

THE DELAWARE VALLEY MINORITY STUDENT ACHIEVEMENT CONSORTIUM



***2008
5th ANNUAL FALL CONFERENCE***

“KEEPING OUR EYE ON THE DREAM”

November 12-14, 2008



**University of Pennsylvania
University City Sheraton Hotel
Philadelphia, PA**

WEDNESDAY, NOVEMBER 12TH

7:30-8:30 **REGISTRATION AND CONTINENTAL BREAKFAST**
Lower Level

8:30- 8:45 **WELCOME**
Ben Franklin 4/5

*Dr. John DeFlaminis, Executive Director
Penn Center for Educational Leadership
Graduate School of Education
University of Pennsylvania*

*Dr. Robert L. Jarvis, DVMSAC Director
Penn Center for Educational Leadership
Graduate School of Education
University of Pennsylvania*

8:45- 9:30 **KEYNOTE ADDRESS**
Ben Franklin 4/5

"IN SEARCH OF THE DREAM: SCHOOLS AND CLASSROOMS THAT WORK FOR HIGH POTENTIAL STUDENTS FROM DIVERSE CULTURAL BACKGROUNDS"



***Dr. Donna Ford, Professor of Special Education
Vanderbilt University
Nashville, TN***

We welcome back to Philadelphia and DVMSAC, Dr. Donna Y. Ford, who is the Betts Chair of Education and Human Development at Vanderbilt University, and teaches in the Department of Special Education. Donna has been a Professor of Special Education at the Ohio State University, an Associate Professor of Educational Psychology at the University of Virginia, and a researcher with the National Research Center on the Gifted and Talented. She also taught at the University of Kentucky.

Donna earned her Doctor of Philosophy degree in Urban Education (Educational Psychology) (1991), Masters of Education degree (Counseling) (1988), and Bachelor of Arts degree in Communications and Spanish (1984) from Cleveland State University. Professor Ford conducts research primarily in gifted education and multicultural/urban education. Specifically, her work focuses on: (1) recruiting and retaining culturally diverse students in gifted education; (2) multicultural and urban education; and (3) minority student achievement and underachievement.

Dr. Ford's work has been recognized by various professional organizations: Research Award from the Shannon Center for Advanced Studies; Early Career Award from The American Educational Research Association; Early Scholar Award from The National Association for Gifted Children; and the Esteemed Scholarship Award from The National Association of Black Psychologists. She has published more than 90 articles. She is the author of *Reversing Underachievement Among Gifted Black Students* (1996) and co-author of *Multicultural Gifted Education* (1999) and *In search of the dream: Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*.

Donna is a former board member of the National Association for Gifted Children, and has served on numerous editorial boards, such as *Gifted Child Quarterly*, *Journal of Negro Education*, and *Roeper Review*. Dr. Ford reviews for several journals in such disciplines as urban education, child development, and counseling and development and has consulted with numerous school districts and educational organizations throughout the country in the areas of gifted and multicultural/urban education.

1. "FULL-DAY WORKSHOP: FACILITATING CULTURALLY RESPONSIVE CLASSROOMS AND SCHOOLS-PART 1"

Presenter: *Dr. Donna Ford, Professor of Special Education
Vanderbilt University
Nashville, TN*

Room: Ben Franklin 4/5

Session Description: Nationally, culturally diverse students represent 40% of the school population and the percentages are increasing. Unfortunately, too few teachers and school administrators have been formally prepared to understand cultural differences, and effectively respond to unique learning and developmental needs of their culturally diverse students.

This **two-session** workshop focuses on assisting teachers and principals in developing a framework for creating culturally responsive schools and classrooms. Attention will be focused upon 1) understanding and appropriately responding to culture and cultural differences in our schools and classrooms; 2) developing strategies for rethinking and and/or adjusting assessment, curricular, and instructional practices; and 3) revamping learning environments in ways that will enhance the success of all learners.

2. "ADDRESSING THE UNIQUE DEVELOPMENTAL NEEDS OF OUR MULTIRACIAL STUDENTS"

Presenters: *Dr. Kelley Kenney, Professor
Department of Counseling and Human Services
Kutztown University
Kutztown, PA*

*Mark Kenney, Licensed Counselor
Adjunct Professor, Chestnut Hill College-Allentown Campus
Reading, PA*

Room: Ben Franklin 1

Session Description: Multiracial families, including interracial couples and their multiracial offspring are a rapidly growing segment of today's U.S. society. The 2000 U.S. census revealed that 3.95 percent of individuals under the age of 18 were multiracial, and this number has and will continue to increase.

With the number of multiracial children increasing, school personnel can expect to work with this student population and their parents in greater numbers. Hence, this workshop will explore and discuss the cultural competencies required to work effectively with these unique groups of students.

