

2020 SYMPOSIUM

Accelerate: Collective Impact for Equity in Education

February 9–11, 2020 ▪ **Atlanta Marriott Marquis**

At New Teacher Center (NTC), we believe that every student, from preschool through high school, deserves an excellent and equitable education that empowers them to reach their full potential in classrooms, communities, and beyond. So every day we work to disrupt the predictability of educational inequities for systemically underserved students by accelerating educator effectiveness.

Our annual Symposium is a flagship event designed to push your thinking and increase exposure to new opportunities for your district. Symposium is a gathering of thought leaders, state, and district leaders sharing their strategies to accelerate educator effectiveness and ensure student success.

SCHEDULE AT A GLANCE

SUNDAY, FEBRUARY 9, 2020

7:30–9:00 am	Registration & Breakfast
9:00 am–3:00 pm	Pre-Conference Workshops
3:00–5:00 pm	Early Symposium Registration

MONDAY, FEBRUARY 10, 2020

7:00–8:00 am	Registration & Breakfast
8:00–9:00 am	Morning Keynote Session Pedro A. Noguera
9:15–10:45 am	Track A Sessions
11:00 am–12:30 pm	Track B Sessions
12:45–2:15 pm	Lunch Keynote Session Sonja Brookins Santelises, Ph.D.
2:30–4:00 pm	Track C Sessions
4:00–6:00 pm	Welcome Reception & Networking

TUESDAY, FEBRUARY 11, 2020

7:00–8:00 am	Registration and Breakfast
8:00–9:00 am	Morning Keynote Session Desmond Blackburn, Ph.D.
9:15–10:45 am	Track D Sessions
11:00 am–12:30 pm	Track E Sessions
12:45–2:15 pm	Lunch Keynote Session Laura Brewer

EVENT TRACKS

DEVELOPING THE WHOLE CHILD: EQUITY IN ACTION

- Learner Variability
- Cultural Responsiveness/Anti-Bias
- Equity
- SEL
- Early Learning
- Personalized Learning

THE INTERSECTION: COACHING, CURRICULUM, & RIGOROUS STATE STANDARDS

- Curriculum Implementation
- Instructional Coaching
- Standards Alignment/Common Core
- Teacher Induction
- Equity

TEACHERS AS LEADERS: RECRUITING, DEVELOPING, & SUSTAINING

- Teacher Induction
- School-Based Mentoring
- Teacher Leadership
- School Leadership
- Equity

SYSTEM LEADERSHIP: PATHWAY TO IMPACT

- School Leadership
- System Leadership
- Leadership Pathways
- Fellowship Programs
- Equity

Register online at
newteachercenter.org/events/

Register and pay on or before
December 18, 2019 and save

PRE-CONFERENCE

SUNDAY, FEBRUARY 9, 2020

7:30–9:00 am REGISTRATION & BREAKFAST

Location: **Marquis Registration Booth & Marquis Salon B-D**

12:00/12:15–1:30 pm

LUNCH

Location: **Marquis Salon B-D**

9:00 am–3:00 pm

1 How Can Teachers Better Meet their Students' Needs?

Allison Aliaga, *Vice President, Business Development*,
Atyani Howard, *Chief Program Officer*, and **Erika Reese**,
Senior Director, Internal Learning, New Teacher Center

Actualizing our New Teacher Center (NTC) mission and vision requires a theory of change grounded in building and refining programs based on meeting the needs of underserved students. In this interactive session, NTC staff will lead participants through a deep dive of the shifts NTC is making to best partner with our clients to meet the unique needs at each site. Participants will engage in a variety of protocols to examine and analyze NTC's new Theory of Change, aligned supports within systems and our approach to evidence-based coaching with a focus on what students need. Strategies for building coherence within and across programs at a site will also be explored.

2 Swimming in the Deep End—What Does It Take?

Jennifer Abrams, *Communications Consultant, Jennifer Abrams Consulting*

No matter what role we play in a school (teacher, team lead, coach, admin), we all strive to make a difference for students. We have initiatives we want to roll out, mandates to fulfill, and projects to design. Yet with how fast we move in education these days, we don't spend enough time on our communication around those projects and we end up being not as successful as we could be in getting our messages across. We need to build up a skill set of messaging capabilities, 'resistance management' strategies, and, for the sake of our health, our 'stress tolerance.' This workshop provides support, a laugh, and some cognitive, social and psychological resources to help you communicate more effectively, confidently and collaboratively about whatever project or initiative you are undertaking. Participants will: learn how to assess their cognitive, social, and psychological 'deep end' skill sets; learn more about the implementation of initiatives, the complexity of it all and, where we 'trip up' in our messaging; look at the research around resistance to change and develop a tool kit for managing resistance; and develop a bandwidth and strength around psychologically managing our ourselves and building our 'stress tolerance' during times of change.

3 Reality Pedagogy to Accelerate Collective Impact for Equity in Education

Christopher Emdin, Ph.D., *Teachers College, Columbia University*

Learn all about 'Reality Pedagogy,' a unique approach to teaching and learning that provides educators with practical/tangible teaching practices to help accelerate community, shared understanding, and collective movement in schools. This workshop will critique the current landscape of education, while also providing a path towards improving the conditions of teaching and learning across settings.

4 Leading for Impact: Becoming a Superintendent and Succeeding in the Role

Desmond Blackburn, *Chief Executive Officer, New Teacher Center*

Many executive district leaders aspire to become a superintendent, yet lack close proximity to the intricacies of the process. Additionally, early career superintendents often are challenged to get their communities to adopt aggressive agendas for transformation, especially with regard to our systemically underserved students. In this pre-conference session, our CEO Desmond K. Blackburn, Ph.D. (a former superintendent), leadership from partner organizations, and current superintendents will tell their stories and share insights to help you navigate the journey to and through superintendency. You'll learn how to prepare for the role, create momentum in your first year, and how to engage for success over time. This behind-the-scenes look at being a superintendent will prepare you for your future and leave you with a clear understanding of your next steps to get there.

3:00–5:00 pm

SYMPOSIUM REGISTRATION

Location: **Marquis Registration Booth**

SYMPOSIUM

MONDAY, FEBRUARY 10, 2020

7:00–8:00 am

REGISTRATION & BREAKFAST

Location: Marquis Registration Booth & Marquis Salon B-D

8:00–9:00 am

MORNING KEYNOTE SPEAKER **PEDRO A. NOGUERA**

Location: Marquis Salon B-D



SCHOOLING FOR RESILIENCE: A HOLISTIC APPROACH TO STUDENT SUCCESS

Pedro A. Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University (2003–2015) Harvard University (2000–2003) and the University of California, Berkeley (1990–2000). He is the author of eleven books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. His most recent books are *Excellence Through Equity* (Corwin 2015) with Alan Blankstein, *School for Resilience: Improving the Life Trajectory of African American and Latino Boys* with E. Fergus and M. Martin (Harvard Education Press 2014), and *Creating the Opportunity to Learn* with A. Wade Boykin (ASCD, 2011). Dr. Noguera appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. From 2009–2012 he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor.

