



Agenda for the 2025 Problems of Practice (PoPS) Summer Summit
Summit Theme: Our Voices – Our Stories

Monday, June 2 – Thursday, June 5
New Mexico Highlands University, Las Vegas, NM

REGISTER HERE:

Monday June 2	
3:00 - 5:00 PM	<p><u>Student Union Building, NMHU</u></p> <p>Summit and Lodging Check in for Attendees</p> <p>Lodging at Viles & Crimmin Residence Hall Viles & Crimmin Residence Hall has private and suite-style rooms with private bedrooms shared bath and common suite area with a refrigerator. There are four types of suite-styles: one bedroom, one bath; two bedrooms, one bath; two bedroom, two baths; and four bedroom, two baths. <u>Summit participants will be provided sheets, towel and toiletry bag but will need to bring a blanket and pillow.</u></p>
6:00 - 8:00 PM	<p><u>Student Union Building, NMHU</u></p> <p>Reception Dinner: Attendees, Ballroom, SUB</p> <p>Film Screening of "Eating History: A Taste of New Mexico" (https://www.eatinghistory-nm.com/)</p> <p>Panel discussion with filmmaker and film participants</p> 
Tuesday June 3	
7:00 - 8:00 AM	Breakfast: Purple Grill - Student Union Building
8:15- 9:15 AM	<p><u>Student Union Ballroom, NMHU</u></p> <p>Land Acknowledgement – Dr. Rebecca Moore</p> <p>Welcome and Opening Remarks: NMHU President Dr. Neil Woolf</p> <p>Dean’s Roundtable “The Future of Education” <i>Mary E. Earick, Dean School of Education, New Mexico Highlands University</i> <i>Gloria Boutte, Associate Dean of Diversity, Equity, and Inclusion, University of South Carolina</i> <i>Lillian Gorman, Associate Professor of Spanish and Sociolinguistics, University of Arizona</i> <i>Emma Green, Peace through Education</i> <i>Dawn Miller, Associate Director of Partner Engagement and Systems Design, SWIFT Education Center, University of Kansas</i> <i>Carrie Morrison, District and School Growth Manager for Code.org</i> <i>Melanie Scholtz, Musician/Artist/Activist</i></p>

9:30- 11:30 AM	Concurrent Strands - Session I
11:45 -12:45 PM	Lunch – Purple Grill Student Union Building
1:00 - 2:15 PM	Team Planning Time
2:15 - 3:15 PM	Concurrent Strands - Session II
3:30 – 4:15 PM	Community Event – Creating and Using “Zines” in the Classroom, Nicole Kirby NMHU Donnelly Library
4:30 – 5:15 PM	Keynote Speaker: <i>Lillian Gorman, Associate Professor of Spanish Sociolinguistics and U.S. Latina/o/x Cultural Studies and the Director of the Spanish as a Heritage Language Program in the Department of Spanish and Portuguese, University of Arizona</i>
6:00 PM	Catered Dinner/Music – Serf Theater: 707 Douglas Ave, Las Vegas, NM The Star Road Dance Group - Taos Pueblo Drummers and Dancers
Wednesday June 4	
7:00 - 8:00 AM	Breakfast: Purple Grill - Student Union Building
8:15- 9:15 AM	<u>Student Union Ballroom, NMHU</u> Opening Remarks: NMHU Provost Keynote Speaker: <i>Melanie Scholtz, Musician/Artist/Activist</i>
9:30- 11:30 AM	Concurrent Strands – Session III
11:45 -12:45 PM	Lunch – Purple Grill - Student Union Building
1:00 - 2:15 PM	Team Planning Time
2:15 - 3:15 PM	Concurrent Strands – Session IV
3:30 – 4:15 PM	Community Event – Telling Our Stories Through Music, Ferdi Serim and Melanie Scholtz
4:30 – 5:15 PM	<u>Student Union Ballroom, NMHU</u> Keynote Speaker: <i>Carrie Morrison, District and School Growth Manager for Code.org</i> <i>"Computer Science & Artificial Intelligence: The Building Blocks of Emerging Career Pathways"</i>
6:00 PM	Catered Dinner – The Skillet: 619 12 th Street, Las Vegas

Thursday June 5	
7:30 a.m. - 8:30 a.m.	Breakfast: Purple Grill - Student Union Building Residence Hall Check-out
8:30 a.m. – 9:30 a.m.	Concurrent Strands – Session V
9:45 a.m. – 11:00am	Team Planning Time/Implementation Plan Finalization – Upload Implementation Plan to Shared Sitek with 60 second video

