The Second Annual Professional Development Conference

Professional Development in Urban Education: FOR Teachers BY Teachers and WITH Teachers

August 11 - 13, 2015
University of Wisconsin-Milwaukee: School of Continuing Education
161 W. Wisconsin Ave., Suite #7000, Milwaukee, WI
Welcome to the second annual Institute of Urban Education’s Professional Development Conference, welcome to UW-Milwaukee and welcome to the city of Milwaukee. This year’s theme, Professional Development in Urban Education: FOR Teachers, BY Teachers and WITH Teachers, is a recognition of the work that powerful educators do and a welcome to all of us to further develop our expertise in our chosen profession. We trust that you will find the next day and a half of presenters, discussions and networking professionally challenging and personally rewarding. We encourage you to take time to listen to and to share with colleagues from around the state as you consider how best to create the powerful learning experiences in which all of your students can succeed.

We are so pleased and proud to be hosting the second IUE Professional Development Conference at UW-Milwaukee. It has long been a dream of the IUE to offer such an event for educators committed to high quality teaching and learning experiences for children in urban schools and for the new professionals entering the teaching profession. The IUE believes that it is through this opportunity and subsequent events that like-minded educators can foster their own powerful practice and that of their colleagues. While no educator today needs more on her/his plate, the spirit and momentum that we can develop together to support teaching and learning can be significant in the lives of the students that each of us touch.

Again, on behalf of the faculty and staff at UWM, I welcome you and wish you a constructive, inspiring and collegial experience.

Alan R. Shoho, Ed.D.
Dean of the School of Education
University of Wisconsin - Milwaukee

**IUE Governing Body**

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<th>Advisory Council</th>
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<td>UW- Eau Claire - Debra Harding</td>
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<td>UW- Eau Claire - Jill Prushiek</td>
<td>UW- Milwaukee - Hope Longwell Grice</td>
<td>UW- Greenbay - Dr. Steve Kimball</td>
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<td>UW- Green Bay - Mark Kiehn</td>
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<td>UW- Parkside - Patricia Hoffman</td>
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<td>UW- Whitewater - Laura Porterfield</td>
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**IUE Staff**

Program Coordinator: Amy Gutowski
Seminar Instructors: Melissa Bollow Tempel & Michele Hilbert
Supervisors: Vicki Barton, Richard Cohn, Kari Hauser, Kathy Horn, Marty Horning, Mary Krygiel, & Jovita Moreau
Financial Specialist: Sarah Osborne
My how time flies when you’re a teacher! It seems like yesterday, when we launched our first annual professional development conference! I am pleased to welcome you to our second annual Professional Development Conference entitled, Professional Development in Urban Education: FOR Teachers, BY Teachers and WITH Teachers! We have prepared an exciting conference filled with activities to energize and to inspire your practice. As the Director of the UW System Institute for Urban Education (IUE), I remain committed to professional development that is timely, meaningful, and useful to classroom practices.

To each IUE student, past, present, and future, I applaud your shared dedication to urban education and the needs of students in Milwaukee Public Schools (MPS). To my UW System colleagues, we have made great strides this last year to advance urban education. I look forward to continued collaboration.

I want to thank the IUE Governing Body, IUE staff, UW-Milwaukee School of Education Offices of Clinical Experiences and Professional Development, MPS and all who helped in the development and implementation of this conference.

To all participants, thank you for sharing your time at this conference. I welcome your feedback which will be considered when developing the program for the 2016 IUE Professional Development Conference. I look forward to seeing you at our third annual next year.

Sincerely,

Tracey R. Nix, Ph.D
UW System Institute for Urban Education
nixt@uwm.edu

Help Us Celebrate You - Sign Our “I Teach Because...” Banner

“Recalling the reasons why we teach – keeping them fresh and foremost in our minds – is, I believe, the key to sustaining ourselves during the long and challenging school year” (Aguilar, 2013). As this conference celebrates teachers in urban settings, we ask that you share with us, “What sustains you in your work?”, by signing our “I Teach Because...” banner, and participate in a 30-second interview. Tell us why you teach!

About the IUE

The UW System IUE mission is to advance the field of urban education and to recruit, promote and retain high quality educators for urban districts. The program is designed to help preservice teachers follow their desire to become urban educators as well as provide professional development opportunities for currently practicing teachers. We are dedicated to helping urban schools continue to grow the promise of urban youth and to assisting urban teachers as they develop both as teachers and learners.

The Institute for Urban Education goals are to:

- Create a residential preparation program for preservice teachers from UW System campuses
- Provide professional development opportunities for practicing teachers
- Support scholarly research focused on urban education
# PROGRAM-AT-A-GLANCE

## August 11, 2015 - Tuesday

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<thead>
<tr>
<th>Time</th>
<th>Presentations</th>
<th>Room</th>
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<tbody>
<tr>
<td>1:00pm</td>
<td>Pre-Conference &amp; “I Teach Because…” Banner Signing</td>
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## August 12, 2015 - Wednesday

