

Session I Featured Presenters

Saturday 8:30–9:40 AM

The Literate Citizen

SWYER THEATER (AT THE EGG)

Audience: All Grades

Themes: Assessment, Language Development and Literacy; Education Preparation

Presenters: YVETTE JACKSON, DONNA OGLE, and P. DAVID PEARSON

This panel, comprised of leading experts on urban literacy, will explore the issues of the universality of literacy in all races and cultures, strategies for multi-literacies and methods for overcoming the stereotypes that relate to the inabilities of some parts of society to become a literate citizens.



Jackson



Ogle



Pearson

Cognitive Pathways to Math

ROOM 6 (AT THE CONVENTION CENTER)

Audience: All Grades

Theme: Promoting High Intellectual Performance and Enrichment

Presenter: MEIR BEN-HUR

Feuerstein’s Instrumental Enrichment (FIE) has been used in bridging FIE’s “learning how to learn” process into mathematics. Cognitive Pathways to Mathematics is a professional development program, which is modulated to address the range of grade levels and areas of school mathematics, including early mathematics, arithmetic (middle school level), algebra, geometry, and probability and statistics. It is designed to develop teachers’ knowledge of the fundamental mathematical ideas of the school curriculum, their understanding of the cognitive challenges that explain systematic students’ errors, and awareness of the best empirically established instructional strategies relative to the different strands of mathematics. This session will introduce the program, engage participants in activities that will demonstrate its nature, and present some of the available data on its successes.

Meir Ben-Hur completed his doctoral work on the relationship between spatial and mathematical abilities at Columbia University in New York. Since his first meeting with Reuven Feuerstein in 1974 that convinced him to devote his career to the Israeli psychologist’s ideas of mediating children’s learning and thinking abilities, Maier has continued to develop bridges between these ideas and mathematics education. In addition to serving as the senior international trainer for Feuerstein’s institutes in Brazil, Holland and England, Meir has led the development of trainers in North America and the international institutes, written several books and articles and trained teachers in urban and rural school districts across the United States.



Ben-Hur

Rebuilding Classrooms Around Conversations That Matter

CLARK THEATER (AT THE MUSEUM)

Audience: All Grades

Theme: Promoting High Intellectual Performance and Enrichment

Presenter: ARTHUR APPLEBEE

This presentation will discuss three components that are important in promoting high levels of achievement in challenging subject matter: 1) cognitive and intellectual engagement; 2) thoughtful interaction with others; and 3) a conception of curriculum that moves beyond the traditional dichotomies in curriculum and instruction.

Arthur N. Applebee’s (Ph.D., University of London) studies focus on how children and adults learn the many specialized forms of language required for success in school subjects, life, and work. In 1998, he received the David A. Russell Award for Distinguished Research in the teaching of English from the National Council of Teachers of English (NCTE) for his book *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*, a reconceptualization of the role of curriculum in American schools and colleges. Applebee has also examined the development of story telling and story-telling skills among children. He has experience in program evaluation, high school teaching (English and drama) and clinical assessment and treatment of children with severe reading problems.

He is a long-time advisor to the National Assessment of Educational Progress and has coauthored some fourteen National Assessment reports on student achievement in American schools.

In addition to *Curriculum as Conversation*, his books include *The Child’s Concept of Story: Ages Two to Seventeen*; *Literature in the Secondary School: Studies of Curriculum and Instruction in the United States*; *Writing in the Secondary School: English and the Content Areas*; *Contexts for Learning to Write: Studies of Secondary School Instruction and Tradition and Reform in the Teaching of English: A History*.



Applebee

Session I Breakout Presenters

Saturday 8:30–9:40 AM

Implementing NUA Strategies in Cross-Curricular Learning Activities

HART THEATER LOUNGE (AT THE THE EGG)

Audience: All Grades

Theme: Educator Preparation

Presenters: SARA TASBER, JACQUELINE SIMMONS, and NINA FLORIO, NUA Partner School

Our team will present an overview of the implementation of NUA strategies used when presenting cross-curricular learning activities from a team approach. Our focus will be on actively engaging children in the learning process by collaborating with your peers. These strategies have enabled our students to become independent thinkers as they have learned how to take the initiative for their own learning.

Jacqueline Simmons has been teaching in Bridgeport for thirteen years. She currently holds an administrative degree. Nina Florio has been teaching for thirteen years. She has an extensive background in differentiating instruction. Sara Tasber has been teaching for three years and coaches high school students.

Leveraging Expert Teaching: An Online Mentor Training Course

CLASSROOM A/B (AT THE MUSEUM)

Audience: All Grades

Themes: Educator Preparation; Leadership and the Challenges of the 21st Century

Presenter: JAMES LERMAN

The challenge: How to increase the likelihood that new teachers will have a quality mentoring experience and be motivated to remain as teachers. The response: Implementation of a moderated, online, asynchronous mentor training course focused on molding experienced teachers into high-impact mentors in a cost effective manner. Learn how the NJ Consortium for Middle Schools at Kean University (a USDOE-funded project) aims to reduce teacher turnover through this course, available to teachers worldwide.

James Lerman is coordinator of the NJ Consortium for Middle Schools at Kean University, an adjunct in the Department of Elementary, Middle, and Secondary Education at Kean, and in the Department of Educational Leadership at William Paterson University. He has written five books on the internet in education.



Lerman

The Algebra Project in Miami: Building Support and Lessons Learned

HUXLEY THEATER (AT THE MUSEUM)

Audience: Grades 9–12

Theme: Creating Culturally Competent Classrooms

Presenter: JOAN WYNNE

The Algebra Project and the Center for Urban Education and Innovation at Florida International University began its first year building a site in Miami in August, 2006. The project's story involves a number of partners, of struggles, of creating constituencies, parental home visits, and organizing community support. The project's work is a deliberate attempt to prove to the nation that all children, no matter how poor or how alienated from society at large, can and will learn higher level mathematics, given the appropriate curriculum, pedagogy and support.

Joan Wynne, Ph.D. Associate Director of the Center for Urban Education and Innovation, Professor of Urban Education at FIU, taught for fourteen years at Morehouse College, where she directed the Mays Teacher Scholars Program. At Georgia State University, as the associate director of the Crim Center for Urban Educational Excellence, she directed an urban teachers leadership master's program. Her research interests include language literacy and the impact of racism in schools.



Wynne

Building Organizational Capacity: A Human Resource Perspective to School Improvement

ROOM 1

Audience: School and District Administrators

Theme: Leadership and the Challenges of the 21st Century

Presenter: JOSEPH P. DRAGONE, City School District of Albany

Achieving second order change to improve educational organizations requires a shift in beliefs and perceptions about the way people do their work. Critical components of this are acknowledging the impact of a human resource organizational perspective, examining the divide between organized design and process and actual task fulfillment, and how investing in human capital can support second order change. This session will discuss how the NUA supports this approach to building organizational capacity for increased student achievement.



Dragone

Session I

Dr. Dragone currently serves as assistant superintendent for secondary education in the City School District of Albany, NY. Previously, Dr. Dragone served as the principal of Cohoes Middle School in the Cohoes City School District, NY, which was recognized by the New York State Department of Education as a leader in organizational and instructional performance. Dr. Dragone holds a B.S. and a M.S. Ed. from the College of St. Rose in Albany, New York, and a M.S., CAS and Ph.D. in educational administration and policy studies from the University at Albany, State University of New York.

Heterogeneity in the Mathematics Classroom: Providing the Opportunity for All Students to Achieve

ROOM 2

Audience: Grades 4–8

Theme: **Promoting High Intelligence Performance and Achievement**

Presenter: **MARITA MARTINEY**



Martiney

At Scofield, heterogeneous groups reflect a mix of student’s cognitive ability and their ethnic diversity. Students from a variety of socioeconomic backgrounds share their educational and personal experiences in a supportive cooperative learning environment. Differentiated mathematics instruction ensures that each student is challenged appropriately. Every student is exposed to the same mathematics concept; however, the degree of difficulty of the problems or the mode of application or assessment is leveled to meet each student’s needs.

Dr. Marita Martiney graduated from Vassar College with a B.A. in biochemistry. She earned her M.S. and Ph. D. in molecular genetics at the Albert Einstein College of Medicine. After ten years in biomedical research, she earned a M.S. in education, and currently teaches 7th grade mathematics at Scofield Magnet Middle School, in Stamford Connecticut.

Origami and Mediation—An International Language

ROOM 3

Audience: Grades 4–12

Themes: **Assessment, Language Development and Literacy; Promoting High Intellectual Performance and Enrichment; Learning Needs of Boys; Creating Culturally Competent Classrooms; Multilingual Education**

Presenter: **DIANA MANN**, NUA Mentor

Surely something that is so much fun and enjoyable as origami cannot also be educational. The bad news is that most people only look at origami as a game-like activity that uses colorful paper that is folded into varied shapes and figures. Wrong, the good news is that it is impossible to do origami without calling upon and developing many of the basic academic skills to a higher level.

Through a process that combines math, language arts, creative design, and an Asian culture a student will transform, without any use of scissors, glue, staples, pencils, paint, etc., a sheet of paper into something magical. The technique used is folding and is known by its Japanese name—*origami*.

Diana Mann is a retired NYC teacher. She taught on all grade levels and had a teacher center based in one of the city’s high schools. Diana has taught as an adjunct for Brooklyn College, College of Staten Island, NY Tech, Torou University, and the College of St. Rose. She has been fortunate, trained by Reuven Feuerstein and some of his disciplines in mediation. Also, she is a TOT in Thinking Maps. For the last ten years, Diana has been one of NUA’s mentors.