3. "EMPOWERING STUDENTS TO ACHIEVE SUCCESS: THE SPRINGFIELD TOWNSHIP HIGH SCHOOL ACADEMIC SEMINAR"

Presenters: *Kristin Ward and Michelle Nash, Academic Seminar Instructors
Springfield Township High School
Springfield Township School District
Oreland, PA*

Room: Ben Franklin 2

Session Description: In our efforts to challenge the gifted and accommodate the learning disabled, we often ignore the student in the middle. The question is—how do we catch ALL of the students who slip through the cracks? As we work to build equity among our learners and close the achievement gap, Springfield Township High School, Montgomery County, has developed a support program designed for the regular education student who needs additional structure, guidance or skill-building to succeed. This program helps students become independent learners, build and strengthen skills necessary for academic success, and access a higher level of instruction in academic courses, enabling them to succeed in college preparatory courses. This workshop describes the program's impact on student learning and outlines the steps, issues and commitment involved in its planning and implementation.

4. "TEACHING THE TRUTH: STRENGTHENING AFRICAN AMERICAN STUDENT SUCCESS AND PROMOTING RACIAL UNDERSTANDING AMONG ALL ETHNIC GROUPS"

Presenter: *Barbara Spencer Dunn, Consultant
Association for the Study of African American Life and History (ASALH)
Washington, DC*

Room: Stevenson

Session Description: It is common knowledge that students who have positive self images, respect for their own unique culture, and who perceive that they have the power to positively affect the quality of their own lives and the lives of others around them, tend to perform better academically and in all other areas of their lives, than those students who do not. African American students have not been taught the truth about their history and are, therefore, missing a very crucial block in the basic foundation upon which competitive achievement is laid. This

presentation will share strategies for infusing African American History across the curriculum and will introduce an excellent resource with which to get the job done both in the school system and in the community. The presentation will also highlight an active partnership between ASALH, the Maryland State Department of Education and 24 Maryland school districts.

ASALH's work showcases the research of preeminent scholars/historians globally and serves as an exceptional tool to assist educators in an effort to not only raise achievement and eliminate gaps by implementing an education that is multicultural, but also promote racial understanding among all students. ASALH believes in the philosophy of our founder, Dr. Carter G. Woodson, that by sharing the full account of United States history we will promote improved racial understanding both within and between the races.

5. "ACCESSING OUR STUDENTS' VOICES: MOVING FROM STUDENTS TO STUDENT LEADERS"

Presenters: *Dr. Jill Clark, Vice Principal, Cheltenham High School*
Anne Spector, Director of Communications and Development
Scott Weinstein, Physical and Health Education Department Chair
School District of Cheltenham Township
Elkins Park, PA

Room: Fairmont Suite 1

Session Description: The School District of Cheltenham Township (SDCT) has as one of its seven District goals to "increase the student voice in problem solving". Throughout last year, a foundation was laid for achieving this goal. This workshop will provide participants a blueprint for developing leaders among students from all ethnic and racial groups as well as from those of all levels of academic achievement. Included in this presentation will be an overview from concept to implementation of a high school Student Leadership Conference.

6. "WE MAY NOT BE WHO YOU THINK WE ARE"

Presenters: *Ken Kelman, English Teacher and Student Leaders*
Marcel Carr
Ti-anna Cruz
Tyquece Gerald
Janae Gonzalez
Mike Johnson
Jessica Jordan
Sheilyn Porras
Kierra Williams
Morrisville High School
Morrisville School District
Morrisville, PA

Room: Fairmont Suite 2

Session Description: How do our students learn best? When are they most motivated and engaged? Your attendance at this student panel workshop will be a wonderful opportunity to interact with students and discover details about their cultures, their perspectives, and their educational values. The panel, comprised of high school students from a variety of backgrounds, will provide perspective on what educational strategies have most (and least!) inspired, motivated, and engaged them to connect, interact, and learn.

11:30-1:00 LUNCH ON YOUR OWN

1:15- 3:00 AFTERNOON CONCURRENT SESSIONS

1. "FULL-DAY WORKSHOP: FACILITATING CULTURALLY RESPONSIVE CLASSROOMS AND SCHOOLS-PART 2"

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Vanderbilt University
Nashville, TN

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Springfield Township School District
Oreland, PA*

Room: Ben Franklin 2

Session Description: In our efforts to challenge the gifted and accommodate the learning disabled, we often ignore the student in the middle. The question is—how do we catch ALL of the students who slip through the cracks? As we work to build equity among our learners and close the achievement gap, Springfield Township High School, Montgomery County has developed a support program designed for the regular education student who needs additional structure, guidance or skill-building to succeed. This program helps students become independent learners, build and strengthen skills necessary for academic success, and access a higher level of instruction in academic courses, enabling them to succeed in college preparatory courses. This workshop describes the program's impact on student learning and outlines the steps, issues and commitment involved in its planning and implementation.

