

Attachment A to Superintendent's Informational Memo No. 55

From Vision to Practice Second Annual Academy

Part 1

Seminars at a Glance

July 17-18, 2006

8:30 AM – 4 PM

(Registration 7:30 AM-8:30 AM)

Target Audience: Central Office Instructional Leaders and Building Level Administrators

July 17

Presenters	Seminar Number	Title of Seminar
Dr. Jacqueline Edmondson	1	Supporting Readers, Writers, and Language Learners in Public School Spaces
José Franco	2	We Can Close the Achievement Gap in Mathematics!
Dr. Pam Robbins	3	Five Theaters of the Mind
Dr. Dean Fink	4	The Seven Principles of Sustainable Leadership
Dr. Edie Holcomb	5	Using Data to Improve Instruction and Impact Student Achievement
Kathy Stevens	6	Boys and Girls Learn Differently!

July 18

Presenters	Seminar Number	Title of Seminar
Dr. Jacqueline Edmondson	1	Repeat of Seminar 1 on July 17
José Franco	2	Repeat of Seminar 2 on July 17
Dr. Pam Robbins	3	Getting It Started and Keeping It Going
Dr. Dean Fink	4	Leadership for Mortals: Developing and Sustaining Leaders of Learning
Vickie Virvos	5	The Administrator's Role in Supporting Effective Instruction: Teaching Strategies that Increase Student Success
Dr. Leonard Sax	6	Beyond Pink and Blue: A Serious, Evidence-Based Review of Gender Differences in Learning

Part 1: All Day Seminars		
Day 1 – July 17, 2006		Seminar 1
Supporting Readers, Writers, and Language Learners in Public School Spaces Dr. Jacqueline Edmondson		
<p>Educators throughout the country are interested in the ways in which children can become productive, contributing members of society. Within the context of an increasingly interconnected, technology-driven, diverse, and globalized world, literacy and language are central to this mission. This seminar will help administrators and educators understand research-based practices that create environments and experiences in elementary and middle schools conducive to language and literacy learning. Participants will have opportunities to:</p> <ul style="list-style-type: none"> • Consider the kinds of spaces that foster language and literacy learning • Listen to children read and consider their writing as we address the complexities they bring to the classroom • Learn about the elements of a reading/writing classroom: <ol style="list-style-type: none"> 1. The reading workshop 2. The writing workshop 3. The role of literature and the arts 4. Promoting discussions 5. Reading across the curriculum 6. Multiliteracies and new technologies • Discover ways to support literacy specialists in elementary and middle schools 		
<p>Jacqueline Edmondson is associate professor of education at Pennsylvania State University. She is a former preschool/elementary school teacher and reading specialist. Currently, Dr. Edmondson teaches undergraduate courses in reading and language arts, and she works with teachers who are seeking reading specialist certification. She has published research in a variety of professional journals, including <i>The Reading Teacher</i>, <i>Reading Research Quarterly</i>, <i>The Journal of Literacy Research</i>, <i>The Journal of Research in Rural Education</i>, <i>The Peabody Journal of Education</i>, <i>Language Arts</i>, and <i>Teachers College Record</i>. Her books include: <i>America Reads: A Critical Policy Study</i> (2000); <i>Prairie Town: Redefining Rural Life in the Age of Globalization</i> (2003); <i>Understanding and Applying Critical Policy Study: Reading Educators Advocating for Change</i> (2004); <i>Reading Education Policy</i> (2005, co-edited with Patrick Shannon); <i>Venus and Serena Williams: A Biography</i> (2005); <i>Condoleezza Rice: A Biography</i> (forthcoming from Greenwood Press).</p>		

