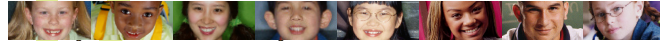


PRELIMINARY AGENDA SUBJECT TO CHANGE

2007

FEBRUARY 7.8.9



Leadership for Equity and Excellence: Transforming Education

WEDNESDAY, FEBRUARY 7TH

8:30 AM — 1:30 PM

Regional Resource Center Meetings
(More information coming soon!)

12:00 — 8:00 PM

Registration open

2:00 — 5:00 PM

Pre-conference institutes

- **SCHOOL IMPROVEMENT FOR ALL CHILDREN**

What does a culturally responsive, inclusive school system look like, and how can we get there? Tools and resources for assessing your system, and developing improvement plans. **Alfredo Artiles** and **Suzanne Arnold**

- **FAMILY AND COMMUNITY PARTNERSHIPS** How can school systems engage actively with families and communities to ensure that the schools meet the needs of communities, families, and students? **Beth Harry** and **Debra Jennings**

- **POLICY TO PROMOTE EQUITY AND ELIMINATE RACISM** How does the policy we develop create the context for deficit approaches to culturally, economically, and linguistically diverse students? How can we develop policies that build on the strengths of students, families, and communities? **Shelley Zion** and **Joseph Johnson**

- **LEADERSHIP FOR CHANGE** What are the features of leadership for systemic change? How do we develop systems of shared, collaborative leadership that build on the strengths of all stakeholders? **Elizabeth Kozleski**, and **Lee Vargas**

- **TRANSFORMING TEACHING AND LEARNING** What do we need to do in order to ensure the highest quality learning experiences for all students? What is the role of early intervening services, response to intervention, literacy and ELL? **Janette Klingner** and **Julie Esparza Brown**

THURSDAY, FEBRUARY 8TH

7:30 — 8:30 AM

Breakfast served

8:30 — 10:30 AM

General Session: **Robert Moses**, "Quality Public School Education as a Civil Right"

10:45 — 11:45 AM

Concurrent Session A

12:00 — 2:00 PM

Luncheon and Keynote Presentation: **Sonia Nieto** "Transforming Teaching to Benefit All Students: The Role of Caring and Critical Teachers"

2:15 — 3:15 PM

Concurrent Session B

3:30 — 4:45 PM

Concurrent Session C

5:00 — 7:00 PM

Reception and Awards Ceremony- Food, Entertainment, Cash Bar

FRIDAY, FEBRUARY 9TH

7:30 — 8:30 AM

Breakfast served

8:30 — 10:30 AM

General Session: **Pedro Noguera**, "The Role of Leadership in Promoting Equity and Excellence in Education "

10:45 — 11:45 AM

Concurrent Session D

12:00 — 2:00 PM

Luncheon and Keynote Presentation: **Sarah Lawrence Lightfoot** "Respect, Justice, and Equality: Educational Themes "

2:15 — 3:15 PM

Concurrent Session E

3:30 — 5:00 PM

Post Conference Sessions

SESSION NUMBER	SESSION TITLE	LEAD PRESENTER	SESSION ABSTRACT
A01	How to Determine if Racial Disproportionality is Based in Policy, Procedures or Practice	Sue Gamm	State educational agencies are now required under IDEA to monitor school districts having data that shows a significant disproportionality of minorities receiving special education services or who have been identified as having a specific category of disability. This monitoring is required to determine the extent to which the disproportionality is due to inappropriate identification of students. While there is no IDEA requirement to monitor school districts with respect to disproportionate placement of minorities in more restrictive settings, many states are choosing to do so. Also, proactive school districts are reviewing their own policies, procedures and practices to determine the extent to which they may contribute to minority disproportionality. Based on the framework that the Office for Civil Rights has used for the past 25 years, this presentation will provide a monitoring approach to address this issue. Examples will be provided of data analysis that may be used to target problematic areas. Also, a tool will be shared that can be used for data collection and analysis. Based on this information, school districts may fashion strategies to address specific areas of need. Presentation participants that have monitored and have been monitored will be invited to share their experiences and to contribute to the knowledge of the group.
A02	Principles of Culturally Relevant Teaching & Culturally Responsive School Environments	Dr. Yolanda Sealey-Ruiz	Research shows that using culturally relevant teaching strategies with African American students leads to improvement in their academic achievement. This session offers a cursory overview of the principles of Culturally Relevant Teaching (CRT) as defined in the research of two prominent CRT scholars -- Gloria Ladson-Billings and Geneva Gay. The session also offers possible strategies that can be used (primarily) with African American students, but also with other populations who have had their cultures and histories marginalized or omitted by school curricula. A component of the session allows for attendees to discuss what CRT could look like in their classrooms and their schools.
A03	Developing School-Family Collaborative Partnerships that Work	Martha Schneider, M.Ed.D.	Educational literature and research demonstrates the benefit of family involvement in terms of student outcomes in the educational process. This benefit of improved performance is particularly noted for special education and low income students. NCLB places significant emphasis on including families and other stakeholders in the school process. Too Often from the educator's point of view these "required" collaboration activities are viewed as an added burden, lacking in value and therefore good collaboration between families and school does not occur. However, a highly structured family collaboration plan that includes defined roles and responsibilities for all stakeholders and training can improve the collaboration process and benefit the school, families and most importantly the student. By utilizing a highly structured format that includes specific activities and training for families, community partners, teachers and school administrators, a meaningful collaboration plan that meets the requirements of NCLB can be created. This session will focus on the primary components of developing an excellent school wide collaboration plan, gaining support from both teachers and families, developing trainings for all of the stakeholders and creating an evaluation to fine tune the process.
A04	The Journey Down the Road of Disproportionality and Cultural Responsiveness: Or Extreme Makeover, Rapides Parish, Louisiana Style	Debbie W. Morrison, Garth W. (Bill) Crumby, Dr. James Patton	Rapides Parish leaders and their lead consultant will share the processes and results of engaging the entire community (i.e., parents and families, schools, justice systems, business and religious leaders, formal and informal leaders of social, civic and leisure organizations, fraternal and sorority leaders, and the like) in their approach to reducing disproportionality, closing achievement and discipline gaps and enhancing cultural responsiveness of the Parish and its major stakeholder groups. This session will explicate the strategies and processes used to plan, develop and implement an initiative designed to reduce the disproportionate number of African Americans enrolled in certain special education programs by: a) developing and implementing a systematic five year action plan, b) creating a broad and deep awareness of disproportionality and cultural responsiveness on the part of all stakeholder groups, c) promoting and utilizing culturally responsive and equitable student assessment and identification practices, d) targeting "at-risk" and "at-promise" schools for early intervention, reading enhancement and implementing Response to Intervention (RTI) models, e) developing and implementing strategic Positive Behavior Support programs by addressing behavior and behavioral correlates of disproportionality (i.e., suspensions, expulsions, drop-out rates, etc.) f) initiating system-wide parent involvement programs, g) extending the initiative into families and the larger community and h) synchronizing this initiative with the Parish, State and Louisiana SIG long range strategic plans designed to reduce disproportionality, its correlates and achievement and behavior gaps. This workshop will further identify the philosophy, practices and systematic approaches used to enhance the cultural competency of the Parish Board, central and building level administrators, related service professionals, teachers, and key stakeholder groups in the community.
A05	School Leadership for Improving the Lives of Youth: Innovative Steps for Preventing Placement of Youth in the Juvenile Justice System	Nancy Reder, Judie Storandt	Research indicates that up to 75% of youth incarcerated in juvenile justice facilities have disabilities, and a significant number need special education services. These youth are ill-served in correctional settings and many are traumatized and harmed by confinement. In 2005, the National Disability Rights Network (NDRN) and the National Association of State Directors of Special Education (NASDSE) convened a meeting of national organizations, representatives of other entities, and other professionals to discuss their shared interest in addressing the disproportionate number of children with disabilities in the juvenile justice system (the "Shared Agenda" project). He shared Agenda membership agreed to prepare a guidebook for educators: School Leadership for Improving the Lives of Youth: Innovative Steps for Preventing Placements of Youth in the Juvenile Justice System. Geared to educators, the focus is on achieving better outcomes for children and youth in school through early identification, intervention and diversion from the school-to-prison pipeline. The guidebook includes Tools for Success, a compendium of best practices divided into nine "steps" for promoting the educational stability of youth with disabilities and those at risk of developing disabilities.
A06	What They Know and Can Do: A Look inside the Classrooms of Teachers who Closed Black-White Achievement Gaps	Johnnie McKinley, Ed. D.	Educators throughout the country are spending countless hours analyzing data to understand their students' learning and to make data-driven curriculum, instructional and intervention decisions. A purposeful analysis of the practices that teachers of high performing African American students use can be instructive in understanding their achievement and in developing an equity pedagogy (Banks, 2004, p. 22) of effective teaching and learning to close achievement gaps. This session highlights a study demonstrating that purposeful attention to an equity pedagogy assisted teachers in closing historical and predicted achievement gaps. This engaging and interactive session presents findings of a two-year integrated quantitative study to identify strategies used by 31 teachers judged effective with African American students who attained standards on two standardized assessments. Participants working in small and large groups will reflect on and compare current practices to 42 strategies observed in classrooms and identified by these teachers and their principals. Learn how these teachers adapted their knowledge, philosophies, instruction, and contextual features to meet their students' culture, needs, and experiences. Interview and video clips illustrate the findings that describe the instructional, management strategies and contextual variations they used.

