

The Fourth Annual National Summit
GREAT TEACHERS FOR OUR CITY SCHOOLS
Increasing Student Achievement through Effective Teaching

April 27-29, 2011
Embassy Suites Denver Downtown Convention Center, Denver, Colorado

Program

Wednesday, April 27, 2011

1:00 – 6:00 pm
Third Floor Foyer

Registration Desk Open

3:00 – 3:30 pm
Crestone Ballroom

Welcome and Opening Remarks

Esther Rodriguez, Director, Center for Urban Education, Metropolitan State College of Denver

3:30 – 5:30 pm
Crestone Ballroom

Opening Plenary Session:

Perspectives on Teacher Effectiveness

Introductory remarks by Amy Riker, Teacher Licensure Certification, Educational Testing Service

The opening plenary session will provide participants with a variety of perspectives on measuring effective teaching. **Laura Goe**, Principal Investigator for Research and Dissemination for the National Comprehensive Center for Teacher Quality and Research Scientist for the Educational Testing Service, will guide a panel discussion on how strategies leading to urban teacher effectiveness will be implemented. Panelists include **Angela Minnici**, Associate Director, American Federation of Teachers, **Paula Dominguez**, Director of Legislative Research, Rhode Island General Assembly, **Damian Betebenner**, Senior Associate, National Center for the Improvement of Educational Assessment and **Lauren Landon**, Knapp Elementary School, Denver.

5:30 – 7:00 pm
Colorado Reception Area

Hosted Reception

7:00 pm

Adjourn for the day
Dinner on your own

Thursday, April 28, 2011

7:00 am – 4:00 pm
Third Floor Foyer

Registration Desk Open

8:00 – 10:00 am
Crestone Ballroom

Breakfast Plenary Session:

Together We Can: Building Effective Learning Teams for Deeper Student Learning

Welcome remarks by Stephen M. Jordan, President, Metropolitan State College of Denver

In this session, **Kathleen Fulton**, Director of Reinventing Schools for the 21st Century for the National Commission on Teaching and America's Future, will challenge the group to take the latest research on learning teams and move it into practice. Participants will be provided with an overview of compelling recent research, as well as examples of how learning teams are supporting teachers in high-need urban schools and in teacher preparation/district collaborations, both face-to-face and online. Session participants will be guided as they work in small groups to strategize how they can "be the change!"

10:00 – 10:15 am

Break

10:15 – 11:45 am

Break-Out Sessions:

***Crystal Ballroom
Salon C***

Educating African American Males in the Era of Opportunity Gaps

Introductory remarks by Susana Cordova, Chief Academic Officer, Denver Public Schools

What can teachers, administrators, families and communities do to create schools that provide rich learning experiences for African American learners? Based on a new theoretical turn in human development and learning, along with findings of task forces on educating African American males, this session explicates critical developmental and social processes mediating African American students' academic identities and the enculturation of scholastic proficiencies. The session explains a framework—a situated-mediated identity theory—for developing both African American students and their teachers. It addresses the structuring of learning communities dedicated to the simultaneous development of African American students and teachers in the cultural practices undergirding academic achievement and scholastic success.

Presenters:

- Peter Murrell, Jr., Founding Dean, School of Education, Loyola University Maryland
- Robert Simmons, Assistant Professor, School of Education, Loyola University Maryland

Rexford Room

Innovation Configurations: Helping Pre-Service and In-Service Teachers Implement Effective Classroom Practices in Urban Schools

Introductory remarks by Norma Giron, Principal, Fairview Elementary School, Denver Public Schools

The National Comprehensive Center for Teacher Quality in collaboration with Vanderbilt University has designed evidence-based *innovation configurations* tools to improve instructional effectiveness in several domains, including: Reading, Mathematics, Learning Strategies, Classroom Organization and Behavior Management Assessment, Problem Solving and RTI, and English Language Learners. In this session, participants will learn about and practice using these tools to support the effective classroom instruction of pre-service and in-service teachers serving the needs of learners in urban schools.

