



Registration

College of Education and Human Services

Please Register Online

<http://csuohio.edu/cehs/partnershipconference>

Register no later than Friday, February 19, 2011.

Conference Fee is \$50

This includes parking, two keynote speakers, breakout sessions, exhibit tables, educational materials, continental breakfast and lunch.

Conference Fee with CEU is \$65

This includes CEU (see below details), parking, two keynote speakers, breakout sessions, exhibit tables, educational materials, continental breakfast and lunch.

Guests with special dietary requirements should e-mail cehsconference@csuohio.edu.

Parking

Parking will be available free of charge at Cleveland State University across from the Bert L. & Iris S. Wolstein Center.



Continuing Education

Continuing Education (CE) Hours may be earned as follows:

- **Psychologists:** 5.25 MCEs for conference attendance (keynotes and breakout sessions)
- **Social Workers:** 5.25 CE clock hours for keynotes and breakout sessions in Strand 2 only (Involving Non-Teaching Human Service Professionals)
- **Counselors:** 2.25 CE clock hours for breakout sessions in Strand 2 only (Involving Non-Teaching Human Service Professionals)
- **Educators/General CEUs:** 5.25 continuing education contact/clock hours, or .5 CEUs for conference attendance (keynotes and breakout sessions)

Cleveland State University Division of Continuing Education is approved as a provider of continuing education for psychologists by the Ohio Psychological Association Office of Mandatory Continuing Education (OPA-MCE). Our Approved Provider # is 340966056.

Cleveland State University has achieved Approved Provider status through the State of Ohio Counselor, Social Worker & Marriage and Family Therapist Board. Our Approved Provider number is RCS090601.

You must attend a minimum of 80% of the designated program segments and complete an evaluation form to receive contact hours.

Certificate:

A certificate of completion will be provided. Official transcript of attendance maintained at:
Cleveland State University, Division of Continuing Education
3100 Chester Avenue
Cleveland, Ohio 44114



Morning Keynote Address

Sonia Nieto
From Surviving to Thriving: Finding Joy in Teaching Students of Diverse Backgrounds

Bio:

Sonia Nieto is Professor Emerita of Language, Literacy, and Culture, School of Education, University of Massachusetts, Amherst. She was educated in the New York City Public Schools and attended St. John's University where she received a B.S. in Elementary Education in 1965. She received her M.A. in Spanish and Hispanic Literature from New York University in 1966. A junior high school teacher of English, Spanish, and ESL in Ocean Hill/Brownsville, Brooklyn, in 1968 she took a job at P.S. 25 in the Bronx, the first fully bilingual school in the Northeast. Her first position in higher education was in the Department of Puerto Rican Studies in Brooklyn College, where she taught in a bilingual education teacher preparation program. Moving to Massachusetts with her family in 1975, she completed her doctoral studies in 1979 with specializations in curriculum studies, bilingual education, and multicultural education.

Dr. Nieto has taught students at all levels from elementary through graduate school and she continues to speak and write on multicultural education, teacher preparation, the education of Latinos, and other culturally and linguistically diverse student populations. Her book *Affirming Diversity: The Sociopolitical Context of Multicultural Education* is widely used in teacher preparation and in-service courses. Other books include *The Light in Their Eyes: Creating Multicultural Learning Communities; Language, Culture, and Teaching; What Keeps Teachers Going?* and three edited volumes, *Puerto Rican Students in U.S. Schools, Why We Teach, and Dear Paulo: Letters From Those Who Dare Teach*. She has received many awards for her advocacy and activism, including the Multicultural Educator of the Year Award from the National Association for Multicultural Education, an Annenberg Institute Senior Fellowship, the Outstanding Language Arts Educator of the Year from the National Council of Teachers of English, the Social Justice in Education Award from the American Educational Research Association, and honorary doctorates from Lesley University, Bridgewater State College, DePaul University, and Manhattanville College.



Afternoon Keynote Address

Marc Lamont Hill
Education Matters: Creating Educational Equality for All Students

Bio:

As an activist, scholar, and cultural critic, Marc Lamont Hill is one of America's leading hip-hop generation intellectuals. His work, covering topics such as popular culture, politics, sexuality, education, and religion, has appeared in numerous journals, magazines, books, and anthologies. He has lectured widely and provides commentary for media outlets which include NPR, Washington Post, Essence Magazine, and The New York Times.