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6. "WE MAY NOT BE WHO YOU THINK WE ARE."

Presenters: Ken Kelman, English Teacher and Student Leaders
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Mike Johnson
Jessica Jordan
Sheilyn Porras
Kierra Williams
Morrisville High School
Morrisville School District
Morrisville, PA

Room: Fairmont Suite 2

Session Description: How do our students learn best? When are they most motivated and engaged? Your attendance at this student panel workshop will be a wonderful opportunity to interact with students and discover details about their cultures, their perspectives, and their educational values. The panel, comprised of high school students from a variety of backgrounds, will provide perspective on what educational strategies have most (and least!) inspired, motivated, and engaged them to connect, interact, and learn.

THURSDAY, NOVEMBER 13TH

7:30- 8:30 REGISTRATION AND CONTINENTAL BREAKFAST
Lower Level

8:30- 8:45 WELCOME
Ben Franklin Ballroom 4/5

*Dr. John DeFlaminis, Executive Director
Penn Center for Educational Leadership
Graduate School of Education
University of Pennsylvania*

*Dr. Robert L. Jarvis, DVMSAC Director
Penn Center for Educational Leadership
Graduate School of Education
University of Pennsylvania*

8:45- 9:30 KEYNOTE ADDRESS
Ben Franklin Ballroom 4/5

"RACIAL POLITICS AND THE ELUSIVE QUEST FOR EXCELLENCE AND EQUITY IN EDUCATION"



**Dr. Pedro Noguera, Professor of Teaching And Learning
Steinhardt School of Culture, Education, and Human Development
And
Executive Director, Metropolitan Center for Urban Education
Co-Director of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS)
Steinhardt School of Education
New York University
New York, NY**

An urban sociologist, Dr. Noguera's scholarship and research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. Noguera has served as an advisor and engaged in collaborative research with several large urban school districts throughout the United States. He has also done research on issues related to education and economic and social development in the Caribbean, Latin America and several other countries throughout the world. Between 2000 and 2003, Dr. Noguera served as the Judith K. Dimon Professor of Communities and Schools at the Harvard Graduate School of Education. From 1990 to 2000, he was a Professor in Social and Cultural Studies at the Graduate School of Education and the Director of the Institute for the Study of Social Change at the University of California, Berkeley.

9:45- 11:30 MORNING CONCURRENT SESSIONS

1. "RAISING ACHIEVEMENT AND NARROWING GAPS IN MONTGOMERY COUNTY, MARYLAND"

Presenters: *Jamie Virga, Associate Superintendent for Organizational Development
Dr. Heath Morrison, Community Superintendent
Adrian Talley, Community Superintendent
Lance Dempsey, Principal
Cheryl Pulliam, Principal
Montgomery County Public Schools
Rockville, MD*

Room: *Ben Franklin 4/5*

Session Description: Montgomery County Public Schools (MCPS), MD is the 16th largest school system in the nation, serving nearly 140,000 students. Over the past 10 years, MCPS has instituted a series of reforms designed to raise achievement for all students while simultaneously eliminating racial disparities in student performance. In this session, you will hear school principals and central office administrators describe the structural innovations, strategic processes, and professional development that the system put in place to eliminate institutional barriers and create success for all students.

Representatives from MCPS will talk about the progress made and the work still to be done as they strive to become a school system where student achievement is no longer predictable by race. This session will also include time for questions and answers as well as collaborative discussion in small groups.

2. "A CONTINUING DIALOG WITH PEDRO NOGUERA"

Presenter: *Dr. Pedro Noguera, Professor of Teaching And Learning
Steinhardt School of Culture, Education, and Human Development And Executive Director, Metropolitan
Center for Urban Education and Co-Director of the Institute for the Study of Globalization and
Education in Metropolitan Settings
Steinhardt School of Education
New York University
New York, NY*

Room: *Ben Franklin 1*

Session Description: Continue the conversation with Dr. Noguera regarding the lessons he is learning through his extensive and expansive work in systemically attending to the "underperformance" of our students of color throughout the country. Come learn more about critical research, technical assistance, and professional development activities focused on addressing the challenges to schools and districts in reform efforts to attend to their achievement gaps.