Presenter:

- Daniel J. Reschly, Professor of Education, Peabody College, Vanderbilt University

Aspen Room A

Miami University's Urban Teacher Cohort – Connecting Teacher Preparation to Urban Communities

Introductory remarks by Carmen Sanjurjo, Assistant Professor, Secondary Education, Metropolitan State College of Denver

Presenters will describe the unique partnership between Miami University's Urban Teacher Cohort (UTC) and the parents, children, school personnel and community agencies in Cincinnati's Over-the-Rhine neighborhood. Building on relationships among community organizations nourished over decades, UTC students learn firsthand about the realities of urban life from community-based agencies, parents, activists and school personnel. Through service learning, a residential immersion program, and full-time student-teaching in local schools, UTC participants deepen their understanding of systemic issues impacting urban school children. Participants do not just serve the community; they become a part of it. In this session, students, community residents, teachers and the principal share stories of their journeys in the program.

Presenters:

- Tammy A. Schwartz, Director, Urban Teacher Cohort, Miami University, Ohio
- Thomas Dunton, Director, Center for Community Engagement, Over the Rhine
- Bonnie Neumeier, Community Educator and Activist, Over the Rhine
- Brittany Webb, Urban Teacher Cohort Student

Aspen Room B

Interpreting English Language Learner (ELL) Instructional Models: Using Data to Move Towards a Common Language

Introductory remarks by Allen Smith, Deputy Executive Director of Turnaround Schools in far Northeast Denver, Denver Public Schools

Despite significant increases in the number of ELLs enrolling in schools nationwide, little is known about optimal instruction and instructional delivery for this high needs group. In this interactive session, presenters will discuss research examining curriculum and pedagogy for ELLs and present findings related to variation in ELL instructional models used within districts and schools. Participants will be given the opportunity to contribute to an understanding of how and why instructional models are selected by schools and implemented by teachers

Presenters:

- Sheila Arens, Senior Director, Mid-continent Research for Education and Learning
- Jane Barker, Research Associate, Mid-continent Research for Education and Learning
- Susan Shebby, Researcher, Mid-continent Research for Education and Learning

Crystal Ballroom Salon A

Integrating Technology for Professional Learning in Urban Schools

Introductory remarks by Alex Magaña, Principal, Grant Middle School, Denver Public Schools

Technology offers a powerful tool to support professional learning communities involving teacher preparation programs and the districts they serve. This session showcases two multi-state, on-line programs that facilitate communication and effective professional development between pre-service and in-service teachers working in high-need urban schools. Presenters will describe the programs: Teachers Learning in Networked Communities (TLINC) at Georgia State University and Project KNOTtT (Kansas, Nevada, Ohio and Texas Transition to Teaching) at the Ohio State University. Program descriptions will be followed by audience Q and A and discussion on how these strategies can be effectively used in other urban school environments.

Presenters:

- Gwendolyn Benson, Associate Dean of Partnerships, Georgia State University
- Susan Ogletree, Director, Educational Research Bureau, Georgia State University
- Belinda Gimbert, Associate Professor, Educational Administration, The Ohio State University
- Rebecca Parker, Project Manager and Team Lead for e-Coaching in Project KNOTtT
- Judith Hayes, Consultant, Project KNOTtT

Crystal Ballroom Salon B

Models of Urban Teacher Residency Programs

Introductory remarks by Michelle Exstrom, Education Program Principal, Teaching Quality and Effectiveness, National Conference of State Legislatures

Teacher residency programs prepare teachers in urban schools where they will conduct their professional practice. This interactive session presents four different urban teacher residency models, each addressing important strategies:

- Selecting effective mentor teachers and supporting them through professional learning communities: *Center X, University of California at Los Angeles*
- Living with ambiguity and acting with intent: Preparing teachers to teach in the *Boettcher Teachers Program*
- Focusing the curriculum on culturally responsive teaching: *Denver Teacher Residency Program*
- Faculty research residencies to address the problems of enactment and complexity: *National Louis University, Chicago*

Presenters:

- Imelda Nava, Interim Director, Teacher Education Program, Center X, University of California, Los Angeles
- Jaime Park, Faculty Advisor, Center X, University of California, Los Angeles
- Wendy Gardiner, Assistant Professor, Elementary Middle Level Teacher Education, National-Louis University, Chicago
- Karen Lowenstein, Director, Boettcher Teachers Program, Denver
- Rebecca Marques-Guerro, Clinical Professor, Boettcher Teachers Program, Denver
- Allyson Sudborough, Clinical Professor, Boettcher Teachers Program, Denver
- Thalia Nawi, Director, Denver Teacher Residency
- Jill Harvieux Pitner, Manager of Program and Curriculum, Denver Teacher Residency

