

GREAT TEACHERS FOR OUR CITY SCHOOLS

The 2nd Annual National Summit on Recruiting, Preparing and Retaining Quality Urban Teachers

April 1-3, 2009
Curtis Hotel
Denver, Colorado

Legend: ▲ = Recruitment, ◆ = Preparation, ■ = Retention

Wednesday, April 1, 2009

3 – 8 p.m.
3rd Floor Foyer

Great Teachers for Our City Schools – Registration Desk Open

5 – 6 p.m.
Marco Polo Ballroom
Foyer
3rd Floor

Great Teachers for Our City Schools – Opening Reception

6 – 8 p.m.
Marco Polo Ballroom
3rd Floor

Dinner and Plenary Session

Welcome and introductory remarks by Esther Rodriguez, Director, Urban Teacher Partnership, Metropolitan State College of Denver and Theress Pidick, Director, Urban Teacher Partnership, Denver Public Schools.

The Future of Teaching in Urban Schools ▲ ◆ ■

- Barnett Berry, President, Center for Teaching Quality
- Kilian Betlach, Policy & Practice Associate, The Education Trust—West, Oakland, CA
- Ariel Sacks, Teacher, Brooklyn, NY

In this opening session, Barnett Berry and teacher leaders from California and New York will discuss the changing educational landscape affecting teaching in urban schools, including teacher preparation and retention, professional compensation and teacher leadership.

8 p.m.

Adjourn for Day

Thursday, April 2, 2009

7 a.m. – 6 p.m.
3rd Floor Foyer

Great Teachers for Our City Schools – Registration Desk Open

8 – 10 a.m.
Marco Polo Ballroom

Breakfast and Plenary Session

3rd Floor

Introductory remarks by Theress Pidick, Director, Urban Teacher Partnership and University Partnership Team, Denver Public Schools.

Introductory remarks by Tom Boasberg, Superintendent, Denver Public Schools

***Partnerships to Prepare Urban Teachers: A Call to Activism* ◆**

- Francine Peterman, Professor, College of Education and Human Services, Cleveland State University
- Victoria Chou, Dean, College of Education, University of Illinois at Chicago
- Peter C. Murrell Jr., Dean, School of Education, Loyola College in Maryland
- Afra Hersi, Assistant Professor, School of Education, Loyola College in Maryland
- Mark Storz, Associate Dean, Graduate School, John Carroll University

This presentation is a call for collective activism on the part of deans, teacher educators and students who work in partnerships among schools, universities, communities and agencies to prepare urban classroom teachers. Panelists will discuss, in particular, urban contexts and their implications for teacher preparation, a “community teacher” approach to partnerships, and the connection between effective teachers and students’ sense of social justice.

10 – 10:15 a.m.
3rd Floor Foyer

Break

10:15 – 11:45 a.m.

Break-Out Sessions:

Red Rover
3rd Floor
Presentation with Q&A

***Pathways to 21st Century Teaching through Learning Teams* ▲ ◆ ■**

- Tom Carroll, President, National Commission on Teaching and America’s Future
- Winston D. Jackson, Principal, George Washington Carver/Bruce Street School, Newark Public Schools
- Hillary Dow, Learning Teams Coordinator, Newark Public Schools

This session will focus on the potential for transforming urban schools from teaching organizations into learning organizations staffed by cross-generational teams. The presentation will include demographic data on teachers and principals, analysis of emerging economic trends and the findings of research studies and policy papers developed by the National Commission on Teaching and America's Future.

Dodge Ball
2nd Floor
Presentation with Q&A

***Poor Working Conditions Make Urban Schools Hard to Staff* ▲ ■**
Introductory remarks by Sandra Haynes, Dean, School of Professional Studies, Metropolitan State College of Denver

- Eileen Horng, Research Associate, Institute for Research on Education Policy and Practice, Stanford University

Qualified teachers powerfully influence student achievement. However, some schools and students have far less access to qualified teachers than others. This session will explore how adverse working conditions contribute to the unequal distribution of qualified teachers.

