



Achievement Gap

Midwest Regional Conference



CONFERENCE PARTNERS AND SPONSORS



Schedule At-A-Glance

Wednesday, November 3

- 3:00 - 5:00 pm: Exhibitor Set-up
- 5:00 - 7:00 pm: Registration
- 6:00 - 7:00 pm: Networking Reception, Exhibitor Open House

Thursday, November 4

- 7:00 - 10:00 am: Registration
- 7:00 - 8:00 am: Networking Continental Breakfast
- 8:00 - 8:15 am: Announcements
- 8:15 - 9:00 am: Networking
- 9:00 - 9:20 am: Spoken Word
- 9:30 am - 12:15 pm: AM Breakout Sessions
- 12:15 - 1:30 pm: Keynote Luncheon featuring Keynote Presenter: Manuel Scott
- 1:45 - 4:30 pm: PM Breakout Sessions

Friday, November 5

- 7:00 - 8:00 am: Networking Continental Breakfast
- 8:00 - 8:15 am: Announcements
- 8:15 - 9:00 am: Keynote Breakfast: Christian Moore, WhyTry?
- 9:15 - 12:00 pm: AM Breakout Sessions
- 12:15 - 1:30 pm: Keynote Luncheon: Mark Berends, Ph.D. Sponsored by REL Midwest at Learning Point Associates
- 1:45 - 4:30 pm: PM Breakout Sessions
- 5:30 - 10:30 pm: Outing with shuttle service to the Magnificent Mile.

Saturday, November 6

- 8:00 - 9:00 am: Networking Continental Breakfast
- 9:00 - 10:15 am: AM Breakout Sessions
- 10:30 - 12:00 pm: Final Session Feature: The Addison Trail Model, Ed Buck and his team, from Addison, IL

For educators, principals, superintendents, Title 1 teachers, counselors, student support staff.

www.uwgb.edu/outreach/achievement

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Networking & Events

Wednesday, November 3

- 5:00-7:00 pm: Registration
- 6:00-7:00: **Networking** Reception, Exhibitor Open House

Thursday, November 4

- 7:00-8:00 am: Breakfast
- 8:00-8:15: Welcoming Remarks
- 8:15-9:00: **Network** with Colleagues
- 12:15-1:30 pm: Keynote Presenter: Manuel Scott, an original Freedom Writer

Friday, November 5

- 7:00-8:00 am: Continental Breakfast Featuring Keynote Presenter: Christian Moore, CEO, WhyTry?
- 8:00-8:15: Announcements
- Noon-1:15 pm: Luncheon Featuring Keynote Presenter: Mark Berends, Ph.D., sponsored by REL Midwest
- 5:30-10:30: Magnificent Mile Outing

Saturday, November 6

- 8:00-9:00 am: Continental Networking Breakfast
- 9:15-Noon: Breakout Sessions and Final Conference Session



CROWNE PLAZA

Chicago O'Hare Hotel & Conference Center

Welcome to the Crowne Plaza Chicago O'Hare Hotel & Conference Center. Our full-service Rosemont, Illinois hotel delivers BRAND NEW up-scale guest rooms and suites, attentive service and a variety of amenities.

Dining out is more like dining in with our three onsite restaurants. Shopping and entertainment options abound in Rosemont and downtown Chicago, which is conveniently close to our O'Hare International Airport hotel. 24/7 airport shuttle service, is available from the hotel.

BRAND NEW GUEST ROOMS AND SUITES - All 503 of the hotels guest rooms have been completely re-styled and are eco-friendly. The rooms are decorated with a delightfully rich design that is classic and comfortable.

All of our new guest rooms offer additional amenities that have become integral to today's savvy leisure and business travelers such as refrigerator, in-room safe to fit a laptop, cordless telephone, 32 inch High Definition LCD television, double paned windows to eliminate sound and Full size sofa-sleepers in all King bedded rooms. Wireless high speed internet access is available in all guest rooms and those interested will be able to request a room equipped with Roomlinx, today's In-Room Media, Entertainment solution.

Dining and Entertainment: On-site restaurants offer a variety of menu options. Just around the corner you will find one of Chicago's most popular venues, Gibson's Steakhouse, that offers a wide range of menu options. On Friday night, an outing to the Magnificent Mile will expand the options! A list of restaurants will be provided for those on the outing, and more information is available at the Front Desk.

Recreational Facilities and other Services: Discover a wide range of contemporary hotel services, including an indoor swimming pool, concierge desk, fitness center, complimentary airport shuttle, meeting rooms, event catering and gift shop.

Exhibitor Hours

- **Location: O'Hare V**
- 6:00 - 7:00 PM, Wednesday - Exhibitor Open House
- 8:00 AM - 5:00 PM, Thursday
- 8:00 AM - 2:00 PM, Friday
- Be sure to visit the exhibits featuring Educational Vendors and Presenters.

List of Exhibitors (at Time of Printing):

- DEPCO – Conference Sponsor
- Education 2020
- Editure Professional Development
- Lightspeed Technologies
- Oasys
- Read Right Systems
- School Perceptions
- The Upside Down Organization

Thursday 9:00 – 9:20, Spoken Word

This Spoken Word performance inspires audience members to grasp the level of intensity that exists within disengaged youth, particularly Black and Brown socio-economically marginalized youth. The performance will include the dynamics of race, class, gender and immigration status that young people encounter in a school environment. Our student presenters speak from their own personal experiences and have analyzed their experiences into a learned context within the larger issues of educational equity. Their group, One Dream 2009, an advocacy group for undocumented youth has performed nationwide and was invited to Presidential Inauguration of 2008.

Dr. JuanCarlos Arauz, Faculty Advisor

Thursday 9:30 – 10:45, Sessions 1-5

1 Impact Of Looping Classrooms On Achievement For At-Risk Students

- **Location:** Love A
- **Presenter:** Mette Baran
- **Co-Presenters:** Janice Jones and Shannon Young
- **Presenters From:** Milwaukee, WI

Looping is defined as multi-age classrooms where students and their teacher stay together for at least two years. Looping has gained momentum as it has grown to become a beneficial educational strategy to serve at-risk students. This session presents a study that reviewed the impact of this promising practice.

2 Restructuring The High School Learning Culture

- **Location:** Love B
- **Presenter:** Daniel Krause
- **Presenter From:** Villa Park, IL

Willowbrook High School will present an extensive restructuring effort utilized in Villa Park, IL to help improve the achievement of students. Willowbrook has been able to make AYP and improve the culture of the school by initiating practices proven to support their model. Practices including PBIS (Positive Behavioral Interventions and Supports), learning communities, high school transition efforts and college/career preparation will be shared. During implementation of this program, course failures have decreased by 25% and performance on EXPLORE, PLAN and ACT assessments have increased among all student populations. Willowbrook will share how teachers use common formative assessments through a school-wide RTI process and describe the journey they took to bring this culture of learning and success to a reality.

