

***Minority Student
Achievement Network
And
Delaware Valley Minority
Student Achievement Consortium***



***2006
ANNUAL CONFERENCE***

***“Planning for the Possible: Awareness, Advocacy
and Action”***

June 25-27, 2006

***Hyatt Regency Philadelphia
At Penn's Landing
Philadelphia, PA***

Welcome to the 2006 Annual Conference of the Minority Student Achievement Network (MSAN) and the Delaware Valley Minority Student Achievement Consortium (DVMSAC). This event has been made possible through the collaboration of our organizations, both of which represent suburban school districts that are highly committed to enhancing the academic success and attainment of their students of color.

Locally the conference is co-hosted by the Cherry Hill Public Schools and Princeton Regional Schools whose staff have been instrumental in the development and delivery of the event in concert with staff of the Penn Center for Educational Leadership at the University of Pennsylvania and the School District of Cheltenham Township. Much gratitude and appreciation further goes to our corporate partners in response to their generous support of our efforts!

Best wishes for a productive and stimulating professional learning experience!

**Dr. Robert L. Jarvis
DVMSAC Co-Director**

**Dr. Rossi Ray Taylor
MSAN Exec Director**

**Dr. Claudia Lyles
DVMSAC Co-Director**

Sunday, June 25th

**PRE-CONFERENCE INSTITUTE
“Detracking with Vigilance”**

Grand Ballroom

***Dr. Jeannie Oakes
Presidential Professor in Educational Equity
Director of the Institute for Democracy, Education & Access (IDEA) and the University
of California’s All Campus Consortium on Research for Diversity (ACCORD)
University of California, Los Angeles***

***Rockville Centre NY School District
Dr. William Johnson, Superintendent
Delia Garrity, Assistant Superintendent
Dr. Carol Burris, South Side High School Principal
Jon Murphy, International Baccalaureate Coordinator
Laurie Levy, Coordinator of Guidance***

**8:30-9:00 Institute Registration and Continental Breakfast
Grand Ballroom Foyer**

9:00- 11:30 Morning Program

**Welcome: Delaware Valley Minority Student Achievement Consortium Co-
Directors**

**Dr. Robert L. Jarvis, Director of K-12 Outreach
Penn Center for Educational Leadership
University of Pennsylvania**

**Dr. Claudia Lyles, Director of Education
School District of Cheltenham Township**

11:30-12:30 Lunch on Your Own at the Hotel

12:30- 3:00 Afternoon Program

MSAN Governing Board Meeting

**Room – Columbus A
1:30-5:30 Business Meeting**

MSAN School Board Assembly

**Room - Columbus B
1:30-5:30 Business Meeting**

**7:00 Dinner Meeting With MSAN Superintendents
McCormick and Schmick Seafood Restaurant
1 South Broad St Philadelphia, PA**

CONFERENCE PROGRAM

Monday, June 26th

7:30-8:30 REGISTRATION AND CONTINENTAL BREAKFAST
Grand Ballroom Foyer

VENDOR FAIR
Grand Ballroom A

7:30-8:30 MSAN SCHOOL BOARD ASSEMBLY MEETING
Columbus B

8:30-9:00 WELCOME
Grand Ballroom

Dr. Lawyer Chapman, Assistant Superintendent, Cherry Hill Public Schools
Dr. Judy Wilson, Superintendent, Princeton Regional Schools
Dr. Rossi Ray Taylor, MSAN Executive Director
*Dr. Robert L. Jarvis, DVMSAC Co-Director, Penn Center for Educational Leadership,
University of Pennsylvania Graduate School of Education*
Dr. Claudia Lyles, DVMSAC Co-Director, Cheltenham Township School District

Hon. Chaka Fattah, Second Congressional District of Pennsylvania, US House of Representatives

9:00-9:45 KEYNOTE ADDRESS
Grand Ballroom

Convened by Dr. Robert L. Jarvis, DVMSAC Co-Director, University of Pennsylvania

***“Democracy’s Canaries: Schools and Their Communities
Making Equity Real”***

Dr. Jeannie Oakes
Presidential Professor in Educational Equity
*Director of the Institute for Democracy, Education & Access (IDEA) and the University of
California’s All Campus Consortium on Research for Diversity (ACCORD)*
University of California, Los Angeles

10:00-11:30 MORNING CONCURRENT SESSIONS

EQUITY-ACCESS

**1. “If You Build It They Will Come: Princeton Regional High School’s
Generation 1 Program”**

Presenters: *Gary Snyder, Principal, Princeton Regional High School*
*Angela Siso, Coordinator of Student Activities, Princeton Regional High
School*
Maria Juega, District Minority Education Committee Co-Chair
*Christine Carbone, High School Social Studies Teacher and Generation
One Co-Advisor*
*Carl Buck, Vice President of College Funding Solutions, Thomson-
Peterson Corporation*
*Marjorie Young, Director of Community House, Princeton University
Princeton, NJ*

Discussant: Patricia Wheelhouse, Director of Visual & Performing Arts
Bedford Central School District

Room: Columbus A

Session Description: Generation 1 is a Princeton High School program that was created to support children who will be the first member of their immediate family to pursue formal education after high school. It is collaboratively supported by the high school guidance department, the Peterson- Thompson Corporation, Princeton University Community House and the district's Minority Education Committee. Cohorts of 12 students attend activities at Princeton, receive tutoring and SAT preparation support, attend social and cultural events, visit college campuses and attend on-going workshops on college admission process and financial aid. Come learn about the development of this exciting support program for first generation college-going students and their parents.

