

Reaching Every Child

Closing Connecticut's



Achievement Gaps



November 1, 2006 and/or November 2, 2006



25 Industrial Park Road, Middletown, CT 06457-1520

10th Annual Conference

Reaching Every Child

Closing Connecticut's Achievement Gaps
By Creating Culturally Responsive
Instructional Academic Systems

November 1, 2006
and/or

November 2, 2006

Connecticut Grand, Waterbury

8:00 a.m. to 3:30 p.m.

Closing Connecticut's



Achievement Gaps



Discount for early registration.

Please see page 14 for details.



Sponsored by SERC



in collaboration with the
Connecticut State Department of Education



Initiative on Diversity in Education

Reaching Every Child:

Closing Connecticut's Achievement Gaps Through Culturally Responsive Instructional Academic Systems

SERC's *Initiative on Diversity in Education* is dedicated to helping educators meet the diverse learning needs of today's student population in Connecticut cities and towns. The Initiative, in collaboration with the Connecticut State Department of Education, is offering an expanded array of professional development opportunities in 2006-2007 to support educators in their efforts to reduce the disproportionate identification and overrepresentation of students with cultural and linguistic differences in special education programs, and to help ALL students achieve success. For more information, visit the SERC website, www.ctserc.org.

Connecticut educators are hard at work striving to ensure that all students reach standards of excellence, as indicated by a study from the Center for the Study of Teaching and Policy at the University of Washington (2001) that attributed significant improvement in student achievement gains in Connecticut at least in part to high quality teaching. The goal of this conference is to provide educators with the tools they need to continue to make progress and more effectively meet the needs of culturally and linguistically diverse learners through culturally responsive instructional assessments and practices.



Application Form



Reaching Every Child Conference (07-06-030/031)

Registration Deadline: October 18, 2006

Please print clearly.

I. Pre-conference - November 1, 2006

Yes, I plan to attend the pre-conference on November 1st (\$30 registration fee/\$40 after 10/18/06, as space permits).

II. Conference - November 2, 2006

Please indicate choice of sessions for the conference on November 2nd (\$50 registration fee/\$60 after 10/18/06, as space permits):

A.M. Concurrent Sessions (1-9):

1st Choice _____
2nd Choice _____
3rd Choice _____

P.M. Concurrent Sessions (10-18):

1st Choice _____
2nd Choice _____
3rd Choice _____

District/Agency _____ School/Program _____

Name _____ Work Phone () _____ Home Phone () _____

Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level/Age Range _____ Email Address _____

Release time is approved for educators: Administrator's Signature: _____

Please check, if needed: _____ Vegetarian Lunch _____ Interpreter (please specify) _____

Registration Information

Registration will be on a "first come, first served" basis with consideration to regional distribution. Participants may attend one or both days. Those attending both the pre-conference and the conference will be given priority consideration. There is a registration fee of **\$30.00** per person for the pre-conference and **\$50.00** per person for the conference. Lunch will be provided on both days. Purchase orders will be accepted, and payment **MUST** be received prior to November 1, 2006.

The closing date for registration is **October 18, 2006**. Applications received after October 18th will be accepted as space permits with a registration fee of \$40.00 per person for the pre-conference and \$60.00 per person for the conference. Check or purchase order should be made payable to: Rensselaer at Hartford. Limited registration fee waivers and substitute coverage stipends are available. Interested participants should indicate need for a waiver or stipend in writing and attach to application form. Please submit registration with check or purchase order to: **Reaching Every Child**, SERC, 25 Industrial Park Road, Middletown, CT 06457-1520. Applicants will receive written confirmation from SERC verifying participation.

Direct content questions to Linnet Carty, Consultant, extension 385, and registration questions to Heather Penfield, Senior Project Assistant, extension 263, at SERC, (860) 632-1485.



CEU Information

SERC will award **.7 CEUs** for each full day of participation. Participants must be preregistered, receive written confirmation from SERC, complete a conference evaluation form, and provide evidence of post-conference application/reflection. Evaluation forms and information about the post-conference application/reflection responsibility will be available at the pre-conference and conference.

Location Information

Directions to the Connecticut Grand, Waterbury will be included in written confirmation of participation. To arrange overnight accommodations, please contact the hotel directly at (800) 446-1449.

