

The University of Colorado at Boulder, School of Education

Adam's 12 Five-Star Schools

Boulder Valley School District

Denver Public Schools

St. Vrain School District

proudly present . . .

Adams 50 School District

Brighton School District 27

Jefferson County Schools

University of Colorado at Denver



The 2008

Teachers of Color and Allies Summit

2008 Theme: Teaching to Disrupt Inequity

Agenda for Summit

8:30-8:50—Conference Check-in/Continental Breakfast

8:50-9:00—Welcome! (Room 235)

9:00-10:00—Keynote Speaker: *Dr. Jabari Mahiri: Teaching to Disrupt Inequality*

10:00-10:30—Extended Break to Gather and Talk

10:30-11:30—Morning Breakout Sessions (Each room has a capacity of 30 people. If your first choice of session is full, please choose another).

- A. Continuing the Conversation with Jabari Mahiri, (*rm. 235*)
- B. Culturally and Linguistically Responsive RTI (*rm. 247*)
- C. Integrating Multicultural Materials in the Primary Grades (*rm. 382*)
- D. The AVID Program: Supporting Diversity and Excellence (*rm. 425*)
- E. The Election is Over, Now What Will that Mean for Education in America? (*rm. 386*)
- F. Teacher Research for Equity and Opportunity (*rm. 415/417*)

11:30-12:10—Lunch (provided free on site—a great time to connect with others)

12:15-1:15— Afternoon Breakout Sessions (Each room has a capacity of 30 people. If first choice of session is full, please choose another).

- A. Using Personal Stories to Educate Others About Inequities in Schools (*rm. 415/417*)
- B. Maria Gabriel: Dispelling Myths about Latino Students (*rm. 247*)
- C. Developing Educational Leaders Committed to Equity (*rm. 425*)
- D. Where is the Overlap: Bringing Diverse Perspectives to Deep Curricula (*rm. 235*)
- E. Recruiting and Retaining Teachers of Color (*rm. 384*)
- F. Immigrant Integration and Bringing Cross-Cultural Understanding into the Classroom (*rm. 245*)

1:30-2:10— District Group Meetings and Work Session (This is time for district teams to gather and discuss the question: *As you reflect on your learning's of the day, what actions will you commit to "for Teaching to Disrupt Inequity"?* Please be prepared to share out your individual responses to this question during the district reflection and share out in the large room.)

2:15-2:45—District Reflection and Sharing Out (Room 235)

2:45-3:25—Endnote Speaker: Maria Guajardo: Reflecting on our Purpose as Educators (Room 235)

3:25-3:30—Closure and Evaluations

District Group Meetings and Work Sessions

- CU School of Education faculty, Staff, Graduate and Undergraduate meeting --rm. 235
- BVSD Meeting-- rm. 382
- DPS Meeting --rm. 384
- Brighton Meeting--rm. 245
- Adams 50 Meeting--rm. 235
- Adams 12 Meeting--rm. 247
- St. Vrain Valley Meeting--rm. 386
- Jefferson County Meeting—rm. 415
- Mapleton Meeting--rm. 417
- UC Denver—Aspen Rooms (breakfast space)

Teachers of Color and Allies Summit: Working Agreement

As we work together today on issues that may sometimes be frustrating, with people with whom we may disagree, please try to apply these practices. . .

1. Be fully present, and be on time
2. Listen and respond honestly and respectfully
3. Seek to understand difference
4. Everybody speaks once before anyone speaks twice
5. Think about a personal commitment you can make to disrupt inequity

Morning Breakout Sessions

A. Continuing the Conversation with Jabari Mahiri,

This presentation uses findings from an 18 month research and professional development collaboration to illuminate both the problems and possibilities of transforming teaching practices to achieve high intellectual performances from all students. The collaborative project between Professor Mahiri's university research team and an urban public school is call TEACH (Technology, Equity, And Culture High-schools). The TEACH collaborative designed and implemented 90 minute professional development sessions that occurred every other week for the entire 2007-08 academic year. If focused on guiding and supporting all the teachers at the school in enacting perspectives and practices that research has shown can increase the achievement of all students.

Jabari Maheri, 2008 Teachers of Color and Allies Summit Keynote

B. Culturally and Linguistically Responsive RTI

Response to Intervention (RTI) is a promising model for changing how educators support learning for all students. Yet there are numerous considerations that should be addressed when implementing RTI in culturally and linguistically diverse schools that include English language learners. Learn more about these issues and how to implement RTI in diverse schools.

Janette Klingner, University of Colorado at Boulder

C. Integrating Multicultural Materials in the Primary Grades

This session will present multi-cultural elementary literature, classroom community team builders, and class projects that address the diversity of the classroom. This session also supports the building of relationships and honoring of voices to promote equitable classrooms.

