shared. Participants can use the model for change to help their staff make changes to their teaching methodology to increase student achievement.

## Sunday, April 5, 2009

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 10:00 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Engaging Teaching Tools for Principals

**Speaker(s):**
Spence Rogers, President, Peak Learning Systems

**Session Description:** Experience dozens of effective teaching strategies and critical techniques for succeeding with challenging students whether high achievers or those who typically fall through the cracks. Examine practical ways that principals can model for and coach teachers. We will focus on tools that are successfully engaging more students than ever before in schools that rang from being small and rural to large and urban. Included will be highly effective ways of giving directions and asking questions for significantly increasing successful and meaningful engagement of all learners. In addition, we will explore several powerful strategies for engaging 100% of the students in correctly processing the content. Handouts contain numerous examples and step-by-step guides.

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 10:00 AM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Fostering a Safer and More Positive School Climate and Culture

**Speaker(s):**
John Linney, Executive Director, Impact Coaching and Speaking, Inc.

**Session Description:** School climate is determined by 5 main factors: Staff, Students, Family, Community, and the Organization. This workshop will focus on staff and students, because these are the best leverage points for fostering a safer and more positive school climate and culture. Research shows that high-performing schools see climate as a priority and provide training for staff to be more skilled interveners and more able to build strong relationships with students. These trained staff have the motivation and the skills to prevent and intervene in even the most subtle, covert types of mistreatment, which optimizes the school's culture for learning and teaching. Furthermore, when student leaders are equipped with the skills to defuse and de-escalate conflicts, their actions improve school climate as well. This workshop showcases a field-tested, best practice model for principals to activate staff and students to collaborate successfully for a more positive school climate.

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 10:00 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Helping to Grow Tomorrow's Teachers and School Leaders Through Mentor Training

**Speaker(s):**

Mary Reece, Director of Innovative Programs, NJ Principals & Supvs Assn./Found. for Ed. Adm.
Denise Hecht, Assistant Executive Director, NJ Principals & Supvs Assn.

**Session Description:** This workshop includes lesson and activities that are proven to create well rounded, highly motivated mentors who will have the greatest overall positive impact on new teachers and/or school leaders. It is designed to teach mentors how to create an environment of support that will foster independence of thought, creativity, and an understanding of professional frameworks and personal styles.

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 10:00 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Increasing Fluency Within A Response To Intervention (RTI) Model

**Speaker(s):**
James Cline, Independent Consultant, Educational Linker-Thinkers LLC

**Session Description:** Attend this session and become familiar with the Response To Intervention Model, its history and its present impact on education. Learn about Tier I, Tier II and Tier III students. And Learn about Five Fluency Strategies as identified by the National Panel on Reading that increase reading fluency in elementary students and thus increases reading comprehension, which fit within the parameters of a Response To Intervention (RTI) Model for Tier II and Tier III students.

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 10:00 AM

**Track:** The Arts in the Learning Community

**Title:** Practical Applications of Brain Based Strategies to Enhance Learning

**Speaker(s):**
Jeremy Moore, Principal, Brookshire Elementary
Tracy Sellers, Reading Coach, Brookshire Elementary

**Session Description:** Brain-based teaching and learning is significant and applicable to all teachers, administrators and students in any education environment. Watch video of teachers in action and learn practical research-based brain activities that all educators can use in the classroom to enhance learning. Learn to utilize strategies and internalize key concepts from researchers such as Eric Jensen and Marcia Tate in order to improve performance in your school.

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 10:00 AM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** Response to Intervention: Planning Effective Core and Tiered Reading Instruction

**Speaker(s):**
Barbara Marinak, Assistant Professor, Penn State Harrisburg

**Session Description:** The session will begin with an overview of evidence-based practices for core reading instruction (Tier 1), including a discussion of comprehensive assessment instruments and methods. Following this overview of effective core reading instruction, six research-based intervention attributes will be presented. The intervention attributes can be used at a systems level when planning building-wide intervention or for individual student decision-making. These attributes can help educators with what is proving to be the greatest challenge of RtI- differentiating programming for struggling readers with diverse needs. The framework can be used by anyone (administrators, coaches, reading specialists, etc.) charged with the responsibility for intervention. Classroom and building-level application examples will be offered.