Pre-Conference Session

Wednesday, November 1, 2006

9:00 a.m. to 3:30 p.m.



Culturally Responsive Instruction

Jamie F. Almanzan

Pacific Educational Group

In this full-day session, educators will learn strategies for keeping their students actively involved and focused in the classroom through culturally responsive instructional practices. Participants will gain practical tools that will help to both motivate students and invigorate learning in the classroom.

Jamie Frederick Almanzan is a native of Palo Alto, California. He has been an elementary classroom teacher, a high school teacher of English language learners, Co-Director of an after school program created to promote equity for underserved students, and the designer and Director of an after school program for Latino Students. He received his B.A. from California State University, Chico and his graduate degree from Stanford University. Currently, Mr. Almanzan is an associate at Pacific Educational Group in California.

Keynote Address

Thursday, November 2, 2006

9:00 a.m. to 10:00 a.m.



**Building Bridges to Achieve Educational Equity for
Culturally and Linguistically Diverse Learners**

Margo Gottlieb, Ph.D.

Illinois Resource Center

Margo Gottlieb, Ph.D., is an expert in the design of assessments for English language learners (ELLs), and evaluation of diverse educational programs. Over the past twenty years, she has worked as an elementary school teacher of bilingual education and English as a Second Language for a large urban school district, and has provided professional development and technical assistance, as well as presentations and keynotes, internationally and nationally in over 40 states. Dr. Gottlieb has been a Fulbright Scholar working in Chile, a teacher educator in Brazil, and an evaluator for a dual language school in Italy.

Currently, Dr. Gottlieb is Director of Assessment and Evaluation for the Illinois Resource Center and Lead Developer for World Class Instructional Design and Assessments (WIDA). Her degrees include a Ph.D. in Public Policy Analysis, Evaluation Research, and Program Design; an M.A. in Applied Linguistics; and a B.A. in the teaching of Spanish. Dr. Gottlieb has published numerous monographs, manuals, guidebooks, articles, and assessment instruments, and is a contributing author to a K-5 ESL program. Her latest book, *Assessing English Language Learners: Bridges to Success in School* (Corwin Press), is scheduled for release this year.

P.M. Concurrent Sessions

1:15 p.m. - 2:45 p.m. (Continued)

What Does It Take to Teach Me?

16

Audience: *General, special, and ESL educators; student support services professionals; and administrators.*

Grade Level: 9 - 12

Panel of High School Students

Public High Schools Across Connecticut

Please refer to Session 7 on page 9 of this brochure for the description of this session.

Cultural Competence as the Starting Point to Learning

17

Audience: *Early childhood, general, special, and ESL educators; student support services professionals; administrators; and family members.*

Grade Level: PreK - 12

William Hunter, Author and Speaker

East Largo, Maryland

Please refer to Session 8 on page 9 of this brochure for the description of this session.

Equitable Education for Students who are ELLs and/or Underserved

18

Audience: *General, special, and ESL educators; administrators; and family members.*

Grade Level: K - 12

Jaime Almanzan, Associate

Pacific Educational Group

San Francisco, CA

Please refer to Session 9 on page 10 of this brochure for the description of this session.

P.M. Concurrent Sessions

1:15 p.m. - 2:45 p.m. (Continued)

Successful, Interactive Strategies and Techniques for Making Content Comprehensible for All Students

13

Audience: Early childhood, general, special, and ESL educators; and administrators.

Grade Level: PreK - 12

Leslie Rychel, Elementary Principal

*Gila River Indian Community Public School
Phoenix, Arizona*

Please refer to Session 3 on page 7 of this brochure for the description of this session.

Developing Oral Language Skills in the Classroom

14

Audience: General, special, and ESL educators; student support services professionals; administrators; and family members.

Grade Level: 2 - 5

Agnes Chavez, Owner and Program Developer

Sube, Inc.

El Prado, New Mexico

Please refer to Session 4 on page 7 of this brochure for the description of this session.

Picturesque Writing for All Students

15

Audience: Early childhood, general, special, and ESL educators; student support services professionals; and paraprofessionals.