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<tr>
<td>8:00am</td>
<td>Conference Registration, Continental Breakfast &amp; “I Teach Because…” Banner Signing</td>
<td>Outside of Room 7970</td>
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<tr>
<td>9:15am</td>
<td>IUE Welcome</td>
<td>7970</td>
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<tr>
<td>9:20am</td>
<td>Opening Inspiration</td>
<td>7970</td>
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<tr>
<td>10:40am</td>
<td>Concurrent Sessions</td>
<td>7th Floor Breakout Rooms</td>
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<tr>
<td>10:40am</td>
<td>Concurrent Workshops</td>
<td>7th Floor Breakout Rooms</td>
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<tr>
<td>12:00pm</td>
<td>“I Teach Because…” Banner Signing &amp; 30 Second Inteview</td>
<td>Outside of Room 7970</td>
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<td></td>
<td>Lunch</td>
<td>Dining Rm.7820</td>
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<tr>
<td>1:25pm</td>
<td>Concurrent Sessions</td>
<td>7th Floor Breakout Rooms</td>
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<tr>
<td>2:30pm</td>
<td>Afternoon Energy Break</td>
<td>Outside of Room 7970</td>
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<tr>
<td>2:45pm</td>
<td>Concurrent Sessions</td>
<td>7th Floor Breakout Rooms</td>
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<tr>
<td>4:00pm</td>
<td>Closing Remarks / Door Prices / Evaluations</td>
<td>7970</td>
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## August 13, 2015 - Thursday

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<tr>
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<td>Opening Inspiration</td>
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<td>10:30am</td>
<td>Special Performance</td>
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<td>11:15am</td>
<td>Concurrent Sessions</td>
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<td>Closing Remarks / Evaluations / Door Prizes</td>
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What do you think you need to do to prepare your classroom, students and colleagues as you welcome teacher candidates into your classroom? The UWM’s Office of Clinical Experiences Cooperating Teacher Verification Workshop is a two part training that prepares practicing teachers for hosting teacher candidates in their classroom. This verification will focus on the discussion and actual practice of quality feedback, conferencing and mentoring strategies. After completing the workshop, a certificate will be sent to teachers and their principal to confirm verification to host teacher candidates.

**About the Instructors**

**Christine Anderson, Ph.D.**, is the former Co-Director of the Office of Clinical Experiences at the University of Wisconsin-Milwaukee. She came to the position after serving as the principal investigator of the National Education Association Foundation grant to close the achievement gaps in Milwaukee Public Schools. She has served education in Milwaukee in various capacities: she was elected president of the Milwaukee Teachers’ Education Association, as a classroom English teacher, drug resource coordinator, and human relations specialist, teacher leader of the Home and Hospital Instruction Program and as Executive Director of the Milwaukee Partnership Academy. anders10@uwm.edu

**Linda Tiezzi Waldera, Ph.D.**, Co-Director of the Office of Clinical Experiences at University of Wisconsin-Milwaukee, committed to recruiting, developing and retaining urban teachers and supporting teacher leaders. She has been an urban educator for over 40 years in public K-12 schools and universities, as an elementary teacher, cooperating teacher, and curriculum specialist. Recently, she helped develop “The Making of Milwaukee” curriculum. ltw@uwm.edu

Are you interested in becoming a cooperating teacher?

If you are a MPS teacher and are interested in becoming a cooperating teacher for the IUE and UW-Milwaukee, please contact clinical-ex@uwm.edu
“After 25 years of researching culturally relevant pedagogy we are beginning to see culturally relevant pedagogy change in some fundamental ways. Today, researchers and educators are incorporating youth culture into their understanding and practice of culturally relevant pedagogy. This presentation shares why this change is necessary and provides examples of effective uses of youth culture to ensure increased engagement of students (especially in urban contexts) in academic endeavors.”

Gloria Ladson-Billings is the Kellner Family Endowed Professor in Urban Education in the Department of Curriculum & Instruction and is Faculty Affiliate in the Departments of Educational Policy Studies, Educational Leadership & Policy Analysis and Afro American Studies at the University of Wisconsin-Madison. She was the 2005–2006 president of the American Educational Research Association. Ladson-Billings’ research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education. gladson@wisc.edu