**Time:** 8:30 AM - 10:00 AM

**Track:** Digital Technology: Redefining Our School

**Title:** Teaching 2.0: Learning and Leading in the Digital Age

**Speaker(s):**
Matthew Hayden, Elementary/Technology Teacher, Bristol Township School District

**Session Description:** Explore the technological abilities, needs and expectations of today's learners while becoming familiar with the various tools and techniques designed to enhance both learning and leading. Participants will gain exposure and familiarity with new tools such as MP3 players, video projectors, handheld computers and more. Subjects from Mathematics and Reading to Art and even Character Development will be addressed with sample lessons, strategies and examples so that the concepts may be immediately implemented in your schools.

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 10:00 AM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Transforming Your Staff: Team Building From the Heart

**Speaker(s):**
Andra Penny, Principal, Cottonwood Creek Elementary
Bryan McLain, Principal, Denton Creek Elementary
Cheryl Locklear, Principal, Austin Elementary School
Mark Lukert, Principal, Lakeside Elementary School

**Session Description:** Research is clear: student success and school effectiveness are greatly impacted by the climate of a school. In addition, positive school climate directly affects teacher morale and retention. Building positive staff relationships is "key" in the creation of an engaging and exciting climate necessary for students and staff to succeed. We, as building principals, are always looking for innovative and economical ideas to meet this challenge. Join us in this fun, interactive session and leave with creative, inexpensive ideas guaranteed to motivate and rejuvenate you and your teachers! Laughter, fun, and amazing ideas are guaranteed!

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Using Learning Walks to Intentionally Improve Instruction

**Speaker(s):**
Cathy Benedetti, Director of Teaching and Learning, Educational Service District #105

**Session Description:** Principals throughout the country are in classrooms doing “learning walks” or “walk throughs”. Often these are simply referred to by teachers as “drive bys” and do very little to improve instruction for students. Participants in this workshop will take away specific suggestions to make those learning walks intentional and effective in improving instruction building wide.

**Date:** Sunday, April 5, 2009

**Time:** 8:30 AM - 10:00 AM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Why Culture Counts: Teaching Children of Poverty

**Speaker(s):**
Donna Tileston, Author, International speaker, Staff Development for Educators

**Session Description:** Current differentiation models do not address the complexity of achievement gaps among racial and socioeconomic groups. To finally close the gaps in achievement we must address culture AND poverty. Culture defines what children with focus their attention on, how they interpret the world to give it meaning, what background knowledge they bring to learning, and how they will value that learning. Based on the book by this award winning author, explore a new model for closing the gap that focuses on how to close the gap and improve learning in the diverse classroom. Examine ways to differentiate for instruction including content, context, product/process and assessment.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** American Overseas Schools

**Speaker(s):**
Ralph Jahr, Vice President, International Schools Services
William Scotti, Regional Education Officer, U.S., Department of State

**Session Description:** Learn more about the role of the American Overseas Schools. Literature and materials, including fact sheets, school directories, and recruitment information, will be distributed. Employment opportunities and school-to-school partnerships will be addressed.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Answering the Critics of School Administration: What Are the Facts?

**Speaker(s):**
John Draper, CEO, Educational Research Service

**Session Description:** Answering the Critics of School Administration--Do others sometimes question your need for additional administrative help? Do they think you have an easy job with summers off? Do you have to justify with your board or your community your salary or the need for assistant principals? The Educational Research Service slays the myth of the educational bureaucy with hard facts. You are NOT overpaid, you are NOT overstaffed and you are NOT taking money away from instructional needs! The truth is just the opposite. Dr. John Draper, CEO of ERS, will arm you with the tools you need to change the conversation about school administration

and public schools. This presentation is positive, uplifting, and persuasive. Don't miss it. (Attendees will receive an Executive Summary of the research.)

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Forget the Rainforest - SAVE my Campus !!! - Eliminate Repeated Warnings and Multiple Request - Increase Academics - Decrease Discipine Challenges - Gain Parent Support and Empower Educators!