Duck, Duck, Goose
3rd Floor
Panel Discussion

Components of Urban Preparation Partnerships ▲ ◆

Introductory remarks and facilitation by Paul Lingenfelter, President, State Higher Education Executive Officers (SHEEO)

- Anne Rogers Poliakoff, Director, Teachers for a New Era Learning Network, Academy for Educational Development
- Charles C. Igel, Researcher, Mid-continent Research for Education and Learning (McREL)
- Trudy Clemons, Senior Researcher, Mid-continent Research for Education and Learning (McREL)
- Carrie Harris, Researcher, Mid-continent Research for Education and Learning (McREL)

This presentation will provide a look at the major features of teacher-preparation partnerships between universities and urban school districts, and their impact on schools, students, prospective teachers and teacher educators. The presentation will draw on recent and ongoing evaluations of two different initiatives -- the Teachers for a New Era Learning Network and Denver's Urban Teacher Partnership – in areas such as leadership, communication, organizational structures and clinical settings.

Jax
2nd Floor
Roundtable
Discussion/Models

What Pre-Service Urban Teachers Can Learn from Community-Based Programs ◆

Introductory remarks and facilitation by Tanya I. Garcia, Policy Analyst, State Higher Education Executive Officers (SHEEO)

- Cynthia Onore, Professor, Curriculum and Teaching, Montclair State University
- Bonnie Gildin, Vice President, All Stars Project Inc., New Jersey
- Beth R. Giles, Director, University of Wisconsin System, Institute for Urban Education

Fieldwork in most teacher preparation programs is exclusively school-based. This session will provide review and discussion of two outstanding initiatives involving community-based programs: a partnership between Montclair State University's teacher education program and an urban youth development organization, and the University of Wisconsin's efforts to promote the inclusion of community ideas and opinions as an essential part of developing quality urban teachers.

Hopscotch
3rd Floor

Urban Teacher Residency Programs ◆ ■

**Panel
Discussion/Models**

- Barnett Berry, President, Center for Teaching Quality
- Linda Symcox, Professor, Urban Teaching Academy, California State University, Long Beach
- Felipe Golez, Professor, Urban Teaching Academy, California State University, Long Beach
- Marquita Grenot-Scheyer, Dean, College of Education, California State University
- Karen Lowenstein, Co-director, Boettcher Teachers Program, Denver
- Kathleen Boyd, Teaching Fellow, Boettcher Teachers Program, Denver
- Leah Pearson, Clinical Professor for the Boettcher Teachers Program, Denver
- Leslee Koelemay, Mentor Teacher, Boettcher Teachers Program, Denver

Teacher residency programs can be a key element of urban districts' portfolio of pathways into teaching as well as a larger strategy to strengthen their human capital system. This session will provide highlights of a national study of teacher residency programs by the Center for Teaching Quality, and showcase two models: the Boettcher Teachers Program in Denver and the Urban Teaching Academy at California State University, Long Beach.

**Red Light
2nd Floor
Roundtable Discussion/
Models**

***Developing Teachers as Leaders in Urban Schools* ■**

Introductory remarks by Pam Shamburg, Urban Apprentice Site Coordinator, Lake Middle School, Urban Teacher Partnership

- Cindy Gutierrez, Director, Initial Teacher Education Program, University of Colorado, Denver
- David Pines, Teacher, Denver Public Schools
- Dawn Kral-Kueter, Online Professional Learning Facilitator, Adams 12 Five-Star Schools
- Erin Shea, Teacher, Denver Public Schools
- Frank Cruse, Program Manager, Houston Independent School District (HISD) Office of Leadership Excellence
- Berti Brown, Program Manager, Houston Independent School District (HISD) Office of Leadership Excellence

The transformation of urban school systems requires investing in leadership development at all levels, especially teacher leaders whose work is most closely connected to student success. This roundtable will present two models – in Denver and Houston -- that promote the development of teachers as leaders in urban schools using innovative professional learning communities, both face-to-face and online. Representatives of initiatives under way in other urban communities are encouraged to join the discussion and share strategies.

