



**2016 NABSE CONFERENCE - WORKSHOPS**

Thursday, November 17, 2016 - 11:00am - 12:15pm

**Workshop Series I**

	<b>PRESENTATION TITLE</b>	<b>PRESENTER(S)</b>	<b>ABSTRACT</b>	<b>ROOM #</b>
1	<b>Equity and Excellence for All</b>	<b>Percy Brown Jr. / Rainey Briggs</b>	The Middleton Cross Plains Area School District is a suburban district in Wisconsin that has changed its discourse regarding the race based achievement gap and is tackling the issue by building a foundation of sustainable change through five pillars of change ( Student Engagement/Development, Staff and Board Development, Community Engagement and Partnerships, Family Engagement and Operations, and Professional Development). Through dialogue, group interaction, and self-reflective experiences, the participants will learn how these five pillars of change used in Middleton-Cross Plains Area School District has changed educational outcomes for all students. In this session, participants will leave with practical ideas, useful tools, a list of resources and activities to consider to change educational outcomes for students. The presenters will also have a virtual follow-up post the session to assist with participants' implementation in their district.	<b>18</b>
2	<b>Best Leadership Practices in Cultivating Culturally Responsive Instructional Methods</b>	<b>Carmen Killingsworth / Loretta Furtute / Yolanda Jordan Stovall</b>	This presentation will examine leadership strategies that have proven to increase cultural awareness in relation to instructional methods, processes, and materials to engage students from all backgrounds. The presenters will incorporate examples of practical strategies, appropriate materials, and instructional methods that have increased student engagement. We will also examine the role of the building and district leadership in supporting a culturally responsive learning environment.	<b>19</b>

3	<b>Numbers Talks: Increasing Children's Mathematical Thinking</b>	<b>Johanna L. Massey, PhD / LaTesa Willis- Sanders, NBPTS</b>	Ladson-Billings (1997) emphasizes that more research must be done in classrooms where effective mathematics practices are in place for African American students. Bessemer City School, an elementary school, is an example of effective mathematics practices where Number Talks, a regular ritual in their classrooms, has allowed students to collaborate, to problem solve, and to have rich mathematical discourse toward increasing mathematical thinking. This modeling session will include teacher gaining procedures on how to implement mathematics discourse through Number Talks and will view classroom vignettes on this practice in the African American community. Participants will also participate in a Number Talks lesson and witness first-hand the benefits of Number Talks on African-American students in mathematics.	<b>20</b>
4	<b>Empowering Teachers for Success: Strategies for Recruiting and Supporting African American Teachers</b>	<b>Tamara White- Wilkerson / Jaime Hawkins / Brandon Readus</b>	Having a diverse group of premier teachers in local schools is a solution toward addressing racial disparity. Without diversity, African American youth are at a serious disadvantage, in that they lack role models and authority figures who share ethnic, sociological, and cultural roots. This presentation addresses the need for exceptional African American educators, and the impact that this deficiency has on African American students. This session will also highlight the African American Teaching Fellows who have developed a model that supports, develops, and retains a cadre of African American teachers that serve two public school districts in Virginia. Learn how this Fellowship shapes African American college students to develop into premier teachers who proudly serve the children that attend our local schools. The presenters will share tools that have been successful for recruiting educators and professional development strategies that have supported these teachers in their careers.	<b>21</b>
5	<b>Conversation Techniques with Difficult Parents, Students, Teachers &amp; Administrators</b>	<b>Bea Lewis</b>	Conferences can be challenging especially when the parent, student, teacher or even the administrator has a very different or challenging personality. In this presentation you will be introduced to the four most difficult students, parents, teachers/administrators personality types that if not recognized can take what should a simple discussion into a battle of wills and non-productivity. Not only will these personalities be introduced and described, you will be given indicators as to how to identify them as well as time tested and simple strategies to take control of the conference from beginning to conclusion. These strategies will include common sense blueprint from greeting parents, students prior conference, seating arrangements during the conference as well as how to conclude the conference on a positive note. This presentation is real talk", interactive and entertaining and will provide ideas that can readily be applied into any school conference situation.	<b>23</b>