11:45 – 12:45 pm

Luncheon Roundtable Discussions:

Choose from 14 discussion topics for an interactive opportunity to network with your colleagues

Discussions will be grouped and assigned separate meeting rooms under the following three themes:

Crystal Ballroom Salon A PREPARING URBAN STUDENTS FOR COLLEGE AND CAREERS

#1: *CollegeInColorado.org: Post-Secondary and Workforce Readiness Collaboration*

Host: Dawn Taylor Owens, Executive Director, College in Colorado

#2: *Academic Success with Early College Model*

Hosts: Gwendolyn Benson, Associate Dean of Partnerships, Georgia State University and Susan Ogletree, Director, Educational Research Bureau, Georgia State University

#3: *Teaching Career Awareness to All PK-12 Students*

Host: Robyn Miller, Chair and Professor, School of Education, Oklahoma Christian University

#4: *Disciplinary Literacy: Differentiated Professional Development for Teachers so All Students are College and Career Ready*

Host: Suzanne Plaut, Vice President of Education, Public Education & Business Coalition

Crystal Ballroom Salon B STRENGTHENING URBAN TEACHER EFFECTIVENESS

#5: *Inclusive Lesson Planning: Not Just About Disabilities Anymore*

Hosts: Kathryn Young, Visiting Assistant Professor of Secondary Education, Metropolitan State College of Denver and Leona Sondie, Secondary Education Student, Metropolitan State College of Denver

#6: *Effective Onboarding Practices for Teacher Retention*

Host: Berti Brown, Manager, Onboarding, Houston Independent School District

#7: *School based Professional Learning Community Action Research Projects (PDU)*

Hosts: Shirley Scott, PDU Administrator, Denver Public Schools and Ann Christy, SGO Administrator, Denver Public Schools

#8: *Learning to Teach in Urban Schools through Exploring Community, Family and School Connections*

Hosts: Annamarie Francois, Jaime Park, and Imelda Nada, Center X Teacher Education Program, University of California, Los Angeles

#9: Empowering Effective Pre-service and In-service Teachers through Reflective Action Differentiated Research Activities

Host: Helen Brantley, Professor, Department of Teaching and Learning, Northern Illinois University

#10: Academic Parent-Teacher Teams: Reorganizing Parent-Teacher Conferences Around Data

Host: Scott Filippini, Program Coordinator, Colorado Statewide Parent Coalition

Crystal Ballroom Salon C CULTURALLY RESPONSIVE TEACHING STRATEGIES

#11: Strategies for Teaching Culturally and Linguistically Diverse Students with Exceptionalities

Hosts: Elizabeth Grassi, Associate Professor, Education, Regis University and Heidi Barker, Associate Professor, Education, Regis University

#12: Using Cooperative Learning to Promote a Culturally Responsive Classroom

Hosts: Charles Igel, Researcher, Mid-continent Research for Education and Learning and Trudy Cherasaro, Principal Investigator, Mid-continent Research for Education and Learning

#13: Preparing Culturally Responsive Teachers for New York Public Schools

Hosts: Patricia Isaac, Assistant Professor, The Master of Arts in Teaching Program, SUNY Empire State College and Jelía Domingo, Assistant Professor, The Master of Arts in Teaching Program, SUNY Empire State College

#14: Overview of the Foundation of Culturally Responsive Classroom Management

Host: Franita Ware, Principal, Columbine Elementary School, Denver Public Schools

12:45 – 1:00 pm

Break

1:00 – 2:30 pm

Plenary Session:

Crestone Ballroom

It's Who You Teach, Not Just What You Teach: Preparing Culturally Competent Teachers

Introductory remarks by Lorretta Chavez, Assistant Professor of Elementary, Linguistically Diverse, K-12, and Secondary Education, Metropolitan State College of Denver

In this plenary session, **Sonia Nieto**, Professor Emerita of Language, Literacy and Culture, School of Education at the University of Massachusetts, Amherst, will provide research, analysis and insights on strategies to prepare teachers to successfully support the achievement of urban students.

