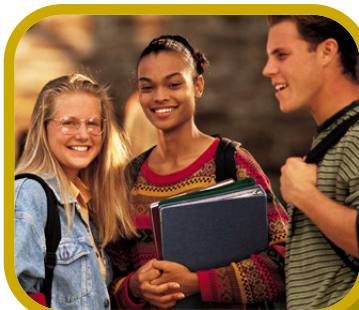
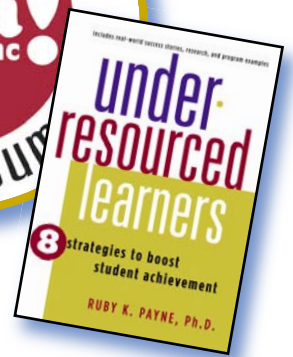


February 16 and 17, 2011 • Houston, Texas

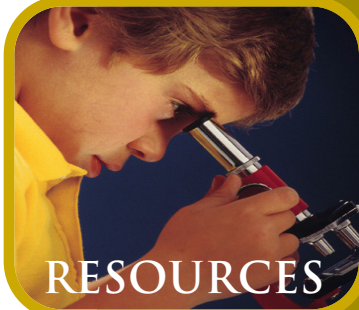
# UNDER ♦ RESOURCED LEARNERS SUMMIT



SOLUTIONS



LEARNING TOGETHER



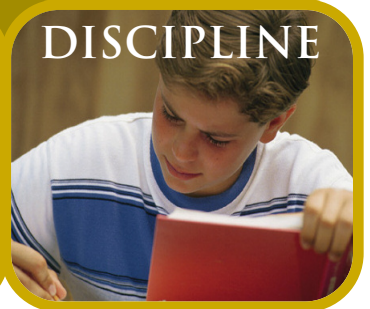
RESOURCES



PARENTS



ACHIEVE



DISCIPLINE



# UNDER-RESOURCED LEARNERS SUMMIT

February 16 and 17, 2011 • Houston, Texas



Ruby Payne

**T**HANK YOU FOR REGISTERING FOR OUR POPULAR UNDER-RESOURCED LEARNERS SUMMIT! I have no doubt you'll find your time here in Houston worthwhile. Welcome!

As you can see from the program, there are many strategies presented—research-based best practices that you can take home and use immediately in your building, the very next day. These are strategies that will help you raise the achievement of your students, reduce dropout rates, build relationships of mutual respect with your students, and strengthen your school.

For the past 15 years, we've offered a wide range of solutions for the under-resourced learner, and educators from around the world are implementing them. These solutions will put you, too, in the best position for educating your students with the resources and strategies that improve achievement. We are glad you have joined us.

It is my hope that your interactions with fellow educators in our sessions here will serve to enhance the expertise of everyone involved. I always enjoy hearing how you apply the work, and I always learn from you. Collectively, we are a community of practice, and we want the best for all of the families and students we serve. So I encourage you to connect with people, share your successes, and learn from each session you attend.

And, while you are in town, kick up your heels a bit and enjoy yourself. You deserve it!

Sincerely,  
Ruby K. Payne

P.S. I hope to see you on Facebook!



Sue Nelle DeHart



Phil DeVol



Maria Diaz-Albertini



Kim Ellis



Rosa Flores



Ronda Harris



Jim Littlejohn



Donna Magee



Richard Montgomery



Ruben Perez



Rita Pierson



Beverly Ray



Cheryl Sattler



Shelley Rex



Betti Souther



Bethanie Tucker



# UNDER ♦ RESOURCED LEARNERS SUMMIT

## PERSONAL PLANNER

**Day One** February 16, 2011

Fill in the sessions you want to attend.

