

# 19<sup>th</sup> Annual Teachers of Color and Allies Summit

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## 2022 Schedule

Time	Session	Location
8:00-9:00	<b>Check-in and Breakfast</b>	UMC 210 & 212 (Middle and East Ballrooms)
9:00-10:15	<b>Keynote Address – “Healing for Real: Embracing the journey”</b> <i>Dr. Elizabeth Mendoza</i>	UMC 210 & 212 (Middle and East Ballrooms)
10:30-11:30	<b>Affinity Group Discussions</b> * see page 3 for group descriptions and locations	
11:30-1:00	<b>Lunch Time – Enjoy community and conversation</b>	UMC 210 & 212 (Middle and East Ballrooms)
1:00-2:00	<b>Afternoon Session A</b> * see pages 4-10 for workshop descriptions and locations	
2:15-3:15	<b>Afternoon Session B</b> * see pages 5-10 for workshop descriptions and locations	
3:15-3:45	<b>Closing Talking Circle</b>	UMC 210 & 212 (Middle and East Ballrooms)

**9:00-10:15am**

**Keynote Address**



Guided by a desire to design educational spaces that center healing and learning, Elizabeth Mendoza, Ph.D., has focused her research on the intersection of sociocultural theories of learning, critical theories of race, participatory action research, and Curanderismo, a traditional Mexican healing art. With this aim, she co-founded the Healing, Empowerment, and Love (HEAL) Program for women-of-color graduate students, which completed its second cohort in the spring of 2021 and seeks to foster academic and racial healing by deepening participants' connection to their inner wisdom, relations to each other, and to mother earth. Dr. Mendoza is currently a Project Scientist at the University of California, Irvine, where she supports efforts to integrate youth voice and inquiry in career development and equity for racialized youth.

**10:30am-11:30am      Affinity Group Conversations**

<b>Narrative</b>	<b>Facilitator(s)</b>	<b>Room</b>
<b>White teachers striving to be anti-racist</b>	Kachine Kulick	UMC 208 (West Ballroom)
<b>Black Educator Narratives</b>	Amy Nelson & Cara Maronek	UMC 235
<b>Indigenous Educator Narratives</b>	Ian Her Many Horses	UMC 245
<b>Latino/a/x Educator Narratives</b>	Rebecca Her Many Horses & Nichole Villa	UMC 247
<b>Healing for Real</b>	Arianne Rivera	UMC 386
<b>Multi-Racial Educator Narratives</b>	TBD	UMC 415/417
<b>Asian &amp; Pacific Islander Educator Narratives</b>	Bree Moth & Kha Xiong	UMC 425

**11:30am-1:00pm Lunchtime – Community and Conversation - UMC 210 & 212 (Middle and East Ballrooms)**

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**1:00pm-2:00pm Afternoon Workshops Session A**

<b>Session Title</b>	<b>Facilitator(s)</b>	<b>Room</b>
<b>How to create a thriving, anti-racist, equitable school community -- even amidst backlash</b>	Laura Munro, Emily Volkert, Nicole Tembrock	UMC 208 (West Ballroom)
<b>Tending to our Nervous Systems</b>	Soraya Latiff	UMC 235
<b>Culturally Responsive Healing and Engagement Through Mindfulness</b>	Dr. Rana Tasnin Razzaque	UMC 245
<b>Storytelling to heal and deepen connections: Insights and relational understandings of what it takes to collectively sustain a diverse teaching pathway and workforce</b>	Cris Lasser, Tania Hogan, Lindsay Armstrong, Leticia Levi, Nathalie Gomez, Sheldon Reynolds	UMC 247
<b>Feeling it towards Healing it: The Never Ending Cultivation of Somatic Embodied Liberatory Stances for White Bodies</b>	Kachine Suzanne Kulick	UMC 382
<b>Queeruptions in K-12 Settings</b>	Page Valentine Regan (they/them)	UMC 386
<b>Co-Designing with Context and Relationality at the Center</b>	Kate Baca (she/her) & Daniel Delgado (he/him)	UMC 415/417
<b>Trauma-Informed Practices: Tools to help you help yourself</b>	Dr. Kathryn Young & Dr. Ofelia Castro Schepers	UMC 425