Part 1: All Day Seminars		
Day 1 – July 17, 2006		Seminar 2
We Can Close the Achievement Gap in Mathematics!		
José Franco		
<p>The national standards for teaching mathematics call for high expectations and support for all students. To achieve this vision, students require a solid foundation in mathematics content and need to be able to demonstrate their understanding in various situations. With our changing student demographics, the question is asked, “How can we address the needs of every student, provide rich mathematics content that is accessible, and at the same time, close the achievement gap?” As instructional leaders for our schools, school divisions, and state, we can make a difference to help students succeed. In this interactive workshop, participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Engage in mathematics activities that reflect best practices • Identify leadership challenges • Solve problems with other colleagues on successful approaches • Begin developing an implementation plan to address site-specific issues • Read selected literature on closing the achievement gap • Discuss strategies and next steps to support staff and motivate them into action. <p>Closing the achievement gap is attainable at the local and statewide level. Participants will discuss the challenges as well as how to implement plans and ideas.</p>		
<p>José Franco, EQUALS director, joined the program in 1991 as coordinator of the Matemática para la familia program, the Spanish-language outreach of FAMILY MATH. The EQUALS program, located at the University of California at Berkeley, was created by educators who understand classroom and family life and present ways of learning and thinking about mathematics that help build success for all students. Mr. Franco was a K-6 bilingual teacher for over a decade in California and Colorado. He has directed or co-directed several mathematics grant projects funded by the California Postsecondary Education Commission, the U.S. Department of Education, the University of California Office of the President, Lucent Technologies, and the National Science Foundation. Mr. Franco has conducted presentations on family involvement, equity, mathematics education, and second language acquisition at the local, state, national, and international level and also serves on numerous boards and committees.</p>		

Part 1: All Day Seminars		
Day 1 – July 17, 2006		Seminar 3
Five “Theaters of the Mind”: Implications for Teaching and Learning Dr. Pam Robbins		
<p>This session, based on the work of Barbara Given, will reveal new findings that suggest every individual’s brain is constantly watching five “theaters,” 24 hours a day, seven days a week! Knowing what these theaters are, and how to address them in lessons and in day-to-day activities in the schoolhouse, will make huge differences in learning and in a school’s productivity. Specific information will be provided and modeled regarding lesson design, quality student work, environmental considerations, and leadership support. Participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Describe five “Theaters of the Mind” and their influence on focused attention and learning • Plan learning experiences that activate the emotional, social, cognitive, physical, and reflective theaters, enhance brain functioning and consequently contribute to student learning • Explain how the five theaters of the mind can influence and enhance (or deter) classroom and staff development effectiveness • Generate ways to use the content and processes of the session in their own contexts. 		
<p>Pam Robbins consults internationally with school systems, universities, professional organizations, and corporate clients. Her professional background includes work as a teacher, basketball coach, director of staff development, and director of training for the California School Leadership Academy. Dr. Robbins earned her doctorate in educational administration from the University of California, Berkeley. She has authored six books and written numerous articles for professional journals. Dr. Robbins is committed to modeling quality teaching practices and designing adult learning experiences that build workshop participants' capacities to serve colleagues and, most importantly, to foster learning for all students. For additional information visit her Web site at http://user.shentel.net/probbins.</p>		

Part 1: All Day Seminars		
Day 1 – July 17, 2006		Seminar 4
The Seven Principles of Sustainable Leadership		
Dr. Dean Fink		
<p>We live in a defining moment of educational leadership. Many current leaders in the “boomer” generation are retiring or have already done so. Others are finding the strains and expectation of leadership too demanding. As leaders are changing, so too is leadership. There is a one-time opportunity to redefine the future of leadership in education for the next two decades. This must be leadership that matters and leadership that lasts. Drawing on Dr. Fink’s latest book (with Andy Hargreaves) <u>Sustainable Leadership</u> (Jossey Bass), participants will understand and learn how to implement the following seven principles of sustainable leadership:</p> <ul style="list-style-type: none"> • Leadership for learning that sustains learning for all students; that nourishes their development • Leadership that lasts; that endures over time; that stretches across individuals; that leaves a lasting legacy of deep and enduring learning for students • Leadership that does not damage the surrounding environment; that does not drain the leadership resources of other schools to support initiatives in one or two lighthouse or showplace schools • Leadership that can be supported by available or achievable resources; that is human as well as financial • Leadership that is a shared responsibility; that is sustainable leadership, involving everyone and not resting on the shoulders of a few • Leadership that is self-sustaining; that has the emotional resources and system support to avoid burnout and maintain impact over time • Leadership that promotes diversity and builds capacity throughout the educational environment; that fosters many versions of excellence and the means of sharing them through powerful learning communities <p>Participants will explore each of these seven dimensions of sustainable leadership and apply them to practice by developing key indicators of sustainability. The seminar will provide opportunities for all participants to share their expertise, suggest resources, and engage in discussions through a variety of individual and group activities.</p>		
<p>Dean Fink is an international educational development consultant. Currently, Dr. Fink lives in Canada and is a visiting fellow with the University of Hull in the United Kingdom and a visiting scholar at the Queens University in Belfast. He has been a teacher at all levels of education, a principal, and a superintendent. Dr. Fink holds post-graduate degrees in history and educational administration. He also earned his doctorate in educational administration from the Open University in the United Kingdom. Dr. Fink has made presentations and conducted workshops in 30 different countries including Ireland, Australia, New Zealand, United States, Turkey, Spain, and England. He has authored and co-authored five books and has published numerous book chapters and articles on topics related to school effectiveness, leadership, and change in schools.</p>		