Ladson-Billings is the author of the critically acclaimed books, The Dreamkeepers: Successful Teachers of African American Children, Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms, and Beyond the Big House: African American Educators on Teacher Education. She is editor of five other books and author of more than 100 journal articles and book chapters. She is the former editor of the American Educational Research Journal and a member of several editorial boards. Her work has won numerous scholarly awards, including the H. I. Romnes Faculty Fellowship, Spencer Post-doctoral Fellowship, and the Palmer O. Johnson outstanding research award. She was named the 2012 winner of the Brock International Prize in education. In 2012 she was awarded an honorary degree from the University of Alicante, Alicante, Spain. In 2010 she was awarded an honorary degree from the University of Massachusetts – Lowell. In 2002 she was awarded an honorary doctorate from Umeå University, Umeå, Sweden. During the 2003–2004 academic year she was a fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford, California. In fall 2004 she received the George and Louise Spindler Award from the Council on Anthropology and Education for significant and ongoing contributions to the field of educational anthropology. In spring 2005 she was elected to the National Academy of Education and the National Society for the Study of Education. In 2007 she was awarded the Hilldale Award, the highest faculty honor given to a professor at the University of Wisconsin for outstanding research, teaching, and service. She is a 2008 recipient of the state of Wisconsin’s Martin Luther King, Jr. Heritage Award and the Teachers College, Columbia University 2008 Distinguished Service Medal. In 2009 she was elected to Kappa Delta Pi International Education Honor Society’s Laureate Chapter—comprised of 60 living distinguished scholars. Former laureate members include notables such as Albert Einstein, John Dewey and Eleanor Roosevelt. In 2010 she was awarded an honorary doctorate from the University of Massachusetts-Lowell and in 2012 she was awarded an honorary degree from the University of Alicante, Alicante, Spain. Ladson-Billings is currently one of the NEA Foundation Fellows charged with providing advice on its “Achievement Gap Initiative.” In 2014 she was a panelist on the White House’s African American Educational Excellence Initiative’s Essence Festival, “Smart Starts at Home” panel.
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<td>Outside of Room 7240</td>
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<tr>
<td>9:15 - 9:20 am</td>
<td>IUE Welcome &amp; Housekeeping</td>
<td>IUE Organization</td>
<td>7970</td>
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<tr>
<td>9:20 - 10:35 am</td>
<td><strong>Opening Inspiration:</strong> Hip Hop/Hip Hope: The (R)Evolution of Culturally Relevant Pedagogy</td>
<td>Gloria Ladson-Billings</td>
<td>7970</td>
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<td>10:40 - 11:55 am</td>
<td><strong>Concurrent Sessions</strong></td>
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<td>Using Social Justice Issues to Engage Students in Writing</td>
<td>Nora Alvarado</td>
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<td>The Power of Teachers’ Talk: Using Personal Narratives to Engage Children in Storybook Interactions</td>
<td>Casey O’Keefe Jenna Heinen</td>
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<td>10:40am - 12:40pm</td>
<td><strong>Concurrent Workshops</strong></td>
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<td>Act Consciously to Challenge the Status Quo: The Diverse Language and Cultural Backgrounds of Our Students and the Pathway to Academic Success</td>
<td>Richard Cohn Tatiana Joseph Sarah Borges Iveliz Perez &amp; Amy Luby</td>
<td>7970</td>
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<td>Using Choice to Create a Culturally Responsive Classroom</td>
<td>Peg Grafwallner</td>
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<td>“My Students Enjoy Every Lesson I Teach,” said by No Teacher Ever!</td>
<td>Angela Gray</td>
<td>7220</td>
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<td>Cooperating Teacher Verification Workshop - Part II</td>
<td>Linda Tiezzi Waldera Christine Anderson</td>
<td>7240</td>
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<tr>
<td>12:00 - 1:15 pm</td>
<td><strong>I Teach Because…” Banner Signing and 30 Second Interview</strong></td>
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<td>Lunch</td>
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<tr>
<td>1:25 - 2:40 pm</td>
<td>Fostering Critical Multicultural Education in the Context of edTPA and Educator Effectiveness System</td>
<td>Eric Torres</td>
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<td>Children, School, &amp; Gun Violence: Helping Children Make Sense Out of the Senseless</td>
<td>Shawon LeFlore and Lakendra Brown</td>
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<td>Grandma in the Classroom: The non-Traditional Student Teacher</td>
<td>Sidney A. Vineburg</td>
<td>7230</td>
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<td>2:30 - 2:45 pm</td>
<td><strong>Afternoon Energy Break</strong></td>
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<td>Outside of Room 7970</td>
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<td>2:45 - 4:00 pm</td>
<td><strong>Concurrent Sessions</strong></td>
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<td>What is the X-Factor? Teacher Longevity in Urban Districts</td>
<td>Jessica Moe</td>
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<td>The Influence of Cultural Self on One’s Teaching</td>
<td>Dan Timm</td>
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<td>Using Culturally Responsive Teaching to Build Positive Relationships</td>
<td>Gloria Roschke Dustine Walker</td>
<td>7310</td>
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<tr>
<td>4:00-4:30 pm</td>
<td>Closing Remarks/ Evaluations/ Door Prizes</td>
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Geneva Gay (2000), Professor of Education at the University of Washington-Seattle, defines culturally responsive teaching as: “using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.” Likewise, Dr. Gloria Ladson-Billings (1995) emphasizes “Culturally relevant teachers utilize students’ culture as a vehicle for learning.”

As educators it is incumbent of us to provide high-quality, rigorous instruction to all students, particularly students of color, as well as those with exceptional disabilities. Various national studies indicate that the achievement gap in reading and writing for students of color is widening. Kim will address the need for educators to understand how to use effective instructional methods that are evidence-based as well as culturally relevant. Participants will engage in demonstrations of instructional strategies that draw from the experiences of students’ and our community that will meet curriculum goals. Expect to walk away with tools to increase student engagement and motivation that can lead to increases in student academic achievement.

**Kimberly Guy** is a School and District Improvement Facilitator for WestEd, an educational research and development agency. She works in partnership with districts, schools, and school leaders to support school turnaround efforts through the implementation of classroom best practices. Prior to joining WestEd, Kimberly was a Literacy Leader, instructional coach, Induction Specialist (new teacher mentor), and elementary and middle school teacher for Milwaukee Public Schools. She has also worked as an adjunct professor and pre-college instructor for the University of Wisconsin-Milwaukee. kguy@wested.org

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**THE ECLECTIC EXPERIENCE!**
Kavon Jones (KJ-Prodigy)
10:30 am - Room 7970

‘A Part Of Me’, ‘Paris of the Midwest’, ‘Angels on Ground Zero’, ‘Black Joshua’, ‘Lavender Letter’, ‘Just a Boy from Chicago’, ‘Fried Chickennnnn’, are just a few of KJ-Prodigy’s poems which personify his passion and belief that “Poetry is in every genre of music, visual art, and universally everywhere. I will be performing poetry on an eclectic scale. Poems about the city I am from to my favorite food.”