6	<b>Building Confidence through Culturally-Responsive Content in a Mathematics Classroom</b>	<b>Lennox Cowan</b>	African-American students have to be confident in mathematics in order to be confident in life with the use of daily math. This confidence starts in our mathematical classrooms. In this workshop, educators will explore methods to incorporate lessons on current social justice issues to build critical thinking skills through questioning, which will facilitate higher thinking skills in mathematical practices. Secondly, the session will examine individual stereotypes and how to eliminate any stereotypical threats in mathematics. The final focus will discuss the African American Vernacular English (AAVE) and its bridges to students' speech and use of mathematical language. Through hands-on activities, educators will see how these three practices are performed in a current classroom to incorporate into their own.	<b>24</b>
7	<b>Being a High Performing Board Superintendent Team is Not an Option</b>	<b>Dr. Nettie Collins Hart / Jeffery D. Cohm</b>	The board superintendent relationship is critical for the success of African American students in the 21st century. The massive educational reforms, financial pressures, increased stakeholder accountability make it almost impossible for the Board and Superintendent to function as a High Performing Team. This board governance session will share a successful board and superintendent model that will produce a high performing team. This session will discuss key elements, such as Board Superintendent Agreements, Strategic Focus, and Accountability Structures, that are critical to this partnering relationship. Come and hear about how to become a high performing board superintendent team in your district.	<b>25</b>

Thursday, November 17, 2016 - 2:30pm - 3:45pm

**Workshop Series II**

	<b>PRESENTATION TITLE</b>	<b>PRESENTER(S)</b>	<b>ABSTRACT</b>	<b>ROOM #</b>
1	<b>Increasing Cultural Awareness and Effective Communication with Black and Latino Male Students</b>	<b>Robert Jackson</b>	Many School districts nationally struggle with retaining Black and Latino male students in school for various reasons. As educators we must teach all of our students and build positive student-teacher relationship that will increase student learning for this students. This session will give attendees a cultural understanding of these students' lives and will offer hands-on solutions to building stronger relationships with these Black and Latino young men toward increased student achievement. Join this energizing session to increase your knowledge on cultural needs, to learn how to effectively communicate with these young men and their lives and to exit with relevant strategies and practical solutions.	<b>18</b>

2	<b>Inequitable Outcomes - No Longer Options for African American Learners</b>	<b>Dr. Brenda L. Townsend Walker /Dr. Gwendolyn Webb-Hasan</b>	This interactive workshop focuses on critical race, equity, and social justice principles and connects them to culturally-responsive strategies for reducing school suspensions and other exclusionary practices. Culturally-responsive and respectful strategies will be demonstrated that appeal to African American learners in academic and social skill instructional settings and that connect with disenfranchised and reluctant students, families, and community members. The session also centers on the importance of educators forging productive partnerships that bridge home, school, and community cultures. Finally, participants will develop their own customized action plans to implement in their unique settings and will have deeper insights into critiquing self and school practices that explicitly or implicitly contribute to inequitable outcomes for African American learners across income levels.	<b>19</b>
3	<b>Infusing Wrap-Around Supports for Building a Holistic Youth School-Based Mentorship Program</b>	<b>Dr. Shelby T. Wyatt</b>	Including actual student representatives from the Kenwood Academy, this presentation will present a toolkit, designed by us and for us, detailing how to create, manage, and collect data for a school-based male mentoring program. Having resulted in improved academic achievement, personal social development, career exploration, and cultural comprehension among adolescent African American males, the mentoring program is built on an effective rationale and success data that will be shared and discussed. Information on the implementation of a structured mentoring program that utilizes a holistic approach, infused with wrap-around services, to meet the developmental challenges of African American children will be shared. Attendees will engage in activities that will demonstrate the importance of experiential learning. Student representatives from the Kenwood Academy Brotherhood program will participate and provide anecdotes regarding intrinsic motivation. As a final bonus, Graduate Counseling Interns will share best practices for creating mentoring curriculum that meets the needs of students and a training template to support interns as mentors.	<b>20</b>
4	<b>The Math Party: Sing! Dance! Exercise! Learn!</b>	<b>Dr. Stephanie Pasley</b>	Come sing, dance and exercise while learning mathematical vocabulary, concepts and procedures! This electrifying and empowering presentation challenges 21st century educators to embrace the art of infusing music, dance and exercise into their existing math curriculum. Grounded in theoretical research, The Math Party presentation will inform educators of a nonconventional instructional strategy that, if infused with traditional math lessons, will increase interest, retention and achievement levels of students with diverse learning backgrounds. Participants will gain theoretical and practical knowledge of how learning through music and movement enhances instruction and amplifies cognitive skills, while promoting a healthy lifestyle. Don't be tardy for the MAAATH PAAARTY!!	<b>21</b>

