

**SUMMER INSTITUTE  
On**

***Pedagogy and Diversity: Deepening partnerships across NC K-12 and universities (NCCU, NC A&T, Gardner-Webb, Duke)***

**Hosted and funded by the**

**Slavic and Eurasian Language Resource Center (SEELRC)  
Center for Slavic, Eurasian, and East European Studies (CSEES)  
Duke University**

**July 25, 2020**

*(all sessions will be held on Zoom)*

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**Saturday, July 25:**

***Future teachers, curriculum and social justice:  
Equitable teaching and learning across the curriculum***

9:55-10:00 a.m. ....**Welcome**

*Edna Andrews*

**Professor of Linguistics & Cultural Anthropology, Nancy & Jeffrey Marcus Professor, Director CSEES & SEELRC**

10:00-11:00 a.m. ....**“Edifying Minority Voices in the Urban STEM Classroom and Beyond”**

*This session will invite educators of all backgrounds to engage in conversations surrounding achievement and opportunity gaps in our schools in the interest of enhancing the schooling experiences of all students in urban school settings. Participants will be encouraged to create action plans and playbooks to serve as a guide in supporting and uplifting students in the urban STEM classroom and far beyond. Experts in the field will join the host(presenter) to offer a depth of insight on the topic, and provide feedback on module activities.*

***Javaria Johnson* Masters of Teacher Leadership in Curriculum and Instruction (MTLCI) Candidate  
Gardner-Webb University, Secondary Science Teacher, High Point Central High School, High Point, NC**

***Turquoise Parker* North Carolina Association of Educators, NEA Director, Elementary Teacher,  
Lakewood Elementary, Durham, NC**

***Cheresa Simpson* Program Coordinator, Teacher Leadership in Curriculum & Instruction, Gardner-Webb University**

11:00-12:00 p.m. ....**“The Use of Social Emotional Learning and Culturally Responsive Teaching During COVID-19”**

*This interactive presentation will provide teachers with culturally relevant practices to meet learners' social emotional needs. It will include trauma-informed practices to assist classroom teachers as they navigate through the COVID-19 pandemic. The research-based practices are embedded in a framework developed by the Center for Reaching and Teaching the Whole Child (see attached) and incorporate Zaretta Hammond's work, Culturally Responsive Teaching and The Brain. Teachers are encouraged to hone their culturally responsive lens in the following ways: exploring assumptions, modeling, providing practice and self-reflection. Three Anchor Competencies from the Social Emotional Learning/Culturally Responsive Teaching (SEL/CRT) framework will be targeted: building trusting relationships, fostering self-reflection and responding constructively to conflict across disciplines. For each anchor competency, scenarios and hands-on activities will be provided. Participants will be provided with innovative ways to incorporate social justice activities into their lessons. Participants will also receive a toolkit that will assist them during the school year.*

**Kia Eason Supplemental Instruction Coordinator, North Carolina Central University**  
**Freda Hicks School Partnership and Induction Counselor, North Carolina Central University**  
**Megan Lyons Assistant Professor, North Carolina Central University**

12:00-12:30 p.m. ....Additional questions and discussion

12:00-1:00 p.m. ....Lunch break

1:00-2:00 p.m. ....**“Unmasking the Trauma of COVID-19 and George Floyd in Pre-Service Teacher Preparation”**

*In the College of Education at North Carolina Agricultural and Technical State University (NC A&T), the guiding theme is “Learn to Lead. Lead to Transform: Equity, Access, and Advocacy.” The College of Education strives to produce candidates, known as Aggie Educators, who serve as classroom leaders and advocate for equity in the schools in which they serve. As the nation's largest historically Black college or university (HBCU), NC A&T provides opportunities for large numbers of students from diverse backgrounds to become qualified teachers. Faculty in the Department of Educator Preparation consistently work to equip pre-service teachers with the requisite content knowledge and high-leverage practices to immediately affect change in the classrooms in which they serve. Moreover, faculty work to provide opportunities for candidates to practice advocacy skills and address issues of inequity and bias within their school communities. This resolution to prepare preservice teachers who address inequity and bias aligns with the university's rich history that includes a significant role in the struggle for civil rights for African Americans. In 1960, Ezell Blair, Franklin McCain, Joseph McNeil, and David Richmond, four freshman students at A&T College, initiated lunch counter sit-ins at Woolworth's, and their non-violent protest inspired a wave of sit-ins that played a role in raising awareness of and ending segregation in North Carolina. Consequently, NC A&T is uniquely situated to facilitate critical conversations regarding the preparation of preservice teachers during this new landscape that includes the COVID-19 national pandemic, along with the civic demonstrations and protests surrounding the murders of George Floyd, Breonna Taylor, and Rayshard Brooks. Using a podcast format, select NC A&T faculty will engage in discussions on the aforementioned and discuss how these factors impact their practice and share strategies to prepare preservice teachers during these unique times.*