**2:15pm-3:15pm Afternoon Workshops Session B**

<b>Narrative</b>	<b>Facilitator(s)</b>	<b>Room</b>
<b>How to create a thriving, anti-racist, equitable school community -- even amidst backlash</b>	Laura Munro, Emily Volkert, Nicole Tembrock	UMC 208 (West Ballroom)
<b>Tending to our Nervous Systems</b>	Soraya Latiff	UMC 235
<b>Culturally Responsive Healing and Engagement Through Mindfulness</b>	Dr. Rana Tasnin Razzaque	UMC 245
<b>Storytelling to heal and deepen connections: Insights and relational understandings of what it takes to collectively sustain a diverse teaching pathway and workforce</b>	Cris Lasser, Tania Hogan, Lindsay Armstrong, Leticia Levi, Nathalie Gomez, Sheldon Reynolds	UMC 247
<b>Queeruptions in K-12 Settings</b>	Page Valentine Regan (they/them)	UMC 386
<b>Co-Designing with Context and Relationality at the Center</b>	Kate Baca (she/her) & Daniel Delgado (he/him)	UMC 415/417
<b>Trauma-Informed Practices: Tools to help you help yourself</b>	Dr. Kathryn Young & Dr. Ofelia Castro Schepers	UMC 425

**3:15pm-3:45pm Closing Talking Circle – UMC 210 & 212 (Middle and East Ballrooms)**

## **Workshop Descriptions**

**How to create a thriving, anti-racist, equitable school community -- even amidst backlash**

**Room: UMC 208 (West Ballroom)**

**Facilitator(s):**

Laura Munro, Principal; Emily Volkert, Assistant Principal, Nicole Tembrock, Dean of Culture from Centennial, a School for Expeditionary Learning in DPS

**Description:**

In this session, school team members will articulate their “why” for engaging in equity work grounded in their specific school community, as well as begin to understand and prepare for the unanticipated opposition that can occur -- from within the school, the community and beyond. Through collaboration and authentic dialogue, participants will learn practical strategies for what it takes to engage in equity work. Participants will leave understanding how to create conditions to heal, process, and engage in resilience in the face of opposition to equity work, and ensure that all children experience liberatory, anti-racist education.

**Tending to our Nervous Systems with Care**

**Room: UMC 235**

**Facilitator(s):**

Soraya Latiff (she/her/ella) - Public Achievement Director and Instructor, Co-Founder and Facilitator of BVSD Youth Equity Council, Yoga and Meditation Teacher at Urban Sanctuary and Empathy Grown

**Description:**

Participants will engage in a brief lecture on nervous system care tools and how to use them for themselves and with others. Participants will then practice and embody these tools and journal and reflect. Some light movement will be included alongside the ancestral lineages of the movement and breath practices.

**Culturally Responsive Healing and Engagement Through Mindfulness**  
**Room: UMC 245**

**Facilitator(s):**

Dr. Rana Tasnin Razzaque

**Description:**

Implicit bias is insidious in nature; we all have biases, they operate outside our conscious control and when those biases are formed through inaccurate information (such as stereotypes and internalized oppression), these biases can be harmful barriers to equity and to our individual wellbeing.

Mindfulness may help educators of all backgrounds bridge their understanding of how implicit biases affect their thoughts and actions, and often contradict a person's conscious values. Extensive evidence suggests mindfulness deepens self-awareness and empathy, which can help people put their values for cultural responsiveness into action. This interactive workshop will cover concepts and strategies for participants to heal from bias and address systemic oppression to better live our values of equity and belonging. We will engage in various forms of mindful and contemplative practices and strategize about how to embed them into our lives to support our healing.

**Storytelling to heal and deepen connections: Insights and relational understandings of what it takes to collectively sustain a diverse teaching pathway and workforce.**

**Room: UMC 247**

**Facilitator(s):**

Cris Lasser, Ph.D. Instructional Coordinator of Secondary Bilingual Programs, Denver Public Schools

Tania Hogan, Executive Director, BUENO Center, University of Colorado Boulder (tania.hogan@colorado.edu)

Lindsay Armstrong, Bilingual Programs Manager, Denver Public Schools (lsmith@dpsk12.net)

Leticia Levi, Talent Acquisition Program Initiatives Manager, Denver Public Schools (leticia\_levi@dpsk12.net)

