Putting Latino History into the Curriculum – Room 235
Why do we teach American History from East to West, when this excludes the entire history of Northern Mexico? In this session participants will discuss the institutional obstacles that keep them from teaching about the Latino experience in their classrooms. Teachers will be introduced to the resources available from the Boulder Latino History Project, and will participate in the evaluation of a new course being developed in Boulder Valley Schools. Participants will be encouraged to make courageous choices and provide authentic connections for their Latino students. Deann Bucher, Boulder County Latino History Project

Pathways2Teaching: The imperative of growing our own future teachers of color – Room 247
Pathways2Teaching is a concurrent enrollment program designed for 11th & 12th-grade students (predominantly urban students of color) to explore teaching as a potential career choice while examining critical issues related to educational justice and earning college credit. Since 2010, the Pathways2Teaching program has served hundreds of students in several Denver metro school districts. In this session current Pathways2Teaching instructors, researchers, and high school students will share 1) the state of teacher diversity in Colorado and nationally, 2) details about the Pathways2Teaching program and 3) the importance of teachers directly engaging with critical topics about school and society related to the communities their students come from in their classrooms. Attendees will have time to work in small groups with high school students to contemplate emerging questions and interests related to teacher diversity. Robin Brandehoff, University of Colorado Denver; Wagma Mommandi, University of Colorado Boulder; Jocelyn Palomino, Denver Public Schools

Noticing and Narrowing Classroom Participation Gaps – Room 382-386
Teachers who are successful at narrowing classroom participation gaps, or differences in opportunities to participate productively in classroom learning for different groups of students, share a common set of practices. These practices are also supported by particular ways of "noticing" student participation. This session will introduce teachers to these practices through video cases of mathematics teachers, and involve them in learning to "notice" their classrooms in particular ways. Vicki Hand, University of Colorado Boulder

Ending the School-To-Prison Pipeline In Colorado: What does the discipline data tell us and what can we do about it – Room 415/417
In Colorado public schools, students of color are twice as likely as white students to be suspended, expelled or have the police called on them at school. How do we stop our schools from punishing, criminalizing and pushing out youth of color? Learn where the school-to-prison pipeline and its racial disparities come from, what discipline data shows about your school district, and what you can do to dismantle the school-to-prison pipeline in your community. Daniel Kim, Director of Youth Organizing, Padres & Jóvenes Unidos
Aquetza: Lift Your Chin Up—Room 425
This session will discuss the history, mission and educational framework of the Aquetza Summer Program. Three main topics will be discussed: 1) The importance of vulnerability in the classroom 2) Utilizing Ethnic Studies as a framework for doing interdisciplinary education and 3) The power of using art as a tool to present research. By the end of the session we hope attendees are able to make sense of how the topics described above, help empower students that attend Aquetza.
*Magnolia Landa-Posas, University of Colorado Boulder*