Strategies for Improving Instruction for Black and Hispanic Male Students—One Districts Journey

ROOM 4

Audience: Grades 4–12

Theme: **Learning Needs of Boys**

Presenters: **KATI PEARSON**, NUA Mentor, **MARILYN DOYLE-PATTERSON**, **MYRA JAMES**, and **SUSAN BEECHER**



Pearson



James

This presentation focuses on one district’s journey to create an awareness in the perception and prospective of how to educate male students of color. This presentation provides school leaders with a framework that identifies the reasons why many male students of color are disengaged in the learning process and as a result these students’ educational experiences are less successful than other students. It also guides other districts, schools, and school leaders by providing a framework, which can be used as a starting point to initiate change.



Beecher

Marilyn Doyle-Patterson, M.Ed. is an associate superintendent for curriculum and students services in one of Florida's largest school districts, where she also served as an accomplished middle school principal for five years.

Kati Pearson, Ed.S. is currently is a district level reading specialist, providing support to elementary, middle, and high schools in the areas of literacy, curriculum, instruction, and professional development. She is also a proud NUA mentor.

Myra James, M.S. currently is a district level resource teacher that supports district initiatives in the areas of literacy, curriculum, instruction, and professional development. The bulk of her twenty-six years of experience has been in urban schools both middle and high.

Susan Beecher, M.S. is currently a district resource teacher that supports district initiatives in the areas of literacy, curriculum, instruction, and professional development. The bulk of her vast experiences have been at urban middle schools and at the district level.

Beyond Sit 'N Git: Boys Need to Move!

ROOM 5

Audience: PreK–Grade 8

Theme: Learning Needs of Boys

Presenter: SARAH BUTZIN

Project CHILD (Changing How Instruction for Learning is Delivered) is an innovative teaching method for elementary schools that redefines classroom instruction through technology and hands-on active learning. This method has proven especially effective in urban settings. Come and learn about a new way to teach and reach young boys before it is too late.

Dr. Sarah (Sally) Butzin is the developer of Project CHILD (Changing How Instruction for Learning is Delivered) and currently serves as executive director of the Institute for School Innovation, a non-profit organization in Tallahassee, FL. She is the author of *Joyful Classrooms in an Age of Accountability: The Project CHILD Recipe for Success*.



Butzin

Session II Keynote Speaker

10:00–11:30 AM

Teaching and Learning For the 21st Century

CONVENTION HALL

Audience: All Grades

Presenter: LINDA DARLING-HAMMOND

This keynote session will highlight Linda Darling-Hammond's many years of research and expertise on what is appropriate teacher development and how this development of teachers is an integral part of the necessary school redesign that will guarantee equal opportunity for high intellectual performance for all of America's children.

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education at Stanford University, where she has launched the Stanford Educational Leadership Institute and the School Redesign Network. Professor Darling-Hammond has also served as faculty sponsor for the Stanford Teacher Education Program. Prior to Stanford, Darling-Hammond was William F. Russell Professor in the Foundations of Education at Teachers College, Columbia University. There, she was the founding executive director of the National Commission for Teaching and America's Future, the blue-ribbon panel whose 1996 report "What Matters Most: Teaching for America's Future," catalyzed major policy changes across the United States to improve the quality of teacher education and teaching. Her research, teaching, and policy work focus on issues of teaching quality, school reform, and educational equity. Among her more than 200 publications is *The Right to Learn*, recipient of the American Educational Research Association's Outstanding Book Award for 1998, and *Teaching as the Learning Profession* (coedited with Gary Sykes), recipient of the National Staff Development Council's Outstanding Book Award for 2000.



Darling-Hammond

Session III

Ticketed Luncheon or Lunch On Your Own

11:40 a.m. - 12:45 p.m. For more info on the Ticketed Luncheon go to page 52.

Session III Featured Presenters**12:45–1:55 PM****Reversing Urban Students' Underachievement: Nurturing High Intellectual Performance***SWYER THEATER (AT THE EGG)*

Audience: All Grades

Themes: Assessment, Language Development and Literacy; Promoting High Intellectual Performance and Enrichment

Presenter: **YVETTE JACKSON**

Jackson

This session will show how every student of color can achieve high intellectual performance when the right conditions are ensured. Educators attending this session will learn how to create these necessary conditions; experience from this highly interactive session how students can be motivated to engage in their own learning; and, find out how teachers working with the National Urban Alliance succeed in reversing underachievement when their lessons take into consideration how student culture and language affect cognition.

Yvette Jackson is internationally recognized for her work in assessing the learning potential of disenfranchised urban students. Her research is in literacy, gifted education and the cognitive mediation theory of Dr. Reuven Feuerstein. She has applied her research to develop an integrated process to motivate and elicit potential in underachievers. This research was the basis for her design of the New York City Gifted Programs Framework when she was the director of gifted programs. As executive director of instruction and professional development for the New York City Board of Education, she led the development and implementation of the Comprehensive Education Plan, which optimizes the delivery of all core curriculum and support services in the public schools of New York City. Dr. Jackson currently serves as the chief executive officer of the National Urban Alliance, founded at the College Board and Teachers College, Columbia University. She works with school district administrators and teachers across the country to customize and deliver systemic approaches to literacy development through instructional practices that integrate culture, language and cognition to expand and accelerate student learning and achievement. She is a visiting lecturer at Harvard University, a member of ASCD's Differentiated Instruction Cadre and a keynote presenter at national and international conferences. Dr. Jackson received a B.A. from Queens College of the City University of New York with a double major in education and French. At Columbia University's Teachers College, she was awarded an M.A. in curriculum, an Ed.M. in educational administration, and a doctorate in educational administration. Her session will show how every student of color can achieve high intellectual performance when the right conditions are ensured.

Turning Around the Pedagogy of Purgatory Through An Enrichment Based Approach: Assessing And Developing the Gifts and Talents of All Students*CONVENTION HALL*

Audience: All Grades

Theme: Promoting High Intellectual Performance and Enrichment

Presenter: **JOSEPH RENZULLI**

Renzulli

Joseph Renzulli's research has shown that an enrichment-based pedagogy can improve student achievement, engagement, and a commitment on the parts of young people to put forth maximum motivation to learn. Following a brief review of the strength-based assessment procedures for identifying talent potential in all students, this presentation will focus on a pedagogy of talent development that has largely been withheld from urban youth in favor of a "drill-and-kill" approach to learning. A practical and easy-to-use Internet based program will be demonstrated.

Joseph S. Renzulli is professor of educational psychology at the University of Connecticut, where he also serves as director of the National Research Center on the Gifted and Talented. His research has focused on the identification and development of creativity and giftedness in young people and on organizational models and curricular strategies for total school improvement. A focus of his work has been on applying the strategies of gifted education to the improvement of learning for all students. He is a fellow in the American Psychological Association and was a consultant to the White House Task Force on Education of the Gifted and Talented. He was recently designated a Board of Trustees Distinguished Professor at the University of Connecticut.

Culturally and Linguistically Appropriate Speech-Language Assessments for African American Students

HART THEATER LOUNGE

Theme: **Assessment, Language Development and Literacy**

Presenter: **TOYA WYATT**

Audience: **All Grades**

This presentation is designed to provide an overview of current approaches to culturally and linguistically appropriate speech-language assessments for African American students who are non-mainstream American English speakers with primary focus on a newly published speech-language test that is designed for accurately differentiating dialect from disorder in English child speakers, regardless of their dialect exposure background. Implications for minimizing the risk of inappropriate speech-language referrals will be discussed.

Dr. Toya Wyatt is an associate professor in the communicative disorders program at California State University, Fullerton. Dr. Wyatt's primary areas of teaching and research focus on the language development, assessment and delivery of services to young children from diverse cultural and language backgrounds with a primary focus on bilingual and African American children. She is the author of several publications focusing on multicultural child language development and assessment concerns and has given numerous presentations on these topics to professionals, researchers, and parents locally (in California) and nationally.

Dr. Wyatt has also served as the member of several boards and committees of the American Speech-Language Hearing Association (ASHA) and California Speech-Language-Hearing Association (CSHA). She is a fellow of both the California Speech-Language-Hearing and American Speech-Language Hearing Associations. She holds a B.S. and M.A. in speech-language pathology from Northwestern University and a Ph.D. in speech-language pathology from the University of Massachusetts, Amherst.



Wyatt

The Language of Discipline and Achievement

CLARK AUDITORIUM (AT THE MUSEUM)

Theme: **Language Leadership and Challenges of the 21st Century**

Presenter: **JABARI MAHIRI**

Audience: **All Grades**

Dr. Mahiri will argue that the achievement gap and the discipline gap can be seen as two sides of the same coin. To increase achievement teachers must understand the complex ways that school discipline considerations and practices are rendered through the language and culture of both students and teachers. This presentation uses video clips of actual school disciplining events in conjunction with the latest research findings on school discipline to increase understanding of the connections between discipline and achievement.

Dr. Mahiri holds a Ph.D. in English (language, literacy, and rhetoric) from the University of Illinois at Chicago. His research is on the literacy learning of urban youth, particularly African American student, in schools and outside of them. His focus is on writing development and effective teaching and learning strategies in multicultural urban schools and communities. He is co-director of the Center for Urban Education and a principal investigator for the Diversity Project. He is also an academy instructor for the Interstate New Teacher Assessment and Support Consortium (INTASC) and serves on the board of the Bay Area Coalition for Equitable Schools (BAYCES). He helped found and chaired the board of an alternative school in Chicago. He also taught English in Chicago public high schools for seven years. He is author of *Shooting for Excellence: African American and Youth Culture in New Century Schools* (1998), and editor of *What They Don't Learn in School: Literacy in the Lives of Urban Youth* (2003). He also wrote a children's book, *The Day They Stole the Letter J*.