TRACK A ► 9:15–10:45 am

1A

Leveraging Curriculum for Equity

Ellen Greig, Senior Director, Products and Curriculum and **Michelle Robellard**, Senior Program Consultant, New Teacher Center

Until teachers are equipped to meet the diverse needs of every learner and provide access to a curriculum for every student in their classroom, equity gaps will persist. Examine how curriculum-focused coaching builds teachers' knowledge of content, pedagogy, and most importantly, their students. This coaching and understanding prepares teachers to plan for and implement high-quality, aligned curriculum that engages every learner. Participants will engage with the Teaching and Coaching cycle and learn about the intersect of students, standards, and a high-quality, aligned curriculum on an effective implementation that provides equitable opportunities for every student to succeed.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

2A

LEAP: Incorporating Early Learning into Principal Preparation

Betsy Fox, Senior Director, Early Learning Partnerships, New Teacher Center; **Adora Fisher**, Director, Educator Preparation Programs, Santa Clara County Office of Education; **Christine Thorsteinson**, Early Education Manager, Center for Early Learning, Silicon Valley Community Foundation

Positive early learning experiences build brain architecture, spark imagination, foster knowledge and skills, and provide the building blocks for future success in school and in life. Elementary principals can play a key role in ensuring high-quality educational experiences for young children but are often not provided with the training and support to be effective early learning leaders. In 2019, Santa Clara County Office of Education embarked on an ambitious project to incorporate early learning content into the administrative credential program. This interactive session will explore the team's journey and offer insights and reflections on the process.

System Leadership: Pathway to Impact

3A Advocating for Educational Justice; Educator Advisory Council

Mayra Lara, Senior Practice Associate, The Education Trust-West; **Manuel Rustin, Ed.D.**, Social Science and Hip Hop Studies Teacher, John Muir High School

Join The Education Trust-West (ETW) to learn about ways the organization engages educators of color through its Educator Advisory Council. Through this Council, ETW facilitates exposure to issues, policies, and the politics of the current P-12 California landscape as they relate to educational equity. The Council also offers ETW feedback Mayra A. Lara October 21, 2019 on current and future projects, comments on ETW's policy and legislative positions, and advocates in their respective communities for educational justice. Participants will engage in activities that help build community; share information related to policy, advocacy, and research; and write their own public narratives. This session, related to Teachers as Leaders, aims to share ways teachers can use and build on their expertise outside of the classroom that can have statewide and nationwide impact.

Teachers as Leaders: Recruiting, Developing, & Sustaining

5A Fostering Equity: How Mentoring Impacts School Site Instructional Inequities

Tangela Ramos, Teacher and **Kristin Trompeter**, Instructional Supervisor, Miami-Dade County Public Schools

Disparities in student learning experiences are often discussed across school districts. In fact, research shows that school site disparities are more prevalent however, they often go unacknowledged. This session explores how mentoring programs can be leveraged to improve a whole school's instructional efficacy. The shared school-based mentoring program model is designed to address learning inequities and positively impact student progress. Participants will explore how to embed program elements such as a Campus Lead Mentor and infield coaching as a site-specific job-embedded professional development strategy that builds capacity to address inequities within a school site.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

6A "Coaching with a Capital C": Coaching for Central Office Transformation

Bobby Dillard, Director, School Leadership, **David Herrera**, Senior Director, School Leadership, and **Tammy Phuong**, Director of Programs, New Teacher Center

How can systems develop strong instructional cultures through aligned systems of support—from the central office, to site leaders, coaches, and teacher leaders? Explore tools and processes NTC partners use to align school-level strategy with teacher coaching systems and organize district supports to accelerate equitable change. Hear from Houston Independent School District leaders as they share their experiences of beginning this journey.

System Leadership: Pathways to Impact

7A Leveraging Partnerships to Provide Effective Induction PL Support from the Start

Kristy Brown, Director of Assessment and Accreditation, Augusta University; **Michele Sherman**, Assistant Superintendent of Student Learning, Columbia County School System; **Karen Wyler**, Induction and Institutes of Higher Education Evaluation Specialist, Georgia Department of Education

In this interactive session, participants will learn how a powerful partnership of districts, State Agencies, and Higher Education collaborated to identify needs and resources to support pre-service teachers, in-service teachers, and their mentors. The Georgia Department of Education will provide context for participants through the state lens, and Augusta University will share their role in this work. Additionally, Columbia County Schools will discuss the 2019–2020 pilot, High Leverage Practices' Professional Learning modules, which support induction-phase teachers and their mentors, as well as the role the Georgia Department of Education and Augusta University played in the development of the modules.

Teachers as Leaders: Recruiting, Developing, & Sustaining

4A FEATURED SPEAKER

Mandy Manning teaches English to newly arrived refugee and immigrant students in the Newcomer Center at Joel E. Ferris High School in Spokane, Washington. In her classroom, Mandy uses experiential projects like map-making to help her students process trauma, celebrate their home countries and culture, and learn about their new community. As 2018 National Teacher of the Year, Mandy encourages educators to teach their students to overcome their fears and seek out new experiences.



This is Just the Beginning: Being a Culturally Responsive Educator

Connections, compassion, empathy, and acceptance are foundational qualities of education. This interactive workshop challenges participants to explore how our own experiences and social groups shape our perceptions and impact our school communities. This session will focus on the first element of cultural responsiveness, awareness through self-reflection, and the role of building relationships and connections in student and school success. Participants will explore how their personal experiences and social groups impact their classroom practice, as well as connect awareness with cultural responsiveness and how cultural competency impacts school and student outcomes. Learn how culturally responsive practices are essential building blocks for equity in education.

Developing the Whole Child: Equity in Action

8A
The Impact of Trauma-Sensitive Care on Learning Within the Optimal Learning Environment

Mary Kelly Persyn, *Senior Director, Legal & Strategy and*
Michaëlle Valburn-Pope, *Senior Advisor, Whole Child Development, New Teacher Center*

Trauma-sensitive care principles provide teachers with tools to understand and address student toxic stress symptoms and triggers in ways that support social emotional development and de-escalate disruptive behaviors. To create an Optimal Learning Environment (OLE), teachers must be intentional about using strategies that recognize how toxic stress functions and manifests in the classroom. This session includes exercises and examples that illustrate entry points for productive responses to trauma and toxic stress within the OLE framework, with a special emphasis on systemically underserved students.

Developing the Whole Child: Equity in Action

9A
From Common Planning to Collaborative Planning

Chaton Davis, *Educational Consultant, Enlarged Vision LLC*

This session will assist schools in moving from simply identifying common planning time to engaging in collaborative planning. Participants will collaborate with other instructional leaders to brainstorm solutions for obstacles to collaborative planning. A combination of presentation, discussion, and interactive activities will be used to guide participants in learning to implement common planning to help teachers internalize curriculum and effectively plan lessons. Participants will also explore protocols for unpacking standards and identifying learning targets during their planning sessions.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

10A
Developing and Retaining Equity-Minded Educators for Minnesota's Diverse Communities

Sara Ford and **Justin Killian**, *Education Issues Specialists, Education Minnesota*

In 2017, Minnesota moved from being among the states with the highest requirements for teacher licensure to being among the states with the lowest. This corporate-backed and racist policy change has led to Minnesota's most high-need students and students of color being taught by teachers without content or pedagogical training, and it has exacerbated the educator attrition problem, especially for educators of color. Presenters will discuss Education Minnesota's programs that address these troubling trends. They will focus on the union's efforts to create mentoring opportunities, increase teacher retention, and protect educator preparation.