2:30 – 3:00 pm

Break

3:00 – 4:30 pm

Break-Out Sessions:

Aspen Room B

Engaging Student Learning Through Technology: Urban Computing Collaborative

Introductory remarks by Sarah Pinsky, Program Associate, American Association of Colleges for Teacher Education

Computing technology is a crucial component of 21st century skills, but many students from underrepresented groups are given no exposure to this field. The Center of Urban Education at Metropolitan State College of Denver developed the Urban Computing Collaborative (UCC), a partnership between a high school mathematics teacher and several college computer science and mathematics education professors exploring methods for engaging urban high school students in computing. This session will present a view of the approaches the UCC has been exploring and provide an opportunity for participants to discuss the question of how computing technology can be integrated into high school curricula.

Presenters:

- Haiyun Bian, Assistant Professor, Computer Science, Metropolitan State College of Denver
- Gerald Shultz, Professor, Computer Science, Metropolitan State College of Denver
- Don Gilmore, Professor, Mathematics, Metropolitan State College of Denver
- Jennifer Moriarty, Teacher, Mathematics and Computer Science, CEC Middle College of Denver

Rexford Room

Strategies for Evaluating Urban Teacher Effectiveness

Introductory remarks by Pamela Shamburg, LEAP Pilot Manager, Denver Classroom Teacher Association Liaison, Educator Effectiveness, Denver Public Schools

In this session, presenters will share classroom observation rubrics in mathematics, science and early child education. Discussion will focus on how the rubrics were developed and how they are being used with pre-service teachers in a teacher education program as ways to provide both feedback and to evaluate teacher performance. The session will include group discussion about how observation rubrics can be used to promote equity in classrooms, for teacher learning and evaluation.

Presenters:

- Helen Davis, Faculty Advisor, Center X, University of California, Los Angeles
- Jaime Park, Faculty Advisor, Center X, University of California, Los Angeles
- Imelda Nava, Interim Director, Teacher Education Program, Center X, University of California, Los Angeles

Crystal Ballroom Salon B

Integrating the Involvement of Urban Communities, Families and Parents into Teacher Education Programs

Introductory remarks by Lisa Altemueller, Chair, Elementary and Secondary Education, Metropolitan State College of Denver

This session showcases two innovative strategies that connect urban community resources into teacher preparation programs. Illinois State University-Chicago, Teacher Education Pipeline's TEACHER+PLUS initiative is designed to bring

children’s families and communities into the minds of pre-service teachers from the very beginning of their teacher education preparation. Through two connected programs, the STEP-UP summer program and the PDS year-long internship, ISU education majors study how their role as future teachers fits together with the social, cultural, and educational landscape of the school community. Similarly, Regis University’s ‘Study abroad’ in the neighborhood is a program designed to establish relationships between pre-service teachers and local Hispanic families, and prepare teachers who actively work with diverse families and communities. By increasing awareness of the strengths of the Hispanic families, pre-service students break-down stereotypes and build deeper relationships with Hispanic neighbors.

Presenters:

- Jennifer O’Malley, Project Manager, Chicago Teacher Education Pipeline, Illinois State University
- Dakota Pawlicki, Program Coordinator, Chicago Teacher Education Pipeline, Illinois State University
- Elizabeth Grassi, Associate Professor, Linguistically and Culturally Diverse Education, Regis University, Denver
- Obdulia Castro, Associate Professor, Spanish, Regis University, Denver
- Paul Burson, Co-Director, Regis College Center for Service Learning, Regis University, Denver

Aspen Room A

Learning Together: What Urban High Schools Can Do to Help Students Navigate the Path to College

Introductory remarks by Cesar Cedillo, Principal, Bruce Randolph School, Denver Public Schools

This workshop will present research-based practices on “Helping Students Navigate the Path to College,” a topic of the U.S. Department of Education Doing What Works (DWW) initiative. DWW aims to translate research-based practices into examples and tools that support and improve instruction. The session presenter will go over the four DWW practices showcased in the Path to College topic, viewing several media pieces on the DWW website (dww.ed.gov). A small-group brainstorm session will encourage participants to assess current practices at their schools and what they could be doing better to help students prepare for college. The session will conclude with a whole-group discussion of next steps.

Presenter:

- Shannon Madsen, Research Associate, American Institutes for Research

Crystal Ballroom Salon C

Increasing the Achievement of English Language Learners through Teacher and Student Voices

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

Tapping the innovations and creative skills of teachers and students can promote the educational success of English language learners. This session features a California study of elementary school teachers’ reflections about creating an integrated and balanced curriculum that fully engages ELLs in stimulating classroom activities. A second presentation will showcase a Youth Radio project implemented in a combined ESL/academic literacy classroom in Colorado. Presenters will discuss

with participants how to involve teachers and students in strategy designs that support the achievement of English language learners.

