



# 2017 NABSE 45<sup>th</sup> ANNUAL NATIONAL CONFERENCE – WORKSHOPS (rev. 10/25/17)

Thursday, November 16, 2017 - 11:00 am - 12:15 pm

Workshop  
Series I

	PRESENTATION TITLE	PRESENTER(S)	WORKSHOP DESCRIPTION	ROOM #
1	<b>Effective and Engaging Classroom Management in Urban School Settings</b>	Michelle A. Shorter	If you are looking for strategies to create healthier relationships with students, then this session is for those teachers, administrators, and parents of K-12 students who want to learn how managing with compassion increases student motivation and educational innovation. Working in small groups, participants will learn and practice 10 research-proven strategies that can be implemented on Monday morning, identify effective versus ineffective strategies, and how to integrate more effective methods into their classroom practice. The presenter will offer specific examples of these 10 strategies that support appropriate and effective behavioral management strategies that encourage an environment of educational success. The final takeaway for participants will be their participation in a goal-setting moment using a tool, which will serve as the foundation for a successful classroom management plan.	Room 220

2	<b>A Process to Increase Black Students Participation in Gifted Programs</b>	Ken Dickson	The National Alliance of Black School Educators correctly maintains that the under-representation of Black students in gifted and advanced programs is an identified disparity. This disparity continues to contribute to the achievement gap. In what ways can Black students be guaranteed equitable access to academic and non-academic gifted and talented programs? This presentation responds to this question by focusing on a disaggregation group-specific norming process. The process will equitably and defensibly identify high potential African-American students who are typically and traditionally under-represented in gifted programs. Participants will receive related qualitative action research data on current perspectives concerning overcoming the under representation of African-American students. The data will provide evidence that demonstrates how current research on under representation can positively modify ineffective traditional identification processes. Such modifications will increase Black students access, equity, engagement, and success in gifted programs.	Room 210
3	<b>Unleash Greatness: Learning to Tap into your Potential</b>	Patrick Winfield, MDiv	Designed to help educators draw out of their students the God-given potential that is within them, RAAMP participants will be engaged through both planning activity and reflection time that will help to develop a plan for engaging learners. It will cover the principles of revealed potential such as: Environment, Realization, Actualization, Activation, Motivation , and Performance. All participants will leave with ACTION Items that will help them to RAAMP up student engagement and educational fulfillment.	Room 218

4	<b>Positive Reinforcement and Rewards at the High School Level</b>	Dr. Constance Collins Mike Pope Dr. Donn Mendoza	Round Lake High School, located in Round Lake, Illinois, has worked diligently over the past three years to reduce behavior issues and referrals. In this conversational presentation, we will address what the key elements were to reduce behavior issues in our classrooms and throughout our school community and share the ideas and implementation strategies that led to a 50% reduction in referrals and acts of violence over the past three years. As a takeaway, presenters will also share the professional development their teachers received during these years to assist with the program's success and their effectiveness in this area of classroom management. As a PBIS school, Round Lake High School has found success with the use of positive reinforcement and rewards, which a program feature to be shared in this session. Finally, attendees will learn about ways to create partnerships among administration, teachers, and students through advisory committees.	Room 214
5	<b>Early Childhood Discovery to Boast Brain Power in Young Children</b>	Dr. Tamanika Odinga Stephanie Dunmiles Kelisha Washington	Tailored for early childhood educators and parents, this learning session will examine foundational principles and research on the impact of brain development for early learners across diverse populations and will examine characteristics of evidenced-based and documented successful settings, programs, and approaches that support emotional, social and cognitive development intertwined in brain engagement. Participants will experience firsthand teaching and learning as they interact in a simulated "Early Childhood Discovery Room." Participants will receive a Resource Packet for constructing and designing flexible discovery zones. The two big goals for this hands-on session are for participants to understand the connection between principles of brain research and the focus on innovative early learning practices that support social, emotional and cognitive brain engagement in young children in a variety of settings; home and school and to use new learning, hands-on experiences and resources from the workshop to expand intentional and innovative brain engagement in unique settings. Come and be a part of this session where learning can be applied immediately in your classroom.	Room 219

