

Diversity and Social Justice in SW Washington

Closing the Achievement Gap

Conference Registration Form

Presented by the EEA Minority Cadre

Saturday March 21, 2015

9:00 am – 4:30 pm

Keynote: Jeff Charbonneau

2013 National Teacher of the Year

"Small Thoughts, Big Dreams"

Union High School

6201 NW Friberg-Strunk Street
Camas, WA 98607

Registration FREE to EEA Members

(Refundable \$30 Good Faith Check Payable to EEA Required for EEA Members to Register)

\$75 WEA Members

\$175 General Admission

NAME: _____

ADDRESS: _____

CITY: _____

STATE: _____

ZIP: _____

PHONE: _____

EMAIL: _____

SCHOOL/DISTRICT: _____

Register Early! Limited to 120 participants - 6 Clock Hours Available

Lunch Provided

Meal considerations

Vegetarian Gluten Free Other: _____

*Return Registration form, session preferences, and applicable fee **no later than March 13, 2015***

to EEA at 5516 NE 107 Avenue, Suite 100, Vancouver WA 98662

*EEA members also should enclose a **refundable** \$30 good faith check payable to EEA along with your registration*

About the Keynote: **"Small Thoughts, Big Dreams"** *Jeff Charbonneau, 2013 National Teacher of the Year.*

Our job as educators is to teach students of all backgrounds, of all abilities, to be successful not matter the circumstances. Period. The question is how. In this keynote, Jeff Charbonneau will share both the strategies utilized by Zillah High School (96% graduation rate) and those that he witnessed while traveling as the 2013 National teacher of the Year. Through these examples, he contends that we already know how to teach all students. We just have to decide to do it.

Jeff Charbonneau is a chemistry, physics and engineering teacher at Zillah high School in Zillah, Washington. Jeff has a Bachelor of Science in Biology and was a member of the William O. Douglas Honors College at Central Washington University, and holds a Masters of Education from Central Washington University. He is a National Board Certified teacher.



Please note your preference of breakout sessions by writing the session number and title of FOUR Breakout Sessions below

(1 is your greatest preference, 4 is your lowest preference)

Breakout session capacity is max 30 to a room via festival seating.

Preference indication does not guarantee you a seat at that session.

Some sessions will be offered more than once

1: _____

2: _____

3: _____

4: _____

1. "Why? Understanding Your Focus to Improve Student Outcomes" *Jeff Charbonneau.*

Teachers are often asked "what they teach". The far more important question is "why". Early in his career, Jeff Charbonneau, 2013 National teacher of the Year, found himself giving very traditional assignments when one day he asked himself why he was doing so. The answer, "because that's what teachers do" did not settle well with him. When he refocused the projects and tasks he asked students to do, making them more purpose driven, students responded; class enrollment went up, discipline issues disappeared, and achievement increased. In this breakout session audience members will reflect on the purpose of the assignments and projects they use in class as Jeff shares the techniques that he uses to create assignments.

2. "Human Trafficking: What to Teach Kids to Help Keep them Safe" *Dave Scattergood, Senior Advisor – Youth for Human Rights, International.*

This session will provide an overview of the Human Trafficking epidemic, with special emphasis on kids. How children are "recruited", signs to watch for and what to teach to help them understand the dangers so they can be avoided. Free educational materials from Youth for Human Rights will be presented.

3. "Restorative Justice in Schools" *Gabriele Ross, Restorative Justice Trainer.*

Unacceptably high push-out rates that disproportionately affect students of color, and changes in law mandate us to rethink how we do discipline in schools. Restorative Justice is a valuable alternative to exclusionary practices. Restorative Justice is an approach that seeks to restore community and to repair harm while holding all involved accountable. We will explore why and how Restorative Justice can be a promising alternative to current exclusionary discipline practices in schools. Restorative Justice is not a prescribed program but a philosophy based on community building and repairing harm. We will discuss the components that can make the approach successful and look at possibilities for implementation that are open to classroom teachers and other school personnel. While doing so we will keep a keen eye on equity issues.

4. and 5. "Special Education Qualification Issues with a Focus on ELL issues." *Steve Gill, ESA Coach, Kent School District*

Note: This session will require two breakout sessions. This presentation is designed to provide the audience a way in which to look at special education qualification categories in a manner that focuses on the key areas and then provides information regarding the challenges faced when trying to qualify ELL students in these categories.

6. and 7. "The ELL Critical Data Process" *Steve Gill, ESA Coach, Kent School District*

Note: This session will require two breakout sessions. This is a process the audience will learn during the sessions. This process focuses on gathering the most critical data, bringing together to key staff, and working through the ELL Critical data Process to understand whether the presenting concern is related to language acquisition or the need to make a special education referral.

8. "Teaching Points: Bullying" *Dave Scattergood, Senior Advisor – Youth for Human Rights International*

Bullying is an issue that educators are addressing. No Tolerance policies have become the norm and school shootings and suicides necessitate action. To truly and effectively address this issue, education, understanding and tolerance are essential. In this session you will get an overview of the issue and learn specific activities, discussions and techniques to help mitigate this problem. Free educational material from Youth for Human Rights will be presented.

9. "Classroom Talk and Academic Language Across the Content Areas: A Focus on ELLs" *Dr. Gisela Ernst-Slavit, Professor of ESL and Associate Dean for Diversity and International Programs at WSU-Vancouver*

New national and state content standards represent a pronounced shift in how classroom instruction must be approached, including a more prominent role for academic language. Examples of the competencies required by the new standards include: engaging with complex texts, using evidence, constructing verbal and written arguments, and participating in academic discussions and presentation. The presenter will use examples and vignettes to discuss research-based strategies that foster classroom talk and the development of academic language for English learners across various grade levels and content areas.