Part 1: All Day Seminars		
Day 1 – July 17, 2006		Seminar 5
Using Data to Improve Instruction and Impact Student Achievement		
Dr. Edie Holcolmb		
<p>This seminar will investigate ways that school leaders need to use data to guide instructional decision-making and increase student achievement. The session is appropriate for school division and school administrators and teacher leaders. Participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify critical decision points in the school improvement planning process • Learn about 18 ways high-performing schools and districts use data • Share how data are used in participating schools and divisions and compare with the use of data in high-performing schools • Discuss ways to evaluate effectiveness of instructional changes and intervention programs • Evaluate practices that address achievement gaps • Identify next steps for strengthening use of data at their sites 		
<p>Dr. Edie Holcomb is highly regarded for her ability to link research and practice on issues related to school leadership, improvement, and reform – including standards-based curriculum, instruction, and assessment and accountability. Dr. Holcomb holds a bachelor of science degree in elementary education, a master’s degree in gifted education, and an education specialist and doctorate of philosophy in educational administration. Her background includes teaching at all grade levels, administrative experience at the building and district level, implementing state accountability systems, and assisting districts with school improvement processes. Her dissertation on the needs of beginning principals, completed at the University of Minnesota, received the Paul F. Salmon Award for Outstanding Education Leadership Research from the American Association of School Administrators in 1990. Dr. Holcomb has written four books on school improvement. Her most recent (2004) is <i>Getting Excited About Data (2nd edition): Combining People, Passion and Proof to Maximize Student Achievement</i>.</p>		

Part 1: All Day Seminars		
Day 1 – July 17, 2006		Seminar 6
Boys and Girls Learn Differently!		
Kathy Stevens		
<p>It comes as no surprise to anyone that has raised or taught children that boys and girls are different. While environment and culture play a part in socializing children into gender roles, the very nature of a child—including gender that is hardwired into the developing brain—requires us to look at boys and girls differently at home and at school. Absolutely equal—but different, from the very day they are born. Boys account for up to 90 percent of school disciplinary referrals and 80 percent of the children diagnosed with Attention Deficit (Hyperactive) Disorder. Girls outperform boys across the board in verbal skills, but often when they reach middle school their mathematics performance takes a dive. Scientific advances in the past couple of decades allow us to look inside the brains of males and females and see where actual biological differences occur. Participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Examine how boys and girls learn differently • Explore the implications of those differences for teachers, schools and parents • Review hands-on strategies for working with children and youth that have been shown to improve academic performance and reduce disciplinary referrals • Discuss strategies to ensure that both boys and girls are reaching their maximum educational potential • Learn to implement one curriculum in a classroom, to both genders, using strategies that will allow each to excel 		
<p>Kathy Stevens, owner of Rocky Mountain Learning Enterprises, is a professional trainer and international presenter and co-author of the newly released book <i>The Minds of Boys: Saving Our Sons From Falling Behind in School and Life</i>. Her work has been featured in national publications including <i>Newsweek</i>, <i>Reader's Digest</i>, <i>Educational Leadership</i>, <i>Education Week</i> and <i>Library Journal</i>. As director of the training division of the Gurian Institute, Ms. Stevens works with educators, parents and other youth serving professionals, helping them understand nature-based theory and adapt curriculum to help both boys and girls maximize their potential in the classroom and in life. Her professional experience includes designing and administering programs in early childhood care and education, domestic violence, juvenile corrections, adult community corrections, teen pregnancy prevention, cultural competency and women's issues. Much of her early work was done in economically disadvantaged minority communities. Ms. Stevens holds a bachelor's degree in sociology from Old Dominion University and a master's degree in public administration from the University of Colorado.</p>		