**Kavon Jones (KJ Prodigy)** is a 20-year-old poet who has been writing poetry since he was 13. He is currently a teacher’s aide at Escuela Vieau mentoring and inspiring 8th graders through poetry. Kavon hosts Tuesday Night Open Mic on the Big Stage at Miramar, located at 2844 N. Oakland Ave. He recently performed at the Riverwest Follies on March 2, 2015, which included acts of music, storytelling and performance from your neighbors. kjprodigy@gmail.com
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<tr>
<td>9:15 - 10:25am</td>
<td><strong>Opening Inspiration:</strong> Teaching with Swag: Culturally Responsive Teaching Strategies for the Classrooms</td>
<td>Kimberly Guy</td>
<td>7970</td>
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<td>10:30 - 11:00am</td>
<td><strong>Special Performance:</strong> The Eclectic Experience!</td>
<td>Kavon Jones (KJ Prodigy)</td>
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<td><strong>Concurrent Sessions</strong></td>
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<td>11:15am - 12:30pm</td>
<td>Developing Culturally Relevant Math and Science Explorations</td>
<td>Craig Willey</td>
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<td></td>
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<td>Shawn Beverly</td>
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<td>Megan Case</td>
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<td>Paula Magee</td>
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<td>Molly McClellan</td>
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<td>HipHop and the Art of Critical Pedagogy</td>
<td>Michael Dando</td>
<td>7230</td>
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<td>Supporting Cooperating Teacher Impact “Inside” the Action of Teaching: Demonstration &amp; Co-Teaching</td>
<td>Nina F. Weisling</td>
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<td>Wendy Gardiner</td>
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<td>HyPOETically Thinking</td>
<td>Amy Gutowski</td>
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<td>Kavon Jones</td>
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<td>12:35 - 1:00pm</td>
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![Cafe Corazon Ad](image-url)
The IUE recognizes and dedicates this conference to its presenters who are classroom and cooperating teachers, and community collaborative teams. A passionate teacher is defined as: “...someone in love with a field of knowledge, deeply stirred by issues and ideas that change our world, drawn to the dilemmas and potentials of the young people who come into class every day” (Fried, 2001, p.44). Therefore, passion is a surety and indispensable for high quality student learning. The work of these presenters is evidence that “when we discover and explore our passions about teaching and learning, and begin to share them with others, doors are opened, and the possibilities are endless” (Olson, 2003, p.305).

**Culturally Responsive Teachers**

LaKendra D. Brown, Resource Teacher of the Deaf & Hard of Hearing
Neeskara Elementary School, Milwaukee Public Schools

Peg Gafwallner, Ph.D.
Instructional Coach & Reading Specialist
Ronald Reagan IB High School, Milwaukee Public Schools

Kavon Jones, Teacher’s Aide
Escuela Vieau, Milwaukee, WI

Shawon LaFlore-Turnch, Fifth Grade Teacher,
Neeskara School, Milwaukee Public Schools

Jessica Moe, Ph.D., Elementary Principal
West Allis-West Milwaukee School District

Gloria Roschke, Middle School Math & Reading Teacher
US Grant School, Milwaukee Public Schools

Dustine Walker, School Support Teacher
Alexander Mitchell Integrated Arts School, Milwaukee Public Schools

**University, Community Organizations & Teacher Collaborative Teams**

**Indianapolis University Purdue University-Indianapolis (IUPUI) Team**
Craig Wiley, Ph.D., Asst. Prof. of Mathematica & Teacher Education,
Shawn Beverly, Megan Case, & Molly McClellan, Student Teachers, IUPUI

**UW-Milwaukee (UWM) Team**
Richard Cohn, Instructor of English as a Second Language
Milwaukee Area Technical College

Tatiana Joseph, Ph.D., Asst. Prof., Curriculum & Instruction, UWM
Sarah Borges & Amy Luby, English as a Second Language Teachers,
Milwaukee Public Schools

Ivelis Perez, Bilingual Early Childhood Education Teacher
Esuela Vieau School

**Community Partner**
Jenna Heinen, MA, School Readiness Coach
Next Door, Milwaukee, WI
Using Social Justice Issues to Engage Students in Writing  
Presenter: Nora Alvaado, Ph.D., Instructor, Milwaukee Area Technical College  
Time: 10:40 - 11:55am - Room 7330  
This researched-based hands-on workshop leads participants to identify the tenets of social justice by allowing participants to draw on their own personal stories and experiences to critically examine our own lives and society. This presentation ultimately positions social justice issues as a way to create authentic writing in various genres.

The Power of Teachers’ Talk: Using Personal Narratives to Engage Children in Storybook Interactions  
Presenter: Casey O’Keefe, Ph.D., Assistant Professor, UW-Whitewater  
Co-Presenter: Jenna Heinen, MA, Education, Next Door Foundation  
Time: 10:40 - 11:55am - Room 7310  
This session will present findings from a study describing a university partnership with Head Start teachers designed to examine teachers’ responses to professional development in language and literacy development. A faculty member and teacher will present a culturally responsive method for using personal narratives to engage children during storybook interactions.