2. "Detracking With Vigilance: The Rockville Centre Story"

Presenters: Delia Garrity, Assistant Superintendent
Dr. Carol Burris, High School Principal
Rockville Centre School District
Rockville Centre, NY

Discussant: Angela Williams, Assistant Principal
Stetson Middle School
West Chester Area School District

Room: Columbus B

Session Description: Student achievement follows from opportunities, and the persistent practice of tracking denies a range of learning opportunities to large numbers of students- more often than not, students of color and/or students from economically disadvantaged circumstances. The demonstrated results of the Rockville Centre School District- a racially/ethnically and economically diverse district on Long Island- are compelling, as all students are now taught in "high track" curricula- New York Regents and International Baccalaureate. Achievement and success in passing the state assessments and attaining Regents diplomas have increased dramatically for all subgroups of students- majority, minority, special education, high SES and low SES. Come learn about Rockville Centre's strategies for closing their achievement gaps, increasing learning expectations for all students, and providing high level curriculum and instruction to all. The Rockville Centre reform affirms common sense: closing the "curriculum gap" is an effective way to close the "achievement gap".

LITERACY

3. "Closing The Achievement Gap By Engaging Students Through Concept-Oriented Reading Instruction"

Presenter: Dr. Kathleen C. Perencevich
Reading Engagement Project
Department of Human Development
University of Maryland
College Park, MD

Discussant: Dr. Pamula Hart, Principal
Myers Elementary School
School District of Cheltenham Township

Room: Riverview C

Session Description: Concept Oriented Reading Instruction (CORI) is a research-based classroom intervention emphasizing reading engagement, reading comprehension, and conceptual learning in science. Many empirical studies, including quasi-experimental research conducted with upper-elementary students, have provided compelling evidence of CORI's effectiveness in improving the comprehension of expository text. A full description of all aspects of the intervention has recently been published (Guthrie, Wigfield, & Perencevich, 2004).

Two main strands of instruction comprise the CORI intervention: (a) cognitive strategy instruction, and (b) engagement supporting practices. CORI teachers are trained to support students in using cognitive reading strategies to help them construct knowledge from text. Importantly, students in CORI are taught to use reading strategies in a functional context of reading to understand expository text, in contrast to programs that teach strategies with little attention to content.

An important aspect of the CORI intervention that is particularly relevant for this conference is its support for struggling readers. CORI teachers use two instructional elements to increase fluency among struggling readers and to simplify their learning of comprehension strategies. In our presentation, we will focus primarily on how teachers effectively motivate all students, especially struggling readers, to become engaged readers. We will also address how to adapt instruction to address the needs of ELL students.

4. “Using Reading And Writing As Tools That Capitalize On Diverse Classroom Communities”

Presenters: *Dr. Andrea Fishman, Professor of English and Director of the Pennsylvania Writing and Literature Project*
Dr. Mary Buckelew, Associate Professor of English and Associate Project Director
Diane Dougherty, Retired English Department Chair in Coatesville Area School District and Project Co-Director
West Chester University
West Chester, PA

Discussant: **Kim Maguire, Director of Gifted Programs**
School District of Cheltenham Township

Room: **Riverview B**

Session Description: Successful reading and writing classrooms with diverse student populations begin by building community. If we expect students to take risks and to stretch themselves in their learning, they must perceive the classroom as a safe environment and one in which they belong. This session focuses on learning activities that support such community development while simultaneously improving individual student’s reading and writing skills. Participants will receive information about how districts can connect with the Pennsylvania Writing and Literature Project and the National Writing Project at the conclusion of this session.

STUDENT TEACHER RELATIONSHIPS

5. “Changing The Odds: Strategies To Support African-American Males’ Achievement- Part 1”

Presenter: *Barbara Moore Williams, Educational Consultant and Former Director of Professional Development for the School District of Philadelphia*
Philadelphia, PA

Discussant: **Dr. Deitra Spence, Principal**
Welsh Valley Middle School
Lower Merion School District

Room: **Columbus C**

Session Description: This is the first session of a full day workshop that includes both morning and afternoon sessions. Research continues to indicate that African American males are underachieving at alarming rates. These young men hold a particular social and cultural position in our society that fundamentally shapes their experience in schools. This session will assist school staff in understanding what it takes to fully engage African American males in the learning environment and will introduce information and practical, powerful methods for promoting high achievement at all levels. You *can* change the outcome for these students by learning what is happening to them in our schools, their communities and society and by providing appropriate strategies and supports.

