Building Relationships: One Student at a Time
Saturday, March 7, 2009
George Mason University, Fairfax Campus
Student Union Building II

Sessions are related to the Conference Theme and the following strands:

- Social Justice
- Advocacy
- Achievement
- Educating all students
- Quality Instruction
- Diverse learners
- Relationship Building

Conference Theme and Strands

Social Justice and Advocacy:
Social justice and advocacy is a major responsibility for all educators. Teachers advocate for students’ educational and non-educational needs.

Achievement:
Student achievement is the focus. Some topics that relate to this theme include assessment—measuring impact on student achievement, using data to improve instruction—and technology and how it can be used to improve student achievement.

All Learners:
Helping all students succeed is the goal of all educators. There are many topics related to this theme that may emerge: diversity, differentiation, achievement gap, children of poverty, struggling learners, and other equity issues.

Relationship Building:
Understanding personalities and how to deal with differences at work and in life can lead to success. Learning the importance of effective communication and valuing differences.

Agenda

8:00 – 9:00 Sign-In, Book Sales, Coffee

9:00 Welcome, Introductions, Keynote Presentation
Dr. Tish Howard (co-author) – Poverty is not a Learning Disability*

10:30 Morning Sessions

11:30 Lunch, Book Sales, Book Signing, Keynote Presentation
Dr. Hank Rubin - Collaborative Leadership: Developing Effective Partnerships In Communities and Schools*

1:00 Afternoon Sessions

2:00 Afternoon Sessions

3:00 Adjournment

*Tentative title to be published in April 2009 by Corwin Press.
Dr. Tish (Lizette) Howard (A.M.)

Dr. Howard has 20 years of experience as an educator working with children and parents in low-socioeconomic schools. She is the principal of Washington Mill elementary school principal in Fairfax County. In this position, Dr. Howard is responsible for the design and implementation of numerous programs. Dr. Howard works with parents, civic associations, clergy and the business community to level the economic playing field for disadvantaged students and has implemented numerous initiatives to provide academic enrichment programs to help many children from poverty make a successful transition when entering school.

Prior to her role as a school administrator, Dr. Howard served 10 years as a speech and language pathologist with a full caseload of language delayed children. Eight of those 10 years were spent delivering services to emotionally disturbed adolescent males in an alternative educational setting. It was in that capacity that Dr. Howard introduced inclusion language therapy to her school district as opposed to the standard pull out method. This form of therapeutic delivery is now widely used district-wide. Dr. Howard has served as an education consultant for local pre-school and summer camp programs. She designed an educational summer experience for low socioeconomic children that focused on providing a foundation for the academic challenges they would face in the upcoming academic year. She also served on the Minority Student Achievement Board for Fairfax County Public Schools and is an expert presenter on programs on intervention methods for needy and struggling students at the local school and university level.

She earned her Bachelors’ and Master’s degrees in Speech and language pathology from Indiana University of Pennsylvania and her Ph.D. in Education Leadership from George Mason University. While completing her post graduate work, Dr. Howard was a contributing writer to the USA Today educational website. She serves as a mentor for prospective administrators through the GMU mentoring program. She has been nominated for Principal of the Year honors in her school district, recognized by the Association of Supervision and Curriculum Development for positive school climate development and was featured in numerous television and print articles including the Washington Post. Her book, *Poverty is not a Learning Disability* will be published in February 2009 by Corwin Press.
Dr. Hank Rubin (P.M.)

Dr. Hank Rubin is president of the nonprofit Institute for Collaborative Leadership, former distinguished visiting scholar at George Mason University, and dean-in-residence at the American Association of Colleges for Teacher Education. He was previously joint dean of education at The University of South Dakota and South Dakota State University. He served as Ohio's first associate superintendent for students, families, and communities and was a founding member of both the Ohio Learning First Alliance and the Chicago Panel on Public School Policy and Finance.

With corporate, political, business, and nonprofit experience, Rubin is a nationally respected collaborative leader, educational spokesperson, and children’s advocate. His work reflects the vision of one who sees the world through the eyes of a broad cross-section of those who influence the national, regional, and local partnerships needed to make sure that all children can succeed.

He has taught seventh- and eighth-grade students, run three nonprofit organizations and created several others, directed and taught in the Midwest's largest urban graduate school of public (government and nonprofit) administration, served as vice president for sales and marketing in an international manufacturing firm, served as associate vice president for institutional advancement in a large urban university, taught graduate students in education and business management, run for—and held—public office, and started and managed his own consulting firm before founding the nonprofit Institute for Collaborative Leadership.

At its core, collaborative leadership is a vehicle for social justice, an essential tool for engaging in democracy and [as introduced in Rubin's most recent publication, "Through Others' Eyes: A Collaborative Model of Leadership" (in The Soul of Educational Leadership: Volume 2, Out-of-the-Box Leadership, Corwin Press, 2007)], the intentional and simultaneous exercise of leadership at both the interpersonal level (relationship management) and institutional level (structural scaffolding). Dr. Rubin's work in education for democracy served as the springboard for national activities by the American Association of State Colleges and Universities (AASCU), has been published in Education Week and The New York Times, and is featured in AASCU's recent monograph on the American Democracy Project. His positions on doctoral programs in professional education (Ed.D. vs. Ph.D.) have been published in the Chronicle of Higher Education.