7:00 AM – 8:30 AM	<i>Registration and Continental Breakfast</i>	Grand Foyer
8:30 AM – 10:00 AM	<i>Thought Leader: Ruby Payne</i>	Consort Ballroom
10:15 AM – 11:30 AM		
11:30 AM – 12:45 PM	<i>Lunch</i>	The Roof (21st Floor)
12:45 PM – 2:00 PM		
2:15 PM – 3:30 PM		

**Day Two** February 17, 2011

7:00 AM – 8:30 AM	<i>Continental Breakfast</i>	Grand Foyer
7:30 AM – 8:45 AM		
9:00 AM – 10:15 AM		
10:30 AM – 11:45 AM		
11:45 AM – 12:45 PM	<i>Lunch</i>	The Roof (21st Floor)
12:45 PM – 2:00 PM		
2:15 PM – 3:30 PM		



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**Day One** February 16, 2011

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8:30 AM – 10:00 AM	<b>Thought Leader</b> <i>Ruby Payne</i>					Consort Ballroom
10:15 AM – 11:30 AM	<b>Facilitated Review: Thought Leader Content Discussed—Six Groups Facilitated by aha! Process Consultants</b>					
	<i>Rita Pierson</i> Consort II	<i>Ruben Perez</i> Consort I	<i>Shelley Rex</i> Oak	<i>Jim Littlejohn</i> Consulate	<i>Bethanie Tucker</i> Continental	
11:30 AM – 12:45 PM	<b>Lunch</b>					The Roof (21st Floor)
12:45 PM – 2:00 PM	<b>Relational Learning in the Classroom</b> <i>Rita Pierson</i> Consort II	<b>Strategies for ESL Learners</b> <i>Rosa Flores and Maria Diaz-Albertini</i> Consort I	<b>Six-Step Process and Systemic Change to Raise Student Achievement</b> <i>Donna Magee</i> Consulate	<b>Working with Boys in the Classroom</b> <i>Jim Littlejohn</i> Embassy	<b>Assessment Levels of Questions for Student Success</b> <i>Shelley Rex</i> Oak	<b>Tucker Signing Strategies for Reading</b> <i>Bethanie Tucker</i> Continental
2:15 PM – 3:30 PM	<b>Relational Learning in the Classroom</b> <i>Rita Pierson</i> Consort II	<b>Strategies for ESL Learners</b> <i>Rosa Flores and Maria Diaz-Albertini</i> Consort I	<b>Six-Step Process and Systemic Change to Raise Student Achievement</b> <i>Donna Magee</i> Consulate	<b>Working with Boys in the Classroom</b> <i>Jim Littlejohn</i> Embassy	<b>Assessment Levels of Questions for Student Success</b> <i>Shelley Rex</i> Oak	<b>Tucker Signing Strategies for Reading</b> <i>Bethanie Tucker</i> Continental

**Day Two** February 17, 2011

7:00 AM – 8:30 AM	<b>Continental Breakfast</b>					Grand Foyer
7:30 AM – 8:45 AM	<b>Language and Story Structure in Your Classroom</b> <i>Kim Ellis</i> Consort II	<b>Getting the Backing of Your Community and Parents</b> <i>Phil DeVol</i> Consort I	<b>Meeting the Educational Needs of African-American Boys</b> <i>Rita Pierson</i> Consulate	<b>RTI: Response to Intervention</b> <i>Bev Ray</i> Embassy	<b>Motivating Your Students to Achieve Academic Success</b> <i>Bethanie Tucker</i> Oak	<b>Behavior and Classroom Management</b> <i>Jim Littlejohn</i> Continental
9:00 AM – 10:15 AM	<b>Graduating Your Cohort Groups</b> <i>Ruby Payne</i> Consort II	<b>Parent Engagement Model Using Getting Ahead</b> <i>Phil DeVol</i> Consort I	<b>The R Rules: A Guide for Teens to Identify and Build Resources</b> <i>Betti Souther</i> Consulate	<b>RTI: Response to Intervention</b> <i>Bev Ray</i> Embassy	<b>Understanding Students of Hispanic/Latino Descent and Their Parents</b> <i>Ruben Perez</i> Oak	<b>Behavior and Classroom Management</b> <i>Jim Littlejohn</i> Continental
10:30 AM – 11:45 AM	<b>Meeting the Educational Needs of African-American Boys</b> <i>Rita Pierson</i> Consort II	<b>Using Community Prosperity Mental Models to Help Your Community Understand Poverty</b> <i>Phil DeVol and Ronda Harris</i> Consort I	<b>Show Me the Money!</b> <i>Cheryl Sattler</i> Consulate	<b>Engaging and Involving Your Parents</b> <i>Sue Nelle DeHart</i> Embassy	<b>School Improvements Efforts</b> <i>Shelley Rex and Richard Montgomery</i> Oak	<b>Language and Story Structure in Your Classroom</b> <i>Jim Littlejohn</i> Continental
11:45 AM – 12:45 PM	<b>Lunch</b>					The Roof (21st Floor)
12:45 PM – 2:00 PM	<b>Mental Models for Language Arts</b> <i>Kim Ellis</i> Consort II	<b>Using Community Prosperity Mental Models to Help Your Community Understand Poverty</b> <i>Phil DeVol and Ronda Harris</i> Consort I	<b>Q&amp;A</b> <i>Ruby Payne</i> Consulate	<b>Engaging and Involving Your Parents</b> <i>Sue Nelle DeHart</i> Embassy	<b>School Improvements Efforts</b> <i>Shelley Rex and Richard Montgomery</i> Oak	<b>Language and Story Structure in Your Classroom</b> <i>Jim Littlejohn</i> Continental
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# UNDER-RESOURCED LEARNERS SUMMIT