Part 1: All Day Seminars		
Day 2 – July 18, 2006		Seminar 1 (Repeat)
Supporting Readers, Writers, and Language Learners in Public School Spaces Dr. Jacqueline Edmondson		
<p>Educators throughout the country are interested in the ways in which children can become productive, contributing members of society. Within the context of an increasingly interconnected, technology-driven, diverse, and globalized world, literacy and language are central to this mission. This seminar will help administrators and educators understand research-based practices that create environments and experiences in elementary and middle schools conducive to language and literacy learning. Participants will have opportunities to:</p> <ul style="list-style-type: none"> • Consider the kinds of spaces that foster language and literacy learning • Listen to children read and consider their writing as we address the complexities they bring to the classroom • Learn about the elements of a reading/writing classroom: <ol style="list-style-type: none"> 1. The reading workshop 2. The writing workshop 3. The role of literature and the arts 4. Promoting discussions 5. Reading across the curriculum 6. Multiliteracies and new technologies • Discover ways to support literacy specialists in elementary and middle schools 		
<p>Jacqueline Edmondson is associate professor of education at Pennsylvania State University. She is a former preschool/elementary school teacher and reading specialist. Currently, Dr. Edmondson teaches undergraduate courses in reading and language arts, and she works with teachers who are seeking reading specialist certification. She has published research in a variety of professional journals, including <i>The Reading Teacher</i>, <i>Reading Research Quarterly</i>, <i>The Journal of Literacy Research</i>, <i>The Journal of Research in Rural Education</i>, <i>The Peabody Journal of Education</i>, <i>Language Arts</i>, and <i>Teachers College Record</i>. Her books include: <i>America Reads: A Critical Policy Study</i> (2000); <i>Prairie Town: Redefining Rural Life in the Age of Globalization</i> (2003); <i>Understanding and Applying Critical Policy Study: Reading Educators Advocating for Change</i> (2004); <i>Reading Education Policy</i> (2005, co-edited with Patrick Shannon); <i>Venus and Serena Williams: A Biography</i> (2005); <i>Condoleezza Rice: A Biography</i> (forthcoming from Greenwood Press).</p>		

Part 1: All Day Seminars		
Day 2 – July 18, 2006		Seminar 2 (Repeat)
We Can Close the Achievement Gap in Mathematics!		
José Franco		
<p>The national standards for teaching mathematics call for high expectations and support for all students. To achieve this vision, students require a solid foundation in the mathematics content and need to be able to demonstrate their understanding in various situations. With our changing student demographics, the question is asked, “How can we address the needs of every student, provide rich mathematics content that is accessible, and at the same time, close the achievement gap?” Fortunately, as instructional leaders for our schools, school divisions, and state, we can make a difference to help students succeed. In this interactive workshop, participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Engage in mathematics activities that reflect best practices • Identify leadership challenges • Solve problems with other colleagues on successful approaches • Begin developing an implementation plan to address site-specific issues • Read selected literature on closing the achievement gap • Discuss strategies and next steps to support staff and motivate them into action <p>Closing the achievement gap is attainable at the local and statewide level. Participants will discuss the challenges as well as how to implement plans and ideas.</p>		
<p>José Franco, EQUALS director, joined the program in 1991 as coordinator of the Matemática para la familia program, the Spanish-language outreach of FAMILY MATH. The EQUALS program, located at the University of California at Berkeley, was created by educators who understand classroom and family life and present ways of learning and thinking about mathematics that help build success for all students. Mr. Franco was a K-6 bilingual teacher for over a decade in California and Colorado. He has directed or co-directed several mathematics grant projects funded by the California Postsecondary Education Commission, the U.S. Department of Education, the University of California Office of the President, Lucent Technologies, and the National Science Foundation. Mr. Franco has conducted presentations on family involvement, equity, mathematics education, and second language acquisition at the local, state, national, and international level and also serves on numerous boards and committees.</p>		

