



SPRING 2006

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GREAT VIRGINIA TEACH-IN

Virginia's aggressive effort to recruit highly qualified teachers continues with the third Great Virginia Teach-in, which is scheduled for March 18 at the Greater Richmond Convention Center in Richmond. The teach-in will bring together more than 150 exhibitors and employers, including school divisions, teacher preparation programs, and state-approved "career switcher" programs to prepare qualified professionals for second careers as classroom teachers.

"The Great Virginia Teach-In showcases the benefits of teaching in Virginia and the quality of life enjoyed by our citizens," said Acting Superintendent of Public Instruction Patrica Wright. "The teach-in also provides access to hundreds of qualified candidates that many of our smaller school divisions might otherwise never see."

Virginia is targeting advertising and outreach for the 2006 Great Virginia Teach-In to 23 states based on geographic proximity and recent employment trends. The states include Alabama, Arkansas, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, West Virginia, and Wisconsin.

About 300 members of high school's Teachers for Tomorrow programs are expected to attend a pre-teach-in conference at the convention center on Friday, March 17. More than 60 Virginia high schools now offer Teachers for Tomorrow programs. Participating students learn about teaching as they are guided through the history of education and the functions of schools and school divisions. The students also experience the classroom as they serve internships under the direction of experienced teachers. The internships culminate with students developing and carrying out lesson plans.

Although teacher preparation programs graduate many new teachers each year in Virginia, retirement and attrition rates are increasing. During recent years, Virginia school divisions have had to fill more vacancies than the number of new teachers graduating from the commonwealth's 37 approved teacher preparation programs.



WinOcular solutions modernize and improve your districts' hiring processes. Our solutions automate and organize everything from Personnel Action Notices, to On-line Employment Applications, Applicant Screening, Electronic Records & Document Management, Hiring Approvals and Data Exchange with your Finance System

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- Applicant Assessment / Pre Screening
- Document Management
- Search Capabilities: Simple & Advanced
- Applicant Tracking / Workflow
- Data Exchange to HRMS Systems
- Powerful Query & Reporting
- Training and Implementation
- Dedicated Customer Support

Learn how WinOcular can help you!
 Email: Information@WinOcular.com

The 2006 great Virginia Teach-In and other teacher retention and support programs are funded through a \$13.5 million federal Teacher Quality Enhancement Grant that Virginia received in September 2002. The grant also funds structured mentoring programs in 4 school divisions with hard-to-staff schools, and access for all school divisions to statewide electron job bank.

(For more information, please go to www.doe.virginia.gov)

POST YOUR JOBS ON VASPA's WEBSITE

In its continuing effort to expand services for members, VASPA now provides the opportunity to post job vacancies on its Website. This initiative is part of an ongoing effort to increase the utilization of VASPA.org for the delivery of services. [Click here](#) for more information

VASPA Leadership

2005-2006 OFFICERS EXECUTIVE COMMITTEE

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[Click here](#) to view all of VASPA's leaders.

FROM the PRESIDENT

Colleagues,

It's hard to believe that we are more than halfway through the school year. For me, it seems like just yesterday that we welcomed new teachers, conducted the summer employee orientation, adjusted staffing based on our 10-day count, attended our annual conference, and received my copy of the state Superintendent's Memo on the submission of this year's version of the Instructional Data Personnel Report...complete with the added requirement to report on the highly qualified status of our teachers of special education.

Needless to say, our profession provides us the opportunity to "Excel on a minute-to-minute basis", and based on the results of the January VASPA membership survey, your message was loud and clear—you want more information and workshops on licensure and more involvement in VDOE studies and decision-making.

The Executive Committee will be making arrangements for scheduling a one-day Drive-In on licensure for the Spring We welcome and need your help, however, in fulfilling your second request. More active regions and regional meetings are needed where issues of interest are identified. Also, having these issues conveyed to us would help in the development of position papers, if appropriate, for communication with VDOE



leaders and, ultimately, speaking at public hearings.