Nathalie Gomez, College View Elementary School, Denver Public Schools (nathalie\_gomez@dpsk12.net)

Sheldon Reynolds, Executive Principal of Center for Talent Development and Denver Montessori, Denver Public Schools (sheldon\_reynolds6@dpsk12.net)

**Description:**

Diversifying the teaching workforce has been a strategy area for many school districts and universities throughout the state of Colorado for the past several years. This is messy work, and we have and will continue to make mistakes; we will also continue to learn. This session is an opportunity to bring together various stakeholders into one space to tell their stories. We are relying on your stories to inform and create opportunities for collaboration and strong and sustaining partnerships in this area. Participants will be asked to share their experiences and expertise in one or more of the following areas: policy, recruitment, hiring, and/or retention efforts that prioritize educators of color. In doing so, we hope to heal and deepen connections, insights and relational understanding across diverse experiences, while creating a much more complete picture of our collective reality as educators of color and allies.



## **Feeling it towards Healing it: The Never Ending Cultivation of Somatic Embodied Liberatory Stances for White Bodies (Session A Only)**

**Room:** UMC 382

**Facilitator(s):**

Kachine Suzanne Kulick

**Description:**

In the spirit of accountability and action against white body supremacy in ourselves and schools, this workshop, adapted and inspired by Resmaa Menakem's work on somatic abolitionism, explores how personal histories and experiences manifest in our bodies. This workshop is not about acquiring a checklist or set of skills to become anti-racist or abolitionist, but rather provides a space to understand the role of your body in racial justice work. More specifically, you will learn about the systemic nature of racism and racial trauma and how it's linked to oppressive tendencies. In addition, you will learn somatic embodiment skills to integrate during racially and culturally charged situations. This evolving integration helps us slow down the emergent, ever-changing way of being with ourselves as we move towards accountability and action. Centering the lived experiences of teachers of color requires white folks to process and explore with each other first in order to bridge relationships of solidarity and coalition.

## **Queeruptions in K-12 Settings**

**Room:** UMC 386

**Facilitator(s):**

Page Valentine Regan (they/them), PhD Candidate CU Boulder

**Description:**

In this session, participants will learn about "queeruptions", formal and informal spaces in education where queer and trans of color ways of knowing and being are elevated and centered in order to build new futures. We will consider how we can leverage who we are in order to connect with or get out of the way for QTPOC [queer and trans people of color] to thrive, learn, and build in schools. Anecdotes and testimonies from queer and trans people of color will be highlighted in order to guide us toward re-thinking what "counts" as support for LGBTQ students and craft ways that we can cultivate queeruptive space in our classrooms and beyond.

## **Co-Designing with Context and Relationality at the Center**

**Room: UMC 415/417**

### **Facilitator(s):**

Kate Baca, PhD Candidate (she/her) & Daniel Delgado, High School Science Teacher and District Administrator (he/him)

### **Description:**

Co-designing curriculum can be a difficult and often contentious task, our session considers what it means to center a school and community as we work through co-designing curriculum that resonates with us as teachers and researchers of color. We will introduce our own process of co-design as a teacher/researcher pair and facilitate a list of considerations teachers may want to use as they work through their own curriculum and co-design process across different stakeholders. Our session is designed to speak to what can be tricky with curriculum co-design but also what can be beautiful and nourishing throughout the process.

## **Trauma-Informed Practices: Tools to help you help yourself**

**Room: UMC 425**

### **Facilitator(s):**

Dr. Kathryn Young, Dr. Ofelia Castro Schepers

### **Description:**

During this session, we will be sharing Trauma-Informed Practices as a tool for your social-emotional health and your trauma-informed teaching. We will provide a framework and teaching examples on how to be trauma-informed educators in (higher) education.

Generally, you may not know what students have experienced prior to being in your class. Have you ever had a student completely break down over a video you've shown? Worked with a student who engaged in significant self-doubt about what they can accomplish? Taught a student who is always on time but deeply unengaged? These can be the effects of trauma.

Have you constantly questioned your skills and readiness for teaching or tenure? Do you struggle to negotiate addressing microaggressions as you progress as a teacher or on the tenure ladder? These can be the effects of trauma, too.

This session will engage participants to share trauma-informed practices with each other.