

## THE WHOLE CHILD: HEALTHY, SAFE, ENGAGED, SUPPORTED, CHALLENGED

At a time of rapid change and innovation, our education system is struggling to keep pace with this dynamic, digital world. Too often, young people are asked to learn 21st-century skills with 20th-century tools. Demands for a highly skilled and educated workforce are growing. The global marketplace is a reality. The alarming fact is we are still losing too many kids and wasting too much talent.

For students to learn at high levels, they must first feel safe and secure. Students who are fearful, bullied, distracted by fights and other disruptive behavior are unlikely to do well academically. Too many children do not feel safe and secure in school. For example, only 38 percent of U.S. students always feel safe at school and 30 percent rarely or never feel safe (U.S. Department of Health and Human Services, 2003). About two-thirds (62%) of high school dropouts say their schools should have done more to enforce classroom discipline (Civic Enterprises/Bill and Melinda Gates Foundation).



Dennis Littky (*The Big Picture: Education Is Everyone's Business*, 2004.) writes, “... schools must be about building safe, loving environments where kids can learn, grow, and experience life.” Littky highlights many approaches he feels are crucial to this goal, including fostering caring, respectful relationships between students and teachers. These relationships can only exist where schools have first cultivated a culture of trust and respect.

Groups working to cultivate this culture of trust and respect include the National Football League, Scholastic Inc., and Facing History and Ourselves. Working together, these groups have developed One World: Connecting Communities, Cultures, and Classrooms, (<http://www.jointheteam.com/programs/program.asp?p=6&c=30>) to encourage children to respect one another, to value diversity, and to take positive actions to build strong and inclusive communities.

Creating these communities requires educators, parents, community members, and students to replace fear, anxiety, and disrespect with caring, kindness, empathy, and trust—qualities that are essential to a healthy, nurturing environment in which students can feel safe and secure in learning.

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## SPRING 2007

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## PRESIDENT'S MESSAGE...



## Virginia's DOE - Seeking Input and Collaboration

Laurie McCullough, President

The Virginia Education Coalition, a group of organizations representing Virginia teachers, administrators, parents, and higher education faculty, advocates for educational policy at the state level. Coalition members, including Virginia ASCD have begun a series of conversations with Dr. Billy Cannaday, Virginia's Superintendent of Public Instruction. For the first time in recent memory, the Virginia Department of Education is seeking input and collaboration with professional organizations such as ours. It's nice to be asked for our opinion. It's also nice when someone is listening. This collaboration has the potential to go far beyond cordial conversation.

In his initial comments, Dr. Cannaday asked that we consider how we might connect with the Virginia Department of Education in three general areas: communication, professional development, and research. VASCD has interests in all of these areas. We represent a membership of over 2700 educators who fill a variety of job roles and who come from all over the Commonwealth. We work to communicate frequently and effectively with our members, and to make sure that communication flows in many directions. Our Key Communicator initiative is one example of these efforts. Our Key Communicators, who are located in school divisions all over the state, are potential "translators" of key information from DOE, or perhaps as conduits by which educators in the field could "talk back" to Richmond!

In the area of professional development, VASCD has much to contribute. We already offer consistently high-quality PD activities in the Commonwealth. Our annual conference (which this year will be two conferences, with the addition of a special one-day Southwest Virginia conference) and our Professional Development Institutes have an outstanding track record, and we are proud of our ability to provide professional development at this level. Our challenge in planning these programs is predicting what topics or issues will be most timely several months in advance. We are in a position to provide services that the Department of Education can not. Input from DOE staff regarding professional development needs across the state will give us the opportunity to respond to those needs and to make our programs even stronger.

Generating, supporting, and applying quality research is a core value of Virginia ASCD. The Commonwealth needs research that informs our practice and improves the educational experience for our students. Through our journal, our annual research grant, and our conference, we actively support research efforts.

Dr. Cannaday is clearly committed to building an excellent system of public education—one in which no matter where children live and no matter what their resources, they can and do succeed. I look forward to building a relationship with the Virginia Department of Education that goes beyond conversation to engage in thoughtful, strategic action.

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## FROM THE DESK OF THE EXECUTIVE DIRECTOR...