Teachers as Leaders: Recruiting, Developing, & Sustaining

TRACK B ▶ 11:00 am –12:30 pm

11B
Mindfulness in Education: Classroom Integrative Innovations

Jackie Small Darvile, *Certified School Counselor, Brevard Public Schools*

Through an engaging and interactive scaffolded lab approach, this low-tech introductory workshop will take the format of a short presentation with hands-on participant reactions and lively discussions. Through guided exercises, participants will be taught how to acquire and maintain a mindful body and demonstrate effective breathing and listening techniques. This will enable learners to discover and effectively integrate mindful strategies and practices of self-awareness, self-management, social awareness, relationship skills and decision-making in their lives and in the lives of their students.

Developing the Whole Child: Equity in Action

12B
Teach 313: A Teacher-driven Community Collaborative to Recruit and Retain Detroit Teachers

Chanel Hampton, *Founder and President* and **Liza Lucky**, *Managing Director, Strategic Community Partners*

This session will support participants in creating cross-sector, teacher-driven initiatives that recruit and retain teachers in their communities. Applying Teach 313's design principles, participants will dive into a teacher recruitment and/or retention challenge in their own community. Participants will self-select sub-groups (design, recruitment, retention)—where they will receive relevant resources, and begin processing and planning in order to return home and gather an inclusive table to introduce a new approach and/or integrate into existing work already occurring in their community. Participants will also be invited to a post-conference community of practice.

Teachers as Leaders: Recruiting, Developing, & Sustaining

13B

Learning Walks to Support High-Quality Instructional Coaching

Raquel Ramirez, Associate Program Consultant and **Vera-Lisa Roberts**, Program Consultant, New Teacher Center

Learning Walks can be an essential component of high-quality instructional communities of practice. They offer a space for educators to come together, open up their practice to one another, align their understanding of best practices through the use of New Teacher Center (NTC) high leverage tools, and engage in post-Walk coaching conversations. This impactful practice has implications for grade-level, site, and district-wide professional development. In this session, participants will receive a sample protocol for instructional coach-supported Learning Walks, content focused look-for tools that can be adapted, and connections on how to integrate NTC's high leverage tools into the process.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

14B

Making Academic Impact with Specially Designed Instruction

Cortney Haislip, Teacher Development Specialist, **Elizabeth Hall**, SPED Teacher Development Specialist, and **Lashondra Jackson**, Professional Training Specialist, Houston Independent School District

In this session participants will gain an understanding of Specially Designed Instruction (SDI), or "The What." Participants will understand the academic impact SDI has on student achievement, or "The Why." Participants will also develop a plan of action to implement SDI on their campus with fidelity, gaining an understanding of "The How" and walk away with a focused, applicable understanding of how to implement SDI in their district.

System Leadership: Pathway to Impact

15B

Cultivating Learning Environments that Promote Positive Student Outcomes

Elliot Ransom, Co-Chief Executive Officer and **Nina Ryan**, Assistant Director of Research and Development, UChicago Impact

New research shows that teachers need not choose between supporting students' academic success and their social and emotional development. Instead these seemingly competing priorities are intertwined; as it turns out students with stronger mindsets and strategies earn better grades. Even more importantly, the research reveals a crucial link between the conditions that teachers fostered in their classrooms and students' resultant mindsets and strategies. This session will provide an overview of this research and its implications for educators' practice—helping them develop strategies to cultivate the type of environment where students thrive.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

16B FEATURED SPEAKER

Christopher P. Chatmon serves as the Senior Advisor of Equity, Diversity and Inclusion for Oakland Unified School District (OUSD) and was named as a "Leader to Learn From" by Education Week magazine. He was selected as a Campaign for Black Male Achievement "National Social Innovation Accelerator" because he is committed to improving life outcomes for all youth and especially African American males. Chris is passionate about uplifting the African American community and has dedicated his career and life work to creating pathways of success within Oakland and beyond. His inspirational leadership motivates educators and community members to engage, encourage, and empower young people regardless of gender or non-gender identity, race, class, or nationality.



Healing the Fish, While Treating the Toxic Ecosystem

Explore how Oakland Unified School District's African American male academic achievement is improving the educational and life outcomes of African American Male students in Oakland, California. Learn how the metaphor, "Healing the fish while we treating the toxic ecosystem" reflect the district's practice of identifying the problem within the system, structure, conditions and culture, rather than within the students, themselves.

Developing the Whole Child: Equity in Action

17B

Amplifying Impact: Systems Level Alignment and Capacity Building in Newark Public Schools and New York City Department of Education

CO-FACILITATORS: **Shirin Olivencia** and **Keisha Rattray**, Directors of Program Strategy and Delivery, New Teacher Center

PANEL: **Helen Barahal**, Executive Director, Division of Early Childhood Education, **Rod Bowen**, Senior Executive Director, Office of Teacher Development, **Lisa Hertzog**, Executive Director, Office of Teacher Development, **Meisha Ross-Porter**, Executive Superintendent for the Bronx, **Karen Watts**, Executive Superintendent for Brooklyn North, New York City Department of Education; **Herb Daughtry**, Executive Director, Educator Effectiveness, Newark Board of Education

Hear leaders from Newark Board of Education and New York City Department of Education describe how to develop, sustain, and retain talent to disrupt educational inequity and create optimal learning experiences for all students. The panel will discuss promising practices for cultivating talent at all levels of the system, from new teachers to principal supervisors, leveraging New Teacher Center (NTC) as a partner. Learn how they have capitalized on NTC's national models for new teacher development, instructional mentoring and coaching, and school leadership development, aligning them to district priorities and frameworks. Panelists will share their contexts and answer questions about conditions for success, impact, and scale.

System Leadership: Pathways to Impact

18B
Investing in Teacher Leadership as an Equity Imperative

Janis Fitzsimmons, Executive Director North Central College Urban Education Lab, North Central College; **Glenn McGee**, President, Hazard, Young, Attea, and Associates

The equity imperative begins with teachers—specifically cultivating, recruiting, and retaining a diverse teacher workforce. With the scarcity of minority faculty and leaders, districts must invest in innovative ways to create professional pathways first to teaching, then to teacher leadership positions, and finally to the helms of schools and districts. Given the intense competition for effective teachers and leaders, assuring opportunities for teacher leadership is especially critical. In this research-based presentation participants will learn exemplary practices and innovative models from districts that are investing in teacher leadership.

Teachers as Leaders: Recruiting, Developing, & Sustaining

19B
The Elusiveness of Equity and Strengthening our Muscles for the Weight of Cultural Competence

Michael Lowe, Director of Equity and Access, Shelby County Schools

Everyday, instructional leaders trying to deal with race in school encounter a classic American quandary. If we want schools to be vehicles for countering racial inequality, when and how should my school be “colorblind,” and when and how should my school be “race conscious”? Each participant will be asked to get real about this basic question. At the same time, presenters will also propose a single action an educator could take on an everyday basis to help counteract racial inequality and racism in schools and society. This course will seek to assist all participants in developing an everyday race-consciousness playbook to practice and execute prior to the end of the 2020 school year.