6. “The Tripod Project”

Presenter: *Dr. Ronald F. Ferguson, Lecturer in Public Policy*
Director of the Achievement Gap Initiative
Kennedy School of Government
Harvard University
Cambridge, MA

Discussant: **Jean diSabatino, Supervisor of Curriculum**
School District of Cheltenham Township

Room: **Riverview A**

Session Description: Dr. Ferguson will present the basic features of the Tripod Project, an intervention that grew out of his work with Shaker Heights, Ohio, and spread to other districts in MSAN and beyond. The workshop will describe the Tripod Project model and associated activities, including kickoff meetings, "Teaching the Hard Stuff" discussions, Respect Campaigns and student and teacher surveys. Tripod Project surveys measure classroom-level conditions and can be the basis for data-based strategic discussions focused on improving classroom cultures. Dr. Ferguson will give examples of findings that have implications for closing the achievement gaps.

MATH-SCIENCE AND EQUITY-ACCESS

7. "The Kennett Consolidated School District – Promoting High Math Achievement For English Language Learners"

Presenters: *Dr. Rudy Karkosak, Superintendent*
Connie Logan, Title III Math Coach
Mary Lynn Vincent, Supervisor of Math and Science
Jane Pedroso, Supervisor of English-Language Arts and Social Studies
Loretta Perna, Migrant Education HS Liaison
Kennett Consolidated School District
Kennett Square, PA

Discussant: *Anthony Trongone, K-12 Math Supervisor*
Cherry Hill Public Schools

Room: *Washington B*

Session Description: Over the past decade, the borough of Kennett Square has become home to many Mexican immigrants who work in the local mushroom industry. As the number of workers increased, so did the number of Spanish-speaking students enrolled in the school district. During the 2000-2001 school year, there were 96 ELL students in the district. By 2004-2005, that number had increased to 732, causing a major change in the school district and its instructional programs.

Providing opportunities for all students to a full and rich curriculum in all content areas, eliminating the lowest "essential" student groupings, and challenging students to higher expectations are priorities for all schools. Through team teaching of ESL and content area teachers, creating opportunities for all students to take algebra at the high school level, and developing a 2-period transition course for students to move from ESL level three courses into the regular English classes, we created a rigorous program imperative for achievement at the high school level. A Title III math coach works with K-12 teachers to determine new strategies for making the content accessible to ELL students. Using the SABE, we place students in courses based on their mathematical ability, not their English proficiency. With the assistance of the migrant education coordinator, we encourage ELL students to consider college and help with their application process.

8. "From Problem To Conclusion: Using The Scientific Method To Explore The Achievements Of Minority Students In The Sciences"

Presenter: *Maria Harper, High School Science Teacher*
School District of Cheltenham Township
Elkins Park, PA

Discussant: *Angela Melvin-Schell, Challenge Consultant*
School District of Cheltenham Township

Room: *Washington A*

Session Description: The discipline of acquiring knowledge through the scientific process is a systematic endeavor supported by traditional school systems. Does the scientific process used to solve problems address the needs of the African American student enrolled within the framework of a traditional school system? The issue of the African American student and the Achievement Gap could be classified by scientists as a problem within the framework of the "Scientific Method". The Achievement Gap being at times more of a "politically correct" mystery issue has been assigned social, intellectual and behavioral hypotheses. The hypotheses have had limited testing and analyses as they pertain to the heart and soul of the problem. This workshop will explore the methodologies of the Achievement Gap as they relate to a behavioral framework supported by the Scientific Methodology.

12:00-12:45

LUNCH

Grand Ballroom

“Thank You To Macmillan/McGraw Hill”

***Dr. Lawyer Chapman with Ms. Carolyn Pearson
Macmillan-McGraw Hill***

12:45-1:30

KEYNOTE ADDRESS

Convened by Dr. Judith Wilson, Superintendent, Princeton Regional Schools

“Teachers Change Lives Forever”

***Dr. Sonia Nieto
Former Professor of Language, Literacy & Culture
University of Massachusetts, Amherst
School of Education
Department of Teacher Education and Curriculum Studies
Amherst, MA***

1:45-3:15

AFTERNOON CONCURRENT SESSIONS

EQUITY-ACCESS

1. “Policy Revision In Support Of Equity And Excellence In The Chapel Hill-Carrboro City Schools”

Presenters: ***Dr. Neil Pedersen, Superintendent
Dr. Denise Bowling, Assistant Superintendent for Instructional Services
Elizabeth Carter, School Board Member
Chapel Hill- Carrboro City Schools
Chapel Hill, NC***

Discussant: ***Louise Giuliano, Director of Ministry and Service
LaSalle University***

Room: **Columbus B**

Session Description: In 2000, the Chapel Hill-Carrboro City Schools developed an extensive plan to improve the achievement of students of color and to eliminate the predictability of achievement by race. The resulting plan was approved by the Board of Education in November of that year. One aspect of the plan was revision of policy to eliminate policy related barriers to student achievement. Over the next year and a half groups met to review existing policy, draft revisions and write new policy. Most of these policies were adopted by the Board in a nine month period from January to September of 2002.

Since that time, the system continues to update policy from an equity perspective and has developed a process for initial policy review, draft revision, review by key stakeholder groups, final revision and Board approval. Most recently, the system adopted a policy requiring that students pass the State exams associated with ten high school courses in order to get credit in the course. This session will include a discussion of the current steps in the policy review, revision and adoption process and sharing of key policy language in writing.