# A Warm Welcome to Nancy DeFord

Ann Etchison, Executive Director



Virginia ASCD extends a special and warm welcome to ASCD President Nancy DeFord, a former Virginia educator and current Virginia ASCD member. Nancy began her journey to the ASCD presidency via various leadership roles within the Virginia ASCD affiliate while she was a Director and later Principal of Princess Anne High School in Virginia Beach. Nancy left Virginia Beach to become the Superintendent of the Park City School District in Utah and is currently the vice-president of DeFord, Ltd., with consulting interests that include planning, internet-based decision making, and facilitation.



*Pictured above:* ASCD President Nancy DeFord and VASCD Executive Director Ann Etchison at ASCD's Annual Conference in Anaheim.

In a recent conversation with Nancy, she talked about ASCD's Whole Child campaign as a significant focus during the coming year and one that resonates with her personal interests. As a former art teacher and art coordinator, Nancy expressed concerns about the curriculum narrowing impact of No Child Left Behind and hopes The Whole Child focus will convince lawmakers of the critical importance of maintaining a rich and balanced curriculum for students in all sub-group populations.

In addition, Nancy plans to focus her leadership energies on promoting the importance of maintaining active roles in influence and advocacy. She credits affiliates for championing influence and advocacy and specifically mentions Virginia ASCD's role in being instrumental in promoting this important direction for ASCD International. By establishing a seat at the table of public policy, Virginia and other ASCD affiliates have

At the same time, Nancy recognizes that ASCD International includes many non-United States members and affiliates and will appoint a task force to examine how ASCD can maintain a worldwide view while still working to provide input on policy decisions made in the United States.

*Pictured right:* VASCD Board members Peggy McMaster, Gail Pope, and Laurie McCullough at ASCD's Annual Conference.



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JOIN US for the  
***Southwest Regional Conference***

Presented by the  
Virginia ASCD & SVETN  
September 28, 2007

## About the Presenters:

**Alan M. Blankstein** is Founder and President of the HOPE Foundation (Harnessing Optimism and Potential through Education). HOPE Foundation's mission is to provide support for educational leaders over time to reshape school communities so that all children succeed. .

**Dr. Dan Mulligan** is now an independent consultant with Simply Achieve, Inc. He previously served as the Director of Instructional Accountability for Hampton City Schools. Prior to this time, Dan served as the Director of Assessment and SOL Accountability and Supervisor of Mathematics in Chesapeake, Virginia. He has more than 30 years educational experience in New York City and Virginia. Dr. Mulligan has conducted hundreds of workshops throughout the Commonwealth and nationally. Dan has dedicated his professional career to helping improve student achievement, especially for the most challenged learners.

Includes morning and afternoon concurrent sessions presented by practicing educators from across the Commonwealth!

*Answer the Call:  
Achievement for All*

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## Conference Registration Fee Includes:

- Breakfast, lunch, refreshment break
- Nationally known speakers
- Numerous Breakout Sessions
- Materials
- Educational Exhibitors and VASCD Bookstore

*"The beautiful Conference Center of the Southwest Virginia Higher Education Center supports the agency's mission of regional economic development. Hosting over 1300 events each year, the SVEC offers 89,000 square feet of meeting space facilities, cutting-edge technology, and outstanding staff support."*



## THE WHOLE CHILD *(continued from cover page)*

With the push for standards, accountability, and increased academic learning, now may be a difficult time to take on a longstanding problem, particularly one that is not assessed by a high-stakes exam. However, with or without a test, there can be no mistaking the high stakes associated with letting fear and disrespect harm our schools. By committing ourselves to developing safe, caring, respectful schools we will create an environment where our students can grow into productive, healthy adults with the social, emotional, and academic skills needed to succeed in our society.

*Content of this article copied with permission from the Association for Supervision and Curriculum Development web site, [ascd.org](http://ascd.org), and from *The High Stakes of School Safety. Is It Good For the Kids?*, ASCD, 2004. (web column) by Dr. Gene Carter.*

## THE PLEDGE FOR OUR CHILDREN

Expect more. Get more.