*Jared Webb* Assistant Professor, Education Preparation, NC Agricultural & Technical State University  
*Brian Williams* Assistant Professor, Education Preparation, NC Agricultural & Technical State University  
*Nicole Dobbins* Associate Professor, Education Preparation, NC Agricultural & Technical State University  
*Nakeshia Williams* Associate Professor, Education Preparation, NC Agricultural & Technical State University  
*Gerrelyn C. Patterson, Ph.D.*, Chair, Department of Educator Preparation, College of Education, North Carolina Agricultural and Technical State University

2:00-3:00 p.m. .... **“Reimagining Language and Curriculum to Leverage Equitable Classrooms and Schools”**

*COVID-19 and deepening awareness of racial and social injustices have challenged educators to reimagine ways to support pre-service and practicing teachers and the students and families they serve. As the country and its schools move forward during and post pandemic, educators must re-envision the curriculum and language of teaching and learning. Comprised of four presentations led by pre-service teachers, practicing educators and school administrators, and teacher education faculty, this session will empower teacher voice and student identity to explore initiatives around language and curriculum as a lever for equitable classrooms and schools.*

Facilitators:

*David Malone* Professor of the Practice of Education, Director, Duke Service-Learning Director, Undergraduate Studies in Education

*Jan Riggsbee* Professor of the Practice of Education, Co-Founder & Director, Duke TeachHouse, Director, Duke K-6 Teacher Preparation

Discussant:

*Liliana Paredes* Professor of the Practice, Romance Studies Department, Linguistics Program, Director Spanish Language Program

### **Redefining the Canon: Restorative and Responsive Pedagogy**

*Holly Jordan* English Teacher, Hillside High School, Durham NC, Duke M.A.T. Mentor Teacher

*Michele L. Saunders* English Teacher, Durham School of the Arts, Duke TeachHouse Fellow, Duke Durham Teaching Fellow, Duke M.A.T. 2020

### **Communication During a Crisis: Strengthening Community in a Multilingual Elementary School**

*Leah Erlbaum* Duke Pre-service Teacher, Elementary K-6, Instructional Assistant, Lakewood Elementary School, Durham NC

*James Hopkins* Principal, Lakewood Elementary School, Durham NC

### **Visible Inequities: Reflections from an Early Career Teacher – COVID and Distance Learning**

*Michael Chiang* 2018 Duke graduate, Economics/Education, Social Studies Teacher, Forest Park High School, Baltimore, MD

**Afrocentric Voices and Viewpoints: Problematizing Curriculum, Historiography and Epistemology to be Anti-Racist.....**

*Martin Smith* Assistant Professor of the Practice of Education, Director, Duke Secondary Teacher Preparation

3:00-3:30 p.m. ....Additional questions and discussion

3:30-4:30 p.m. ....**“Deepening diversity in teaching and learning of languages and cultures”**

*Edna Andrews* Professor of Linguistics & Cultural Anthropology, Nancy & Jeffrey Marcus Professor

*Lee D. Baker* Mrs. A. Hehmeyer Professor of Cultural Anthropology

*Abbas Benmamoun* Vice Provost for Faculty Advancement, Professor of Asian & Middle Eastern Studies & Linguistics

*Michael Newcity* Deputy Director CSEEEES, Senior Research Scholar, Linguistics & Slavic Studies

*Troy Williams, Ph.D.*, DukeUniversity SEELRC Project Manager