2. "Social And Cultural Capital: Race, Class And Culture Shaping Families Interactions With Schools"

Presenter: ***Dr. Erin McNamara Horvat, Associate Professor of Urban Education
Department of Educational Leadership and Policy Studies
Temple University
Philadelphia, PA***

Discussant: ***Ed Ward, Manager for Administrative Information Systems/Testing & Accountability
Princeton Regional Schools***

Room: Riverview B

Session Description: Students and families bring their race, class and cultural background with them in their interactions with schools. The interaction between these background characteristics and the school contributes to many of the unequal outcomes that emerge from our schools. Drawing on social and cultural capital research, this session will provide insight into how schools, through policies, practices, and pedagogy that structure interactions with students and families, often unwittingly contribute to race and class disparities in academic outcomes.

Dr. McNamara Horvat and participants will explore strategies aimed at assisting teachers and administrators in understanding how what they do contributes to the observed disparities in outcomes we see, and explore how we might meliorate the effects of race, class and culture on these achievement disparities.

EQUITY-ACCESS, LITERACY, & STUDENT-TEACHER RELATIONSHIPS

3. “A Conversation With Sonia Nieto”

Presenter: *Dr. Sonia Nieto, Former Professor of Education
University of Massachusetts-Amherst
Amherst, MA*

Discussant: **Dr. Mary Kline, Principal
JF Cooper Elementary School
Cherry Hill Public Schools**

Room: Columbus A

Session Description: Join Dr. Nieto for engaging conversation and questions around her scholarly work has focused on multicultural and bilingual education, curriculum reform, teacher education, Puerto Rican children’s literature, and on the education of Latinos, immigrants, and other culturally and linguistically diverse students. She has written numerous book chapters and articles on these issues, and her articles have appeared in such journals as *Educational Leadership*, *Theory into Practice*, *The Harvard Educational Review*, and *Multicultural Education*. Her first book, *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, now in its fourth edition, is used widely in multicultural education and professional development courses. Her most recent and inspiring book is *What Keeps Teachers Going (In Spite of Everything)?* Dr. Nieto is currently working on two new books, *Dear Paulo: Letters from Teachers to Paulo Freire* and *Why We Teach*.

STUDENT-TEACHER RELATIONSHIPS

4. “Changing the Odds: Strategies to Support African American Males’ Achievement- Part 2”

Presenter: *Barbara Moore-Williams, Educational Consultant and Former Director of
Professional Development for the School District of Philadelphia
Philadelphia, PA*

Discussant: **Dr. Deitra Spence, Principal
Welsh Valley Middle School
Lower Merion School District**

Room: Columbus C

Session Description: This is the second session of a full day workshop that includes both morning and afternoon sessions. Research continues to indicate that African American males are underachieving at alarming rates. These young men hold a particular social and cultural position in our society that fundamentally shapes their experience in schools. This session will assist school staff in understanding what it takes to fully engage African American males in the learning environment and will introduce information and practical, powerful methods for promoting high achievement at all levels. You *can* change the outcome for these students by learning what is happening to them in our schools, their communities and society and by providing appropriate strategies and supports.

5. "Achievement Cultures In And Out Of The Classroom"

Presenter: *Dr. Ronald F. Ferguson, Lecturer in Public Policy
Director of the Achievement Gap Initiative
Kennedy School of Government
Harvard University
Cambridge, MA*

Discussant: **Christopher McGinley, Executive Director
Delaware County Intermediate Unit**

Room: **Riverview A**

Session Description: Dr. Ferguson will discuss several findings from his recent research. In one line of research, he has been interested in the ways that instructional practices differ across classrooms in the same school, and the ways that these practices affect student engagement. Measures of engagement include student help seeking, punctuality, on-task behaviors, hiding effort, faking effort and other indicators of whether students are doing their best work. Findings indicate large variations among classrooms, with the same students reporting very different degrees of engagement in different classes.

Dr. Ferguson will also report recent findings concerning students' fears of being accused of "acting white" and their responses to those fears. Based upon student surveys that probe several dimensions of student behavior and culture, his findings help reconcile recent debates -- perspectives in past research that seem to conflict are actually compatible. Dr. Ferguson will engage in discussion of possible implications for our collective work to close achievement gaps.

LITERACY

6. "Improving Literacy Achievement Through Greater Understanding Of Our Learners"

Presenters: *Dr. Cindi Hasit, Professor and Department Chair
and
Dr. Susan Browne, Assistant Professor
Department of Reading
College of Education
Rowan University
Glassboro, NJ*

Discussant: **Margaret Morales, Principal
Johnson Elementary School
Cherry Hill Public Schools**

Room: **Riverview C**

Session Description: Effective literacy teachers connect learning to students' lives. To enable students to make these connections teachers must have a greater understanding of diversity in terms of background experiences, language and communication styles, and approaches to learning. This session will focus on using knowledge of the learners in the classroom and outside of school to create classroom literacy practices that facilitate greater literacy achievement for all children.