Grade Level: PreK - 12

Kim Waltmire, General Educator

Colchester, Connecticut Public Schools

Please refer to Session 6 on page 8 of this brochure for the description of this session.

Reaching Every Child

Closing Connecticut's Achievement Gaps
Through Culturally Responsive
Instructional Academic Systems

Thursday, November 2, 2006

8:00 a.m. to 3:30 p.m.



Agenda



8:00 - 8:45	Registration/Exhibits
8:45 - 9:00	Welcome/Opening Remarks
9:00 - 10:00	Keynote Address <i>Margo Gottlieb, Ph.D.</i>
10:00 - 10:30	Break/Exhibits
10:30 - 12:00	A.M. Concurrent Sessions
12:00 - 12:45	Lunch
12:45 - 1:15	Exhibits
1:15 - 2:45	P.M. Concurrent Sessions
2:45 - 3:00	Evaluation/CEU Application/Door Prizes

A.M. Concurrent Sessions

10:30 a.m. - 12:00 p.m.

1

Building Bridges to Achieve Educational Equity for Culturally and Linguistically Diverse Learners

Audience: Early childhood, general, special, and ESL educators; student support services professionals; administrators; and family members.

Grade Level: PreK - 12

Margo Gottlieb, Ph.D., Director of Assessment and Evaluation
Illinois Resource Center
Des Plaines, Illinois

This in-depth continuation of Dr. Gottlieb's keynote address will further the exploration of educational equity for culturally and linguistically diverse learners. Participants will have the opportunity to hear about Dr. Gottlieb's worldwide endeavors in education, and will gain concrete strategies for their own classrooms, schools, and districts.

2

Celebrating Diversity Through Literature, Language, and Culture

Audience: Early childhood, general, special, and ESL educators; student support services professionals; administrators; and family members.

Grade Level: PreK - 12

Ramona Winner, Author and Speaker
Santa Barbara, California

In this captivating and interactive presentation, participants will examine their cultures, marketplaces, homes, and lifestyles to discover cultural treasures. The presenter will incorporate such artifacts as "Faces and Places," Mexican jumping beans, and foods from different cultures into the presentation. Participants will leave with great ideas that they can implement at their own schools. Prerequisite: Participants must have a sense of humor!

P.M. Concurrent Sessions

1:15 p.m. - 2:45 p.m.

Data Analysis and Effective Instructional Planning for ELLs: Expectations for Academic Success

10

Audience: General, special, and ESL educators; and administrators.

Grade Level: 1 - 2

Rosiane Barbosa de Aguiar Olivea, ESL Teacher
Danbury, Connecticut Public Schools

Analyzing data helps teachers to plan instruction that improves the academic performance of students who are ELLs. This session will examine research comparing LAS Links results and DRA levels of first and second graders and discuss how these can impact instructional planning and expectations. Participants will identify effective strategies for use with students who are ELLs to maximize their success.

Diversity and Cultural Sensitivity

11

Audience: Early childhood, general, special, and ESL educators; student support services professionals; administrators; and family members.

Grade Level: PreK - 12

Ramona Winner, Author and Speaker
Santa Barbara, California

This thought-provoking session introduces "My Brown Eyes," a story about a young immigrant child and his experiences on the first day of school. Participants will discuss their feelings and observations in small groups. Through this activity, participants will discover how cultural sensitivity can enhance a child's classroom experience and expand educators' understanding and use of diversified instructional tools.

Motivating Students who are Unmotivated

12

Audience: General, special, and ESL educators; student support services professionals; administrators; and family members.

Grade Level: 4 - 12

Ron Glodoski, Author and Speaker
Milwaukee, Wisconsin

Please refer to Session 5 on page 8 of this brochure for the description of this session.

A.M. Concurrent Sessions

10:30 a.m. - 12:00 p.m. (Continued)

9

Equitable Education for Students who are ELLs and/or Underserved

Audience: *General, special, and ESL educators; administrators; and family members.*

Grade Level: K - 12

Jaime Almanzan, Associate
Pacific Educational Group
San Francisco, CA

This dynamic and interactive session will explore challenges and solutions as they relate to equitable education for students who are ELLs and/or underserved. The keynote speaker from the pre-conference will share strategies, methods, and procedures for promoting and achieving equity. Participants will discover fresh, cutting-edge ideas to enhance the quality of diversified instruction to better serve all students.