3 Monitoring Our Literacy Progress

- **Location:** Haneda A
- **Presenter:** Lorry Stiles
- **Co-Presenters:** Ann Birdsall, Tony Klaubauf
- **Presenters From:** Denmark, WI

Based on a successful literacy program at the Denmark District (WI), you will be provided the necessary steps to meet student needs and adhere to RTI regulations. Strategies include: redesigning schedules to provide a tiered level of support, charting progress, and re-grouping students based on skill deficits or reading levels. Additional strategies include successful data collection and analysis supported by strategic staff development.

4 Five Essential Requirements For Effective In-School Suspension

- **Location:** Haneda B
- **Presenter:** Jim Lawson
- **Co-Presenter:** Sherri Zimmerman
- **Presenters From:** Panama City, FL

An effective in-school suspension model has been piloted in Bay County, FL with a remarkable rate of success. The model is designed to positively affect student behavior, reduce discipline referrals, increase student achievement and reduce the rate of dropouts. The model is a practical, field-tested technique created to assist the in-school suspension program administrator and the traditional at-risk student. The presentation is interactive with special consideration given to the five elements necessary to successfully implement the ISS model in a school or classroom: 1) personnel, 2) preparation, 3) orientation, 4) implementation and 5) assessment.

COMMERCIAL PRESENTATION

5 DEPCO, LLC's Innovative Approach to Closing the Achievement Gap by Utilizing 21st Century Skills

- **Location:** La Guardia
- **Presenter:** Terry Graham - President, DEPCO, LLC

DEPCO, LLC exists to present educational opportunities within and outside the realm of the general-education model. We pride ourselves in establishing relationships with educators in order to create the most effective approach for students to achieve core skills and career exploration and training. We, at DEPCO, LLC, understand the state of today's educational systems. Our passion in educating today's students is easily recognizable through our creation of educational curriculum that focuses on 21st Century Skills with a fundamental approach using literacy, science, technology, engineering, and math. This presentation elaborates on the effective strategies that DEPCO, LLC has developed by partnering with educational facilities. The methods implemented in afterschool programs, alternative programs, technology labs, and workforce development facilities are discussed in order to close the achievement gap that challenges educators daily. DEPCO is a conference sponsor.

Thursday 9:30 – 10:45 Continued, Sessions 6-8

6 Impact Of Business And School Partnerships On Success Of Learners

- **Location:** Dulles
- **Presenter:** Marty Gholston
- **Co-Presenter:** Wayne Evert
- **Presenters From:** Milwaukee, WI

Second Chance Partners for Education Milwaukee, WI exists to create partnerships between local businesses and education to meet the needs of a growing population of non-traditional high school learners. This practice provides credit deficient students with the opportunity to earn their high school diploma through an integrated learning experience linking academic standards with real-world application.

7 How Media Is Changing The Way We Learn

- **Location:** Midway
- **Presenter:** Tammy Stephens
- **Presenter From:** Long Beach, CA

New forms of media including social networking, blogging, gaming, instant messaging, podcasting, videos and web sharing will be discussed related to the manner in which they allow education to communicate and collaborate in new ways. A research focus will be included in terms of how people learn differently with the use of these media forms. Participants will learn how Piaget's stages of childhood development impact the cognitive development of students utilizing these forms of media.

8 Teacher Vs Student: Cultural Perceptions, Values And Conflicts

- **Location:** Kennedy
- **Presenter:** Tong Xiong
- **Co-Presenter:** Pao Lor
- **Presenters From:** Green Bay, WI

This interactive workshop will examine the cultural differences and the perceptions, values and conflicts that exist related to the educational experience. Four strategies will be demonstrated to improve teachers' effectiveness: 1) peer / cooperative learning vs. cheating (individual learning), 2) praising and rewarding vs. negative criticism and punishment, 3) student self-efficacy vs. respect for authority and 4) cultural home environment values vs. teachers' values. By having a better understanding of these perceptions, teachers can move effectively in designing and delivering lessons that will have less classroom distractions, fewer student management issues and a decrease in the number of disenfranchised parents; thus promoting a positive learning environment.

Thursday 11:00 – 12:15, Sessions 9-12

9 100% Engagement

- **Location:** Love A
- **Presenter:** JuanCarlos Arauz
- **Presenter From:** San Raphael, CA

The process of education and globalization are the two most significant 21st century issues that our world faces. In order to address the impact of globalization, a transformation of our educational institution is required. This workshop focuses on utilizing Digital Storytelling and Spoken Word as a means to connect traditionally polarized communities through the bridge of conversations and action around issues of social and environmental justice. We will demonstrate how these groups can develop a partnership to address the environmental and social justice themes that are meaningful to each group. The youth and adults who will help to lead the workshop have experience in partnering to address challenging, tangible problems in their respective communities, and in some cases they have created solutions to these problems.

10 Formative Assessment For Student Learning And Motivation

- **Location:** Love B
- **Presenter:** Joshua Ruland
- **Presenter From:** Manteno, IL

Objectives: Participants will: 1) understand the basics of classroom formative assessment and the impact on struggling students' achievement; 2) understand the research underlying formative assessment attributes; 3) have practical classroom, school, and district strategies to begin immediately using FA attributes to address struggling students and 4) be able to develop plans for classroom, school, and district level implementation. This presentation will deal with two parts. The first part will be an overview of the large picture of formative assessment and the underlying research and experience. The second part will be an examination of the five attributes of FA as identified by the council of chief state school officials and what they look like in practice.

11 Educating Students For The 21st Century

- **Location:** Haneda B
- **Presenter:** Tammy Stephens
- **Co-Presenters:** Diane Doersch and Steven Dreger
- **Presenters From:** Neenah, WI

Learn how the Neenah, WI Joint School District initiated a forward and ambitious strategic plan that combined the development of curriculum to include 21st century skills. Participants will gain an understanding of how assessment practices must change in 21st century learning environments, as well as how this must be incorporated into the strategic planning process used to provide leadership and vision for a district. District leaders will share the framework to align curriculum to 21st century skills as a model for district leadership and also lessons learned in the implementation process.

COMMERCIAL PRESENTATION

12 Implementing the Right RtI Product

- **Location:** La Guardia
- **Presenter:** Marty Suchorski - Owner, Oasys

This presentation will feature how Oasys's RtI Solutions differs from other products, and will give a general overview of what RtI is, how to develop and state goals for your District and reasons why Oasys is the right product for you. A power point with facts, quotes and statistics will be used during presentation.



Please Wear Your Badge

Your badge is your admission to the Achievement Gap Conference and its various functions. Thank you.

**Thursday 11:00 – 12:15 Continued,
Sessions 13-15****13 Closing Knowledge Gap: A Call For
Transformative Education**

- **Location:** Dulles
- **Presenter:** Alem Asres
- **Presenter From:** Green Bay, WI

Even though achievement gap data cites numerous factors contributing to the achievement gap, it fails to include the most important factors: lack of teachers' knowledge, skill, and desire to teach non-European accomplishments in all areas of human endeavor to all learners, especially to students of color. This interactive presentation is designed to engage participants in the act of preparing our future educators to empower and engage all learners, especially students of color. Conference participants will be presented with a model of what one college is doing to close the existing knowledge gap and, simultaneously, build a team of faculty and staff who are prepared to be culturally responsive to the needs of all learners.