Hill is currently a political contributor for Fox News Channel, appearing regularly on programs such as The O'Reilly Factor and Hannity & Colmes. Prior to joining Fox News, Hill was a regular guest on CNN, MSNBC, and CourtTV. An award-winning newspaper columnist and blogger, Hill's writing can be found in Metro Newspapers, TheRoot.com, and BarbershopNotebooks.com.

Since his days as a youth in Philadelphia, Hill has been a social justice activist and organizer. He is a founding board member of My5th, a nonprofit organization devoted to educating youth about their legal rights and responsibilities. Hill also works closely with the ACLU Drug Reform Project, focusing on drug informant policy. Hill also works directly with African American and Latino youth. In 2001, he started a high school literacy project, using hip-hop culture to increase school engagement and reading skills. He also continues to organize and teach adult literacy courses for high school dropouts in Philadelphia and Camden. In 2005, *Ebony Magazine* named him one of America's "Top 30 Black Leaders Under 30 Years Old."

Hill is the author of *Beats, Rhymes, and Classroom Life: Hip-Hop, Pedagogy, and the Politics of Identity* and the co-editor of *Media, Learning, and Sites of Possibility*. He is currently completing *You Ain't Heard It From Me: Snitching, Rumor and the Politics of Other People's Business in Hip-Hop America* and the *Anthropology of Education Reader*.

Hill is an Associate Professor of English Education and Anthropology at Columbia University. He also holds an affiliated faculty appointment in African American Studies at the Institute for Research in African American Studies at Columbia University. Trained as an anthropologist of education, he holds a Ph.D. (with distinction) from the University of Pennsylvania. Hill's academic research focuses on the intersections between youth culture, identity, and educational processes.

FIRST-CLASS MAIL
U.S. POSTAGE PAID
CLEVELAND, OH
PERMIT NO. 500



Julka Hall 210
2121 Euclid Avenue
Cleveland, OH 44115

Cleveland State University is an Affirmative Action/Equal Opportunity institution. 10-00981-1 6M

Educating All Our Children:
Bringing "What Works" to Scale



February 25, 2011
Cleveland State University
7th Annual Partnership Conference

Educating All Our Children: Bringing "What Works" to Scale



February 25, 2011
Cleveland State University
7th Annual Partnership Conference

Across the United States, educators and human service professionals are charged with helping all students develop in healthy ways and preparing students to achieve academically. These high expectations occur in the face of challenging labor markets, scarce economic resources, mobility at the local and global level, and pressures from high-stakes standardized testing. These conditions are especially pronounced in urban settings such as those served by Cleveland State University. Increasingly, they impact the broader Northeast Ohio region.

In response to these challenges, this conference seeks to respond to the following question:

What positive, innovative educational practices promote student well being and academic achievement while attending to equity and honing the talents and cultivating resources of all students and families?

Through engaging key note addresses and interactive workshop sessions, the conference will highlight promising practices, policies, and partnerships that enable children and youth to flourish in the new global context. Join us in exploring effective ways of educating all our children and bringing "what works" to scale!



Educating All Our Children: Bringing “What Works” to Scale

Date:	Friday, February 25, 2011
Time:	7:30 a.m. – 3:30 p.m.
Location:	Bert L. & Iris S. Wolstein Center 2000 Prospect Avenue Cleveland, Ohio 44115
Cost:	\$50 (without CEU) or \$65 (with CEU*) Includes parking, two keynote speakers, breakout sessions, educational materials, continental breakfast and lunch. If you are interested in attending the conference, visit our website at www.csuohio.edu/cehs/partnershipconference , call (216) 687-3737, or email us at cehsconference@csuohio.edu .
Keynote Speakers:	Morning: Sonia Nieto Afternoon: Marc Lamont Hill

*.5 CEUs for all except counselors, for whom it is .2 CEUs.