Mahiri

Session III Breakout Presenters

Saturday 12:45–1:55 PM

Untangling Underachievers through Understanding Underachievement

CLASSROOM A/B (AT THE MUSEUM)

Theme: **Promoting High Intellectual Performance and Enrichment**

Presenter: **RICHARD PEARLMAN**

Audience: **All Grades**

Many students are branded with the label of underachiever early on in their educational careers. This label and a fundamental misunderstanding of the complexity and causes of underachievement at home and school prevents students from reaching their potential. This presentation will explore underachievement from a personal and professional level allowing those in attendance to discover strategies for dealing with underachievement. The power



Pearlman

Session III

of implementing social/emotional elements into the classroom will also be explored.

Richard Pearlman has spent the past ten years in the classroom trying to meet the intellectual as well as social/emotional needs of students. He is a strong advocate for those students branded with the label of underachiever. Richard is currently pursuing a Ph.D. in curriculum and instruction at Saint Louis University.

Touching The Spirit: How Successful Urban Teachers Use Culture in Achieving Educational Excellence for Underperforming African American Boys and Other Students

HUXLEY THEATER (AT THE MUSEUM)

Audience: All Grades

Themes: Learning Needs of Boys; Creating Culturally Competent Classrooms; Educator Preparation

Presenter: **AUGUSTA MANN**, NUA Mentor



Mann

Join in a fun and high-energy session filled with explorations of five unique explicit teaching strategies and an original research-based African American culture-centered framework, TOUCHING THE SPIRIT. As a successful teacher and consultant with over 40 years of classroom and professional development experience guides you in the active and verbal practice and attempts at mastery of these creative vocabulary, comprehension, and writing strategies, there will be lots of lively and amusing interaction and discussion. Your active involvement will help you to consider how these practices can propel African American boys and all students toward knowledge and mastery of skills, accelerate learning, reverse boredom, “touch their spirit”, and awaken their inherent desire to learn.

Augusta Mann is a consultant in urban education. She is recognized for her programs and materials in intensified teaching to accelerate learning for students whom our schools are failing to educate to levels of excellence. She has over forty years of experience as a successful classroom teacher, reading teacher, professional developer and manager and designer of professional development services in urban school districts across the U.S.

Linking Assessment and Literacy Instruction

ROOM 1

Audience: Grades 9–12

Theme: Assessment, Language Development and Literacy

Presenters: **KAREN KEMP** and **MARY ANN EATON**



Kemp

Learn how assessment indicators are effectively used to drive instruction for the purpose of addressing language development and literacy in the classroom. Participants will be introduced to The Cardinal Questions that can be used to explore the literacy knowledge of the teacher as well as the abilities of each student to advance accountability and promote student achievement.

Karen Kemp is a teaching veteran with a striking level of depth in her circulation and experience as a staff developer. She has presented workshops on a wide variety of topics and authored several educational publications. She is currently the director of special education in Cohoes City Schools.

Mary Ann Eaton is a speech and language pathologist who consults widely on language and literacy topics, co-teaching, differentiated instruction and instructional support teams across the state and nationally. Her recent publication, *RTI: The Classroom Connection for Literacy* was coauthored with Karen Kemp.



Eaton

BOOM! Igniting the Fire and the Desire for ‘Mathematics Intelligence’ for All Students

ROOM 2

Audience: PreK–Grade 8

Theme: Promoting High Intellectual Performance and Enrichment

Presenter: **ELIZABETH IRWIN**



Irwin

This presentation will address the four-year journey of a New York State urban school in facilitating the development of a mathematical thinking and reasoning community for all students, teachers and administrators. The catalyst of this change has been a focus on teachers as reflective practitioners as well as professional learning, with a collaborative partnership formed with the AUSSIE consultancy, and embedded within a whole school framework for school renewal. Various components of the journey including leadership, professional development, “assessment literacy” (Fullan, 2005), data-driven instruction and students’ outcomes will be explored and discussed. Igniting the fire and desire in all students’ for developing mathematical intelligence has been the motivating outcome of the journey as well as proof of increased achievements and mathematical thinking.

Liz Irwin (Dip.T., B.Ed., M.Ed.-Mathematics Education) has worked as a teacher, education consultant, university lecturer, administrator and regional leader in developing whole school curriculum frameworks in

mathematics and literacy in Australia. Her passions include a constructivist approach to mathematics teaching and learning, early childhood education and school leadership in a culture of change. Her depth of knowledge and capacity for building professional learning communities in schools has been realized through her professional development consultancy work with teachers and administrators. She is currently working as a mathematics consultant for Australian United States Services in Education in New York, while completing her doctorate on school leadership and professional learning with curriculum change.

Diversity and Differentiation: A Wealth of Perspectives, A Wealth of Options

ROOM 3

Audience: All Grades

Themes: **Assessment, Language Development and Literacy; Promoting High Intellectual Performance and Enrichment; Educator Preparation**

Presenter: **ARLENE HARRIS**

Student diversity may be seen from a rich variety of perspectives. An educator’s responsibility is to acknowledge that rich variety and create an environment which fosters student growth and achievement. Through active engagement, participants will learn of the rich variety referred to by the term “diversity” and the various options for differentiating instruction in order to reach our student populations.

Arlene Harris is an educational leader focusing upon the growth and achievement of individuals, schools and organizations. Arlene is an educator in general and special education on all grade levels including adulthood, professional development specialist, published author, educational therapist and counselor specializing in dyslexia, university faculty member and consultant to schools, districts and corporations.

How Our Teaching Strategies Have Evolved After a Year of NUA

ROOM 4

Audience: Grades 9–12

Themes: **Promoting High Intellectual Performance and Enrichment; Educator Preparation**

Presenters: **GEORGE BENSON** et al, City School District of Albany

Harriet Gibbons is a ninth grade academy that is part of Albany High School. Harriet Gibbons is a former alternative education high school re-invented as a ninth grade academy. Currently in its second year of re-invention, the academy has seen higher promotion rates and student engagement.

Harriet Gibbons teachers from several disciplines will present activities from traditional lessons that have been modified with NUA strategies to engage students and increase learning.



Benson et al

The Impact of Visual Arts Instruction on the Mathematics Achievement of English Language Learners

ROOM 5

Audience: Grades 4–8

Themes: **Assessment, Language Development and Literacy; Promoting High Intellectual Performance and Enrichment; Creating Culturally Competent Classrooms; Multilingual Education**

Presenters: **ROBIN FINNAN-JONES** and **MARILYN WEIL**



Finnan-Jones

This workshop will discuss a study conducted in a large urban elementary school. The purpose of the study was to compare the mathematics achievement of English language learners who received visual arts instruction with those who did not receive arts instruction, and to describe ways in which art education activities support and develop mathematical learning. Workshop participants will have the opportunity to view and create art lessons that incorporate ESL and math standards.

Dr. Robin Finnan-Jones has taught for several years in Corona, Queens, and New York City. She completed her dissertation entitled *The Impact of Visual Arts Instruction on the Mathematics Achievement of English Language Learners* in 2007. Currently she is the data specialist at P.S. 16 Queens and an adjunct professor at Long Island University.

Session IV

Session IV Featured Presenters

Saturday 2:15–3:35 PM

Innovation in Mathematics Teaching and Learning in Large Urban Districts

CONVENTION HALL

Audience: All Grades

Theme: **Promoting High Intellectual Performance and Enrichment**Presenter: **URI TREISMAN**

Treisman

Data from the National Center for Education Statistics show that there are vast differences in how effective various urban districts are in teaching mathematics to low-income and ethnic minority students. We will explore explanations for these differences as well as some new practices worthy of attention in some high-performing districts. We will pay special attention to new strategies for addressing the mathematics learning needs of English language learners, students with special needs, and students who are disengaged from school.

Uri Treisman is professor of mathematics and director of the Charles A. Dana Center at the University of Texas at Austin. For his work on nurturing minority student high achievement in mathematics, he was named a MacArthur Fellow in 1992. In December 1999, he was named as one of the outstanding leaders of higher education in the 20th century by the magazine *Black Issues In Higher Education*. Dr. Treisman is a founding board member of AVID and of the National Center for Public Policy in Higher Education. He chairs the Chancellor's Advisory Board for Mathematics in NYC and the steering committee of the Urban Mathematics Leadership Network. In all his work, he is an advocate for equity and excellence in education for all children. The recently released results of the 2005 Trial Urban District Assessment show vast differences in the effectiveness of urban districts in teaching mathematics to low income and ethnic minority students.

Effective Intervention for Struggling Readers and Writers: Making it Happen

SWYER THEATER (AT THE EGG)

Audience: All Grades

Theme: **Assessment, Language Development and Literacy**Presenter: **DOROTHY STRICKLAND**

Strickland

This session includes three areas of focus: 1) a critical overview of school and district-wide intervention policies and practices, such as reduced class size, preschool and family literacy programs, tutoring, and extended time models; 2) a discussion of policies and practices at the classroom level that make a difference; and; 3) a discussion of "responsible" test preparation as a professional development effort to improve student achievement.

Dorothy Strickland is the Samuel DeWitt Proctor Professor of Education at Rutgers University. A former classroom teacher, reading consultant and learning disabilities specialist, she is a past president of both the International Reading Association and the IRA Reading Hall of Fame.