Act Consciously to Challenge the Status Quo: The Diverse Language and Cultural Backgrounds of Our Students and the Pathway to Academic Success  
Presenter: Richard Cohn, Supervisor of Student Teachers for the IUE & ESL Instructor for Milwaukee Area Technical College  
Co-Presenters: Tatiana Joseph, Ph.D., Assistant Professor, Curriculum & Instruction, UW-Milwaukee; Iveliz Perez, Bilingual Early Childhood Education teacher, Escuela Vieau; Sarah Borges & Amy Luby, ESL Teachers, Milwaukee Public Schools  
Time: 10:40am - 12:40pm - Room 7970  
English Language Learners (ELLS) have a high dropout rate. In our current political context, the educational system encourages English only. Conscious, deliberate effort by teachers to incorporate Culturally Relevant Pedagogy (CRP) expands opportunities for ELL and other students to make sense of content, make better connections and deepen understanding. Participants will hear about, explore, and discuss Culturally Relevant Teaching (CRT) and real-life experience and share experiences and perceptions about students whose first language is not English.

Using Choice to Create a Culturally Responsive Classroom  
Presenter: Peg Gafwallner, School Support Teacher/Reading Specialist, Ronald Reagan IB High School  
Time: 10:40am - 12:40pm - Room 7230  
I will share research-based strategies and over 20 years of experience demonstrating how structured culturally responsive choice reading can motivate and engage the struggling reader. Let’s offer students’ choices for reading and opportunities for True Talk to motivate and engage them. This workshop will provide handouts for classroom use.

“My Students Enjoy Every Lesson I Teach,” said by No Teacher Ever!  
Presenter: Angela Gray, Educational Consultant, Wisconsin Education Association Council  
Time: 10:40am - 12:40pm - Room 7220  
Unfortunately, this statement is true for many teachers in our K-12 classrooms, and with our current competition being technology, it may take years before we are able to even the score. But, there is a way to shave the spread. By differentiating your approach to instruction, students will become more engaged in your lessons and more motivated to learn more about those “not so exciting” topics. With these strategies, any teacher can make any curriculum come alive, in any classroom!
Cooperating Teachers Verification Workshop - Part II
Presenters: Linda Tiezzi Waldera, Ph.D. & Christine Anderson, Ph.D., Co-Directors, Office of Clinical Experiences, School of Education, UW-Milwaukee
Time: 10:40am - 12:40pm - Room 7240
Through web-based assignments, participants will learn about mentoring student teachers, DPI expectations, UWM Guiding Principles and Teaching standards, edTPA and a profile of a successful Teacher Candidate. Participants will read and write a reflection on information from education sites and develop a new teacher orientation handbook. A face to face half day practice session of mentoring skills will be held to complete the verification, which will include group discussions and activities, and giving quality feedback. Topics will include observation, assessment and feedback from case scenarios, and cooperating teachers’ roles and responsibilities. In addition, student teachers’ profiles of a successful, stages and characteristics, and challenges faced are addressed.

Fostering Critical Multicultural Education in the Context of edTPA and Educator Effectiveness System
Presenters: Eric Torres, Ph.D. Assistant Professor, UW-Eau Claire
Time: 1:25 - 2:40pm - Room 7220
Narratives of the self produced by teacher candidates and teachers in the context of licensure and professional accountability processes may (but should not) provide legitimacy to discourses and practices that reproduce social inequalities. It is important for prospective and cooperating teachers to develop capacity to identify, challenge, and reframe deficit-based discourses through a critically minded and ethically concerned design of clinical experiences.

Children, School, & Gun Violence: Helping Children Make Sense Out of the Senseless
Presenters: Shawon LeFlore, Teacher & LaKendra Brown, Special Education Teacher, Milwaukee Public Schools
Time: 1:25 - 2:40pm - Room 7240
In the wake of the overwhelming reports of gun violence in the City of Milwaukee, children are coming to school confused, scared, and full of questions. In this session, two elementary educators share how they developed a plan to help their students begin to process what is happening in our community. Using an interdisciplinary approach, the issue of community gun violence was explored through reading, writing, mathematics, social studies, and technology. Students learned how to voice their concerns, analyze information, replace fear with empowerment, and create plans for action!

Grandma in the Classroom: The Non-Traditional Student Teacher
Presenter: Sidney A. Vineburg, Ed.D., Online Faculty/Faculty Supervisor, Grand Canyon University
Time: 1:25 - 2:40pm - Room 7230
Online and Graduate Teacher Certification programs have brought non-Traditional students, including mid-career changers, empty nesters and even grandparents into traditional classrooms as student teachers. These students are older, have been living on their own and may even have significant time in other careers, but face challenges when confronted by the culture and rules of a classroom setting. This presentation will help the Cooperating Teacher to effectively manage, communicate, and reflect on Praxis with the non-Traditional student teacher.

What is the X-Factor? Teacher Longevity in Urban Districts
Presenters: Jessica Moe, Principal, Longfellow Elementary School
Time: 2:45 - 4:00pm - Room 7330
This session focuses on the issue of urban teacher retention around the question, “Which personal characteristics rise above as ‘X Factor(s)’ and influence a teacher’s decision to remain in an urban setting?” If universities can create these conditions in clinical placements, school officials can become better at identifying these factors at the time of hire, and teachers can support these factors in their school communities, then we can improve our efforts overall in urban teacher retention.
The Influence of Cultural Self on One’s Teaching
Presenter: Dan Timm, Ed.D., Faculty Associate, Department of Kinesiology, UW-Madison
Time: 2:45 - 4:00pm - Room 7240

Teachers’ attitudes toward students comes from the teachers’ backgrounds and who they are as persons. In this hands-on session, attendees will discover their cultural self, reflect on how their cultural self influences their attitudes and teaching, identify attitudes needing improvement, and anonymously receive suggestions for improving those attitudes.

