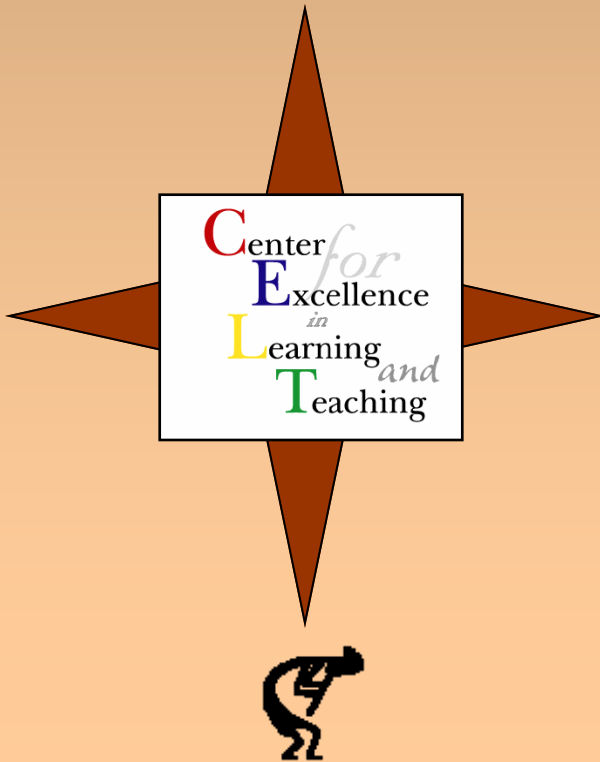


*“Certainly this week has raised issues that I felt needed to be discussed but for which I never before had a forum. Other issues were raised that I had never thought to think about and for both of these I thank you.”*

-Workshop participant’s anonymous reflection



**TITLE V COOPERATIVE GRANT:  
ADAMS STATE COLLEGE \* OTERO JUNIOR COLLEGE  
& TRINIDAD STATE JUNIOR COLLEGE**

**CELT FELLOWS INSTITUTE:  
BUILDING EQUITY IN  
EDUCATION LEADERSHIP**



**MAY 17 - 22, 2009  
TAOS, NEW MEXICO**



***IT'S ALL INSIDE...***

**GOALS & INFORMATION  
WHAT TO EXPECT  
SCHEDULE  
SAGEBRUSH INN INFORMATION  
LEADERSHIP TEAM  
REFERENCE**



## GOALS OF THE INSTITUTE

Enhance access and opportunity for Hispanics via professional development that enables leadership to eliminate the barriers created by race, class, gender, and other forms of bias, thereby faculty and staff will change practices that impede the learning of students from underrepresented groups.

Participants will increase their understanding of leadership and their capacity to:

- support their colleagues in the transformation of educational policies and practices that results in powerful teaching, high student achievement, and equity.
- build relationships and alliances across and within race, class, gender, role and other forms of difference in order to identify and eliminate injurious practices and policies in educational settings.
- use methods that increase understanding of the role of emotional intelligence and emotional healing in achieving equity.
- facilitate meaningful and productive conversations that explicitly address issues of institutionalized oppression and individual bias that impact teaching, learning, and change.



### Barbara Catbagan, M.Ed., CSU

Barbara is the Director of the Counseling for the Transpersonal Counseling Psychology Department at Naropa University and the Coordinator of multicultural courses for the undergraduate program. Her research interests include multicultural issues, especially the impact of the intersection of oppression and privilege on therapeutic and educational relationships. As an educator for over 25 years her teaching has included work with students of all ages including working professionals. Her extensive background in diversity and social justice education includes having been a junior high classroom teacher, the multicultural education specialist for a large school district, an instructor for Colorado State University in the School of Education, and the director the Human Rights Resource and Education Office for the City of Fort Collins.

Barbara is a certified mediator, who has worked with individuals and groups on workplace mediation and to settle disputes of discrimination.

She consults with businesses, organizations and educational institutions throughout Colorado to facilitate the growth of dynamic working teams. Barbara is excited to be a part of the CELT Fellows facilitation team.

## REFERENCES

### NCEE publications provided:

- “Ripples of Hope: Building Relationships for Educational Change”

**Other reference materials used:** We offer the following books, from which frameworks and materials were drawn, as a starting place for creating your multicultural teaching/learning environment.

Adams, M., Blumenfeld, W., Castañada, R., Hackman, H.W., Peters, M.L., Zúñiga, Ximena (Eds.). (2000). *Readings for Diversity and Social Justice*. New York: Routledge Press.

Howard, G. (1999). *We Can't Teach What We Don't Know*. New York: Teachers College Press.

Kendall, F. (2006). *Understanding White Privilege: Pathways to Authentic Relationships Across Race*. New York: Taylor and Francis Group.

Nieto, S. (2004). *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (4<sup>th</sup> Ed.). New York: Teachers College Press.