Part 1: All Day Seminars		
Day 2 – July 18, 2006		Seminar 3
Building a Professional Learning Community: Getting It Started and Keeping It Going Dr. Pam Robbins		
<p>The professional context in which teachers work has a profound impact on their ability to respond to the needs of an increasingly diverse student population. Researchers McLaughlin and Talbert found that differences in successful and unsuccessful schools (in terms of achievement, attendance and dropout rates) were directly attributable to the presence of a professional learning community. Colleagues who have access to such a workplace address problems, find solutions, and expand the resources they have available to serve students. Cunningham and Gresso, in Cultural Leadership state, “Collegiality is the most important element in the success of and commitment to school improvement.” Ann Lewis substantiates this when she suggests that “schools which function as professional learning communities are four times more likely to be improving academically.” Participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Create a rationale for developing professional learning communities. • Examine characteristics that enable faculties to function as learning communities. • Identify key attributes of school culture directly linked to successful professional learning communities. • Review the role of trust in professional learning communities and how to build trust in schools. • Practice quality strategies to analyze data and solve problems related to difficult issues in student learning and achievement. • Learn how to create and sustain teamwork, focused on fostering student learning. • Discuss strategies to sustain professional learning communities over time. • Network and share with colleagues. • Reflect upon personal next steps. 		
<p>Pam Robbins consults internationally with school systems, universities, professional organizations, and corporate clients. Her professional background includes work as a teacher, basketball coach, director of staff development, and director of training for the California School Leadership Academy. Dr. Robbins earned her doctorate in educational administration from the University of California, Berkeley. She has authored six books and written numerous articles for professional journals. Dr. Robbins is committed to modeling quality teaching practices and designing adult learning experiences that build workshop participants' capacities to serve colleagues and, most importantly, to foster learning for all students. For additional information visit her website at http://user.shentel.net/probbins.</p>		

Part 1: All Day Seminars		
Day 2 – July 18, 2006		Seminar 4
Leadership for Mortals: Developing and Sustaining Leaders of Learning Dr. Dean Fink		
<p>At the very heart of leadership for learning is a passionate, creative, obsessive, and steadfast commitment to enhancing ‘deep’ learning for students – learning for understanding, learning for life, learning for a knowledge society. This presentation is not for heroes, martyrs or complaint messengers. It is designed for ordinary people, mere mortals, who want to make the commitment and expend the energy to become extraordinary, as well as help people around them become exceptional leaders of learning. Educational leadership is more art than science. It is more about character than techniques and more about inspiration than charisma. A leadership model used to develop and sustain individual leaders in schools will be presented. This model examines:</p> <ul style="list-style-type: none"> • Contemporary leadership challenges • Vision, goal-setting, and accountability • Sustaining oneself personally and professionally • The ‘human tool kit’, imagination, intuition, common sense, reason, memory, and ethics • Learning for leaders of learning. 		
<p>Dean Fink is an international educational development consultant. Currently, Dr. Fink lives in Canada and is a visiting fellow with the University of Hull and a visiting scholar at the Queens University in Belfast. He has been a teacher at all levels of education, a principal, and a superintendent. Dr. Fink holds post-graduate degrees in history and educational administration. He also earned his doctorate in educational administration from the Open University in the United Kingdom. Dr. Fink has made presentations or conducted workshops in 30 different countries including Ireland, Australia, New Zealand, United States, Turkey, Spain, and England. He has authored and co-authored five books and has published numerous book chapters and articles on topics related to school effectiveness, leadership, and change in schools.</p>		

