

Professional Development Offerings:

A. **Keynote presentation** to the entire district or key persons in the district (i.e. all administrators, cabinet level members, district leadership and/or school leadership team members, Special Education and Gifted Education departments etc).

B. **Professional Development for All.** Follow up sessions to consist of at least one professional development session to be conducted at each school in the district.

C. **Full day of professional development** focused on further developing the competencies needed to effectively address the issue of high poverty and cultural differences and the impact of these topics on teaching and learning.

D. **Keynote presentation** to be delivered during a District Institute or School Improvement day.

E. **Author Led Book Study Groups:** Book study groups to be conducted with members of the teaching and administrative staff during professional development or after school sessions.

- Options for consideration: each school to send several interested teachers and administrators to participate in scheduled after school book study group. Note: teachers and administrators from multiple schools are able to participate in each session together.

- Book study groups to be held for the teachers and administrators in one particular school and for several different schools during the course of a school year as requested.

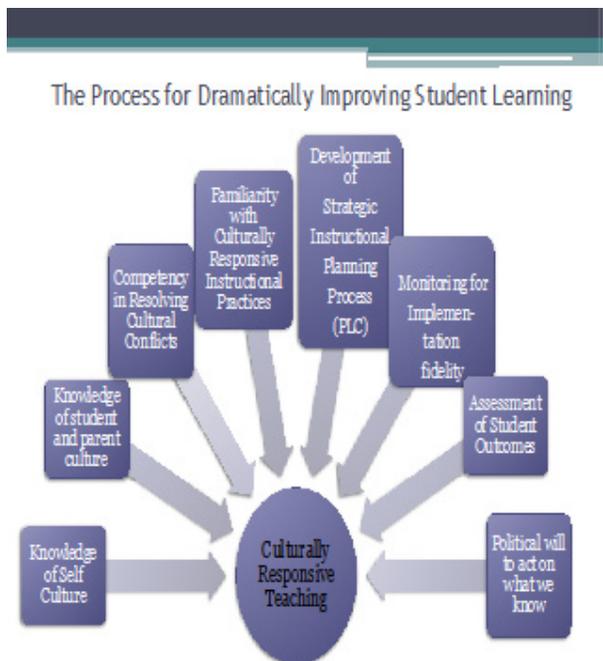
F. **New option! Live Webinar Sessions** (follow-up to book study sessions).

G. **Saturday Sessions:** 1 or 2 full-day (6 hours) sessions. In-depth professional development training on culturally responsive teaching and leading.

H. **Summer Enrichment Professional Development:** In-depth professional development training on culturally responsive teaching and leading. Participants in this workshop series will use the SMART goals framework in planning for the implementation of goals relevant to culturally responsive teaching and leading.

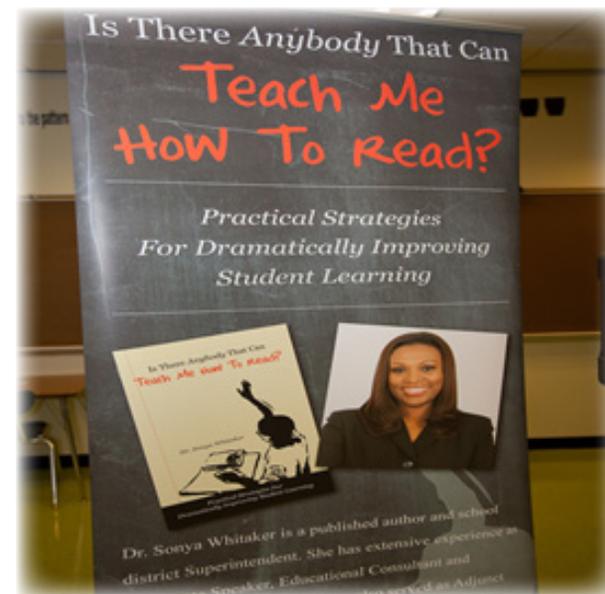
I. **New Option! Summer Academy Training:** This training session is a Train the Trainers Model: The purpose of this training class is to equip teachers and administrators with the tools needed to conduct professional development on the topic of Culturally Responsive Teaching in their individual schools and throughout the district.