Please join me in thanking Eric Cunningham and the Conference Planning Committee, and Phyllis Lewter and the Recruitment Fair team for their superb efforts at our Fall Conference. Also, continue to make your needs and concerns known to members of the Executive Committee whose email addresses and phone numbers are listed on www.vaspa.org under the “About Us” dropdown homepage table of contents.

Best wishes,

Eddie Antoine
President

DIRECTOR’S NOTES

By Dr. Steve Sailer
Executive Director

COURAGE and the NCLB HR Professional

A “must read” book for all who toil in the academic vineyards is, **The Courage to Teach**, by Parker Palmer. Its focus is the teacher, not the teaching. It builds on this simple premise: good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. “We teach who we are”. And throughout its vivid and compelling pages it insistently asks us to recognize that our capacity to do good work springs from our recognition of who we are.

While reading this elegant and inspiring book, I wondered if Palmer would write a sequel for HR professionals entitled something like, **The Courage to be an HR Professional in the NCLB Era of Education**. Not quite the catchy title as his first book, but , perhaps, just as necessary because for the first time in our country’s history, every state in our nation is now accountable for the education of all children—regardless of race, ethnicity, geography or other factors. A daunting challenge, but one that is less about knowing what to do and more about having the courage to do it. Margaret Spellings, in her first public address as Secretary of Education, identified “improving teacher quality” as one of the four core principles, one of the four pillars of the NCLB Act. (The other three principles/pillars are: ensuring students are learning; making school systems accountable; and ensuring information is available and parents have options.) As a result, she instantly raised the stature of and the stakes for HR professionals.

The Act and her official recognition of the crucial importance of the work of HR professionals in its administration have provided us with a golden opportunity that comes along once in a generation. But in addition to the opportunity, we now have the assigned responsibility to take our rightful place in moving student achievement forward by leading in the development of sophisticated tools, procedures, and expertise in recruiting, training and retaining high quality teachers. To accomplish this will depend on many things, but it will depend mostly on courage-- courage to:

- embrace accountability and student learning as the fundamental measure of performance

- insist that quality-conscious personnel be in charge of the hiring process
- eliminate excessive paperwork and lengthy delays that deter good candidates
- pursue the opportunities and fulfill the responsibilities of modern education management and obtain the tools and experience to address this changing world

HR administrators must anticipate the fall-out that NCLB's Adequate Yearly Progress requirements will have for them and their relationships with superintendents and staff. Bold, coordinated and non-traditional actions need to be initiated by HR professionals to survive the perils of innovation and risk-taking demanded by the Act. The better we are at what we currently do, however, the harder it is to see and accept doing something new and different. It's usually the outsider who creates the "new and improved" or, but much less frequently, the insider with courage.

None of what we learned in college, or since, means anything without the courage to use it in our work. Be not afraid. It is the simple directive found in both the Old and New Testaments. This is because, according to C.S. Lewis, it is truly the secret of life. "Courage is not simply one of the virtues but the form of every virtue at the testing point." Anna Quindlen (best-selling author and columnist for **Newsweek**) in a recent commencement address at Barnard College where she serves as board chair, made these observations about fear and courage: "We live in a world (aka, perhaps, your HR office) in which the simple, the enjoyable, and above all the "simply yourself" seems as out of reach as the moon. Do not be fooled. This is not because anyone has found a better way in the millennia since the Tao was written. It is because too often we are people shadowed by fear. The ultimate act of courage does not take place on the battlefield. It takes place in your heart, when you have the courage to honor your character, your intellect, your inclinations, your common sense and yes, your soul by listening to its clean, clear voice of direction instead of following the muddled messages of a timid world."

So, if you haven't taken the plunge and, when and before you decide to take that leap of faith and fearlessness into you (, i.e., "you teach who you are"; you lead, you administer who you are) to face, foursquare, the challenges of NCLB, take a moment to "listen" to the clean, clear voice of direction cited below. It should provide a laser focus, and, if necessary, the motivation for your courage.