A07	Ethnocultural Views of Disability: Implications for Educational Professionals	Christopher Rogers	This presentation's premise is that the predominant models of disability are culture-bound. As such, interactions between majority-culture school professionals and minority group members not oriented to the majority culture conceptualizations of disability are comprehensively cross-cultural. Research regarding various perceptions and understandings of disability based on ethno-cultural background and national origin will be summarized. This presentation addresses primarily the "Transforming Teaching and Learning" strand by engaging participants such as school professionals in reflecting upon their growing understanding and appreciation of the multiple viewpoints and meanings of (dis)ability, need, and potential. Through examination of cross-cultural interaction scenarios, participants will be afforded the opportunity to practice the work of uncovering assumptions and understandings of professionals and culturally-different students and families, with implications on school-wide policies and practices such as Responsiveness to Intervention/Instruction (RTI) – also addressing the "School Improvement for ALL children" strand.
A08	Simple Structures to Reduce the Achievement Gap	Dr. Spencer Kagan	Simple active engagement instructional strategies called Structures dramatically reduce the gap between lower and higher achieving students. With traditional instructional strategies all students learn, but high achieving students learn at a higher rate than low achieving students, resulting in an increased achievement gap each year. With Structures, all students learn at a rate higher than with traditional instruction. In addition, the rate of achievement of otherwise low achieving students is accelerated dramatically, reducing the achievement gap. There are over 200 structures which have been developed in a research-implementation-evaluation program which began in 1968. The structures are now being used successfully in over a dozen countries. For examples, over 10,000 teachers have been trained in Singapore, and thousands of teachers have been trained in the Netherlands. In this active workshop, 1) data is presented demonstrating the power of structures to reduce the achievement gap; 2) participants experience a range of simple structures they can use as part of any lesson; 3) participants derive the reasons structures work; 4) the power of structures is explained using a variety of theoretical frameworks, including reinforcement theory and active brain imaging.
A09	Vision Action: Teaching Students When Cultures Clash	Patricia León Agusti, María Ximena Barrera	A continuous concern among educators in the USA is the persistence of academic gaps between students from different ethnic and racial backgrounds. This is particularly true of students identified as Hispanics, whose cultural background spreads across North, Central and South America. A central question for today's educators is how to develop skills, knowledge and dispositions among teachers to deepen their understanding of teaching practice in settings where students do not look like themselves. This workshop presents the perspective of three Hispanic educators introducing the audience to "Vision Action: Culture and Schooling", an online professional development (PD) pilot program that centers around cross cultural conversations with colleagues facing the challenge of teaching to diverse students in urban and rural settings. These conversations happen in two different formats: face-to-face and virtually (on-line). The emphasis of this PD program is on culturally diverse learners and the role of technology in transforming teaching. We want to invite participants to experience different activities to understand how to transform teachers' values and beliefs about diverse learners. We will make reference to technological tools that can facilitate conversations among teachers, in different settings, that experience similar challenges. The idea is to eventually create a virtual community of teacher learners.
A10	How to use Data to really make improvements; Common Sense and Practical Approaches	Jeannette Nobo, Teresa White	Although there are numerous programs, books, and materials that claim success in the school improvement process. Many times state departments, districts, and schools are confused and easily influenced by the latest program. Participants will look at some very basic and practical approaches to dealing with data, the application of data, and the overall school improvement process. This workshop will look at curriculum alignment (what we think is alignment), programs and activities.
A11	Reducing System-wide Racial and Gender Disproportionality in the Prevalence of Students Identified as Mentally Retarded	Robert Hull, Linda Gaskill, Enid Amos	The reauthorization of the Individuals with Disabilities Education Act (IDEA 2004) requires state education agencies and local school systems to develop policies and procedures designed to prevent the disproportionality by race of children with disabilities. Data from multiple sources have established that the prevalence of students identified as mentally retarded has been and is currently racially and gender disproportionate. This combination of racial and gender disproportionality has led to African American Males being significantly over identified as mentally retarded. IDEA 2004 requires that in the case of a determination of significant disproportionality, with respect to the identification of children with disabilities the state must: 1. Provide for the review of the policies, procedures and practices to ensure that they comply with the requirements of IDEA 2004, 2. Require any LEA identified as being disproportionate to reserve the maximum amount of funds under 613f to provide comprehensive, coordinated early intervening services to those groups that are significantly over identified and 3. Require the LEA to publicly report on the revision of policies, practices and procedures. This presentation will provide practical suggestions that will impact the system wide disproportionality of African American males that are identified as mentally retarded.
A12	Knowing If You Are Part Of The Problem Or Part Of The Solution.	Thomas J. Neuille, Ph.D., Gwen Beegle, Ph.D.	Transformation, reformation and change have long social and organizational histories. Books, articles, conferences and entire degree programs are dedicated to the art, skill and tools of transformational outcomes. What is the universal skill critical in the pursuit of leadership capacity? How do leaders and leadership teams know that what they do today will result in what they want tomorrow? The power to assess under girds the ability to act today and influence the structures of tomorrow. Civil rights educators such as Myles Horton (www.hrec.org) understood the need for organizers (leaders) to have the capacity to continually scan and assess the socio-political environment in order to build equity, excellence and justice in communities, work places and schools. This session introduces Act validity, Image Enhancement and Competency Building (Wolfensberger 1998) as the triangulation of organizational assessment for success. The interactive and participatory two-hour session introduces the practical theories and relies on participants to apply the assessment to individual school circumstances. The facilitators build participant competence by creating a working workshop that considers the micro (what can I do about running better meetings) to the macro (how do we apply assessment triangulation to whole school reform).
B01	Education Partnerships: A Mechanism for Educational Innovation	Eugene E. Garcia, Ph.D., Maryann Santos de Barona, Ph.D., Mehmet Dali Öztürk, Ph.D., L. Scott Miller	This panel presentation will focus on Leadership for Change. Presenters will describe the ongoing efforts of a comprehensive university-school partnership that was established to effectively address the challenges facing Pre K-12 education in Arizona and to better meet the academic needs of students, particularly traditionally under-represented students, at every stage of their educational journey. Included will be a discussion of the infrastructure being developed to coordinate resources to create and administer programs and services jointly through the university, community college system, school districts, social service agencies, and private sector enterprises. Specific areas to be discussed will be the role of leadership and collaboration, early childhood education, teacher support, high school completion and college-going, as well as students and their families. The need for ongoing evaluation of partnership efforts and the challenges of maintaining effective partnerships will also be addressed.

B02	Diary of a Mad Black Teacher: Preventing Disproportionate Placement of African American Learners	Dr. Tonika Duren Green, Ovetis Duren Cooper	This presentation will address the need to reduce the over-representation of African American students in special education through the use of promising prevention and responsive educational strategies. The presenters are uniquely connected in that they are mother and daughter, one a veteran teacher in a predominately African American school district and the other a trainer (professor) in a multicultural school psychology program. This dynamic duo will share strategies to improve the quality of schooling for African American students and eradicate the rate at which these students are referred to special education. The presenters will share their model for successfully responding to the needs of African American learners through innovative qualitative data. Through their own personal journal reflections, also termed "diaries", they share the joy, pain, laughter, and tears that come with promoting quality education for African American learners.
B03	A "courageous conversation" about Black boys in special education	Sharon F. Gooding	This workshop will first explore research initiatives and policy trends currently being advanced to address disproportionality in special education and school discipline. Participants will focus on defining the type of multi-cultural awareness movement that is critical to the elimination of disproportionality. The audience will be further challenged to explore concrete ways to construct equitable classrooms.
B04	Meeting the NCLB Challenge Through Collaborative Leadership and Systemic Change	Judith Higgins Moening, Toni Riester-Wood, Paul Cantu	North East ISD discovered at the close of the 2004-05 school year that four campuses were academically unacceptable under our state accountability system and ten campuses had failed to make AYP under the federal system, all due to the performance of students in special education. This presentation describes how we used that failure as a catalyst to examine and restructure our district system for serving students with disabilities. Over the course of the year we created a collaborative process between central office and all sixty schools called Data Coaching. We required each campus principal to meet with central office staff four times during the course of the school year. Meetings focused on review of ongoing student data and the specific campus response to that data. The district determined that failure was not an option, that no school could be left to sink or swim on their own and that success required commitment from everyone in the district. The outcomes of the year were very positive. At the close of the 2005-06 school year, North East had 70% of schools identified as Recognized or Exemplary under the state system, the district had received a Recognized status from the state and all but one school had made AYP under the federal system.
B05	Maximizing Family and Community Leadership for Personnel Development Initiatives: A model for implementation in local communities.	Phoebe Gillespie, Vincent Watkins	This session will assist participants in understanding how families and communities can take leadership in their local personnel development campaigns and will give participants the necessary tools to guide the implementation of those campaigns toward a successful conclusion. Based on the collaborative work of multiple stakeholder groups in states being served by the Personnel Center @ NASDSE, outcomes of this model include: <ul style="list-style-type: none"> • personnel recruitment and retention programs that target middle and high schoolers, as well as career changers, within diverse communities, through collaborative work of families and community members, State DOEs, and local school districts and their surrounding personnel preparation programs; • family and community groups securing commitment from diverse candidates and monitoring and supporting their progress through the pipeline; • media-based communication tools that are unique to the various communities and specifically target underrepresented groups; and • improved relations with schools and diverse family and community members, including parents of students with disabilities and business and civic organizations, in relation to issues of curriculum and student integration, over-identification of underrepresented groups in special education settings, and the value to the community of quality education for all students. The unique experiences of various communities will be highlighted.
B07	Making It Stick: Affecting Change Through The Power of Positive Leadership	Ira Pernick, David Cohen, Frank McQuail	This session will focus on a new supervisory/coaching paradigm that selected principals in New York City High Schools (Region 3) have been using to change culture. We will explore the beliefs and the skills that these leaders are using in urban settings to positively influence teacher reflection, efficacy, and practice. We will examine the professional development structures, and practices as well as three specific feedback formats used by these leaders. We will also examine a walk-through model that fosters a professional learning community. If you have ever thought that this kind of work can't be done, then this is the session that shows us all that it is possible, and that the rewards are worth the effort.
B08	How Do We Incorporate the Social and Cultural Contributions of Family and Community Into Schools?	Ellen Chernoff	"The students' cultural diversity and the families' lived experience need to become part of the school, but more importantly, they must become part of the classroom environment and the development of the curriculum." (McCaleb, 1994) (italics added) The NCCRESt Practitioner Brief, "Culturally Responsive Pedagogy" (Richards et.al., 2004) is rich with suggestions for educators on enhancing knowledge (personal dimension) and on designing instruction to create culturally responsive learning environments. Likewise, this session provides strategies, specific activities, and materials for culturally responsive instruction with an emphasis on including family and community. Five strategies are presented; tapping hidden family and community resources, parents as partners and authors, using biography and autobiography to make connections, incorporating culture through the arts, selecting and using materials.
B09	Zero Tolerance versus Positive Behavioral Supports: An Effective School-wide Accountability System for Student Behavior that Increases Equity and Decreases Disproportionality	Howard M. Knoff, Ph.D.	Research and annual School Report statistics nationwide show that minorities are consistently and disproportionately disciplined and suspended from school over other students. Three primary reasons explain these data: (a) cultural differences and "disconnects" between some (minority) students and the Anglo school culture relative to teaching, observing, and reinforcing their interpersonal behavior; (b) the lack of explicit behavioral standards that are consistently implemented in schools; and (c) a reactive, Zero tolerance approach to discipline rather than a proactive educative and corrective PBS approach. Addressing these primary reasons, Student Accountability—one of three critical components of the Arkansas State Improvement Grant's evidence-based PBS approach (through Project ACHIEVE)—is highlighted. The foundation to this Accountability component is developing the "Behavioral Matrix"—school-wide sets of behavioral standards that are taught, prompted, and reinforced for all students. Based on the principles of behavioral instruction, motivation, and change, the Behavioral Matrix is developed by school staff, students, and parents. Used to explicitly communicate and hold students accountable for behavior, the Matrix provides a consistent template to motivate students toward appropriate behaviors, while providing strategic guidance on responding to different "intensities" of inappropriate behavior.
B10	Making it Relevant to School Improvement: assessing the cultural relevance of professional development offerings provided by a major urban school district	Daniel C. Patton, Ebrahim Maddahian, Sara Monempour	A major metropolitan school district in the Southwestern United States has implemented culturally relevant (CR) professional development as a means of improving student academic outcomes and closing the achievement gap. To meet this end, the District has sponsored extensive CR professional development activities for its instructional staff. Evaluation activities were enacted to assess the quality of the professional development offerings. Our sample included several hundred hours of professional development content that were sponsored by a variety of district schools and offices. Based upon our review of the culturally relevant and responsive education, effective professional development and culturally relevant professional development literatures, we created a series of frameworks that were translated into instruments. These instruments were used to assess the nature and amount of CR content presented in these sessions, as well as their quality and effectiveness. In particular, we used an extensive coding scheme that was derived from the seven domains that comprise the District's CR conceptual framework. In addition to the findings, the instrumentation that was used as part of our analysis will figure prominently in the presentation.