MATH-SCIENCE

7. "Opportunity to Learn and Racial Achievement Gaps in Math"

Presenter: *Steve Kramer
Researcher
The Math Science Partnership of Greater Philadelphia
Conshohocken, PA*

Discussant: **Dr. John Burns, 9-12 Science Supervisor
Cherry Hill Public Schools**

Room: **Washington B**

Session Description: This session will present data from two projects, one involving elementary school and one involving high school, that highlight the critical role “Opportunity to Learn” can play in creating and/or alleviating achievement gaps in math achievement between races. The MARS project in Baltimore City revised the elementary school math curriculum and provided professional development to support the curriculum’s implementation. The old curriculum had given teachers considerable leeway in what topics to address when, and how much review to include in the curriculum. The new curriculum included careful sequencing and pacing of topics. Quarterly tests assessed how well students had learned material that had been covered recently. An expected result was an overall improvement in student achievement. An unexpected result was a striking reduction in gaps between groups who differed in race, gender, or free lunch status.

More recently, the Math Science Partnership of Greater Philadelphia has begun tracking high school student course enrollment and completion by race. We have found great disparities in student opportunity to learn. In some Pennsylvania and New Jersey districts large numbers of students in some racial groups never complete the course work that would make it possible for them to receive satisfactory scores on high stakes state tests. We are beginning to address student course-taking and Opportunity to Learn as an important lever for raising student achievement and closing racial gaps.

8. “Accelerating Mathematics Achievement in Classrooms for All Learners”

Presenter: *Dr. Carol Burris, South Side High School Principal*
Delia Garrity, Assistant Superintendent
Rockville Centre School District
Rockville Centre, NY

Discussant: *Dr. Broderick Boxley, Principal*
Joyce Kilmer Elementary School
Cherry Hill Public Schools

Room: **Washington A**

Session Description: This session describes a longitudinal study in the Rockville Centre School District, which examined the effects of providing an accelerated math curriculum in heterogeneous classes for all middle school students in our diverse suburban district. A quasi-experimental cohort design was used to evaluate subsequent completion of advanced high school math courses as well as academic achievement. This diverse suburban school district found that the probability of students completing advanced math courses increased significantly and markedly for all groups including minority students, low-SES students, and students from all initial achievement levels. In addition, the performance of initial high achievers did not differ statistically in heterogeneous classes relative to previous homogeneous grouping and that AP Calculus participation and scores improved.

3:15-4:30 MSAN SCHOOL BOARD ASSEMBLY MEETING
William Penn Board Room 3rd Floor

SPECIAL SESSIONS: **LISTENING TO THE VOICES OF OUR STUDENTS AND PARENTS**

3:30-4:30 “Student Voices- What I Wish I Could Tell You About My Learning”

Facilitators: *Yanell Holiday, Student Advocate*
Wanda Ricardo, Student Advocate

Elementary Student Voices
Roman Sanchez
Tyrone Williams

Secondary Student Voices
Anna Abdelgader
Samuel Chuckwueze, Jr.
Sujeiny Dominguez
Johanna Dennis
Joseph Figueroa
Darlene Gonzalez

Justin Henderson
Janaire Hawkins
Kyra Holiday
Bianca Quiñones
Kristin Nimoh
Marcel Sawyer

Cherry Hill Public Schools
Cherry Hill, NJ

Room: Grand Ballroom D

Session Description: This student forum will engage elementary students in sharing a reading from "If She Only Knew" and engage middle and high school students in guided discussion of their perceptions of teaching, learning and life in schools. This will be an interactive forum where attendees will also have the opportunity to visit with students on topics such as differentiated learning and learning styles, teacher/student relationships and school/institutional supports that students find to be effective, consistent, and personal.

3:30-4:30 "Family-Friendly Schools: Working Together In Partnership To Close The Gap Between Schools And Families"

Presenters: *Dr. Deborah Bowles, Parent and Co-Chair of the Cherry Hill Public School's Minority Achievement Committee*
Ms. Sharon Gore, Parent, Cherry Hill, NJ
Ms. Andrea Trainer, Parent, Abington. PA
Ms. Carol Glover, Parent, PA

Room: Washington A and B

Session Description: Research has shown that parental involvement is one of the most important factors in student success in school. We know that parents want their children to do well in school, but creating connections between the school and families is often challenging. Parents who are engaged in advocacy efforts will discuss both their concerns and strategies which schools can employ to strengthen connections with families.

CONFERENCE PROGRAM
Tuesday, June 27th

7:30-8:00	REGISTRATION Grand Ballroom Foyer
7:30-8:00	CONTINENTAL BREAKFAST Grand Ballroom B-D
7:30-1:30	VENDOR FAIR Grand Ballroom Foyer
8:00- 9:30	MORNING CONCURRENT SESSION 1

EQUITY-ACCESS

1. "Destination College: Stories Of Success In Increasing Access To And Success In Advanced Placement Courses"

Presenter: *Ellen Tatalias, Educational Manager*
Middle States Regional Office
The College Board
Bala Cynwyd, PA

Discussant: *Dr. Deborah Bowles, Associate Provost*
Rutgers University-Camden

Room: Columbus A

Session Description: What can be done to increase the number of traditionally under-represented students in Advanced Placement courses, and what steps can be taken to ensure their success? A successful Advanced Placement Program begins with equal access for all students by enhancing rigor in middle schools through vertical teaming initiatives, and embedding support systems along the way. This session will examine several successful models for identifying, placing and supporting under-represented students in AP courses. AP Seminars for students, summer courses that go beyond credit recovery, and AP Mentoring Cadres are just a few strategies. Successful models of implementation at the district, state and national levels will be examined.