We will not successfully restructure schools to be effective until we stop seeing diversity in students as a problem. Our challenge is not one of getting `special` students to better adjust to the usual schoolwork, the usual teacher pace, or the usual test. The challenge of schooling remains what it has been since the modern era began two centuries ago ensuring that all students receive their entitlement. They have the right to thought-provoking and enabling school work, so that they might use their minds well and discover the joy therein to willingly push themselves farther. They have the right to instruction that obligates the teacher, like the doctor, to change tactics when progress fails to occur. They have the right to assessment that provides students and teachers with insight into real-world standards, useable feedback, the opportunity to self-assess, and the chance to have dialogue with , or even to challenge, the assessor-also a right in a democratic culture. Until such time, we will have no insight into human potential. Until the challenge is met, schools will continue to reward the lucky or the already – equipped and weed out the poor performers."

Grant Wiggins (author/educator)

Keep VASPA updated ...
if your contact info changes, let us know ...



NEWS FROM Mid-Atlantic Regional Teacher Project

By Susannah Patton
American Association of Colleges of
Teacher Education

MERITORIOUS NEW TEACHER CANDIDATES

Exceptional new teachers in Delaware, the District of Columbia, Maryland, and Virginia have the opportunity to receive a special designation – the Meritorious New Teacher Candidate (MNTC) – that makes them eligible to teach in any of the four states without having to meet any additional state requirements. The MNTC is awarded to teacher candidates who meet rigorous criteria that demonstrate strong verbal skills, a high level of mastery of their subject matter, and excellence in their professional program.

This spring, the mid-Atlantic States launched a new on-line “Pre-Candidate” application process to identify and celebrate these outstanding new teachers as they are entering the spring job market. (The address is <http://www.aacte.org/mntc>.) The Mid-Atlantic Regional Teachers Project (MARTP), housed at AACTE, initiated the *MNTC Pre-Candidate Certificate* for those students who have not yet graduated but who know that they have met the criteria within nine months of graduation. Deans and institutional certification officers received an email invitation to send to all of their candidates, encouraging them to apply for this special designation quickly. Once their institution verifies that they have met the high MNTC criteria, these candidates will receive a Pre -Candidate certificate to use with their resume when they begin applying for their first teaching job. In addition, with their permission MARTP will send their name, qualifications and e-mail address to Personnel Directors in school districts throughout the region.

Tidbits & Tips

- Take into account that great achievements involve great risks.
- Follow the three Rs: Respect for self; Respect for others; and Responsibility for all of your actions
- Remember that not getting what you want is sometimes a wonderful stroke of luck.
- When you realize you made a mistake, take immediate steps to correct it.
- As a professional educator and HR leader, you can never do less than you best.
- Live a good, honorable life. Then when you get older and think back, you'll be able to enjoy it a second time.



Education America has been providing **highly effective and affordable** online recruitment services to school districts from across the U.S. since 2000. **Has your district experienced Education America?** If not your district is missing ...

Effective & Affordable Advertising

Advertising on Education America will allow your school district to maximize its reach to prospective applicants from throughout the U.S. With over 1,600,000 visitors annually, Education America is one the highest trafficked online education job boards. In addition, as a member of Education America your job ads will be posted on Teachingjobs.com providing you **two great sites for the price of one.**

Dedicated Client Support

As a member of Education America you effectively

The MNTC is an optional designation that is noted on the initial license of highly qualified teachers. Similar to the Merit Scholar designation or Distinguished Diploma for high school students, the MNTC signals the accomplishment of dedicated teacher candidates who excel at every phase of preparation and demonstrate a deep commitment to high expectations for all children. It is not a new certificate and will not be used as a requirement for employment or licensure.

(For comments or questions about this article, please contact Susannah at spatton@aacte.org)

extend your own human resource department through our professional client support team to help. With your membership you will have a dedicated individual who will post your job postings for you.

Innovation

Available now, in response to ongoing requests from our subscribing clients and the changing dynamics of education recruitment, Education America Network has implemented **new and innovative services** that will make being a member even more effective and affordable.

Find out more about Education America Network by visiting www.educationamerica.net. For a product demonstration feel free to call 1-866-769-1638.

