

I. Do More, Learn More, Act More

Target Audience: All

In today's fast-paced world, it is imperative that one demonstrate an ability to quickly identify worthwhile opportunities consistent with one's goals, then, be able to capitalize on those opportunities in efficient and progressive ways. This is not always easy in a world full of distractions, conflicting priorities and tight schedules. We are also burdened by cultures, attitudes, behaviors and social mores in conflict with our own. For this reason, many of us remain static and unable to move forward in planned and meaningful ways. It is critical for today's professional and citizen that s/he understands the role cultural proficiency plays on personal success and individual growth.

Mr. Thomas takes a proactive approach by providing tools you can use to become personally effective through cultural proficiency. This workshop stresses true individual transformation so that personal effectiveness and cultural proficiency become a natural part of one's growth and development. How to stay motivated and energized is also a topic which will be central to this discussion, along with the developing the most effective time management strategies. Participant will leave with a greater sense of cultural proficiency, self-understanding and purpose, and be ready to make the most effective use of it in today's ever-changing society.

Kevin Wayne Thomas
Author, Consultant
The Big Motivator
Boston, MA

***Twenty-Seventh Annual Conference
of the
METCO Directors' Association***

***Cultural Proficiency:
Identity Affirmation for
School Success***

Keynote Speaker
Dr. Kikanza J. Nuri-Robins
Organizational Development Consultant
The Robins Group
Los Angeles, CA

Friday, December 2, 2011
Four Points by Sheraton
1125 Boston-Providence Turnpike
Route 1, Norwood, MA

The METCO Directors' Association

Founded in 1965 and grant funded by the legislature under the Racial Imbalance Act of Massachusetts, the Metropolitan Council for Educational Opportunity (METCO) is a voluntary desegregation program formed through the cooperative efforts of urban and suburban parents and educators.

Since its inception in 1975, the METCO Directors' Association (MDA) has provided educational leadership in the areas of school desegregation, academic achievement for students of color, multicultural education and parent empowerment. The MDA membership is comprised of concerned professionals who serve as METCO directors and coordinators in thirty-two suburban communities surrounding the metropolitan Boston area.

Twenty-seven years ago, the first MDA conference was organized in an effort to provide staff development and information for educators and community members who worked with African American children in suburban school settings. Today, the MDA proudly continues its commitment to the cultural development and academic achievement of children of color. We start each conference with the premise that ***all children can learn, must learn, and will learn.***

H. Cultural Proficiency: A METCO Director's Perspective

Target Audience: All

This workshop will provide a historical framework of METCO while allowing educators to practice and examine their cultural proficiency skills. We will discuss some of the challenges educators encounter on a daily basis, and the nuances faced in reaching a solution. This workshop will explore the value of cogent partnerships in educating students of color in a suburban environment. Please be prepared to share while learning, as this workshop will be very interactive.

Mabel Reid-Wallace

Wayland METCO Director
Wayland Public Schools, Wayland, MA

David Fuller

Weston METCO Director
Weston Public Schools, Weston, MA

G. The African American Scholars' Calculus Project

Target Audience: High School Educators and Administrators

The African American Scholars' Calculus Project (AASCP) has successfully narrowed the achievement gap by increasing the number of African American students who enroll into honors and advanced level mathematics courses at Brookline High School. The AASCP is unlike any initiative in public education to close the achievement gap because the curriculum can adapt to the needs of all school districts.

Participants will 1) learn how to begin the process for developing a program to address the achievement gap that exists in mathematics in their respective districts; 2) learn methods for recruiting African American students to participate in a program aimed at closing the achievement gap in mathematics; and 3) learn strategies for galvanizing support and acquiring funding to support an initiative that addresses the achievement gap in mathematics.

Dr. Adrian Mims

Dean of Students

Brookline Public Schools, Brookline, MA

How to Register

Registration Available Online at:
www.mda-ma.org/mda_conference.html

The Twenty-Seventh Annual METCO Directors' Association Conference will be held at the Four Points by Sheraton Norwood in Norwood, Massachusetts.

Registration must be made online at: **www.mda-ma.org/mda_conference.html**, or by using the enclosed form. Please complete a separate registration form for each registrant. Feel free to duplicate the registration form if needed. The conference registration fee is one hundred and seventy-five (\$175.00) dollars. This fee is non-refundable and registration is on a first-come, first-served basis. Payment must be by check, money order or approved, signed purchase order. Checks and purchase orders must be made payable to MECTO Directors' Association. *We do not accept online payments.*

Your registration will be confirmed once your check, money order, or copy of an approved, signed purchase order has been received by the conference registrar at the address shown below. In order to secure your registration, payment must be received on or before the November 11, 2011 deadline. Registration confirmations will be mailed the week of November 21, 2011.

Full day participation in the conference earns Six (6) Professional Development Points (PDP's). A PDP certificate verifying the hours will be distributed at the conclusion of the afternoon workshop.