Presenters:

- Amy Strage, Professor, Child and Adolescent Development, San Jose State University
- Dana Walker, Professor, Linguistically Diverse Education, University of Northern Colorado
- Vic Jimenez, ESL Teacher, Boulder High School
- Jennifer Douglas-Larsson, Academic Support Specialist, Boulder High School

Crystal Ballroom Salon A

Student Teaching: Guiding the Development of Effective Urban Teachers

Introductory remarks by Tricia Miller, Deputy Director, National Comprehensive Center for Teacher Quality

This session focuses on preparing student teachers to assume teaching responsibilities in high-needs urban classrooms. A presentation from the University of Wisconsin System, Institute for Urban Education will highlight effective techniques when placing student teachers who are traditionally white and upper middle class into urban areas to do their student teaching semester. It will be followed by an analysis and discussion of challenges that student teachers face, including the withdrawals student teaching assignments, based on a study by teacher educators at Metropolitan State College of Denver. Session presenters will guide audience discussion on strategies to overcome these challenges and ensure that student teachers are effectively supported in their preparation to serve urban children.

Presenters:

- Beth Giles, Director, University of Wisconsin System Institute for Urban Education
- Myron Anderson, Assistant Professor, Educational Technology, Metropolitan State College of Denver
- Miri Chung, Professor, Educational Technology, Metropolitan State College of Denver
- Peter M. Vigil, Professor, Elementary and Linguistically Diverse Education, Metropolitan State College of Denver

4:30 pm

Adjourn for the Day
Dinner on Your Own

Friday, April 29, 2011

7:00 am – 1:00 pm
Third Floor Foyer

Registration Desk Open

8:00 – 10:00 am

Breakfast and Plenary Presentation:

Crestone Ballroom

Clinical Teacher Preparation and Partnerships for Improved Student Learning in Urban Schools

Welcome Remarks: Vicki Golich, Vice President for Academic Affairs and Provost, Metropolitan State College of Denver

Nancy Zimpher, Chancellor of the State University of New York and co-Chair of the NCATE Blue Ribbon Panel that produced *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*, will introduce and lead a discussion with **Randy Hitz**, Dean, Graduate School of Education, Portland State University and **Beverly L. Young**, Assistant Vice Chancellor, Teacher Education and Public School Programs, California State University System focused on the guiding principles outlined in the report, including how the proposed teacher preparation model will affect achievement of children in urban high-needs schools and communities.

10:00 – 10:15 am

Break

10:15 – 11:45 am

Break Out Sessions:

Rexford Room

Improving Teacher Quality through Comprehensive Policy and Collaboration with Stakeholders

Introductory remarks by Arturo Jimenez, Vice President, Board of Education, Denver Public Schools

This presentation will focus on how education leaders at the school, district and state level can collaborate effectively with each other and with unions, institutions of higher education and other stakeholders to better recruit, retain and develop top-quality teachers for high-need urban schoolchildren. It will highlight eight essential policy components for improving teacher quality: preparation, recruitment, hiring, induction and mentoring, professional development, working conditions, compensation and evaluation. Real-life examples will be provided of innovative approaches to managing educator talent from high-need urban schools, based on findings from the presenter's recently published book, "Improving Teacher Quality: A Guide for Education Leaders."

Presenters:

- Ellen Behrstock Sherratt, Researcher, American Institutes for Research
- Tricia Miller, Deputy Director, National Comprehensive Center for Teacher Quality

Aspen Room

Using Data to Inform and Differentiate Instruction in Urban Classrooms

Introductory remarks by Sharmila Conger, Senior Policy Analyst, State Higher Education Executive Officers

This session will begin with a presentation on the Denver Public Schools *Digital Doors* (including Principal and Teacher Portals), a technology tool that presents student performance data with the aim to help teachers analyze their instructional strategies and increase student achievement. Following the overview, presenters from Denver's Thomas Jefferson High School will show how teacher data teams use district and school student performance data as a resource to differentiate instruction using a RTI process. The session will include the audience in an interactive discussion on effectively using student data to close gaps in student achievement.