**14 Rethinking AD/HD: What Works,
What Doesn't, and Why**

- **Location:** Midway
- **Presenter:** Heather Higgins
- **Presenter From:** Baltimore, MD

Children and youth with Attention-Deficit/Hyperactivity Disorder (AD/HD) have unique brains. Like all brains, AD/HD minds have strengths and weaknesses. In this workshop, you'll learn the 12 power tools for maximizing the strengths and minimizing the contextual weaknesses of the AD/HD brain. Participants will be able to: 1) compare scans from non-AD/HD and AD/HD brains and discuss the differences, 2) identify the processes and tasks performed by the frontal lobes and discuss the implications for dysfunction or under-development and 3) describe 12 intervention techniques that either augment or substitute for ineffective frontal lobe performance.

**15 What School Elements Affect
Parental Self-Efficacy?**

- **Location:** Kennedy
- **Presenter:** Shannon Young
- **Presenter From:** Ringle, WI

Research shows that, with high parental self-efficacy, educational challenges can be overcome. This session will share an important study that investigated what school elements impact parental efficacy. The results will assist schools in developing relationships with parents that improve parental efficacy.

Thursday 12:15 – 1:30, Keynote Luncheon**Manuel Scott****Teaching that Closes the Achievement Gap:
A Fresh Perspective for Educators**

Manuel Scott will describe the kind of teaching that helped him go from being a poor student (0.6 G.P.A., high school dropout, missed up to 90 days of school a year, etc) to a successful PhD student who knows several languages. He will share relevant methods and proven techniques that engage, equip, and empower teachers and students to take responsibility for their own success.

**Thursday 1:45 – 3:00, Sessions 17-18****17 FLAG, FROG, and Einstein:
Addressing the Achievement Gap**

- **Location:** Love A
- **Presenter:** Scott Ashmann
- **Co-Presenters:** Susan Cooper, Timothy Kaufman, Steven Kimball, Pao Lor, and Linda Tabers-Kwak
- **Presenters From:** Green Bay, WI

Given that UW-Green Bay is the host institution, the purpose of this session is to highlight initiatives taking place around Green Bay that address achievement gap issues. By the end of the session, participants should be able to describe these cutting-edge programs and practices and identify elements of them that can be applied to creating an action plan for their own community. The first part is a description of these initiatives: 1) the FLAG Reading Project at Nicolet Elementary (also Nicolet's parent involvement program), 2) the FROG Literacy Program at Heritage Elementary, 3) the Einstein Project's hands-on science program, 4) the YES Project involving Native Americans at King Elementary, 5) UWGB's teacher education program's efforts to prepare teachers to address the achievement gap, and 6) UWGB's Phuture Phoenix Program. Reference will be made to other conference presentations that will describe each of these programs in more detail.

**18 District 162 Chooses Now! Soaring
From 55% to 85%**

- **Location:** Love B
- **Presenter:** Blondean Davis
- **Co-Presenters:** Brian Ali, Yvonne Williams
- **Presenters From:** Matteson, IL

District 162 Chooses Now! Soaring from 55% to 85% Matteson School District 162 Conference Presentation Proposal Located in the southern suburbs of Chicago, Matteson School District 162 serves as a model of achievement for the state and nation. Believing in the philosophy of Ron Edmonds who stated, "We can, whenever we choose, successfully teach all children whose schooling is of interest to us," District 162, under the leadership of Superintendent Dr. Blondean Davis, 2008 Superintendent of the Year, has seen student scores soar from 55% to 82%. The established goal for 2010 is 85% of students meeting/exceeding on the Illinois Standards Achievement Test. This amazing academic achievement has occurred during significant demographic change and dramatically increasing student enrollment. District 162 is unique in Illinois in that it is the only district to make adequate yearly progress with an African-American enrollment over 80% and a free/reduced lunch enrollment of 63%. Presenters will detail specific strategies implemented to improve achievement including data-driven decision making, staffing, technology utilization, professional development, building renovation and curriculum restructuring. Discover the District 162 team who has chosen for seven years to put Ron Edmonds' words to action with outstanding results.

Thursday 1:45 – 3:00 Continued, Sessions 19-24

19 Squandered Opportunities: High Stakes/Benchmark Testing

- **Location:** Haneda A
- **Presenter:** Paul Zavitkovsky
- **Presenter From:** Chicago, IL

NCLB has failed to close chronic gaps in instructional effectiveness for low-income children of color because its feedback loops in reporting are not adequate. This interactive workshop will: 1) illustrate how current reporting systems are squandering opportunities to provide better feedback to teachers and parents, 2) engage participants in alternative approaches, 3) challenge participants to see how alternative ways of representing data can exert strong leverage on longstanding problems and 4) present examples of Chicago elementary and high schools that have made dramatic achievement gains using the approach described.

20 Out Of The Darkness And Into The Light

- **Location:** Haneda B
- **Presenter:** Deborah Goforth
- **Presenter From:** San Angelo, TX

“Out of the Darkness and Into the Light” ventures down the path that can only be created when teachers open their own hearts and gently guide young minds toward amazing, new worlds of thought with the light of education. It is a reflection of the hope we have for the future and the dreams we encourage to grow. Become a “Keeper of Hope.” This veteran educator will take you on a roller coaster ride of emotion as she guides you through the 11 critical attributes necessary to open the world to at-risk students. The author of Scars of Love, Tears of Hope will share personal stories of triumph in an attempt to look into the lives of at-risk children and “see what they are not saying.”

COMMERCIAL PRESENTATION

21 Alumni Feedback & Relations - A Forgotten Path to Improving School Performance

- **Location:** La Guardia
- **Presenter:** Tammy Stephens
- **Presenter From:** Long Beach, CA

School Perceptions is a leader in educational survey, assessment, and alumni relations solutions. School Perceptions helps over 9,000 schools continually improve learning outcomes by providing School Climate Surveys, Alumni Relations Platforms, Senior Exit and Post Grad Surveys, Referendum Planning and customized consulting services.



In this session you will learn how School Perceptions’ innovative Facebook application helps school leaders gain a better understanding of where your graduates are, what they are doing, and how effective your curriculum and programs were in preparing them with future careers, schooling and life skills. In this session, we will share how these tools can be used to continually drive educational improvement as well as maintain alumni relations.

22 Teaching 21st Century Skills: Cultural Resiliency

- **Location:** Dulles
- **Presenter:** JuanCarlos Arauz
- **Co-Presenter:** Suresh Appavoo
- **Presenters From:** San Rafael, CA

Learn how Cultural Resiliency, terms used for the level of proficiency in the 5 essential competencies based on lived experiences, were found in the research of low-income, students of color and undocumented youth. These 5 essential competencies align with some of the 21st century skills. The goal of educators is to find a way to bring these 5 competencies into the classroom, which will in turn engage all students, especially those often least engaged.