ASCD proposes a a broader definition of achievement and accountability that promotes the development of children who are **healthy, safe, engaged, supported, and challenged**. *The Learning Compact Redefined: A Call to Action*, recommends a new compact with our young people. The Compact asks local, state, and national policy-makers to ensure conditions that support comprehensive approaches to learning — for engaging the whole child.

All children deserve a 21st-century education that fully prepares them for college, work, and citizenship. That means the basics of reading, writing, and math, of course. But we should expect more from our schools and communities. We also want our children to be healthy, safe, engaged in their learning, supported by caring adults, and involved in courses such as art and music.

Make a pledge to America's children. Students need to be healthy, safe, engaged, supported, and challenged. Our children deserve it. Our future demands it.

**LOG IN TO [HTTP://WWW.WHOLECHILDEDUCATION.ORG/](http://www.wholechildeducation.org/)  
ENTER YOUR EMAIL TO TAKE THE PLEDGE NOW!**

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## Executive Director's Message *(continued from page 3)*

Lastly, the new ASCD President sees the ASCD Leadership Council as a key structure within the organization as it strives to move from success to significance and has appointed a task force to study the role of the Leadership Council, to assess its effectiveness in accomplishing ASCD's mission, and to suggest any changes that might help move the organization forward. Each affiliate is represented on the Leadership Council with opportunities for input on ASCD positions like The Whole Child and High School Reform.

DeFord emphasizes that ASCD International's leaders most often emerge from affiliate leadership roles; therefore, affiliates play a key role in identifying and promoting leaders. To that end, ASCD joins affiliates in seeking members who represent ethnic diversity, role diversity, geographic diversity, and age diversity. Together, we combine efforts to serve the students of Virginia and beyond with our collective commitment to quality learning, teaching, and leadership.

## President's Message *(continued from page 2)*

A few days before this newsletter went to press, the horrible tragedy with which we are all too familiar struck Virginia Tech. It seems that everyone in Virginia has a family member, a friend, or a neighbor who has been affected by these devastating events. It's hard to imagine that there could be anything even remotely positive in the news coming from Blacksburg.

That Monday morning, in the face of terror, a teacher emerged as a hero. Professor Liviu Librescu used his body to block the doorway to his solid mechanics class, giving students time to escape through the windows. Librescu, a survivor of the Holocaust, knew something about horror, something about fear, and something about hate. On April 16, he stayed so that others could escape, he died so that others could live, and he faced the nightmare so that others might still have their dreams. May the selflessness and sacrifice of this remarkable educator be an inspiration to all of us. Our thoughts go to the families and friends of those learners, teachers, and leaders who lost their lives in Blacksburg on April 16!

# Hokie Hope



## AFTER THE SHOOTING: WHAT EDUCATORS CAN DO FOR CHILDREN AND ADOLESCENTS

Children and teens will react differently to the traumatic and horrific event at Virginia Tech University. Some will seem to come through the experience unscathed. Later, some may begin to have delayed reactions. Others will react strongly from the start, even though they may have suffered little loss or any sense of threat. However, most children and teens have normal and typical reactions to these abnormal circumstances.

### COMMON REACTIONS

Some of the common reactions you can expect to see are:

- \* **A need to talk about the shooting.** Young people will repeat stories about what they saw on television, heard from others, and felt about the victims
- \* **Sleep problems.** Many may be afraid to go to sleep and will be unable to sleep through the night.
- \* **Separation anxiety.** Some young people will be afraid of being left alone anywhere, even if it's only in another room at home. They may constantly seek reassurance from their parents.
- \* **Worries and fears.** Most will be much more vigilant about the possible dangers in our community as well as more apprehensive

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### AFTER THE SHOOTING *(continued from page 6)*

- \* **Vivid memories of the shooting.** Many young people will picture in their minds detailed and powerful scenes from televised reports of the shooting. They may write poetry or draw pictures of the scene. Young children may act out the event in their play.
- \* **Hyperactivity.** Young people may become more active, may have difficulty paying attention, and may be more impulsive.
- \* **Emotional sensitivity or numbness.** Many young people will become more sensitive, more easily upset and more quickly angry. Others may not show any sadness or anger, but they also close themselves off from any future hurt or threat.
- \* **Physical complaints.** They may complain more of headaches, stomach aches, nausea, and fatigue.

