



Sponsored by the Urban Teacher Partnership – Metropolitan State College of Denver, Denver Public Schools, and the Mayor’s Office for Education and Children in collaboration with: Western Interstate Commission for Higher Education (WICHE), State Higher Education Executive Officers (SHEEO), ETS, National Commission on Teaching and America's Future (NCTAF), American Association of Colleges for Teacher Education (AACTE), Mid-continent Research for Education and Learning (McREL), National Comprehensive Center for Teaching Quality (TQ Center) and The College Board.

Meeting Location: The Curtis Hotel, 1405 Curtis Street, Denver, CO 80202

Preliminary Program

Wednesday, April 14, 2010

3:00 – 8:00 pm **Registration Desk Open**
 3rd Floor Foyer

5:00 – 6:00 pm **Opening Networking Reception**
 3rd Floor Foyer

6:00 – 8:00 pm **Dinner and Opening Plenary Session**
 Marco Polo Ballroom
 3rd Floor

*Welcome and introductory remarks by **Esther Rodriguez**, Director, Urban Teacher Partnership, Metropolitan State College of Denver*

A Race to the Top: Implications for Improving Teaching and Learning in Urban Schools

The U.S. Department of Education is making significant investments in education reform through *Race to the Top* and other federal programs. This opening session is a conversation with education leaders on their views of how these new programs will influence change in teaching and learning in urban schools.

Facilitator: Michael Grady, Deputy Director, Annenberg Institute for School Reform

Session Participants:

- Hon. Michael Johnston, State Senator, Colorado
- Michelle Ekstrom, Sr. Policy Specialist, National Conference of State

Legislatures (NCSL)

- Nate Easley, Board President, Denver Public Schools
- Stephen Jordan, President, Metropolitan State College of Denver
- Justin Darnell, 2010 Colorado Teacher of the Year, Bryant Webster K-8, Denver
- Lewis Chappelle, 2008 California Teacher of the Year

8:00 pm

Adjourn for the Day

Thursday, April 15, 2010

7:00 am – 5:00 pm

3rd Floor Foyer

Registration Desk Open

7:30 am

Marco Polo Ballroom

Breakfast Buffet Open

8:00 – 10:00 am

Marco Polo Ballroom

3rd Floor

Breakfast and Plenary Session

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

Contributions of Effective Teachers to Urban Student Success– What Does the Research Tell Us?

Facilitator:

Laura Goe, Principal Investigator for Research and Dissemination, National Comprehensive Center for Teacher Quality, ETS Research Scientist

Panelists:

- Jane Coggshall, Senior Research Associate, Learning Point Associates and the National Comprehensive Center for Teacher Quality
- Jessie Gerson-Nieder, Teacher and participant in *Ready for the Next Challenge*
- Angel Roddy, Assistant Principal, Hoffman Parham, Cincinnati Public Schools
- Julia Indalecio, Teacher Programs Manager, Cincinnati Public Schools

10:00 – 10:15 am

Break

10:15 – 11:45 am

2nd Floor

Concurrent Sessions on Urban Teaching Strategies

10:15 – 11:45 am

Jax

2nd Floor

Building Support for Urban Parents into Teacher Preparation Programs

*Introductory remarks by **Kathy Callum**, Field Placement Coordinator, Urban Teacher Partnership, Metropolitan State College of Denver*

- M. Elena Lopez, Senior Consultant, Harvard Family Research Project

In this presentation, participants will learn strategies for engaging parents and families in teacher training and professional development programs.

10:15 – 11:45 am
Red Light
2nd Floor

Replicating UTeach Science and Mathematics Teacher Training Program at Temple University and University of Colorado at Boulder: An Interactive Workshop to Analyze an Effective Teacher Preparation Program

*Introductory remarks by **Don Gilmore**, Associate Professor, Mathematics, Metropolitan State College of Denver*

- Herb Green, Assistant Professor, Temple University
- Craig Schneider, Master Teacher, CU-Teach Program

This presentation will describe the TUTEACH and CU TEACH programs including several innovative strategies to recruit science and mathematics majors to teaching fields, training students to design and implement inquiry-based instruction in science and mathematics, and building a community of learners around the art of teaching in urban schools.