5	<b>New Teacher Retention: "DON'T RUSH IT"</b>	<b>Dr. Monique Wheatley-Phillip</b>	Longitudinal data from the National Center for Education Statistics (2014) indicate a higher percentage of teachers leave in the early years of teaching than those that are more experienced. "Don't Rush It" is a user-friendly acronym and presentation that will give today's leaders 10 tips to address the challenge of recruiting and retaining effective new teachers. Grounded in the Motivation to Work theory developed by Frederick Herzberg (1987; 2008), this presentation will explain how an employee's motivation to work is influenced by intrinsic and extrinsic factors. The session will connect the theory to practice by aligning Herzberg's Motivation to Work with the 10 tips. Using scenarios, participants will examine and apply the 10 tips that are applicable to urban and suburban school settings.	<b>22</b>
6	<b>A District's Journey to Cultural Competency</b>	<b>Tiffany Young / Traci Davis</b>	Washoe County School District is one of a few districts with a standing department committed to the work of Equity, Diversity, and Cultural Competency (CC) and one who has taken a step to address disproportionality and practices that impact disenfranchised students. The presenters will present the path and structure of the work of CC that has been developed by various authors, which has grown in a two-year period. They will walk through the process of developing district policy around Equity and Diversity, the in-service courses for teachers, the Board Strategic K-12 plans for Cultural Competency Education, the utilization of Title I and II funding to expand the work into schools and classrooms. In addition topics, such as collaborative work across Data and Accountability, Professional Learning, and lesson learned, will be shared with attendees.	<b>23</b>
7	<b>Setting the Stage for Equity and Opportunity: An Introduction to Courageous Conversation about the Matter of the Lives, Futures, and Education of Our Students</b>	<b>Dr. Lori Watson</b>	On a daily basis, we are reminded of the impact of race in our society. The need to engage educators, students, families, and communities in conversations about the impact of race on schooling is critical. Why and how to do so in a nuanced, sustained and productive manner requires knowledge, skill, will and capacity. In this session participants will discover how personal, internal dialogue about race, identity and culture sets the foundation for systemic professional and organizational transformation for racial equity in community schools. By unpacking their "racial autobiography" participants will be introduced to Courageous Conversation About Race as a foundational strategy for schools to deliver on the goals of equity and excellence, particularly for historically underserved students of color.	<b>24</b>

8	<b>Implementing a Balanced Calendar Initiative to Close the Achievement Gap for At-Risk Learners</b>	<b>Dr. Josha Talison</b>	The presenter will share how the implementation of a Balanced Calendar initiative has aided in closing the achievement of at-risk learners in an urban school district. Data regarding the district's academic, affective and teacher performance prior to the implementation of the Balanced Calendar and after its implementation will be shared with session attendees. Practical and concrete processes will also be shared with attendees as well. The goal of the presenter is to ensure attendees will leave with concrete processes to explore this type of school calendar process to close academic achievement gaps for students within their own educational environments.	<b>25</b>
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Friday, November 18, 2016 - 9:30am -10:45am