**Kick the Can
2nd Floor
Emerging Strategies**

***Preparing Teachers for Linguistically Diverse Classrooms* ◆**

- Ellie-Ann Shahinian Baldwin, Chair, Teacher Education Department, Metropolitan State College of Denver
- Peter Vigil, Assistant Professor, Teacher Education Department, Metropolitan State College of Denver
- Honorine Nocon, Associate Professor, Linguistically Diverse Education,

University of Colorado Denver

- Excier J. (E.J.) Rodriguez, Director, English Language Acquisition, Denver Public Schools

Denver Public Schools (DPS) is under a federal court order to implement a districtwide English Language Acquisition (ELA) program and ensure that its teachers are fully prepared to meet the educational needs of students. This session will provide a look at how DPS is working collaboratively with postsecondary institutions to increase the number of ELA-trained teachers entering the district.

**Green Light
2nd Floor
Practitioner Workshop**

Lesson Study: A Strategy for Enhancing the Preparation and Retention of Teachers in Urban Schools ▲ ◆

- Lew Romagnano, Professor, Mathematics, Metropolitan State College of Denver
- Don Gilmore, Professor, Mathematics, Metropolitan State College of Denver
- Jim Loats, Professor, Mathematics, Metropolitan State College of Denver
- Brooke Evans, Assistant Professor, Mathematics, Metropolitan State College of Denver

The Mathematics Education Group at Metro State has developed a new collaborative model for student teaching based on Japanese lesson study. This session will provide a look at some preliminary findings about the impact of this model on how pre-service teachers approach their first year of teaching, as well as the ways cooperating teachers mentor prospective and novice teachers.

Noon – 2 p.m.

Luncheon and Plenary Session

***Denver Center for
Performing Arts
Donald Seawell
Grand Ballroom***

Our luncheon and plenary session will take place across the street at the Denver Center for Performing Arts. Please meet in the hotel lobby. Event staff will direct meeting participants across the street to the Donald Seawell Grand Ballroom.

Introductory remarks by Maria Guajardo, Executive Director, Denver Mayor's Office for Education and Children

Whatever It Takes—Building Community in Support of Urban Student Achievement ▲ ◆ ■

- Geoffrey Canada, President and CEO, Harlem Children's Zone

What would it take to change the lives of poor children in ways that could be replicated nationwide? The question led Geoffrey Canada to create the Harlem Children's Zone, a 97-block laboratory in Central Harlem where he is testing new and sometimes controversial ideas about breaking the cycle of intergenerational poverty in America. During this luncheon presentation, Canada will share his conclusion: If you want poor kids to be able to compete with their middle-class peers, you need to change everything in their lives, including their neighborhoods, their schools and the way teachers are prepared and developed to meet the needs of students.

2 – 2:15 p.m.

Return to the Great Teachers for Our City Schools Summit at the Curtis Hotel

2:15 – 3:45 p.m.

Break-Out Sessions:

Red Rover
3rd Floor
Presentation with Q&A

Pathways to 21st Century Teaching through Learning Teams ▲ ◆ ■

- Tom Carroll, President, National Commission on Teaching and America's Future
- Winston D. Jackson, Principal, George Washington Carver/Bruce Street School, Newark Public Schools
- Hillary Dow, Learning Teams Coordinator, Newark Public Schools

This session will focus on the potential for transforming urban schools from teaching organizations into learning organizations staffed by cross-generational teams. The presentation will include demographic data on teachers and principals, analysis of emerging economic trends and the findings of research studies by the National Commission on Teaching and America's Future. A paper for publication will be produced in conjunction with this presentation.

Dodge Ball
2nd Floor
**Practitioner Workshop/
Models**

Developing Teachers for Multicultural Urban Classrooms ▲ ◆ ■

Introductory remarks and facilitation by Todd Laugen, Assistant Professor, History, Metropolitan State College of Denver

- Chance Lewis, Associate Professor, College of Education and Human Development, Texas A&M University
- Elizabeth Hope (Beth) Dorman, Assistant Professor, Regis University, Denver

This session will provide an overview and examples of how teachers' professional identities and school contexts shape teaching and learning in urban classrooms. Participants will share resources, pedagogical tools and strategies to support the development of culturally responsive, equity-oriented teaching.