LIVING THE JOURNEY IN REGION 6

By Dr. Sanita Frazier-Savage
Region 6 Representative
AASPA Executive Board Member

In the summer of 2005, the Executive Board of AASPA began a journey and created the foundational strategic plan of the organization. To support this plan and its vision, three areas of focus were adopted for the 2005-2006 year: (1) increasing membership; (2) providing professional development opportunities for HR professionals; and (3) developing a national voice. By working together, we are already seeing measurable and significant progress in our areas of focus. For example, AASPA has exceeded projected levels of membership. Our membership has surpassed our annual goal and, presently is at an all-time high. Further, we have expanded the reach of high quality professional development opportunities with recent seminars for office professionals and legal seminars. Additionally, we are achieving national and international presence with AASPA covering the U.S. and Canada, and now extending to Egypt and other foreign countries. Nevertheless, some key questions still linger for me: What will this visionary journey mean for AASPA and its members, and what should be the role of Region 6 along this journey?

Keep in mind that too often in education we speak of vision and mission and spend great amounts of time crafting statements, creating sound bites, and developing plans that result in a nice document that seldom guides the work of the organization. This cannot be true of AASPA. The educational futures of the children in our charge depend on how well we, as human resource professionals, do our job to recruit, retain, support, and train educators. Without an understanding and support for our role in the success of students, our public schools will not be able to reach the lofty visions of NCLB or of our own strategic plan.

So, we need to take our roles very seriously. The journey has begun and will, like any other journey, have twists and turns, highs and lows, storms and sunshine, detours and delays. We cannot sit this one out. We must be active, fully-vested participants. We cannot just map out the plan for others to follow. We cannot observe from a distance, getting periodic updates of the progress from afar. We must be packed, ready to go, and present! As the regional representative for Region 6, I ask that all of you come aboard and live the journey. Under the auspices of AASPA, living the journey involves at least three actions on your part: (1) to unite; (2) to inspire greatness; and (3) to share and foster leadership in our states.

Unite: As HR professionals, we have, at a minimum, the commonalities of experience, a heart for service, a love of people, and boundless creativity. AASPA is the only national and international organization dedicated to the work of public school personnel officers. The existence of geographically-defined regions within AASPA provides us opportunities to share commonly understood ideas, problems, solutions, and dreams. At the same time, unity in the region provides a unique and safe forum for the diversity of thought and approaches that also exist among us and should not be ignored. For while we have many commonalities as HR professionals, we each have unique communities and cultures in which we must work and live.

The Leadership Council of Region 6 is united and serves as your voice for the states and affiliates. Together we are crafting that unifying message and direction that will help blaze new paths along the journey.

Inspire to greatness: Greatness exists among us. There are great programs, professionals, products, and ideas in Region 6. Our expertise, professionalism and high standards rival any other HR professionals — private sector, nationally, or internationally. Within our region, we must share stories, readings, and experiences that are motivational and that inspire others to greatness in all that we do.

Our regional and state newsletters provide outlets to share what or who has inspired us. We are even contemplating a show case of “the best of Region 6”, including the best authors and the best presenters. What an inspiration that could be!

AASPA also provides opportunities for writing articles, presenting at seminars and conferences, and participating in webinars as ways to share the greatness.

Share and foster leadership: Leadership at all levels of the organization must be filled with professionals who are well-trained, highly qualified, and courageous enough to make the journey. Beyond the rhetoric of leadership development, we must take every opportunity to identify, train, and support leaders for our public school systems. AASPA and Region 6 have started a dialogue and a journey of leadership that will indeed blaze a new path. Region 6 must actively participate in the dialogue and must seek results-oriented solutions for the problems that we face in the HR public school arena. Shortages of teacher and administrative candidates, teacher pay based on student performance, professional licensure or certification, and other challenges will confront us on the journey. It is only through sharing and fostering leadership that sound solutions will result.