B11	“Different Brains, Different Behaviors: Teaching and Inspiring the Biological Brain in the Cultural Classroom.”	Frank J. Kros, MSW, JD	Always wondered “What’s going on in there?” when children in your classroom participate in troubling patterns of thinking and behavior? Interested in some new, practical and enlightening ideas for shaping healthier behavior? Want to discover how the brain learns, how it is influenced by culture and how you can motivate and inspire it in any setting? This workshop will explore new research on the brain and how that research has dramatically improved our understanding of how students learn. We’ll explore how student brains are similar and, more importantly, how they are different. In particular, we’ll focus on effective teaching strategies for students with the most challenging behaviors. You’ll leave knowing how to structure your classroom to meet the needs of every brain and how to use your skills to instill the love of learning in very unique and special brains. Using fun, exciting and innovative approaches to adult learning, this workshop will inspire you and equip you for your best work yet!
B12	A Tale of Two Cities: Disproportionality As a Change Event: What We Know and the Challenges and Results of Applying that Knowledge and Learned Experiences in a Local School District and a Parish	Dr. James Patton	This workshop begins with a substantive and comprehensive review of the most recent and salient literature base relative to disproportionality in schools and other social systems. It then offers a psychosocial framework for understanding disproportionality as a “change event” and catalogs the reaction to this change event by local school districts and their leaders. The presenter offers “lived” realities of his experiences since 1999 working as a change agent to design, implement and evaluate best practices used to meet this challenge in local school districts. This presentation provides a detailed account of how the consultant, along with leaders in two local school district’s, planned and implemented a systemic and systematic set of designs that was used to address disproportionality and its correlates in those districts. The presenter will describe a step-by-step blueprint for addressing this challenge and provide detailed, proven results of his efforts. After which, effective and proven culturally responsive practices used to reduce disproportionality and close achievement and discipline gaps will be shared. These practices address cultural responsiveness in curriculum, pedagogy, equitable student assessment and identification practices, teacher, administrator, and policy leadership, parental involvement and family and community development.
C01	Ratcheting up the Change Process: Leading for Results	Dr. Larry Leverett, Dr. Linnea Weiland	This session will engage participants in activities and presentations concerning the importance of leaders having a sound understanding of the application of organizational change theory to achieving equity and excellence for all students. The practitioner-oriented workshop will encourage participants to connect session content to experiences in schools and districts. Workshop facilitators will use case studies to deepen participant understanding of the positive and negative impact that leaders may have as change agents. The activities are based on adult learning strategies that build on participant experiences by placing them in the role of analyzing the leadership behaviors of school leaders highlighted in the case studies. Discussions and brief multi-media presentations will be used to connect activity output to the literature on change and leadership.
C01	Learning to Lead: Preparing Tomorrow’s Educational Leaders To Be Change Agents	Dr. Lynn Bush, Dr. Diane Ehrlich, Dr. Nicole Holland, Dr. Terry Stirling	The 21st century has revealed that many American, public, K-12 educational institutions are facing incredible challenges such as: increasing student enrollment and accommodating student diversity; improving teacher performance and addressing personnel shortages; requiring greater individual and institutional accountability; and thriving in spite of restrictive budgets. The purpose of this panel presentation is to address the manner by which school leadership programs are preparing tomorrow’s school leaders to address simultaneous, and often confounding challenges; and, to present the manner by which we have used research, theory and practice and school/university partnerships to structure and evaluate practices in our own school leadership preparation program. This panel presentation will consider two major skills that prospective school leaders are encouraged to develop based on various theoretical models that help prospective school leaders align mission with practice, self evaluate their own strengths and shortcomings, and become more reflective and productive in their profession in preparation for school change. Additionally, support for these new leaders will be addressed as they bear the responsibility to protect the quality of education in the arenas they serve. Whether a school can ever improve and change, rests on the shoulders of a quality school leader.
C02	No Excuses! Using the Equity Framework to Increase Minority Student Achievement	Curtis Linton	Can schools actually close their achievement gaps? This is one of the most persistent questions facing education today. Sadly, this doubt within educators is destroying our students’ potential for success by diverting schools from what is most important—focusing on raising the level of learning for each student everyday. Learn about highly diverse schools from across North America that have completely closed their achievement gaps by institutionalizing the foundational principle of equity: All students receive the individual support they need to reach a common standard. Discover the commonalities found within these highly diverse successful schools and how they lifted all students to high-levels of success. Through the Equity Framework, understand the impact of embracing the philosophy that there is no excuse for low-student achievement. Explore how balancing efforts to improve leadership, school culture, and teaching and learning lead to higher levels of success for all students, regardless of race, socio-economics, language, and learning abilities. Determine that within your school, all students can learn at high levels and that your school will finally close its achievement gaps.
C02	A Tale Of Two Districts: Usiing The Local Equity Action Development Process to Improve Schools for ALL Children	Shana Ritter, Dr. Russ Skiba	The Local Equity Action Development (LEAD) process is a collaborative effort between school districts, the state of Indiana, and the Equity Project at Indiana University to address the causes and effects of disproportionality. This presentation will focus on two near urban districts and the route they have taken to apply the LEAD process district wide. This in depth focus on these two districts provides an opportunity to examine how the LEAD model works in addressing equity and achievement for all students by developing approaches to improve cultural competence, instruction, data based decisions, and supports for students and teachers. LEAD is a systemic, developmental approach, incorporating ongoing assessment, research, and action and is based on four assumptions: § All plans must be local, addressing local realities and local needs. § Planning and assessment must be based upon local data. § LEAD must be an active collaboration between general education and special education. § Cultural Responsive Practice is a developmental process and is integral in effectively addressing issues of disproportionality. Through the presentation participants will gain an understanding of the The LEAD model and its application at the local level.
C03	Including English Language Learners and Students with Disabilities in Comprehensive School Improvement Programs	Monya Ruffin, Brett Lane, Phyllis Hardy	Whole school improvement programs, whether they are packaged models, or locally developed, can positively impact student achievement (CSRQ, 2005). However, little is known about the participation of English Language Learners and students with disabilities in school reform programs. Two national projects, the Access Center at the American Institutes for Research (funded by the Office of Special Education Programs (OSEP)), and the Comprehensive School Reform School and Capacity Building Program at the Education Alliance at Brown University (funded by the Office of Elementary and Secondary Education (OESE)), teamed up to examine this topic. This session will offer attendees an opportunity to (1) learn about an alignment study conducted by the Education Alliance that focuses on how schools can best align school improvement strategies and develop inclusive supports for school improvement; (2) discuss how districts and school are working to develop inclusive approaches to school improvement; and (3) obtain practical recommendations related to the inclusion of English Language Learners and students with disabilities in school reform and improvement programs.

C03	Classroom Teachers working with English Language Learners: Adopting Effective Approaches	Laurie L. Grupp, Ph.D., Amy Donnelly Roche, Dr. Beverley Argus Calvo	How do classroom teachers work with English language learners who are expected to meet English language proficiency standards as well as district and statewide benchmarks? Implementing effective teaching strategies that address the development of language proficiency can be challenging. In this presentation, we will explore the ways in which one district has attempted to improve its programming for English language learners. This includes ongoing professional development and support for educational professionals who work with ELLs. Session participants will consider the overlap between content area standards and English language proficiency standards. This will be an interactive presentation where participants experiences and ideas are addressed. Recommendations for effective instructional practices will be made.
C04	A Framework for Developing Intercultural Competencies and Responsive School Practices	Daria Paul Dona, Ph.D., Lisa Bardon, Ph.D.	Research has clearly demonstrated that African-American students in this nation are most at-risk for referral and placement in special education programs for emotional disturbance and/or behavioral disorders (Donovan & Cross, 2002). The 2005 National Assessment of Educational Progress scores for African-American students in reading and math continue to fall below adequate target levels. In order to improve educational outcomes and opportunities for African-American learners, educators seek strategies to improve prevention, early intervention and pre-referral procedures. This presentation will provide an overview of a framework for increasing the intercultural competence of education professionals and improving school outcomes for African American students. The framework, Intercultural Systems for School Success, is based on the results of a six year research study conducted by the University of Minnesota and funded by the Minnesota Department of Education. Results of this study indicated that professional development and support in the area of intercultural awareness, culturally responsive pedagogy and social-emotional instructional strategies were associated with increases in academic and behavioral skills and reductions in referrals of African-American students for special education. The framework is designed to support school teams in their efforts to design, implement and sustain culturally responsive contexts, instruction and management practices for African-American learners.
C04	Measuring Response to Social Skills Intervention: A Promising Practice for Reducing African-American Over-representation in Special Education.	Lisa Bardon, Daria Paul Dona	Disproportionate representation in special education is a prevalent and continued issue of concern for U.S. school districts. More specifically, African-American students are considered at the highest risk of placement in programs for those with emotional-behavioral disorders. This study was one specific component of a framework, the Intercultural Systems for School Success, a six-year research study conducted by the University of Minnesota and funded by the Minnesota Department of Education. The purpose of this study was to evaluate the effectiveness of a direct observational measurement tool created to assess the efficacy of a culturally responsive social skills curriculum with African-American children. The curriculum was delivered in the general elementary school classroom using direct instruction and consistent incidental and embedded instructional methods. Results obtained using the observational tool indicated that the African-American students considered likely candidates for referral to emotional behavioral disorders programs responded positively to the curriculum. It was concluded that the observational measurement system holds promise as a tool for response to behavioral interventions at the Tier 2 (early intervention) phase. Implications for the importance of designing measurement systems and tools that align with specific social skills curricula and behavior management systems are emphasized.
C05	Academic Intervention Specialists: An Early Intervention Model to Improve the Academic Performance of All Students.	Charlene Staley, Ed.D., Maureen Artalona, Sheryl Kosco	The School District of Hillsborough County, the ninth largest school district in the nation is a large urban school district that serves over 195,000 students. The county is growing rapidly and experiences an increase of approximately 5,000 students annually. This rapid growth is marked by changes in the ethnic and cultural diversity of the school population. Although the school district is high performing by state standards, an achievement gap exists between minority and non-minority students and minority students are overrepresented in special education. To address these issues, a collaborative initiative between Title I/IDEA developed an academic intervention program for kindergarten through grade 2 students. An Academic Intervention Specialist (AIS) was assigned to 31 schools for the 2005-2006 school year to provide immediate intensive intervention to struggling readers to prevent the cycle of failure and reduce the over-identification of students with disabilities. The AIS also works cooperatively with other members of the school literacy team, as well as with the classroom teachers serving targeted students. Through this collaboration, teacher skills are enhanced and teachers acquire additional strategies to address the five components of reading, which impact the reading instruction of all students. The intervention focuses on increasing proficiency and confidence so all students become lifelong readers.
C05	Developing the Response to Intervention Model: An Urban School Based Study	Michael J. Orosco	This study investigates how school personnel construct a Response to Intervention model (RTI) for English language learner Latino students who are having reading difficulties. The central focus of this study is to determine the extent to which the RTI Model is culturally and linguistically responsive to the needs of ELL Latinos as it is implemented in one school. In the past teachers' beliefs, judgments, and training largely affected the decision making process into a student's special education referral (Harry & Anderson, 1995). During the traditional pre-referral process school personnel assessed the context of the students' learning difficulties, implemented interventions, and then finally decided whether special education was deemed necessary. During this RTI study, school personnel assessed the context and nature of the students' reading problems, and then implemented interventions that alleviated students reading difficulties, and then continued with other interventions if the first had not worked.
C06	Increasing the school engagement of diverse student and families through relationship building and shared decision-making	Sonia James-Wilson	The purpose of this session is to encourage attendees to think about the ways in which interpersonal communication and relationship building skills can be developed in teachers as a way to increase student engagement in school and parental involvement. The presenter will share her research with teachers of immigrant and refugee students in an elementary school and those who work with ninth graders in a large comprehensive high school. This research will provide examples of the ways in which their relationships have lead to school-wide advocacy initiatives and greater community involvement in their schools. Attendees will also be provided with suggestions for strategies for professional development designed to help teachers engage with, and help to empower, culturally diverse and low income families, and to involve them in the decision-making practice of the school.
C07	Transformational Equity From Reproduction to Transformation: Working From the Inside Out for Systemic Change	Lisa Cech, Pam Duran, Deann Bucher	Challenges facing issues of accountability, equity, diversity, no child left behind, high expectations for all students, and changing demographics can be over-whelming and daunting. The ability to openly discuss equity issues in a positive way impacts student achievement provides the foundation for facing issues of racism, classism, language, other "isms", and inequities that are part of the daily routine within public school systems. In this session, participants will learn to implement an effective model for addressing these issues from the inside out. Participants will experience equity structures and learn about the process that allows a district to discuss equity and diversity from the individual level, to the institutional level which leads to transformational change within policies, procedure, practices and people. In addition, participants will learn how to replicate this model in their own setting. BVSD has built capacity in the district to sustain ongoing professional explorations of vital equity issues from understanding the "isms" to school improvement and teacher inquiry by training staff to become equity leaders and trainers. The BVSD (Boulder Valley School District) Equity Model has received numerous acknowledgements, awards and was featured in the National Staff Development Council, October, 2006 Newsletter.
C08	Improving Intervention Practices with American Indian Students	Olivia Melroe, Ph.D., Elizabeth Watkins	American Indian students from many Tribes struggle to find success in school. Minnesota has a large American Indian community, most of whom are Ojibwe or Dakota and attend public schools. Students are affected by language and cultural barriers which make it difficult for them to succeed in school. Many non-Indian teachers try to learn about the cultures, but struggle to translate cultural knowledge into effective practices. This presentation will chronicle the process of developing and piloting a teacher training curriculum that addresses the problem of poor academic achievement among American Indian students. It will begin with a review of research that first described the socio-linguistic and socio-cultural foundations to educators. Next, the identification of research based, effective pre-referral interventions for American Indian students will be described. The need for, and the development of seven teacher training modules that cover the following topics: cultural identity, culture in context: the American Indian education experience, language and literacy in the classroom, culturally sensitive classroom assessment of literacy and behavior, and planning systems change in schools will be described. The process of training facilitators and piloting the curriculum will be discussed. Finally, the evaluation of the effectiveness of the training modules will be described. Lessons learned and future plans will be discussed.