Hopscotch
3rd Floor
Presentation with Q&A

Working Conditions in Urban Schools ▲ ■

Introductory remarks by Eileen Horng, Research Associate, Institute for Research on Education Policy and Practice, Stanford University

- Eric Hirsch, Director of Special Projects, New Teacher Center
- Lynn Malarz, Senior Policy Analyst, National Education Association

For any organization, the conditions in which employees work drive their satisfaction and productivity. Yet many schools struggle to address working conditions – isolating teachers from peers, denying them basic materials, inundating them with noninstructional duties, and offering limited opportunity for leadership, professional growth and advancement. In this session,

presenters will provide school leaders with ways to generate data-driven decisions about policies that make schools better places to work and learn.

**Red Light
2nd Floor
Roundtable Discussion/
Models**

***Induction Programs and Teacher Quality in Urban Schools* ■**

Introductory remarks and facilitation by Jean Williams, Vice President, Research & Evaluation, Mid-Continent Research for Education and Learning (McREL)

- Martha Bleeker, Researcher, Mathematica Policy Research, Inc.
- Lisa Vahey, Director, Chicago New Teacher Center

Following an overview of quality induction support for novice teachers based on first-year findings from a national longitudinal study by Mathematica Policy Research, Inc., this session will examine a district model designed and implemented through a partnership of the Chicago New Teacher Center and Chicago Public Schools. Participants will leave with a clearer understanding of the critical components of effective teacher induction, as well as several practical tools for reflecting on their own contexts.

**Jax
2nd Floor
Roundtable Discussion/
Models**

***Alternate Route to Certification: How Quality Programs Can Strengthen High-Need Schools* ◆**

Introductory remarks by Esrom Pitre, Associate Principal, Donaldson High School, Louisiana

- Greg Reed, Director, Alternative Licensing Programs, Metropolitan State College of Denver
- Jamey Roberts, Partner, The New Teacher Project
- Caroline Shimizato, Director, Site Launch and Development, The New Teacher Project

Quality alternate route to certification programs enable districts to address teacher shortages in high-need schools and subject areas while reducing the number of individuals employed under emergency entry programs. This session will provide an overview of the design and accountability features of alternate route to certification and the impact these programs can have on schools and students. Two programs will be discussed as examples: The New Teacher Project and Metropolitan State College of Denver's Teacher in Residence Program.

**Kick the Can
2nd Floor
Practitioner Workshop**

***Keeping Urban Teachers Engaged in the Profession* ■**

- Marjorie Larner, Co-director, Colorado Critical Friends Group
- Stevi Quate, Co-director, Colorado Critical Friends Group

Research shows that the isolation and lack of professional engagement that teachers face in many urban schools contribute significantly to high rates of attrition and turnover. This session will focus on strategies for equally engaging teachers from diverse backgrounds and levels of experience, structuring dialogue to include every voice and expanding opportunities for

shared leadership.

3:45 – 4 p.m.
3rd Floor Foyer

Break
Coffee and Refreshments

4 – 5:30 p.m.

Plenary Session

Marco Polo Ballroom
3rd Floor
General Plenary

Teaching Inequality: The Stories and Statistics on Teacher Quality, Preparation and Access in America ▲ ◆ ■

Introductory remarks by Penny Engel, Assistant Director, Government and External Relations, American Association of Colleges for Teacher Education

- Candace Crawford, Senior Practice Associate, Education Trust, Washington, DC
- Brooke Haycock, Artist-in-Residence, Education Trust, Washington, DC

Merging data with story-telling, this dynamic presentation brings together science and art to reinforce the critical need for ensuring equitable access to effective, high-quality teachers for our nation's low-income and minority students. Join us for The Education Trust's one-woman show, "Six Degrees of Preparation," followed by an Education Trust data show emphasizing the urgency of this issue.