### WHAT CAN YOU DO TO HELP?

- \* Give your students time to deal with these experiences. Talking is only one of the ways to work through these reactions. Other ways are writing about the events and, especially for young children, drawing pictures or using puppets or toys to act out their experiences.
- \* Be especially calm. Show your concern and emphasize the positive by offering appropriate reassurances and reminders of their safety. By your manner, you will be setting a powerful example of how students can manage their reactions in a productive way.
- \* Remind them that their reactions are natural. Finding out that their fellow students are having some of the same reactions also can be a great relief.
- \* Control rumors and correct any myths they may have.
- \* Give them an opportunity to help. Encourage these students to offer help to others in need in their local community.
- \* Identify students who may be suffering severe post-traumatic stress. Students who had serious losses, such as the death of a loved one, may need more help. Students who also need more help are those having extreme reactions to the shooting, such as repeated nightmares, “flashbacks” to scenes of the shooting, crying spells, behavior problems, and strong phobic reactions.

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The Virginia School Counselor Association (VSCA) and the Virginia Counselors Association (VCA) thank their Dr. Lennie Echterling and Anne Stewart for sharing this valuable information.

# We Are All Hokies!

## Virginia Association for Supervision and Curriculum Development (VASCD) Outstanding Supervisor/Curriculum Leader of the Year Award

**Purpose of Award:** Recognition for outstanding contributions to supervision and/or curriculum development.

### **Qualifications:**

A nominee shall have served for a least two full years in a school division or other educational agency in Virginia with major job responsibilities in the areas of supervision and/or curriculum development.

A nominee shall have been an active member of the Virginia Association for Supervision and Curriculum Development for two years, and currently be a member. A nominee must be nominated by an individual or group, including teachers, administrators, or school board members. The nomination may originate within the school division or educational agency where the nominee currently serves or the nomination may come from outside the division or agency. Self-nominations will be considered.

### **Selection Criteria:**

The educator who merits recognition by the VASCD might be expected to display all or several of the following:

An autobiographical record of service and leadership highlighting notable accomplishments in the field of supervision and/or curriculum development at the local, regional, state and/or national levels over the last five years.

Three letters of recognition by persons familiar with individual's contributions to the field.

Other service to the profession beyond normal job responsibilities. These contributions to the field of supervision and/or curriculum development might include serving on committees or task forces at the local, state, and national levels.

### **Selection Procedures:**

A selection committee will be appointed by the President of VASCD. The five member committee will consist of two members of the VASCD Board of Directors, three members at-large, and the Executive Director. No more than two people may be recognized in one year. The award shall be presented at the VASCD Annual Conference.

Recognition in the form of a plaque will be presented to the recipient. The recipient of the Outstanding Leader Award will receive a free registration to the Annual Conference for the following year.

### **Selection Calendar:**

Recommendations should be sent to the VASCD office prior to **September 1, 2007**.

All materials from prospective candidates for the award must be received by **September 1, 2007**.

Selection of the final candidate will be made by the Selection Committee by **October 15, 2007**.

Notification of selection for the award will be made by **October 31 of each year**.

The Award will be given to the recipient at the Annual Conference.

### **For additional information or to submit recommendations, contact:**

Brenda Hess, Director of Elementary Education

Russell County Public Schools

P.O. Box 8, 1 School Board Drive

Lebanon, VA 24266

(276) 889-6506 or [bhess@russell.k12.va.us](mailto:bhess@russell.k12.va.us)

Nominations for Outstanding Supervisor/Curriculum Leader Award should be completed and mailed to:

Ann Etchison, Executive Director, VASCD

1622 Baileys Retreat

Charlottesville, VA 22901

Telephone: (434) 296-6804      Email: [annetchison@earthlink.net](mailto:annetchison@earthlink.net)

**For complete nomination and submission requirements, please visit <http://virginia.ascd.org>**

### **Visit VASCD On-line!**

**On-line registration is available for the Annual Conference, PDIs, and membership. Conference highlights, information on upcoming PDIs, VASCD award nomination information, and legislative information is also available.**

**Visit: <http://virginia.ascd.org>**

## A SINCERE THANKS...and WELCOME

VASCD extends our sincere thanks to outgoing administrative support staff Cheryl Duncan and wishes her well in her new position with WCAV TV in Charlottesville. Cheryl has been instrumental in designing the VASCD website, developing the VASCD database, and creating VASCD publications. We welcome new administrative coordinator Judy Lam who has extensive background in administrative support, database management, desktop publishing and financial accounting. We look forward to the professional expertise she will bring to the organization.