As Regional 6 representative, I am honored to be a part of HR professionals who are ready, willing, and able. The Virginia state-affiliate is a leader in every respect—from the quality of your professional development offerings to the quality of your newsletter and publications to the visionary members who are a part of your organization. I commend you for what you have done and commend you for joining in the journey.

(For comments or questions about this article, please contact Sanita at sfrazier@richlandone.org)

American Association of School Personnel Administrators’ Legal Seminar: “Legal Essentials for School Personnel Professionals”

Join AASPA for a two-day workshop covering the most important legal issues to school personnel today. Topics will include:

- 403B Regulation Update
- ADA
- Contract Negotiations
- Employee Dismissals
- FLSA
- FMLA
- HIPAA & Medical Privacy Issues
- Investigations
- Personal & Professional Liability
- Record-keeping & Documentation

March 23-24, 2006 Omni William Penn Hotel Pittsburgh, PA

[Click here](#) for this seminar's registration form.

SPED HIGHLY QUALIFIED

An Integrity Check

By Paul Joseph
President
Joseph's Educational Consulting Services (JECS)

DOE announced an extension from March 1 to March 15 for the submission of this year's Instructional Personnel and Licensure Report (IPAL). This was done to allow school divisions time to review those special education teachers who are "Not Highly Qualified" in their current setting and schedule them to complete training by July 1, 2006. If the teachers can get the training done by that date then school divisions can change the rating of these teachers on the IPAL from NHQ to HQ. This is important to all school divisions as the special education percentage of highly qualified teachers will be included with the overall core percentage this year. So many school divisions were facing a possible drop of their overall HQ rating, a discouraging turn after three years of steady upward progress.

Having assisted 23 school divisions in reviewing the status of their teachers, I know that those I worked with are taking a close look at the requirements and are adhering to the spirit as well as the letter of the law. However, this latest change by the Department of Education really leaves the door open for school divisions to be tempted to simply leave the IPAL rating in the default HQ position for its SPED teachers.

Many school divisions were able to get local institutes in place or schedule their teachers for outside institutes or testing early on. But many others, realizing the difficulty of scheduling during the school year, looked toward this summer to have their teachers pursue completing the required training so that at the start of the school year, they would be HQ in their setting. This is where a school division worried about its rating and given the latitude to project training completion may choose to "bet on the come" rather than accurately report the training completed by its teachers.

It is understood that school divisions did not have an extensive amount of time to react to this new requirement for its special education teachers. But everyone's focus really should be on the quality of the content training. However, by announcing this change, there may be a mad scramble to see how many teachers can get highly qualified by July 1 rather than focus on quality training.

As you know, this HQ process for special education teachers is not a one time shot. It is an ongoing process, as we know that school divisions will have many new teachers added to their rolls next year who will have to meet the requirements. Then there will be many special education teachers whose assignment may change requiring

additional training. -2- As DOE has pointed out, you will still be able to get a license for your special education teachers and, at the moment, there is no penalty for not being HQ. Just be sure that your teachers have options open to them to become HQ. At the same time, you and your special education coordinators must work with them to ensure they participate in that training. Students with disabilities deserve quality content instruction. Let's not shortchange them in a race to meet the Highly Qualified requirements.

(For comments or questions about this article, please contact Paul at PFJoseph@comcast.net)



Have you ever thought of becoming
A TEACHER?

Have you ever thought about becoming a teacher, but never seriously considered it because you didn't complete a traditional teacher preparation program while in college? Perhaps you thought of teaching but your life took a different path... or maybe you're a member of the armed forces and ready for a career change. The Old Dominion University Career Switcher Program is looking for a select group of people who have bachelor's degrees in any area and who have a real desire to work with school-aged children.

The Career Switcher Program focuses on satisfying shortages in the high demand areas of math, science, technology, foreign languages, and other endorsement areas as defined by the school districts in South Hampton Roads and Northern Virginia.

This is an opportunity for individuals just like you who didn't go the traditional route but who have valuable life experience, career achievement, and academic background that may qualify you to teach in Virginia's schools. The Old Dominion University Career Switcher Program offers you the opportunity to attend teacher-training classes in a convenient format and quickly achieve licensure to teach in the state of Virginia. If you are interested in this tuition-based program, call the Old Dominion University Career Switcher Program at 757-683-4686.