## Session Descriptors February 16 and 17, 2011

### Assessment Levels of Questions for Student Success

**Shelley Rex**

Help your students feel confident and succeed on state assessments. This workshop gives you a number of tools and strategies that will help you:

- Learn specific strategies that target support for student success based on the type of assessment item(s).
- Save time and energy in planning lessons and creating assessments.
- Target instruction at the level indicated by the state assessment.
- Maximize your time to practice identifying and writing questions at the level indicated by the state assessment.
- Gain the ability to compare assessment levels of questions and Bloom's levels of questions.

Strategies (e.g., vocabulary sketching, plan and label for problem solving, mental models, and step sheets) that correlate with the levels of questions will be modeled. Participants will identify the areas of weakness based on state standards assessed by the state assessment. Based on the areas of greatest need, participants will create a plan to implement strategies for student success.

### Behavior and Classroom Management

**Jim Littlejohn**

Is student behavior a challenge for you? Are you struggling to teach the "perfect lesson" because you're disrupted by the actions of a few? Focusing on the under-resourced learner, this session will provide practical strategies for successful classroom management. Topics will address emotional safety, as well as standardized and clearly defined classroom procedures. Student behaviors will be classified, and the classroom as part of a larger school system will be discussed. The bonus of this session is the use of simulations as tools to help improve the management of the classroom, especially for those looking for answers and strategies.

### Using Community Prosperity Mental Models to Help Your Community Understand Poverty

**Phil DeVol and Ronda Harris**

Come to this innovative workshop to learn how Ronda Harris, a Getting Ahead Graduate and Circle® Leader, designed a mental model that captures the work of Dr. Ruby K. Payne, Philip DeVol, and Scott Miller in one picture. You will hear Ronda's story and how she turned her negatives into positives. This is an interactive workshop where you will learn how Ronda developed the mental model and ways to utilize the model with various audiences. Be the first to hear about another tool Ronda designed to help people better understand poverty and its causes.

### Developing the Resources of Your Students

**Jim Littlejohn**

It all begins with the resources the student brings to

the classroom. For years, A Framework for Understanding Poverty has defined poverty through the lens of eight resources. Dr. Payne has added a ninth resource for today's under-resourced learner. Participants in this session will analyze and learn to use these resources more effectively to determine interventions. Review the new checklists and discuss ways to use with today's students. Interventions based on resources that are present can be a key to changing a student's life!

### Engaging and Involving Your Parents

**Sue Nelle DeHart**

Parents—engaged and involved? Or disconnected and unavailable? This session will examine five critical issues that have a major impact on working and communicating successfully with parents whose children are under-resourced. The understanding gleaned through these issues can unlock previously closed doors and lead to a better understanding between the home and school. Participants will leave this session with handy tips and resources that will build stronger relationships between the school and its families.