Developing the Whole Child: Equity in Action

20B
Developing Antiracist and High Leverage Teaching Practices

Sherryl Graves, Senior Associate Dean, Hunter College School of Education; **Susan Gonzowitz**, Founding Managing Director, East Harlem Teaching Residency, East Harlem Tutorial Program

Do you have a clear vision for educator effectiveness and student success? How do you ensure that educator practices align to this vision? In the chapter the presenters wrote for the book *The Teacher Residency Model: Core Components for High Impact on Student Achievement*, they carefully document how they came to create and implement East Harlem Teaching Residency’s (EHTR) antiracist teaching practices. The Presenters designed the practices to maximize student learning and to advance teaching skills while remaining true to their antiracist mission and values. Through this work, they hope to prepare teachers to improve educational outcomes in East Harlem and to promote an equitable society in which students succeed and challenge the world in and beyond their classrooms. In this session, presenters will: 1) share the story of how EHTR developed their high leverage teaching practices; 2) provide some of the tools they used to develop their practices; 3) and engage in conversation around participants’ processes for developing their own high leverage teaching practices.

System Leadership: Pathway to Impact

12:45–2:15 pm LUNCH KEYNOTE SPEAKER SONJA BROOKINS SANTELISES, Ph.D. Location: **Marquis Salon B-D**



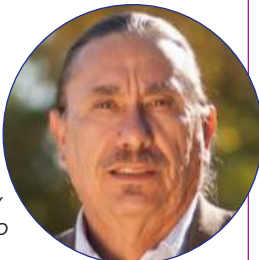
LEADERSHIP & EQUITY: ADDRESSING EDUCATIONAL REDLINING

Sonja Brookins Santelises, Ph.D., has been the Chief Executive Officer (CEO) of Baltimore City Public Schools since 2016 and has spent nearly 30 years focused on accelerating student outcomes so that all students can lead and thrive. She began her tenure at City Schools as Chief Academic Officer from 2010–13 and then served as the Vice President for K–12 Policy & Practice at The Education Trust in Washington D.C. before returning to Baltimore as the CEO.

Dr. Santelises lectured on urban education for two years at Harvard University. She is a Phi Beta Kappa graduate of Brown University and holds a Master of Arts degree in Education Administration from Columbia University, as well as a Doctor of Education in Administration, Planning and Social Policy from Harvard University.

21C FEATURED SPEAKER

WaziHanska Cook is Senior Managing Director of Teach For America's Native Alliance. In this role, Cook oversees strategies to grow Teach For America's impact in school districts serving American Indian and Native Hawaiian students and to build partnerships with tribal organizations and other key stakeholders to work in collaboration to improve education options.



Cook has over 30 years as a teacher, administrator and advocate for American Indian education. Prior to joining Teach For America staff, he was principal of Pine Ridge High School on the Pine Ridge Reservation in South Dakota. Cook has served as president and a board member of the National Indian Education Association (2006–09 and 2014–2017) and a board member of the South Dakota Education Association and South Dakota Indian Education Association. Cook, serves on the Technical Review Panel of the National Indian Education Study and previously was called to serve by President Obama on the National Advisory Council on Indian Education.

Dismantling and Decolonizing Education Through Indigenizing Our Own Narrative

What does it mean to 'decolonize' and 'indigenize' our education lessons and practice? Engage in conversations around decolonization at many levels and understand how American school systems impacted our self-identity and tried to eliminate Indigenous cultural and ancestral values. Creating awareness is essential to understanding why Native leaders are engaged in decolonizing and indigenizing our education systems and how we shift that control through self-determination and exercising Sovereignty. Decolonization demands a close look at Indigenous perspectives, and to change the narrative to empower our own education systems, we must change our personal and professional ways and lives. Participants will explore the historical education impacts of settler colonization on Aboriginal/Indigenous Nations.

The Intersection Coaching, Curriculum, & Rigorous State Standards

22C Connecting Executive Function, and Implicit Bias: Classroom Perceptions and Response to the Behavior of Young Learners of Color

Betsy Fox, Senior Director, Early Learning Partnerships and **Milissa McClaire Gary**, Director of Programs, New Teacher Center

This interactive session offers participants an overview of the executive function competencies that children need to manage their thoughts, actions, and emotions (paying attention/focus, inhibitory control, working memory, cognitive flexibility) and how teachers can help young learners acquire these skills. Participants will develop key understandings of implicit bias and how it impacts our view of others. Finally, through small group discussions focused on inquiry questions, participants will connect executive function and implicit bias in considering how teachers respond to the behavior of young students of color.

Developing the Whole Child: Equity in Action

23C Recruiting, Cultivating and Sustaining Black Educators in Philadelphia and Beyond

Sharif El-Mekki, Executive Director, Center for Black Educator Development

Communities of color have always known, and recent research continues to reinforce, the critical need for racially diverse teachers in our schools—for all students, and especially for the large numbers of Black and Brown students. The Center for Black Educator Development develops innovative and aligned strategies to address the shortage of Black teachers in Pennsylvania and beyond. Hear how the Center is developing and facilitating professional learning experiences to revolutionize the way Black educators are coached, mentored, and developed. Participants will learn about and examine promising practices from the Center's Demonstration Site, Mentorship, and Professional Learning initiatives in Philadelphia, and consider learnings and implications that could support their own contexts.

Teachers as Leaders: Recruiting, Developing & Sustaining

24C You Selected High-Quality, Aligned Curriculum, Now What?

Michelle Robellard, Senior Program Consultant, New Teacher Center and representatives from **Baltimore City Public Schools, Charlotte-Mecklenburg School and New York City Schools**

Evidence suggests that providing students with access to high-quality, standards-aligned, knowledge-building instructional materials can result in improved student outcomes. Access to materials alone are one piece to a larger puzzle that must be supported with professional development throughout all stages of curriculum implementation. Hear panelists discuss the conditions needed to support the implementation of high-quality curriculum, what ongoing, job-embedded professional learning is needed to support educators, and other system supports that are needed to impact the learning for all students.

The Intersection Coaching, Curriculum, & Rigorous State Standards

25C Untapped Resources: Looking at Miami-Dade County's Pathways to Certification Program

Roxanne Sanchez, Instructional Supervisor, Miami-Dade County Public Schools

District-based alternative pathways certification programs are an under-utilized resource and a powerful tool to recruit and retain new teachers, who are career changers or degreed in other content areas. This session explores Miami-Dade County Public Schools' successful alternative pathways certification program, Mentoring and Induction for New Teachers (MINT) 2.0. Developing a program with specific systems in place, the program itself can serve to credential new teachers while supporting teacher development leading to higher student achievement results. In this session, we will discuss and explore different systems that are in place within MINT 2.0, Miami-Dade County's alternative pathways certification program, which may assist other districts to grow their own new teachers who are non-education majors or career changers.