Five Builders of Linguistic Intelligence

ROOM 1 (AT THE CONVENTION CENTER)

Audience: All Grades

Theme: **Assessment, Language Development and Literacy**Presenter: **EVELYN ROTHSTEIN**

Rothstein

Linguistic intelligence blossoms when students become aware of the major aspects of the language they need to speak, read, and write skillfully and "with ease." By integrating 1) phonology, 2) morphology, 3) syntax, 4) semantics and, 5) etymology, students have the tools for high intellectual, literate performance. Strategies for achieving this integration of language will be the focus of this session.

Evelyn Rothstein has been a consultant with NUA for many years and has presented at numerous national conferences. She has her degree in psycholinguistics from Teachers College and during her time with NUA has written three teachers books—*Writing As Learning*; *Write for Mathematics*, and *English Grammar That Works*, as well as articles and children's books.

Leadership for Sustainable English Learner Success

ROOM 3 (AT THE CONVENTION CENTER)

Audience: All Grades

Themes: Leadership and the Challenges of the 21st Century; Multilingual Education

Presenter: FRANCISCA SÁNCHEZ

This workshop will explore the leadership required to create systems that support English learners’ full success and sustain it over the long term. The presenter will provide a powerful systems-change framework with leadership structures and tools needed to respond appropriately to any EL issue that may arise.

Francisca Sánchez, Assistant Superintendent for Curriculum & Instruction with San Bernardino County Superintendent of Schools, has served in a variety of leadership positions. In recognition of her continuing contributions to education, she was awarded a Presidential Excellence Medallion from CSU, San Bernardino in 2002 and named as 2002 Inland Empire Educator of the Year. She received the Association of California School Administrator’s 2005 State Valuing Diversity Award and the California Association for Bilingual Education’s 2006 Vision Award. She is currently chair of the Curriculum & Instruction Steering Committee’s Visual and Performing Arts Subcommittee.

Session IV Breakout Presenters

Saturday 2:15–3:35 PM

“Read to Me” – Reading Aloud to Build Vocabulary – A Teaching Strategy

HART THEATER LOUNGE (AT THE THE EGG)

Audience: Pre-K–Grade 3

Theme: Assessment, Language Development and Literacy

Presenter: GWYNNE SMITH SCHEFFER

As educators of young children, we seek to employ the best in practice, research-based strategies in our classrooms. The Commission on Reading in its 1985 report, “Building a Nation of Readers,” declared “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” Reading aloud not only introduces children to the language of books, which is different from speech and conversation, it also helps them to learn new vocabulary. Reading aloud is a strategy that will help achieve the desired learning outcome, which is to increase both the quantity and quality of children’s receptive and expressive vocabulary. In addition, as educators we provide a good model of fluent and expressive reading and promote reading as an enjoyable learning experience.

Gwynne Smith Scheffer is a senior associate with ICF International. She currently works as TA liaison on national Head Start monitoring. She is the former Region III early learning specialist, ECE subject matter expert with the T/TA Network. Ms. Scheffer earned both her B.A. Education and M.S. Organizational Dynamics from the University of Pennsylvania. She is a member of NAEYC, ASCD and IRA, and former adjunct professor, Drexel University.

HIP Teachers = HIP Students

CLASSROOM A/B (AT THE MUSEUM)

Audience: PreK–Grade 3

Themes: Assessment, Language Development and Literacy; Promoting High Intellectual Performance and Enrichment; Creating Culturally Competent Classrooms; Educator Preparation

Presenters: SHELIA FRIDOVICH, NUA Mentor, MELISSA HUNT, EILEEN SUNDERHAFT, and JENNIFER WILSON, City School District of Albany

Sheila Fridovich (NUA) will begin the presentation with some background about how the NUA arrived in the Albany City School District, with a quick community builder to get the audience actively engaged. Melissa Hunt (a kindergarten teacher and NUA coach) will provide a brief overview of her role as the NUA coach at Sheridan Preparatory Academy and the changes that have taken place at the school since the inception of NUA. Jennifer Wilson, 3rd Grade Integrated Teacher, and Eileen Sunderhaft, Special Education Teacher, will then show a video of various classrooms actively engaged in NUA strategies to achieve high intellectual performance. There will be an NUA strategy taught to the audience as if they are 3rd grade students, with a question and answer period afterwards.



Fridovich



Sunderhaft

Session IV

Translating Your Vision and Mission into School-wide Practices

HUXLEY THEATER (AT THE MUSEUM)

Audience: All Grades

Theme: Leadership and the Challenges of the 21st Century

Presenter: **JASON STRICKER**



Stricker

How does one translate the overarching vision and mission of the school into specific instructional initiatives, professional development, and teacher practices? Participants in this session will analyze and answer the following questions:

- What is the instructional focus of my school and does everyone understand it?
- Do all initiatives relate to instructional goals as guided by the overall mission and vision?
- Are classroom instructional expectations clearly articulated?
- Do all of the school’s professional development activities support the instructional vision? and,
- Are teachers given adequate structured opportunities to collaborate?

Jason Stricker, a partner with Insight Education Group, Inc., is a specialist in the fields of literacy, standards-based education, and staff development. He has worked as a K–12 teacher, literacy consultant, and extensively as an instructional improvement coach. His comprehensive training on reading and literacy instruction, when complimented by his exemplary teaching methods, has led to his work in both district and county office levels of public education, as well as teaching classes in the Graduate School of Education at UCLA. Jason’s experience at these different levels of educational organizations enables him to bring to this project a unique and powerful perspective of how educational change affects all stakeholders at different levels within the system.

All Means All: Strategies for Engaging ALL Students at the Highest Level

ROOM 2

Audience: All Grades

Theme: Promoting High Intellectual Performance and Enrichment

Presenter: **VALERIE BRAIMAH**

In the engaged classroom, no student can hide. When students are visible and accountable, they receive the attention and support they need to achieve. Join us for this interactive session introducing concrete strategies to create the fully engaged classroom. You will be engaged as you explore how to plan and deliver instruction that creates a classroom characterized by: accountable talk, on-going assessment and feedback, critical thinking, and student purpose and direction.

Valerie Braimah, the chief learning officer at Insight Education Group brings a diverse background in education as a teacher, administrator, and program evaluator, which enables her to effectively train and support teachers and principals, and conduct school-wide assessments that inform comprehensive plans for sustainable school reform. She holds a master’s degree in education policy from Johns Hopkins University.

Up Albany: Blazing into a Celebration of Culture Across the Curriculum in the City School District of Albany

ROOM 4

Audience: All Grades

Theme: Creating Culturally Competent Classrooms

Presenters: **KRISTEN LOPEZ, KEN NEWMAN, VALERIE KARAS, SUSAN PAULTRE, and KATE VALETTE**, City School District of Albany

This power session will feature school administration’s and educators’ implementation of the National Urban Alliance (NUA) beliefs and strategies in an urban middle school community. Attendees will be empowered to participate and garner skills, which can be utilized in their own instructional communities. The building principal, educators across content areas, and the school nurse will demonstrate numerous strategies within participatory learning activities that model how culturally competent settings are used to achieve the goal of high intellectual performance for all students.

Valarie Karas has been a seventh grade ELA teacher at Hackett Middle School for less than a year. As a new teacher, she has been motivated by the experience, enthusiasm, and innovation present in the NUA. She loves to utilize Denise Nessel’s anticipation guides in her classroom and is inspired by techniques that encourage students to read.



Lopez



Newman



Karas



Paultre



Valette

Kristen Lopez is in her seventh year of being a special education teacher for the City School District of Albany. She has always believed that all students have potential and that all students can learn. NUA has given her an outlet to pass on this belief to not only her students, but to the community around her. Kristen is excited to embrace the philosophy of the NUA and infuses it into her instruction on a daily basis. She has seen first hand over the past year how utilizing NUA ideas have given her underachieving students a feeling of confidence and seen them become more enthusiastic about learning.

Ken Newman is an alumnus of Siena College and Massachusetts College of Liberal Arts. He is currently pursuing his doctorate in educational leadership through NOVA Southeastern University. He holds a master's degree in education and is permanently certified in business education, special education and administration. Mr. Newman has over seven years of administrative experience in urban education.

Susan Paultre has been a teacher with the City School District of Albany for the past nine years. She believes that all students can learn given the right educational environment. Susan is a true believer in differentiated instruction, which is what hooked Susan to incorporate NUA into her classroom setting. Susan has been using NUA strategies since September of 2005 and has seen over a fifty percent increase in her student's mathematical skills.

Kate Valette is a registered nurse and this is her third year working with Albany City Schools. Prior to school nursing, she spent the majority of her clinical career working in the emergency department in urban teaching hospitals. She has been motivated by the staff at Hackett Middle School and has employed NUA techniques in the health office so that students feel the consistency throughout the building. Kate's goal is to provide professional health care to improve attendance and support a positive learning environment so our students can be successful learners.

What They Know and Can Do: A Look Inside the Classrooms of Teachers Who Closed Black-White Achievement Gaps

ROOM 5

Audience: All Grades

Themes: **Creating Culturally Competent Classrooms; Educator Preparation**

Presenter: **JOHNNIE MCKINLEY**



McKinley

This interactive session presents findings of a two-year integrated quantitative study to identify strategies used by thirty-one teachers judged effective with African American students who attained standards on two standardized assessments. Participants will reflect on forty-two strategies observed in classrooms and identified by these teachers and their principals. Interview and video clips illustrate findings that describe how these teachers adapted their philosophies and instructional contexts and practices to meet their students' cultures, needs, and experiences.

Dr. McKinley has over twenty-five years experience in organizational development, training, marketing, and program evaluation. Recognized as a teacher whose African American students closed achievement gaps, her research on effective teaching for African American students was nominated for the 2005 American Educational Research Association and National Staff Development Council Dissertation Awards.