His books Collaboration Skills for Educators and Nonprofit Leaders (Lyceum Books, 1998) and Collaborative Leadership: Developing Effective Partnerships in Communities and Schools (Corwin Press, 2002) capture the principles, components and strategies emerging from the Institute's coaching partnerships and theoretical research.

Dr. Rubin earned his Ph.D. from Northwestern University and his M.A. and B.A. from the University of Chicago. For additional information go to: www.Collaborative-leaders.org
Break-Out SESSIONS

Two-Hour Sessions

TRUE Colors
A certified True Colors Facilitator will conduct this interactive, entertaining and easy to remember Personal Success Seminar, providing new tools to help participants understand themselves and at the same time helping them improve their relationship with others. True Colors helps people to better understand themselves and others and to create a healthy climate for working, teaching, and learning. After reviewing the research data, colors for True Colors were chosen for their direct association with the psychological and physiological needs of people. For additional information go to: www.truecolors.org

Dealing with Difficult People
Information will be provided about factors that affect the nature of personality differences. Participants in this session will identify their preferred personal methods of dealing with conflict, learn about their own behaviors, identify behaviors of difficult people in their work and daily lives, and learn strategies how to manage interpersonal relationships, and how to communicate effectively with difficult people.

One-Hour Sessions

Parent Involvement: It’s In the Bag!
Get information about dynamic parent programs, websites, and grants to empower your school community. Participants will leave with a bag full of ideas and resources to get parents engaged in the learning process.

Writing to Learning: Using the Interactive Notebook
This presentation provides guidance for implementing the use of the Interactive Notebook as a tool for organization and writing to learn strategies. Participants will work through a model lesson involving writing.

Effective Co-Teaching: Ensuring All Students are Reached
Co-teaching is an effective service delivery method that can be implemented to ensure that all learners are reached. Participants receive tips on how to effectively incorporate co-planning and co-teaching into the classroom.

The Role of Creativity: From Elementary to Secondary Education
The meaning of creativity for students and teachers and the role played by creativity in student achievement from elementary to secondary education will be presented. Children start elementary school with the desire to express their creativity in each and every school activity. Students in high school do not feel comfortable with the expression of creativity they possessed when they first started school. Our plan was to understand the factors that contribute to the “loss” of creativity in students’ work habits. We considered a variety of tools from surveys to journals and interviews, from pictures to essays. We identified key words used by students, parents and teachers to identify creativity and specific illustrations of creativity in the study of science. We correlated the role played by creativity in students’ understanding of scientific concepts.

Differentiating Instruction: Primary Learning Teams
Meet the needs of every student in your primary classroom! Participants will discover how to collaborate with colleagues and use fun, hands-on learning experiences to meet diverse student needs while integrating POS/SOL objectives.
Bridging the Gap between Teacher Instruction and Student Learning in the 21st Century
Preparing students for 21st Century learning is vital for success in today’s classrooms. Whether it is elementary, middle school, high school, or college-level students we teach, yesteryears’ strategies. (i.e., lecturing, chalk board note taking, and overhead presentations) alone are not enough to engage, captivate, motivate or elevate students’ learning in today’s society. Remember the old adage, “You must know your audience.” This proverb rings loud and clearly as it relates to our technology savvy students. We must meet our students where they are or they will click right past us! Perhaps it’s not so much what we teach that is the problem, but maybe it is how we present the material.

Cyber Bullying – Keeping Students Safe in a Technology-Driven World
Attend this session to learn about one of the newest, most widespread forms of bullying in the K-12 school environment. This presentation/discussion will explore what cyber bullying is, how and when it is happening and discuss what states, law enforcement, private organizations, and schools are doing to educate the public on how to prevent this unique form of student aggression.

Relationship Building to Promote Achievement for Struggling Secondary Students
The purpose of this workshop is to present research-based strategies that are effective for working with students who are struggling to achieve in secondary classrooms.

Promoting Students’ Comprehension Ownership through Data Analysis
This session will describe the process of administering a school-wide diagnostic reading assessment with each student analyzing his/her own results to identify strengths and weaknesses in comprehension.

Book Blogs, Reading Engagement, and Academic Identity
To share how book blogs bridge and celebrate diversity in ways that enhance students’ understanding and increase engagement and motivation. Book blogs create a space for students to bridge their literacy lives and build a community of diverse readers within a classroom.

Instructional Conference Chairs
Kerdene DePriest, M.Ed., ’04
Gail Ritchie, M.Ed., ’93; Ph.D., ’06

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Rachel Charlton, M.Ed. ’04
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Brenda LeBanc, M.A. ’94, Ph.D. ’07
Marlene Reagin, Ph.D. ’94
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Debra Crerie, M.Ed. ’02
Elizabeth Gordon, M.Ed. ’00
Joanne Kelleher, M.Ed. ’99
Kelly Paine, B.A. ’92
Anna Stuart-Swann, B.A. ’04, M.Ed. ‘98

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Instruction and Professional Development
Kerdene DePriest, M.Ed., '04
Gail Ritchie, M.Ed., '93; Ph.D., '06

Parking
All participants are to park in the Sandy Creek parking deck, located on Sandy Creek Way, which is located near the Student Union Building II (see map below). Parking is $10.00 in the Sandy Creek parking deck. There will be signs around campus for this event.