

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: ■ = Retention 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

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.
Dodge Ball
2nd Floor

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

Presentation with Q&A

- 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.

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 Golez, 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
- 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.

10:15 – 11:45 a.m.
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.

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.
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.

2:15 – 3:45 p.m.
Hopscotch
3rd Floor
Presentation with Q&A

Working Conditions in Urban Schools ▲ ■

Introductory remarks by Eileen Hornig, 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.

2:15 – 3:45 p.m.
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.

2:15 – 3:45 p.m.
Kick the Can
2nd Floor
Practitioner Workshop

Keeping Urban Teachers Engaged in the Profession ■

- Marjorie Lerner, 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.

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

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

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 Chappellear, 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.

10:30 a.m. – 12:00 p.m.
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.

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. *The Role of Unions in Supporting Teaching Practices of Urban Teachers* ■
Jax
2nd Floor
Practitioner Workshop

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.

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!