**Speaker(s):**
Joanna Faulk, Director, Port Arthur ISD - CTE

**Session Description:** Educators on average are losing 5-9 hours a week on lower level discipline challenges. Low level disruptions are "stealing" precious instruction time. Educators are frustrated because they are not able to deliver lessons; instead they spend more and more time dealing with challenging students (and administrators are seeing more students out of the classroom, being sent to the office). Educators know that academics and discipline go "hand in hand" - you can not have one without the other. You can be the best content instructor; but without the ability to control the classroom the best lessons remain undelivered. Participants will learn how to not take the "debate bait" - how to eliminate warnings and multiple requests. Participants will learn how to increase academics, decrease discipline challenges, gain parent support and EMPOWER all educators. We must move away from "paying" students to behave (stickers, candy, bikes, ipods, and yes... some schools get cars donated to give to students). We are concerned about self-esteem, but you can not "buy" (or bribe) students and expect their self-esteem to increase. It is time for true behavior change, not the temporary "fix" of the past. Participants will be encouraged and challenged to implement strategies and techniques that will change the classroom and campus climate... immediately. Educators have reported a 70% and more success rate in reducing discipline using these techniques and strategies.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Leadership Practices that Improve the Teaching and Learning of Students With and Without Disabilities

**Speaker(s):**
Carolyn Glicklich, Special Education Teacher, Prospect Academy Charter School

Josephine Louie, Research Associate, Regional Educational Laboratory - Northeast
Lauren Katzman, Associate Professor,
Boston University

**Session Description:** How are schools meeting the challenge of improving teaching and learning for students with and without disabilities? Participants will learn about recent findings from two research projects that conducted case studies of exemplary schools in the Northeast. The session will provide examples of how the principals used their leadership roles to build their school's capacity to provide high-quality instruction and support to a wide range of learners. Participants will discuss ways to connect ideas from the research to their own leadership practices and school contexts. The first panel presentation will share findings from case studies of six exemplary urban, suburban, and rural elementary schools that have made targeted efforts to improve math education for students with disabilities and other struggling learners. The second presentation will draw upon case studies of three urban public schools—two elementary and one secondary—with reputations for providing exemplary special education services. Common leadership practices found among the schools include efforts by principals to support school-wide teacher collaboration; build in-house leadership and instructional capacity; and promote a philosophy of inclusive education. During the session participants will discuss the findings, reflect on their own practices, and identify ideas for improvement in their own schools.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)
**Title:** Leading Instructional Change: The Role of the Principal in an RTI Model

**Speaker(s):**
Christine Lay, Director of Curriculum and Instruction, Central Dauphin School District
Edward Shapiro, Director,Center for Promoting Research to Practice, Lehigh University
Deborah G. Stover, Principal, E.H. Elementary School

**Session Description:** Response to Intervention seeks to promote success for all students by providing high quality instruction and monitoring student progress. As a result, RTI can provide schools with a framework for ensuring high quality instruction and a means for evaluating both system level and individual student progress. A key factor related to the success of such a systems change effort is the role of system leadership. The purpose of this presentation is to discuss the role of the principal as the instructional leader and main change agent within an RTI model. Presenters include a nationally recognized researcher in the area RTI and administrators from a district currently in the third year of RTI implementation. Attendees will (1) learn about the role of the principal within an RTI model and be provided information related to specific activities required for successful implementation; (2) understand the effects of the RTI model on student

performance and schoolwide data such as AYP status; and (3) gain an understanding of the potential facilitators and barriers to successful implementation of an RTI model.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** Strategies to Engage Middle Level Learners

**Speaker(s):**
Betty Hollas, Consultant/Author, Staff Development for Educators

**Session Description:** The emotional, social, and physical development of middle grade students presents unique challenges for the teachers and principals who work with them. This session will share specific strategies to improve the motivation of middle grade students, ways to offer an academically challenging curriculum, and options for giving middle grade students choices. You will leave with a backpack of strategies specific to middle grade students.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Digital Technology: Redefining Our School

**Title:** Teaching Online K-16: Creating Options for You, Your Teachers, Your School, and Students
**Speaker(s):**
John Flores, Executive Dean, Nova SE Univ/Fischler Schl of Educ & Human Srvcs
Marilyn Gardner, Professor, Nova SE Univ/Fischler Schl of Educ & Human Srvcs
Pat Laystrom, Senior Director, State Relations, Connections Academy