System Leadership: Pathway to Impact

26C

Disrupting Bias Through Empathy

Lisa Mount, Senior Director, Product and **Ali Picucci**, Chief Impact and Learning Officer, New Teacher Center

Optimal Learning Environments that meet the needs of every learner are only possible in classrooms where teachers effectively care for students' well-being and where students feel a sense of belonging. Grounded in research by University of California, Berkeley's Jason Okonofua, participants will explore how to support teachers to further develop empathetic mindsets that can lead to a reduction in student suspensions. Participants will also examine indicators of a caring classroom and resources to support their coaching practice.

Developing the Whole Child: Equity in Action

27C

Supporting School Leaders with High Quality Curriculum Implementation

Laura Baker, Senior Vice President of Programs and Implementation, **Joyce Smith**, Program Consultant, **Clarissa Williams**, Director of Programs, and **Marishka Winters**, Senior Director, School Leadership, New Teacher Center

How can school leaders support the alignment of instructional practices to a cohesive instructional vision? This session will explore how mentor teachers are being leveraged in Detroit Public School Community District (DPSCD) to this end. Participants will analyze instructional leadership practices and structures based on a case study from DPSCD centered on a High Quality Aligned Curriculum initiative and build knowledge on how to implement adult learning cycles focused on continuous improvement. Explore processes and structures in support of aligning an instructional vision to classroom practices and leave knowing how to flexibly use these tools across classrooms.

The Intersection Coaching, Curriculum, & Rigorous State Standards

28C

Building Coherence in Educator Development as a Pathway to Impact

Laura Hernandez-Flores, Vice President of Programs and Partnerships, New Teacher Center; **Marco Nava**, Administrative Coordinator, Leadership Development and **Giancarlo Mercado**, Beginning Teacher Growth and Development Induction Coordinator, Los Angeles Unified School District

Often, the most marginalized students are not experiencing optimal learning environments because of school systems' structural barriers that hinder the ability of educators to focus on new processes. This session will highlight Los Angeles Unified School District and New Teacher Center's focus on shifting this misaligned approach to one where professional learning is grounded in creating a shared responsibility between both principal and teacher leaders. Learn valuable lessons on change management and ways to build coherence in educators supports. Participants will be invited to offer feedback on this emerging, equity-based approach.

Systems Leadership: Pathways to Impact

29C

Beyond Awareness: Coaching Cultural Responsiveness into Action Through Practice

Joi Lowery, Office of Equity Coordinator, Chesterfield County Public Schools; **Lauren Vargas**, Director of Instructional Coaching, EdConnective

How can principals, mentors, and coaches support teachers in moving from an awareness stage to full implementation of culturally responsive teaching, including a shift to both their beliefs/mindset and classroom practices? Coaching partnerships with multiple practice opportunities are a key tool for moving teachers to effective action. Learn about one district's journey to implement practice-based coaching on cultural responsiveness as a part of their equity initiatives. Participants leave equipped with strategies, resources, frameworks, and planned next steps to engage teachers in highly-effective coaching around culturally responsive teaching.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

30C

Finding Common Ground: Collaborative Communities Focused on Inclusion of Marginalized Students

Valerie Braimah, Executive Director, City Charter Schools

Participants in this session will learn how to develop a collaborative professional development community focused on integrating social-emotional learning, culturally responsive teaching, and restorative practices to create safe, supportive, and inclusive schools. The Los Angeles "Common Ground Collaborative" has become a springboard for developing the whole child in over 20 schools to-date. Attendees will explore the Common Ground Framework, self-assess based on the framework rubric, and receive a set of practical tools that can be adapted in their own context. Presenters will also discuss how to get this work funded in participant school or districts!

Developing the Whole Child: Equity in Action

SYMPOSIUM

TUESDAY, FEBRUARY 11, 2020

7:00–8:00 am **REGISTRATION & BREAKFAST**

Location: **Marquis Registration Booth & Marquis Salon B-D**

8:00–9:00 am **MORNING KEYNOTE SPEAKER** **DESMOND BLACKBURN, Ph.D.**

Location: **Marquis Salon B-D**



ACCELERATE: COLLECTIVE IMPACT FOR EQUITY IN EDUCATION

Desmond Blackburn, Ph.D., is the Chief Executive Officer (CEO) of New Teacher Center, a national non-profit organization dedicated to ending educational inequities for all students by accelerating the effectiveness of educators at all levels. Desmond took over the role of CEO in 2018, having previously served as Superintendent of Brevard Public Schools. Dr. Blackburn is a lifelong educator. Prior to his appointment as Brevard's chief educational leader he served the citizens of Broward County Public Schools as district trainer, director of school improvement, an area superintendent, and as the chief school performance & accountability officer.

TRACK D ► 9:15–10:45 am

31D

Counting the Cost: How Investments in Professional Learning Can Have Long Term Economic Impacts

Arthur Mills IV, Chief Operating Officer and **Ali Picucci**, Chief Impact and Learning Officer, New Teacher Center

Every day district leaders make tough choices about how to invest their limited resources to best improve the experiences and learning of their students. New Teacher Center (NTC) recently explored whether an investment in NTC supports for mentors and new teachers could result in longer-term benefits beyond improved learning. Using the data and results from the i3 Validation study, the study found increased career earnings for students, five-year savings for districts, and longer-term economic impacts on communities of historically underserved students. This session unpacks these findings and provides a useful framing about how an investment in human capital can have economic benefits in addition to improved student learning.

Systems Leadership: Pathways to Impact

32D

Trauma-Informed Classroom Management Skills for Teacher Induction

Grace Dearborn, Executive Director, *Conscious Teaching*; **Hanna Schramm**, Director of Professional Learning, *Comal Independent School District*

New teachers today are facing more students affected by toxic stress and trauma than ever before. Unfortunately, these teachers usually receive little to no training in their credentialing programs on how to support traumatized students. Consequently, they often unintentionally create or escalate confrontations with students, and/or ignore disengagement, resulting in unsafe and detached learning environments. In this session we will explore practical solutions to the most common classroom management, behavior, and socio-emotional problems new teachers face, as they work towards creating safer, more supported, and more responsive learning environments. Participants will learn how to effectively respond to passive resistance as well as to aggressive confrontation from students. In addition participants will see how the Comal Independent School District in Texas has integrated these techniques into their induction program and trained their mentors to support them, for the benefit of all.

Developing the Whole Child: Equity in Action

33D Fostering Equitable Student Learning Through the Lens of Culturally Responsive Pedagogy

Jamie Brown, Assistant Director and **Melissa Roberts**, Senior Director, Santa Cruz/Silicon Valley New Teacher Project, Santa Cruz County Office of Education

One phrase that is prevalent throughout the standards for the teaching profession is Culturally Responsive Pedagogy (CRP). CRP is not a series of static strategies but a mindset that requires continuous learning. In this session, participants will begin to think through how to connect a set of teaching standards to culturally responsive teacher practice in order to create a more equitable learning environment for all students. Participants will also practice observing for and crafting feedback focused on culturally responsive pedagogy.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

34D Culture and Race in Early Education

Melissa Luc, Program Consultant and **Marissa McGee**, Associate Program Consultant, New Teacher Center; **Thomas Williams Jr., Ph.D.**, Site Administrator, Oakland Unified School District

Explore deep-rooted inequity and its implications within early childhood classrooms. Equity can only be addressed when individuals are ready to start with self reflection and the desire to learn and grow. Explore race and racial identity in early learning classrooms and discuss the “tourist curriculum.” Facilitators will share frameworks in culturally responsive teaching and anti-bias education in early childhood programs. Participants will consider specific challenges and try on strategies to promote culture and equity through reflection and sharing with colleagues.

