

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: ◆ = Preparation Sessions

Wednesday, April 1, 2009

6:00 – 8:00 p.m.
Marco Polo Ballroom
3rd Floor
General Plenary

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.

Thursday, April 2, 2009

8:00 – 10:00 a.m.
Marco Polo Ballroom
3rd Floor
General Plenary

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.

10:15 – 11:45 a.m.
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, Washington, DC
- 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.

10:15 – 11:45 a.m.
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.

10:15 – 11:45 a.m.
Jax
2nd Floor
Roundtable
Discussion/Models

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

Introductory remarks and facilitation by Tanya 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.

10:15 – 11:45 a.m.
Hopscotch
3rd Floor
Panel
Discussion/Models

Urban Teacher Residency Programs ◆ ●

- Barnett Berry, President, Center for Teaching Quality
- Linda Symcox, Professor, Urban Teaching Academy, California State University, Long Beach
- Felipe Golex, Professor, Urban Teaching Academy, California State University, Long Beach
- Marquita Grenot-Scheyer, Dean, College of Education, California State University, Long Beach
- 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

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.

10:15 – 11:45 a.m.
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.

10:15 – 11:45 a.m.
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.

12:00 – 2:00 p.m.
Denver Center for
Performing Arts
Donald Seawell Grand
Ballroom
General Plenary

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.

2:15 – 3:45 p.m.
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.

2:15 – 3:45 p.m.

Developing Teachers for Multicultural Urban Classrooms ▲ ◆ ●

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

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.

**2:15 – 3:45 p.m.
Jax
2nd Floor
Roundtable Discussion/
Models**

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

Introductory remarks and facilitation 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 Shimozato, 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.

**4:00 – 5:30 p.m.
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

Weaving data with art, this session will provide a revealing look into the very heart of issues involving educational achievement and opportunity. It begins with *Six Degrees of Preparation*, a documentary drama that exposes damaging beliefs and practices in school districts and schools of education, and vividly portrays their impact on new teachers and the children they serve. This presentation will be followed by a review of data on the importance of teacher quality and the inequitable patterns in access to quality teachers that

disproportionately affect poor and minority children. The session will conclude with a conversation about what we can do to address these patterns so that all students have the teachers they need -- and deserve.

Friday, April 3, 2009

10:30 a.m. – 12:00 p.m. *Preparing Urban Teachers to Address Student Needs in High-Demand Kick the Can*
2nd Floor
Practitioner
Roundtable/
Models

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.

10:30 a.m. – 12:00 p.m. *Field Experience in Urban Schools: Examining Strategies to Apply Red Light*
2nd Floor
Practitioner
Roundtable/ Models

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 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.

10:30 a.m. – 12:00 p.m. *Building Sustainable Urban District/Higher Education Partnerships—A Collaborative Using Channel Analysis* ▲ ◆ ●
Paper Room
2nd Floor
Emerging Strategies

- 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.

10:30 a.m. – 12:00 p.m. *Unraveling the Negativity: Myths, Facts and Strategies for Successful Urban Teaching* ◆
Scissors Room
2nd Floor
Pre-Service Teachers Workshop

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.

12:00 – 1:00 p.m. *Supporting Quality Urban Educators: The Role of State Policy* ▲ ◆ ●
Marco Polo Ballroom
3rd Floor
Town Hall Discussion
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.

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