**Session Description:** The pioneer and one of the current leaders in distance education is Nova Southeastern University/Fischler School of Education and Human Services (NSU/FSEHS). Learn how to become part of (or knowledgeable about) the movement that is redefining K-12 schools and higher education. What do you need to know to join the burgeoning ranks of virtual school and online learning teachers, faculty, and administrators? What degrees/credentials do you need to teach online at the university and K-12 level? What competencies do online teachers need? How are the processes and core objectives of teaching different/the same? What about completion of online training and certifications for you or your teachers, or graduate degrees in Instructional Technology and Distance Education available at NSU/FSEHS? Presenters will share their knowledge of online teaching and learning in K-1 Are you ready to acquire a new set of beliefs that can create new professional and career options for you and expand your

school's, students', teachers' and administrators' options and opportunities? Join us to learn more about this important and unique medium that is changing how American education is being developed.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Arts in the Learning Community

**Title:** The Pageant Of The Arts – An Award-Winning Integrated Arts Curriculum

**Speaker(s):**
John Blaydes, Director, Principals Academy, ACSA

**Session Description:** Looking for ways to make the arts come alive at your school in way that will impact students for generations. Now celebrating its 27th year, The Pageant Of The Arts is an integrated arts program at McGaugh Elementary School that integrates the academics, art, music and dance. Each year an artist's life and style is researched and a masterpiece painting is recreated on a 20x40 canvas that every student in the school has helped paint. At a special performance, the artist is introduced as the curtain opens; the painting is presented in tableau, and then comes to life with original music and dance. You will have a chance to view portions of the Pageant and learn you can inspire your student, staff and community to implement the Pageant at your school.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** Tipping the Scales: Strategies to Shift Your Daily Work from Management to Effective Principal Leadership

**Speaker(s):**
Timothy Berkey, Chair of Graduate Studies, University of Houston-Victoria

**Session Description:** This session will engage principals in a three step process to audit, analyze and transform daily work habits in order to minimize time spent on managerial tasks and maximize time devoted to effective instructional leadership practices. Participants will be introduced to a Principal Leadership Tracker that will be used to set weekly and monthly goals to shift more of the principals daily work into areas that bring about improved teaching and learning on their campuses.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Transforming Chronically Low Performing Urban Schools:The Transformation Trifecta Model

**Speaker(s):**
Charles Mitchel, Associate Dean for Urban and International Studies, Seton Hall University
Daniel Gutmore, Professor, Seton Hall University
Lourdes Mitchel, Professor, Seton Hall University

**Session Description:** Transforming Chronically Low Performing Urban Schools is designed to move urban school principals beyond traditional restructuring through reculturing and retiming. This presentation focuses on how the principal as Chief Learning Officer can apply a research-based model for school transformation, implement a program of intensive professional development, and employ a system of shared school governance to transform chronically failing schools. Successful in urban settings, the Transformation Trifecta is primarily based on Effective Schools Research and Mass Insight Education and Research Institute's Turnaround Challenge, offering a process where schools are structured to learn, teach, and lead. Professional development with intensive mentoring and coaching based on school and district needs are critical components of urban schools' partnerships with the Academy for Urban School Transformation at Seton Hall University. The system of shared school governance is based on the Academy's work with Newton Street School in Newark, NJ where the Newark Teachers' Union, Newark Public Schools, the Geraldine R. Dodge Foundation, and Seton Hall formed a dynamic partnership of alternative governance. The presentation also focuses on the critical leadership characteristics of knowledge, skill, character strength, and the courage to effect transformation. Using this model, initial standardized test results have shown significant gains in Language Arts/Literacy and Mathematics.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Using Parallel Block Scheduling to Support Instructional Programs Designed to Accelerate and Sustain Literacy Acquisition in the Elementary School

**Speaker(s):**
Michael Rettig, Professor Emeritus, James Madison University
Robert Canady, Professor Emeritus, University of Virginia

**Session Description:** Elementary school educators are keenly aware of the problems in store for students who do not read on grade level by the end third grade. In this session, the authors of Elementary School Scheduling: Enhancing Instruction for Student Achievement advocate focusing significant resources on literacy acquisition programs in kindergarten and grade one. These resources are organized through the use of parallel block scheduling (PBS) to coordinate targeted small group instruction, special services, interventions and enrichment in a synergistic plan. In grades two through five PBS morphs into different forms to sustain achievement gains in literacy and enhance content area learning in mathematics, social studies and science. Several schools utilizing PBS in this fashion will be highlighted; results data and actual schedules will be provided as handouts.