23 Results Of A Sensory Linguistic Phonics Kindergarten Curriculum

- **Location:** Midway
- **Presenter:** David Hurford
- **Presenter From:** Pittsburg, PA

This presentation will highlight the development and results of a collaborative effort between a university/research-based center and a public school system to develop a kindergarten curriculum, which is precisely the type of relationship between researchers and practitioners that was intended by the No Child Left Behind (NCLB) legislation. The curriculum was designed to reduce reading failure. The curriculum is comprised of whole and small group instruction, multi-sensory activities, writing, homework, word and sentence reading, spelling and response to intervention strategies.

24 Boys in Crises

- **Location:** Kennedy
- **Presenter:** Helen Schaal
- **Presenter From:** Green Bay, WI

Research suggests that boys make up the greatest percentage of the discipline problems in our schools and comprise the largest population of students identified with learning disabilities. In this session we will explore how brain structure affects behavior in boys, as well as the implications on instructional lessons. You will be presented with thought-provoking material and take part in engaging conversation as we explore the question “Is there a crisis with our boys?” Join us and learn strategies to assist boys for succeeding in school and society!



Thursday 3:15 – 4:30, Sessions 25-31**25 An RTI Process For Mathematics**

- **Location:** Love A
- **Presenter:** Chris Castellero
- **Presenter From:** Green Bay, WI

CESA 7, WI with the aid of the ESEA Teacher Quality Grant, has developed a process for implementing an RTI mathematics philosophy in five area school districts. The process incorporates elements of building collaborative teams, assessment options, building mathematical content knowledge and mathematics best practices in delivering content. Districts in the grant look at data through collaborative teams then develop a philosophy and plan for RTI in mathematics. The work continues with the development of the instructional strategies that will close learning gaps with students. We believe that the process of RTI is successful with all students, and CESA 7 would like to share this exclusive mathematics implementation with others.

26 Conversation Techniques For Difficult Parents And Administrators

- **Location:** Love B
- **Presenter:** Bea Lewis
- **Presenter From:** Jacksonville, FL

This presentation will provide common sense practical techniques and strategies to use when having conferences with difficult parents or educational staff. These strategies will include things as simple as how to greet parents and/or staff at the beginning of a conference in order to establish a sense of trust. Proven strategies and suggested conversations and questioning designs for dealing with difficult situations will be presented.

27 Leadership Matters: How Principals Impact Student Achievement

- **Location:** Haneda A&B
- **Presenter:** Ronald Rizzo
- **Presenter From:** Big Rapids, MI

This presentation will be based on results of the presenter's 2009-2010 Ph.D. dissertation which investigates the correlation between the professional development and training of school principals and how their actions impact student performance in their buildings.

COMMERCIAL PRESENTATION**28 Why Try?**

- **Location:** La Guardia
- **Presenter:** Chris Brown
- **Presenters From:** Provo, UT

Discovery how the WhyTry Program works. The WhyTry Program is now in use in over 10,000 schools, 500 school districts in 48 states, Canada, and Australia. It has been demonstrated to reduce truancy, improve academic success, and increase graduation rates.

**29 Laughing And Learning: An Alternative To Shut Up And Listen**

- **Location:** Dulles
- **Presenter:** Peter Jonas
- **Presenter From:** Milwaukee, WI

A variety of research studies show that individuals can use humor not only to increase leadership but also to enhance the learning environment. This presentation provides an analysis and synthesis of the research behind using humor in schools. Through the use of effective research and brain-based concepts, we will explain the eight main strategies of how humor can be used to enhance the learning environment to address the achievement gap. We will not only address the theory behind using humor but will provide easy-to-follow research-based steps. Learn how easy it is to use stories, jokes, videos and cartoons to improve teaching and increase learning.

30 "Dare To Dream" Phuture Phoenix Mentoring/Tutoring Model

- **Location:** Midway
- **Presenter:** Kim Desotell
- **Co-Presenter:** Stephanie Cataldo-Pabich
- **Presenters From:** Green Bay, WI

Presenters will share aspects of this innovative mentoring/tutoring program encouraging at-risk youth to graduate from high school and pursue a college education. As a recipient of the 2008 Wisconsin DPI Program of Distinction Award from the Wisconsin PK-16 Leadership Council, the program has demonstrated the ability to engage 5th-12th grade students and improve academic success.

31 The Effects Of Parental Involvement And Small Class Sizes

- **Location:** Kennedy
- **Presenter:** Benjamin Edmondson, Ed.D.
- **Presenter From:** Ypsilanti, MI

The researcher investigated and compassed the effects of specific parental interventions and the implementation of small class size on the academic achievement gap between African American and Caucasian children. By using several studies, data revealed that parental involvement and small classes in themselves positively impacted student achievement; however, the researcher also used re-gression analyses, descriptive statistics, and Pearson Correlation to examine (a) the effects that home environment, activities, and cognitive stimulation had on the reading, mathematics, and general knowledge performance of African American and Caucasian (K) students and (b) the effect class size had on the reading and mathematics performance of African American and Caucasian (K) students. The purpose of this presentation is to equip educators with revealing data that will help them focus on variables and techniques that matter in the classroom and outside the school.



Friday 8:15-9:00, Keynote Breakfast

Christian Moore

Why Try? Overcoming Poverty, Violence and Failure

Christian Moore will talk about the origins of poverty, violence and failure as he experienced them growing up as one of twelve children on the outskirts of Baltimore. He will then address the principles that help people overcome crushing social circumstances every day. His hope-filled message will change how each member of the audience sees themselves and their power to change the lives of youth. Christian Moore is the founder of WhyTry?

Christian is an internationally renowned author, speaker and advocate for at-risk youth. The WhyTry Program he authored has proven to be one of the most effective ways to teach the critical social and emotional skills that determine the success and happiness of individuals facing life's challenges.



Friday 9:15 - 10:30, Sessions 33-36

33 Differentiated Instruction Through Partnership: 21st Century

- **Location:** Love A
- **Presenter:** Peter Jonas
- **Presenter From:** Milwaukee, WI

The Partnership for 21st Century is a national program providing a unified vision for learning. The key elements include: 1) core subjects; 2) learning and innovation skills; 3) information, media, and technology skills and 4) life and career skills. This presentation will provide an overview of the program with a focus on how differentiated instruction serves as a core pedagogy for implementation. Presenters will examine and highlight the lessons learned from the program and provide both theoretical and practical examples.