**Teaching - you've thought about it...
NOW DO IT!**

Call **757-683-4686** or visit our website at www.odu.edu/careerswitcher



Old Dominion University logo featuring a crown above the text "OLD DOMINION UNIVERSITY".





Virginia Association of School Personnel Administrators

VASPA Membership Application Form

General Information:

Membership Period: July 1, 2006 - June 30, 2007

Fee: \$40.00

Member Information:

Name:

Position/Title:

School District/Organization:

Address:

City/Town:

State:

Zip:

Business Phone:

Email Address:

Referred By:

Fax: #:

Membership Type - Check one: New Renewal



Yes: I would like to be listed in the VASPA Membership Directory.

Upon submitting the above form please forward a check or purchase order/invoice for

the \$40 membership fee.

Please make your check payable to **VASPA** and send it to:

Michael Heard, Ph.D.,
VASPA Treasurer
Charlottesville City Schools
1562 Dairy Road
Charlottesville, VA 22903

Fax: (434) 245-2603
e-mail: Michael.Heard@ccs.k12.va.us

VDOE News

[2006 Great Virginia Teach-In: A Call to Teach - Innovative Conference and Job Fair Set for March 18 in Richmond](#)

[Student Advisory Committee Explores Peer Mediation, Other Issues - 8 High School and 4 Middle School Students Work with Board of Education](#)

[Board of Education Elects Mark E. Emblidge President](#)

[Video Highlights - Virginia Board of Education Meeting Feb. 16, 2006 \(Includes comments from newly-elected Board President Mark E. Emblidge\)](#)

[College Board "Report to the Nation" Highlights Achievement of Virginia Students on Advanced Placement Tests](#)

US Education News

[Teacher fired after allegedly biting student ...](#)
[Globe and Mail](#) Wed Mar 15 05:18:00 PST 2006

[U.S. Teacher Abducted After West Bank Raid ...](#)
[Drudge Report via Drudge Report](#) Wed Mar 15 04:56:00 PST 2006

[Teacher fired after allegedly biting pupil ...](#)
[Miami Herald reg](#) Wed Mar 15 04:48:00 PST 2006

[Failing Teacher Admits Ringer Took Test For Him ...](#)
[New York Post reg](#) Wed Mar 15 02:29:00 PST 2006

[Reno Teacher Hailed As Hero After Shooting ...](#)
[Houston Chronicle](#) Wed Mar 15 01:14:00 PST 2006

2006 EDUCATION CONFERENCE CALENDAR

March

March 20-24, 2006	Society for Information Technology and Teacher Education International Conference Doubletree Hotel at Universal Orlando Orlando, Florida http://www.aace.org/conf/site/default.htm
March 22-24, 2006	Florida Educational Technology Conference 2006 Orange County Convention Center North/South Complex

	Orlando, Florida (850) 219-9600 http://www.fetc.org/
March 22-26, 2006	2004 National Art Education Association Convention Chicago, Illinois (703) 860-8000 http://www.naea-reston.org/
March 23-25, 2006	International Technology Education Association (ITEA) 68th Annual Conference Baltimore, Maryland (703) 860-2100 http://www.iteawww.org/
April	
April 2006	National Association of Elementary School Principals 85th Annual Convention (800) 386-2377 http://www.naesp.org/
April 2006	Magnet Schools of America 24th National Conference on Magnet Schools (202) 824-0672 http://www.magnet.edu/
April 2006	National Alliance for Partnerships in Equity (NAPE) Professional Development Institute Radisson Barcelo Hotel Washington, D.C. (610) 345-9246 http://www.napequity.org/
April 1-3, 2006	Association for Supervision and Curriculum Development 61th Annual Conference Lakeside Center at McCormick Place Chicago, Illinois (800) 933-ASCD http://www.ascd.org/
April 5-8, 2006	Council for Exceptional Children 2004 Annual Convention and Expo Salt Lake City, Utah http://www.cec.sped.org/
April 6-9, 2006	National Science Teachers Association (NSTA) 2004 National Convention Anaheim, California (703) 312-9221 http://www.nsta.org/