7:30 – 8:00 a.m.	Registration and Continental Breakfast
8:00 – 8:10 a.m.	Welcome: Richard F. Hurwitz Interim Dean College of Education and Human Services
8:10 – 9:00 a.m.	Keynote Address: Sonia Nieto From Surviving to Thriving: Finding Joy in Teaching Students of Diverse Backgrounds
9:15 – 10:00 a.m.	Breakout Session #1 <ul style="list-style-type: none"> Establishing Home-School Connections The Role of Counselors and Community Agencies in Supporting Schoolchildren Gifted and Talented Learners in Urban Settings Innovative Field-Based Teacher Education Closing the Achievement Gap
10:15 – 11:00 a.m.	Breakout Session #2 <ul style="list-style-type: none"> Perspectives from the Juvenile Justice System Collaboration of Church and State Innovative Teaching Strategies that Work Teacher Induction for Urban Settings Promises of the International Baccalaureate Program
11:15 a.m. – 11:45 a.m.	Exhibit Tables
11:45 a.m. – 12:10 p.m.	Lunch & Awards
12:10 – 1:00 p.m.	Keynote Address: Marc Lamont Hill Education Matters: Creating Educational Equality for All Students
1:15 – 2:00 p.m.	Breakout Session #3 <ul style="list-style-type: none"> Transitions to Higher Education Health, Wellness, and Academic Achievement Doing “Whatever It Takes” to Meet the Needs of Cleveland’s English Language Learners What are School Administrators Looking for in Beginning Urban Teachers? Partnership in Action: The Development of the Campus International School
2:15 – 3:30 p.m.	Plenary with Keynote Speaker(s)

Follow us on Twitter: <http://twitter.com/cehspc>
Post a message on our Blog: <http://cehspc.blogspot.com>

BREAKOUT SESSION INFORMATION

Strand #1: Making External Connections

This strand focuses on interactions between school personnel and families as well as external agencies to tap into community resources and create conditions under which school children are most likely to succeed. This strand includes workshops dealing with children’s lives outside school, strategies for working with community agencies to address social issues facing children and youth today, and programs that help to promote high academic aspirations and smooth transitions into higher education.

1. Establishing Home-School Connections. Early childhood education is most successful when lessons experienced in the classroom are replicated and practiced in the home – in partnerships between parents or caregivers and early childhood teachers. In this session, an experienced early childhood educator and engaged parents present their experiences, including recommendations for obtaining school readiness for all children.
Presenters: Laurie Sironen Kroft, Curriculum Specialist, CEOGC Head Start and Early Head Start; two parents/caregivers

2. Perspectives from the Juvenile Justice System. This session provides information on trends facing young people today from a judge’s perspective. Juvenile court judges will share their experiences from the bench and their insights into diversion programs and strategies for keeping students out of the juvenile courts and assisting those who are facing penalties.
Presenters: Peter M. Sikora, Judge, Cuyahoga County Common Pleas Court; Alison Nelson Floyd, Judge, Cuyahoga County Juvenile Court; Jason Wuliger, Magistrate, Lake County Juvenile Court; Karen Lawson, Judge, Lake County Juvenile Court

3. Transitions to Higher Education. How can professionals help children and youth develop higher education aspirations and provide them with practical information on higher education? This session explores strategies for motivating students to apply for and attend university while students are in high school. This session features administrators of university programs that introduce secondary students to stimulating university learning opportunities.
Presenters: John Fousek, Coordinator, PSEOP program, Cuyahoga Community College; Rob Ferguson, Associate Professor, Teacher Education; Ronnette Johnson, Coordinator, CSU Summer Scholars Program

Strand #2: Involving Non-Teaching Human Services Professionals

Workshops in this strand address the work of human services professionals who work in schools but outside the classroom or outside of schools to maximize opportunities for student success. These include school nurses and other health workers, counselors, social workers, leaders of community organizations, and religious personnel, among others, explaining their roles and the effective programs with which they work.