11:15 a.m.– 12:00 p.m.	<u>Student Union Ballroom, NMHU</u> Keynote Speaker: <i>Dr. Mary Earick, Dean of NMHU School of Education/ICLRLT Executive Director</i> <i>“Solving Problems Today to Transform Tomorrow”</i>
12:00 p.m. – 12:30 p.m.	Team implementation plan videos Final Debrief
12:30 p.m. - Safe travels home!	Lunch – BBQ Picnic at Melody Park, NMHU Campus
Next Steps: Planning our Mini Summit PLCs	
<p>Content Strands (sign up for one as concurrent sessions):</p> <ul style="list-style-type: none"> • Building Bridges: Implementing Restorative Justice and Conflict Resolution Strategies in Schools • High Quality Instructional Strategies and Practice • Developing Effective and Quality Teacher Mentorship • Computer Science in K-12 Settings • The Stories We Tell: <i>Cuentos</i> for the Classroom • Multi-Layered Systems of Support: Rightful Presence and School Transformation • Holistic Native American Pedagogy: From Prenatal to Lifelong Learning • Grant Writing to Support Educational Initiatives • Artful Intelligence: Using Storytelling to Recognize Learning in Six Directions • Critical Literacy with an Ethnic Studies Lens <p>Additional Special Sessions by Invitation only:</p> <ul style="list-style-type: none"> • Project SEMBRAR • Norteños Leaders Rising Project - Coaching/Mentoring Training • Co-teaching with the NM Residency Program • OER Librarian Corps (NTIA Grant) • Advanced Placement Training 	

Strand Descriptions:

Title: *Building Bridges: Implementing Restorative Justice and Conflict Resolution Strategies in Schools*

Presenter: Dr. Jeremy Holloway, NMHU; Emma Green, Peace Through Education

This interactive strand will equip educators, administrators, and school staff with practical tools and

frameworks to implement restorative justice practices and conflict resolution strategies in K-12 settings. Participants will explore the foundational principles of restorative justice, learn to facilitate restorative conversations, and develop conflict resolution techniques that promote accountability, community, and social-emotional learning among students.

Through case studies, hands-on exercises, and guided discussions, attendees will gain:

- A deep understanding of restorative justice and its impact on school culture
- Practical skills for leading restorative circles and mediating student conflicts
- Strategies for integrating restorative approaches into discipline policies
- Methods to build stronger student-teacher relationships and peer accountability

By the end of the workshop, participants will leave with an actionable plan to implement restorative justice principles tailored to their unique school environments. The session will provide a collaborative learning space, allowing educators to engage with real-world scenarios and develop meaningful solutions that reduce

Title: *High Quality Instructional Strategies and Practice*

Presenters: Dr. Becky Kappus, NMHU; Doug Earick, NMHU

This strand provides a context for teaching NM students based on scope, sequence, and national and state standards. High quality Instructional approaches within the framework of an integrated curriculum will be explored, including the use of critical thinking skills. Additionally, participants in this strand will:

- Examine how personal experiences/stories shape teaching/learning perceptions.
- Analyze the importance of students' perspectives and personal stories when planning lessons.
- Devise instructional strategies that expands students' knowledge of the local and world community.
- Strategies to support successful implementation of Project-Based Learning (PBL)
- Discuss the importance of using High Quality Instructional Materials that are content-rich, fully accessible, culturally and linguistically relevant, free from bias.
- Share effective instructional strategies and examine how these strategies support all student regardless of race, ethnicity, income or background.

Title: *Developing Effective and Quality Teacher Mentorship*

Presenter: Dr. Angela Redondo, NMHU; Dr. Dawn Berry, NMHU

Description: Participants will take part in interactive sessions focused on developing supportive and effective mentorships that foster professional growth for teachers and administrators while aligning with student success objectives. Emphasis will be placed on fostering positive mentor-mentee relationships, developing communication skills, and implementing mentorship structures that benefit both educators and students. This hands-on, collaborative session will provide tools and resources for nurturing a culture of mentorship within your school community.

Title: *Computer Science in K-12 Settings*

Presenters: Paige Prescott, NM Computer Science Alliance; Yolanda Lozano, NM Computer Science Alliance; Carrie Morrison, Code.org

Description: In this strand, you learn to explain why digital maps in Computer Science (CS) education is now a foundational skill for all students K-12. This strand will give an overview of excellent and free curriculum from Code.org that can be used by schools and teachers K-12 as either separate CS courses or for integrating CS into content classes. Teachers from all backgrounds, with no prior experience or with some CS exposure are encouraged to join this strand to learn about the resources available to start you and your students learning CS. **This strand will require participants to bring their own laptop**

computer.