5:30 pm

Free Evening – Dinner on Your Own

Friday, April 3, 2009

7 a.m. – 1 p.m.
3rd Floor Foyer

Great Teachers for Our City Schools – Registration Desk Open

8 – 10 a.m.
Marco Polo Ballroom
3rd Floor

Breakfast and Plenary Session

Introductory remarks by Jessica Morffi, Government Relations Manager, Educator Relations and Center for Study of Teacher Assessment, Educational Testing Service

Growing Urban Teacher Leaders ▲ ■

- Sabrina Laine, Director, National Comprehensive Center for Teacher Quality, Learning Point Associates
- Lewis Chappelle, California Teacher of the Year, 2008
- Lee-Ann Stephens, Minnesota Teacher of the Year, 2007
- Tommy Smigiel, Virginia Teacher of the Year, 2008

With increased focus on maintaining excellent teachers and supporting new ones, there is recognition that we need to find ways to utilize the leadership capability of teachers across the teaching continuum through distributed leadership models. Providing excellent teachers with 'places to grow' will

encourage them to stay in the profession. Using the talents of excellent teachers to support beginning practitioners will help to build a sense of community and support for our newest teachers. And, providing leadership capacity through teacher leaders will make principals more effective.

10 – 10:30 a.m.
3rd Floor Foyer

Break

10:30 a.m. – Noon

Break-Out Sessions:

Kick the Can
2nd Floor
Practitioner
Roundtable/
Models

Preparing Urban Teachers to Address Student Needs in High-Demand

Subject Areas ♦

Introductory remarks and facilitation by Sharmila Basu Conger, Policy Analyst, State Higher Education Executive Officers (SHEEO)

- Douglas Baird, Associate Dean, Co-director of TUteach, Temple University, Pennsylvania
- Nancy Kellogg, Affiliate Faculty, Science Education, Metropolitan State College of Denver
- Patricia Kincaid, Secondary Science Curriculum Coordinator, Denver Public Schools
- Susan Schelble, Assistant Professor, Chemistry, Metropolitan State College of Denver
- Dottie Willis, Assistant Professor, Secondary Education, Bellarmine University, Kentucky
- Matthew Gracey, Secondary Education Student, Metropolitan State College of Denver

High-stakes assessments and rigorous state standards have led to increased demands on urban schools and teachers to address the learning needs of their students. Colleges and universities that prepare and provide professional development to urban teachers hold equal responsibility. This session focuses on three collaborative strategies – in Philadelphia, Denver and Louisville – to support math, science and writing teachers entering and practicing in urban and high-need schools.

Red Light
2nd Floor
Practitioner
Roundtable/Models

Field Experience in Urban Schools: Examining Strategies to Apply Knowledge and Pedagogy ♦

Introductory remarks and facilitation by Demarée Michelau, Director of Policy Analysis, Western Interstate Commission of Higher Education (WICHE)

- Chris Jenkins, Assistant Professor, Secondary Education, Metropolitan State College of Denver
- Jill Adams, Assistant Professor, English Education, Metropolitan State College of Denver
- Heidi Ramirez, Associate Dean, College of Education, Director, Urban Education Collaborative, Temple University, Pennsylvania

- Francine Gelbwachs, Faculty Advisor, Center X, University of California, Los Angeles

An important component of urban teacher preparation programs is the quality of the relationship of cooperating and pre-service teachers. This session will examine such relationships through three programs: Denver’s Urban Teacher Partnership, Urban Education Collaborative at Temple University and Center X at the University of California, Los Angeles. Participants are encouraged to share the experiences of field and clinical practices in other urban teacher preparation programs.

***Dodge Ball
2nd Floor
Panel Discussion***

Bringing Research to Reality: The Challenges of Incorporating Strategies to Attract and Retain Urban Teachers ▲ ■

- Dale DeCesare, Senior Associate, APA Consulting
- John L. Myers, Vice President, APA Consulting
- Lori Nazareno, Teacher Leader, Mathematics and Science Leadership Academy, Denver Public Schools
- Anthony Cody, Teacher, Oakland Unified School District

This discussion will provide information and findings about several strategies for attracting and retaining teachers in hard-to-staff schools, and the challenges associated with implementing such strategies. Panelists will draw on first-hand experiences as teachers; consultants helping implement districtwide teacher-pay incentives; and the designers of a new, best practice-based, teacher-led innovation school in Denver.