34 Closing The Gap In Introductory Science Courses At UW-Green Bay

- **Location:** Love B
- **Presenter:** Angela Bauer-Dantoin
- **Co-Presenter:** Shawn Robinson
- **Presenters From:** Green Bay, WI

Like many other colleges and universities, the University of Wisconsin-Green Bay has observed a significant achievement gap between white and multicultural undergraduate students enrolled in foundation science courses. In order to address this achievement gap in an introductory biology course, the Human Biology Program collaborated with the American Intercultural Center (AIC) at the University of Wisconsin Green Bay to offer weekly TOSS ("Targeted Opportunities for Success in Science") Workshops that targeted content areas in which multicultural students self-reportedly struggle. Results from the initial piloting of TOSS Workshops indicate that the program closed the achievement gap between white and multicultural students in the introductory biology course. Elements of the TOSS Workshops that likely contributed to the success of multicultural students will be discussed.

35 How Public Schools Can Impact Early Learning Success

- **Location:** Haneda A
- **Presenter:** Lynn Pokryfky
- **Co-Presenters:** Meghan Way, Angela McConnaghy, and Elizabeth DuMoulin
- **Presenters From:** Tecumseh, MI

Learn how Tecumseh, MI Public Schools have implemented an early learning success program that has lowered elementary special education population to below 5%. This comprehensive program offers programming, support, professional development and intervention strategies that allow children to be successful in kinesthetic, numeracy, language, social and emotional areas using data to make critical decisions, partnerships and collaborative actions. Workshop participants will learn strategies they can implement to begin creating their own program.

36 Creating A Mind Shift From Dropping Out To Diving In!

- **Location:** Haneda B
- **Presenter:** Jenny Severson
- **Presenters From:** Provo, UT

Participants in this session will learn proven methods for getting and keeping students' attention, boosting learning and long-term memory and motivating with greater success in school. Learn research-based tools to help you prepare your students with 21st century skills for higher achievement in school and in the world. Discover proven strategies for building a highly motivated learning community and culture where students want to perform at their optimal best, where absenteeism and student drop-outs are reduced and where students are engaged and want to learn.

Be Sure To Visit The Exhibits!

Friday 9:15 - 10:30 Continued, Sessions 37-58

COMMERCIAL PRESENTATION

37 Education 2020

Location: La Guardia
Presenter: Lisa Rupert
Presenter From: Grand Rapids, MI

Education2020 helps school districts provide core and elective instruction in a virtual school setting for students in grades 6-12. Our courseware is aligned to state and national standards and has helped students recover and accrue credits for graduation and prepare for state, end-of-course, and key standardized tests since 1998.

**39 Follow-Up to the Breakfast Keynote: Why Try? Overcoming Poverty, Violence And Failure**

- **Location:** Midway
- **Presenter:** Christian Moore
- **Presenter From:** Provo, UT

The presenter will share motivational stories from his own life experiences as a youth with severe learning disabilities. He will walk the audience through the social and emotional assets that allowed him to get a masters degree and become a nationally recognized child advocate. He will explore the seeds of motivation and hope which enable children to overcome poverty, violence and failure.

40 Social Intelligence Programs are Critical to Academic and Behavioral Success

- **Location:** Kennedy
- **Presenter:** Sara Salmon
- **Presenter From:** Denver, CO

Social Intelligence Programs will be described that are used throughout the U.S. to increase achievement. These programs can be used for at risk students, alternative education programs and now for the general population. This workshop will demonstrate activities and tools that you can use with these students.

41 Literacy And Brain Research: The Connection

- **Location:** O'Hare IV
- **Presenter:** Lori Cross
- **Co-Presenters:** Trish Martin and Dawn Thompson
- **Presenters From:** Paw Paw, WI

As technology advances, new discoveries based on brain mapping are helping researchers understand how students learn. This session will provide an overview of the current brain research and how it impacts the teaching of reading. Participants will 1) understand the current brain research, especially the concept of neuroplasticity and how it relates to instruction, 2) understand the classroom requirements for effective teaching, 3) relate research to instructional strategies and 4) be given a model of effective professional development.

38 Understanding The Need for Educational Equity: Ramifications and Suggested Activities

- **Location:** Dulles
- **Presenter:** Benjamin Edmondson, Ed.D.
- **Presenter From:** Ypsilanti, MI

The presenter will identify and quantify the achievement gap between black and white students by using national and state data. Multiple solutions for classroom use will be recommended.

Friday 10:45 - 12:00, Sessions 42-44**42 Student Learning Through School Organizational Capacity**

- **Location:** Love A
- **Presenter:** Kathy Lemberger
- **Presenter From:** Manitowoc, WI

Learn how a school in Manitowoc, WI uses Authentic Intellectual Work (AIW) scoring rubrics to enhance instruction, teacher tasks and student work by using the research of Fred Newmann, from UW-Madison. Construction of Knowledge, Disciplined Inquiry - and Value Beyond School are key components. Join the discussion to sustain this work through building a culture focused on student learning.

43 The Pace Of Black Students' Educational Progress In Delaware

- **Location:** Love B
- **Presenter:** Theodore Davis
- **Presenter From:** Newark, DE

Delaware was one of two states (the other Tennessee) chosen in 2010 by the federal government to participate in the "Race to the Top" program. Delaware is committed to aggressively improving teacher and principal evaluation, the use of data to inform instructional decisions, and to turn around their lowest-performing schools. Essential to the state's ability to reform the educational system is its ability to address the educational attainment and achievement gaps that exist between blacks and other ethnic/racial groups (most notably whites). The goal of this project is to examine black student population's educational progress in light of historical educational achievement gaps in the state.

44 Shaping Pre-Service Teacher Attitudes

- **Location:** Haneda A
- **Presenter:** Sandra Stokes
- **Co-Presenter:** James Coates
- **Presenters From:** Green Bay, WI

Research has clearly established that the teacher is the most important factor in the achievement of students. This is particularly important for students who fall into the achievement gap. While knowledge and skills of the teacher are of inestimable importance, it is actually the teacher's ability to communicate effectively (which includes the understanding of cultural and socio-economic differences of those students) that will make the difference in the learning process, thus helping to eliminate the achievement gap. This session will describe how, through reading, writing and research assignments, pre-service teachers can come to appreciate the differences their students bring to the learning process, thereby gaining the necessary insight needed to build on those differences in planning and implementing lessons.

Friday 10:45 – 12:00, Sessions 45-49

45 High Performance Culture: Courage, Consistency, Commitment and Caring

- **Location:** Haneda B
- **Presenter:** Clarence Callaway
- **Presenter From:** Ellenwood, GA

This presentation will share successful strategies implemented at Destiny Academy of Excellence in Ellenwood, GA a charter school in the urban Dekalb County School system.