2. “The Educational Equity Project: Taking Action, Getting Results Brookline’s Comprehensive, Long-Term Plan To Eliminate The Racial Achievement Gap”

Presenters: *Dr. William Lupini, Superintendent
J. Daryl Campbell, Director, METCO, and
Members of the Design Team and the Building-Based Equity Teams
Brookline Public Schools
Brookline, MA*

Discussant: **Maurice Owens, Assistant Principal
Cherry Hill Public Schools**

Room: **Washington A**

Session Description: In 2003-2004, a group consisting of teachers, administrators, parents, School Committee members, and Brookline Foundation representatives met to review our student learning data and engage in comprehensive research about the racial achievement gap in The Public Schools of Brookline. As we moved to the 2004-2005 school year, this work and action plan became **The Equity Project**. The work was organized around six *strategic areas of focus* that were identified through the research of the Core Team. The 2005-2006 school year brings the development of school-based "equity teams", who are charged more directly with "taking action, getting results" as determined by the needs and priorities identified in their buildings. In this session, we will share the organizational structure of the Equity Project as it currently exists, ask for feedback on our theory of action, highlight the critical decision points we have encountered along the way, and discuss with participants our learning about the nature of adaptive change.

LITERACY

3. “Building A Community Of Readers And Writers”

Presenter: *Dr. Bernadette Mulligan Janis
Penn Literacy Network
Penn Center for Educational Leadership
University of Pennsylvania
Philadelphia, PA*

Discussant: **Dr. Lisa Mulhall, K-12 Language Arts Supervisor
Cherry Hill Public Schools**

Room: **Columbus C**

Session Description: This session will explore and demonstrate effective reading and writing strategies can be woven across the curriculum. Specifically, during the program participants will:

- Define the term comprehension.
- Explain what is meant by “using language to know language.”
- Practice a *note making* strategy for responding to informational text
- Utilize the *Before/During/After* framework for linking reading and writing activities to content learning.
- Create a *Before/During/After* lesson

Teachers will participate in demonstrations of the classroom strategies for learning and thinking about print. They will also work individually and collaboratively as they consider ways they can adapt and implement the strategies in their classrooms.

4. “Constructing Meaning: Instruction For Enhancing Comprehension”

Presenter: *Maria Banks, Supervisor of K-12 Literacy Development and ESL
Wissahickon School District
Amler, PA*

Discussant: **Dr. Kenneth Hamilton, Assistant Superintendent
Cherry Hill Public Schools**

Room: Columbus B

Session Description: Learn methods for nurturing the cognitive strategies, literary tastes, and social skills that students need to become successful as a learner! Identify conditions that influence an engaging instructional context for content area lessons and implement comprehension techniques into the classroom that help to motivate students to achieve high standards.

Geared towards middle school/secondary-level teachers, this workshop, affords participants opportunities to identify Comprehension Constructors that motivate adolescent students to learn. Participants will gain a working knowledge of various Comprehension Constructors that can be used, to enhance readers thinking, reading or learning.

5. “Helping Teachers To Support Student’s Literacy Development”

Presenter: *Dr. Deborah Allen
Professor and Department Chair
Early Childhood/Family Studies
College of Education
Kean University
Union, NJ*

Discussant: *Dr. Mary Kline, Principal
JF Cooper Elementary School
Cherry Hill Public Schools*

Room: Riverview B

Session Description: The purpose of this session is to provide participants with information about critical strategies that strengthen teachers’ approaches to language arts instruction. Teacher modeling and teaching critical thinking strategies that support students’ achievement in reading will be explored.

STUDENT-TEACHER RELATIONSHIPS

6. “Beyond The 3 R’s: Deeper Reflection On The Roles Of Relationships And Rigor”

Presenters: *Dr. Yvonne Allen, Advanced Placement English Instructor and District Project Coordinator
Hubert McIntyre, Health Sciences Teacher and Advisor of the Mac Scholars
Shaker Heights City Schools
Shaker Heights, OH*

Discussant: *Patricia Wheelhouse, Director of Visual & Performing Arts
Bedford Central School District*

Room: Riverview C

Session Description: Educators at Shaker Heights City Schools have just completed the fourth year of an implementation process which typically requires 5-7 years. While creating and sustaining viable student/teacher relationships continues to be the cornerstone of the district’s pedagogy, the leadership team has identified behaviors and beliefs which have significantly influenced the success of their initiative. In this interactive, multimedia session, presenters will highlight critical factors for establishing collaborative work cultures that have the long term capacity for adapting to the needs of diverse learning populations. Presenters will also share goals and implementation strategies for Year Five.

MATH-SCIENCE

7. “Achievement And Access: Keys To Differentiated Math Instruction”

Presenter: *Dr. Michael Bell, Assistant Professor
College of Education
West Chester University
West Chester, PA*

Discussant: *Anthony Trongone, K-12 Math Supervisor
Cherry Hill Public Schools*

Room: Riverview A

Session Description: Focusing on the importance of meeting each student's learning style and prior experiences with math, this session will feature a discussion of effective assessment techniques for secondary classrooms, as well as using a variety of media and materials during math lessons. Developing knowledge of one's students is essential for teacher decision-making and daily instructional practices in math. A variety of formative and summative assessments should be used to shape the daily process of math instruction and to help teachers determine how to shape content to foster students' understandings. Creating hands-on classroom environments for math instruction will provide participants with experiences in decision-making, cooperative learning, and math applications. Participants will share a hands-on learning experience that will focus on application and understanding of math.