***Paper Room
2nd Floor
Emerging Strategies***

Building Sustainable Urban District/Higher Education Partnerships—A Collaborative Using Channel Analysis ▲ ◆ ■

- Todd Reimer, Assistant Professor, Teacher Education Department, Metropolitan State College of Denver
- Theress Pidick, Director, Urban Teacher Partnership and University Partnership Team, Denver Public Schools
- Kent Seidel, Associate Professor, Chair P20 Leadership Program, University of Denver
- Jennie Whitcomb, Associate Dean for Teacher Education, University of Colorado at Boulder
- Cindy Gutierrez, Director, Initial Teacher Education Program, University of Colorado Denver
- Jennifer Stern, Executive Director, Janus Education Alliance, Denver Public Schools
- Kate Brenan, Site Manager, Denver Teaching Fellows, The New Teacher Project

This session will provide a look at the development of a project whose research design includes novice/veteran teacher observation, creation of a culturally responsive observation tool and a process for guiding recruitment, preparation and retention of urban teachers. This “channel analysis” project is part of the University Partnership Team (UPT), a collaboration between Denver Public Schools, six institutions of higher education and two alternative

teacher preparation programs.

***Duck, Duck, Goose
3rd Floor
Roundtable Discussion/
Models***

Urban Teacher Grow-Your-Own Strategies ▲
Introductory remarks and facilitation by Kathy Callum, Field Placement Coordinator, Urban Teacher Partnership

- Gwendolyn Benson, Associate Dean for School and Community Partnership, College of Education, Georgia State University
- Susan Ogletree, Director, Educational Research Bureau, Georgia State University
- Laurie Forstner, Project Coordinator, College of Education, Georgia State University
- Anne Hallett, Director, Grow Your Own Illinois

This session will showcase two outstanding models for expanding the size and diversity of the urban teacher workforce: the Advanced Academy for Future Teachers, a joint initiative of Atlanta-area schools and Georgia State University's College of Education aimed at encouraging talented 11th- and 12th-grade students to pursue careers as math and/or science teachers; and Grow Your Own Illinois, an innovative partnership that recruits and prepares nontraditional candidates from low-income communities to become highly qualified teachers. Presenters will share descriptive information on recruitment efforts, project design, community engagement, and data collection and research results.

***Jax
2nd Floor
Practitioner Workshop***

The Role of Unions in Supporting Teaching Practices of Urban Teachers ■
Introductory remarks and facilitation by Carmen Sanjurjo, Assistant Professor, Secondary Education, Metropolitan State College of Denver

- Kim Ursetta, President, Denver Classroom Teachers Association
- Rebecca Rosenau, Bilingual/ESL Teacher and Co-chair, Instructional Issues Council, Denver Public Schools
- Beverly Thurman-Baldwin, Teacher/Librarian, Denver Public Schools

The Instructional Issues Council, a collaboration between Denver Public Schools and the Denver Classroom Teachers Association, is a mechanism for teachers to express their concerns, insights and recommendations and assist in the implementation of best practices in all aspects of curriculum and instruction. In this session, council leaders will discuss how such a mechanism can serve to promote better working conditions for teachers, improved instructional quality and lower rates of attrition and turnover.

***Scissors Room
2nd Floor
Pre-Service Teachers
Workshop***

Unraveling the Negativity: Myths, Facts and Strategies for Successful Urban Teaching ◆

A group of aspiring urban teachers will address the negativity and myths surrounding teaching in urban schools by sharing their stories and sorting fact from fiction. They will also focus on proactive and constructive strategies that instill positive attitudes in teachers and students, ultimately empowering communities.

Noon – 1 p.m.

Lunch and Plenary Session

*Marco Polo Ballroom
3rd Floor
Town Hall Discussion*

Supporting Quality Urban Educators: The Role of State Policy ▲ ◆ ■

Introductory remarks by Stephen Jordan, President, Metropolitan State College of Denver

- The Honorable Barbara O'Brien, Lieutenant Governor of Colorado

Colorado Lieutenant Governor Barbara O'Brien will lead a town hall-style discussion on the role of state policy leadership in supporting the recruitment, preparation and retention of quality teachers for urban and hard-to-staff schools.

1:00 p.m.

Summit Adjournment

Join us next Spring for the 3rd Annual Great Teachers for Our City Schools Summit!