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 3:00 PM

**Track:** Leadership and Management: Complimentary roles of the Principal

**Title:** When Consequences Don't Work: Succeeding with Difficult Students

**Speaker(s):**
Rick Smith, Education Consultant, Conscious Teaching

**Session Description:** Consequences are often a last resort that don't resort to much! What are the keys for our teachers to develop and implement "invisible" but powerful classroom management skills? In this lively, fun, interactive session, receive dozens of practical, eye-opening strategies for helping teachers manage difficult students effectively, focusing on both prevention and intervention. Discover simple ways to translate these strategies into working with difficult teachers. Leave with your tool kit overflowing with "stuff you can use."

**Date:** Sunday, April 5, 2009

**Time:** 1:30 PM - 2:30 PM

**Track:** Digital Technology: Redefining Our School

**Title:** Your Own Blog in Ten Minutes of Less*

**Speaker(s):**
Frank Buck, Curriculum Supervisor, Talladega City Schools

**Session Description:** Web 0 gives principals the potential to go beyond the role of "consumers" of digital data and become producers and communicators with a community which extends far beyond the schoolhouse door. This session shows how to create a blog fast and for free. Participants examine some existing blogs, compare and contrast their

audiences and approaches. The session leads participants step-by-step through the creation of a blog. Finally, participants leave with a host of tips for maintaining a blog. After the session participants have the tools at their command to create a blog and do it in 10 minutes or less!

## Monday, April 6, 2009

**Date:** Monday, April 6, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Arts in the Learning Community

**Title:** Animated Actions: Integrating the Arts Into the Curriculum

**Speaker(s):**
Dara Evans, Language Arts Teacher, Madison Crossing Middle School
Kim Scutch, Teacher, Pearl Upper Elementary
Tawanna Thornton, Inspiring Hope: Reaching Those At Risk, Bogue Chitto School

**Session Description:** Children need to move. They need to create. They need to be recognized. Children have the need to feel special. They need to succeed. They need to be able to accomplish something positive. They need to have a reason to feel proud. Children need to learn to present ideas. They need to be challenged. They need to overcome fears. Because of all the reasons listed above, children need to have an opportunity to be exposed to theatre, music, storytelling, the visual arts, and dance. While many schools today have been forced to cut budgets, thus cutting out the arts curriculum, students still need exposure to the arts so that they may reap the untold benefits. In addition, students also need experience the benefits of learning through the arts. This session will focus upon using the arts to teach the regular curriculum. In addition, the session will also include ideas for using the arts to make the curriculum more enjoyable for both students and teachers, diversifying the curriculum, providing enrichment activities, and for using the arts in order to intervene with struggling students. The session will also include ideas for using the arts in collaborative efforts and including the community by bringing the arts into the school curriculum. Those who participate in this session can expect music, movement, hands-on activities, and discussion. The session will be interactive, and will include a time for participants to share their own ideas.

**Date:** Monday, April 6, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Behavior-Based Interviewing: A Better Way for Principals to Hire Effective Teachers

**Speaker(s):**
Mary Clement, Professor, Berry College

**Session Description:** Many principals report that they received little or no training in how to hire teachers, and resort to interview questions such as "Tell me about yourself," and "What is your philosophy of teaching?" These questions leave a principals asking, "Can this person really do the job?" Behavior-based interviewing provides a better model for interviewing, allowing the employer clearer insights into the candidate's skills and experiences. By ascertaining the scope and quality of a candidate's past work, the principal can better predict the new teacher's success in the classroom. Behavior-based interviewing (BBI) comes from the business world, and is based on the premise that past behavior is the best predictor of future performance. This style of interviewing is especially important in teacher selection, as a new hire must be able to perform the duties of a teacher from day one. BBI takes the subjectivity out of interviewing and can ascertain that the candidate does have the knowledge and skills to do the job. This session provides participants with a step-by-step guide to using behavior-based interviewing, including how to create the interview questions, the evaluations, and how to implement BBI to hire the best new teachers.

**Date:** Monday, April 6, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Boldly Go Where No School Has Gone Before: Full Inclusion, Response to Intervention (RTI), Universal Screening with Progress Monitoring, Implementing Student Success Initiative

**Speaker(s):**
Patricia Bennett, Elementary Principal, Coahoma Elementary
Tricia Cook, Assistant Principal, Midland ISD

**Session Description:** Student Success Initiative marches on. Come see how one Texas Elementary School successfully implemented a Full Inclusion Model to better serve the students and found a way to stream line the RTI process using Universal Screening and Progress Monitoring without breaking the bank and scaring off the staff. Everything you need to move toward a successful school where everyone feels special. Focus group grades 4-8 Principals.