6	<b>Examining a New Approach to Educational Leadership Training in an Urban District</b>	Timothy Primus	Based on an actual urban study, this informative workshop will present the effectiveness of a new innovative principal training program in an urban district on principal self-efficacy and student outcomes as compared to traditional preparation routes. This research studied a total of 20 school buildings and their principals, ten led by new principals who completed the Aspiring Principal Training Program, and a random sample of ten led by principals who completed traditional training programs. Presenters will share ideas about how to advance the body of work on principal preparation by providing testing of the effectiveness of new training programs, as well as provide practical insight into how to create new pathways that can provide novice principals with the best preparation for today's schools.	Room 208
	<b>Bold Innovation through a Competency Based Model</b>	Dr. Carlos C. Grant Melissa Hocking	Designed for district and curriculum leaders, instructional coaches, teachers, and principals, this session will engage participants in a learning process that demonstrates how to re-vision a school design unique to students' ability and interest, where students become a partner in their own learning. From the lenses and experiences of the Cedar Rapids Schools, this paradigm shift focuses on measuring student achievement based on outcomes rather than inputs. This drastic change is based upon a competency-based (CBE) model. This session will highlight the need to use student passions to drive deep learning and engage students in authentic community projects, which support and increase equitable opportunities, particularly for traditionally underserved student populations. Come and hear about Cedar Rapids Schools' successes with several key innovative learning environments and walk away with highlights and scale blueprints for the development of personalized learning environments.	Room 217

8	<b>Ready. Set. Coach!: A Model for Effective Instructional Coaching</b>	Teniesha I. Mahoney Tellauance Graham	In “Ready. Set. Coach!,” participants will learn about the general coaching practice to prepare them to be the next generation of effective instructional leaders. They will also learn strategies to use when observing and providing feedback to teacher that support teachers’ instructional practices. Participants will learn models for effective coaching, differentiate between what coaching is and what coaching is not, construct a toolbox of “look-fors” when coaching, and analyze various rubrics for coaching evaluations. At the end this session, participants will be able to effectively coach teachers by modeling ways to improve instructional practices, offer viable feedback that enhances planning and instructional delivery, and increase student engagement.	Room 209
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Thursday, November 16, 2017 - 2:30 pm - 3:45 pm

**Workshop  
Series II**

	<b>PRESENTATION TITLE</b>	<b>PRESENTER(S)</b>	<b>WORKSHOP DESCRIPTIONS</b>	<b>ROOM #</b>
1	<b>The Heart and Soul of the Next Generation of Leaders</b>	Gail Joyner-White	Designed for K-12 central office administrators, school-level leaders and teachers, this learning experience examines how a courageous equity leader is transforming Gorton High School, an urban high school, through building leadership capacity and equipping her administrative team and teacher leaders on ways to address instructional and situational racism. Through small group discussion, participants will engage in experiential learning that will highlight the key steps that were implemented to increase teacher efficacy in these areas. Transforming surface instruction to deepen learning has changed the culture and increased outcomes for black students. The principal of Gorton High school will illustrate how she implemented a culture shift by using clear and profound actions, changed department chairs to instructional teacher leaders, influenced the perception of staff to create an urban institution of rigorous learning, and how she respectfully confronted actions and language that may cause black students to question their brilliance. Come and hear this transformational journey and leave with tools and an equity leadership framework.	Room 209

2	<b>Effective Practices for African American Males...in Their Own Words</b>	Dr. Jacqueline Whitaker Sapp	Based on the presenter's own published study, this workshop explores the positive and negative influences of teacher behavior on the academic success of African American males, as reported by the students themselves. Through small group discussions, video clips, and sharing, participants will actively explore the various theories that attempt to explain the pervasive academic achievement gap, and then identify specific management skills and practices that these males stated were most effective for their academic success. This dynamic presentation will benefit, teachers, parents and administrators who desire to increase the attendance, engagement, and academic achievement of their AA male students. Additionally, workshop attendees will learn to how to "know their audience" and leave the workshop with new ideas, strategies and mindsets that will lead to sustained classroom management practices.	Room 208
3	<b>Advancing Students' Engagement, Communication and Positive Identities as Mathematics Learners</b>	Dr. Harriett Stevens Jennifer Knudsen	Several studies (Herbel-Eisenmann, 2012) indicate that students of color need increased opportunities to engage in mathematical discourse, including argumentation. This engagement is essential to developing students' mathematical proficiency for the 21st century global learning and competitiveness. Rooted in day-to-day work with urban teachers in our schools, these presenters share how they have bridged developed standards-aligned instructional materials and classroom norms that encourage students to become mathematical thinkers and to take on appropriate levels of mathematical authority. The audience will participate in activities to include technology-enhanced options that contribute to rich learning environments, particularly for African Americans, other students of color, and English language learners. Come and learn effective ways to help students master mathematical content, communicate and think critically, as well as become familiar with improvisational activities that build productive classroom norms and encourage students to see themselves as learners. The hands-on activities are take-away bonuses for middle school educators. Presenters will present classroom data and reports of their work with the school districts.	Room 218