3. "FROM PREVENTION TO "INVENTION": PROMOTING OPTIMAL DEVELOPMENT FOR ALL STUDENTS"

Presenter: *Dr. Michael Nakkula, Associate Professor
Applied Psychology and Human Development Division (APHD)
Graduate School of Education
University of Pennsylvania
Philadelphia, PA*

Room: *Ben Franklin 2*

Session Description: Just as African American and Latino students are overly represented in special education classrooms across the country, so too are they overly represented in school counseling referrals. In both cases, an emphasis is placed on addressing the students' problems or deficits. Even school-based prevention programming tends to be focused on stopping bad things from happening or getting worse. Project IF (Inventing the Future) is a school counseling program designed to focus explicitly on students' strengths and interests. This is particularly important for students of color who might feel "pathologized" by traditional problem-based counseling approaches. In this presentation, Dr.

Nakkula will outline the Project IF model which he created and ran for many years through the Harvard Graduate School of Education. Case examples from urban school settings will be shared as models for implementing the approach elsewhere.

4. "CAN WE TALK? DEVELOPING RACIAL AND ACADEMIC STRESS MANAGEMENT AND NEGOTIATION SKILLS FOR BLACK MIDDLE AND HIGH SCHOOLERS"

Presenters: *Dr. Howard C. Stevenson, Associate Professor*
Dr. Duane E. Thomas, Assistant Professor
Graduate Students
Keisha Bentley
Chonika Coleman
Gwen Miller
Celine Thompson
Zehua Li
Ali Michael
Valerie Adam
Tashianna Gordon
Jian-Ming Hon
ChunHao Chiu
Applied Psychology and Human Development Division (APHD)
Graduate School of Education
University of Pennsylvania
Philadelphia, PA

Room: Fairmont Suite 1

Session Description: This workshop will present a pilot project by University of Pennsylvania research team that focused on understanding and reducing the anxiety among Black students when faced with racial conflict with teachers and peers in the classroom. A racial socialization curriculum was developed with culturally relevant intervention components. The implementation of the curriculum in regional suburban districts and the rationale for the program will be discussed with the idea that racial anxiety exists for teachers and students in classrooms, and that these anxieties can be reduced if understood and racial negotiation skills are practiced. Implications for developing teachers skills in racial anxiety and negotiation with Black students will be examined.

Participants will learn about 1) current research on racial microaggressions and relevance to school classroom interactions between teachers and Black students, 2) theoretical rationales for how racial anxiety intrudes upon learning and teaching of Black students, 3) intervention strategies for reducing racial stress in the classroom for Black students when peer and teacher conflicts are perceived, 4) how racial stress that affects academic stress for Black students can be integrated into a web-based curriculum, and 5) future plans for intervening with teachers around managing racial anxiety and engaging Black youth with confidence and competence.

5. "WHAT WORKS? A LOOK AT SEVEN PHILADELPHIA ELEMENTARY SCHOOLS THAT 'BEAT THE ODDS' "

Presenters: *Dr. Elliott Seif, Educational Consultant and ASCD Faculty Member*
Dennis Barnebey, Education Specialist, Public Citizens for Children and Youth
Principals from the Philadelphia School District

Room: Fairmont Suite 2

Session Description: What makes urban schools successful? What makes a difference? This session will focus on the results of a study of seven Philadelphia School District schools that "beat the odds" -- high poverty elementary (K-5 and K8) schools with significantly high test scores or high test score growth. The study, sponsored by Public Citizens for Children and Youth (PCCY), describes eight key characteristics of these schools that seemed to make a difference in student achievement and success. These characteristics will be discussed and highlighted. Several principals from these schools will also discuss the results from the perspective of their own school successes. Time for questions and comments will also be provided. Each person attending will receive a copy of the study.

6. "ACADEMIC FITNESS FOR PRIMARY STUDENTS: A PARENT AND TUTOR WORKSHOP PROGRAM (GRADES K-4)"

Presenters: *Dr. Bonnie Botel-Sheppard, Director*
Penn Literacy Network
Penn Center for Educational Leadership
University of Pennsylvania
Philadelphia, PA

Dr. Mort Botel, Emeritus Professor
Graduate School of Education
University of Pennsylvania
Philadelphia, PA

Lisa Chavenson, PLN Facilitator and Early Childhood Educator
Penn Literacy Network
Penn Center for Educational Leadership
University of Pennsylvania

Philadelphia, PA

Room: Stevenson

Session Description: In this workshop for parent educators, teachers, specialists and administrators, participants will experience an interactive workshop model for parents and tutors that focuses on family and early school literacy activities that are rich in student talk, comprehension and writing. The activities are linked to books and a related parent/tutor guide and language investigation activities. Participants can adapt these ideas to any books for use with tutors and parents.

Based on the latest work of Dr. Morton Botel (Bridges to Literacy), the workshop facilitators will share practical experiences in facilitation of this family literacy program in two of our Consortium districts: Springfield, Delaware County and Upper Dublin.