**Date:** Monday, April 6, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** Instructional Leadership IN ACTION in the Middle Grades

**Speaker(s):**
John LeTellier, Senior Instructor and Education Consultant, Learning Forum Foundation and Quantum Learning

**Session Description:** The same challenges many school leaders faced with high school students in the last decade have become middle school challenges today IN ADDITION to the unique adolescent and pre-teen concerns middle level principals have always dealt with. Low student motivation, social/emotional issues, lack of respect for authority, boredom in school, unwillingness to work hard to succeed, drugs, low parental involvement, poor attendance, and attitude are just a few of the more common concerns many middle level leaders face today - all of which negatively impact overall student academic performance. Often the role of instructional leader is neglected as time is consumed with problem solving and dealing with discipline issues. Effective solutions must address four critical areas: - leadership practices - teaching effectiveness - school staff involvement and communications with students, and - student engagement. Attendees in this session will learn proven tools and strategies to build skills and improve instructional leadership practices in all of these areas. You won't want to miss this informative and fast-paced session, and you'll leave with valuable tools and strategies that you can implement right away.

**Date:** Monday, April 6, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** Digital Technology: Redefining Our School

**Title:** Managing Digital Data With Ease

**Speaker(s):**
Frank Buck, Curriculum Supervisor, Talladega City Schools

**Session Description:** Today’s school leader is flooded with an every-increasing amount of information, and much of it comes in digital form. This session focuses on practical tools and techniques for managing digital data. Participants learn how to establish a logical filing system on computers and how to backup data easily so that nothing is lost when the hard drive fails. The session examines some lesser-known capabilities of Google, the convenience of iGoogle, and the potential of Del.icio.us. Participants are introduced to a method for using one document to house a year’s worth of digital documents, websites, videos, and presentations, all with clickable links. Finally, the session explores e-mail best practice and offers a methodology for getting the e-mail Inbox empty every day.

**Date:** Monday, April 6, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** The Critical Role of the Principal in Professional Learning Communities

**Speaker(s):**
Beth Wray, Chief Executive Officer, Pearson Achievement Solutions
Hanna Doerr, Program Manager, National Commission on Teaching & America's Future
Shane Wolfe, Principal,
Armstrong Elementary School

**Session Description:** The National Commission on Teaching and America's Future (NCTAF) will address the critical role of the principal in creating effective professional learning communities that improve student achievement. The presentation will touch on the urgency of developing professional learning communities, but focus on the role of principal leadership in transforming schools into genuine learning communities. The presentation will include a panel discussion with representatives from a broad spectrum of stakeholders: a national advocacy organization, private education company, a principal whom has implemented successful learning teams, and a principal in the first year of implementation. Hanna Doerr, program manager at NCTAF, will moderate an interactive discussion about the make or break influence of principals on the success of professional learning. Beth Wray, CEO of Pearson Achievement Solutions, will provide the perspective from a company that has worked with principals across the nation as they develop learning teams. Shane Wolfe, principal of Armstrong Elementary School (Reston, VA), is actively engaged in establishing and nurturing learning teams in his school and will share the lessons he has learned about team leadership.

**Date:** Monday, April 6, 2009

**Time:** 8:00 AM - 9:30 AM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Using Take One! to Transform Your School into a Learning Community

**Speaker(s):**
Nancy Shakowski, Regional Outreach Director, National Board for Professional Teaching Standards
Wil Parker, Regional Outreach Director, National Board for Professional Teaching Standards

**Session Description:** Join the National Board for Professional Teaching Standards to learn more about Take One!®, a unique offering from the National Board for Professional Teaching Standards® that provides a standards-based approach for improving teaching practice and links student learning to effective instruction. Teachers prepare and submit one pre-selected video portfolio entry from any of the current certificate areas of National Board Certification.

**Date:** Monday, April 6, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** Digital Technology: Redefining Our School

**Title:** From At Risk to Off the List: Leadership practices that yield positive results

**Speaker(s):**
Angela Brown, Principal, Douglass School
Brenda Pollard, Classroom Teacher, Douglass School
Sylvia Sullivan, Professional Development Complaince Coach,
Douglass School

**Session Description:** High stakes tests are a reality. Therefore, it is important to effectively use assessment data to refine the work of educating students. This interactive session will demonstrate key factors that a principal and teachers, in an urban school setting, used to increase student achievement by over 40 percentage points in reading and math while building a positive school climate and culture. Participants will get first hand, practical research based strategies that can be implemented immediately to yield breakthrough results.