Developing the Whole Child: Equity in Action

35D Defining the Role of the Mentor

Krystal Robinson, Teacher, Gardner Elementary School, Detroit Public Schools Community District; **Clarissa Williams**, Director of Programs, New Teacher Center

What is the role of the mentor and how might that role be used within a school-based mentor induction program to support and professionally develop new educators? Explore how new teacher mentors in Detroit Public Schools Community District are working to answer these questions. In this session, participants will define and create a shared understanding of the role of ‘mentor’ and its purpose, explore the school enabling conditions and structures that support effective mentoring, and examine the dispositions of effective mentors and professional stance necessary to allow mentors and new educators to thrive in their partnership and development.

The Intersection Coaching, Curriculum, & Rigorous State Standards

36D The Organizational Conditions Necessary for Effective Leadership and Improvement

Debra Pacchanio, Vice President, Translational Research, Ounce of Prevention Fund; **Elliot Ransom**, Co-Chief Executive Officer, UChicago Impact

A focus on organizational conditions can empower leaders to act as drivers of change, build collaborative leadership, and improve student outcomes. This session explores: (1) current research in organizational conditions in early childhood and K-12 education, including research behind the 5Essentials and Early Education Essentials (EEE) frameworks; (2) the on-the-ground structures and practices of schools poised for improvement; and (3) lessons learned from schools implementing 5Essentials and EEE tools. Participants will experience hands-on tools and explore opportunities to apply this knowledge to strengthen conditions in their own schools.

System Leadership: Pathway to Impact

37D Toward Equity in Georgia Schools

Georgia Evans, Clinical Assistant Professor, University of West Georgia; **Kathy Reese**, Evaluation Systems Specialist (Induction), Georgia Department of Education; **Keith Simmons**, Chief of Staff, Bibb County Schools

In this interactive session, participants will examine equity in Georgia schools from a variety of perspectives: parents, schools, districts, and the state. Working in groups, participants will analyze samples of state equity data demonstrating the percentage of inexperienced, ineffective, provisional, and out-of-field educators, along with teacher production statistics compared to district need. This activity will be connected to the Equity Lab process used in Georgia. State personnel will describe how this data and the Equity Lab process has been utilized through P-20 regional teams comprised of school districts, State Agencies, and Higher Education. District leaders will discuss how the Equity Lab has shaped the focus and commitment of the district related to student success.

Developing the Whole Child: Equity in Action

38D

The Bronx Transformational Leadership Collaborative: Why Context Matters When Developing the Next Generation of Leaders for our Children and Schools

Marcel Deans, Borough Leadership Director/LEAP Faculty (Bronx), Office of Leadership, New York City Department of Education; **Keisha Rattray**, Director, Program Strategy and Delivery and **Marishka Winters**, Senior Director, School Leadership, New Teacher Center; **Meisha Ross-Porter**, Executive Superintendent for the Bronx, New York City Department of Education; and **Lenox Small**, Bronx Transformational Leadership Collaborative Participant

Hear New York City (NYC) education leaders describe how they collaborated across departments and with New Teacher Center (NTC) to develop a highly contextualized, site-based leadership pipeline strategy that prepares promising, aspiring principals in the Bronx. The Bronx Transformational Leadership Collaborative builds on a multi-year partnership between NTC and the NYC Department of Education (NYCDOE) focused on mentoring, coaching, and school leadership development in the highest-need and hardest-to-staff communities of the city. Executive Superintendent Ross-Porter and her team partnered with the NYCDOE Office of Leadership and NTC to create a vision for transformational leadership in service of the most vulnerable schools and students, with a deep focus on equity and on creating strong instructional cultures within each school and across the Bronx. The model, which has also been implemented with NTC's partners in Clint Independent School District, Houston Independent School District, and Alum Rock Union School District, leverages the Effective Schools Framework based on research from the Wallace Foundation, a strategic planning process for school-based initiatives, the NTC Teaching and Coaching Cycle, and the Coaching for Results continuum.

System Leadership: Pathways to Impact

39D FEATURED SPEAKER

Andre Wicks is currently an assistant principal at Shadle Park High School in Spokane, WA. Andre has experienced success at every stop in his professional journey—from teaching, coaching youth sports, and his role as a school administrator, to serving as Director of The ZONE project, a place-based collective impact initiative that he spearheaded for four years. Recipient of multiple awards for his leadership, community impact, and influence upon others, Andre is dedicated to making the world a better place—one school, one classroom, one teacher, one student at a time. With expertise in multiple areas of school administration, philosophy and mindset, student management, instruction, and policies and practices, his versatility is an asset to every group with whom he works.



Culture Beats Strategy in High-Performing Schools

The most successful schools and school districts aren't just smart, goal oriented, and driven by results. The people within them do something special: they work tirelessly to promote and protect the brand—the culture of the school. In this thought-provoking session, join award-winning assistant principal Andre Wicks (from Spokane (WA) Public Schools) in investigating seven strategies for teacher-leaders to apply to establish and maintain a thriving school culture—one that reduces attrition, eliminates burnout, and increases performance across the board.

Teachers as Leaders: Recruiting, Developing, & Sustaining

40D

How to Leverage Video to Support Coaching

Laken Mortarulo, Blueprint Literacy Coach Coordinator, Baltimore City Schools

In this session, Baltimore City's Blueprint Literacy Coaches and Lead Coaches will share their strategy and innovated approach to using videos to support professional growth of both teachers and coaches. With a focus on the Optimal Learning Environment (OLE) and curriculum-based standards as well as supporting the implementation of High-Quality Aligned Curriculum, coaches have used video to more effectively leverage cycles of professional learning with their teachers. Additionally, lead coaches and coaches have supported each other's practice through video reflection to build an OLE for adult learning teams. Coaches will share how they used video to support teachers, reflect on their own practice, and support each other to impact student learning.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

41E

Leveraging Data to Improve Outcomes for English Language Learners

Allison Aliaga, Vice President, Business Development, **Nichole Cooley**, Senior Director, Special Projects, and **Atyani Howard**, Chief Program Officer, New Teacher Center

Come learn how to transform traditional student achievement data analysis for English learners by triangulating multiple sources of information about students' literacy, language, and content progress. This model targets root causes for low performance and helps develop evidence-based support strategies for students who need it most. This session offers an overview of how to implement an innovative approach to data collection, analysis, and response that participants will learn how to replicate in their school communities.

Developing the Whole Child: Equity in Action; The Intersection: Coaching, Curriculum, & Rigorous State Standards

42E

Coaching for Rigor in Mathematics

Misha Freeman and **Allison Paul**, Associate Program Consultants, New Teacher Center

In this session, coaches and leaders will dive deep into their state's mathematics standards to identifying all three aspects of rigor and the impact on classroom instruction. Learn to apply the understanding of Rigor to Planning, Classroom Observations and Analyzing Student Learning and receive answers to questions such as: How might we support a teacher in planning for application? What does application look like in an observation? How does application show up when reviewing student learning? This session supports coaches/leaders at all levels to coach for balanced math instruction aligned to standards.