### Getting the Backing of Your Community and Parents

**Phil DeVol**

Examine aha! Process constructs and tools for ways to transcend the silos that exist in our communities. Share your best practices for getting the backing of parents and communities. Help create new solutions.

### Graduating Your Cohort Groups

**Ruby Payne**

Is your school seeing increased dropout rates? In this session you'll review the underlying causes and unique characteristics affecting decreased student achievement and retention. You'll also learn strategies to make teaching easier and learning faster for all students, across the curriculum.

This session examines:

- The cost of dropouts
- Generation Y characteristics
- Immigrant student issues
- Emotional resources and resiliency
- Bonding and bridging capital
- Relational learning
- Instructional strategies
- School wide processes to monitor student learning

Throughout the session you'll have access to practical, real-world guidance to improve your effectiveness in working with students from all socioeconomic backgrounds.

### Language and Story Structure in Your Classroom

**Kim Ellis or Jim Littlejohn**

Language resources allow a person to share understanding, experiences, and information with others. Without language, the only other options are drawings or nonverbal signals. Language is the tool to build social capital, to express thinking, and to organize

and relate personal experiences. Explore the need for student development in the areas of registers of language, patterns of discourse, vocabulary development, and story structure. Vocabulary can limit or enhance the school experience and the development of social capital as much as any other factor.

### Meeting the Educational Needs of African-American Boys

**Rita Pierson**

One of the most misunderstood, maligned, and underserved segments of the public school population is the urban minority male student. African-American males in particular often operate within a "hidden rule system" that is vastly different from the middle class rule system that governs America's schools. Because the majority of public school teachers are female, white, and middle class, rule conflict is often inevitable. This conflict is evidenced by the number of minority males who are in special education and alternative school placements.

This session examines the hidden rules of African-American males in general and poor African-American males in particular. Methods and strategies for building significant relationships and promoting higher academic achievement are also presented. Participants will be given the opportunity to evaluate real-life classroom scenarios and to dialogue about appropriate interventions and approaches.

### Mental Models for Language Arts: Meet Your AYP Requirements Easily!

**Kim Ellis**

In today's world of increased accountability, teachers and administrators need simpler processes that truly pay off in student achievement. aha! Process mental models are a great way to make learning faster and easier.

aha! Process presents mental models for a whole range of language arts concepts in this interactive session. From structures and patterns of language arts to steps of the writing process, sorting information, organizing research, and grammar, these mental models make learning painless.

You'll also learn how to implement rubrics to assess performance and help you gauge your students' progress against adequate yearly progress standards.

### Motivating Your Students to Achieve Academic Success

**Bethanie Tucker**

Question: Are your students motivated? Answer: Yes, they are motivated, but not necessarily to do what you want them to do. This session will address goal-directed behavior, intrinsic and extrinsic motivation, and the components and interactions among each, particularly as they relate to under-resourced students. Participants will leave with a more in-depth understanding of motivation theory, as well as handouts describing practical approaches to developing intrinsic and extrinsic motivation in their students.



# UNDER-RESOURCED LEARNERS SUMMIT

## Session Descriptors February 16 and 17, 2011

### Parent Engagement Model Using Getting Ahead

**Phil DeVol**

Imagine a school community where everyone, including the parents, has the same understanding of economic class issues. *Getting Ahead in a Just-Gettin'-By World* was written for people in poverty. It provides an opportunity to examine the impact that poverty has on them and their communities. It also provides access to the information found in *A Framework for Understanding Poverty*—the same information that the teachers and school personnel get from that book and the workshops of the same name. School personnel and parents both will benefit when they have a common language to talk about relationships and achievement.

### Q&A

**Ruby Payne**

Spend time with Dr. Ruby Payne in a small group setting asking her specific questions about poverty issues in your school and instructional strategies for your specific needs. With more than three decades of educator expertise, Dr. Payne can provide you with insightful, practical, and proven strategies that will increase student achievement, reduce discipline referrals, teach students with easier methods, and build relationships of mutual respect.