4.	<b>Develop an Equity Initiative to Effectively Narrow the Achievement Gap</b>	Dr. Lisa Williams William Burke	Districts are increasingly tasked with providing options for at-risk and underserved student populations to address persistent achievement gaps. In this workshop, Baltimore County School District will share its experience in raising the bar in education with a commitment to support equal opportunities for all students. The workshop will cover key factors to consider when rolling out a systemic initiative to support equal opportunities for all students that reflects the needs and expectations of administrators/teachers/students. Gain an understanding of how the methodical use of technology and personalization for students, and 1:1 professional development for educators, can lead to improved outcomes and achievement as well how to effectively evaluate the success of an equity initiative and how it's impacting student performance and educator engagement. The interactive conversation will engage the audience and invite them to participate using The Backchannel to shape the conversation, deepen learning and keep it going following the session.	Room 217
5	<b>Strategies and Solutions to Educating Troubled Black Males</b>	Robert Jackson	Designed for K-12 district and school administrators, educators, curriculum personnel and board members, this interactive workshop will directly address how to appropriately handle behavior problems with students and techniques and strategies educators can use right away to retain these students in school while building cultural awareness with students and staff. These strategies and techniques have been proven to work in school districts. Participants will be challenged to use 10 educator rules to assist them in helping these troubled students succeed. Come and engage in a series of interactive activities to help you engage in building healthy relationships with students. Discussion will also be devoted to factors and solutions that affect young our ability to teach and educate troubled black males.	Room 219

6	<b>NYC Men Teach: Reimagining Men of Color as Educators and Leaders</b>	Brandon Corley Richard Haynes Brittany Drygas	NYC Men Teach is the nation’s boldest effort to transform the teaching pipeline by recruiting, retaining and uniting men of color committed to educating today’s diverse student population and empowering the communities they serve. The program uses the continuous improvement framework to develop the next generation of teacher leaders through mentoring, micro-credentialing, and professional learning communities, as well as preparation for school administration and district leadership roles. In this workshop, we will share resources from these experiences, as well as from our culturally responsive emerging teacher leader series. Educators of all capacities are welcome to engage in small and large group discussions to learn about the roles men of color play as teachers, how to develop their pedagogical and leadership skills, as well as explore how to systematize leadership roles and opportunities.	Room 220
7	<b>Partnering to Promote Meaningful Literacy Learning Experiences Among African American Readers</b>	Melanie M. Acosta	Tailored to elementary teachers and administrators, this session will share findings from a research study on the influence of critical literacy and African American studies on African American elementary readers’ literacy learning engagement and performance. The presenter will share documented success in teacher practice and student reading engagement and learning. Based on the session, participants will re-consider their understandings of how to engage African American children in literacy learning and will learn how critical literacy coupled with African American studies can promote deeper learning that meets reading standards and promotes meaningful literacy learning. The audience will engage in group dialogue, view samples of student work, and watch selected video clips from class practice. You will leave with a list of children’s literature that can be used for critical literacy units with elementary readers.	Room 214