Using Culturally Responsive Teaching to Build Positive Relationships with Students
Presenter: Gloria Roschke, Middle School Teacher & Dustine Walker, School Support Teacher, Milwaukee Public Schools U.S. Grant
Time: 2:45 - 4:00pm - Room 7310

In this session participants will learn how to incorporate students’ interests, language and culture into their teaching practices to design experiences that are engaging and equitable for all learners. Participants are guaranteed to walk away with ready-to-use resources and strategies that center on creating positive relationships with diverse learners.

Thursday, August 13, 2015

Developing Culturally Relevant Math and Science Explorations
Presenter: Craig Willey, Ph.D., Assistant Professor, Paula Magee, Clinical Assistant; Shawn Beverly, Megan Case & Molly McClellan, Urban Teacher Education Program, Indiana University School of Education - Indianapolis
Time: 11:15am - 12:45pm - Room 7220

Science and math are often seen as culturally neutral subjects, and teachers often struggle to bring culturally relevant practices into these lessons. In this presentation we will share activities and lessons developed for 5th grade students in an urban elementary school, by preservice teachers who used a culturally relevant approach to teaching.

Hip-Hop and the Art of Critical Pedagogy
Presenter: Michael Dando, Ph.D. Candidate, UW-Madison
Time: 11:15am - 12:45pm - Room 7230

This session explores the intersection of hip-hop culture and classroom pedagogy, specifically how teachers support student learning using critical consciousness development to build critical thinking skills, while also honing academic proficiency.

Supporting Cooperating Teacher Impact “Inside” the Action of Teaching: Demonstration & Co-Teaching
Presenter: Nina F. Weisling, Ph.D., Assistant Professor, Cardinal Stritch University
Co-Presenter: Wendy Gardiner, Ph.D., Associate Professor, National Louis University
Time: 11:15am - 12:45pm - Room 7240

This session for cooperating teachers (CT) provides a rationale and recommendations for implementing three practices that can facilitate and expedite pre-service teacher learning: stepping in (CTs “step in” during instruction to provide cues/feedback), collaborative teaching (teaching together in a predetermined fashion), and demonstration teaching (planned modeling of a particular practice/strategy).

HyPOETically Thinking
Presenter: Kavon Jones (KJ Prodigy), poet, activist, teacher aide, Escuela Vieau School
Co-Presenter: Amy Gutowski, activist, teacher, mentor in MPS, IUE Outreach Program Manager, UW-Milwaukee
Time: 11:15am - 12:45pm - Room 7310

In this poetry workshop, you can expect to have fun, step out of your comfort zone, think in a different way, share a bit of yourself, and walk away being able to implement what you learned in your classroom (with a handy list of resources).
About the Presenters

**Nora Alvarado, Ph.D.**, is an assistant professor in the Curriculum & Instruction department at University of Wisconsin-Milwaukee (UWM); and an English Professor at Milwaukee Area Technical College and she teaches part-time at UWM for the Urban Education department. Nora V. Alvarado was born in Managua, Nicaragua but was raised in Milwaukee, WI. She is a writing consultant for writing teachers across the nation. alvaranv@matc.edu

**Shawn Beverly** is in the Urban Teacher Education Program at Indiana University Purdue University-Indianapolis. He is focusing on becoming an urban elementary teacher as well as an English as a New Language (ENL) educator. Shawn is entering his second semester of student teaching and is focused on bridging the gap between general classroom learning and ENL learning. shabever@iupui.edu

**Sarah Borges** is an English as a Second Language (ESL) and World Languages Curriculum Specialist in the Bilingual Multicultural Education Office of Milwaukee Public Schools. Prior to her current role, Sarah taught ESL at the K-8 level. She also has experience, at the secondary level, coaching educators in the Measurable Academic Gains through Integrated Curriculum for English Language Learners project through the UW Milwaukee, School of Continuing Education-Center for Urban Community Development. borgess@milwaukee.k12.wi.us

**LaKendra D. Brown** is an educator who has worked in Milwaukee Public Schools (MPS) for fifteen years. Currently, she is the Resource Teacher of the Deaf and Hard of Hearing at Neeskara Elementary School. LaKenda has served in leadership capacities within the school setting, and facilitated professional development presentations. Focused now on how to integrate culturally responsive teaching for all learner, she will co-lead a community school scheduled to open in the Fall of 2016. lbrown20@wi.rr.com

**Megan Case** is in the urban teacher education program at Indiana University Purdue University-Indianapolis. She has completed one semester of partner student teaching and will begin her second semester of student teaching in the fall. Both student teaching experiences have been at an Indianapolis Public School. She is interested in learning how to connect with the school communities to further her instruction to be culturally relevant in the classroom. megacase@iupui.edu

**Richard Cohn** is a retired Milwaukee Public School principal who currently teaches English as a Second Language to adults at Milwaukee Area Technical College and serves as a supervisor of student teachers for the Institute of Urban Education at UW-Milwaukee. Previously he was an ESL teacher and then a principal in Milwaukee Public Schools for a total of 25 years. cohnr@uwm.edu

**Michael Dando, Ph.D. Candidate**, is studying curriculum and instruction with a focus on multicultural education at the University of Wisconsin-Madison. His work mainly deals with hip-hop culture and its intersection with public education. Michael has served as an English educator in public schools for over a decade working with students on literacy, critical media studies, and research studies. Michael has worked with both school districts and universities to develop critically focused educational curricula. dando@wisc.edu
About the Presenters