11:30-1:00 LUNCH ON YOUR OWN

1:15- 3:00 AFTERNOON CONCURRENT SESSIONS

1. "RAISING ACHIEVEMENT AND NARROWING GAPS IN MONTGOMERY COUNTY, MARYLAND"

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Adrian Talley, Community Superintendent
Lance Dempsey, Principal
Cheryl Pulliam, Principal
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Session Description: Montgomery County Public Schools (MCPS), MD is the 16th largest school system in the nation, serving nearly 140,000 students. Over the past 10 years, MCPS has instituted a series of reforms designed to raise achievement for all students while simultaneously eliminating racial disparities in student performance. In this session, you will hear school principals and central office administrators describe the structural innovations, strategic processes, and professional development that the system put in place to eliminate institutional barriers and create success for all students.

Representatives from MCPS will talk about the progress made and the work still to be done as they strive to become a school system where student achievement is no longer predictable by race. This session will also include time for questions and answers as well as collaborative discussion in small groups.

2. "INCLUSIVE LITERACY-RICH EXPERIENCES FOR DIVERSE LEARNERS K-8"

Presenters: *Dr. Bonnie Botel-Sheppard, Director*
Penn Literacy Network
Penn Center for educational Leadership
University of Pennsylvania
Philadelphia, PA

Holly Cohen, PLN Consultant and School Psychologist
School District of Philadelphia
Philadelphia, PA

Room: Stevenson

Session Description: This workshop for teachers, specialists and administrators will focus on establishing successful and interactive learning experiences for the classroom with an emphasis on integrating approaches for diverse learners. The PLN framework of The Critical Literacy Experiences and The Four Lenses of Learning (Dr. Morton Botel and Dr. Susan Lytle) are the theoretical and practical approaches that will frame the workshop.

The Before/During/After lesson structure will be demonstrated with practical activities that are easily implemented in the classroom. A middle school lesson and an elementary lesson will be presented with discussion points by Ms. Cohen about how to adapt these learning experiences for all students including those requiring learning support.

3. "WHAT WORKS? A LOOK AT SEVEN PHILADELPHIA ELEMENTARY SCHOOLS THAT 'BEAT THE ODDS' "

Presenters: *Dr. Elliott Seif, Educational Consultant and ASCD Faculty Member*
Dennis Barnebey, Education Specialist, Public Citizens for Children and Youth
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4. "ADOLESCENT DEVELOPMENT FOR EDUCATORS: USING CONTEMPORARY MULTICULTURAL RESEARCH TO INFORM PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL ADMINISTRATORS"

Presenter: *Dr. Michael Nakkula, Associate Professor
Applied Psychology and Human Development Division (APHD)
Graduate School of Education
University of Pennsylvania
Philadelphia, PA*

Room: Ben Franklin 2

Session Description: Drawing from his book (co-authored with teacher educator and former teacher, Eric Toshalis) "Understanding Youth: Adolescent Development for Educators," Dr. Nakkula will discuss key strands of contemporary youth development research that hold particular implications for the successful teaching of students of color.

Findings from research in such areas as "racial identity development," "positive peer pressure," and "natural mentoring" hold powerful implications for all educators. He will discuss how teachers, counselors, and school administrators from various parts of the country are working collaboratively to apply developmental research in realistic, practical ways.

5. "SCHOOL CARE: WHAT IS IT AND HOW DO WE FOSTER IT?"

Presenter: *Dr. Deborah Schussler, Associate Professor
Department of Education and Human Services
Villanova University
Villanova, PA*

Room: Ben Franklin 1

Session Description: Care is something educators generally agree is important to every student's experience in school. Despite overall consensus, we rarely delve deeper into the meanings of care. For example, who are the givers of care? Who receives care? What does care look like in a school setting? How does a school's organization facilitate or inhibit caring relationships? This session proposes some definitions of care, explains how care exists in one alternative high school – for students at-risk of dropping out – that purposefully strives to be a caring community, and explores how care exists in different school contexts for diverse students. During the session, participants will examine some of their own assumptions about what it means to be a caring educator. Participants also will have an opportunity to interact with other session participants about how they can facilitate a culture of care in their schools.

6. "REFLECTION INTO ACTION: NEXT STEPS FOR WHITE EDUCATORS"

Presenters: *Ali Michael, Doctoral Candidate in Teaching, Learning, Curriculum and Society
Graduate School of Education
University of Pennsylvania
Philadelphia, PA*

*Carolyn Michael, M.A. in Education Leadership
Math Teacher
East Harlem School at Exodus House
New York, NY*

Room: Fairmont Suite 1

Session Description: Many educators feel changed by their engagement with DVMSAC speakers and conferences. But they also leave asking, "What can I do?" Finding your voice on issues of race and equity can be difficult. Especially if this is a new conversation, it can be confusing and frustrating. As teachers, we have found the model of white affinity groups to be critical to building our knowledge and continuing our engagement with issues of race in the classroom.