1. The Role of Counselors and Community Agencies in Supporting Schoolchildren. The presenters will discuss current programs at their agency or school that they are providing to school-aged children. In particular, they will provide a brief presentation of the current challenges they face in operating their programs or services, ensuring that their services are sustainable, and demonstrating that the services they provide are effective, or meeting their goals. Afterwards, a panel discussion will be held among the presenters and attendees of the session about how community agencies, counselors, and other school-linked professionals and organizations can work together in promoting services designed to support the academic, career, socio-emotional, and/or cultural needs of students.
Presenters: Victor Ruiz, Executive Director, Esperanza; Michael Byun, Executive Director, Asian Services in Action; Lynn Davis, Licensed School Counselor, Euclid High School

2. Collaboration of Church and State. Educating all our children requires involving all our institutions, and that includes faith based organizations. “Separation of church and state” does not prohibit “collaboration of church and state.” In this session, Rev. Dr. Ken Chalker, Pastor of the University Circle United Methodist Church will share his experiences in collaborating with the Cleveland Metropolitan School District and Cleveland State University. The recent opening of the Campus International School (CIS) at Cleveland State University on the site of Dr. Chalker’s previous church serves as a real life, current example of what can be accomplished when the focus is upon quality education for our children. The algorithm developed to bring the CIS at CSU to fruition merits expansion... bringing it to scale.
Presenter: Reverend Dr. Ken Chalker, Pastor, University Circle United Methodist Church

3. Health, Wellness, and Academic Achievement. Programs that are primarily designed to improve academic performance are increasingly being recognized as important public health interventions. Laura Rooney has worked extensively throughout the state of Ohio coordinating health professionals

to improve the health and well-being of children and youth. In this session a panel of health professionals who work with schools will examine research and reports of best practices showing that coordinating school health programs can make a difference in educational outcomes, as well as health-risk behaviors, and health outcomes of school age youth.
Presenter: Laura Rooney, MPH, School Health Program Manager

Strand #3: Classroom Strategies for Teachers.

This strand presents teachers, students, and administrators sharing a wide variety of effective strategies at different educational levels (Pre-K-12, higher education). The emphasis in this strand is on exploring a range of ideas that have a track record of success. This strand will raise questions about what counts as “success” and invite a discussion of how different kinds of “success” can be achieved.

1. Gifted and Talented Learners in Urban Settings. Giftedness and academic potential are equally distributed across all populations. But it is gifted learners in urban settings, those who are culturally and linguistically different, and those who come from poverty who are the most under-identified, underachieving, and under-served in city schools. Attendees at this session will explore innovative tools for identifying potential and best practices for meeting gifted students’ needs in urban schools and classrooms. In addition, we will describe family and student concerns and programming that addresses the whole child. Resources and strategies will be shared by urban gifted educators, and there will be time for questions and answers.
Presenter: Susan Rakow, Clinical Assistant Professor, Gifted & Talented Education, Curriculum & Foundations; Current Cleveland State University students

2. Innovative Teaching Strategies that Work. Teachers and administrators from urban public and private/charter schools will share activities and strategies that have been used successfully in classrooms. This session highlights strategies of teachers who are working “outside the box” and have had a track record of success. This session will also engage presenters in thinking broadly about what it means for a strategy to “work.”
Presenters: Alisha Starks, Assistant Principal, Cleveland School of the Arts; Sunday Scarbrough, Carmen Antongiorgi, and Martha Charnigo, Teachers, Cleveland School of the Arts; Pam Delly, Principal, Urban Community School; H. Thomas Kose, Principal, Noble Academy

3. Doing “Whatever It Takes” to Meet the Needs of Cleveland’s English Language Learners. The Cleveland Metropolitan School District under the new Academic Transformation Plan offers parents and students a myriad of school choices to meet the diverse needs of our students. The Plan also addresses the diverse needs of the increasing population of English Learners with two promising research based models proven to be successful in urban settings: the Buhner Dual Language School and the International Newcomers Academy. These schools are designed to address a broad spectrum of needs; an enrichment curriculum for students embracing bilingualism as life long learning; and English structured immersion program to address the immediate needs of new arrivals. Presenters will highlight academic features, performance data and program design.
Presenters: Natividad Pagán, Executive Director, Multilingual Education, Cleveland Metropolitan School District; Sandra Velázquez, Principal, Buhner Dual Language School; and Rhonda Saegert, Principal, International Newcomers Academy

Strand #4: Preparing Teachers for Diversity.

This strand addresses the question, “What knowledge, skills, and dispositions do teachers need to succeed in diverse settings and urban schools, and what are effective strategies to develop these competencies?” We bring together panels of teachers, teacher educators, and school administrators to examine how we might best work with all teachers to examine their own cultural lenses and to work effectively with diverse groups of students in the classroom.