8	<b>Next Generation Leadership is the Key for Transforming High Poverty Schools</b>	Connie J. Isabell Dr. Michael McFarland Mariann Middleton	<p>Educators who have a passion for their work will create innovative ways to engage their students and staff in their own learning. With or without passion, leaders can create engagement that will lead to improve student learning and success. Come and learn about one district's five year use of a "tool" to transform a historically underperforming district to become a member of the Texas High Performing Consortium. This learning session will discuss the foundational tool and its embedded monitoring points designed to scaffold veteran and novice educators' engagement. The presenters will share five essential questions, discuss aligned and embedded required activities, and emphasize the monitoring tools for the classroom that can be used by any administrator. The session outlines how tiered support and team collaboration are recognized and included at each level.</p>	Room 210
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	PRESENTATION TITLE	PRESENTER(S)	ABSTRACT	ROOM #
1	<b>African American Male Superintendents' Experiences with Hiring Practices</b>	Dr. Albert Hodge	This presentation looks through the lens of Critical Race Theory (CRT) to examine the lived experiences of African American male superintendents with current hiring practices. It will provide the current and next generation of leaders with a toolbox of successful approaches, practices, and innovations that will increase their opportunities for educational career advancement and superintendent leadership. It will also help school board members and search agents realize perceptions and unconscious biases that influence hiring decisions, help aspiring superintendents prepare to enter the hiring arena, help superintendent preparation programs and mentors provide beneficial information, and enlighten educational leadership stakeholders by providing insight from superintendents and educational leadership practitioners. Though specifically referencing research on African American male superintendents' experiences, the presentation will be beneficial to both men and women of all stakeholder groups.	Room 208

2	<b>An Administrative Action to Illuminate Needs of Twice-Exceptional (2e) Learners</b>	Ken Dickson	Designed to address a unique population, this powerful presentation focuses on Twice-exceptional (2e) learners and how administrators and educators can best maximize their success. A very small part of our school populations, Twice-exceptional learners who live in two worlds, one in learning disabilities and the other in gifted and talent areas, have unique needs and deserve the promise of a quality and appropriate education. Their disability world is always addressed in its totality and frequently masks their gifted world with little or no attention given. Administrators will learn how to value their gifts and what actions can be taken. The session will introduce a recently developed and unique 2e definition that aligns with a four-part professional development strategy on how 2e learners' needs can be met through their strengths, differentiated instruction, interventions, culture, and disability. Participants will receive the definition and an implementation framework necessary for maximizing 2e learners' worlds, particularly their gifted world.	Room 210
3	<b>Coaching Our Kids to Academic Success</b>	Cynthia McDonald-DeVese Lisa McDonald	Coaching Our Children to Academic Success, a suburban district's mindset, will offer best practices, strategies, and research to administrators, teachers, and parents working with students in middle and high schools. Presenters will share programs to address the disparity of under-represented students in gifted and advanced courses in suburban and urban school districts. Participants will review and discuss local, state and national data. Presenters will also share how the suburban school district created initiatives such as Minority Scholars, a peer mentoring and tutoring program to increase the number of scholars, as well elaborated on their work with Equal Opportunity Schools to make an immediate impact on underrepresentation in AP/IB courses. Participants will benefit from hearing about the professional development opportunities that were created with Ohio State University to address "implicit bias in schools." Finally, participants will learn more about "Achieve Equity in Schools" and other programs, review pre/post survey results, and program data.	Room 219

4	<b>Dislodging the Brilliant Brain Power of Black Students</b>	Rhonda Sherrod, J.D., Ph.D.	Rooted in the experiences of underprepared undergraduate students' classroom performances at an HBCU, this session explores instructional strategies that yield astonishing and documented success relative to brain compatibility. The workshop will demonstrate specific instructional strategies, such as brain-based activities, mindfulness techniques, and affirmations, and show how these strategies can help rewire the brain in ways that improve student performance. The presenter will also discuss how humor and being supportive appeals to the brain structures that process emotion and how small academic groups promote peer connectedness. High school teachers will learn simple, but effective, culturally relevant mindfulness techniques through engaging in them, and how to be warm demanders by role playing. They will also take home handouts, with references, explaining the science behind the techniques.	Room 214
5	<b>Promoting Equitable Opportunities for a Culturally Diverse Gifted and Talented Program</b>	Dr. Andre D. Spencer Teresa Lance	In this conversational session, educators will learn how a universally designed screening process for gifted and talented scholars has drastically increased diversity in Harrison School District Two's GT programs. With an increase in identification of over 6% for African-American and Hispanic scholars, the universal screening program has enabled total selection of minority students that adequately represents our district. With more than 70% of scholars from diverse backgrounds and receiving free and reduced meals, Harrison School District Two HSD2 is providing equitable opportunities to access highly rigorous gifted and talented programs. Educators and administrators will leave with practical ideas and strategies on how to create equitable screening programs that promote equitable opportunities for diverse populations.	Room 218