C09	Effective Early Intervention and Response-to-Intervention Approaches: Ensuring that IDEA '04 Increases Equity while Decreasing Disproportionality	Howard M. Knoff, Ph.D.	<p>IDEA emphasizes early intervention services (EIS) and tracking students' response to interventions as a prerequisite to special education eligibility. Without effective foresight, however, this provision of IDEA may increase disproportionality. Indeed, how schools implement EIS for students with academic or behavioral challenges is essential—not just relative to disproportionality, but to effective services that ensure outcomes.</p> <p>IDEA's inclusion of EIS and RtI has prompted a competitive rush of models, debates, and “universal answers” when there are more questions than answers. This session takes a logical and functional approach to EIS and RtI that describes a needed focus on Problem Solving, Consultation, and Interventions-- regardless of the model or debate. Guided by the Arkansas State Improvement Grant's SPRINT (School Prevention, Review, and Intervention Team) process, a continuum of “services” is emphasized, including differentiated instruction, modification, accommodation, re-mediation, and then functional assessment and strategic intervention.</p> <p>Additionally, this presentation describes the school, staff, and team characteristics that help SPRINT teams to work successfully; why assessment must link to intervention; and why consultation is the key to intervention. Two important integrated principles are that (a) “Instructional Environments”—not students—are the focus of assessment and intervention; and (b) “referrals” are for problem-solving, not testing.</p>
C10	Successful educators of culturally, economically, and linguistically diverse students: An overview of research on culturally relevant instruction	Beth Eldridge, Michael Oroscio	<p>Why are some teachers and schools of linguistically, economically, and culturally diverse students able to achieve more successful relationships with the students and families they serve and better learning outcomes than others? A number of researchers suggest that cultural relevance is one of, if not ‘the’ key ingredient. They demonstrate how teaching can be differentiated to meet the cultural needs of diverse students, while also meeting the needs of schools to ensure children have access to mainstream culture and knowledge. Hundreds of peer-reviewed articles have been published about culturally relevant instruction, curriculum, school-wide efforts, parent-community relationships, and assessment. This presentation will give an overview of the kinds of research that has been conducted, the wealth of research findings to date, limitations of this line of research, and suggestions for future inquiry.</p>
C10	Understanding Teachers' Lived Experiences With Diverse Learners: Narrative Perspectives of a Novice, Experienced, and Veteran Teacher	Romy M. Allen	<p>Presently, the traditional preschool curriculum – based on Anglo middle-class norms – does not provide favorable outcomes for many children of color entering kindergarten. By investigating teachers of diverse learners in various settings with assorted educational experiences and understanding differentiated techniques they employed to successfully provide meaningful instruction to ethnic minority children, I captured a relevant curriculum that spelled out triumph rather than failure. By sharing their lived experiences with me in this pilot study, I constructed a framework that informs educators of diverse learners on all levels. The methods and techniques implemented by these educators encompass culturally relevant instructional interventions while simultaneously embracing family structures and celebrations. The most optimum schema employed in grasping the nuances of culturally relevant practices was a three tiered approach: a) study the expressions of leading scholars in the field, b) capture authentic voices of practitioners, and c) critically analyze the perspectives of traditional educational practices currently in use. This methodology yielded a commonly known outcome of strong partnerships between home and school but capitulated some unexpected themes as well such as lifelong learning and care and commitment.</p>
C11	Assessing Change in Pre-Service Language Teacher Preparation: Critical Incidents, Intercultural Development, and Reflexivity	Laurene Christensen, Kimberley Brown	<p>This presentation outlines how curriculum design and assessment in a required culture learning course for pre-service teachers at a large, urban university have shifted learning outcomes for participants over a three-year period. This presentation responds to the NCCREST conference Transforming Teaching and Learning strand as we discuss how to effectively measure types of learning that occur in the language teacher preparation sequence so that pre-service teachers may improve their teaching to meet their learners' cultural needs.</p> <p>The co-presenters will identify curriculum design shifts implemented in the course. A brief course overview will be followed by a description of four tasks required to assist students in developing their culture learning design skills: readings, culture text assessments, critical incident tasks, and critical incident design. Assessment protocols and reports on student change over a three-year period, including pre and post-class Intercultural Development Inventory (IDI) data and qualitative comments on the four tasks, will be presented.</p> <p>The range and scope of activities presented in culture learning classes must offer multiple opportunities for pre-service teachers to engage in transformational learning, including self-reflection; experiencing a contact zone and being “othered”; designing culture-general and culture-specific materials; and participating in confidence building training activities.</p>
C11	Preparing Teachers to Adequately Educate Diverse Students with Special Needs: A Multicultural Approach	Michelle Frazier Trotman, Ph.D., Donna Y. Ford, Ph.D.	<p>It is projected that the number of African American and Hispanic children will substantially increase within the next 50 years. However, most classrooms today, including special education classrooms are lead predominately by middle class, Caucasian females. Furthermore, there is a disproportionate number of African American and Hispanic students in special education and many are misplaced.</p> <p>Most universities are preparing pre-service teachers for classrooms that no longer exist. We will share ideal teacher preparation programs and identify multicultural educational goals and strategies. The implementation of these goals and strategies may reduce the occurrence of mislabeling that can lead to the over-representation of multicultural students in special education promoting equity and excellence in education for minority students.</p>
C12	Parental and Community Involvement- Whatever It Takes!	Jeannette Nobo, Teresa White	<p>There is always a cry for more parental and community involvement, however, are we really ready? This session will look at ways to involve parents and community members. We will have activities and discussions on what works, what does not and why. Participants will also look at the key questions, “Are you prepared to work with all parents or the community?” The participants will look at very basic and practical approaches to parent involvement and the meaning of, “Involvement.”</p>
C12	Preventive Maintenance: Keeping the Parent and School Relationship Running on All Cylinders	Michael A. Prioleau, Monique Brooks	<p>Does your relationship with parents and the community need a tune up? Are you struggling to keep your relationship with parents (and the community) on the “right” road? Do your parent programs feel like “clunkers” rather than well-oiled machines? Learn how to “fine-tune” your parent programs during this interactive session. You will leave with several unique and innovative ideas that you can use to create your own “high octane” parent initiatives.</p>
D01	The Early Childhood Development Center At Weinland Park	Andrea Bowlin	<p>This program has collaborated with over 20 agencies, college departments and community advocates to produce the following outcomes:</p> <ul style="list-style-type: none"> • serve as a model program in early childhood education, • offer state-of-the-art teacher training to the 500+ students in the Early Childhood Development and Education Program, • stimulate innovative research in child development, family relationships, and early childhood education and care, • model research-based best practices in early childhood development and education, • disseminate research findings and best practices information widely to enhance our understanding of children's development and to improve early education and care everywhere.