**Workshop Series III**

	<b>PRESENTATION TITLE</b>	<b>PRESENTER(S)</b>	<b>ABSTRACT</b>	<b>ROOM #</b>
1	<b>Addressing Implicit Bias in School to Improve Educational Outcomes for Male</b>	<b>Edwin Wilson / Jacqueline Peterson</b>	The unwavering desire to ensure the best for all students is precisely why educators should gain insight into the traumatic impact of implicit bias. The unconscious attitudes and stereotypes effects the daily interactions with students and their families. Implicit Bias can mask the ability school staff to understand their students' true needs. A whole school focus is required to bring about sustainable systems and cultural change to address the social emotional learning needs. This interactive presentation will discuss implicit bias as it relates to student-teacher relationships. Participants will also gain insight into practical strategies for data analysis, universal screening and behavioral interventions to address the needs of African American male students. Strategies such as Literacy instruction, PBIS, and Restorative Practices will be discussed.	<b>18</b>
2	<b>Personalized Learning: A Student-Centered Approach to Preparing Students for College and Career Readiness</b>	<b>Juliet Neil / April Myrick / Elizabeth Schneider</b>	This session explores how personalized learning, a student-centered approach to learning, can leverage trusted and caring relationships with teachers, foster students' strengths, interests and needs, provide targeted instruction, support and practice, infuse connections to the real world, and integrate technology and data to better prepare students for collegeand career readiness. Personalized Learning Environments are gaining momentum around as a practice in schools. Come hear a slate of panelists who will discuss how educators and administrators can leverage technology, professional learning, and other resources to better benefit traditionally underserved students and engage their families. This session will feature several presentations on aspects of personalized learning environments and will provide ample time for a conversation between the audience and the panelists.	<b>19</b>

3	<b>Educating African Immigrants: Leading Newcomer Success at Las Americas Middle School</b>	<b>Jesse Jai McNeil Jr, Ed.D. / Marie Moreno</b>	<p>In this interactive session, the principal and the Principal Mentor-Director of Las Americas Newcomer Middle School, a successful Grades 4-8 school in Houston, Texas, will present a structural framework for student and teacher success where many ELL students, African Newcomers, Immigrants and other countries are performing at high levels. Uniquely serving students who speak 29 languages and from 34 countries, this middle school offers a program that prepares newcomer-immigrants to high school and college success. Participants will engage in a dialogue about major goals and tasks that encourage high levels of individual success by students and teachers, as well as hear about educational visits to other countries. Participants will also see videos challenging them on how individual successes can be transferable across ethnic and language groups. Key roles of community stakeholders and the principles will be illustrated.</p>	<b>20</b>
4	<b>Culturally Responsive Academic Language for Reading and Writing</b>	<b>Dr. Diana Dumetz Carry / Dr. Jasmine Bankhead / Tonia Turner</b>	<p>Culturally responsive teaching and learning are a continuous conversation and expectations for our schools. The big question is: How do you actually make lessons culturally responsive to ensure students can effectively discuss and write about the complex texts they are reading in their classrooms? In this session, you will learn three culturally responsive strategies that redefine what we know about standards-based teaching and that support the cognitive lift for students at risk. Centered on academic language, questions worth answering, and mind tools for engagement, these strategies not only ensure access, but also assist educators in balancing curriculum, informational/literary reading content, classroom management, and collaborative learning. This hands-on, minds-on session is organized around three key strategies that are vertically aligned and organized for both schoolwide and districtwide implementation K-12. Handouts will be provided to the participants relative to the strategies shared.</p>	<b>21</b>
5	<b>School Based Outcomes Through Non-Exclusionary Discipline</b>	<b>Dr. Donn Mendoza / Eric Apgar</b>	<p>Come and learn about The Graduation Opportunity for Learning and Development II, a district's program designed as an alternative to suspension and in some cases served as an alternative to expulsion. School and district leaders will learn about the 29 students served in grades seven through twelve and how significant behavioral challenges are addressed with results. When appropriate, students may be placed in the GOLD II program for up to a semester as an alternative to expulsion. Presenters will share the use of the blended learning curriculum and Edgenuity software used to deliver teacher-led instruction. The session will detail the needed staff, introduce social-emotional support and therapeutic services, and many other ideas on how to implement a similar program in your district. Longitudinal data will be shared to demonstrate the success of the Gold II program.</p>	<b>22</b>