MDA Conference Registrar
100 Walnut Street—Room 208
Newtonville, MA 02460

MDA Conference Schedule

- 7:30 ***Registration and Continental Breakfast***
Musical Interlude
METCO Jazz Ensemble
- 8:00-8:30 ***Opening Session***
Welcome - Sheryl Goodloe, President
METCO Directors' Association
Westwood METCO Director
- A METCO Journey***
James Jackson, Student
Arlington High School
Senior Class President - Class of 2012
- 8:30-9:30 ***Keynote Address***
Dr. Kikanza Nuri-Robins
Organizational Development Consultant
The Robbins Group
Los Angeles, CA
- 9:45-11:45 ***Morning Session***
Concurrent Workshops
- 11:50-12:15 ***Vendor Opportunity***
- 12:15-1:15 ***Luncheon***
- 1:30-3:30 ***Afternoon Session***
Concurrent Workshops
- 3:30-4:00 ***Distribution of Professional***
Development Points, Book Signing
and Vendor Opportunity

F. Culturally Responsive Teaching: Courageous Practices and Leadership

Target Audience: All

The workshop will focus on how teachers can construct culturally responsive instructional practices to connect with and meet the increasingly diverse needs of their students. In particular, teachers will be empowered to understand basic principles and tenets of culturally responsive teaching and develop lessons and related experiences that allow teachers to interpret their curriculum and transform it to address a range of cultural needs of students. While the thrust of the workshop will focus on teachers and teaching, the session will also focus on how leaders can transform their entire school to be culturally responsive. Areas of emphasis will include family/community involvement, building and sustaining relationships with students, culturally-centered teacher expectations, and curriculum and instructional transformation.

H. Richard Milner

Associate Professor of Education
Editor-in-Chief, Urban Education
Department of Teaching and Learning
Peabody College of Vanderbilt University
Nashville, TN

D. Enacting cultural responsiveness: Fostering the development of positive racial and academic identities of students of color

Target Audience: All

In this interactive workshop, participants will explore theories for understanding the significance of race to the academic achievement of students of color. Participants will also apply theories to begin designing specific academic interventions -- at the classroom and building levels -- for enhancing the schooling experiences of students of color. Dr. Carter will draw on her research examining the school experiences of African American students in predominantly white schools to help participants better understand culturally responsive teaching and leadership that enhances the identities of students of color and subsequently their academic success.

Dr. Dorinda Carter Andrews

Assistant Professor, Department of Teacher Education
Michigan State University, East Lansing, MI

E. Hip-Hop: Beyond Beats and Rhymes. Moving Past Narrow Visions of Masculine Identity

Target Audience: All

In this workshop, filmmaker/activist Byron Hurt will engage the audience using his award-winning documentary film, *Hip-Hop: Beyond Beats and Rhymes*. The film will generate a powerful discussion about commonly held notions of masculine identity and their impact on boys and men in the real world, good and bad. This workshop will be highly interactive, and thought provoking exercises will prod the audience to think deeply about gender identity among boys and men.

Byron Hurt

Producer/Director, Soul Food Junkies
God Bless the Child Productions, LLC
Newark, NJ

About Our Keynote Speaker

Dr. Kikanza J. Nuri-Robins

Organizational Development Consultant
The Robins Group
Los Angeles, CA

Since 1982, Dr. Kikanza J. Nuri-Robins has worked as an organizational development consultant in a variety of settings including education, health care, criminal justice, and religion. Kikanza helps people and organizations in transition, focusing on leadership development, change management, cultural proficiency and spirituality at work. Although her clients have ranged from businesses like IBM and Baskin-Robbins, school districts from New York to California, and not-for-profit organizations such as United Way and YWCA, her passion is working with people who care about the quality of their work and who have compassion for their clients and colleagues.

Kikanza is on the board of the Southern California Foster Family and Adoption Agency, and is a member of the Ethics Committee of the UCLA Medical Center. Kikanza is the author of many articles and four books, including: *Unspoken Visions; Cultural Proficiency, A Manual for School Leaders; and Culturally Proficient Instruction: A Guide for People Who Teach*. She lives in Los Angeles where she spends her discretionary time as a textile artist.

Workshop Topics and Presenters

A. The Culturally Proficient Professional: Guerilla Tactics

Target Audience: All

One of the greatest frustrations of doing this work is being in an environment that is committed nominally to cultural proficiency, but which, on a daily basis, fails to address the barriers to movement in that direction. Worse yet, is knowing what needs to be done, but having no positional power to make it happen. In these cases, a direct collegial approach may not be the most effective one. This workshop will share tactics and strategies for influencing change that no one really wants.

Dr. Kikanza J. Nuri-Robins

Organizational Development Consultant
The Robbins Group, Los Angeles CA

B. Racism in the Classroom

Target Audience: All

You cannot become a culturally proficient educator until you first become comfortable discussing race. During this workshop teachers will learn where racism and the classroom intersect. Specifically, what makes it so hard to discuss the “R” word? Why is it the one word that stops us in our tracks and has the power to shut down a classroom? Teachers will learn first hand how racism effects learning. This interactive workshop addresses the “need to” and the “how to’s” of discussing race in the classroom. During this session we will define cultural proficiency, identify the key components necessary to train more effective teachers, and examine ways to foster trustworthy relationships between teachers and students in the classroom.

Kalise Wornum

Wellesley METCO Director
Wellesley Public Schools, Wellesley, MA

C. Culturally Proficient Approach to Educating Black Males

Target Audience: All

A large number of our African American males are failing in our schools today. They are not engaged in the educational process and are dropping out or checking out at alarming numbers compared to their white counterparts. Who is to blame - teachers, the principal, parents, child or the boggieman?

Have you heard or said any of the following statements?

- “If only they would work harder.”
- “What can you expect, they come from difficult family situations.”
- “He’ll get an athletic scholarship because he is good at basketball.”
- “If only they weren’t so threatening/scary.”
- “They should be more like white students.”

What does it mean to be culturally proficient in educating black males? Is there a black male culture? Who are they anyway? Why should I have to change?

This workshop will examine the issue of cultural proficiency and strategies for motivating black males to achieve in school and in life.

Dr. Carroll W. Blake

Executive Director of Achievement Gap
Boston Public Schools, Boston, MA