Presenters:

- Jason Martinez, Director of Strategy, Denver Public Schools
- Sandra Just, Principal, Thomas Jefferson High School, Denver
- Liz Buffington, School Wide Intervention Teacher, Thomas Jefferson High School, Denver
- Wauneta Vann, School Wide Intervention Teacher, Thomas Jefferson High School, Denver

Crystal Ballroom Salon A Meeting the Challenges of Preparing First Generation College Attenders
Introductory Remarks by Domico Martinez, Principal, CEC Middle College of Denver, Denver Public Schools

This session offers an overview of David Conley's four-part model of college and career readiness, findings from current college and career readiness research projects, and strategies for improving student success. The presentation will include a demonstration of The CollegeCareerReady™ System, a comprehensive suite of research-based tools and services developed by the Educational Policy Improvement Center (EPIC) to support greater alignment between secondary and postsecondary education. EPIC's mission is to increase the number of high school graduates who leave the secondary system ready to pursue college and careers, particularly those students who are first-generation college attenders.

Presenter:

- Adrienne van der Valk, Lead Program Administrator, Educational Policy Improvement Center

Crystal Ballroom Salon B Models of Collaborative Urban Teacher Preparation
Introductory remarks by Judi Diaz-Bonacquisti, Associate Vice President of Enrollment Services, Metropolitan State College of Denver

It takes a village to prepare teachers who can effectively address the complex student learning needs in urban high-needs schools. In this session, two urban initiatives involve multiple partners and experiential approaches in the preparation of urban educators. Five urban campuses involved in the American Association of State Colleges and Universities (AASCU) Civic Minors in Urban Education provide course work and service learning in the public policy context of urban schools and community factors that affect school performance and learning outcomes. The Twin Cities Teacher Collaborative (TC2), Augsburg College involves multiple institutions, urban districts, unions and community-based organizations in a program aimed at ensuring that new teachers can successfully support student learning from day one.

Presenters:

- Jolanda M. Westerhof, Director of Teacher Education, American Association of State Colleges & Universities
- Vicki Olson, Professor, Department of Education, Augsburg College, Minneapolis, MN

Crystal Ballroom Salon C Increasing Student Achievement in Urban Schools: Listening to the Voices of Students and Community Partners

This session will provide two innovative strategies that capitalize on the skills of community volunteers and urban students to help teachers address the achievement needs in high-poverty schools. New York City's *All Stars Project Inc.* is a leading, inner city youth development organization that has recruited and trained a volunteer team of corporate professionals and performing artists to play significant roles in after school programs that are designed to produce the growth and development needed by poor, urban youth to become better learners and do more with and in school. *Project VOYCE (Voices of Youth Changing Education)* has been developing ways to utilize the insights and the passions of inner-city youth to improve Colorado schools and change students' lives. Presenters will discuss classroom tools to improve teacher/student relationships, obtain constructive student feedback and utilize that feedback to increase student engagement and learning. Implications for preparing teachers to help students become college and career ready, as well as after school partnerships will be discussed.

Presenters:

- Bonny Gildin, Vice President, Education Initiatives, All Stars Project Inc., New York City
- Shelby Gonzalez-Parker and Samantha Lobato, Youth Trainers, Project VOYCE, Denver, CO

11:45 am – 12:00 pm

Break

12:00 – 2:00 pm

Closing Luncheon Plenary Session:

Crestone Ballroom

Building Dreams: Educating Immigrant Students in Urban Schools

Introduction: Luis Torres, Deputy Provost, Metropolitan State College of Denver

Colorado's First Lady, **Helen Thorpe**, is the author of the best-selling book, *Just Like Us: A True Story of Four Mexican Girls Coming of Age in America*, a chronicle of the lives of four adolescent Latina girls attending urban schools. Ms. Thorpe will read sections from her book, highlighting the challenges that immigrant students face to complete high school and prepare to enter college. Following the reading, Colorado U.S. Representative **Jared Polis** will discuss the current policy environment, to provide educators the resources and tools needed to effectively prepare immigrant students for college and careers. The presenters will respond to questions and have a discussion with the audience.

Helen Thorpe will be available to sign her book, *Just Like Us*..following the conclusion of the session

2:00 pm

Summit Adjournment

For more information visit: www.metrostatecue.org