6	<b>Partners with a Vision to Increase Cultural Proficiency in the Schools and Community</b>	<b>Jimmie Saylor / Jean Lewis / Jocelyn Quinn-York / Judy Jones</b>	Located in Westminster, MD, Carroll County Public Schools has 40 schools and serve 25,000 students. The Superintendent and the elected Board of Education adopted "Vision 2018: Focus on Excellence" in 2013, which established initiatives in four focus areas based on the Board's Core Values and Beliefs. This presentation will address the partnerships we have established to increase our overall cultural proficiency and to foster success for employees and students of color. Learn about the partnerships (the Carroll County Chapter of the NAACP, local HBCUs, the local library and several businesses) how they are partnering with the district to ensure Vision 2018. A close look at "Focus Area Three: Develop and Maintain an Effective Workforce" will highlight our challenges and successes at attracting and retaining a diverse workforce. Participants will hear about two initiatives ("African American Read-In" and "Academic Success for a Lifetime") that are community-wide and successful due to these collaborative partnerships and efforts.	<b>23</b>
7	<b>Urban Gardening for Special Learners</b>	<b>Rochelle Massingill / Adrima Caesar, Ph.D. / Cynthia Jackson / Paula Riser</b>	This presentation will focus on Urban Gardening in Detroit for students with special needs. The focus will be on two main targets: modifying a gardening stem program with useful tips for students with special needs as well as developing an Urban Garden program in an economically deprived Urban area. Information on securing grants, modifying curriculum, working with low incidence students will be shared, as well as how to build community collaboration and support. A suggested timeline will be provided for this special learner-focused activity.	<b>24</b>
8	<b>Leveraging Leadership for Dramatically Improved Student Achievement</b>	<b>Mildred Toliver / Dr. Nicole Johnson / Bil Clarke /</b>	How do we develop current leadership to facilitate learning for all students? How do we grow new instructionally-focused leadership? Designed for district and school level personnel who hire and promote leaders, this session will provide tools and resources to identify and develop current and aspiring leaders. Participants will engage in activities to learn research-based leadership behaviors and characteristics that promote hiring and retention of highly effective leaders. This session will also provide resources and tools to participants to help build systems that promote teambuilding, personal responsibility, educational know-how, and other leadership behaviors critical for aspiring leaders. These leadership behaviors have been proven in over 200 schools across the country to improve leadership recruitment, support instructional leadership, and will lead to significant improvement in student achievement.	<b>25</b>

**Friday, November 18, 2016 - 2:30pm - 3:45pm**

**Workshop Series IV**

PRESENTATION TITLE	PRESENTER(S)	ABSTRACT	ROOM #
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1	<b>Rap, Rhythm &amp; Rhyme: Rebuilding the Writing Foundation</b>	<b>Erik Cork</b>	This lively language arts extravaganza is for serious educators who love to exceed state averages by equipping students with effective solutions to ignite their enthusiasm to apply what they have learned. This interactive workshop provides educators with instructional techniques that inspire reluctant scholars to transform their high energy levels and short attention spans into exemplary writing skills as they soar into the stratosphere of academic success. Curriculum coordinators and ELA specialists exit this musically interactive session with innovative methods to engage and motivate future campus leaders to systematically organize their thoughts into highly organized, scrumptious entrées of state-approved essays exuding the appetizing aroma of literary excellence. The presenter passionately models easy-to-duplicate teaching and learning strategies as he serves a steady stream of rigorous state mandated objectives based on national standards. Each session is seasoned with the timeless flavor of exemplary communication skills that students will appreciate for a lifetime.	<b>18</b>
2	<b>Using Blended Learning to Boost Academic Achievement in Reading</b>	<b>Dr. Clarissa Plair</b>	Are you tired of teaching isolated reading skills? Participants will explore research-based best practices through blended learning situations with an eLearning solution to improve academic achievement in reading. Participants will engage in focused conversations with peers to compare the effectiveness of current practices to blend learning solutions that drive classroom instruction, targets student needs and increases academic achievement in reading.	<b>19</b>
3	<b>Board Meeting Effectiveness: The Planning, The Meeting &amp; Thereafter</b>	<b>Ty G. Jones / Dr. Michael D. McFarland</b>	Are your board meetings lasting longer than you would like? Do you receive adequate and timely information to make a decision on an action item? If these questions are among your questions, then this workshop is for you. This session will examine the process of setting agendas with the superintendent, board communications from the superintendent, trustee questions about the agenda, administration presentations, and action-item tracking. The workshop will provide specific strategies, handouts, and processes that will increase the effectiveness of board meetings so that all stakeholders and central office leaders are more informed and prepared.	<b>20</b>