April 8-11, 2005	National School Boards Association 65th Annual Conference & Expo New Orleans, Louisiana (703) 838-6722 http://www.nsba.org/
April 8-12, 2006	American Education Research Association 85th Annual AERA Conference San Francisco, California (202) 223-9485 http://www.aera.net/ <ul style="list-style-type: none"> A complete list of CCT presenters as well as access to associated materials will be posted just prior to the conference in our AERA 2006 Virtual Press Kit
April 12-15, 2006	Association for Childhood Education International 2004 Annual International Conference & Exhibition Hyatt Regency San Antonio San Antonio, Texas (800) 423-3563 http://www.acei.org/
April 26-29, 2006	National Council of Teachers of Mathematics (NCTM) 84th Annual Meeting St Louis, Missouri (800) 235-7566 http://www.nctm.org/
April or May, 2006	Education Writers Association 2006 National Seminar (202) 452-9830 http://www.ewa.org/
April or May 2006	National Head Start Association (NHSA) 33rd Annual Training Conference (703) 739-0875 http://www.nhsa.org/
May	
May Date TBA	Virginia Association of School Personnel Administrators Spring Drive -In http://www.vaspa.org/
May 2006	Internati onal Reading Association 51th Annual Convention (302) 731-1600 http://www.reading.org/

June	
June 2006	15th Annual CTCNet Conference 202.462.1200 http://www.ctcnet.org/
June 2006	National Media Education Conference 2006 (828) 262-2270 http://www.amlainfo.org/conference/index.php
June 9-11, 2005	National Forum to Accelerate Middle-Grades Reform Annual Conference Marriott Crystal Gateway Hotel Arlington, Virginia (800) 528-6672 http://www.mgforum.org/
June 22-28, 2006	American Library Association ALA Annual Conference New Orleans, Louisiana (800) 545-2433; Ext. 3223 http://www.ala.org/
June 30-July 5, 2006	National Education Association (NEA) 2006 Annual Meeting and Expo Orange County Convention Center Orlando, Florida (202) 833-4000 http://www.nea.org/
July	
July 2006	Education Commission of the States National Forum on Education Policy (303) 299-3600 http://www.ecs.org/
July 4-7, 2006	International Society for Technology in Education National Educational Computing Conference (NECC) 2006 San Diego, California (800) 336-5191 http://www.neccsite.org/
October	
October 2006	Closing the Gap Conference Sheraton Bloomington Hotel Sofitel

	Minneapolis, Minnesota (507) 248-3294 http://www.closingthegap.org/
October 2006	National Association of State Boards of Education 45th Annual Conference (703) 684-4000 http://www.nasbe.org/
October 2006	National Association of State Directors of Special Education (NASDSE) 69th Annual Conference (703) 519-3800 http://www.nasdse.org/
October or November 2006	National Association for Multicultural Education 15th Annual NAME International Conference (202) 628-6263 http://www.nameorg.org/
November	
November 2006	American Evaluation Association 21st Annual AEA Conference Hilton Towers Portland, Oregon (888) 232-2275 http://www.eval.org/
November 2006	TASH-Disability Advocacy Worldwide 2006 Conference (410) 828-8274 http://www.tash.org/
November 2-4, 2006	National Middle School Association (NMSA) Annual Conference & Exhibit 2006 Nashville, Tennessee (800) 528-6672 http://www.nmsa.org/
November or December 2006	National Association for the Education of Young Children (NAEYC) 2006 Annual Conference and Expo (202) 323-8777 http://www.naeyc.org/
December	
December 6-8,	Virginia Association of School Personnel Administrators 2006 Annual Job Fair and

2006

Conference

DoubleTree Hotel
Charlottesville, Virginia
<http://www.vaspa.org/>

For your suggestions or comments please contact VASPA at wssels@msn.com.