**Date:** Monday, April 6, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** Cultural Diversity: Transforming Learning Communities

**Title:** Increasing African American Student Achievement through Increasing Parent Involvement

**Speaker(s):**
Gerald Gary, Principal, Jackson Elementary School

**Session Description:** Invite them and they will come! Come and learn more than 30 creative ways to attract and retain minority parent involvement. As this involvement increases, you will notice that your test scores will sky rockety! If I can have 90% of my parents attend school events than so can you.

**Date:** Monday, April 6, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Navigating the Response to Intervention Maze

**Speaker(s):**
Marsha Spears, Educational Consultant, Staff Development for Educators

**Session Description:** This session will provide a step by step journey through the Response to Intervention process,providing for the building principal key components to the Response to Intervention initiative and how to facilitate the unique leadership role allocated to the building adminstrator.

**Date:** Monday, April 6, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Middle Grades: Unique skills for Leaders and Learners

**Title:** Super Sleuth: Unraveling the Mysteries of the Middle Level Learner

**Speaker(s):**
Emma McDonald, Education Consultant, Inspiring Teachers

**Session Description:** Ever watch a middle school student and shake your head in wonder and confusion? Join us for a 90 minute sleuthing session as we work together to unravel the mysteries of the middle level learner. We will also demonstrate specific strategies used in the classroom to help these students overcome the common barriers to effective learning. At the end of the workshop participants will be actively engaged in solving the mystery of their “student” and will work together to determine which strategies should be used to best overcome the challenges presented.

**Date:** Monday, April 6, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Arts in the Learning Community

**Title:** The Classroom Canvas: Incorporating the Arts into Standardized Instruction.

**Speaker(s):**
Matthew Hayden, Elementary/Technology Teacher, Bristol Township School District

**Session Description:** As the visual and performing arts are being diminished and even eliminated to create time for "core subjects" principals and teachers struggle to meet the diverse needs of their learners. By utilizing resources present within the school and community, subjects such as reading, science and math can be deeply enriched through art integration. Participants will develop overlapping themes that include music, performance and visual arts as a method of reaching a wider array of learning styles and reinforcing learning objectives.

**Date:** Monday, April 6, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Walking the Walk: Leading Change in a School Building

**Speaker(s):**
Stephen King, Principal, Mountainview Elementary School

**Session Description:** In 2004, under the leadership of Principal Stephen King, Mountainview Elementary developed a multi-faceted strategy for increasing reading achievement in grades K- The reading plan involved the adoption of technology-based tools for the administration of formative assessments and real-time data reporting and analysis, differentiated instruction using student assessment data, ongoing professional development to build teacher and administrator capacity, daily classroom walkthroughs, and data meetings involving all stakeholders. King committed the resources to ensure the sustainability of the reading plan and participated in every facet of the program, attending all professional development sessions and regularly reporting on and analyzing assessment data to help craft more effective, targeted instruction. King's efforts drastically increased student achievement – with only half (53%) the K-3 student population on Benchmark in 2004, Mountainview is now closing in on their goal of 90% of students at Benchmark and 6% or fewer in the intensive range by 2009. The initiative has also developed a professional learning community within the school, creating a collaborative environment for teachers, coaches, and administrators to share best practices in reading instruction. During this inspiring and informative session, get an in-depth look at Mountainview's still successful reading plan, and hear first-hand how King transformed the role of principal into a true instructional leader.

**Date:** Monday, April 6, 2009

**Time:** 10:30 AM - 12:00 PM

**Track:** The Principal as C.L.O. (Chief Learning Officer)

**Title:** Writing to Learn Everything: Holistic Education K-3

**Speaker(s):**
Jane Goette, Education Consultant, Self-employed
Rosary Beck, Education Consultant, Self-employed

**Session Description:** Goette and Beck make the case for using writing as an essential tool for teaching everything at the Primary level, especially reading and language arts. This presentation gives evidence of the effectiveness of this approach through the: real lessons, activities, dialog, children's writings, teachers' comments, and evaluation samples. All have come from authentic teaching experiences with a wide ability of children in diverse settings.