6	<b>Avoiding Blisters, Bloopers, and Blunders: Perspectives of Next Generation Administrators</b>	Ilethea Suggs, Ed.S. Ethel Shanklin, Ed.S.	Intended for aspiring minority female administrators and administrators in years 1-3 of their administrative careers, this interactive workshop will highlight skills and tools necessary to be an effective administrator. This research-based session will focus on key challenges involved in this role and how to overcome push-back and work through resistance found in the system or people. Presented from the perspective and real life experiences of two African American female administrators. This administrative conversation will reveal their documented challenges and successes, highlight potential challenges, present solutions, and provide suggestions to resolve them in a professional manner. For those new or beginning administrators, come and be equipped with tools, strategies, and resources. Participants will be given real-life scenarios, asked to brainstorm possible solutions and allowed to share testimonies and triumphant.	Room 209
7	<b>Educating and Engaging African American Students Through Culturally Relevant Pedagogy</b>	Kevin Robinson Vanessa Young	ANEW BAM, an arts and education organization, has produced increased academic outcomes among K-8 African American students through their applied deeper learning methods and using a cultural, relevant inquiry framework. This presentation will focus on techniques that provide opportunities for deeper learning in all subject areas that are critical for academic success and will share some of its curriculum strands that engage students to critically think about solving complex issues, mastering core academic content, and communicating effectively in the 21st century. Participants will exit with techniques on how to support students with the deeper learning process and to promote growth in an ever-changing society. The presenters of ANEW BAM will conclude by sharing their year-long research conducted by a third part evaluation process, which documents the substantial benefits for deeper learning practices for African American students.	Room 217

8	<b>Youth Empowerment and Equity through Early College Programming</b>	Dr. Sarena Shivers Judy Nachman	How do we empower our young people to inspire and achieve in post-secondary? How do we ensure they have the needed life skills, soft skills, learning experiences and apprentices to become active learners who not only receive but also demand equity and access for the rigor and preparation they need? Come and learn how one district began an early college experience with local post-secondary partners. Presenters will share how Redford Union Early College and Careers Program and their students can earn an associate's degree/certifications in pathways such as business, cyber security, dental hygienist, auto tech, welding tech, computer information systems, video gaming and animation, certified nurse assistant and more. The session will share logistics, program implementation ideas, and how they created "cost-free" experiences for their students that provide opportunities and tools they will need to be "thinkers," "doers," and "learners" that excel!	Room 219
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	PRESENTATION TITLE	PRESENTER(S)	ABSTRACT	ROOM #
1	<b>The Intentionality of School and District Leadership Effectiveness</b>	Baruti Kafele	An empowering session that takes school and district leaders on a self-reflective and interactive journey that will invite them to view with a critical eye who they are a leader of leaders, which will include the intentionality behind all aspects of their practice. The presenter will also challenge these leaders to look within themselves for greater meaning and understanding of their own personal value and worth to the school or district, which will include in-depth discussions on their leadership identities, leadership missions, leadership purposes and leadership visions. This workshop is certain to take leaders at all levels of leading to higher levels of leadership effectiveness.	Room 210
2	<b>My Child Is Gifted, Now What?</b>	Zelatrice T. Folwer	Studies steadily show the underrepresentation of African American students in gifted and talented education, however, parents and guardians of African American children are often left out of these conversations. This presentation will demonstrate how an urban school in Arizona is engaging parents to help increase the referral and identification of African American students within the gifted and talented population. This workshop will help participants examine their own biases and practices regarding the gifted and talented referral process. Participants will also receive tools and strategies to increase the referral and identification of African American students in gifted and advanced school programs.	Room 218