10:15 – 11:45 am
Green Light
2nd Floor

Doing What Works to Improve Behavior in the Elementary School Classroom

*Introductory remarks by **Joanna Martinez**, Principal, Colfax Elementary, Denver Public Schools*

- Yael Kidron, Senior Research Analyst, American Institutes for Research

Research shows that disruptive behavior affects the well-being and test scores of all students in the classroom and the long-term adjustment of the chronically disruptive students. This session will highlight the U.S. Department of Education Doing What Works (DWW) research-based examples and tools focused on reducing behavior problem in the elementary school classroom. This presentation will describe how those practices are successfully implemented in eight schools (six urban, one suburban, and one rural) and how schools across the nation can plan, use, and sustain similar practices that support effective classroom management and a positive school climate.

10:15 – 11:45 am
Kick the Can
2nd Floor

Urban Teacher Residency Models

Great Teachers for Our City Schools National Summit offers a strand of three residency models aimed at preparing teachers for urban, high-need schools. A model will be presented in each of the three concurrent time slots beginning Thursday morning through Friday morning. Each of the sessions will address the opportunities and challenges for developing and implementing teacher residency programs.

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

University of Chicago - Chicago Urban Teacher Education Program

- Kavita Kapadia Matsko, Director, Urban Teacher Education Program, University of Chicago

10:15 – 11:45 am
Dodgeball
2nd Floor

Connecting Pre-Service Teachers to Urban Students: Using Service Projects to Foster Meaningful Relationships

- Jill Adams, Assistant Professor, English, Metropolitan State College of Denver
- Anna Branton, Secondary Education Student, Metropolitan State College of Denver
- Colin Cooper, Secondary Education Student, Metropolitan State College of Denver
- Shelly Martin, Secondary Education Student, Metropolitan State College of Denver

11:45 am – 12:00 pm

Break

12:00 – 2:00 pm
Marco Polo Ballroom
3rd Floor

Luncheon and Plenary Session

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

Culturally Responsive Teaching in Urban Schools

Presentation:

Christine Sleeter, Professor Emerita, College of Professional Studies at California State, University Monterey Bay

2:00 – 2:15 pm

Break

2:15 – 3:45 pm

Concurrent Sessions on Urban Teaching Strategies

2:15 – 3:45 pm
Jax
2nd Floor

Helping Urban Students Succeed: A Conversation with State Teachers of the Year

- Katherine Bassett, Director, Educator Relations, ETS
- Kelly Kovacic, 2010 California Teacher of the Year
- Alex Kajitani, 2009 California Teacher of the Year
- Justin Darnell, 2010 Colorado Teacher of the Year
- Lewis Chappelle, 2008 California Teacher of the Year
- Stacey Donaldson, 2010 Mississippi Teacher of the Year (invited)

2:15 – 3:45 pm
Green Light
2nd Floor

An Educator's Guide to Working with Students of Color

- Chance Lewis, Endowed Chair for Urban Education, Texas A&M University

African American students are in a state of crisis in our nation's public schools. This session will guide educators to assist African American students to reach their full potential in school and increase academic performance. It will be aimed at helping teachers improve the educational climate for students; connect with students in the academic setting; build an expectation of college-going, and other practical strategies to support student success.

2:15 – 3:45 pm
Dodgeball
2nd Floor

Effective Integration of Community and Parents into Teaching and Learning Practices

*Introductory remarks by **Demaree Michelau**, Director of Policy Analysis, Western Interstate Commission of Higher Education (WICHE)*

- Beth Giles, Director, Institute for Urban Education, University of Wisconsin
- Amanda Larson, Secondary Math Teacher, Graduate, University of Wisconsin Institute for Urban Education

This session reflects a strategy to use community-based organizations as field experience sites for pre-service teachers preparing to teach in urban schools. The presentation explores the experience and impact on teaching from the point of view of the college supervisor as well as the student teacher.