WENDY GARDINER, Ph.D., is an Associate Professor in the Reading and Language program at National Louis University. Her research interests include mentoring and redesigning university and field experiences to address challenges of enactment and increase school-university coherence. Dr. Gardiner is past chair and program chair of the School University Collaborative Research Special Interest Group (SIG) of the American Educational Research Association. wendy.gardiner@nl.edu

PEG GRAFWALLNER, Ph.D., is an Instructional Coach and Reading Specialist for Ronald Reagan IB High School in Milwaukee Public Schools. With 23 years of classroom teaching, Peg uses her vast experience and expertise to support teachers in literacy, lesson planning and data analysis. peggrafwallner@hotmail.com

AMY GUTOWSKI taught 3rd grade in Milwaukee Public Schools for nine years and was a new teacher mentor in the district for one. She is now program coordinator at The Institute for Urban Education. Culturally responsive teaching is her passion (along with poetry writing, dancing, thrifting, taking pictures and canoeing). She is an activist and enjoys writing about education. She’s had essays published in Rethinking Schools (as well as many letters to the editors of local newspapers and magazines). She is certified to teach K - 8th grade. alg5@uwm.edu

ANGELA GRAY, M.Ed., “A poor surgeon hurts 1 person at a time. A poor teacher hurts 130.” – Ernest Leroy Boyer. Angela believes that the amount of significance placed on a teacher in this single quote is so immense, that one may consider changing careers, and asserts In fact, many do before they even really begin. However, she has decided to remain an educator. In doing so, Angela considers it a great privilege of working with a wide range of students from kindergarten to high school. a5gr4y@gmail.com

JENNA HEINEN, MA, is a School Readiness Coach for Next Door, which is an education and social service center, working with Milwaukee children and families to help build the educational and life skills they need to succeed. She received her Masters in Reading and Learning Disabilities from Cardinal Stritch University. Her research interests include ways to support and coach teachers to strengthen their language and literacy instruction in the classroom. jlheinen@nextdoormil.org

KAVON JONES began passionately writing in 7th grade at the urging of his mentors Kwabena Nixon and Muhibb Dyer. He studied local poets Mario Willis, Dasha Kelly, and Darlin Nikki Janzen; and graduated from Riverside University High School in Milwaukee, WI. Currently, a teacher’s aide at Escuela Vieau, Kavon mentors and inspires 8th graders through poetry. With 30 features and performances to his credit, he recalls his performance at the Racine Correctional Institution was the most unique. kjprodigy@gmail.com

TATIANA JOSEPH, Ph.D., is an assistant professor in Curriculum and Instruction where she teaches courses in second language acquisition. Her research focuses on First Language Maintenance, Culturally Responsive Teaching, Critical Race Theory and curriculum development. She has presented research papers at numerous conferences including American Educational Research Association, Critical Race Studies in Education and the National Association of Bilingual Education. tatianajoseph@gmail.com
Shawon LaFlores-Turnch, a native of Milwaukee, has been an elementary educator for the past 17 years in Milwaukee Public Schools. Shawon received her Bachelor of Science- Elementary Education degree in 1997, from the University of Wisconsin-Madison. She went on to receive a Master’s Degree in Reading and Language Arts from Cardinal Stritch University in 2000. She has always taught third, fourth and fifth grade. Shawon has a passion for teaching reading and writing, believing literacy opens doors for youth. leflorsx@milwaukee.k12.wi.us

Amy Luby is an English as a Second Language teacher who has worked in public schools for 30 years. She has served as ESL department head in an urban high school English Language Learner program with over 500 students of a variety of language backgrounds. She has also served as co-chair of the ESL textbook adoption committee for the entire Milwaukee Public School District, and has been an active participant on learning teams, shaping the delivery of instruction in the schools where she has taught. aluby@wi.rr.com

Paula Magee, Ph.D., is a Clinical Associate Professor of Science Education at Indiana University Purdue University-Indianapolis where she teaches in the Elementary Education Program and is interested in supporting culturally relevant teaching in science and all subject areas. She also works extensively in local, urban schools to develop strong partnerships that support the development of culturally relevant teachers. pamagee@iupui.edu

Molly McClellan is in the urban teacher education program at Indiana University Purdue University-Indianapolis. She is entering her second student teaching experience at an Indianapolis Public School and is interested in finding ways to connect with children and families by implementing culturally relevant instruction. She is also interested in exploring and utilizing inquiry based learning within the urban school setting. mbmcclel@iupui.edu

Jessica Moe, Ph.D., earned her BS and MS in Special Education, and her Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison. Her research focuses on urban teacher recruitment and retention and culturally relevant instructional strategies. Dr. Moe is currently an elementary principal in the West Allis-West Milwaukee School District. Prior to becoming an administrator, she was a special education teacher in the Madison Metropolitan School District, Chicago Public Schools, and Milwaukee Public Schools. jessicamoe123@gmail.com

Casey O’Keefe, Ph.D/CCC-SLP, is an assistant professor in the Department of Communication Sciences and Disorders at the University of Wisconsin-Whitewater where she teaches courses on oral and written language development and disorders. Her research interests include examination of how teachers use language to support language and literacy development for children with speech/language disabilities or cultural and linguistic differences. Casey has received Marquette University’s Distinguished Alumna in Speech Pathology award, and the DiCarlo Award for Clinical Achievement by the Wisconsin Speech/Language & Hearing Association. okeefemc@uww.edu

