

STRAND C

Valuing Diversity through Action

Forum 1	Forum 2	Forum 3	Promising Practices Breakout Session
	224		<p>Understanding Latino Youth</p> <p>Facilitator: Vicki Medina, <i>Coordinator, Division of English for Speakers of Other Languages (ESOL)/Bilingual Programs, Montgomery County Public Schools</i></p> <p>Presenter: Candace Kattar, <i>Executive Director, Identity, Inc., Gaithersburg, Maryland</i></p> <p>Needs assessment findings, combined with a positive youth development approach, guide the design of Identity’s after-school and in-school programs for Latino youth. The session will explore issues impacting successful outcomes for Latino youth in Montgomery County Public Schools. Data will be shared from needs assessments with County Latino youth conducted over several years. The assessments explore risk and protective factors impacting youth in their communities, their homes and their schools. Outcomes from a Gaithersburg High School/Identity, Inc. partnership will be presented.</p>
	Auditorium		<p>High Achievement Parenting</p> <p>Facilitator: Betty Collins, <i>Director, Staff Development Initiatives, Office of Organizational Development, Montgomery County Public Schools</i></p> <p>Presenter: Ronald Ferguson, <i>Director of the Achievement Gap Initiative, Harvard University</i></p> <p>This session will focus on home conditions and parenting practices that research and practical reasoning suggest can help children reach their academic potential. Ranging from time-use patterns at home, to parent-child communication norms, to home-based literacy practices, the presenter will discuss a range of research findings and ideas about parenting that have practical implications for how we best prepare children to excel in school and in life.</p>
		220	<p>Changing Educator Beliefs</p> <p>Facilitator: Jamie Virga, <i>Associate Superintendent, Office of Organizational Development, Montgomery County Public Schools</i></p> <p>Presenter: Donna Graves, <i>Director, Equity Training and Development Team, Montgomery County Public Schools</i></p> <p>Participants will explore the intersection of race, expectations, and efficacy. A long history of research indicates that educator beliefs, values, attitudes and expectations significantly influence the educational opportunities and outcomes that students experience. Educator beliefs about students also impact educators’ perceptions about their capacity to influence positive academic outcome for students. Educators with low expectations for students may not feel very efficacious. This perception can have a tangible negative effect on student achievement. Conversely, high expectations for students are often accompanied by strong perceptions of teaching ability, which positively influence student achievement. In this session, participants will discuss the relationship of expectations and efficacy in light of current educational racial disparities in student achievement.</p>

STRAND C

Valuing Diversity through Action

Forum 1	Forum 2	Forum 3	Promising Practices Breakout Session
222			<p>Community Partnerships that Make a Difference</p> <p>Facilitator: Rosie Ramirez, <i>Assistant to the Associate Superintendent, Office of Curriculum and Instructional Programs, Montgomery County Public Schools</i></p> <p>Presenters: Lori-Christina Webb, <i>Executive Director Deputy Superintendent, Montgomery County Public Schools</i> Kimberly Bloch-Rican, <i>Partnership Manager, Department of Family and Community Partnerships, Montgomery County Public Schools</i></p> <p>Presenters will discuss identifying and cultivating partnerships with both formal and informal community leaders. The session will focus on cultivation strategies and maintaining meaningful collaborative relationships. In particular, there will be an exploration of how an understanding of cultural norms and values can support parent engagement in traditionally-isolated communities.</p>
		Auditorium	<p>Making a Connection: Employing Modern Culture to Engage Students</p> <p>Facilitator: Lisa Carvallo, <i>Director, Career Pathway Programs, Office of the Vice President for Academic Initiatives and Partnerships, Montgomery College</i></p> <p>Presenter: Andrew (Dru) Ryan, <i>Coordinator, Center for Teaching and Learning, Montgomery College</i></p> <p>Today, teachers from college to middle school are using Hip-Hop as an effective teaching tool in the classroom. Rap music and the cultural phenomenon dubbed Hip-Hop have catapulted youth lifestyles onto a global stage. With humble beginnings in the Bronx, New York City in the early 1970s, urban youth have been at the center of each of Hip-Hop’s events: deejaying, graffiti, break dancing and emceeing (rap). A few years ago, Afrika Bambaataa, a seminal figure in Hip-Hop, added a fifth element, knowledge of self and culture. With over 30 years of history, Bambaataa recognized the need for true aficionados to know and understand the roots of Hip-Hop. This presentation will introduce the history of Hip-Hop and discuss ways to employ Hip-Hop in the classroom to promote learning, enhance cultural understanding, and increase student engagement.</p>

STRAND C
Valuing Diversity through Action

Forum 1	Forum 2	Forum 3	Promising Practices Breakout Session
225			<p>Making Special Education Work</p> <p>Facilitator: Kathy Kolan, <i>Supervisor, Transition Services, Montgomery County Public Schools</i></p> <p>Presenters: <i>Northwest High School, Montgomery County Public Schools</i> Sylvia Morrison, <i>Principal</i> Robert Waechter, <i>Resource Teacher, Special Education-LAD</i> Lynn Wiegand, <i>Staff Development Teacher</i> Jacqueline Orrence, <i>Assistant Principal</i></p> <p>The average academic achievement for the special education population at Northwest High School (NWHHS) was less than 50 percent achieving academic eligibility for the 2007—2008 school year. Dissatisfied with this information, there was a realization that drastic changes to the resource program and case management would be necessary. Changes to the programs included specific guidelines for student, parental, and staff contact, as well as monitoring grades, attendance and behavior. Case managers and resource teachers now focus on mentoring, coaching, problem solving, and providing academic support. Special education staff members continue to serve as liaisons among students, parents/guardians, staff, school counselors, and administration. Staff continue to be guided by a vision of success for all special education students at NWHHS as stated in our mission statement: <i>The staff at Northwest High School is committed to providing a special education program that supports effective learning communities, academic achievement, and self advocacy.</i> We have seen incredible results and expect more improvements as this new model is refined and it becomes the “norm” for our special education students.</p>