Johnna Wynn, Teacher, Boulder Valley Schools

D. The AVID Program: Supporting Diversity and Excellence

AVID is a fourth through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. This systemic school wide /district wide program focus on excellence and equity in education for all.

Roberta Whithers, Brighton, 27J

E. The Election is Over, Now What Will that Mean for Education in America?

This is an open discussion about how the results of the election – most specifically Colorado's ballot initiatives – will affect our work as educators in public institutions. Four of Colorado's ballot initiatives are directly related to issues of school funding, equal opportunity, community college funding, and scholarships.

Michele S. Moses, School of Education, University of Colorado at Boulder

Margaret LeCompte, School of Education, University of Colorado at Boulder

F. Teacher Research for Equity and Opportunity

In this breakout session, members of TREO, a collaborative group of K-12 teachers and university-based researchers, will discuss classroom-based research as a tool for disrupting inequity in K-12 classrooms. In addition to sharing the goals guiding the TREO project, the session will include 1) information and interactive discussion about teacher research as a powerful method for pursuing more equitable school experiences for children and adolescents and 2) interactive discussion of the potential of K-12 teacher-university faculty collaborations to support equity-focused inquiry.

Elizabeth Dutro, CU

Kristen Lewis, BVSD

Victoria Nevarez, Brighton 27J

Megan Henning, Adams 12

Andrea Bien, CU

Julia Kantor, CU

Afternoon Breakout Sessions

A. Using Personal Stories to Educate Others About Inequities in Schools

Two educators will discuss their K-12 experiences and share personal stories as students of color and linguistically diverse and differently-abled. Presentation will describe how past practices in education impacted students of Color and English language learners and the differently-abled.

Tomas Mejia, Senior Consultant, Language, Culture, and Equity Office, Colorado Department of Education

Jesús Escárcega, Coordinator, English Language Acquisition Littleton Public Schools

Jenna Clark-Novaral, Student CU-Boulder Joshua Childs, Student CU-Boulder

Amelia Dickerson, Student CU-Boulder

B. Maria Gabriel: Dispelling Myths about Latino Students

This session will look at three commonly held myths about Latina/o students: “Latina/o students don’t care about school”, “Parents don’t value education” and “Latina/o students don’t achieve at the same rate as other ethnically-defined peer groups.”

Maria Gabriel, Thompson School District

Scott VanLoo, Weld Re5J School District Johnstown/Milliken

Isabel Thacker, Poudre School District

C. Developing Educational Leaders Committed to Equity --

This session invites teacher, building, and district leaders to discuss what it takes to be an educational leader committed to equity in today's k-12 schools. Panelists will offer reflections on key issues, obstacles, and opportunities. Each panelist will also share perspectives on his/her individual journey to becoming a leader committed to equity.

Tammy Stewart, Moderator, Adams 12

Jerry Anderson, Boulder Valley School District

Christa Felstad, Adams 12

Jorge Garcia, Boulder Valley School District

Sara DiGiacamo, Boulder Valley School District

D. Where is the Overlap: Bringing Diverse Perspectives to Deep Curricula

Do you feel compelled to find ways to introduce multicultural history and under-recognized voices in your classroom? Do you find that you lack the time and support to do this as intentionally and thoroughly as you’d like to? This breakout session will look at how teachers who feel limited choice regarding the curricula they can teach might take content and use overlapping to increase the visibility of some under-taught yet critical material. As a case study, this session will focus on post slavery/early Civil Rights black history and the Holocaust and look for places where teachers and students might glean important themes and ideas from both periods without minimizing the unique characteristics of either.

Jennifer Derosby, United States Holocaust Memorial Museum Teacher Fellow and social studies teacher at P.S.I. Charter School, Denver

Jamica Zion, sophomore, P.S.I. Charter School, Denver

E. Recruiting and Retaining Teachers of Color

Recruiting for Diversity is a challenging and complicated task. In this session, participants will learn from various district leaders about their struggles, strategies and successes when it comes to recruiting and retaining educators of color. Panelist will speak from various positions including schools district Human Resources Departments, universities and colleges.

Andre Lanier, Boulder Valley School District

Amy Weber, Jefferson County Schools

Peter Vigil, Metropolitan State College

Eliza Armijo, Denver Public Schools

Gabriella Maldonado, Adams 50 Schools

Michael Gradoz, St Vrain School District

F. Immigrant Integration and Bringing Cross-Cultural Understanding into the Classroom

We’ll also explore ways to reduce culture shock and learn how to truly respect different cultural perspectives. This session should be helpful for anyone who works with immigrants or has students from diverse backgrounds.

Lee Shainis; Executive Director and Co-Founder of Intercambio de Comunidades