### Relational Learning in the Classroom

**Rita Pierson**

Developing relationships of mutual respect with students has been a key component of Ruby Payne's trainings for years. This session will take participants beyond the basics of mutual respect to specific strategies to develop relational learning with today's under-resourced and Generation Y students.

Discussion will revolve around the key characteristics of relational learning.

Learn about bridging and bonding capital; help students at the secondary level develop a very specific and clear plan to address their own learning performance and a safe environment (emotionally, verbally, and physically) for themselves. It all begins with relationships.

### RTI: Response to Intervention

**Bev Ray**

Learn about the what, the why, and the how of response to intervention (RTI) and the under-resourced learner. This session will cover student intervention teams, the rationale behind the RTI mandate, and the intervention process for student achievement. We will focus on the three tiers of intervention and the progress monitoring of student growth. This session will provide an overview of the training and support available from aha! Process consultants.

### School Improvements Efforts

**Shelley Rex and Richard Montgomery**

Are your school improvement efforts... collaborative? data-driven? systemic? sustainable? If the answer to one or more of these questions is "no", this session is for you! Learn from school practitioners that have successfully implemented School Improvement: 9 Systemic Processes to Raise Achievement in two different school systems during the past seven years.

### Show Me the Money!

**Cheryl Sattler**

Are you tired of asking—or being asked—"But how can I fund this?" This session will give you many answers to that question. School improvement is at the top of the federal agenda, and there is a lot of money that you can tap into for under-resourced learners. Never let "the funding question" stop your work for kids!

### Six-Step Process and Systemic Change to Raise Student Achievement

**Donna Magee**

In today's world of accountability, decreased funding, and increased federal and state demands, teachers and administrators need simpler processes that yield significant increases in student achievement levels.

This session presents an overview of a straightforward six-step process that educators can use to raise students' scores—easily, quickly, and effectively.

You will learn:

- Teacher-friendly strategies to disaggregate data and determine their impact on AYP
- Quick and highly collaborative curriculum alignment and pacing techniques
- The elements of high-quality instruction
- Alternative ways to monitor students' progress throughout the year
- Systemic interventions for at-risk students
- A strategy for embedding these processes in your classrooms

While there is no "silver bullet" that will raise student achievement, this six-step process delivers a method that works, step-by-step instructions for implementation, and strategies for working with staff to incorporate this collegial model.

### Strategies for ESL Learners

**Rosa Flores and Maria Diaz-Albertini**

Learn Mental Model strategies for K-4 from two seasoned practitioners. Effective ESL strategies in the content areas such as Reading, Writing, Math, Social Studies, and Science. Activities for building schema/knowledge. Learn how to implement graphic organizers to reach Limited English Proficient (LEP) students. Increase academic vocabulary with visual aids. Modeling lessons with hands-on activities to reinforce understanding.

### The R Rules: A Guide for Teens to Identify and Build Resources

**Betti Souther**

"How do you plan on getting to college?" "By car." This session will provide an overview of The R Rules, a curriculum for teens based on the work of Ruby K. Payne, Ph.D. Resources allow choices. One resource or the lack of it can make the difference in completing a task, reaching a goal, or achieving a dream. The R Rules is an asset model full of information, tools, and activities for exploring resources, rules, environments, and systems. Students increase awareness, options, and skills as they identify and use resources to develop plans and reach the future pictures they create.

### Tucker Signing Strategies for Reading

**Bethanie Tucker**

This session provides a mental model that students need in order to decode words easily, accurately—and fast! Using a system of 44 hand signs that prompt associations between letters or word "chunks" and their sounds, readers see the letter(s), make a sign, and say the sound at the same time. This multi-sensory approach works wonders with students who struggle with regular reading programs.