Cheryl Duncan

Judy Lam

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## Call for 2007 VASCD Educational Leadership Articles

The 2007 VASCD Educational Leadership Journal supports our November 2007 VASCD Conference theme, “**School Learning Communities: Preparing for a Global Work Ethic.**” For our success stories section, we seek articles about how teachers, administrators or supervisors are working to improve professional development opportunities for all staff. We urge college educators to submit articles on research underway. Another section features examples of successful collaboration across content areas, grade levels, and school divisions. We welcome updates on success tales from previous journals. Please join in our efforts to celebrate the Commonwealth’s great education work and workers!

### Submission Details

The deadline for submission of materials for the next issue is June 30, 2007. Manuscripts should be typed, single-spaced, with Times New Roman, 12 point font. Section titles should be bold and italicized with Times New Roman, 12 point font. References should be in hanging indent format with Times New Roman, 9 point font. Please do not use additional fonts or other formatting. Include your professional title, workplace, mailing and e-mail addresses, and a one to three sentence summary. If accepted, we will request a photo be submitted. All manuscripts, book reviews or other items should be sent to:

*Virginia Educational Leadership*

Reba Greer, Supervisor of Language Arts

Prince William County Public Schools

Box 389, Manassas, VA 20108

E-mail: greerr@pwcs.edu Phone: 703.791.7251

# Generation Y and Public Service

by Shantel Nock



“A nation’s culture resides in the hearts and in the souls of its people.”

The words of Mohandas Gandhi were true for his native country but also hold true for young Americans. The youth of the United States take for granted our rights of citizenship. We are blessed with so many economic and educational opportunities, but we fail to give back to our country. As young adults it is our duty to perform a public service to better help our country.

In his 2002 State of the Union Address, President George W. Bush stated that all American citizens should give 4000 hours of voluntary public service in their life time. According to the 2003 Hyman and Wright public service survey sponsored by Ohio State University, it is estimated that over 40% of the U.S, population engages in volunteer activities each year. Multiple public service programs are designed especially for young Americans through the Cooperation of National Services.

Our generation makes time to participate in sports, in extracurricular activities, in part-time and even in full-time jobs, but we can also find some time in our daily schedule to help someone else. Donations of blood, food, and clothing are needed, but material donations are not required. The Red Cross, The Red Crescent Society, The Salvation Army, Light House Ministries, Habitat for Humanity, and Big Brothers / Big Sisters welcome young volunteers. There may be people living on your street that are in need. Just reading to a child in the hospital or spending time with a senior citizen in a nursing home can be a special time for loving and sharing.

Volunteering is an excellent way to gain new skills, to meet people with similar interests, and to do something that is enjoyable. We learn from the people we help, and we develop a sense of pride knowing that we have made a difference. If all middle school and high school students were required to perform a public service I believe that self discipline, independence and increased moral responsibility among young people would increase. I also believe that the number of teens getting into trouble would decrease. I have learned responsibility and devotion by working with the Light House Ministries to help the homeless in my area.

I encourage every middle and high school student to perform a public service. Volunteering will have a positive imipact on your life as well as on the lives of those you help.

Shantel Nock is the 2007 Region 1-AA Forensic Champion in Original Oratory. She is the president of the junior class at Nandua High School and is a Member of Excellence in the National Forensic League. Her forensic coach is Mrs. Carla Savage-Wells.

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## VASCD Research Grant

**Introduction:** Achievement for all students is the goal of educators. To effectively meet this goal, the degree to which educational practices are effective must be determined. Focused research can assist in this endeavor. Whether it is to validate new practice, corroborate the effects of existing practice, or challenge the assertions of existing policy and practice, it is incumbent upon educators to “ask the question.”