## TITLE V COOPERATIVE GRANT 2009 CELT FELLOWS INSTITUTE

### LEADERSHIP TEAM



#### Max Cisneros Jr.

Born and raised in Albuquerque, educated at the University of New Mexico. Max has been an educator for 30+ years, primarily in Adult Education and remedial mathematics. Upon receiving his BA, he worked for several years in Questa, NM in Mining Engineering for Molycorp and as a teacher in Taos. Since then, he was a teacher and supervisor at TVI (CNM) Community College for 32 years and was the founder and first President of the New Mexico Mathematical Association of Two-Year Colleges. He has served on the national board of the American Mathematical Association of Two-Year Colleges

and was a co-author of “Crossroads in Mathematics – Standards for Introductory College Mathematics before Calculus”. In addition, he has served as a peer reviewer and “Invited Expert” for the National Science Foundation’s Directorates for Undergraduate Education and Informal Science Education, in Washington D.C. In 1997, Max was chosen as Community College Mathematics Instructor of the Year by the National Institute for Staff and Organizational Development, Community College Leadership Program at the University of Texas at Austin.

While serving on the Equity and Diversity Committee of the Mathematical Sciences Education Board (MSEB) in Washington, D.C., he helped co-author a concept paper on Equitable Practices in Mathematics Education. This preliminary work led to the formation of the Equity in Mathematics Education Leadership Institute, (EMELI) which eventually became the National Coalition for Equity in Education (NCEE).

Max retired from TVI in 2005, but continues to work in education as an independent Educational Consultant in Equitable Classroom Practices and mathematics, with the Rio Grande Valley Educational Associates, LLC. Max continues to teach an occasional mathematics class at CNM as an adjunct. He is an active member of the Albuquerque Hispano Chamber of Commerce and the His-



#### Jeff Farmer

Jeff Farmer had been an educator for 29 years, having taught mathematics and German in high school and mathematics, mathematics education and linguistics at the university level. He has written articles in mathematics, mathematics education, linguistics and equity issues in education. He served as Director for the School of Mathematical Sciences at the University of Northern Colorado, where he now holds the title of Professor Emeritus. He was a Steering Committee member for

National Coalition for Equity in Education (NCEE) for three years, and served for three years as co-director of the Colorado Coalition for Equity in Education. He has more than a decade of experience in teacher professional development, including work in mathematics education, equity issues and school improvement. He has served as a facilitator for the CELT Title V retreat since 2001. He works now as a consultant for school districts, colleges and educational organizations, with the goal of improving educational opportunities for all students.



### WHAT TO EXPECT

*Presentations* will provide perspectives on issues, workable methods, and effective strategies related to equity in education.

*Active learning strategies* will be modeled by the facilitators in various sessions. Participants will reflect on how these strategies and tools might be useful to them on their campuses.

*Discussion groups* will focus on articles that will be distributed ahead of time on the information presented by project staff. They will provide the opportunity for participants to learn from the research literature and from each other.

*Personal experience panels* will provide insights on issues which the participants can talk about and reflect on in smaller groups. For example, panels might address: experiences with gender bias in education; how institutionalized racism affected us as students; what it is like taking leadership for equity; bilingual education; tracking. Panelists are asked ahead of time if they are willing to be on a panel and given questions to think about.

*Goal setting* will provide a structure for participants and teams to set goals, develop strategies and make specific plans for addressing issues relevant to their campus.

*Support groups* have been used in our previous projects to deepen understanding and exchange emotional support. Meeting daily in support groups provides participants the opportunity to talk about their beliefs, successes and challenges, to strengthen collegial relationships, and to reflect on how their own learning experiences and their experiences with prejudice and discrimination affect them as educators.

*Journal writing* provides additional opportunities for reflection. Participants will be asked to respond to specific prompts related to teaching, learning and equity issues raised at the workshops.





**TITLE V COOPERATIVE GRANT  
2009 CELT FELLOWS INSTITUTE**

**SCHEDULE**

**Sunday, May 17th**

12:00 pm–3:00 Registration  
4:00 pm–5:30 Welcome  
5:00 pm–6:00 Dinner (On your own)  
6:30 pm–8:30 Introduction to our Work

**Monday, May 18th Classism**

(Breakfast, Lunch & Dinner Provided)

**Tuesday, May 19th Racism**

(Breakfast, Lunch & Dinner Provided)

**Wednesday, May 20th Gender**

\*Afternoon Break from 3-7  
(Breakfast, Lunch & Dinner Provided)

**Thursday, May 21st Homophobia and  
Heterosexism**

\*Evening Off from 4pm  
(Breakfast, Lunch & Dinner Provided)

**Friday, May 22nd Leadership and  
Educational Change**

\*Adjourn at 12:00



**Sagebrush Inn**



1508 Paseo del Pueblo Sur Hwy 68  
(2 1/2 miles south of Taos Plaza)

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