2:15 – 3:45 pm
Red Light
2nd Floor

Preparing Teachers to Address the Education Needs of English Language Learners

- Kris Gutierrez, Professor, University of Colorado (invited)
- Barbara Medina, Assistant Commissioner for Innovation and Transformation, Colorado Department of Education (invited)

2:15 – 3:45 pm
Kick the Can
2nd Floor

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*Introductory remarks by **Elaine Gantz Berman**, Member, Colorado State Board of Education*

Old Dominion University – Teacher Immersion Residency

- Denise Alberti, Project Coordinator, Teacher Immersion Residency Project, Old Dominion University
- Charlene Fleener, Associate Professor, Graduate Program Director, Darden College of Education, Old Dominion University

2:15 – 3:45 pm
3rd Floor

Roundtables

2:15 – 3:45 pm
Red Rover
3rd Floor

Roundtable #1: Using Cooperative Instruction to Support Learning and Cultural Differences within the Classroom

Host: Charles Igel, Researcher, Mid-continent Research for Education and Learning (McREL)

Group-mediated instructional strategies offer a means for harnessing classroom diversity to simultaneously meet socio-emotional and academic goals. During this

roundtable hosted by Charles Igel, educational researcher at McREL, participants will discuss how group instruction can be effectively applied to enhance student's experience in the heterogeneous classroom. Common misconceptions and missteps in implementation will be discussed, and participants' successes and challenges with group learning.

2:15 – 3:45 pm
Red Rover
3rd Floor

Roundtable #2: *The Promise and Perils of Standards-based Instruction and Assessment*

Hosts: Jeremy M. Cooper, English Department Chair, Manual High School, Denver and Kodi Kelly, English Teacher, Manual High School

Participants in this roundtable discussion will critically examine the benefits and challenges associated with standards-based instruction and assessment for students who are significantly below grade level. Presenters will share their understanding of “best practices” and reflect upon their own findings in order to create meaning and refine understanding of a standards-based pedagogy.

2:15 – 3:45 pm
Red Rover
3rd Floor

Roundtable #3: “Goldilocks and the Spiderweb: Professional Development to Support Culturally Responsive Teaching”

Host: Andra Brill, Co-director, Boettcher's Teacher Program

The Boettcher Teachers Program, now in its sixth year, has successfully used culturally responsive teaching practices to improve student achievement in Title 1 schools. We have developed a unique framework that encourages new teachers and veteran mentor teachers to rethink their beliefs about teaching and learning. During this roundtable, participants will share some of our underlying assumptions about what culturally responsive teaching looks and sounds like and present structures for helping groups of teachers do meaningful work together.

2:15 – 3:45 pm
Duck, Duck, Goose
3rd Floor

Roundtable #4: “Lesbian, Gay, Bisexual and Transgender Youth: Methods and Strategies”

Hosts: Ellie-Ann Shahinian Baldwin, Chair of Elementary, Secondary, Linguistically Diverse, K-12 Education, Metropolitan State College of Denver and Carmen Sanjurjo, Assistant Professor, Secondary Education, Metropolitan State College of Denver

Often lesbian, gay, bisexual and transgender youth struggle with a sense of cultural belonging. Such youth are at at-risk of dropping out of school, suicide, and social isolation, if not provided an enriching and accepting environment to excel academically. This roundtable will provide participants with methods and strategies used to create a safe educational environment for lesbian, gay, bisexual and transgender youth in urban classrooms. Research shows that providing curriculum that is specifically created to meet the needs of lesbian, gay, bisexual and transgender youth within urban classrooms will benefit all students.

2:15 – 3:45 pm
Duck, Duck, Goose
3rd Floor

Roundtable #5: TBD

3:45 – 4:00 pm

Break

4:00 – 5:30 pm
Marco Polo Ballroom
3rd Floor

Afternoon Plenary Session

*Introductory Remarks by **Tom Boasberg**, Superintendent, Denver Public Schools*

Organizing Schools and Teachers for Improvement: Lessons from Chicago

Dr. Penny Bender Sebring is the co-author of a recently released and highly acclaimed book, *Organizing Schools for Improvement -- Lessons from Chicago*. Sebring and her colleagues provide important analysis of a 10-year study of the education reform efforts of Chicago Public Schools. This work is highly relevant and provides insightful strategies to guide all urban schools across the country.

Presentation:

Penny Bender Sebring, Co-Executive Director, Consortium on Chicago School Research, University of Chicago

5:30 pm

Adjourn for the Day

Dinner on Your Own

Friday, April 16, 2010

7:00 am – 1:00 pm
3rd Floor Foyer

Registration Desk Open

7:30 am
Marco Polo Ballroom

Breakfast Buffet Open

8:00 – 10:00 am
Marco Polo Ballroom
3rd Floor

Breakfast and Plenary Session

*Introductory Remarks by **Paul Lingenfelter**, President, State Higher Education Executive Officers (SHEEO)*

Tools 21st Century Teachers Need to Help Urban Students Become College and Career Ready

This plenary session will provide an overview of college readiness standards and how teachers are being prepared and trained to incorporate these readiness standards and strategies into their classroom instruction, especially in urban districts with high poverty, first generation students.