10. "Lesbian, Gay, Bisexual and Transgender Youth – Dealing with Hate" *Gabi and Alec Clayton. Gabi is a licensed mental health counselor and leadership team member of The Safe Schools Coalition. Alec is an author, freelance journalist, art critic and retired artist.*

The Clayton's 17 year old son Bill committed suicide after a bashing based on his sexual orientation in Olympia, Washington in 1995. Since that time they have been working to end the hate, support victims of hate crimes, and make the world – and our schools – safe for everyone including LGBTQ youth. They will tell their son's story and talk about the work they have done, as well as show a part of "Teen Files: The Truth about Hate" which Gabi is a part of. They will share their work with The Safe Schools Coalition, PFLAG (Parents, Families, and Friends of Lesbians and Gays) and other organizations.

11. "Family and Community Resource Centers" *Brandon Chase, Family and Community Outreach Coordinator*

This presentation will discuss the brief history of the Family and Community Resource Centers (FCRC) within the Evergreen School District. We will talk about the ongoing impact of the FCRC on the families and students. In addition, we will delve into how the FCRC is working in collaboration with teachers and school staff. We will conclude with a brief discussion about the direction of the FCRC in the coming years.

12. "Building on the Strengths of Latino Families and Students" *Dr. Katherine Rodela, Professor of Education WSU-Vancouver and Dr. Gisela Ernst-Slavit, Professor of ESL and Associate Dean for Diversity and International Programs at WSU-Vancouver*

This presentation will offer educators ways of building on the strengths and resources of Latino students and their families. Participants will learn about the linguistic and cultural diversity of Latino students in SW Washington, and take away helpful ideas on connecting with Latino students and their families.

13. "The Dual Purpose of Dual Immersion: Closing the Achievement Gap through Biliteracy and Bilingualism" *Catherine Carrison and Traci Haddad, Evergreen ELL and Dual Language Program Coordinators*

Through the use of anecdotal stories and visuals, this session will provide participants with an overview of the Evergreen Public Schools' Spanish Dual Immersion Program. Participants will also learn about the background and research supporting Two-Way Dual Immersion Programs as a means for closing the achievement gap for participating students.

14. **"The Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students at Risk"** *Dr. Paul Hernandez, EEA's 2013 EEA Diversity and Social Justice Keynote Speaker and recipient of the NEA Human and Civil Rights Award.*

Through his pedagogical approach Dr. Hernandez will be sharing the concept of Real Talk from his book. Real Talk is an instructor-led discussion surrounding a series of broad, engaging themes that motivate student-oriented outcomes, created to establish connections, understanding, trust, empathy and caring for one another. My goal with Real Talk is to empower teachers with applicable and authentic tools that they may use with their students to connect, minimize distractions in the classroom, engage, and increase passing rates in their classrooms.

15. **"Cultural Agility: Responding to Student Voice"** *Patricia McDonald, Faculty – Highline College and WEA-HCR Committee*

What can students tell us about the kind of job we are doing in making schools safe places where they feel engaged and valued? In this session participants will investigate 2014 Student Gallup Poll data and apply findings with current cultural competency research to identify concrete ways to positively impact the opportunity gap. All session content linked with TPEP/5 Dimensions of Teaching and Learning.

16. **"A Closer Look at Educational, Cultural and Linguistic Diversity"** *Nancy Angarita, Elementary ELL Para educator along with Uc Le, and Alla Berezhnoy.*

This session will help participants gain a deeper understanding of the sociocultural perspectives surrounding education of our Latino, Eastern European and Vietnamese students. In addition, participants will learn some of the basic language transfer issues that are relevant for teaching students in grades K-12 to read, write, and speak in English. Participants will receive materials that will assist them in planning for instruction and assessing student work.

17. **"Suicide Prevention in a School Setting"** *Wendy Silverthorne, Social Worker and SMART Team Coordinator, with Barb Laurenzo, Student Threat Assessment Coordinator.*

This session will help participants recognize suicidal ideation, how to respond to students, and resources for prevention and responding to students.

18. **"Recognizing Gang Affected Youth"** *Tim Huberty, Vancouver Police Sergeant supervising a Federal Multi-Agency Gang Task Force*

Gang 101 for educators. This course will help recognize students who may be gang affected by providing basic understanding of the gang culture and identifiers of gang affected subjects. This course will best be followed up by Kellie Henderson and her session on interacting with gang affected youth.

19. **"The 360 Connection: Intentional Engagement of Gang Affected Youth"** *Kellie Henderson, Juvenile Probation Counselor*

Identifying gang behavior and gang indicators are important pieces of working effectively with gang-affected youth, but are they enough? If we are committed to making long-term community safety a reality, then we must take on the hard work of instilling hope and changing behavior in youth who have experienced excessive levels of trauma and made the choice to become involved with gang culture. The presenter will share strategies and give real examples of how, utilizing motivational interviewing and increasing positive life experiences, it is possible to move young people toward positive behavior change and a place of hope with the result of increasing community safety.

20. **"Bridging the Gap with Native American Students"** *Katherine Beeman, Native American Youth Coordinator*

Participants will learn about the history of Native American Education in regards to how our students' parents have experienced education and point out the effects that has had on parental investments for their child's education. Also participants will gain insights about the position of the modern Native American student and what perspectives they may have about education, their experience in schools and the hope they have to break a cycle of poor academic performance.

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