3	<b>Removing Barriers for the Underserved Population: A Case Study of Rising Scholars</b>	Victor L. Kennerly Ph.D., LPC	A variety of barriers exist that limit underserved students' participation in Advanced Placement, accelerated courses, and college access. A University partnership with the Ann Arbor Michigan schools attempted to increase access by identifying this underserved population with the purpose of providing interventions to increase the high school and college success of 86 disadvantaged/underserved 8th grade students and African American and Hispanic students (who do not fall under the economic category) who were transitioning to the three Ann Arbor Comprehensive High Schools in 2009. Participants will get a visual experience, learn strategies as the presenter reconnected with these college seniors by survey, online "zoom." Students and parents were videotaped in person. Five case studies demonstrate how the cohort model, communication training, summer pre-AP programming activities, removed obstacles for these "Rising Scholars." In this session, participants will leave with practical ideas, useful tools, resources and activities when considering this sustainable district-wide initiative.	Room 208
4	<b>Millennials vs. Everybody: Decrease Classroom Disruptions while Increasing Student Achievement!</b>	Rochelle Ponder, Ed.D.	In this workshop, educators, administrators, Pre-K and kindergarten teachers will glean state-of-the art skill sets for successfully managing the classroom, allowing students to accelerate in achievement across all subjects. As the foundational principle for closing the achievement gap for African-American students, effective classroom management is critical. After implementing Time to Teach strategies in urban school districts, statistics show disciplinary referrals decreased over 50%, while student test scores increased on average by 9%. Workshop participants will leave with five key components that promote academic success that is sustainable over time. Participants will be empowered to apply the effective strategies in the classroom immediately. They will receive a handout with a section to take notes and engage in knowledge sharing with colleagues. Through strategic implementation and creative teaching abilities, educators and administrators alike will cultivate an atmosphere where all students master classroom standards long-term.	Room 220



5	<b>Top 10 Ways to Get and Keep Your Superintendent's Job!</b>	Dr. Michael Rush	Designed for aspiring and current superintendents, this session will discuss the 10 proven ways to secure and maintain your superintendent job and the 10 ways that you may lose it. The presenter will discuss important strategies that will increase leaders' match for the job they desire as superintendent in senior level leadership. Specific topics, such getting to know your board, your entry plan, the meaning of visibility, knowing the power broker, getting a majority of the board vote, will be emphasized and highlighted with practical experience and know-how. Participants will have an opportunity to role play situations based on the areas that are discussed above. Participants will also have an opportunity to apply for positions through Ray and Associates and become part of our yearly data base.	Room 214
6	<b>Relationships, Procedures, and Expectations: The Keys to Classroom Management</b>	Colina Poullard, Ed.D.	Uniquely designed for teachers, building leaders, and district leaders, this engaging presentation takes educators through the mind of the 21st century black student and what they need in order to trust and learn in the traditional classroom. Through a recent study conducted by the presenter, this session discusses a phenomenon that shows current discipline methods are no longer working with the contemporary African American student, thereby reducing the percentage of learning that is taking place for those students. This technology rich and hands-on presentation will include methods and techniques that include communication tools, relationship building strategies, procedures, and expectations that must be common practices in each classroom and throughout the entire school campus. Participants will walk away with tried and true tools as well as presentation items that work with our students.	Room 219

7	<b>Developing Instructional Coaches to Increase Teacher Efficacy in Urban School</b>	Franchesca Warren Danquel Williams Cheryl Jenkins	Appropriate for K-12 central office administrators, superintendents, teachers, principals, curriculum leaders, this session spotlights the success and experience of a district' support personnel's work and documented success with training the next generation of instructional coaches in school-based settings. Using discussion, hands-on activities, and role-playing, participants will be ready to engage with teachers in the coaching work to move their schools ahead. From this session, participants will be able to identify five practices every instructional coach (regardless of grade level or content focus) should engage in to build teacher efficacy. Finally, participants will learn how to utilize a coaching cycle that is action-based and focuses on what teachers can do.	Room 217
8	<b>Employing Culturally Relevant Behavior Management Strategies</b>	Mary Montle Bacon, Ph.D.	Many students not only come to us differentially prepared to profit from traditional educational institutions, but also some present challenges to the system because of the institution's failure to recognize, understand, and capitalize on the assets that they bring or to recognize deficiencies in the system that may contribute to their failure to survive or thrive. Understanding that learning and behavioral styles may be both dysfunctional and essential to students' survival in our schools, this session will share classroom management practices that reflect an understanding of the impact of socio-cultural differences that students bring and strategies that create classrooms that are family systems. Combining lecture, humor, interactive activities and handouts, this presentation will explore some of the interpersonal, institutional and instructional elements of effective and culturally sensitive behavior management approaches for serving culturally different youth. The presenter brings to life a humorous saying, "You Don't Tame the Angry Lion and Leave the Jungle Unchanged," as she shares successful know-how with the audience.	Room 209