4	<p><b>Reading is FUN-but-MENTAL: How Bloomfield Public Schools Created a Blueprint to Eliminate the Achievement Gap.</b></p>	<p><b>Stacey J. McCann / James Thompson, Jr., Ed.D. / Beryl Irene Bailey, Ed.D./ Steven Carrier</b></p>	<p>Bloomfield Public Schools invites you to be a witness to how one of the five poorest high schools in the state of Connecticut was removed from the state's Turnaround list within five years of its designation (2011-2016). This workshop will provide you with firsthand knowledge about our transformative work and sustainable structures and practices. This professional learning community places a premium on effective leadership, builds capacity in our educators to teach at high levels of rigor, and implements metacognition, interdisciplinary data teams, and culturally relevant practices and text. Come hear how the superintendent, district leadership, the school's administrative leadership team, and staff created for minority students (90% minority population &amp; 50% free and reduced lunch) a powerful and transparent process and a systemic focus on pedagogy, process, performance, and percentages.</p>	<p><b>21</b></p>
5	<p><b>Rich Mathematical Tasks + Social Media Integration —&gt; Student Academic Success</b></p>	<p><b>Dr. Kristopher J. Childs</b></p>	<p>Social media is technology that facilitates social interaction, makes possible collaboration, and enables deliberation in our K-12 classrooms. This session will demonstrate how teachers can use rich mathematical tasks and social media to yield engaged students in mathematical lessons, which will result in demonstrated gains on performance assessments consisting of mathematical thinking and reasoning. Using discussion, participants will identify best practices for the effective use of social media in the classroom and its effective use in the planning and teaching of mathematical tasks.</p>	<p><b>22</b></p>
6	<p><b>The Continuum of Lens Through Which Teachers View Cultural Differences: How Perceptions Impact Pedagogy</b></p>	<p><b>Dr. Constance Harris-Russell</b></p>	<p>A qualitative research design was utilized in a study of classroom teachers to explore the perceptions, ideologies, and teaching practices regarding their abilities to educate diverse student populations. This workshop will help educators analyze and recognize the ways in which their own individuality associated with cultural backgrounds has implications toward a multicultural curriculum. The participants' interactions, instructional approaches and ideological views will be explored and described along a cultural lens continuum from a microscopic view to a holographic view. The cultural lens continuum will help to describe the participants' performance as culturally responsive educators and their instructional practices based on culturally relevant pedagogy.</p>	<p><b>23</b></p>
7	<p><b>Improving Writing Scores by Doing the D.E.W.</b></p>	<p><b>Dr. Yolanda E. Bloodsaw</b></p>	<p>This session will demonstrate how principals or instructional leaders can improve writing scores across all subgroups in one academic school year through a Drop Everything &amp; Write (D.E.W.) initiative via sharing data and setting non-negotiable parameters while gaining buy-in of teachers, students, and parents. The implementation of the "Doing the D.E.W." initiative will allow leaders to change the educational outcome of students' writing by being vested in their writing proficiency. The session will give principals or leaders some practical implementation ideas, and provide ideas for writing prompts. Through group sharing, participants will receive step-by-step recommendations on how to personalize the implementation of the writing initiative that will spark students' interest and yield unexpected outcomes.</p>	<p><b>24</b></p>

8	<b>Unleash the Power of Text Dependent Questions- Using Poetry</b>	<b>Sharonda Thomas</b>	In this hands-on workshop teachers and curriculum leaders will learn techniques of using Text Dependent Questioning as a tool to increase rigor and deepen student's understanding of a poetry passages. Participants will learn how to craft, adjust and use high quality questioning to analyze and synthesize a text. Teachers will explore how rigorous text dependent questions can extend students' thinking and make students stronger and more capable throughout their academic career. Video clips will be shown to illustrate techniques.	<b>25</b>
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**Saturday, November 19, 2016 - 10:30am - 11:45am**