### Understanding Students of Hispanic/Latino Descent and Their Parents

**Ruben Perez**

Hispanic/Latino students have the highest dropout rate. Many experience cultural tension in school when behaviors are misinterpreted as rude or disengaged but are actually a result of cultural upbringing. This session provides an understanding of hidden rules in the Hispanic/Latino culture and issues that Hispanics/Latinos encounter in public schools. Participants will learn strategies to enable students and parents to foster improved academics and socialization.

### Working with Boys in the Classroom

**Jim Littlejohn**

Boys account for 85% of the discipline problems in school. They also constitute the largest population in special education, Title I, and those who have reading and writing problems. Boys are the ones who have committed the violent acts in America's schools, and they are the most likely to drop out of school.

This session focuses on the "why" behind male behavior in school and what schools can do to begin making school more "boy-friendly." Issues that affect boys who come from poverty, as well as middle class, will be explored in this session.



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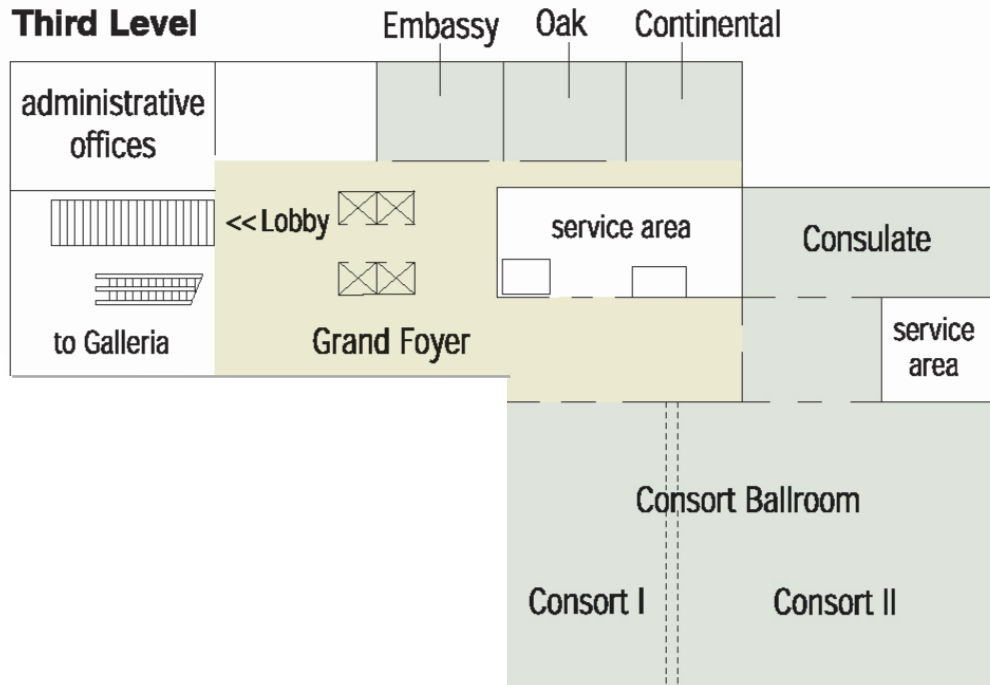
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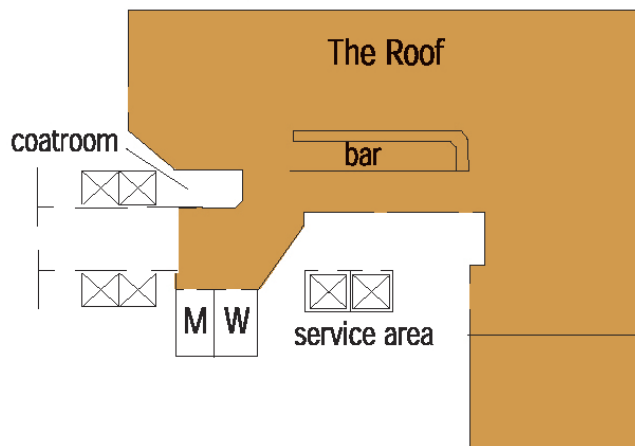
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## Third Level



## Twenty-first Level



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