Exhibitors

An exhibit of product vendors and resource organizations will be featured at the conference from 8:00 a.m. to 1:45 p.m. A variety of information, books, and materials will be on display with some items available for purchase.

A.M. Concurrent Sessions

10:30 a.m. - 12:00 p.m. (Continued)

3

Successful, Interactive Strategies and Techniques for Making Content Comprehensible for All Students

Audience: *Early childhood, general, special, and ESL educators; and administrators.*

Grade Level: PreK - 12

Leslie Rychel, Elementary Principal
Gila River Indian Community Public School
Phoenix, Arizona

This session will draw upon audience participation to demonstrate effective, interactive activities that can be incorporated into instruction to enhance learning in all content areas. Upon completion of the session, participants will have learned a number of enjoyable strategies that they can immediately implement into daily teaching. In addition, these tools will be beneficial for administrators to use during faculty meetings, trainings, and retreats.

Developing Oral Language Skills in the Classroom

4

Audience: *General, special, and ESL educators; student support services professionals; administrators; and family members.*

Grade Level: 2 - 5

Agnes Chavez, Owner and Program Developer
Sube, Inc.
El Prado, New Mexico

SUBE language learning is a unique, multi-sensory approach to language skill development that demonstrates the power of addressing diverse learning modalities in second language learning. As a building block teaching strategy centered upon thematic curriculum, it creates an interactive learning environment that encourages student confidence and motivation, and engages them on a cognitive level. Participants will learn to incorporate scaffolding and isolation techniques to develop and reinforce oral interpretation skills.

A.M. Concurrent Sessions

10:30 a.m. - 12:00 p.m. (Continued)

5

Motivating Students who are Unmotivated

Audience: *General, special, and ESL educators; student support services professionals; administrators; and family members.*

Grade Level: 4 - 12

Ron Glodoski, Author and Speaker
Milwaukee, Wisconsin

This session by a national expert on bullying, resiliency, and substance abuse will offer a fresh perspective on how to effectively connect with unmotivated students. The presenter will discuss the correlation between family patterns, peer pressure, and poor performance in the classroom due to destructive decisions, and describe steps for working with students at risk. Participants will learn how to encourage and inspire students to take charge of their learning and their lives, and gain strategies for dealing with issues hindering students from performing at peak level.

6

Picturesque Writing for All Students

Audience: *Early childhood, general, special, and ESL educators; student support services professionals; and paraprofessionals.*

Grade Level: PreK - 12

Kim Waltmire, General Educator
Colchester, Connecticut Public Schools

"A picture is worth a thousand words." In this innovative and interactive session, this is indeed true, as participants will learn how to use picturesque writing with all students, including English language learners. This creative approach to written expression can be incorporated into any classroom curriculum. Participants will examine visual imagery to move students toward visual memory, and learn to use valid visualization techniques to enhance narrative, expository, descriptive, and poetic genres.

A.M. Concurrent Sessions

10:30 a.m. - 12:00 p.m. (Continued)

What Does It Take to Teach Me?

Audience: *General, special, and ESL educators; student support services professionals; and administrators.*

Grade Level: 9 - 12

Panel of High School Students
Public High Schools Across Connecticut

Hear firsthand what students say teachers must do in order to help them achieve success. Participants will have the opportunity to dialogue with high school students from districts across Connecticut. Students will discuss challenges and triumphs from their experiences in the classroom, and explore "what it takes" to successfully teach them. Participants will hear students' perspectives about what makes one an effective teacher and culturally responsive communicator.

Cultural Competence as the Starting Point to Learning

Audience: *Early childhood, general, special, and ESL educators; student support services professionals; administrators; and family members.*

Grade Level: PreK - 12

William Hunter, Author and Speaker
East Largo, Maryland

This powerful presentation will address culture and cultural competence by focusing on ethno-cultural lines between different sub-cultural identities. Participants will learn effective educational practices grounded in psychology, sociology, and anthropology; gain skills and techniques for understanding students' identities; and develop cross-cultural and inter-cultural competence to effectively support culturally and linguistically diverse students and families.