46 Improving Literacy: Managing The Classroom Listening Environment

- **Location:** La Guardia
- **Presenter:** Sherwood Williams
- **Co-Presenters:** Joanne Colombo and Stephanie Long
- **Presenters From:** Green Bay, WI

This session will discuss how to change the classroom acoustical environment and how to enhance the teacher's voice with sound-field technologies by focusing on three items: 1) recent auditory brain development research, 2) the concept of "Building Effective Classroom Acoustical Environment" and 3) classroom listening issues. Audibility and intelligibility distinctions regarding language development and literacy will be demonstrated. Data will be presented from different school systems that have changed the classroom acoustical environment documenting a 10-30% increase in achievement as measured by DRA and reading fluency scores. In addition, teacher redirections (any kind involving student behavior) were reduced by 72%; off-task behaviors were reduced by 43%; and the Cooperative Educational Service Agency (CESA 7) in Green Bay, WI found the student referral to special needs dropped by nearly 40%.

47 Co-Teaching At 212 Degrees: Special Education/Language Learners

- **Location:** Dulles
- **Presenter:** Margaret Black
- **Presenter From:** Fond Du Lac, WI

The goal of this session is to explore this cost-effective, researched-based approach and to provide suggestions for building capacity in regular education, special education and with ELL teachers. Learn what has been effective for improved student learning during the process of reintegrating these services back in the classroom.

48 Transforming Curricular Pedagogy By Using 21st Century Skills

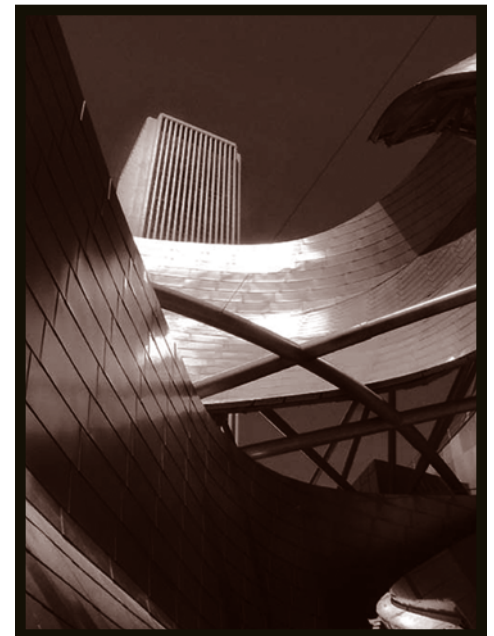
- **Location:** Midway
- **Presenter:** Carrie Dassow
- **Co-Presenter:** Dena Budrecki
- **Presenters From:** Plymouth, WI

This session will emphasize best practices for increasing knowledge and understanding of how digital literacy can influence classroom practices. Teachers will be challenged to improve their instructional pedagogy with the integration of new technologies such as: Web 2.0, I-touches, ipods, cell phones and other tools that can be used to enhance student learning.

49 Eliminate Disruptive Behavior And Put An End To Bullying

- **Location:** Kennedy
- **Presenter:** Lillie M. Hill-Vinson
- **Presenter From:** Alexandria, VA

This workshop will focus on and demonstrate strategies for eliminating disruptions and bullying caused by disruptive student behavior in alternative education classes and schools. It will also include best practices for holding students accountable for their own behavior. Additionally, it will address the need/value for making personal connections with students and their parents.



Friday 12:15 – 1:30, Keynote Luncheon

Mark Berends, Ph.D.

Connecting Research to Practice: Addressing Student Achievement Gaps

Dr. Berends' presentation will go over the landscape of research on achievement gaps, highlighting his own work that examined patterns of achievement gaps in math over time and their relationship to school and student characteristics. Dr. Berends is the director of the Center for Research on Educational Opportunity at the University of Notre Dame. Dr. Berends also directs the National Center on School Choice, funded by the Institute of Education Sciences (IES), and is vice president of the American Education Research Association's Division on Educational Policy and Politics. Dr. Berends has an extensive background in research on student achievement gaps.



Sponsored by REL Midwest at Learning Point Associates

Friday 1:45 – 3:00, Sessions 51-57**51 REL Midwest - Follow-Up Session for Keynote Presentation: Connecting Research to Practice: Addressing Student Achievement Gaps**

- **Location:** Love A & B
- **Presenter:** Mark Berends, Ph.D.
- **Moderator:** Dr. Gwendolyn Webb-Hasan Texas A & M University
- **Panelists:** Von Sheppard – Assistant Superintendent, Boulder Valley School District, Jolene Aleck- Chicago Public Schools, Office of Language & Cultural Education

Dr. Berends' presentation will go over the landscape of research on achievement gaps, highlighting his own work that examined patterns of achievement gaps in math over time and

their relationship to school and student characteristics. Dr. Berends is the director of the Center for Research on Educational Opportunity at the University of Notre Dame. Dr. Berends also directs the National Center on School Choice, funded by the Institute of Education Sciences (IES), and is vice president of the American Education Research Association's Division on Educational Policy and Politics. Dr. Berends has an extensive background in research on student achievement gaps. Dr. Berends will engage in a collaborative dialogue with a panel of practitioners working to address the achievement gap in a variety of contexts.

52 Closing The Graduation Gap

- **Location:** Haneda A
- **Presenter:** Tom Vander Ark
- **Presenter From:** New York, NY

This session will highlight City Prep Academies of New York City and strategies to close the graduation gap. The school utilizes both on-line and on-site learning opportunities to increase success for over-aged/under-credited youth.

53 Meeting Literacy Needs Of Students Using Flexible Reading Groups

- **Location:** Haneda B
- **Presenter:** Alissa Roe
- **Co-Presenters:** Peggy Ross, Angela Blum, Gretchen Marx, and Laura DeGuelle
- **Presenters From:** De Pere, WI

The purpose of this session is to share how we successfully provide daily small group literacy instruction to every first grade student as well as provide a double and triple-dose to struggling readers using flexible reading groups. Our learning objectives are to show how to provide daily literacy instruction using the Flexible Reading Group (FRoG) model, why it is important, and how assessment is used to drive our instruction.

54 Interventions: Developing Framework For Struggling Learners

- **Location:** La Guardia
- **Presenter:** Greg Bishop
- **Presenter From:** Redford, WI

This session will focus on developing an effective Response to Intervention Programs in middle schools and high schools. Through the use of collaboration through Professional Learning Communities, this session will demonstrate the success of multiple types of intervention and prevention strategies to address at-risk students at any level of the Response to Intervention Pyramid. Participants will learn about the importance of developing Power Standards, courageous leadership and collaboration in building a Response to Intervention program. Participants in the session will also learn how to build a program of credit recovery and intervention using creative scheduling of Academic Learning Centers and after school programs. Models of successful programs will be demonstrated where targeted at-risk learners bridged the academic gap in graduation rates and recovering key academic concepts.

55 Using A Resource Team To Flexibly Support Student Learning

- **Location:** Dulles
- **Presenter:** Terry Brecklin
- **Co-Presenters:** Deb Kerr, Maria Simpson, and Holly Warren-Ryno
- **Presenters From:** Brown Deer, WI

The purpose of this session is to describe one district's practice of having its reading, GT, ESL, math, data coach and library media specialists work as a team to serve students across the district. Participants will learn how this model, which does not tie specialists to a specific building, allows for greater flexibility in serving students. Examples of the ways in which specialists collaborate to serve students will be discussed.