The VASCD Board of Directors has established a \$10,000 research grant for the purpose of expanding insight and knowledge through research on proposed topics in education. Although specific research topics are not required, projects that are consistent with the position statements of VASCD will be viewed favorably. These position statements are available on the VASCD website: <http://virginia.ascd.org>.

**Proposal Timeline:** The Research proposals must be received by Friday, June 1, 2007. The final determination of grant awardees will be made by July 1, 2007. The grant recipient will be notified by July 15, 2007. Individuals submitting proposals that are not accepted will receive notification by July 15, 2007.

**Submit proposals to: Robert McCracken, Assistant Professor, Radford University,  
PO Box 6959, Radford, Va 24142**

**For more information email: [rmccracke@radford.edu](mailto:rmccracke@radford.edu)**

**Telephone: 540-831-5682**

**For a complete application, go to <http://virginia.ascd.org>**





**Fall Conference 2007  
at the  
Williamsburg Marriott**

**Preconference**  
**Wednesday, November 28, 2007**  
8:30 a.m. - 3:30 p.m.

*Featuring*  
**John Antonetti**  
*Consultant, Educator, and Author*

Join John Antonetti to work through the 8 qualities teachers can embed in student work to bring about higher levels of engagement. Student work and sample lesson plans will be analyzed for potential engagement. Participants will imbed engaging qualities into lesson plans.

**General Session Speakers Include:**

**Alan November**  
*“Cultivating a World-Class Work Ethic”*

**Anthony Mohammed**  
*“There Is No Magic Dust: Building a Professional Learning Community from the Ground Up”*

**Friday, November 30, 2007**

**Mike Schmoker**  
*“The Opportunity: From ‘Brutal Facts’ to the Best Schools We’ve Ever Had”*

**Charlotte Danielson**  
*“Defining and Supporting Good Teaching”*

**Important Virginia ASCD Membership and Registration Information:**

If unsure about your current Virginia ASCD membership status, please contact the VASCD office before completing registration form. **Note: ASCD membership does not automatically include individual VASCD membership except through their joint dues program.**

By mailing or faxing this form you will complete your registration. You will receive an e-mail confirmation two weeks prior to the conference.



**Preconference**  
**November 28, 2007**

**Conference**  
**November 29 - 30, 2007**

**Williamsburg Marriott**  
**Williamsburg, Virginia**

**Register on-line at**  
<http://virginia.ascd.org>

**Pre-Conference Registration fee includes:**

- Continental Breakfast
- Lunch
- Materials

**Conference Registration Fee Includes:**

- Breakfasts, lunches, refreshment breaks
- Nationally known speakers
- Numerous Breakout Sessions
- Materials
- Educational Exhibitors
- VASCD Bookstore

Thursday	Registration	7:30 - 8:30 a.m.
Thursday	Luncheon	12:00 - 1:30 p.m.
Thursday	Reception	4:30 - 5:30 p.m.
Friday	Breakfast	7:30 - 8:30 a.m.



If you are currently a VASCD member, you can pay your Virginia Affiliate dues the same time you renew your ASCD membership. If your ASCD renewal date has been recent, you may wish to use this application to process your VASCD membership now, so that you won't miss out on VASCD activities. Retired educators and full-time students will recognize a savings by renewing or joining separately.

Membership Annual Dues: \$40 payable to VASCD

Name: \_\_\_\_\_

Position: \_\_\_\_\_ School Division: \_\_\_\_\_

Preferred Mailing Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E-mail Address: \_\_\_\_\_

Business Telephone: \_\_\_\_\_ Region: \_\_\_\_\_

For the status report to ASCD, the following information is requested

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Age: under 45 \_\_\_\_\_ over 45 \_\_\_\_\_

Ethnicity: African American \_\_\_\_\_ Asian \_\_\_\_\_ Caucasian \_\_\_\_\_

Hispanic \_\_\_\_\_ Native American \_\_\_\_\_ Other \_\_\_\_\_



Association for Supervision  
and Curriculum Development  
1622 Baileys Retreat  
Charlottesville, VA 22901

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Charlottesville, VA  
Permit No. 48

VASCD Mission: To provide resources and services to involve and influence education decision makers in promoting quality instruction for lifelong learning.