The Intersection Coaching, Curriculum, & Rigorous State Standards

43E

From Compliance to Coaching: Re-imagining Large Urban District-wide Supports

Marcia Glick, Instructional Effectiveness Manager, Program Lead and **Marva Franklin-Hardeman**, Instructional Effectiveness Specialist/Lead Coach, Chicago Public Schools

Everyone knows that instructional coaching pays huge dividends for new and novice teachers, but designing a coaching program in a large, urban District is complex. In designing a program, questions arise such as: Who gets the coaching? Who can we allocate to provide year-long coaching support? The Chicago Public Schools' (CPS) current Five-Year Plan commits to equitable education for all students, in all schools, in all neighborhoods. Part of CPS's strategy to address this included repurposing a team of Talent Office evaluation specialists to become coaches to new-to-profession teachers in some of our hardest to staff "Opportunity Schools." The presenters will share the story of how CPS reallocated existing human capital and moved from the compliance of evaluations to the richer, equity-focused work of instructional coaching. Similarly, since large urban districts have a multitude of new teachers, the presenters will share criteria and process for selecting the team's caseload of teachers who receive coaching. Creating a sustainable instructional coaching program in your District is within your reach!

System Leadership: Pathway to Impact

44E

Culturally Responsive Practices Within an Optimal Learning Environment

Jenny Morgan, Vice President, Product and **Michealle Vallburn-Pope**, Senior Advisor, Whole Child Development, New Teacher Center

New Teacher Center's Optimal Learning Environment Framework (OLE) offers a powerful vision of the environment every child needs to succeed. In this session, participants will use the OLE as a resource for engaging Culturally Responsive Pedagogy (CRP) and providing entry points for classroom implementation. Explore the key characteristics of CRP and OLE, why they matter, what they look and sound like, and how they support every learner academically and social-emotionally.

Developing the Whole Child: Equity in Education

45E FEATURED SPEAKER

Tammy Campbell is currently the superintendent of schools in the Federal Way (WA) Public Schools, Tammy emphasizes student voice at every turn. Dedicated to ensure the success of each and every student within her reach, she began the Scholar Advisory to the Superintendent panel in order to hear and respond to students' perspectives and needs. Doubling-down on that commitment, Tammy has also built strong community and family networks in order to best support the Whole Child. With over 20 years of experience as an educator, principal, executive director, and leader in the University of Washington Center for Educational Leadership, Tammy maintains a realistic perspective on our need to grow and improve as an education system.

**Creating Extraordinary Results Through Systems Leadership**

Education is a human-being business, and for teachers to maximize their impact, the system they work in must allow them to grow and flourish. In this powerful session, Dr. Tammy Campbell (Superintendent of Federal Way (WA) Public Schools) will have participants examine practices that strengthen career pathways for building and district leadership, unpack district and school level strategies to build teacher capacity and increase student learning, and outline the critical connection between systems work and equity.

System Leadership: Pathway to Impact

46E

Leveraging Video for Learning

Geoff Baker, Program Director and **Vera-Lisa Roberts**, Program Consultant, New Teacher Center

Educators are now attempting to increase the extent to which teachers are observed, observe others teaching, and receive data-based feedback from colleagues. Yet, school and district leaders face significant structural impediments: Teachers are busy and cannot float between classes to observe during the day; administrators often lack time to observe, give robust feedback, and broker peer support among teachers; and teachers rarely receive expert feedback aligned to their content areas. If used well, video can help overcome these barriers and accelerate the process of opening up instruction to observation and feedback. In this session, participants will receive sample protocols for introducing and using video coaching, look-for tools for adaptation, and strategies for getting started.

The Intersection: Coaching, Curriculum, & Rigorous State Standards

47E

Equity, Excellence and Meeting the Needs of Lesbian, Gay, Bisexual, Transgender, Queer Students

Rob Darrow, Director, Professional Learning and **Ron Indra**, Director, Safe Schools Project Santa Cruz County

What are the components that make school and classroom climate safer and more inclusive for Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students? What do teachers need to know in order to best support LGBTQ students? Researched based strategies discussed will include classroom and school policies, lesson plans, professional learning, LGBTQ student clubs, and teaching LGBTQ history and inclusive sex ed. Also shared will be an LGBTQ school climate index that schools and classrooms may utilize to measure their progress towards providing a safer and more inclusive climate for LGBTQ students.

Developing the Whole Child: Equity in Education

48E

Who Coaches the Coaches? Reconceptualizing the Roles of Teacher-Leaders

Dr. Nada Ahmed, Director of Field Studies; Co-Director of the NYU—Teacher Residency, **Anna Brady**, NYU Teacher—Residency Director for New York City, New York University

The strength and power of teacher-leaders lie in their potential to enact the visions of collective responsibility in schools. When most successful, teacher-leaders are in a unique position that allows them to engage with schools, students, parents, and community stakeholders. There is, however, a need to reconceptualize the ways in which we identify and support teachers to develop their abilities to be effective leaders in schools. When leadership assignments are relegated to a first-come, first-served or right-place at the right-time basis, leadership may not be effectively, or equitably, developed within the school community. This presentation describes strategies developed and implemented as a result of a four-year iterative process of growth and review within a Teacher Preparation Residency Program which supports development of teacher-leadership across all levels, including among pre-service teachers, novice teachers, veteran teachers, and school building leaders.

Teachers as Leaders: Recruiting, Developing, & Sustaining

49E

Strategies to Close the Financial Literacy Gap: Lessons Inside and Outside the Classroom

Fred Makonnen, Division Vice President and **Evan Press**, Managing Partner, AXA Equitable

Teaching financial literacy in the classroom is one promising way to improve financial capacity for today's young people. Research shows that by the age of 12, students will develop an economic understanding that researchers describe as "essentially adult". Participants will learn how including lessons on smart money habits early in cognitive development can encourage young people to save money, foster family conversations, and empower students to be stewards of their own financial futures.

Developing the Whole Child: Equity in Action



RETAINING AND SUSTAINING OURSELVES—AS A PRACTICE OF EQUITY & JUSTICE

Laura Brewer is a leadership coach, speaker, and educator who specializes in helping individuals and organizations build a practice of just love and radical humanity—as an act of resistance and as a path to collective inclusivity and liberation. She has spoken about anti-racism, white supremacy, leadership, and the inner work of liberation and justice on stages around the country, including Harvard University and the White Privilege Conference. A former public school teacher, adjunct professor, and Vice President, Laura has more than 15 years of experience in education, leadership development, and executive coaching. She holds certifications in coaching and secondary education, and she has trained with and under some of the most respected coaches and racial justice leaders in the country.

Laura is also the host of the popular podcast *How To Make Love™*—a revolutionary discussion about how to forge love and justice in our lives and in the world. And she is the creator and facilitator of *How To Hold Whiteness Responsibly*—a two month course and community for white-identifying people dedicated to learning to divest from white supremacy in their lives, relationships, work, and leadership.