Part 1: All Day Seminars		
Day 2 – July 18, 2006		Seminar 5
<p>The Administrator's Role in Supporting Effective Instruction: Teaching Strategies that Increase Student Success Vickie Virvos</p>		
<p>Effective teachers have a profound influence on student achievement. They have at their disposal a wide collection of instructional strategies that offer all students opportunities to participate and succeed on a daily basis. This interactive session includes many of these teaching strategies as well as different ways administrators can support and provide guidance for all teachers on the day-to-day job of teaching and learning. Participants will have the opportunity to:</p> <ul style="list-style-type: none"> • Examine and review strategies for effective teaching • Observe how to make lectures more active and motivating • Analyze different ways to incorporate structured movement in learning opportunities • Watch a video and discuss which strategies could be suggested to the teacher in order to improve the lesson • Reflect on ways to use the day's content in their own life. <p>Participants will leave with a wealth of strategies that will enable them to improve the quality of instruction in their schools and ultimately student performance.</p>		
<p>Ms. Virvos is an experienced consultant specializing in areas such as teaching strategies, classroom management, facilitation, managing the change process, and team building. She holds a bachelor's and a master's degree in special education from Virginia Commonwealth University. As an educational specialist in the office of staff development for Henrico County Public Schools, Ms. Virvos led teachers, principals, and central office administration in workshops on topics such as classroom management and critical thinking. She was a key leader in the implementation of a three-year professional development program designed to improve teacher quality and student achievement in the school division. Ms. Virvos also managed an innovative intervention program in Henrico County for classroom teachers experiencing difficulty. She trains D.A.R.E. officers throughout the United States and Canada on teaching skills and has worked closely with participants in the Japanese Language Exchange program on communication skills, goal setting, and collaborative teaching. Ms. Virvos has been a special education teacher at all grade levels, a school division staff development specialist, and an education instructor for numerous educational agencies.</p>		

Part 1: All Day Seminars		
Day 2 – July 18, 2006		Seminar 6
Beyond Pink and Blue: A Serious, Evidence-Based Review of Gender Differences in Learning Dr. Leonard Sax		
<p>Dr. Sax will offer an analysis of how gender influences every aspect of our lives. He will present the latest research on differences between how girls and boys hear and see, and will offer practical applications for the K-12 classroom to help all children to reach their potential. Since the mid-1970's, educators have ignored gender differences. The assumption was that by teaching girls and boys the same subjects in the same way at the same age, gender gaps in achievement would be eradicated. That approach has failed. Gender gaps in some areas have widened in the past three decades. The proportion of girls studying subjects such as physics and computer science has decreased by half. Boys are less likely to study subjects such as foreign languages, history, and music than they were three decades ago. The ironic result of three decades of gender blindness has been an intensifying of gender stereotypes. In recent years, scientists have discovered that differences between girls and boys are more profound than anybody guessed. Dr. Sax's research supports the following findings:</p> <p>The brain develops differently. In girls, the language areas of the brain develop before the areas used for spatial relations and for geometry. In boys, it's the other way around. A curriculum that ignores those differences will produce boys who can't write and girls who think they're "dumb at math."</p> <p>The brain is wired differently. In girls, emotion is processed in the same area of the brain that processes language. So, it's easy for most girls to talk about their emotions. In boys, the brain regions involved in talking are separate from the regions involved in feeling. The hardest question for many boys to answer is: "Tell me how you feel."</p> <p>Girls hear better. The typical teenage girl has a sense of hearing seven times more acute than a teenage boy. That's why daughters so often complain that their fathers are shouting at them. Dad doesn't think he's shouting, but dad doesn't hear his voice the way his daughter does.</p> <p>Girls and boys respond to stress differently - not just in our species, but in every mammal scientists have studied. Stress enhances learning in males. The same stress impairs learning in females.</p> <p>These differences matter. Some experts now believe that the neglect of hardwired gender differences in childrearing may increase a son's risk of becoming a reckless street racer, or a daughter's risk of experiencing an unwanted pregnancy.</p>		
<p>Dr. Sax is a nationally renowned physician, psychologist, and researcher on gender differences. After graduating Phi Beta Kappa from the Massachusetts Institute of Technology with a bachelor's degree in biology, Dr. Sax graduated from the University of Pennsylvania with a Ph.D. in psychology and the M.D. degree. Today, he is a family physician in Montgomery County, Maryland, serving about 2,000 children in his practice. Because he is both a family physician and a research psychologist, Dr. Sax has experience with children from every segment of society and every kind of classroom. He is author of <u>Why Gender Matters: What Parents and Teachers Need to Know About the Emerging Science of Sex Differences</u> (Doubleday, 2005), as well as numerous articles in popular publications such as <i>Education Week</i>, <i>The Washington Post</i>, <i>Newsweek</i>, and the <i>Los Angeles Times</i>, and in many medical journals.</p>		