1. Innovative Field-Based Teacher Education. Cleveland State teacher educators and their students share examples of early field-based work that immerses teacher education students in urban settings and invites reflection on the experience. The CSU Teach Program, a new program for secondary math and science teachers, involves students in teaching elementary lessons during their first course. Anne Galletta’s students participate in a project engaging youth in the study of issues related to their lives, schools and communities as part of a Social Foundations course. Participants will discuss how these experiences have shaped their attitudes about working with diverse students.
Presenters: Joanne Goodell, CSU Teach Coordinator and Associate Professor, Teacher Education; CSU Teach Students - Christopher Williams, Shannon Phillips, Brian Kucharik; Anne Galletta, Assistant Professor, Curriculum & Foundations



BREAKOUT SESSION INFORMATION

BREAKOUT SESSION INFORMATION

2. Teacher Induction for Urban Settings. How do we support new teachers in urban settings to adapt to their new role and adopt effective strategies for working with their students? In this session, presenters share information about the Ohio Teacher Residency program as well as university-based induction support services offered to graduates from Cleveland State’s intervention specialist licensure programs.
Presenters: Michele Shrefler, Coordinator of Teacher Transition Program, Educational Service Center of Cuyahoga County; Sharon Jones, Supervisor of Staff Development, Parma City Schools; Judy Stahlman, Associate Professor and Program Coordinator, Special Education, Teacher Education; Stacy Zitek, Intervention Specialist, Multiple Disabilities, Willow Elementary School

3. What are School Administrators Looking for in Beginning Urban Teachers? A panel of local school administrators discusses the selection, professional development, socialization, and retention of teachers who can work effectively with diverse populations of students. What are qualities of the best urban teachers? What should universities do to prepare their graduates for an urban environment?
Presenters: Cathy Whitehouse, Founder and Principal-Chief Educator, The Intergenerational School; Laura Purnell, Deputy Chief Leadership and Growth, Cleveland Municipal School District; Perry White, Founder and Executive Director, Citizens Academy; Mary Ann Vogel, Principal, Saint Martin de Porres High School; Paul Pendleton, Retired Superintendent of 3 Ohio School Districts, Partner in Santa Rita (Educational Consulting), Finding Leaders

Strand #5: Organizing Schools and Districts for Success.

This strand invites principals and other administrators to think about organizing schools and districts in ways that respond meaningfully to student diversity and promote healthy and productive school environments where all children can learn. Topics include closing the achievement gap, the International Baccalaureate program, and the development of an innovative school under the auspices of CSU and the CMSD.

1. Closing the Achievement Gap. In 2007, Governor Strickland created the Closing the Achievement Gap initiative. This initiative was aimed at 9th grade African American males, who are historically at highest risk of dropping out of high school. This session examines the implementation and successes of this initiative in the Cleveland schools and its influence on the CMSD Transformation Plan.
Presenters: Renee Cavor, Chief of Transformation, Cleveland Metropolitan School District; Venita Kelley, Governor’s Special Representative for Closing the Achievement Gap

2. Promises of the International Baccalaureate Program. This panel discusses the International Baccalaureate (IB) program as a tool for institutional change. Representatives from the Shaker Schools will talk about the implementation of the IB curriculum in their district and the effect it has on classroom level teaching and organizational change.
Presenters: Amy Brodsky, IB coordinator, Woodbury Elementary School, Shaker Heights City Schools; Jean Reinhold, IB coordinator, Fernway Elementary School, Shaker Heights City Schools; Carol Hochman, Elementary Science Specialist, Shaker Heights City Schools

3. Partnership in Action: The Development of the Campus International School. The newest addition to the Cleveland Metropolitan School District’s portfolio of New and Innovative Schools, the Campus International School (CIS) opened in the fall of 2010 with kindergarten, first and second grade students. Campus International is a public school with a unique and exciting partnership with Cleveland State University. CIS seeks the International Baccalaureate Primary Years Programme, a curriculum that focuses on student inquiry and a global perspective. All students receive Mandarin instruction daily for 30 minutes. Each year CIS will add one grade with the goal of building a K-12 school on Cleveland State’s campus. This presentation describes the collaboration efforts between the Campus International School and Cleveland State University.
Presenters: Julie Beers, Principal, Campus International School; Ron Abate, CSU Faculty Liaison, Curriculum and Foundations