	PRESENTATION TITLE	PRESENTER(S)	ABSTRACT	ROOM #
1	<b>Recruiting and Retaining Under-Represented Students in Gifted Education: Setting Equity Goals</b>	Dr. Donna Y. Ford	Black and Hispanic students in our schools are consistently and extensively under-represented in gifted education and are denied access to gifted programs for a number of varied reasons. This hands-on session will explain these examine these barriers and offer recommendations on how schools and districts can recruit and retain under-represented students in gifted education. The presenter will focus on quantifying equity using information from the Office for Civil Rights and Equal Employment Opportunity Commission. Participants will leave this session with application, with goals grounded in equity, and with some familiarity with national court cases in gifted education that have influenced our gifted and talented recruiting and retention efforts.	Room 214
2	<b>Preparing Millennial Leaders Through the National Pan-Hellenic Council Fraternities</b>	Dr. Freddie Titus Dr. Jennifer T. Butcher Dr. Johnny O'Connor Dr. Porchane White	Retention and academic success of African-American male students is still a challenge on predominantly white campuses in higher education. Academic performance is a foundational critical success factor of leadership. This presentation will address how the scholastic chair and individual members of each fraternity use faculty feedback on an academic progress report to develop an individualized academic growth plan for each member. Additionally, the presentation will address the impact of the faculty feedback, the quality and implementation of the growth plan, and the scholastic achievement of each participant. Finally, the presenters will provide motivational strategies and levels of performance expectations to increase the academic performance of the National Pan-Hellenic Council Fraternity Members. The overall goal of this session is to address best practices in preparing Africa American Male Millennial Leaders.	Room 221

3	<b>Classroom Management for the Urban Educator: Optimize for Win-win</b>	Shaun Woodly, Ph.D.	<p>In our educational capabilities, we have reached the point where we can predict student success based solely on that child's status as an underserved minority and/or being classified as socioeconomically disadvantaged. The opportunity to serve well these keys rest with the quality of the classroom teacher and his/her ability to teach at high level and who implement specific strategies on a daily basis to help their students achieve, regardless of race, cultural background, or socioeconomic status, and it starts with effective classroom management. In this K-12 session, participants will be taught strategies for implementing classroom management consistently and how to create an effective classroom management plan. Opened to all teachers and principals in urban and low-income areas, this learning experience will engage participants in various role-playing exercises to show application of concepts and will conclude with an activity and handout to personalize their own classroom management plan.</p>	Room 220
4	<b>Leadership: The Right Map to Follow</b>	Pamela Chapman	<p>This dynamic, interactive workshop will focus on solutions for empowering educational leaders confronting the challenges of sustainably developing the next generation of teacher leaders. The workshop will introduce participants to a successful school-based ten month leadership program that focuses on data-driven instruction, observation and feedback, student culture, staff culture, and time management. Participants will be given hands-on opportunities to examine selected professional reading assignments, classroom instructional videos, and the subsequent implementation of learning. Additionally, participants will be equipped with rubrics, observation trackers, and action planning worksheets to facilitate their on leadership program. The session will close with a candid discussion of how to merge the leadership skills developed and the cultural capital of women and minorities to advance urban education.</p>	Room 217

5	<b>Equity, Culturally Relevant Leadership, and Data Analysis</b>	Dr. Demond Means	This session will highlight the importance of the concept of equity in educational programming. The session will explore the need for culturally relevant leadership and crucial conversations about student achievement. Participants will learn how to effectively leverage data analysis to create space for crucial conversations about inequalities in schools. Following the workshop, participants will immediately have the capacity to conduct an analysis of their school setting for equity practices. Participants will better understand how to confront persisting (and typical) barriers to culturally relevant leadership.	Room 218
6	<b>Black Girl Blues: An Examination of Self and Survival</b>	Carolyn Strong	Black Girl Blues (BGB) addresses the long standing issues regarding relationships among black girls. Research shows that girls are suspended at a higher rate than their white counterparts. BGB looks at these issues from a historical perspective and provides tangible activities that students can utilize in their efforts to problem solve in their everyday lives. Conflict among people often occurs because we do not have the tools to effectively communicate what we are feeling. The presenter gives strategies educators can take back to their respective institutions and work with students to identify and change issues in their communication style. Helping these students to change the way they think about themselves and others around them is key in our quest to make them critical thinkers that are ready to go out into the world and tackle whatever life has to offer them. These tangible resources can also be used in small group sessions.	Room 219