REGISTRATION INFORMATION

PAYMENT

Space is limited so register early. **Payment in full is required by December 18, 2019 to secure Early Bird discount rate.**

Payment may be made by check, purchase order, or credit card. Make checks payable to **New Teacher Center**. Send completed form and payment to:

New Teacher Center
1205 Pacific Avenue, Suite 301
Santa Cruz, CA 95060

Questions? Email symposium@newteachercenter.org or phone 831.234.1184

Please send Purchase Orders and billing inquiries to ar@newteachercenter.org, or call 831.201.3090.

SYMPOSIUM FEE

Registration includes, breakfasts, lunches, reception, and access to mobile app.

Payment received on or before December 18, 2019:	\$675 per person
after December 18, 2019:	\$750 per person

PRE-CONFERENCE & SYMPOSIUM FEE

Registration includes breakfasts, lunches, reception, and access to mobile app.

Payment received on or before December 18, 2019:	\$875 per person
after December 18, 2019:	\$950 per person

Receipt of payment, confirmation of sessions, and directions will be emailed in January.

REGISTRATION POLICY

- **Registration Fees:** Registration fees are due in full and payment is required by February 3, 2020.
- **Session Selections: Session placement is not guaranteed until payment is received in full. Session capacity is subject to change, and availability may not be guaranteed.**
- **Early Bird Discounted Registration:** To secure your Early Bird Discount, **registration payment must be received in full no later than December 18, 2019.** Payment may be submitted online by credit card or by mailing a check to New Teacher Center by the payment deadline. **Unpaid** Early Bird registration fees **after** December 18, 2019 will result in forfeiture of discounted registration rates, and full registration rates and payment will be required.
- **Purchase Orders:** New Teacher Center will accept Purchase Orders as a form of payment to secure registration. All purchase order numbers, including organization name and billing address are due by February 3, 2020. No Exceptions.
- **New Teacher Center Federal Tax ID:** 26-2427526
- **Credit Card Payments:** Credit card payments may be processed online or by contacting New Teacher Center at 831.201.3090.

CANCELLATION POLICY

- **Written Notification of Cancellation:** All cancellations must be submitted in writing and addressed to symposium@newteachercenter.org
- **Cancellation Deadline:** Cancellations received prior to **January 13, 2020** are eligible for a full refund less a \$100 per person administrative fee. No exceptions.
- **Fees:** A \$100 administrative fee will be billed and collected for all unpaid and cancelled registrations received in writing **prior to January 13, 2020.** Registrants cancelling after January 13, 2020 and no-shows are liable for the full registration fee and payment will be collected.
- **Refunds:** All eligible refunds will be processed after the conclusion of the event. Cancellations received after **January 13, 2020** will not be eligible for refund.

HOTEL INFORMATION

Accommodations are available at the Atlanta Marriott Marquis at a special Symposium rate of \$215, plus tax, for single or double occupancy. Reservations at the \$215 per night rate are available until January 17, 2020 or until our contracted room block is full, whichever occurs first. Reservations requested after January 17, 2020 will be based on availability at the hotel's prevailing rates.

Make reservations online at <https://book.passkey.com/gt/217568072?gtid=c984896b693fe4218dd721ac3bd3e20dor> or call 1.888.789.3090 and indicate that you are will New Teacher Center Symposium 2020.

Visit <https://www.marriott.com/hotels/travel/atlmq-atlanta-marriott-marquis/?scid=bb1a189a-fec3-4d19-a255-54ba596febe2> for more information about the hotel.

PARKING INFORMATION

The Atlanta Marriott Marquis offers valet parking only. Valet parking is up to \$45 daily.

Valet hourly rates up to 6 hours then daily rate applies/\$50 per day for oversized vehicles. Buses/RVs are not allowed in valet parking.

TRANSPORTATION

The Atlanta Marriott Marquis is located 12 miles north of the Hartsfield-Jackson Atlanta International Airport (ATL).

The hotel does not provide shuttle service.

- Alternate transportation: A-National Limousine Service (sedans); fee: \$60 (one way); on request
- Estimated taxi fare: \$32 (one way)
- Bus service, fee: \$16.50 (one way)
- Subway service, fee: \$2.50 (one way)

Uber and Lyft pick up at the Atlanta International Airport.

2020

SYMPOSIUM

Accelerate: Collective Impact for Equity in Education



February 9–11, 2020

Atlanta Marriott Marquis

MAIL-IN REGISTRATION FORM or Register Online at newteachercenter.org/events/

Print your name as you wish it to appear on all conference materials.

Mailing address: Office Home All correspondence will be sent to this address.

Check here if you do not want to be listed in the participant roster.

Check here if you are a first time Symposium Attendee.

Name _____

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Phone _____ Fax _____

Address _____

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Other billing organization if applicable _____

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I'm submitting this registration form on behalf of (name) _____

PRE-CONFERENCE SUNDAY, FEBRUARY 9, 2020: Sessions 1–4 1st Choice _____ 2nd Choice _____

SYMPOSIUM MONDAY, FEBRUARY 10, 2020:

Track A	Track B	Track C
9:15–10:45 am	11:00 am–12:30 pm	2:30– 4:00 pm

1st Choice _____

2nd Choice _____

TUESDAY, FEBRUARY 11, 2020:

Track D	Track E
9:15–10:45 am	11:00 am–12:30 pm

1st Choice _____

2nd Choice _____

I am enrolling in:	Payment received on or before December 18, 2019	Payment received after December 18, 2019
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Symposium only \$675 \$750

Pre-Conference & Symposium \$875 \$950



SYMPOSIUM

Accelerate: Collective Impact for Equity in Education

REGISTRATION FORM *continued*

Special needs or dietary requests (Every effort will be made to provide meals that satisfy your dietary requests, however the hotel cannot guarantee exact meals.)

PAYMENT: Call 831.201.3090 to pay by credit card or submit payment online.

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Date

Check the one role that best applies:

- District Administrator State Level Leader Mentor Teacher Assistant Superintendent
 School Administrator Local Education Leader Coach Superintendent Other

Payment is due by February 3, 2020. Payment may be made by check, purchase order, or credit card.

Make checks payable to **New Teacher Center**. Send completed form and payment to:

New Teacher Center
1205 Pacific Avenue, Suite 301
Santa Cruz, CA 95060
phone: 831.234.1184

QUESTIONS: Email symposium@newteachercenter.org or phone 831.234.1184. Receipt of payment, confirmation of sessions, and directions will be emailed in January.

I acknowledge that I have read and understand the Symposium 2020 registration and cancellation policies.

By registering for Symposium 2020, you consent to photography, audio recording, and video recording. You agree that New Teacher Center (NTC) and its affiliates and representatives may release, publish, exhibit, or reproduce photographs, audio recordings, and video recordings of you for any purpose, including without limitation advertising of NTC services and other commercial purposes. You release NTC and each and all persons involved from any liability connected with the taking, recording, digitizing, or publication of photographs, images, video, or sound recordings. You waive all rights you may have to any claims for payment or royalties in connection with the use of your image and voice. You also waive any right to inspect or approve any photo, video, or audio recording taken by NTC or the person or entity designated to do so by NTC.

SIGNATURE: _____

Please note that registration forms cannot be processed without your signature.