



THURSDAY, 7/14	FRIDAY, 7/15
<p>Residents teachers will be able to:</p> <ol style="list-style-type: none"> 1) Reflect on PUC's 3 commitments and personal commitment to serving our community. 2) Articulate how the Alumni Teach Project's Big Ideas support and uphold PUC's mission and three commitments in connection to the larger context of social justice. 3) Unpack personal beliefs and ideologies about teaching and learning in order to create and reshape personal teacher identity. 4) Articulate the key components of the Alumni Teach Project and describe how resident experiences will support PUC teacher readiness. 5) Create teacher identity artifact in connection to mission & vision, 3 Commitments, Big Ideas, and teacher beliefs/ideologies. 	<p>Residents will be able to:</p> <ol style="list-style-type: none"> 1) Analyze the theory of culturally responsive pedagogy through the concept of "Funds of Knowledge." 2) Articulate the key components of culturally responsive pedagogy as a PUC instructional framework. 3) Identify key components of a social justice classroom and create a shared definition of social justice. 4) Refine and present teacher identity artifact in connection to new knowledge around culturally responsive pedagogy and social justice.
<p>8:00-8:30 Breakfast Provided</p> <p>Breakfast activity: (discuss during breakfast)</p> <ol style="list-style-type: none"> 1) Something interesting that happened to me so far this summer was _____ 2) As a young child, I always looked up to _____ 3) If I could eat at any restaurant in Los Angeles, I would go to _____ 4) One thing I am looking forward to in this program is _____ 5) One thing I am anxious about is _____ 6) My biggest wish for students is _____ 	<p>8:00-8:30 Breakfast Provided</p> <p>Breakfast activity:</p> <ol style="list-style-type: none"> 1. Either/Or <ol style="list-style-type: none"> a) Choose a card and share which one you would choose and why



8:30-8:45 (Ingrid)

Overview of Jumpstart

- a) Review objectives
- b) Expectations for the week
- c) Logistics
- d) Norms of Collaboration

8:45-9:05 (Ingrid and Leslie)

What is your story?

- a) Share ATP video. (10 min.)
- b) Independent write on personal story in relation to the PUC commitments (10 min.)
- c) Partner share (if time permits)

9:05-10:30 (Leslie)

PUC Vision for Alumni Teach Project

- a) Overview of PUC Vision/Commitments
- b) Community circle: *What is your story and why did you want to be a part of the ATP vision?*

10:30-10:45 BREAK

10:45-12:15 (Leslie)

Big Ideas & Tenets of the Alumni Teach Project

- a) In small groups, create visual representation of key concepts of the Alumni Teach Project
- b) Share out and provide justification
- c) Compare visual to ATP graphic
- d) Discuss implications for how the program supports social justice

12:15-1:00 LUNCH Provided

8:30-8:45 (Ingrid)

Welcome and review of feedback/Norms

8:45-9:00 (Ingrid)

Community Building- Double Circle

- a) Residents will form two circles and ask each other questions, then rotate to the next person

9:00-11:30 (Ingrid)

Funds of Knowledge/Culturally Responsive Pedagogy

- a) Do Now-Write about your home culture and how it influenced you as a student.
- b) Read article on Funds of Knowledge and Culturally Responsive Pedagogy
- c) Code for big ideas-relationships, power, and change
- d) Round Robin share out of statements/justifications that aligned to RPC
- e) Review case study on Jacobo
- f) Work in small groups to discuss & analyze Jacobo's situation from different perspectives
- g) Connect to key components of Funds of Knowledge, Culturally Responsive Pedagogy, and the Opportunity Gap Framework
- h) Reflection: *How will this impact your practice as a teacher? What do we need to consider?*

10:30-10:45 BREAK (in between)

11:30-11:45 (Ingrid)

Role of ATP resident at Learning Lab

- a) Review expectations of professionalism
- b) Engage in collaboration exercises and review norms of collaboration
- c) Discuss role of ATP residents at New Teacher Learning Lab-Ambassadors of ATP

11:45-12:45 LUNCH Provided (Q & A w/ former ATP residents)



1:00-2:45 (Ingrid)

Teacher Beliefs and Ideologies: What is the Opportunity Gap?

- a) Do Now: Individual Beliefs
- b) Read Intro to Ideology: Bartolome
- c) Read each section from Opportunity Gap Framework (overview and Table 1.3)
- d) Gallery Walk: Two residents/poster (Color Blindness, Cultural Conflict, Myth of Meritocracy, Content Neutral, Deficit Mindset)
- e) Write down first reaction and personal connection (pink sticky notes)
- f) Implications for teaching and learning (yellow sticky notes)
- g) Read scenarios and apply the constructs from the Framework.
- h) Reflect on implications for our work at ATP

2:45-3:15 (Ingrid)

Program Overview

Documents to be shared:

- a) Summer expectations (content support, trainings, etc.)
- b) LMU course sequence

3:15-4:00 (Ingrid)

Artifact: Gingerbread Man-Creating your teacher identity

Please consider:

- a) PUC Commitments
- b) Big Ideas: relationships, change, power
- c) Opportunity Gap Framework

12:45-2:30 (Ingrid)

Teaching for Social Justice

1. Review definitions of social justice
2. Read article: *Introduction: Creating Classrooms for Equity and Social Justice*
3. Fill out graphic organizer on key concepts
4. Create shared definition
5. Discuss implications for ATP program
6. Draft "elevator statement"

2:30-3:00 (Ingrid)

Artifact: Gingerbread Man-Creating your teacher identity

Please consider:

- a) Funds of Knowledge
- b) Culturally Responsive Pedagogy
- c) Social Justice

3:00-4:00

Community Circle-Presentation of Gingerbread Man

Who are you as a future teacher at PUC?