8. "Accelerated Support To Struggling Middle School Science Students To Enhance Success On State Proficiency Assessments"

Presenter: *George Guy*
Middle School Science Teacher and QUEST Advisor
Cherry Hill Public Schools
Cherry Hill, NJ

Discussant: **Kristin Gekiere, Director of Curriculum & Assessment**
Farmington Public Schools

Room: **Washington B**

Session Description: In this session a ten week intervention program with struggling 8th grade science students will be discussed. These were students whose first marking period grades and classroom progress indicated that significant intervention was needed to assure their success in current and future science courses. The students chosen were all regular education minority students who had received D's or F's in the first marking period. Evaluation of the intervention indicated that student-teacher relations were significantly strengthened, the students increased their homework completion, their performance on formative classroom assessments was improved, higher quality lab reports were produced, their confidence in taking the state science assessments was improved and half of the students raised their second marking period grades to passing marks. In this session the structure, process and evaluation of the intervention will be elaborated upon and implications for future support to struggling middle school science students discussed.

9:30-10:00 BREAK AND VENDOR FAIR

10:00-11:30 MORNING CONCURRENT SESSION 2

EQUITY-ACCESS

1. "Rethinking Culture Explanations For The Black/White Achievement Gap"

Presenter: *Dr. John Diamond*
Graduate School of Education
Harvard University
Cambridge, MA

Discussant: **Barry Adler, Principal**
A. Russell Knight Elementary School
Cherry Hill Public Schools

Room: **Columbus A**

Session Description: For the past 20 years, researchers have attempted to pinpoint the extent to which African American groups devalue educational achievement and ridicule their high achieving peers for "acting white." To date, there is no conclusive evidence that such negative peer pressure is prevalent among Black students or unique to their peer groups. At best, we can say that some small segment of the Black student population experiences race-specific negative peer pressure. However, some recent research suggests that integrated schools might be contexts in which oppositional culture is prevalent (Ogbu 2003; Fryer 2006).

Drawing on the first wave of data analysis of a multi-racial interview study including Blacks, Latino/a, and White students, parents and teachers, Dr. Diamond will discuss students' experiences in one MSAN school district. In line with the MSAN student survey, he finds little support for the oppositional culture argument, but finds other patterns that likely contribute to racial gaps in achievement. In light of this research, Dr. Diamond advocates giving more attention to the structural, institutional, and symbolic advantages and disadvantages that shape the educational terrain that students of different racial groups navigate.

2. “Abington School District’s Opportunity To Learn Policy Initiative”

Presenters: *Dr. Leigh Altadonna, Assistant Superintendent*
Dr. Ann Bacon, Director of Curriculum
Dr. Robert Burt, High School Principal
Abington School District
Abington, PA

Discussant: **Dr. Farrah Koonce, Principal**
Clara Barton Elementary School
Cherry Hill Public Schools

Room: **Riverview B**

Session Description: The Abington School District is engaged in a major district policy initiative entitled *Opportunities to Learn* (OTL). Chaired by the Superintendent of Schools, the OTL initiative is a district-wide effort that involves administrators, teachers, students, parents, and community members. With a particular focus on the academic success of minority students and special education students, the goal of this multi-year project is to have all students engaged in rigorous educational course work and achieving academic proficiency. This session will provide an overview of the *Opportunities to Learn* initiative, descriptions of the components that have been implemented during the 2005-2006 school year, a summary of the achievement data that was collected during this school year, and details of the changes that are planned for grades K through 12 during the next school year.

3. “Empowering School Counselors As Partners In Closing The Achievement Gaps”

Presenters: *Dr. Marta Guevera, Assistant Principal*
Amherst Regional High School
Amherst, MA

Bruce Barner, Director of Guidance
Lower Merion School District
Ardmore, PA

Discussant: **Jill Parker-Clark, Cheltenham High School Vice Principal**
School District of Cheltenham Township

Room: **Riverview C**

Session Description: For years school counselors have been left out of the educational reform movement, not included in school improvement plans, and absent in discussions to improve student performance. They have often opted out of any meaningful role where they did not have a voice in the debate of how to improve student achievement. The role school counselor’s play is often not well defined and job descriptions inadequate and out-of-date. Individual school counselors have not felt empowered to become partners in assisting school district’s efforts to close the minority student achievement gap and professional school counselor organizations have not engaged in promoting these goals – until recently. In this session learn how school counselors are being empowered to learn new roles, develop their skills, and grow into leaders. School counselors are now becoming powerful partners in using research, becoming data driven, and setting goals to increase the achievement of minority students. This session will present an overview of how school counselors have become essential partners in closing the achievement gap.