56 Preparing the Teachers of Tomorrow: The University of Wisconsin-Green Bay's Center for First Nations Studies

- **Location:** Midway
- **Presenter:** Lisa Poupart
- **Co-Presenter:** Timothy U. Kaufman, Ph.D.
- **Presenters From:** Green Bay, WI

This presentation will outline this innovative center aimed at preparing K-12 teachers and university faculty to deliver accurate, culturally competent instruction about the history, culture, tribal sovereignty, and contemporary status of American Indians. The Center serves a curriculum and instructional resources clearinghouse that represents the best practices in the design and delivery of classroom instruction

57 Thinking Outside The Box: Serving Vulnerable Populations

- **Location:** Kennedy
- **Presenter:** Angela Flowers
- **Presenters From:** Euclid, OH

"Thinking Outside the Box" is an interactive workshop that looks at key strategies and interventions that have been effective in an urban school district in Ohio with a population of 2,400 students. During this workshop, participants will be presented information on ways to start a mentoring program, therapeutic support groups, and interventions for at-risk populations.

Friday 3:15 – 4:30, Sessions 58-64

58 Hoarding And Clutter: Barriers To Achieving Positive Environments

- **Location:** Love A
- **Presenter:** Margaret Campbell
- **Presenter From:** Nevada City, CA

The accumulation of clutter in our learning environments, both in student storage and transport areas (lockers and backpacks) and in classrooms is an overlooked opportunity for early identification of and help with many often concealed barriers to achieving positive learning environments: indecisiveness, anxiety, depression, aggression, and disorganization. Hoarding and cluttering and its effects are associated with chronic disruptions to learning, but are generally not part of learning space design conversations. This presentation will introduce the definitions of hoarding and cluttering; present the most recent studies that validate research into hoarding and cluttering behaviors and the negative effect on learning environments; brainstorm clutter management classroom/online game and social networking solutions; and invite future connection and participation with Clutter in Learning Environments Association for Research (CLEAR).

59 The Incredible Shrinking Budget: Increasing Student Achievement

- **Location:** Love B
- **Presenter:** David Lange
- **Presenter From:** Westminster, CO

Participants will learn how to dramatically increase the amount of time they spend on instruction and decrease the time they spend giving multiple warnings and repeated requests due to misbehavior. This session provides strategies for effective classroom management that will end the student-teacher power struggles, improve academic performance, and greatly reduce the need for discipline referrals. The strategy focuses on five components: 1) Self Control, 2) Teach-To's, 3) Refocus, 4) Unconditional Positive Regard, and 5) Classroom Arrangement and Design. Many of the ideas presented in the five components are ideas that teachers already use on a daily basis, but taken within the context of this strategy, they become far more effective at reducing and eliminating behavior and classroom management issues.

60 Using a Literacy Strategy to Improve Students Misbehavior

- **Location:** Haneda A
- **Presenter:** Shawn Robinson
- **Presenter From:** Green Bay, WI

This presentation will provide personal experience on how implementing an Orton-Gillingham literacy approach as a way of exploring underlying reasons for students' misbehavior; specifically multicultural/disadvantaged students who are categorized as at-risk to positively impact their academic achievement, as well as, their social and emotional development. In other words, if students have access to critical literacy within school, particularly in reference to reading, they can show improvements in their behavior.

61 Struggle With Reading: Could It Be We Aren't Teaching It Right?

- **Location:** Haneda B
- **Presenter:** Dee Tadlock
- **Presenter From:** Shelton, WA

In spite of the US Department of Education's diligent effort to improve student performance in reading over the past decade, the 2009 NAEP results reveal a continuation of a 30-year trend of flat scores in reading. The potential to find a successful reading intervention capable of preparing our population with the basic skills needed for academic success seems to be remote. However, there exists a little-known, highly effective reading intervention program based on a constructivist model that is bold and truly innovative. It relies on the plasticity of the brain to remodel the neural network that, in poor readers, guides the reading act inappropriately. Learn more about this paradigm shift and hear about the impressive results. Evaluation data will be presented that confirms the power of the model to dramatically transform struggling readers into excellent readers in a matter of months - not years.

62 Hook, Line, Sinker: Making Student Engagement A Reality

- **Location:** Dulles
- **Presenter:** Michael Moody
- **Presenter From:** Encino, CA

Student engagement is more than entertaining kids. At its best, engagement means inspiring students to think deeply and participate in high-level discussions. This highly interactive workshop provides the combination of theory and practical tools necessary to design and deliver engaging curriculum. Participants will explore what engagement is, and what it is not. They will learn how to organize unit and lesson plans for student engagement, and will acquire concrete strategies for creating engaged classrooms.

63 Creating A Positive Environment: Love and Logic's Nine Skills

- **Location:** Midway
- **Presenter:** Karen Smith
- **Co-Presenter:** Charles Meredith
- **Presenter From:** Roseville, MN

At this session, attendees will learn proven techniques for taking care of themselves and creating a classroom and school they can be proud of. For over 30 years, "Love and Logic" has been providing skills that create young people who make a positive difference in the world. "Love and Logic" achieves this goal by offering a very powerful set of skills. Teachers will learn how to: 1) neutralize student arguing, 2) use delayed consequences, 3) apply empathy, 4) use choices with limits and 5) guide students to own and solve their own problems. Participants will hear real-life stories and examples and will leave the session with practical skills that can be immediately implemented in their classrooms and school.

64 The Hidden Curriculum And Learning: After-School Arts Program

- **Location:** Kennedy
- **Presenter:** Ritu Radhakrishnan
- **Presenter From:** Champagne, IL

Research indicates that the classroom provides a constant social context and struggles of power usually take place (Jackson, 1968; Apple, 1996). Training in the arts (music, in particular) is associated with high academic achievement (Wu & Chiou, 2008) but, due to the increased attention to standardization, arts-based instruction has decreased. This study provides arts-based programs to middle school students in an under-resourced school. The presenter will: 1) examine the relationship between students' engagement in an after-school arts program and students' learning experiences, 2) examine and identify ways critical pedagogy in an arts-based curriculum may assist student agency in learning and enhancing their school experiences and 3) examine and identify the aspects of the hidden curriculum which shape students' learning experiences.

Saturday 9:00 – 10:15, Sessions 65-69**65 Addressing Race/Class/Gender: Inquiry Groups and Enviroments**

- **Location:** Midway
- **Presenter:** Sheree Alexander
- **Presenter From:** Philadelphia, PA

This workshop is to inform educators on how to utilize Teacher Inquiry Groups and Reflective Practice to improve the schooling experiences of students affected by the intersection of Race, Class and Gender. This workshop will equip educators with strategies that improve academic achievement, improve instructional practices and promote positive learning environments. Participants will learn how to utilize Teacher Inquiry Groups and Reflective Practice to offset many “disconnects” that may exist within classrooms between students and teachers. Participants will have fun and leave with strategies that will not only improve rapport and relationships with students impacted by the intersection of race, class and gender, but will allow teachers to improve the overall schooling experience for students.