Session V Keynote Speaker

Saturday 4:05–5:15 PM

Keynote Presentation

CONVENTION HALL

Audience: All Grades

Presenter: **TERRIE WILLIAMS**



Williams

Terrie Williams presentation will highlight her current work, a book entitled *Black Pain: It Just Looks Like We're Not Hurting*, published by Scribner in January 2008 and will tell the untold story of depression among African-Americans as well as Terrie's tale of her own chronic and crippling depression—a revealing narrative she shared in the June 2005 issue of *ESSENCE* magazine.

And she continues to work tirelessly to reach out to individuals who have suffered or are now suffering—from the struggling high school student, to the successful executive who puts forth the daily "mask", to the gang member, the incarcerated and those who served time but were later proven innocent. Her drive to "save the world" leads her and the efforts of The Stay Strong Foundation to urge corporate and individual responsibility and to offer educational and leadership workshops, internships, and mentoring opportunities for youth.

Terrie is a clinical social worker by training who became successful public relations pro by her own design. Over the years she has also inscribed her prominence as an author of the successful business and inspirational story, and she has emerged as a passionate advocate for youth and those who battle depression.

But it must rightfully be noted that the accomplishments of the Terrie Williams Agency have always served as

Session V

a catalyst for her other successful endeavors. Her public relations achievements—and that of the Agency's—have been featured as case studies in PR seminars, college texts, industry newsletters, and novels. Terrie's triumphs have been chronicled in numerous publications such as *Adweek*, *Jet Magazine*, *The Boston Globe*, *New York Daily News*, *Washington Post*, *Crain's New York Business* and *People Magazine*. She is a highly sought-after speaker and has shared her unique talent with many *Fortune 500* companies and diverse organizations, from New York University to the National Hockey League.

She has also received countless honors and awards, including: The New York Women in Communications Matrix Award in Public Relations (she was the first woman of color to receive this award in its 70-year history); the PRSA New York Chapter's Phillip Dorf Mentoring Award; and The Citizen's Committee for New York Marietta Tree Award for Public Service. In 1996 she was the first person of color honored with the Vernon C. Schranz Distinguished Lectureship at Ball State University, and in 1998 she donated her papers to the Howard University Moorland-Springarn Research Center Archives.

SUNDAY - MARCH 30

7:00 a.m. - 11:00 a.m.	Registration	
8:00 a.m. - 4:00 p.m.	Bookstore	Room 7
8:30 a.m. - 9:40 a.m.	SESSION 1	
	STANLEY POGROW , <i>Featured Speaker</i>	Clark Auditorium Museum
	GWEN LAVERT , <i>Featured Speaker</i>	Room 6
	P. DAVID PEARSON , <i>Featured Speaker</i>	Swyer Theater at the Egg
	KYLENE BEERS/ROBERT PROBST , <i>Featured Speakers</i>	Convention Hall
	Breakout Speakers	Convention Hall Rooms 1–5, Museum Room A/B and The Hart Theater Lounge
9:40 a.m. - 10:00 a.m.	Break	
10:00 a.m. - 11:30 a.m.	SESSION 2	
	Calling Together and Keynote	
	JONATHAN KOZOL , <i>Keynote Speaker</i>	Convention Hall
11:40 a.m. - 12:45 p.m.	Ticketed Luncheon	
	LINDAMICHELLEBARON , <i>Featured Speaker</i>	Room 6
	LUNCH ON YOUR OWN	
12:45 p.m. - 1:55 p.m.	SESSION 3	
	RAFI FEUERSTEIN , <i>Featured Speaker</i>	Swyer Theater at the Egg
	JEANNE PARATORE , <i>Featured Speaker</i>	Swyer Theater at the Egg
	AHMES ASKIA , <i>Featured Speaker</i>	Clark Auditorium
	CLARA AMADOR WATSON , <i>Featured Speaker</i>	Huxley Theater
	Breakout Speakers	Convention Hall Rooms 1–5, Museum Room A/B and The Hart Theater Lounge
1:55 p.m. - 2:15 p.m.	Break	
2:15 p.m. - 3:35 p.m.	SESSION 4	
	Sonia Nieto , <i>Keynote Speaker</i>	
	ERIC COOPER - Terminus and Sending Forth and Charge to The Community of Educators	Convention Hall

Session I Featured Presenters

Sunday 8:30–9:40 AM

Teaching Reading Comprehension: The importance of Cognitive Engagement and Critical Reading*SWYER THEATER (AT THE EGG)*

Audience: All Grades

Themes: Assessment, Language Development and Literacy; Educator Preparation

Presenter: **P. DAVID PEARSON**

In an educational world in which the pressures have never been greater to make sure students “get the basics”, Pearson argues that one key, if not THE key, to growth in reading competence is to ensure that students become “engaged” in active, not passive, comprehension activities and acquire the skills and dispositions to read all messages from a critical perspective--asking not only what the author says but also what the author means.

P. David Pearson's research interests include practice and policy in literacy instruction and assessment. A member of the National Academy of Education, he is a former dean of the College of Education of the University of Illinois at Urbana-Champaign, where he also co-directed the Center for the Study of Reading. Before coming to Berkeley he was the John A. Hannah Distinguished Professor of Education at Michigan State University. He has served as president of the National Reading Conference and on the boards of directors for the International Reading Association, the National Reading Conference, and the Association of American Colleges of Teacher Education. His honors include the William S. Gray Citation of Merit from the International Reading Association, the Oscar Causey Award for Contributions to Reading Research from the National Reading Conference, and the Alan Purves Award from the National Council of Teachers of English. Among his books and articles are the *Handbook of Reading Research*, now in its third volume; and *Learning to Read: Lessons for Effective Schools and Accomplished Teachers* (with B. Taylor, 2000).



Pearson

Making High Poverty Schools Great: The Hi-perform School Design*CLARK AUDITORIUM (AT THE MUSEUM)*

Audience: Grades PreK–8

Themes: Promoting High Intellectual Performance and Enrichment; Leadership Strategies for the 21st Century

Presenter: **STANLEY POGROW**

This session will describe a powerful, yet practical new design for restructuring high poverty schools K–8. This design incorporates the three most effective strategies for reducing the learning gap. The Hi-perform School design provides the potential to dramatically improved the performance of high poverty schools because a) each of these uniquely powerful techniques has never been used jointly in a school to get a multiplier effect, and b) they do not exist today in high poverty schools. In addition, the design can be built around a school's existing curriculum and allows for local customization. The three gap reduction techniques will be described, along with the strategies for implementing the design.

Dr. Stanley Pogrow is currently the William Allen Endowed Chair and distinguished visiting professor of educational leadership at Seattle University, while he is on leave from the University of Arizona. Dr. Pogrow specializes in school reform policy and the application of technology. His work over the past twenty-four years has focused on using technology to produce more sophisticated forms of learning after the third grade. This work started with the Higher Order Thinking Skills (HOTS) program for Title I and LD students. Using the lessons learned from the Hots program, an alternative approach to teach math for all students, called Supermath was developed. Supermath provides interesting opportunities for districts to better meet the accountability challenges of No Child Left Behind, while also producing the types of reflective mathematics learning.



Pogrow

Reading Strategies for the Underachieving Reader*CONVENTION HALL*

Audience: All Grades

Themes: Assessment, Language Development and Literacy; Educator Preparation

Presenters: **KYLENE BEERS** and **ROBERT PROBST**

This workshop offers a rationale and strategies for teaching reading and literature with underachieving students. It assumes that, despite the difficulties such students may have, if they are offered proven strategies for attacking texts and texts that are worth reading, both appealing to and challenging them, and they are in a classroom environment that encourages them, they will learn.



Beers



Probst

Kylene Beers, author of *When Kids Can't Read: What Teachers Can Do*, is a former teacher, a former editor, and a senior reading researcher at Yale University. She currently serves as the president of NCTE.

Robert Probst was a former junior and senior high school English teacher before becoming professor of English education at Georgia State University. There, working with both experienced teachers and teachers in training, he designed strategies to respect the interests of the students and their responses to what they read, while also leading into thoughtful analysis of texts. He wanted the literature classroom to become a community of readers and writers who, by sharing their thoughts about significant works, grow intellectually, aesthetically, and emotionally. That work led him to write *Response and Analysis: Teaching Literature in the Secondary Schools*. He has also served as columnist for *Voices from the Middle*, an NCTE publication.

Increasing Reading Ability Through Cognitive Clarity

ROOM 6 (AT THE CONVENTION CENTER)

Audience: All Grades

Theme: Assessment, Language Development and Literacy

Presenter: **GWEN LAVERT**



Lavert

Many children approach reading instruction in a state of cognitive confusion about the purposes and features of language. This presentation will help educators foster accountability and help students taking and retain information that they learn in order for them to have complete comprehension.

Gwen Lavert is the author of twenty-five books for children and is an assistant professor of education at Indiana Wesleyan University.

Session I Breakout Presenters

Sunday 8:30–9:40 AM

Closing the Opportunity Gap With Real Business Ownership

CLASSROOM A/B (AT THE MUSEUM)

Audience: Grades 9–12

Themes: Promoting High Intellectual Performance and Enrichment; Learning Needs of Boys

Presenter: **SCOTT REZNICK**

Owning and running a retail kiosk improved attendance and performance of four hundred at-risk urban students (two-thirds male); none dropped out. Real opportunity with ownership responsibility makes learning relevant, engaging adolescents cognitively and emotionally: they make bottom-line decisions, solve consequential problems, and develop confidence, discipline, and positive relationships. Horizons broaden. Examine a proven model that creates a community of entrepreneurial practice in schools, integrating inquiry, cooperation, literacy, and authentic assessment into daily learning and earning.