Exploring racial identity, as white people, can take many forms, including conferences, workshops and affinity groups. In this workshop, we will present information about such groups and will demonstrate activities that are possible in white study groups, as well as ways of starting and setting guidelines for such groups. The task of achieving racial equity in the classroom includes first examining one's own relationship to race, and then making proactive changes in the classroom. Our workshop will address both.

FRIDAY, NOVEMBER 14TH

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Lower Level

8:30- 8:45 **WELCOME**
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8:45- 9:30 **KEYNOTE ADDRESS**
Ben Franklin Ballroom 4/5

"ACHIEVING RACIAL EQUITY AND EXCELLENCE IN OUR PUBLIC EDUCATION SYSTEMS"



***Glenn Singleton, Executive Director
Pacific Educational Group
San Francisco, CA***

We welcome back to Philadelphia and DVMSAC, Mr. Glenn Eric Singleton. Hailing from Baltimore, Maryland and a product of public elementary and independent secondary schools, Glenn earned his Bachelors degree from the University of Pennsylvania and his Masters degree from the Graduate School of Education at Stanford University. He began his career as an Ivy League admission director. In 1992, Glenn founded Pacific Educational Group, Inc. (PEG) to more closely support families in their transitions within and between K–12 and higher education. His company later grew into its intended mission of addressing systemic issues of educational inequity by providing guidance to districts as to how to meet the needs of underserved student of color populations.

Glenn and his associates design and deliver individualized, comprehensive support for school districts in the form of leadership training, coaching and consulting. Working at all levels from the superintendent to beginning teachers, his group helps the educators focus on heightening their awareness of institutional racism and developing effective strategies for closing the achievement gap in their schools.

In 1995 Singleton developed "Beyond Diversity", a nationally recognized seminar aimed at helping administrators, teachers, students and parents identify, define and examine the powerful intersection of race and schooling. The "Beyond Diversity" seminar has provided a foundation for PEG-lead principal leadership development and teacher action-research work. Today, thousands of seminar participants, throughout the country practice the agreements and conditions of "Courageous Conversation" as they struggle to usher in culturally proficient curriculum, instruction and assessment. Glenn has appeared on ABC's "Good Morning America", hosted and produced educational programs for cable access television, and has written numerous articles on the topics of equity, institutional racism, leadership and staff development for national journals, magazines and newspapers.

Glenn is also the 2003 recipient for the National School Public Relations Association Eugene T. Carothers Human Relations Award for outstanding service in the fields of human rights and human relations. He teaches a graduate seminar on educational equity at the University of California, Berkeley and is an adjunct professor of educational leadership at San José State University. Singleton is a nationally recognized keynote speaker and consultant to a variety of educational consortia, school reform and support provider organizations. He currently resides in San Francisco, California. He serves on the Board of Advisors for the Bay Area Coalition of Equitable Schools. Singleton is the founder of the Foundation for a College Education and serves on the Advisory Board.

9:45-11:30 MORNING CONCURRENT SESSIONS

1. "FULL-DAY WORKSHOP: BUILDING HIGH LEVEL STUDENT ENGAGEMENT AND ACADEMIC PERFORMANCE IN ALL OF OUR MIDDLE SCHOOL AND HIGH SCHOOL CLASSROOMS - PART 1"

Presenter: *Joe Ginotti, Associate Director
Penn Literacy Network
Penn Center for Educational Leadership
Graduate School of Education
University of Pennsylvania
Philadelphia, PA*

Room: Ben Franklin 4/5

Session Description: Who's doing all the work? What do we know about the needs of adolescent learners? How can instruction be planned and delivered in all secondary classrooms to better meet these needs- especially the needs of our underperforming students? Are reading, writing, talking, and listening central to instruction in all classrooms? This *two-part interactive workshop*, with one of our region's most sought after experts in adolescent literacy and learning, will focus on these questions and reflect on practical strategies, best practices and research related to building active learning environments in all content areas. Specifically, the links between learning, literacy and engagement will be explored and sample lessons presented for consideration relative to the Instructional Frameworks of the Penn Literacy Network.

2. "A CONTINUING DIALOG WITH GLENN SINGLETON"

Presenter: *Glenn Singleton, Executive Director
Pacific Educational Group
San Francisco, CA*

Room: Ben Franklin 1

Session Description: Continue the conversation with Mr. Singleton regarding the lessons he has learned through his extensive work to systemically attend to institutional racism and the "underperformance" of our students of color throughout the country. Come learn more about the Pacific Educational Group's "Courageous Conversations" technical assistance and professional development activities that are being implemented in school districts in all regions of the country that are truly committed to system-wide reforms focused on eradicating the achievement gaps.