66 Closing The Gap: Creating Successful High School Graduates

- **Location:** Kennedy
- **Presenter:** William Zelei
- **Presenter From:** Lyndhurst, OH

This presentation will share aspects of the innovative programming that has resulted in a consistent 96% to 98% graduation rate and both state and national recognition for the high levels of academic achievement and student graduation for all students and, most specifically, black male students at Charles F. Brush High School, an inner-ring high school in the South Euclid - Lyndhurst School District adjacent to Cleveland, OH. Learn how the district's Pyramid of Intervention, Support and Enrichment has resulted in Charles F. Brush High School being recognized for its high graduation rate and for the high levels of academic achievement of black male students by the Schott Foundation for Public Education.

67 Mind The Gap: Gender Differences In Achievement In BC

- **Location:** O'Hare V
- **Presenter:** Souhail Soujah
- **Presenter From:** Morden, BC

Achievement results in British Columbia, Canada suggest that girls outperform boys in every school subject. However, a closer look at the provincial exams tells a different story. Boys achieve better in certain areas despite their lacklustre efforts in the classroom. Boys outperform girls in Science and History, while girls dominate in every other subject, including traditional male areas such as Physics and Mathematics. The purpose of this study is to highlight these discrepancies and provide an explanation as for the disparity in achievement. Moreover, the importance of literacy for achievement is discussed in detail with reference to recent brain studies and motivational theories. This raises serious questions about the assessment and pedagogic practices in the educational system as well as the need for a re evaluation of our educational philosophy.

68 Successfully Raising Achievement In A 1-To-1 Computing Initiative

- **Location:** O'Hare IV
- **Presenter:** Nicol Peters-Freeman
- **Co-Presenter:** Tammy Stephens
- **Presenter From:** Milwaukee, WI

Milwaukee Public Schools will share best practices used in implementing their sixth grade 1-to-1 laptop initiative. The evaluator of the program will share how they conducted student data tracking to change teacher practices. The presenters will share program implementation and demonstrate how a structure of support and community was built. Research-based professional development models and strategies will be shared including the use of Moodle® as a platform to support the 1-to-1 initiative. The presentation will also include program artifacts and data instruments developed to track progress over time.

69 Recent Research On Response To Intervention From REL Midwest

- **Location:** O'Hare III
- **Presenter:** Sara Wraight
- **Presenter From:** Chicago, IL

REL Midwest at Learning Point Associates is one of 10 regional educational laboratories funded by the U.S. Department of Education's Institute of Education Sciences (IES). In this session, REL researchers will share information on recent and ongoing research on Response to Intervention (RTI). REL Midwest is currently conducting a review of state policies and local practices related to RTI. This presentation will also review research on RTI from across the regional educational laboratory system.

Saturday 10:30 - 11:30**Final Session Feature and Debriefing**

Ed Buck, Scott Helton, and Marco Gasca, from Addison, IL

The Addison Trail Model: Engaging a Community and Closing the Achievement Gap

The team will share a unique model and process implemented at the community, building, and classroom lev-

els, which resulted in closing the achievement gap for Latino and low-income students, and achieving AYP goals. The team will share specific strategies used to make this initiative a success.

Following the presentation, a conference Debrief will be facilitated by **Dr. Tim Kaufman**, from UW-Green Bay.

**We Value Your Input**

Look for an online survey link in your email box over the weekend!
Let us know how we can improve this conference,
and give us an idea where you would like to go next year.

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Conference Staff

Mona Christensen, Director of Camps and Conferences

Andrea Felmer, Registration Assistant

Carmen Leuthner, Director of Education Outreach

Richard Schaal, Director of Institute for Learning Partnership

Juliet Cole, Assistant Director of the Institute for Learning Partnership

Kim Desotell, Director of Phuture Phoenix

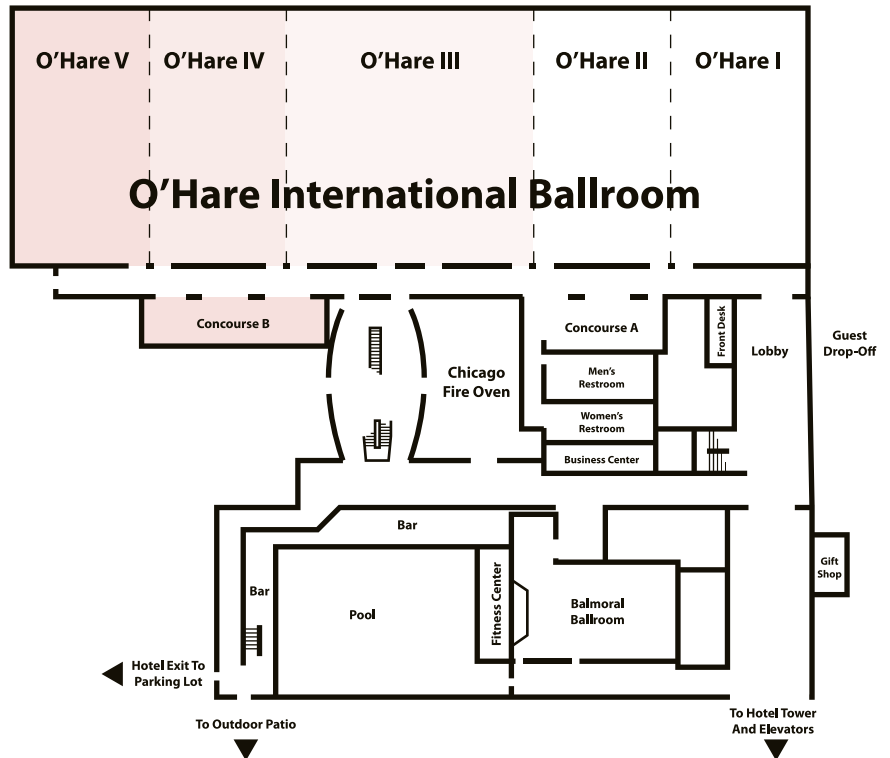
Stephanie Cataldo-Pabich, Asst. Director of Phuture Phoenix

Dan Moore, Marketing Specialist



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Achievement Gap Documentary - Filming at the conference

NEWIST/CESA 7, ETP-NEW, Green Bay and Wisconsin Public Television will be producing a television documentary addressing the achievement gap as it relates to race and poverty. The project began in September, 2010 and will be completed in June 2011. Funders for this important project are from the Green Bay, Wisconsin area. At the conference we hope to interview participants and presenters who are addressing these important issues. We are particularly interested in finding projects and students that have helped bridge the achievement gap. The Conference for us is fact finding, locating successful projects and finding students who have succeeded in spite of the achievement gap related to race and poverty. If you have a success story, please contact one of the conference staff. Filming will be taking place in the Orly Room.