D01	Disproportionality: The Family-School Connection	Barbara Leach, Dr. Teresa A. Dais	This presentation will showcase North Carolina's model for including families to address the issue of disproportionality in the public school system. Parents, children's first teacher, play a key role in their academic success. Information will be shared on how to successfully address the issue of over-representation and inappropriate placement of nonwhite children into special education programs. An outline on how parents can partner with teachers and other stakeholders to create culturally responsive learning environments that meet the unique needs of all children and their families will be demonstrated. When parents are partners in their children's education, the results are improved student achievement, better school attendance, reduced dropout rates, and decreased delinquency. Teachers and administrators who learn about various ethnic, cultural, and socioeconomic backgrounds are more likely to encourage parents to become involved in schools. Parents who are informed and knowledgeable are involved and ensure that the decisions made are both family-centered and culturally appropriate.
D01	Empowering Families of Children with Health or Mental Health Needs to Partner with Schools	Chandra Keller-Allen	Children with special health and mental health care needs (CSHCN) are increasingly included in the public school population due to improved survival rates and the policy-influenced trend toward including students in the least restrictive environment. Extensive research exists in the health field concerning the importance of CSHCN having access to a comprehensive and coordinated medical home. However, little research currently exists on the role of school professionals within a medical home for CSHCN. Freund, Keller-Allen, & Forman (2006) conducted an exploratory case study investigation to learn how selected school districts are serving CSHCN, the extent and nature of interaction between education and health care professionals, and challenges schools face in serving this population. The findings led to the development of a resource booklet targeted toward parents of CSHCN in the attempt to educate, inform, and empower families to engage school personnel in their child's medical home. Content in the booklet was derived from the original study as well as existing literature. The booklet was tested through a verification review process that included feedback from experts and parents. Plans for dissemination to pediatrician's offices and other settings is ongoing.
D01	Crossing together: Holding hands with Mexican American families, their children, and special education.	Dr. Loretta Salas, Blanca Martinez-Rolle, David J. Vaughn	The world is changing and so are its faces. As it is, one-half of the U.S. largest cities are home to more African-American, Hispanics, Asians, and other minorities than White Americans. Mexican Americans are a unique group within the culturally and linguistically diverse landscape. We possess a culture that is distinct, in that some of us may be recent immigrants, many have been in this country for centuries, some of us speak Spanish, and others do not. One of the most disconcerting issues facing Mexican American families is the over-representation of their children in special education. The argument over these children should be educated is an ongoing process with the issue becoming much more pronounced when these children are second language learners and needing of special education services. Although, much has been written about parental involvement within the special education genre, scarce research exist that explores the unique experiences of ethnic sub-groups like Mexicans American families. Research with this genre is generally nestled within the "Hispanic" fold which we believe negates the unique experiences of these families. This presentation explores what we believe are indispensable qualities that school personnel must possess in order to have effective family partnerships with this growing population.
D01	College Bound San Diego	Dr. Tonika Duren Green, Dr. Darlene Willis, Marsha Dodson	This workshop will share the unique aspects of College Bound San Diego, an educational program developed by African American parents concerned about the quality of their children's education. CBSD began as a direct response to one of San Diego County's School District's desegregated data revealing the presence of an achievement gap among African American students. The audience will hear from the programs founders, board members, parents, students, and other community members involved in the program's success. Presenters will also discuss the program's structure (e.g., monthly workshops, village meetings, college/university tours, community service, educational tracks), its challenges and triumphs, and share secrets to its success. In 2003, College Bound San Diego ended its first academic year with success, 100% of the seniors in the program graduated from high school and went on to colleges and universities. More importantly, this program is evidence for the (1) achievement among African American students, (2) concern and value African Americans place on education, (3) successful partnerships that can transpire between schools, teachers, students, parents and communities, and (4) strategies for reducing the achievement gap and elevating our children to schools of higher learning, ensuring that they are College Bound!
D01	It Takes a Parent: Transforming Education in the Wake of the No Child Left Behind Act	Edwin C. Darden, Esq.	Are parents receiving, understanding, and acting upon the information collected under NCLB? Applesseed will share the results of a two-year study that has included interviews with state and district officials, interviews with community-based organizations, parent focus groups, an analysis of data reporting systems, and a survey of best practices. Discussion will center on how schools can communicate with parents clearly and effectively to engage them in meaningful participation and allow them to perform their critical role in closing the achievement gap. Districts' and schools' ability to leverage their own limited resources by engaging community organizations will also be addressed. Particular attention will be paid to schools' efforts to engage parents and communities that are non-white, low-income, or speak a language other than English.
D01	Helping Families through the Special Education Maze: Planning to Increase Non Mainstream Families Participation	Elba I. Rohena, EdD., Anne Papalia-Berardi, PhD	Samples of action plans to fully involve non mainstream families in the special education process will be presented. These plans were developed by special education teacher candidates at Millersville University based on informal interviews that they conducted with families who traditionally are excluded from this process. The presentation will discuss barriers to families' participation in the individualized educational program (IEP) development and the description of action plans to improve it. Participants will have the opportunity to critique and comment in these plans.
D01	Assisting Culturally and Linguistically Diverse Families to Become Advocates for Children with Disabilities	Tisa Jimenez, Janeen Steel, Esq., Ines Kupersmidt, Esq., Victoria Graf	This session will address the implementation of a parent advocacy training program developed to prepare families to become advocates for their children with disabilities in the schools. The training program involves a collaborative effort between attorneys from the Learning Rights Law Center and Loyola Marymount University faculty from the School of Education to support predominantly low-income Latino families. Parents learn advocacy skills to successfully negotiate at Individualized Education Program meetings, navigate the system of special education, and make actual change in their child's educational program. The training program uses a non-adversarial model for advocacy. The philosophy is to maintain a positive relationship and collaborative relations between school district educators and families to best serve students. Parents are encouraged to assist one another and develop a parental support system within their own schools and communities. Currently the program serves families within five major school districts in southern California. Session presenters will share their experience regarding working with diverse families, developing the advocacy curriculum, while describing the components and implementation of the program.
D02	Inclusion at All Levels	Cynthia Alexander, Mrs. Myra Whitney, Dr. Sue Marsh	Creating measurable outcomes for total school improvement helps to develop an atmosphere that includes all stakeholders, and will help to decrease the occurrences of distortionalities first at local school levels and finally district wide. As an initial step, there must be a renewed commitment the teaching and learning process for all students. Our goal is to equip you with practical strategies the help, wherever you are in the process of reforming you local practices.
D02	Leadership Capacity for Systemic Change	Dr. John Dixon	This presentation will focus on strategies utilized to build leadership capacity for systemic change. Emphasis will be given to the role of the University community in assisting and collaborating with the NC Department of Public Instruction and NC Disproportionality Task Force in ensuring that policies and guidelines address the issue of disproportionality in the educational arena. Pre-service strategies will be discussed that will assist teaching candidates and first-year teachers in ensuring that all students are given research-validated instructional strategies at all levels.

D02	Leading the Change for Equity: How a Minnesota School District is Creating Culturally Responsive and Anti-racist Classrooms	Dr. Terri McDonald, Nanette Missaghi	<p>Educators have known about the existence of an achievement gap between students of color and white students in terms of achievement test scores since the early twentieth century. Yet, this gap continues to exist. Minnesota's schools are no different. Even though they are distinguished and rank among the best in the nation, they have a considerable gap between the lowest and highest performing students, especially in mathematics. Recent data in the Eden Prairie school district shows that white students perform up to 40% higher as compared to students of color.</p> <p>This presentation will share a systematic framework for closing the achievement gap that was developed by Glen Singleton of the Pacific Educational Group in collaboration with Eden Prairie School's leadership team. Participants will be involved in hands-on activities, watch film clips and have courageous conversations that will set the stage for creating culturally responsive classrooms and beginning a personal journey toward anti-racist/ equity leadership.</p>
D02	Fostering Organizational Trust: A Necessity in Building Professional Learning Communities	Janice Craft	In the absence of trust, efforts to build a professional learning community are doomed. This session provides an overview of interpersonal and organizational trust with a conceptual framework to assist educators in building and/or maintaining a high trust culture. Participants will learn to foster deeper collaborative relationships, to improve communication and to recognize the risks of a low trust environment in order to better facilitate a professional learning community.
D02	Breaking Ranks in the Middle. Strategies for Leading Middle Level Reform (BRIM)	John Nori	This session will focus on the contents of Breaking Ranks in the Middle™: Strategies for Leading Middle Level Reform highlighting the recommendations, strategies and tools that can help middle level principals in their efforts to reform schools. The session will motivate middle level principals to take responsibility for improving the academic outcomes of all of their students and for getting them on track for success in high school and beyond. Participants will be given the opportunity to examine the cornerstone strategies and 30 specific research-based recommendations and develop understanding how to apply them in their schools.
D02	Transforming Leadership for Equity and Achievement through School-based Teams	Judy Skupa, Sandy Ripplinger	School improvement is a complex task that takes the leadership and commitment of teachers working side by side with administrators to develop meaningful goals and action plans for their schools. Through Tools of Inquiry for Equitable Schools (TIES), school-based teacher teams are engaging in a systematic process for creating school improvement plans. TIES provide a framework for schools to use multiple measures of data to analyze practices, programs, and policies for inequitable causes of achievement. Central to the TIES model is the collaborative creation and implementation of an action plan to reproduce or transform systems and practices in order to maximize student achievement and close the achievement gap. Through the development of trusting relationships, a focused attention on positive school culture, and an emphasis on culturally proficient leadership, teachers are leading the school improvement cycle of inquiry at their schools and closing the achievement gap.
D02	Developing an Advisement & an Internal Assessment Model that Insures Program Success & Accountability	Richard Rivera, Farhad Asghar	The Center for Access & Equity in College Preparation, based at Bank Street College of Education, provides technical assistance to community based organizations that provide after-school programming. The Center assists organizations to develop a college bound program and culture, implement an advisement model and incorporate assessment as a valued tool to insure success. The Center was created to share the success and the lessons learned over the past 18 years by Bank Street's college prep program Liberty LEADS. Liberty LEADS successfully serves a remarkably diverse group of students. It offers comprehensive academic and personal development opportunities both to high achieving students on track for admission to selective colleges and to students who are struggling and/or at risk of dropping out of school. More than 300 young people in grades 5th through 12th participate in Liberty LEADS. The program's success is based on two critical factors. The first is an advisement model that is extremely effective in developing a culture of high expectations, accountability and success. Staff are responsible for developing positive and healthy relationships that address both the academic and the social/personal development of their students. The second factor that contributes to our success is that the program embraces and practices a culture of accountability by developing clear goals and outcomes for staff and students and incorporates assessment and evaluation as a key program development tool. Staff are required to collect and utilize a range of data to determine their effectiveness and monitor student development.
D03	Preventing Disproportionate Representation: A North Carolina Perspective	Antoinette Jennings, Charles Graham	This session will demonstrate how students are classified and placed in particular disability categories across North Carolina. It will focus on closing the achievement gap and eliminating disproportionality by identifying key elements that contribute to the problem. Participants will be shown how to leverage change involving people, policy, and practices from a local and state perspective.
D03	Latinos and Special Education: Exploring Under-representation	Becky Pérez, Dr. Ada Simmons	The purpose of this study is to better understand the disproportionality of Latino students in special education, which is manifested in many states by under-representation. Semi-structured interview protocols were used to collect qualitative data from teachers, ENL coordinators, school principals, and school psychologists about the learning challenges faced by Latino youth, the instructional challenges teachers face in teaching Latino youth, and the school processes utilized to identify Latino and other youth for special education services. Preliminary findings indicate that Latino youth are often challenged by English language acquisition issues but that school personnel have generally positive impressions of the motivations, academic potential, and family support of Latino students. The identification process for special education is complicated, however, by challenges associated with distinguishing English language acquisition issues from other learning issues more appropriately met through special education services, the insufficiency of resources devoted to the specific needs of English-learning students, and by a tendency to "wait and see" if academic issues persist after several years of services targeted at English language acquisition. The findings of this study are interpreted in light of the prominent pattern of under-representation of Latino students in special education in Indiana and the nation. Implications of Latino under-representation will also be discussed in the context of these findings.
D03	Fixing a Broken Model: How to Use Significance Testing to Assess for Disproportional Representation.	Clifford V. Hatt, Ed.D, ABPP, Jon C. Thompson, Psy.D., HSPP	The most commonly used methods for assessing for disproportional representation use a fundamentally flawed premise that fails to accurately depict differences between two proportions. Most notably, there is a failure to assess for whether differences obtained between proportions are statistically different from one another. Furthermore, traditional assessment for disproportional representation commonly uses white students as the control group for comparison. This presentation will show participants 1) how to assess for statistical significance between proportions, and 2) why using a group of white students as a control group violates standard statistical procedure for selecting an appropriate control group. At the conclusion of this presentation, all participants will be given a link to an Excel worksheet that can be used to easily assess for disproportional representation. Finally, additional benefits for using the current procedure will be covered. These benefits include: the ability to accurately track progress over time, ability to compare districts across the state, the ability to compare states across the country, and the ease with which this analysis can be applied to other questions of interest including discipline data.