Title: *Multi-Layered Systems of Support: Rightful Presence and School Transformation*

Presenter: Christopher Vian, NM PED; Dr. Dawn Miller, SWiFT Center at the University of Kansas

Description: The successful implementation of Multi-Layered Systems of Support (MLSS) requires a fundamental shift in how we consider not just the students, but the classroom and school as well. Using the SWiFT Center's 12-point paradigm, this strand will look at how to incorporate effective system change and MLSS to support all students and educators in engaging in assuring that all have the rightful presence in our schools. This strand will give practical tools to educators and administrators in effective implementation of MLSS. This strand will look at ways to plan for further implementation of MLSS throughout the 2025-2026 school year.

Title: *The Stories We Tell: Cuentos for the Classroom*

Presenters: Dr. Elena Valdez, NMHU; Dr. Lillain Gorman, University of Arizona

Description: The cultural knowledge and linguistic repertoires of communities in northern New Mexico are vast yet seldom included in K-12 curricula. In this strand, participants will explore oral, written, and visual texts that foster critical literacy and center Hispanic/Latino experiences in northern New Mexico. Participants will also practice conducting research for the purpose of recuperating stories and language practices that enhance our understanding of history and our relationship to place.

Title: *Holistic Native American Pedagogy: From Prenatal to Lifelong Learning*

Presenter: Dr. Melissa Riley, NMHU

Description: This strand offers a comprehensive, skills-based exploration of culturally responsive education tailored to Native American communities across all life stages. This innovative approach encompasses a wide range of topics, including maternal health care, early childhood development, culturally responsive education plans, trauma-informed practices, and strengths-based approaches in tribal schools. By addressing the unique needs and cultural contexts of Native American learners, from prenatal care to elder wisdom, this strand aims to empower educators with the knowledge and strategies necessary to create inclusive, supportive, and effective learning environments that honor Native American worldviews and promote lifelong learning within tribal communities.

Title: *Grant Writing to Support Educational Initiatives*

Presenters: Tiffany Stewart, Birthwrite Consulting Group; Dr. Mary Earick, NMHU

Description: This summer strand is designed for educators and administrators seeking to enhance their skills in securing funding for educational programs, initiatives, and school-based projects. Participants will learn the fundamentals of grant writing, like how to identify funding sources—including government, foundation, and corporate grants—and how to craft compelling proposals that align with funder priorities in a competitive space. The workshop will cover the key components of a successful proposal, such as effectively communicating impact, measuring outcomes, creating budgets, and building strong relationships with funders. By the end of the workshop, participants will have the tools and strategies to articulate their story clearly, a deeper understanding of the grant submission process, and the confidence to write impactful proposals that attract supporters and make a lasting difference in their communities.

Title: *Artful Intelligence: Using Storytelling to Recognize Learning in Six Directions*

Presenters: Ferdi Serim; Melanie Scholtz,

Description: Beyond writing and speech, our ways of seeing and expressing extend through images, sounds, movement, breath and words. We will learn together through collaborative conversations as we

explore how storytelling allows us to broaden our ways of recognizing and honoring learning beyond traditional, linear Western models. In our track, we will learn how to use storytelling as formative assessment, currently being developed and refined at Six Directions Indigenous School, Raices del Saber Charter School and others who see opportunities presented by the newly required community developed Graduate Profile Capstone projects. For shared context, we will use storytelling to honor "The 4Rs" - Reciprocity, Relationships, Responsibility, and Redistribution. These qualities represent the importance of balanced giving and receiving, strong connections between people, personal accountability, and equitable sharing of resources within a community. As educators, many of us have witnessed the power of inquiry-driven, project-based learning to deepen student engagement, and balance the "whole person" aspects of wellbeing - life, work and learning. We can help our students use these strengths within required capstone projects that show how they represent qualities expressed on locally developed Graduate Profiles. **This strand will require participants to bring their own laptop computer.**

Title: *Critical Literacy with an Ethnic Studies Lens*

Presenters: Marisol Ruiz, NMHU; Dulcinea Lara, NMSU; Theresa Montañó, Cal State Northridge

Description: A long-term look at US schools reveals the homogeneous nature of the curriculum taught in our K12 schools, alienating and manipulating the experiences of students of color, further advancing the colonial perspective. In this session, we will demonstrate how schools can employ intentional humanizing philosophies and adopt pedagogical practices that allow students to be autonomous and exercise their self-determination through critical literacy. We will critically examine K12 Ethnic Studies literature using critical literacy skills to decolonize stories of marginalized communities. We will also practice critical pedagogical practices such as dialogue circles where students/ youth engage in discourse regarding the literature they read, write, present, and discuss. Ultimately, we aim to engage educators in developing living lesson plans that teachers can adjust, emphasizing the potential impact of these changes on creating a diverse and inclusive critical curriculum. Teachers will be guided to develop place/land based critical literacy curriculum.