**Workshop Series V**

	<b>PRESENTATION TITLE</b>	<b>PRESENTER(S)</b>	<b>ABSTRACT</b>	<b>ROOM #</b>
1	<b>Parenting Styles and Achievement Gaps</b>	<b>Dr. Charlotte Green</b>	This presentation focuses on the correlation between parenting styles and student achievement. The session discusses the research regarding three key parenting styles and their implications on students' academic and social achievements. The predominance of particular parental behaviors can either promote students' accomplishment or hinder students' success; which contributes to academic gaps found within educational systems. The session also provides a thoughtful synopsis of specific aspects of African American history and the influence that history has on parenting strategies often found in African American families and communities. Educators will find the information useful in implementing effective parental involvement programs and promoting positive teacher and parent relationships.	<b>18</b>
2	<b>Ensuring Every Child's Graduation Using Technology</b>	<b>Dr. Randall Sampson</b>	Participants will learn about a few educational transformations that resulted in a 90% graduation rate, the awarding of millions of dollars in scholarships, and improved academic gains for students. Participants will engage in strategies used to increase graduation rates (90%) and hear about how to increase literacy and student access to rigorous learning. Participants will unpack how to systemically close the learning and opportunity gaps through intergrating technology, blended learning and development, as well as will make and take various tools that they can implement in their schools and districts. Learners will walk away with their initial personalized professional development model to use with staff and community.	<b>19</b>

3	<b>Afrocentric Education as a Practice of Healing and Freedom</b>	<b>Nastassia Subban / Madisa Bromfield</b>	In such a fast paced world filled with negativity, Afrocentric teaching allow schools and students to acquire the skills and knowledge to reverse these negative energies and messages. In this workshop we will explore the theories and practices of Afrocentric education to understand how we can acheve more holistic learning in the classroom and lead more holistic lives as educators and facilitators of learning. As educators and parents working in public Afrocentric settings, we will explore Afrocentric education as a practice of healing and freedom for students, parents, and the entire school community.	<b>20</b>
4	<b>Expansion of Equitable Programming in Schools for Improved Educational Outcomes for Students of Color</b>	<b>Dr. Will Chavis / Dr. Paul Walker / Ms. Brenda Elliott</b>	This session will focus on creating and maintaining a culture of equity for all students in educational environments. Equity, as discussed and facilitated in this session, will consist of reducing racial disparities (achievement and behavioral) through evidence-based instructional practices. Practical approaches for reducing suspension rates and increasing students' instructional time in class will be reviewed. This session will focus on strategies teachers and school leaders can utilize to increase engagement and achievement amongst students of color in predominately white learning institutions. Opportunities and space will be provided for participants to share professional struggle, experiences, and perspectives in a collaborative manner. Specifically, participants will think through barriers which hinder minority student achievement, review ideas for incorporating culturally relevant pedagogy in classroom instructional practice, develop action plans for refining problems of practice in their classes, and discuss opportunities for engaging in the work of the creation of school-based equity teams.	<b>21</b>
5	<b>Great Leaders, Great Schools</b>	<b>Jacqueline K. Haynes, Kim Huff, Willie Hughes, Keisha Thompson</b>	Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. Being a leader in today's schools is very different than even a few years ago. Going through the Pipeline, participants get an inside look at what it means to be a school leader today. They walk away with a greater understanding of the role and impact of school leadership and how crucial it is for a school to have strong leaders at the helm. Pipeline participants engage in professional development courses that include both leadership and technical training aligned with state leadership standards and District leadership competencies. The program prepares current and future school leaders to effectively serve as instructional leaders, managers of human capital and organizational/systems leaders. This session will expose you to the Hillsborough County Principal Pipeline process and how you too can implement a program in your district.	<b>22</b>

**Emerging and  
Teaching Above  
Poverty for the  
African-American  
Student**

**Marvin R Talley, Ed.S./  
Tony Brooks, Ed.D.**

When the African American adolescent grows up in extreme poverty, the developmental process that takes place within the impoverished cultural context contributes to a cycle of self-deprecation, failure, and non-existent love for self. This high-energy presentation will examine and introduce how low income African American students believe poverty influences their personal identity. By examining personal beliefs, the presenters look to offer a different scope of reality for said impoverished African American student and those educators that serve said population of student. The workshop intends to remind educators about the African American student living in poverty and how education affords one the opportunity to rise up from the current realities of poverty. Attendees will receive classroom artifacts that will assist in the education of the African American student.