

About the Presenters

Dr. Hollie has nearly 20 years of experience in education ranging from the elementary level to the university level. He is co-founder and executive director for the Center for Culturally Responsive Teaching and Learning (CCRTL), a non-profit organization dedicated to providing high quality professional development to educators serving African and Mexican students. Dr. Hollie has trained over 10,000 teachers and observed in approximately 1000 classrooms over the past 8 years.

Dr. Many was superintendent of Kildeer Countryside School District 96 in Buffalo Grove, Illinois. He used the tenets of the Professional Learning Communities at Work™ model to become one of the highest performing schools in the state. He has worked closely with Dr. Richard DuFour national authority on PLCs. He is a contributing author to the books *Learning by Doing: A Handbook for Professional Learning Communities at Work™* and *The Collaborative Teacher: Working Together as a Professional Learning Community*.

As a practitioner of nearly twenty years, **Dr. Muhammad** has served as a middle school teacher, assistant principal, middle school principal, and high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. Dr. Muhammad is a contributing author to the book *The Collaborative Administrator: Working Together as a Professional Learning Community* published in 2008. He also authored *Transforming School Culture: How to Overcome Staff Division*, published in 2009.

Ms. Sparks' extensive experience as an educational leader includes service as a teacher, staff developer, and executive director. She worked in four different Boards of Cooperative Educational Services (BOCES) in Colorado, providing programs and services to more than 50 school districts. Susan has retired as executive director of the Front Range BOCES for Teacher Leadership, where she served 19 member school districts and the University of Colorado Denver. She is a contributing author to the book *The Collaborative Teacher: Working together as a Professional Learning Community*.

Date:	Monday, October 18, 2010, Thursday, January 20, and Tuesday, March 8, 2011	Register online at:	http://www.scoe.org/cs/public/view/class/4111
Time:	8:30 a.m. - 4:00 p.m.	Content Questions:	Cindy Pilar, cpilar@scoe.org, 707.522.3069 Karen Arter, karter@scoe.org, 707.524.2616
Cost:	\$300 per person (all three days) or \$150 per person (per day)	Registration Questions:	Connie Anderson, canderson@scoe.org, 707.524.2823
Location:	Sonoma County Office of Education 5340 Skylane Boulevard, Santa Rosa		
Deadline:	Monday, October 11, 2010		
Audience:	Administrators and Teacher Leaders		



Leadership Assistance Center
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Leadership Institute
Speaker Series
2010-11

Leading the Learning for Equity and Excellence

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educational consultants in North America

Monday, October 18, 2010

Anthony Muhammad, Ph.D. and Sharroky Hollie, Ph.D.

Thursday, January 20, 2011

Thomas Many, Ed.D. and Susan Sparks

Tuesday, March 8, 2011

Pedro Noguera, Ph.D.

Monday, October 18, 2010



Morning session:

**Redefining the Norm:
Learning for ALL**

Anthony Muhammad, Ph.D.

If we are serious about closing the achievement gap and creating schools where each child is guaranteed a quality education and a chance at living their dreams, the status quo must change. **Dr. Muhammad** helps educators examine the systems within our schools that deeply influence learning and inhibit our most underserved students' access to equitable educational opportunity.



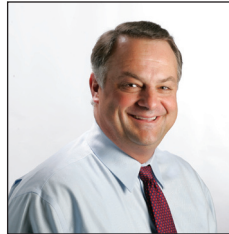
Afternoon session:

**Underachieving?
Underperforming? How
about Underserved?**

Sharroky Hollie, Ph.D.

Dr. Hollie will focus on research-based instructional and organizational approaches for educating diverse learners and create the context for addressing their instructional needs. The workshop will include demonstration lessons with a set of take-away strategies and materials that counter the prevailing "deficit perspective."

Thursday, January 20, 2011



Morning session:

**Lessons of the Wrinkled
Photograph: Building
Equity through
Collaborative, High-
Performing Teams**

Thomas Many, Ed.D.

Dr. Many will share how high-performing teams can create profound changes in their school's beliefs, language, and practice, thereby allowing all students to achieve at high levels regardless of race or class. He will describe how to sustain the PLC concept to affect these changes and highlight the role school boards, district office administrators, and site leaders play in creating equity and access for student learning.



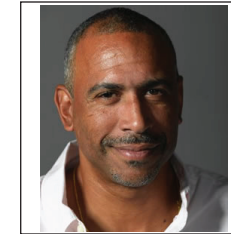
Afternoon session:

**Impacting Results through
Interpersonal Effectiveness
& Facilitative Leadership**

Susan Sparks

In this interactive session, **Ms. Sparks** will help school leaders identify the interpersonal and communication skills critical to creating the conditions for improved learning. Participants will learn the five keys to successful meetings, effective decision-making processes, and strategies for managing challenging behaviors and relationships.

Tuesday, March 8, 2011



All day session:

**Mind the Gap: The Key to
Equal Achievement**

Pedro Noguera, Ph.D.

Fulfilling the promise of public education is the reason that so many schools and districts are now working desperately to find ways to close the achievement gap by creating equity of opportunity and outcomes. **Dr. Noguera** will share ways to combat the "normalization of failure." He will explain how successful schools have addressed the preparation gap, the opportunity gap, and the relationship gap that exists for at-risk students.

Dr. Noguera Professor of Education at New York University. He is also executive director of the Metropolitan Center for Urban Education. He has published on topics such as urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society.

"Ultimately, it is the beliefs of educators that determine whether gaps in achievement will close. Where educators refuse to blame others for low achievement and accept responsibility for their role in student accomplishment- or lack of it- children benefit. Kids know when the adults who teach them care about and believe in them. They respond by displaying the qualities so essential to school success: self-motivation, self-discipline, and resilience."

Dr. Pedro Noguera