D03	Development of a Checklist to Address Disproportionality in Special Education	Craig Fielder, Bert Chiang, Barbara Van Haren	<p>Since 1998, the Madison Metropolitan School District (MMSD) in Wisconsin has been addressing the escalating number of students in special education, and specifically the disproportionately high percentage of African American and American Indian students as compared to White students being identified as disabled and served by special education. Even though MMSD has succeeded in slowing the growth of special education in the MMSD, to be an African American or American Indian student in the MMSD means you are twice as likely to be in special education as a White student.</p> <p>During the 05-06 school year, the Madison Metropolitan School District's received a grant from Wisconsin Department of Public Instruction to address disproportionality. The grant focused on determining the extent in which the eligibility criteria's exclusionary factors were addressed for students referred for an initial IEP evaluation and for students who transferred into the district for the impairments of Emotional Behavioral Disabilities (EBD) and Specific Learning Disabilities (SLD). Specifically, MMSD collaborated with the University of Oshkosh to gain a better understanding of the underlying, contributing factors that may result in students being over identified in the areas of EBD and SLD. The goal of the collaboration was to develop a checklist that schools and evaluators could use to help identify the extent to which exclusionary factors such as race, culture, economic status and mobility were addressed at the early intervening stages and during the IEP process of referral, evaluation, and eligibility determination.</p>
D03	The Relationship of Test Design and Socioeconomic Status with IQ Scores	Elaine Fletcher-Janzen	<p>The purpose of this session is to present the results of a study that examined how the KABC-II and the WISC-IV relate to socioeconomic status and ethnicity. One hundred and seventy-four children from 6 ethnic groups aged 7-16 were administered the Kaufman Assessment Battery for Children, 2nd Edition (KABC-II) and the Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV). Analyses of test scores indicate that children from low socioeconomic groups (measured by parental education) obtained significantly higher global scale scores on the KABC-II than the WISC-IV and children from upper socioeconomic groups scored significantly higher on the WISC-IV. These results, and the analysis of the standardization samples of the two tests, suggest that WISC-IV scores are much more correlated with socioeconomic status than KABC-II scores. Clinical significance of the analyses will be discussed in terms of: 1) Understanding the impact of culturally competent test design on IQ scores, 2) Understanding the variance in scores due to socioeconomic status as opposed to ethnicity, and 3) Assisting special education administrators and test users in meeting NASP and APA standards for test use that minimizes over-representation of ethnic minorities in special education.</p>
D03	What's Wrong with this Picture: First Nations and Special Education in Canada	Ron Phillips, Ph.D	<p>First Nations schools throughout Canada do not have the same level of special education services as those in the provincial school systems. Historically, the federal government of Canada has refused to provide funding to these schools to develop a comprehensive special education system. This presentation reviews the federal government's past and current special education policies and practices in regards to First Nations schools throughout Canada.</p>
D04	Collaborative Planning in Middle School Mathematics: Meeting the needs of ALL students	Anna McTigue	<p>This session will report on the progress of a study designed to describe how middle school teachers in an urban district with a diverse student body work together to make the mathematics content accessible to ALL their students. Using a collaborative study group process these teachers discuss the math curriculum, plan, and implement strategies to make the curriculum accessible to students who are learning English and those with special needs. The study poses the question of: How does a collaborative planning group impact teachers (math, special education, bilingual education) as they plan to make their curriculum accessible to their students? What is discussed in the study group and what is, or is not, transferred to practice and why? This session will focus on what has been learned so far.</p>
D04	Universal Design for Learning and Culturally Responsive Teaching: Fostering Successful Instruction for All Students in America's Classrooms	Barbara Jocks-Meier	<p>Ensuring equity in school opportunities is crucial to decreasing the problem of disproportionality. With the projected increase of minority populations in American schools, one can surmise that in the future, failure of minority students in America's classrooms will increase unless pedagogical changes take place within these rooms. These changes must include the incorporation of instruction that has personal, social, and cultural importance to all students. Therefore, we need to address these issues through the implementation of Universal Design for Learning (UDL) in combination with Culturally Responsive Teaching (CRT). This presentation explores the instructional frameworks of UDL and CRT, and examines the principles that interact between the two. It theorizes how incorporating these practices into classroom instruction will allow all students, at all ability levels to be successful in the general education classroom.</p>
D04	Implementing School-Wide Behavioral Support Programs: A Researched-Based Approach to Closing the Achievement Gap	Diann Irwin, Mattie Muwwakkil, Christine Carr	<p>Positive behavior support (PBS) is an application of a behavioral-based systems approach to enhance the capacity of schools, families and communities to design effective environments that improve the fit or link between research-validated practices and schools. The presentation will give an overview of Positive Behavioral strategies and ways to improve the school climate. Information will be shared on PBS Programs in North Carolina. Specifically, how PBS programs can help schools close the achievement gap by increasing students' opportunity to learn and how it has been successfully implemented.</p>
D04	Engagement, Accountability, and Interaction: 3 Keys to Success for ALL Students.	Dr. Jacqueline Minor	<p>Student engagement is the royal road to achievement. No engagement – no learning. Yet, student engagement is hard to obtain. This session will introduce participants to Kagan Structures. These structures are simple, research-based instructional strategies that make learning more active and interactive. In addition, structures ensure that all students are accountable THROUGHOUT the learning process not just at test time! Participants will learn and experience easy ways to use Kagan structures as a part of every lesson generating active engagement, increased time on task and more opportunity for immediate feedback. Plus, there is an added bonus! Students will have a greater liking of class and content.</p> <p>Participants in this overview will be active! Kagan Structures will be experienced first hand so that a comparison can be made between traditional approaches to instruction and the Kagan model.</p> <p>Kagan structures utilized through cooperative learning meet the scientifically-based research requirements of NCLB. This session will give participants tools to reduce the achievement gap and ensure learning for all! If you want highly engaged students who love your classroom, this session is for you!</p>

D04	Equity and Excellence at Scale: A Dialogue about how to get there	Heather Harding	The proposed session will introduce participants to an interactive website developed by the Annenberg Institute of School Reform at Brown University aimed at extending the dialogue on how educators can ensure that students in our nation's cities have access to a wide range of high quality or 'excellent' educational experiences that result in a more equitable distribution of resources and academic, socioeconomic, and emotional outcomes. Born from a Forum held in February 2005, the website highlights the intellectual work of several scholars and practitioners along five strategy areas: Socio-cultural context, Instructional Improvements & Innovations, Choice, Community engagement & Supplementary Education, and Resource Allocation & Governance. The website captures both theoretical concepts important to the pursuit of equity and excellence at scale as well as highlighting promising practice and model sites within each strategy areas. Finally, the site allows for a cross-stream dialogue among the authors, practitioners, and other educators who visit the site to both expand and sharpen the working definitions of equity and excellence that are most utilized by educators.
D04	The Response to Intervention Needs Assessment: A Leadership tool for beginning RtI implementation	Heather Wilson, Ph.d., June Zillich, Brent Myers, Ed.D.	The Response to Intervention model (RtI) is being advocated as a service delivery model that can unify general and special education resources. While much theoretical and policy guidance is presented about how to begin this endeavor, fewer practical policy tools are available to help LEA's begin RtI implementation. This demonstration will present a system-level rubric that can be used as an RtI development tool by LEA's. Developed through a related literature search and expert contribution, this survey targets mid-level managers of the school system who are responsible for implementing educational policy and practice inside the schoolhouse. Results will provide baseline information for examining the LEA's current service delivery model. Special focus will be given to the delivery of services to diverse populations, especially English language learners. The tool will help LEA's assess organizational processes, decision-making and communication paths already in place that facilitate RtI implementation. Two types of results will be shared: 1) methodological results about survey construction, dissemination, data collection and analysis; and 2) utilization of results by school leadership for aligning activities within and across school levels to address the needs of diverse learners. Applicability for other school districts and personnel will also be explored.
D04	Breaking Ranks II: A Framework for Assuring a Quality Education for All Students	Janice Bell Ollarvia	Breaking Ranks II is the NASSP field guide designed for use by high school principals and leadership teams. It outlines the need for current high schools to engage in the process of change (in Collaborative Leadership, Personalization and Curriculum, Instruction and Assessment) that will ensure success for every high school student, including those in undeserved communities. When principals and teachers learn to collaborate at high levels, student outcomes improve. Participants who attend this session will learn to use some of the instruments, assessments and inventories that are designed to help schools determine entry points, and to support the implementation efforts of school teams. Principals and leadership team members will leave this session armed with strategies for using these tools to engage teachers, parents and school communities in moving their school improvement efforts forward.
D04	Teaching ALL Students (TAS): Inclusion Infusion Program	Karen S. Voytecki, Ph.D., Christopher Moxley	The presenters, a school principal and a professor of special education, will provide an overview of the Teaching ALL Students (TAS) program that has been implemented at a K-8 Title I school. TAS provides school-wide resources and intensive supports to a cohort composed of elementary, secondary, special education, and reading teachers. The focus of TAS is to meet the academic needs of ALL students through analyzing classroom and student needs, building a community of motivated learners, creating beneficial home-school partnerships, delivering differentiated instruction, maximizing inclusive education, and utilizing effective teaching practices that increase achievement of diverse learners. TAS is implemented through a partnership between the school and university and involves the entire school faculty in its training, goals, and outcomes. Under full support of the school administrator, the university professor spends one full day per month at the school, observing student-student and teacher-student interactions in the morning and facilitating workshops with the TAS participants in the afternoon. Workshop topics are dependent upon a needs analysis completed by the cohort and analyzed by the researcher. The TAS program culminates with the TAS cohort leading a presentation to the faculty regarding the successes achieved with TAS during the school year.
D04	Educator as Culturally Responsive Decision-Maker: Focus on Teaching & Learning to Close the Achievement Gap	Laura Purnell, Ph.D.	There is an urgent and compelling need for educators to develop new multicultural knowledge, skills and attitudes in order to better serve our increasingly diverse schools and communities. Educators must understand that we choose our responses to diversity and that some of our choices and actions serve some students more than others. Culturally responsive educators understand how issues of race, ethnicity, culture, social class and communication styles influence teaching and learning. Participants in this session will examine the influence of race, ethnicity and culture on student achievement. Working cooperatively, using a multi-media case study and 5-step problem solving methodology, participants will question traditional assumptions about teaching and learning that disconnect teachers from increasing numbers of their students. This session is interactive, high energy and requires that participants come prepared to "keepin' it real!"
D04	School discipline and culture strategies:	Rory T. Edwards	This proposal falls under the conference strand of; School improvement for all children. Research shows that there are no proven inherent differences in the innate intelligence of the races. People succeed at what they work hard and long enough at. School structure is the essential key to proven academic success.
D04	More than 9 to 4: How can Out of School Hours Learning raise achievement?	Summer Kenesson	This session will present the emerging policy in Scotland in support of out of school hours learning (OOSHL), and investigate whether the policy and practice approaches applied have made a positive difference to pupil achievement. Scotland first initiated a formal programme to implement after school activities in 1993, under the leadership of the 'Scottish Study Support Network', based at the University of Strathclyde. As this programme developed, and real and measurable progress was being made toward raising attainment of the pupils involved, and as devolution progressed in Scotland, the Scottish Executive made OOSHL a priority. Working with Strathclyde University and the existing network, the OOSHL policy 'More than 9 to 4' was released, which defined the objectives of, and to some degree the entitlement to, OOSH learning in Scotland. This policy was released in late 2005, and alongside it the Study Support Network was reviewed and re-branded as the Scottish Out of School Hours Learning Network. The remit now was clear; all school in Scotland should consider how they can develop and deliver OOSHL, both before and after school, for the benefit of all pupils. However, as with many policy initiatives (not just in Scotland) funding in support of implementation was limited, and the policy faced significant practical obstacles, such as revisions to teachers' working hours, health and safety concerns, etc. The network has been working extensively to develop solutions, including investigating IT based solution, collaborative options across schools, and innovative approaches to resources. This presentation discusses the development of OOSHL as a policy in Scotland, investigates the practices and solutions of the Network and of individual schools, and looks at how and why these have led to improved pupil achievement, presenting useful and practical conclusions that can be applied to OOSHL anywhere.
D05	Getting Results in Middle School: a study of best practices within middle schools that achieved results for African-American and Latino student	Daniel C. Patton, Ebrahim Maddahian	A major metropolitan school district in the Southwest has prioritized secondary schools for school improvement, with a special emphasis on middle schools. This study examines the practices of a sample of middle schools that have been identified as obtaining improvement among its African-American and Latino student populations over a three year period. A best practices study, we sought more information regarding the common characteristics of these schools, and where observed, the degree to which culturally relevant educational strategies played a part in their school practice. Furthermore, we sought to determine what were the specific strategies that produced these gains, and the school's strategic responses to the continuing challenges that they faced. Mixed methodological methods were used during the sample identification, data collection and analysis. Preliminary results suggest that the findings are organized into the following categories: general, culture of respect, ability to relate to students, discipline, CRRE, leadership, and specific approaches to the Standard English learner and English learner student populations.