THEORETICAL FRAMEWORK (Whitaker 2012)



Our Mission

It is the mission of Achieving the Dream Inc. to make it possible for every child and adult in America to Achieve the Dream of developing or enhancing their literacy skills and capabilities, thereby increasing the likelihood that they will be able to contribute to, enjoy and reap the full benefits of active participation in the larger society.



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Dr. Sonya L. Whitaker

Dr. Whitaker is a national speaker and she has provided consultation in the form of keynote presentations and town hall think-tank discussions to educators, politicians, community and faith based organizations in Atlanta Georgia, Chicago Illinois, Boston Massachusetts, Milwaukee Wisconsin, Kentwood and Benton Harbor, Michigan, Little Rock, Arkansas, San Diego, Los Angeles and Palm Springs, California.

She currently serves as Superintendent in Lockport, Illinois. In her role she is responsible for establishing and maintaining the fiscal health of the school district, increasing academic achievement, making policy recommendations to the Board of Education, and appropriately allocating financial, technological and human resources to achieve the goal of “Ensuring High Levels of Learning for All.” She has extensive experience in the field of education and as served in the roles of principal, assistant principal and classroom teacher.

Dr. Whitaker has also served as an appointed member of the Ensuring Success in Schools and Special Education Illinois State Level Task Forces. She is a published author and most recently published a book entitled: *Is There Anybody That Can Teach Me How to Read?*

In April of 2010, Heinemann Educational publishing company released Dr. Whitaker’s professional development DVD entitled: The Culturally Responsive Teacher: How Understanding Culture Positively Impacts Instruction and Student Achievement. Dr. Whitaker also serves as a Senior Program Consultant for Zaner-Bloser Language Arts and Reading Textbook Company and has served as adjunct professor for National-Louis University.

Is There Anybody That Can TEACH ME HOW TO READ?

Practical Strategies for Dramatically Improving Student Learning

CHAPTER ONE: KNOWLEDGE OF SELF

Chapter one has been designed for the purpose of providing teachers and administrators with a framework for identifying and celebrating their own unique culture. Educators are then guided through the very important process of developing a thorough level of understanding as to how their cultural experiences impact instructional delivery and assessment of student performance.

CHAPTER TWO: CULTURAL CONFLICTS: POSSESSING THE WILL TO RESPOND

This chapter has been written to support administrators, teachers and students in the process of developing the skills needed to engage in deep conversations about how to address cultural conflicts that serve as counter-productive to increasing student learning.

In this chapter, the term cultural conflicts, is used to describe a situation or issue that arises when two or more people develop misunderstandings as a result of cultural differences (Whitaker 2010).

Cultural conflicts can arise between administrator and teacher, teacher and student, student and another student, or between educators and parents. This chapter emphasizes the importance of creating a learning environment that acknowledges the fact that cultural conflicts can and do arise and to provide educators a framework for addressing the conflicts so that student learning is not unintentionally impeded.

CHAPTER THREE: THE MOVE FROM KNOWING TO DOING

This chapter is intended to identify instructional strategies that can be implemented at the classroom level. In this chapter I identify specific strategies that prove most beneficial (when implemented with fidelity and consistency) in dramatically improving the learning of all students, but more specifically students from diverse backgrounds.

The instructional strategies introduced are (but are not limited to) Wrestling with Text, Leaving Tracks of Thinking, Questioning to Engage Diverse Learners, Culturally Relevant Writing.

CHAPTER FOUR: ENSURING HIGH LEVELS OF LEARNING FOR ALL

The concluding chapter of this is book multi-faceted. In this chapter I address gender differences and provide practical solutions for addressing the fact that, across the country male students are being out-performed by their female classmates.

Guidance is provided for teachers in the areas of (1) making appropriate curricular decisions, and (2) identifying the instructional and assessment practices that are culturally responsive to academic needs of male students.

A fresh perspective on parental involvement is provided in this chapter as well. Educators are provided with strategies for engaging in non-traditional approaches to increasing parental involvement.

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