Scott Reznick designed a practical curriculum using real business ownership to promote academic achievement, enterprising careers, and inclusive entrepreneurship. He has created business development programs, taught law and finance at Rutgers and social studies in the inner city. Scott received a B.A. from Brandeis and J.D. from the University of Chicago.

Learning by Laughing: Practical Ways to Turn School Work into Play

HUXLEY THEATER (AT THE MUSEUM)

Audience: Grades 9–12

Themes: Learning Needs of Boys; Creating Culturally Competent Classrooms

Presenter: **TRACY BAILEY**, NUA Mentor

What engages reluctant learners? How can educators find more meaning in their work? What can ignite a flame of curiosity and high intellectual performance in our schools? Fun. Receive practical tips on infusing your school community with play, joy and sense of hopefulness while increasing academic rigor. Find out how one area, single-gender, ninth grade center inspired students and reinvigorated teachers using this simple approach.

Tracy Swinton Bailey is a dynamic public speaker, poet, researcher and educator, whose work has taken her to urban communities around the nation. For over a decade, her energy, passion and zest for learning has inspired students and friends to strive for personal excellence.

Session I

Planning Strategic Phonics Intervention for Struggling Readers K-5

ROOM 1

Audience: PreK-Grade 8

Theme: **Assessment, Language Development and Literacy**

Presenter: **KIMBERLI KERN**

How effective are your intervention lessons for your Tier II and Tier III students? Are they making adequate progress? This session will explore ways to design effective thirty-minute phonics intervention lessons that use assessment to inform grouping and targeted skills instruction for struggling readers. Participants will examine the strategies and explicit instruction required for developing phonetic knowledge from letter/sound correspondence to multisyllabic words.

Kimberli Kern holds a master's degree in elementary education, and has been an educator for fifteen years. She has served as a classroom teacher, administrator, and master literacy coach. She has a passion for helping teachers and students, and enjoys sharing "best practices" with educators through professional development and modeling.

Differentiating Instruction for Cultural and Educational Responsiveness

ROOM 2

Audience: All Grades

Themes: **Promoting High Intellectual Performance and Enrichment; Creating Culturally Competent Classrooms; Educator Preparation**

Presenter: **SUSAN RUCKDESCHEL**

Successful, culturally responsive classrooms are those that individualize and group instruction specific to the needs of all students; this is the essence of intervention. Strategies gleaned from Eric Jensen, Dr. Mel Levine, Patricia Wolf and others will work to inform participants through practical, formative assessment practices that allow for instructional planning using differentiated practices proven to maximize cognition. Participants will practice, apply, and then brainstorm methods to integrate strategies into regular instruction, drawing on existing resources.

Susan Ruckdeschel, M.S. Ed. has been a reading specialist and program director in public schools for sixteen years. She is currently a national consultant, training teachers in current research and pedagogy as it applies to effective classroom instruction, utilizing new resources, and formative assessment practices.



Ruckdeschel

Math Matters

ROOM 3

Audience: Grades 4-8

Theme: **Promoting High Intellectual Performance and Enrichment**

Presenter: **MARY KAY BACALLAO**, NUA Mentor

Let's play! Learn about math games and strategies that challenge the mind and engage the spirit. Dr. Mary Kay Bacallao will present her mystery numbers game that utilizes math vocabulary and logical reasoning. She will also bring models of her interactive Equals thinking strategy game of basic facts. Participants will have an opportunity to play the games.

Dr. Mary Kay Bacallao is a National Urban Alliance mentor. Dr. Bacallao is an associate professor of education at Mercer University.



Bacallao

Learning Readiness—From a Feuerstein Perspective

ROOM 4

Audience: All Grades

Themes: **Promoting High Intellectual Performance and Enrichment; Educator Preparation**

Presenter: **MARTHA WOOD**

Readiness, as applied to "reading readiness" or more informally being "ready" for an activity, refers to the recognition of certain constructs that need to be in place before an activity can be accomplished with maximum success. If we consider readiness for learning, there are at least four such constructs that must be in place before an individual can learn efficiently, regardless of the quality of instruction or the effort put forth by the learner. These constructs will be discussed in this presentation.

Dr. Martha M. Wood is the founder and director of the Southeastern Center for the Enhancement of Learning; professor emeritus of mathematics from Clayton State University, University System of Georgia; coauthor of eight mathematics textbooks for underachieving college freshmen; and a certified trainer for Professor Reuven Feuerstein's Cognitive Enrichment Programs.



Wood

Educating Students for the 21st Century: Project Based Learning at Tech Valley High School

ROOM 5

Audience: Grades 9–12

Theme: Promoting High Intellectual Performance and Enrichment

Presenters: LEAH PENNIMAN and STACIA SNOW

Tech Valley High School prepares students to succeed on the NYS Learning Standards and Regents examinations in addition to obtaining the 21st Century Skills needed to succeed in today’s ever changing society. Students are engaged in Project Based Learning units that are rigorous, integrated across disciplines, and connected to the community. Participants will have an opportunity to explore a successful PBL unit in depth as well as discuss the principles and practices of effective PBL design. In teams, participants will actively explore a project generating a “Know/Need to Know” list and creating a project plan. In addition there will be a discussion on PBL design. The ratio of interactive: lecture format will be 2:1. Leah Penniman and Stacia Snow are faculty at Tech Valley High School.

Session II Keynote Speaker

Sunday 10:00–11:30 AM

Letters To A Young Teacher

CONVENTION HALL

Audience: All Grades

Themes: Assessment, Language Development and Literacy; Promoting High Intellectual Performance and Enrichment; Learning Needs of Boys; Creating Culturally Competent Classrooms; Multilingual Education

Presenter: JONATHAN KOZOL



Kozol

In reviewing Jonathan Kozol’s twelfth book, *Letters To a Young Teacher*, Stacy Teicher Khadaroo, writing in the *Christian Science Monitor* in September, 2007, said:

“...But never before has he addressed teachers as directly as he does in *Letters to a Young Teacher*, based on letters he wrote to a new teacher he calls Francesca, who welcomed him to her first-grade classroom in Boston—the city where he began teaching 40 years earlier.

Kozol has made a career of advocating for inner-city students. He has observed their schools, spent time with their teachers and families, and told their stories to the world. Those stories, intertwined with his own, inform his trenchant critique of an educational system that continues to segregate children and relegate low-income minorities to overcrowded, underfunded classroom...

Now he’s making his battle cry even more explicit, urging young teachers to take a stand if they, too, see injustice in their students’ lives. But his weapons of choice are peaceful ones—the teachers’ own creativity and their commitment to nurturing their students’ sense of delight...”

This best selling author returns to podium as a keynote speaker in the Teaching For Intelligence series for the sixth time; this time speaking to the issues raised in *Letters To A Young Teacher*.

In the passion of the civil rights campaigns of 1964 and 1965, Jonathan Kozol moved from Harvard Square into a poor black neighborhood of Boston and became a fourth grade teacher in the Boston Public Schools. He has devoted the subsequent four decades to issues of education and social justice in America.

Death at an Early Age, a description of his first year as a teacher, was published in 1967 and received the 1968 National Book Award in Science, Philosophy, and Religion. Now regarded as a classic by educators, it has sold more than two million copies in the United States and Europe.

His 1995 best seller, *Amazing Grace: The Lives of Children and the Conscience of a Nation*, described his visits to the South Bronx of New York, the poorest congressional district of America. Praised by scholars such as Robert Coles and Henry Louis Gates, and children’s advocates and theologians all over the nation, *Amazing Grace* received the Anisfield-Wolf Book Award in 1996, an honor previously granted to the works of Langston Hughes and Dr. Martin Luther King.

His next book, *Ordinary Resurrections*, was a more introspective work about the spiritual and moral qualities of children he had come to know in the South Bronx. A favorite among schoolteachers because of its narratives of daily life seen through the eyes of children, the book was described by *The Washington Post* as “an eloquent love letter to a set of children” whom Jonathan had “grown to know, cherish, and delight in.” *The New York Times* described it as “deeply moving...the most personal of Kozol’s efforts.” The poet Gwendolyn Brooks praised it as “a magnificent gift to us all.”

Session II and Session III

In *The Shame of the Nation*, Mr. Kozol returned to the battle with his strongest, most disturbing work: a powerful exposé of the conditions he found in visiting and revisiting nearly sixty public schools in thirty different districts in eleven states over five years. Virtually everywhere, he found that inner-city children are more isolated racially than they have been any time since federal courts began dismantling the landmark ruling in *Brown v. Board of Education*.

Ticketed Luncheon or Lunch On Your Own

11:40 a.m. - 12:45 p.m. For more info on the *Ticketed Luncheon* go to page 52.

Session III Featured Presenters**Sunday 12:45–1:55 PM****Language of Schooling: Access or No Access for Bi-Lingual, Bi-Literate, and/or Bi-Dialectal Speakers***HUXLEY THEATER (AT THE MUSEUM)*

Audience: All Grades

Presenter: **CLARA AMADOR-WATSON**

This session will allow participants to explore the interrelationship between language, home language use and language of schooling for educational access. Exploring implementation of equity pedagogy in urban classrooms requires the use of differentiated and responsive assessment and instruction in order to provide rigor, relevance and access for English learners and standard English learners. The construct of language minority status will be explored via legislative initiatives, policy making, and professional teaching practices within K–12 public schooling.

During the last twenty years, Clara Amador-Watson's career has centered on English as a foreign language, English as a second language, bilingual and dual language education in the US and abroad. She holds degrees in sociology of education, elementary education, bilingual teaching methodologies, educational leadership and policy analysis for culturally linguistically diverse students has allowed her to teach in multiple urban settings from K–12 schools to post-graduate degree programs in teacher preparation for ELLs. She is currently working on professional development for in-service teachers and professional preparation for pre-service teachers via alternative certification routes.