D05	Georgia's Efforts to Reduce Disproportionality in Special Education	Dr. Julia Causey, Dr. Zephine Smith-Dixon	The Georgia Department of Education (DOE) is leading a state-wide effort to reduce ethnic disproportionality in special education due to inappropriate policies, practices, and procedures. Approximately 90 school systems are required to spend 15% of their V1-B special education funds on Early Intervention Services to prevent the unnecessary labeling of students. This session will include a description of the process that the Georgia DOE has used to lead this initiative. The speakers will discuss the selection of the school systems including the analysis of quantitative and qualitative information to make determinations about each school system. The speakers will also describe the requirements for those systems and the development and implementation of Georgia's Student Achievement Pyramid of Interventions, a conceptual framework that provides layers of instruction for all students in Georgia. Examples will be provided of an Early Intervening Service that has been implemented in 4 elementary schools in Georgia including the number of high risk students who were eventually labeled as having a disability. The training activities and support systems that are provided to local districts will also be described.
D05	Connecting Policy, Programs, and Practice in Closing Achievement Gaps	Linda Bacon, Denise Alston, Ph.D.	NEA is focusing many of its resources on closing the achievement gaps in schools across the nation, looking at the connections between policy, programs, and practice. This interactive session will introduce educators to two new NEA resources. Closing Student Achievement Gaps: An Association Guide is focused on policy and programs to close the achievement gaps, and highlights the work NEA and its affiliates are doing in this area. C.A.R.E.: Strategies for Closing the Achievement Gaps provides proven classroom applications of the research around culture, abilities, resilience and effort. The guide: <ul style="list-style-type: none"> • Offers research-based suggestions for what teachers can do to create a learning environment in which poor and/or culturally and linguistically diverse students can learn; • Challenges educators to meet accountability demands while still offering quality instruction to those students who need the most help; and • Includes additional resources to spark even more ideas for how to be successful with all students. Participants will engage in applying the activities and resources from these guides to their work as leaders and educators as they tackle the tough challenge of closing the achievement gaps.
D05	Transforming Teaching and Learning through KY SIGNAL: Kentucky's State Improvement Grant for Nurturing All Learners	Renee Scott, R. Larry Taylor, Dr. Lucian Yates	This interactive session will provide a summary of the data and research related to KY SIGNAL's special educator diversity recruitment and retention initiative involving the Kentucky Department of Education and Kentucky State University (KSU), the Commonwealth's only Historically Black College or University (HBCU). <p>This session goes to the heart of higher education today. Colleges and Universities face increasing demands and many of the systems and structures currently in place do not meet the special education teacher supply needs of local school districts. Furthermore, as the number of African American and Hispanic students with disabilities increases, the number of culturally and linguistically diverse special education teachers continues to decrease. Consequently, recruitment efforts within special education and general education must focus on bringing larger numbers of culturally and linguistically diverse educators into the teaching profession in order to provide appropriate practitioner knowledge, role models, and sufficient manpower to address the clearly changing demography of education.</p> <p>This session will focus on how Project SIGNAL is transforming teaching and learning in the Commonwealth of Kentucky through a new on-line statewide teacher preparation program at Kentucky State University. Sufficient time will be provided for participants to ask questions.</p> <p>The new program at KSU is built upon research-based practice, commitment, and experience with innovation and research concerning teacher preparation.</p>
D05	"My Life Plan" How to create a web based advisory system	Sally Rothenberg, Renee Jesness	The presentation will focus on two websites: "My Life Plan," an advisory system for all Minneapolis Public School high school students which is being piloted this year and will be a graduation requirement starting with the class of 2010. The second website is: "Minneapolis Achievement Plan" which is developed for students in middle school grades 6-8, and will prepare them for successful transition to high school. The two websites were designed to address issues of equity and access. Minneapolis has over 70% students of color and the graduation rate has remained in the 50% range for a number of years. My Life Plan is a website required for all high school students and will provide to all students equal access and resources for: planning for high school and planning for college, investigating careers and searching for jobs. The website is linked to the MNSCU efolio, so every high school student will create an electronic portfolio which belongs to them for life. The presentation will also answer key questions on data privacy, data architecture and security, and the collaboration with students, parents, and community groups in the development of the website. It will also address the political process of moving a project from concept to a Board of Education Resolution as a graduation requirement for all high school students. www.moodle.mpls.k12.mn.us/mylifeplan www.moodle.mpls.k12.mn.us/map
D05	Improve Fluency by Combining Teacher Modeling, Repeated Reading, and Progress Monitoring	Sarah Jane Schonour	Read Naturally combines three research-proven strategies (teacher modeling, repeated reading and self-monitoring of progress) into one powerful strategy that accelerates the reading development of Title I, special education, ELL and mainstream students. <p>The presentation sensitizes educators to the importance of fluency in attaining literacy, describes research-based strategies to improve fluency in developing readers and provides educators with a description of a program that significantly improves the fluency and comprehension of students throughout the country. The presentation includes an explanation of the role fluency plays in the reading process and the research on strategies to develop fluency in beginning and struggling readers. Although the Read Naturally strategy can be purchased as a system, the three strategies of teacher-modeling, repeated reading, and progress monitoring can be applied to materials already found in many educators' classrooms.</p>
D05	Successfully Addressing Over-representation at the District Level: A Case Study	Tom Hidalgo, Elizabeth Kozleski, Shelley Zion	The Connecticut State Department of Education (CSDE) is working with school districts on the over-representation of culturally and linguistically diverse children in special education. The CSDE has held state-wide summits on this issue since 2002, and over-representation has been a key performance indicator in focused monitoring since 2004. Districts have implemented various strategies to address inappropriate identification and placement of students, with varying success. Connecticut asked a consortium of researchers and evaluators from NCCRESt and Learning Innovations at Wested/NERRC to study two districts, Windsor and Manchester, that seem to be reducing their disproportionality. <p>The research team visited the two districts in the spring and fall of 2006 to gather data. In the spring, the team conducted a series of interviews with school and administrative staff. The team returned in the fall to conduct classroom observations at the elementary, middle and high school levels and facilitate focus groups of parents, community leaders, principals and general education teachers. The team looked for policies, practices and professional roles that may be contributing to reductions in over-representation or changes in levels of disproportionality. During the session, the team will discuss the project methodology in more depth and present its preliminary findings from the research.</p>