Facilitator:

Tom Carroll, President, National Commission on Teaching and America's Future (NCTAF)

Panelists:

- David Conley, Director, Center for Educational Policy Research (CEPR), University of Oregon
- Marina Ballantyne Walne, Executive Director, Institute for Public School Initiatives, University of Texas System

10:00 – 10:15 am

Break

10:15 – 11:45 am

Concurrent Sessions on Urban Teaching Strategies

10:15 – 11:45 am

Dodgeball

2nd Floor

Helping Urban and High-Need Students Become College Ready

In this interactive session, David Conley provides analysis on the dimensions and principles of college readiness and identifies what teacher educators need to do to prepare prospective teachers to use college readiness standards in their classrooms, as well as outline what teachers need to do to help students become college ready.

*Introductory remarks by **Judi Diaz Bonacquisti**, Associate Vice President for Enrollment Services, Metropolitan State College of Denver*

- David Conley, Director, Center for Educational Policy Research (CEPR)

10:15 – 11:45 am

Jax

2nd Floor

Preparing 21st Century Teachers for 21st Century Students

*Introductory remarks by **Sandra Haynes**, Dean, School of Professional Studies, Metropolitan State College of Denver*

- Tom Carroll, President, National Commission on Teaching and American's Future, (NCTAF)

10:15 – 11:45 am

Red Light

2nd Floor

Supporting District Efforts to Enhance Teacher Effectiveness

This session will present approaches to enhance teacher effectiveness from several perspectives, including: compensation strategies, teacher working conditions, empowerment, and professional development.

*Introductory remarks, **Randy DeHoff**, Member, Colorado State Board of Education*

- John Myers, Vice President, Augenblick, Palaich and Associates (APA)
- Justin Silverstein, Vice President, APA
- Dale DeCesare, Senior Associate, APA
- Jennifer Kramer-Wine, Senior Associate, APA

10:15 – 11:45 am

Green Light

2nd Floor

Pre-service Residents and Differentiation: Supporting Student Learning Differences

All classrooms now are filled with students of varying abilities, interests, and background knowledge. The urban residency program at George Washington University has developed several strategies to prepare prospective teachers to develop and use differentiation of lessons to meet the wide range of students' skills and motivations. This workshop will review their methods to promote differentiation among pre-service Residents and discuss how Residents attempt to differentiate among their students.

Introductory remarks by **Molly Leamon**, Assistant Principal, CEC Middle College of Denver, Denver Public Schools

- Kate Tindle, Program Director, Literacy Cooperative – Preservice and Induction Support, Graduate School of Education and Human Development, George Washington University (GWU)
- Jay Shotel, Professor of Special Education, GWU
- Lakeda Williams, Project Director, Literacy Cooperative, GWU
- Bridget Belknap, Research Assistant and Doctoral Student, Special Education, GWU

10:15 – 11:45 am
Scissors
2nd Floor

The Impact of Incentive Pay on Teacher Effectiveness and Student Learning

Presenters will share information about the rationale, design, implementation, and preliminary results of the Denver Public Schools ProComp program, an incentive pay strategy, on teacher effectiveness and student learning.

- Shirley Scott, ProComp TIF Professional Development Coordinator, Denver Public Schools (DPS)
- Jo Bunton Keel, DPS ProComp Field Specialist
- Donald Gilmore, DPS ProComp Field Specialist
- Annette Sills Brown, DPS ProComp Field Specialist
- Anna Sellars, DPS ProComp Field Specialist

10:15 – 11:45 am
Kick the Can
2nd Floor

Urban Teacher Residency Models:

Great Teachers for Our City Schools National Summit offers a strand of three residency models aimed at preparing teachers for urban, high-need schools. A model will be presented in each of the three concurrent time slots beginning Thursday morning through Friday morning. Each of the sessions will address the opportunities and challenges for developing and implementing teacher residency programs.