A Thinking Development Approach to Accelerating Title I and LD Students in Grades 4-8: Research Findings From the 26 Years of the HOTS Project*CLARK AUDITORIUM (AT THE MUSEUM)*

Audience: Grades 4–8

Theme: **Promoting High Intellectual Performance and Enrichment**Presenter: **STANLEY POGROW**

Pogrow

This session will discuss the conditions under which a thinking development approach can accelerate the learning of Title I and LD students to a greater extent than relying on remedial test-prep approaches. This method will emphasize the ability of this approach to produce transfer to a wide variety of academic gains and social growth in the critical grades of 4–8, where early gains typically dissipate. This session will explore the 26 year history of the HOTS (Higher Order Thinking Skills) project and its success with over 500,000 students. The HOTS approach replaces remedial instruction with a unique Socratic learning environment built around the use of technology and drama.

Dr. Stanley Pogrow is currently the William Allen Endowed Chair and distinguished visiting professor of educational leadership at Seattle University, while he is on leave from the University of Arizona. Dr. Pogrow specializes in school reform policy and the application of technology. His work over the past twenty-four years has focused on using technology to produce more sophisticated forms of learning after the third grade. This work started with the Higher Order Thinking Skills (HOTS) program for Title I and LD students. Using the lessons learned from the Hots program, an alternative approach to teach math for all students, called Supermath was developed. Supermath provides interesting opportunities for districts to better meet the accountability challenges of No Child Left Behind, while also producing the types of reflective mathematics learning.

Learning Deficiencies or Deficient Learning?

SWYER THEATER (AT THE EGG)

Audience: All Grades

Themes: Promoting High Intellectual Performance and Enrichment; Learning Needs of Boys

Presenter: **RAFI FEUERSTEIN**

The phenomenon of learning deficiencies occupies a considerable place in world educational systems. The increase of the phenomenon raises the question of whether we are facing a trait or a state. A trait is a fixed character feature—in all probability innate—with far-reaching implications and above all, non-modifiable.

Feuerstein’s *Theory of Structural Cognitive Modifiability* postulates that learning deficiency is a “state”—dependent, amongst other things, on the environment in which the person exists and functions, and, most importantly, that this state can be changed dramatically.

Rabbi Rafi Feuerstein will argue that deeming learning deficiencies to be a matter of “state” stems from perceiving intelligence as a product of culture. Culture conveyed by parents and teachers to the younger generation comprises not only content but also thinking functions. Learning deficiency must be perceived as a state of the difficulty to convey culture, the cause of the failure to acquire necessary thinking and learning functions. The importance of this question is increased enormously when applied to students from culturally different backgrounds. Such students are at risk of being labeled learning-deficient merely because the strategies they acquired in their natural environment are unsuitable for the academic environment in which they find themselves.

The lecture will analyze cases that show the possible effect of cultural difference on erroneous learning deficient labeling and on methods for the cognitive development of various groups of the population who have been branded learning-deficient or underachievers.



Feuerstein

Literacy Instruction That ACCELERATES Achievement: Learning From Excellent Teachers

CONVENTION HALL

Audience: All Grades

Presenter: **JEANNE PARATORE**

Perhaps more than at any other point in our educational history, teachers today are held accountable for the consequences of their instructional decisions, particularly as they relate to children’s reading achievement. Rightfully, teachers are expected to be able to justify the instructional practices they use on the basis of sound and rigorous research evidence. But not all educators and policy makers agree on what qualifies as “sound and rigorous” research, and often such discussions become bogged down in a discussion of the merits (or demerits) of various instructional programs. Although programmatic materials are important, none matters more than a qualified and excellent teacher. This presentation will focus on the teaching behaviors and conditions that have been found to relate to high levels of reading achievement. The presentation will use excerpts from a video library of authentic, unscripted classroom literacy lessons showing teachers and students engaged in research-based reading practices to support the discussion among session participants.



Paratore

Promoting High Intellectual Performance

ROOM 6 (AT THE CONVENTION CENTER)

Audience: All Grades

Theme: Promoting High Intellectual Performance and Enrichment

Presenter: **AHMES ASKIA**, NUA Mentor

This interactive session will address the adolescent brain and how teachers can use the latest research on this growing brain to engage and accelerate the learning for their students. Participants will explore the integration of Youth culture, language use, and development, and student voice in planning and delivering instruction to middle and high school students. Participants will develop lessons, share in text-base discussion and practice the strategies learned. Additionally, because of the practice, participants will leave with strategies that they can implement in their classrooms immediately.

Ahmes Askia began her educational career in 1976 with Prescription Learning Corporation (later became Jostens Learning) as an education consultant in Houston Independent School District.

During her tenure with Prescription Learning/Jostens Learning, she became an area director. In this role, she was responsible for developing training for both consultants (education and technical) and teachers. She has worked with teachers and administrators in Houston Independent School District, Dallas Independent School District, San Antonio Independent School District, San Francisco Unified, Atlanta Public Schools, Birmingham Public Schools, Chicago Public Schools, Miami-Dade County Public Schools, Charlotte-Mecklenburg Public Schools, Memphis City Schools, Little Rock Public Schools, and many others.

Dr. Askia is currently the director of professional development for NUA.



Askia

Session III

Session III Breakout Presenters

Sunday 12:45–1:55 PM

How Culture Impacts the Learning Environment of Students

CLASSROOM A/B (AT THE MUSEUM)

Audience: Grades 9–12

Theme: **Creating Culturally Competent Classrooms**Presenter: **SHIRLEY GRAHAM**, NUA Partner School

This presentation will summarize how culture impacts the learning environment of urban students. Focus will highlight cultural differences in the classroom as well as cultural sensitivity. Lastly, this presentation will impart effective methods and strategies that work with all students.

Shirley Graham the principal of Woodlawn Magnet High School, located in Birmingham, Alabama. She is two time presenter at NUA conferences. Her school, Woodlawn Magnet High School, will participate with the National Urban Alliance Trust initiative for a third year.



Graham

Differentiating Content Literacy Instruction for All Learners

ROOM 1

Audience: PreK–Grade 8

Theme: **Assessment, Language Development and Literacy**Presenter: **ANNYCE KUYKENDALL**

How do you meet grade level content expectations and the diverse needs of all of your students? This session will focus on ways to develop academic content vocabulary, increase comprehension, and differentiate instruction while addressing a variety of reading levels for students reading on, above, or below grade level. Particular emphasis will include supporting the needs of English language learners in the regular literacy or content area classroom.

Annyce Kuykendall is a former classroom teacher, literacy coach, and experienced trainer. She has assisted districts in implementing systemic change in comprehensive literacy practices for grades K–6.

Priming, Processing and Mastery

ROOM 2

Audience: Grades 9–12

Theme: **Promoting High Intellectual Performance and Enrichment**Presenter: **ELEANOR RENEE RODRIQUEZ**, NUA Mentor

Choreography is a key instructional component of lesson plan designing. Using a painting analogy, Dr. Rodriguez will model and the participants will reflect and practice the use of the instructional flow map, as well as other teacher proven and student appreciated practices to increase student motivation, learning and improve academic and social achievement. Participants will leave with an action plan for change.

Dr. Rodriguez, coauthor of the thought-provoking book, *What is it About Me You Can't Teach?* is internationally recognized for her strategies for improving the performance of diverse learners. She has public school experience from substitute teacher to superintendent's office, including assistant to the superintendent, elementary principal, and most importantly, teacher.



Rodriguez

Those Darn Open-Ended Math Problems

ROOM 3

Audience: Grades 4–8

Theme: **Promoting High Intellectual Performance and Enrichment**Presenter: **DONNA POLJANEC**, NUA Mentor

Do your students have trouble with math word problems? Do they struggle with open-ended math questions? Do you have trouble telling where your students go astray in their thinking about math? If you answered, "yes" to any of these questions then this is the session for you! In this session Dr. Poljanec will show how Four Square can help students to show their thinking about math and increase their scores on high-stakes state mathematics exams.

Dr. Donna Poljanec is a National Urban Alliance mentors. Dr. Poljanec is also a professor in the education department at Clarion University.



Poljanec

Thinking Deeply About Mathematics

ROOM 4

Audience: Grades 4–12

Themes: Promoting High Intellectual Performance and Enrichment; Learning Needs of Boys; Educator Preparation

Presenter: **BILL TOBIN**

This session will provide teachers with the tools they need to create a classroom environment where students routinely engage in mathematical thinking and meaning making. The NCTM process standards will serve as the framework for a lively hands-on workshop. Participants will take away a host of strategies designed to help students improve their current understanding and develop new understandings of specific mathematical concepts.

Bill Tobin is a math literacy coach at Reading High School, Reading, PA. He was a consultant for the NUA for many years. Bill lives in Douglassville, PA with his wife Lisa. They are both trainers for Feuerstein’s Instrumental Enrichment.



Tobin

Help! I’ve Falling Between the Cracks and I Can’t Learn—Teaching Boys And the Teachers Who Teach Them

ROOM 5

Audience: All Grades

Themes: Learning Needs of Boys; Educator Preparation

Presenters: **KIMBERLY SMERKERS** and **JAMES STUDER**

The session provides an overview on current brain research, the physical and learning needs of boys, and classroom strategies that enhance the learning of boys in all grades. The presenters co-facilitate and maximize the participants learning by creating an active and engaging environment.

Ms. Kimberly Smerkers is Educational Support Professionals training coordinator. She has been an elementary principal and is completing her dissertation in organizational leadership.