LITERACY

4. “Literacy Development In The Elementary Grades”

Presenters: *Kay Milkie, District Program Specialist, Literacy*
Karen Heinsbergen, District Program Specialist, Literacy
Beth Rae, Grade 3 teacher-Coventry Elementary School
Cleveland Heights-University Heights School District
University Heights, OH

Discussant: **Dr. Lisa Mulhall, K-12 Language Arts Supervisor**
Cherry Hill Public Schools

Room: **Columbus B**

Session Description: As our district grapples with the increased demand for literacy in the 21st century, we want to share with you our successes and dreams. Literacy specialists and a classroom action researcher will provide an overview of the district's preK-5 literacy plan and describe how the plan comes to life in an experimental classroom designed to support 15 academically challenged third graders.

5. "Vocabulary: The Key To Literacy For All Students"

Presenter: *Dr. Jack Cassidy, Director, Center for Educational Development Evaluation and Research (CEDER) and Associate Dean
College of Education
Texas A&M University-Corpus Christi
Corpus Christi, TX*

Discussant: *Laura Johnson, Reading and Language Arts Coordinator
School District of Cheltenham Township*

Room: *Washington B*

Session Description: In this session Dr. Cassidy will discuss the importance of vocabulary in the literacy development of all students, and particularly those from culturally different environments. A school-wide staff development program for vocabulary development will be discussed, and practical strategies that can be implemented in all classrooms will be described.

STUDENT-TEACHER RELATIONSHIPS

6. "Closing The Achievement Gap By Promoting Strong Family, Community and School Bonds"

Presenter: *Patricia Verbovszky, ESL Supervisor
West Chester Area School District
West Chester, PA*

Discussant: *Dr. Mary Kline, Principal
JF Cooper Elementary School
Cherry Hill Public Schools*

Room: *Riverview A*

Session Description: Learn how one school district developed a strong parent/family/community outreach program for the English Language Learner (ELL) families. This outreach program began with an action plan designed to strengthen the family-community--school bonds. The presenter will demonstrate how the staff fulfilled the obligations of NCLB, Title III, and the school district by using different methods for district-wide meetings, elementary school, middle school, and high school meetings. The presenter will explain how the elementary team works to ensure that parents are invited to and participate in parent conferences. She will also show how the middle school made connections with the families and what the outcomes were. The presenter will show different ways that the high school team was able to bring parents in for behavior issues, course selection nights, and social events. A multi-media presentation will feature the voices and images of the students, their families and their teachers. Take away practical ideas that you can use in your district.

MATH-SCIENCE

7. "Math Coaches: Supporting Teachers In The Support Of All Learners"

Presenters: *Carrie Buscher, Math Coach
Lanette Waddell, Math Coach
Dr. Broderick Boxley, Principal
Kilmer Elementary School
Cherry Hill Public Schools
Cherry Hill, NJ*

Discussant: *Dr. Ashaki Coleman, Coordinator of Research and Assessment
Cherry Hill Public Schools*

Room: *Columbus C*

Session Description: In this workshop we will present our current work as math coaches in the Cherry Hill Public Schools, N.J. We will provide an overview of the processes that were used to develop the roles of the coaches, protocols and activities we have established, and areas that are continuing to evolve. Practices related to coaching relationships, professional development, curriculum and assessment development, school leadership collaboration, and school/community functions will be detailed relative to how these enhance teacher growth and allow for the inclusion of all students in the learning process.

8. “Detracking Math In The Middle School – Opening The Gate To Algebra”

Presenters: *Mary Cavalier, Principal*
Michael Hayes, Math Curriculum Leader
Sarah Hayes, 7th Grade Mathematics Teacher
Amherst Middle School
Amherst, MA

Discussant: **Dale Whittington, Director of Research and Evaluation**
Shaker Heights City School District

Room: **Washington A**

Session Description: Learn from the math curriculum leader, a seventh grade math teacher, and the principal the process one middle school went through to successfully detrack mathematics. They will speak to the research supporting this move, the process for making the decision and how they have implemented the decision.

11:45-12:30 LUNCH AND THANK YOU TO PEARSON EDUCATION AND EDUCATIONAL TESTING SERVICE
Grand Ballroom

Convened by Dr. Claudia Lyles, DVMSAC Co-Director, School District of Cheltenham Township

12:30- 12:45 RECOGNITION OF DR. ALLAN ALSON

Convened by Dr. Rossi Ray Taylor, MSAN Executive Director and Dr. Art Rainwater, Incoming MSAN President

12:45-1:30 KEYNOTE ADDRESS

Convened by Dr. Lawyer Chapman, Assistant Superintendent, Cherry Hill Public Schools

“SUPPORTING STUDENT SUCCESS”

Dr. Jack Cassidy
Director of the Center for Educational Development Evaluation and Research (CEDER)
and Associate Dean
College of Education

Texas A&M University-Corpus Christi
Past President of the College Reading and International Reading Associations

Dr. Cassidy’s engagement with us is sponsored by Pearson AGS Globe.

2:00-4:30 MSAN RESEARCH PRACTITIONERS MEETING
Room: Riverview C

Wednesday, June 28th

8:00-4:00 MSAN RESEARCH PRACTITIONERS MEETING
Room: Washington

Special thanks to the 2006 Conference Planning Committee and many volunteers who have come together over the past year to make this event a success!

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2005-06

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