Introductory remarks by **Marilyn Cullen-Reavill**, Assistant Professor, Elementary Education, Metropolitan State College of Denver

Denver Teacher Residency – University of Denver, Morgridge College of Education

- Maria del Carmen Salazar, Assistant Professor, Curriculum and Instruction, Morgridge College of Education, University of Denver
- Kent Seidel, Chair and Associate Professor, Education Administration Program, Morgridge College of Education, University of Denver
- Thalia Nawl, Director, Denver Teacher Residency
- Jill Harvieux Pitner, Manager of Program and Curriculum, Denver Teacher Residency
- Elma Ruiz, Coordinator, Denver Teacher Residency

10:15 – 11:45 am
3rd Floor

Roundtables

Red Rover
3rd Floor

Roundtable #1: Integrating Community Services and School Districts to Promote Student Success

Host: Trudy Clemons, Principal Researcher, Mid-continent Research for Education and Learning (McREL)

Collaboration among agencies in large urban school districts is essential to provide children with learning opportunities needed to foster 21st century skills and knowledge. At this roundtable McREL will share findings of the study including successful community partnerships, a unique data tracking system allowing community based organizations and the school district to share student data, and additional needs to capitalize on the existing partnerships.

Red Rover
3rd Floor

Roundtable #2: An Overview of Generating Expectations for Student Achievement

Host: Jan Perry Evenstad, Assistant Professor, Metropolitan State College of Denver

GESA is a peer coaching professional development teaching model that incorporates research based effective teaching practices. Based on over sixty years of research of teacher student interactions and achievement, GESA looks at those strategies that teachers use with students they expect the most of. The current research on effective teaching practices is presented as it relates to the equity variables of race, gender, English Language Learners, and disabilities. Through peer observation and practice teachers learn effective strategies that have proven to have increased student achievement and they reflect and compare what they observe to what the research reports on effectiveness.

Red Rover
3rd Floor

Roundtable #3: Paraprofessional Demonstration of Pedagogical Content Knowledge: A Study of Cultural and Linguistic Intersubjectivity with Urban Kindergartners

Host: Ann Morrison, Visiting Assistant Professor of Special Education at Metropolitan State College of Denver

Paraprofessionals can provide instruction that results in statistically significant gains in student achievement when provided with three critical supports. At this roundtable, participants will discuss how paraprofessionals' social, cultural, linguistic, and instructional capital should be considered when determining their role in instructional or intervention services.

Duck, Duck ,Goose
3rd Floor

Roundtable #4: Reflective Action in Urban Field Experiences

Hosts: Dennis Corash, Assistant Professor, Elementary Education, Metropolitan State College of Denver and Kathleen Luttenegger, Assistant Professor, Elementary Education, Metropolitan State College of Denver

Clinical field experiences play an important role in the development of potential urban teachers (urban teacher candidates). This session will examine the role of reflective

action when connections are made between what students learn in the college classroom and experience in urban field placements, their student teaching assignments and beyond.

Duck, Duck ,Goose
3rd Floor

Roundtable #5: Teaching Who You Get -Theory and Practice of Teaching EVERYBODY

Host: Kathryn Young, Visiting Assistant Professor of Secondary Education, Metropolitan State College of Denver

In urban environments students are separated out of class for a variety of reasons – special education, English Language Learning, etc. But, students do not fit neatly into discrete categories and even with pull-out programs, differentiation of learning is still present in the classroom. This session will explore the theoretical and practical conditions of differentiating teaching to ensure that all students are successful learners.

11:45 am – 12:00 pm

Break

12:00 – 1:00 pm
Marco Polo Ballroom
3rd Floor

Luncheon (boxed) and Plenary Session

*Introductory remarks by **Theress Pidick**, Director, Measure of Effective Teaching (MET) Project, Denver Public Schools*

The Teachers We Want and Need: Learning from Urban Students

Project VOYCE (Voices of Youth Changing Education) hires and trains diverse teams of inner-city youth to become change agents to improve their schools. A panel of these youth will engage the audience in a discussion about how to develop and use tools to tap into the insights of students to increase teacher effectiveness and create a school culture of powerful youth/adult partnerships.

Session Participants:

- Brian Barhaugh, Executive Director, Project VOYCE
- Cesar Cedillo, Principal, Bruce Randolph School, Denver
- Shelby Gonzales-Parker, Senior at Justice High School, Denver
- Esmeralda Aguilar – Student, Bruce Randolph High School, Denver
- Romel Greer, Student, Bruce Randolph School, Denver
- Jorge Lopez, Student, Bruce Randolph School, Denver

1:00 pm

Meeting Adjourned