Dr. James Studer recently completed his doctorate in organizational leadership from University of La Verne and is currently a vice principal.



Smerkers



Studer

Session IV Keynote Presenter

Sunday 2:15–3:35 AM

Culture, Learning, and Literacy: How Teachers Help All Students Achieve

CONVENTION HALL

Audience: All Grades

Presenter: **SONIA NIETO**

Using research with caring and committed classroom teachers who work with students of racially, culturally, and linguistically diverse backgrounds, this keynote presentation will explore how they build on students’ identities and experiences, challenge institutional policies and practices that get in the way of learning, and prepare students for life beyond test scores, rubrics, and templates.

Professor Emerita of Language, Literacy, and Culture, University of Massachusetts, Amherst, Sonia Nieto has written extensively on multicultural education, teacher education, and the education of students of culturally and linguistically diverse backgrounds. She has taught at all levels from elementary grades through graduate school and has received many awards for her research, advocacy, and service.



Nieto

Conference Terminus and Sending Forth

Presenter: **ERIC COOPER**

FAREWELL AND CHARGE

To all of our friends and colleagues,

it is time to say farewell. And in the classic and truest meaning of the word farewell, please know that it is my greatest hope that each of you fare well.

For a short time in this small place, we have met together, listened and learned, and changed. Now you must leave this time and place.

But before you leave, I call on each of you, on behalf of all of your friends and colleagues from this short time and small place, to never leave this here and now and to commit to this charge, which is implicit for, and required of all those who have shared this time and place.

Each of you is charged to do better at what it is you do—teaching and mentoring the children of this generation and future generations. Every day, make your students better so that they can make all those around them better.

To do this, you must continue changing and making yourself better: a better teacher, a better mentor, a better person. Clearly, this is not an easy charge. Certainly, it is not a charge that anyone can succeed at every day. But know that each day presents itself to you and offers itself to you as an opportunity to succeed.

And as days become months; and months, years; and years, a lifetime; the days when you succeeded in this charge will become a lifetime of having fared well.

Eric Cooper
March 30, 2008

TICKETED LUNCHEON SPEAKERS

Room 6 (Convention Center)

FRIDAY 11:40 AM – 12:45 PM

DAVID ROTH

Audience: All Grades



Award-winning singer/songwriter/speaker David Roth returns to NUA TFI:BTA from his home on the Cape Cod, MA. The widely traveled recording artist appears at conferences, concert halls, retreats, and trainings throughout North America with keynote conferences and community building workshops.

Since emerging twenty years ago from a nationwide field of several hundred songwriters to open the Kerrville (TX) Music Festival as its New Folk winner, the Chicago native (and two-time national anthem singer for the NBA's Michael Jordan-era Bulls) has garnered accolades for his performances, workshops, writing, and recordings. In addition to singing "Earth" at the 40th Anniversary of the United Nations, David's "Rising in Love" was performed at the 100th Anniversary of Carnegie Hall in New York City. Manuel Garcia and Nine Gold Medals both appear in the best-selling *Chicken Soup for the Soul* series by Jack Canfield and Mark Victor Hansen, and music fans may have heard David's songs in the repertoire of Peter, Paul, & Mary over the years (Noel Paul Stookey also produced "If You Can't Fly" for his 2002 children's album

World Around Song). The BOSE Corporation includes "Taller Than My Hair" and "Five Blind Men" on their recent "best of new folk" compilations. David has ten CDs on the Wind River and Stockfish (Germany) labels, and is proud to include "We Belong Together" (co-written with 92 third-graders) on his latest recording *Practice Makes Progress*.

Room 6 (Convention Center)

SATURDAY 11:40 AM – 12:45 PM

BRYONN BAIN

Audience: All Grades



Named one of the "30 Visionaries Under 30 Who are Changing Your Future" by *UTNE Reader Magazine*, Bryonn has been described by noted public intellectual Cornell West as, not only a poet who speaks his truths with a power we desperately need to hear, but also as one of the leading legal minds of his generation. Bain has lectured at over 50 colleges and correctional facilities nationwide, performed overseas in Africa, Asia, and Latin America, and shared stages with Maceo Parker, the Last Poets, Amiri Baraka, Sonia Sanchez, DJ Red Alert, Poor Righteous Teachers, and dead prez.

In May 2000, an article Bryonn wrote about being racially profiled and wrongfully arrested was published as the cover story for the nation's most widely-read progressive weekly—*The Village Voice*. Bain's now famous essay, championed by his mentor and pioneering legal scholar Lani Guinier, was entitled: "Walking While Black: The Bill of Rights for Black America," and received over 100,000 replies from around the world—the largest response in the history of *The Voice*. Bryonn was subsequently interviewed on CBS' "60 Minutes" by Emmy award-winning journalist, Mike Wallace, a segment seen by over twenty million viewers.

During his first year at Harvard Law School, Bain was crowned Boston's 1999 Slam Poetry Champion, and then went on to win the 2000 Grand Slam Poetry Championship at the world renowned Nuyorican Poet's Cafe'. Bryonn's poetry is featured on the album *NYC Slams: 13 Hottest Poets in New York City*. At only 25 years old, he became the youngest adjunct professor at New York University's Gallatin School where he teaches "The Spoken Word." He is featured in director Jane Han's spoken word poetry documentary *Urban Scribe*, and stars in the independent film *Hunting In America*, written and directed by Sundance Film Festival finalist Kona Khasu. Bryonn has completed his long anticipated, forthcoming spoken word epic "The Prophet Returns" and joint album entitled *Problem Child* released in 2005.

Room 6 (Convention Center)

SUNDAY 11:40 AM – 12:45 PM

Driving the Dream: Literacy and the Arts

LINDAMICHELLEBARON

Audience: All Grades



Dr. Linda Michelle Baron is a former New York City public school teacher, earned her master's degree in reading and her doctorate in cross categorical studies from Columbia University's Teachers College. Dr. Baron is currently a professor in the teacher education department at York College in New York City. She is the president and founder of Harlin Jacque Publications, a publishing and educational consulting firm established over two decades ago. As an author and poet, her books include: *The Sun Is On* (listed as a recommended book for New York State middle schools), *Rhythm & Dues*, *For the Love of Life* and *Anthony Ant and Grady Grasshopper*. The innovative *Poetry & Ideas Book Series*, published by Harlin Jacque Publications, is Linda Michelle Baron's written invitation to international audiences. She invites all to achieve, grow, resolve conflicts, love themselves, and love others. Her "idea" books support her creative messages and provide self-reflective "how to" activity guides for life and learning. They include writing exercises that support goal achievement strategies. Dr. Baron's innovative and expanding educational enrichment program, *Driving the Dream: Literacy and the Arts*, has been implemented in educational systems across the country. Dr. Baron is also coauthor of *The Write Direction* (Modern Curriculum Press), an instructional writing textbook series published in 1999. Her poems have been featured in a number of poetry anthologies as well as on stage in the recent musical and dance production, *The Groove that Got the Move of Us!*

APPRECIATION

The National Urban Alliance for Effective Education wishes to express its appreciation for the hard work and contributions of its partners in this conference:

CITY SCHOOL DISTRICT OF ALBANY,
and especially, Dr. Eva Joseph, Superintendent,
and Dr. Joseph Dragone, Assistant Superintendent
for Secondary Education

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and especially, Dr. Thomas L. Rogers,
Executive Director

NYSUT,
and especially, Debra Nelson,
Director of Special Projects

NEW YORK STATE SCHOOL BOARDS ASSOCIATION,
and especially, Rita M. Lashway,
Deputy Executive Director

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QUESTAR III,
and especially, Dr. Gladys Cruz,
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APPRECIATION

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THE EGG,
and especially, Peter Lesser,
Executive Director

NEW YORK STATE MUSEUM,
and, especially, Albert Gnidica

And, finally, the conference planners,

JIM AND LINDA FARRUGIA

Certificate of Attendance



March 28-30, 2008 Albany, New York

*This certifies that _____
attended this conference on March 28 to 30, 2008. Attendance at all
sessions of the conference totals twenty-seven hours.*

Linda S. Farruggia

Linda Farruggia
Conference Planner



National Urban Alliance for Effective Education



"I met the dynamic team from NUA last year at the TFI:BTA conference in Birmingham. It was one of the BEST conferences I have ever attended. The group really cares...it is about impacting student lives forever!"

Jeanne Zehr

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**For Information On Becoming
An NUA Consultant/Mentor, go to
www.nuac.org and click on:
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National Urban Alliance for Effective Education

The Passing of the Torch

This conference is the third in a series that began in November 2006 in Minneapolis. The second was in Birmingham in April 2007. NUA's Teaching For Intelligence: Believe To Achieve Conference in Albany continued the tradition and work that has marked all of the conferences.

In less than three years, NUA's TFI: BTA conferences have evolved into a meeting place for leading researchers, scholars and advocates to come together and interact with classroom teachers and administrators from all over the United States. While the conference has many different themes and presentations covering the entire gamut of the issues facing American education, the conferences' overriding characteristic is the willingness and commitment of the presenters and participants to take promise and hope to the next level of doing and succeeding for American education and its children.

At previous conferences in the series, there has been a Passing of the Torch ceremony wherein a crystal torch symbolizing the transition of the hope, the promise, the doing and the succeeding, was passed from the closing conference to the next conference that accepted the mission of continuing the work. That tradition will continue.

And as integral parts of the process that is NUA's Teaching For Intelligence: Believe To Achieve Conference in Albany, the torch will symbolically be passed by every presenter and participant in this conference to those who will follow at the next TFI: BTA.