3. "RELATIONSHIPS OF CONSEQUENCE: THE COHORT, UNITED MINORITY GIRLS AND STEPPIN' UP PROGRAMS AT VIRGINIA'S WAKEFIELD HIGH SCHOOL"

Presenters: *Alan Beitler, Wakefield Minority Student Achievement Coordinator
Delores Bushong, Gifted Resource Specialist and Co-Sponsor of both the Academic Cohort and United Minority Girls Programs
Endrias Leuleseged, Senior at Old Dominion University and Cohort Graduate Student Leaders
Jose Contreras
Huda Ibrahim
Michael McFadden
Wakefield High School
Arlington Public Schools
Arlington, VA*

Room: Fairmont Suite 1

Session Description: Attendees at this workshop will hear about three programs at Wakefield High School in Arlington, VA that target minority students – the *Cohort Program*, *United Minority Girls* and *Steppin' UP!* Fundamental to all three programs is the belief that a critical component to guiding students towards academic success is the formation and persistent cultivation of meaningful relationships between program staff and students. Establishing those trusting relationships is the critical basis for "conversations of consequence" – those moments when students truly hear what we are saying and begin to make positive choices that increase their motivation, performance and academic backbone.

The *Cohort Program* is for Black and Latino males in grades 9-12. Its purpose is to increase the number of minority young men in intensified, advanced and AP level courses in preparation for college and graduate school. *United Minority Girls* is for Asian, Black and Latino young women during their 11th and 12th grade years and is designed to help them improve their SAT & ACT scores and guide them in their selection, application and admission to college. *Steppin' UP* is for rising ninth grade Black and Latino males whose academic performance in middle school was way below their potential. Increasing motivation, improving academic performance and developing a confident academic identity are the goals of this initiative. Each of these programs will be discussed in depth.

4. "WE MAY NOT BE WHO YOU THINK WE ARE."

Presenters: *Chuck Rittenhouse, Principal*
Dan Ortiz, Social Studies Teacher and Advisor to the UDHS Black Student Union Student Leaders
Aaqil Bailey
Taylor Bryant
Ronnie Coleman
Hillary Harris
Ciarra Lewis
Khadijah Mayer
Kareemah Mayer
Upper Dublin High School
Upper Dublin School District
Ft. Washington, PA

Room: Fairmont Suite 2

Session Description: How do our students learn best? When are they most motivated and engaged? Your attendance at this student panel workshop will be a wonderful opportunity to interact with students and discover details about their cultures, their perspectives, and their educational values. The panel, comprised of high school students from a variety of backgrounds, will provide perspective on what educational strategies have most (and least!) inspired, motivated, and engaged them to connect, interact, and learn.

5. "A FRAMEWORK AND RUBRIC FOR SCHOOL IMPROVEMENT IN SPECIAL EDUCATION"

Presenter: *Kelly Pauling, Director of Curriculum Services*
Colonial Intermediate Unit #20
Easton, PA

Room: Stevenson

Session Description: In this session we will review critical organizational structures that are essential for leading to positive change in student learning in the implementation of special education services. Gain exposure to a comprehensive rubric that will uncover the system structures that tend to work for positive change and learn how to avoid common pitfalls in service delivery. Participants will take away practical suggestions for improving the achievement level of all students, and particularly those with special learning needs.

6. "FROM THE PARENT PERSPECTIVE: DEVELOPING SUCCESSFUL PARENT-COMMUNITY-SCHOOL PARTNERSHIPS"

Presenters: *Andrea Trainer, Parent*
Stacy Deshield, Parent
Robyn Tucker, Parent
Traci Simmons, Parent
Stacie Perkins, Parent
Abington School District

Steve Tolliver, Parent
Cheltenham School District

Room: Ben Franklin 2

Session Description: Parents have been the people who are least asked to partner with their School Districts beyond bake sales and volunteering in a traditional sense. Come learn about two extremely successful partnerships: the C.A.N. program in the Cheltenham Township School District, and the C.A.L.M Society in the Abington School District. Come hear about strategies that parent leaders have incorporated in supporting their schools and communities that have paid off in tangible ways with more African American students doing well, and with parents learning how to effectively work within the system for student success and cohesiveness for all. This session will leave you wanting more information on just how these programs can be replicated with parents truly being a key component in supporting the closing of the achievement gap.