D06 PART 1	Beyond Kumbaya: Human Relations Strategies for Culturally Responsive Schools	Sikivu Hutchinson, Joshua Parr, Juan Carlos Martinez, Gustavo Guerra Vasquez & RiKu Matsuda	Nationwide, the dominance of high stakes testing, the dearth of highly qualified teachers, and the absence of culturally responsive pedagogy in urban schools are some of the factors behind astoundingly high dropout and absentee rates among students of color in high poverty communities. In some instances, the mental health and wellness of culturally diverse students have been imperiled by school environments that are rife with intergroup conflict between and among youth of different ethnic and gender backgrounds and sexual orientations. It is within this context that the connection between campus safety and closing the achievement gap has emerged as a major academic equity issue in urban school districts. This panel will focus on how human relations strategies can be utilized to help schools in diverse communities develop alliances, parent networks, youth leadership programs, and curricular strategies to reduce intergroup conflict and build sustainable reform. Using case studies from their work in Los Angeles county schools, panel presenters from the human relations field will discuss the relationships between increasing school safety and facilitating greater equity and access for culturally diverse students. Presenters will focus specifically on the development of standards-aligned human relations classes; outreach to multicultural GLBT youth; community organizing and education around gender equity for young women of color; building bridges between black and Latino youth; and facilitating collaboration between students, parents, teachers, and administrators in schools that have been heavily impacted by racial gang conflict.
D07 PART 1	Rage, Isolation, and Bullying: Blood in our Halls and on our Hands	Dr. Margaret Christensen	Look inside the hearts and minds of high school students who lose their identity and turn their rage into violence. The highly provocative and emotion-laden video "Bang, Bang, You're Dead" is the centerpiece of the workshop and serves as a launch pad to discuss the importance of student-student and adult-student relationships. During the workshop, we will also explore the impact of bullying on LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) students.
E01	A Cultural, Linguistic, and Ecological Framework for Response to Intervention: A Preliminary Guide	Julie Esparza Brown, Jennifer Doolittle	Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions (Batsche et al., 2005). RTI has the potential to affect change for English Language Learners (ELL) by providing a basis from which to use research-based instruction and for tying this instruction to the needs of the students through screening and progress monitoring. RTI may be uniquely appropriate for ELLs because, as a system, it allows teachers to examine the ecology of the learner first as a possible reason for lack of academic achievement and to identify the strengths and needs of the learner and plan appropriate interventions. This session will present a framework for a culturally and linguistically-grounded approach to RTI. Further, the progress of RTI in Oregon will be presented.
E02	Exploring Factors that Improve Educational Outcomes and Reduce Involvement in the Juvenile Justice System for African American Youth	Ivory A. Toldson, Ph.D., Rakesha Fry, MA, Kilynda Ray, MA	Currently, African Americans' representation in the juvenile justice system is twice their representation in the general population. In addition, only half of Black students who start high school graduate within four years, compared to 75% of White students. The present study examined current educational policies against empirically derived factors that predicted improved educational outcomes and less involvement with the juvenile justice system for African American youth. Participants of this study were 2,463 African American Adolescents (age 12-17) who completed the Youth Experiences Survey in the most recent National Survey on Drug Use and Health. The comparison group was comprised of 11,695 White adolescents. Survey data covered a variety of topics, such as school experiences, relationship with parents, illegal activities, peer affiliations, social support, extracurricular activities, and exposure to prevention programs. Data reduction, stepwise multiple regression analyses, and structural equation modeling were used to produce models that predicted high academic achievement and less involvement with the juvenile justice system. The results indicated a variety of variables, including healthy communication with parents, good modulation of aggressive behaviors, praise from teachers, religious activity and positive peer affiliations, which predicted positive educational outcomes and low juvenile justice system involvement for African American youth. Implications of the results for educational policy, counseling, social justice, and resiliency training for African American youth will be discussed in the presentation.
E03	On the Flip Side: Identifying Potential and Increasing Language Minority Representation in Gifted Programs:	Berthica Rodriguez-McCleary, Margo Dias Pareja, Linda Rashidi	English Language Learners (ELLs) are often disproportionately underrepresented in Gifted and Talented programs. Traditional methods of identification fail to capture gifted characteristics of students who are not fully proficient in English. Presenters will illustrate how a large, diverse county addresses culturally competent assessment and identification issues for ELLs through interdisciplinary collaboration. In this workshop, participants will acquire a foundation for understanding the second language acquisition continuum and its impact on methods used to identify gifted characteristics of English Language Learners. Participants will work together to recognize observable gifted student behaviors which de-emphasize the role of traditional, standardized assessment results and language-dependent indicators. By reviewing case studies and profiles of ELLs, the presenters will demonstrate that giftedness for "José" must be measured differently than for "Johnny" and that giftedness is not dependent on English language proficiency or literacy skills. Participants will examine a culturally sensitive rating scale adapted to feature key giftedness indicators for ELLs and will become familiar with a collaborative, interdisciplinary model used to address under-representation of ELLs in Gifted and Talented programs. Finally, participants will begin to create an "action plan" to address issues of disproportionality that may exist in their own schools and districts.
E04	System Improvement Formula for Success: A Plan for Students with Reading Disabilities - Prevention and Intervention	Dr. Kathleen Airhart, Dr. Sandra Koczwara	Reading proficiency among students with disabilities (SWD) in Grades 3-8 in Putnam County Schools, Tennessee jumped from 37% (2003) to 85% (2006). Dr. Kathleen Airhart credits the following 1) professional development and classroom observations; 2) explicit Direct Instruction reading programs; 3) district wide schedule restructuring; 4) inclusive education; and 5) staff reassignment as necessary. Once these criteria were established system-wide for students with disabilities, reading proficiency improved and quickly surpassed statewide averages. By 2006, 85% of Putnam County SWD read proficiently according to state standardized tests, as compared to 69% statewide. A dissertation study of SWD in 9th and 10th grade Language Arts classes during the 2004-05 school year also found Direct Instruction reading resulted in gains in decoding, spelling, and comprehension abilities as well as an increase in positive attitudes towards reading for high school students with reading disabilities. Today combined efforts between SPED and General Education teachers and administrators cooperatively utilizing Title, IDEA funds, and funds procured through grants provide both prevention and intervention to at-risk and SWD in this formula for success.
E05	What does it take? Technical Assistance for SEA and School Districts Addressing Racial/Ethnic Disproportionality in Special Education	Edward Fergus, Ph.D., Dan Losen, Charlotte Gray	The federal government's identification of racial/ethnic disproportionality in special education as a national concern over the last ten years has had a major impact on state education agencies and school districts throughout the country. Much has been written outlining the dimensions of calculating the nature of disproportionality, as well as the myriad of factors that cause disproportionality. However, we maintain limited knowledge as to what state education agencies and districts identify as core to the issue and more importantly what districts can do to directly address the issue. This panel will provide lessons learned from projects with state education agencies on identifying and addressing racial/ethnic Disproportionality in special education. The panelist will focus on several key lessons: 1) the role of leadership; 2) strategies for convening the appropriate stakeholders; 3) addressing issues of poverty, academic performance, and Disproportionality; and 4) engaging conversations about race and racism.

E06 PART 2	Beyond Kumbaya: Human Relations Strategies for Culturally Responsive Schools	Sikivu Hutchinson, Joshua Parr, Juan Carlos Martinez, Gustavo Guerra Vasquez & RiKu Matsuda	Nationwide, the dominance of high stakes testing, the dearth of highly qualified teachers, and the absence of culturally responsive pedagogy in urban schools are some of the factors behind astoundingly high dropout and absentee rates among students of color in high poverty communities. In some instances, the mental health and wellness of culturally diverse students have been imperiled by school environments that are rife with intergroup conflict between and among youth of different ethnic and gender backgrounds and sexual orientations. It is within this context that the connection between campus safety and closing the achievement gap has emerged as a major academic equity issue in urban school districts. This panel will focus on how human relations strategies can be utilized to help schools in diverse communities develop alliances, parent networks, youth leadership programs, and curricular strategies to reduce intergroup conflict and build sustainable reform. Using case studies from their work in Los Angeles county schools, panel presenters from the human relations field will discuss the relationships between increasing school safety and facilitating greater equity and access for culturally diverse students. Presenters will focus specifically on the development of standards-aligned human relations classes; outreach to multicultural GLBT youth; community organizing and education around gender equity for young women of color; building bridges between black and Latino youth; and facilitating collaboration between students, parents, teachers, and administrators in schools that have been heavily impacted by racial gang conflict.
E07 PART 2	Rage, Isolation, and Bullying: Blood in our Halls and on our Hands	Dr. Margaret Christensen	Look inside the hearts and minds of high school students who lose their identity and turn their rage into violence. The highly provocative and emotion-laden video "Bang, Bang, You're Dead" is the centerpiece of the workshop and serves as a launch pad to discuss the importance of student-student and adult-student relationships. During the workshop, we will also explore the impact of bullying on LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) students.
E08	"Voices of Color: Using Student Voice to Transform Learning Environments and Achieve Educational Equity"	Cheryl S. Greene	Student voice is one of the most effective tools for transforming learning environments and addressing critical issues such as educational equity. Voices of Color, a 17-minute film, offers a rare and unique opportunity to view the world through the eyes of students. By tapping into the hearts and minds of young people, educators can more deeply understand the issues of equity, diversity, and cultural proficiency. It serves as a springboard for "courageous conversation," helping teachers and other school personnel engage in an honest exploration of race, racism, and schooling. As the Voices of Color students reveal their greatest hopes and challenges, they shine a new light on the issues of equity and strategies for closing the racial achievement gap.
E09	Families as Agents for Change in Teacher Preparation	Stephanie K. Johnson	Families as Faculty is a collaborative program between The University of New Mexico College of Education, School of Medicine and Parents Reaching Out, New Mexico's federally funded Parent Training and Information Center. Families invite students into their home to share their experiences with special education and its impact on their family and child. Students hear first hand about the significance that communication and partnership between the home and school can have on outcomes for children, and how decisions that are made about a child impacts the entire family. Students often describe this experience as the most powerful one in their licensure program. This session will provide an overview of Families as Faculty: how and where it began, goals and objectives, structure, reflections from students and families about their experience, and the implications of FAF for teacher preparation and families.
E10	Leadership to Promote Family Partnerships: Identifying and Reclaiming Lost Opportunities	Gwen P. Beegle, Ph.D., Thomas J. Neuville, Ph.D.	Working well with families can promote student achievement and prevent costly disputes between parents and educators. By taking a systemic view, leaders can identify the important points in the educational process where improvements can be made. This session examines the dissatisfaction of families with special education based on the findings of a statewide study on IDEA implementation. Using a systemic analysis, the effects of poor school-family relationships can be identified. Evidence-based practices for teachers and administrators will be presented as positive alternatives to common mistakes made in informal and formal interactions between schools and families. The role of educational leaders and empowerment strategies will be emphasized, and a systems analysis template will be offered as a practical tool to examine practice.
E11	Addressing the Achievement Gap: Promoting Equity in Gifted Education for Culturally Diverse Students	Michelle Frazier Trotman, Ph.D., Donna Y. Ford, Ph.D.	Historically, culturally diverse students have been under-represented in gifted education. As of 2007, the field of gifted education continues to wrestle with this same issue. An approximate 50% to 70% discrepancy exists with Black and Latino student representation in gifted education. While educators and policy makers are trying to recruit and retain culturally diverse students in gifted education, they are also trying to close the achievement gap. However, they are addressing each issue independent of the other. In this session, we argue that both issues inform each other and must be addressed and resolved simultaneously. We share data on under-representation in terms of percentages and barriers; we also share data on the nature and extent of the achievement gap. Also discussed are strategies and resources for addressing both problems. These strategies and resources focus on ways to promote equity and excellence in gifted education on behalf of Black and Latino students.
E12	An Experiential Approach to Cultural Competence	Shana Ritter	Becoming a culturally competent educator is an ongoing developmental process, this workshop will provide a framework for understanding that process through direct engagement in activities and dialogue. Education today takes place in a multicultural setting and to be successful, whether at instruction, administration or policy development, we must understand the intersection of cultures occurring daily in our schools. By engaging in activities to develop cultural responsiveness at various levels as well as participating in reflective practice the workshop offers a context for exploring cultural competence and its application to school improvement, teaching and learning. Participants can sharpen their cultural lenses and take home tools they can reuse in various settings.