Ivelis Perez is a Bilingual Early Childhood Education teacher at Escuela Vieau in Milwaukee Public Schools. She currently is the President of the Wisconsin Association for Bilingual Education (WIABE). Prior to becoming an educator, she was the Executive Director of Alianza Latina Aplicando Soluciones, an organization that serves children with disabilities and their families. ivelisb@hotmail.com
Gloria Roschke has been an urban educator in public schools within the city of Milwaukee for the past five years. She is currently pursuing her Master’s degree in Educational Leadership at Cardinal Stritch University. Gloria will be entering her third year as a middle school math and reading teacher at US Grant School. As the first in her family to graduate from high school and earn a college degree, Gloria feels passionately that dedicated teachers and a strong education can help to break the cycle of poverty, as they did for her. roschkgg@milwaukee.k12.wi.us

Eric Torres, Ph.D., is an Assistant Professor of Education at the Department of Education Studies, College of Education and Human Sciences. Torres also serves on the Steering Committee of the Latin American Studies Program and UWEC Council on Internationalization and Global Engagement. torresed@uwec.edu

Daniel Timm, Ed.D., is a faculty associate in the Department of Kinesiology at the University of Wisconsin-Madison where he teaches physical education in a multicultural society and socio-cultural aspects of physical activity. He coordinates a multicultural field experience, writes on culturally responsive health and physical education for a professional newsletter, and provides professional development in culturally responsive teaching for physical education teachers in the Washington, D.C. school district. dtimm@education.wisc.edu

Sidney A. Vineburg, Ed.D., is a Faculty Teacher Supervisor at Grand Canyon University (where he is also Online Faculty) and Western Governors University. He holds a Doctor of Education degree from Capella University in Minnesota; a Master’s Degree in Education from Marian University in Fond du Lac, WI; a BA in Jewish Philosophy from the Jewish Theological Seminary in New York and a BA in Religious Studies (Early Christianity) from Columbia University in New York. Dr. Vineburg is a certified to teach in both Wisconsin and Michigan. sid.vineburg@my.gcu.edu

Dustine Walker, Ph.D., in her 18 years of service for Milwaukee Public Schools, has gained extensive experience working with economically disadvantaged students from diverse racial, ethnic and cultural backgrounds. She has served as a Special Education teacher, a Regular Education teacher, and an Instructional Coach. She is currently a School Support Teacher at Alexander Mitchell Integrated Arts School. She holds a B.A. in Psychology and an M.A. in Teaching from Beloit College. berkodl@milwaukee.k12.wi.us

Nina Weisling, Ph.D., is an Assistant Professor in the College of Education at Cardinal Stritch University. She was a special educator in Chicago and Philadelphia middle schools and an induction coach to early career teachers in Chicago before obtaining her doctorate in Special Education from the University of Illinois at Chicago. Her research interests include training and support for teachers in urban communities and effective education for students with emotional disturbance. nweisling@stritch.edu

Craig Willey, Ph.D., is an Assistant Professor of Mathematics Education and Teacher Education. His teaching and research center on achieving equitable mathematics teaching and learning environments with Latinas/os and other youth of color, as well as ways to support teachers to develop culturally relevant mathematics teaching practices. More recently, he has focused on the development of new models of urban teacher preparation through mutually beneficial school-university partnerships. cjwilley@iupui.edu

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River Rhythms
Bands/Concerts - Vic & Gab with Fever Fever
Aug. 12 & 14, 2015 7:00 p.m. - 9:00 p.m.

Pere Marquette Park - On Old World 3rd Street, between State & Kilbourn
Westown’s free, outdoor summer concert series

Jazz in the Park
Bands/Concerts | Local Music
Summer is the perfect season to boogie down to jazz music.
Aug. 13, 2015 5:00 p.m.

Cathedral Square Park

Milwaukee Irish Fest
Bands/Concerts | Festivals | http://summerfest.com
The world’s largest celebration of Irish music and culture, showcases more than 100 entertainment acts on 16 stages on Milwaukee’s lakefront.
Aug. 13 - 15, 2015 5:00 p.m. - 10:00 p.m.

Henry Maier Festival Park

Wisconsin State Fair
Fairs/Expos | Bands/Concerts
Aug. 12 - 14, 2015 8:00 a.m. - 11:00 p.m.

These are just a few of the many events and restaurants conveniently located near downtown Milwaukee. For more listings, visit ONMILWAUKEE.COM. Simply plug in your desired dates and times, and desired activity or type of restaurant, and search away.

600 East Cafe and Business Center
600 E. Wisconsin Ave.
Milwaukee, WI 53202
(844) 600-3278 | 600eastcafe.com/
Daily: Bakery items, sandwiches and flatbreads, espresso drinks, tea, chai, hot chocolate, etc.

42 Lounge
326 E. Mason Street
Milwaukee, WI 53202
414-988-9982 | www.42lounge.com
Fridays: 5-9 $4 short $5 tall Smirnoff Mixers, $2 PBR

Firefly Urban Bar and Grill
7754 Harwood Ave.
Wauwatosa, WI 53213
414-431-1444 | www.firefly-grill.com/
Fridays: All-You-Can-Eat fish fry; DJ Dave and $7 pizzas 10 p.m.- close

Kokopelli’s Pub & Grub
6001 W. Madison Street
Milwaukee, WI 53214
(414) 476-8788 | kokopellispub.com
Daily: Onion rings, chicken tenders, portabella sticks, assorted burgers, fish fry

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“A Shared Vision for Urban Education: School, University & Community Partners”

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