11:30-1:00 LUNCH ON YOUR OWN

1:15- 3:00 AFTERNOON CONCURRENT SESSIONS

1. "FULL DAY WORKSHOP: BUILDING HIGH LEVEL STUDENT ENGAGEMENT AND ACADEMIC PERFORMANCE IN ALL OF OUR MIDDLE SCHOOL AND HIGH SCHOOL CLASSROOMS - PART 2"

Presenter: *Joe Ginotti, Associate Director*
Penn Literacy Network
Penn Center for Educational Leadership
Graduate School of Education
University of Pennsylvania

Philadelphia, PA

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5. "THE FRESHMEN EXPERIENCE: A SEMINAR APPROACH TO ADDRESSING TRANSITION ISSUES OF HIGH SCHOOL FRESHMEN"

Presenters: *Michael-Joseph Mercanti-Anthony, Social Studies/9th Grade Programs Supervisor*
Leslie Betts-Woodward, Assistant Principal
Paul Maggi, Freshmen Seminar Teacher
Senior Student Mentors
Tyana Mitchell
Craig Pate
Tomasa Soltelo
Parker Watson
Turquoise Wilson
Lindenwold High School
Lindenwold School District
Lindenwold, NJ

Room: Ben Franklin 1

Session Description: How do we adequately prepare students for high school and give them the skills and supports they need throughout their freshmen year? This session focuses on the experiences of the faculty and students of Lindenwold High School as they developed and implemented a program focused on answering these questions and enriching the 9th grade experience.

The cornerstone of the program is the Freshmen Seminar, a full-year, daily class of freshmen and their seniors class "mentors". With the help of a supportive teacher, the freshmen are guided by their mentors through a curriculum focused on becoming successful, motivated students and active, engaged citizens. To that end, the course's key components include study and organization skills, cooperative learning skills, character education, peer mediation, and service learning. This session will feature a full description of the program—now in its fourth year—as well as descriptions of the implementation pitfalls suffered along the way. In addition, attendees will hear the experiences of faculty, students, and alumna of the program.

6. "FROM THE PARENT PERSPECTIVE: DEVELOPING SUCCESSFUL PARENT-COMMUNITY-SCHOOL PARTNERSHIPS"

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FOR FURTHER INFORMATION ABOUT
***THE DELAWARE VALLEY MINORITY STUDENT
ACHIEVEMENT CONSORTIUM***

CONTACT



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WEBSITE

www.gse.upenn.edu/dvmsac

2008-09

**Delaware Valley Minority Student Achievement Consortium
Member School Districts and Affiliate County Intermediate Units**

Abington School District

Amy Sichel, Superintendent
Abington, PA

Brandywine School District

James Scanlon, Superintendent
Claymont, DE

Centennial School District

Sandy Homel, Interim Superintendent
Warminster, PA

Cherry Hill Public Schools

David Campbell, Superintendent
Cherry Hill, NJ

Hatboro-Horsham School District

William Lessa, Superintendent
Horsham, PA

Lindenwold Public Schools

Geraldine Carroll, Superintendent
Lindenwold, NJ

Moorestown Township Public Schools

John Bach, Superintendent
Moorestown, NJ

North Penn School District

Robert Hassler, Superintendent
Lansdale, PA

Princeton Regional Schools

Judith Wilson, Superintendent
Princeton, NJ

Rose Tree Media School District

Denise Kerr, Superintendent
Media, PA

Springfield Township School District

Roseann Nyiri, Superintendent
Oreland, PA

Upper Merion School District

Melissa Jamula, Superintendent
King of Prussia, PA

West Chester Area School District

Alan Elko, Superintendent
West Chester, PA

Bensalem Township School District

James Lombardo, Superintendent
Bensalem, PA

Bristol Township School District

Ellen Budman, Superintendent
Levittown, PA

Cheltenham Township School District

William Kiefer, Superintendent
Elkins Park, PA

Collingswood School District

Scott Oswald, Superintendent
Collingswood, NJ

Kennett Consolidated School District

Rudy Karkosak, Superintendent
Kennett Square, PA

Lower Merion School District

Christopher McGinley, Superintendent
Ardmore, PA

Morrisville Borough School District

Elizabeth Yonson, Superintendent
Morrisville, PA

Norristown Area School District

Janet Samuels, Superintendent
Norristown, PA

Perkiomen Valley School District

Cliff Rogers, Superintendent
Collegeville, PA

Springfield School District

James Capalupo, Superintendent
Springfield, PA

Upper Dublin School District

Michael Pladus, Superintendent
Maple Glen, PA

Wissahickon School District

Stan Durtan, Superintendent
Ambler, PA

Bucks County Intermediate Unit #22

Barry Gallaso, Executive Director
Doylestown, PA

Chester County Intermediate Unit # 24

Joe O'Brien, Executive Director
Downingtown, PA

Delaware County Intermediate Unit #25

Barry Ersek, Acting Executive Director
Morton, PA