

Wednesday, July 20, Morning Session

Building an Anti-Racist Classroom through Positive Racial Identity Development

Ali Michael, Ph.D., University of Pennsylvania

This workshop is structured around two framing concepts: 1. You can have a multicultural curriculum and not an anti-racist classroom. 2. Positive racial identity development supports students' social and academic success. The workshop will be directed toward teachers who want to begin building an anti-racist classroom and are interested in sharing strategies and visions for doing so. This workshop will be experiential and will require the involvement of participants. The facilitator is White and will use many personal examples to illustrate concepts shared in the workshop.

Ali Michael is the Director of K-12 Consulting and Professional Development at the Center for the Study of Race and Equity in Education at the University of Pennsylvania and the Co-Founder and Director of the Race Institute for K-12 Educators. She is the author of *Raising Race Questions: Whiteness, Inquiry and Education* (Teachers College Press, 2015): a book designed to support teachers in the long term and personal process of understanding the role that race plays in their lives and in their classrooms. She is also co-editor of *Everyday White People Confront Racial and Social Injustice: 15 Stories* (2015, Stylus Press). She and her partner, Michael, live in Philadelphia and consider questions of race and education on a daily basis in raising their two children.

Diversity of Ability: Enacting Inclusive Pedagogy in Racially Diverse Schools

Katherine Newhouse and Tara Schwitzman, Teachers College, Columbia University

Recent work in Disability Studies has noted that disability is the largest minority. Yet, when we discuss racially diverse schools, conversations about disability are often absent. In this session, we will take a Disability Studies in Education (DSE) approach to unpacking our own understandings of diversity. Many racially diverse schools aim to develop inclusive school communities. Implicit in this notion is the idea that there are a variety of learning profiles, or "abilities," present in the general education classroom. While it is important to consider how the learning environment of the general education classroom influences a child's ability, a DSE framework can also help us consider the lived experiences of students with disabilities who receive special education services. Our aim is to highlight the tensions of enacting inclusive education and to unpack the question: How do I enact inclusive education in a racially diverse school? We will start by introducing Universal Design for Learning as one method for lesson planning that takes up a DSE framework. We will also introduce strategies related to active and collaborative learning that foster inclusive education for all students in racially diverse schools.

Katherine Newhouse is a doctoral student in the Curriculum and Teaching Department at Teachers College, Columbia University. She also works as an instructor in the Elementary and Secondary Inclusive Elementary Programs with students pursuing dual-certification in elementary general education and teaching students with disabilities. Her interests include disability studies in education, intersection of disability, race and gender, educational justice, adolescents and the experiences of young adults with intellectual disabilities.

Tara Schwitzman is a PhD candidate in the department of Curriculum and Teaching at Teachers College, Columbia University. She situates her work in the field of feminist disability students in education. Areas of interest include: the overrepresentation of minority students in special

education; ability and special education as exclusion mechanisms in schools and society; and theorizing difference at the intersection of gender and dis/ability. Before starting her work at Teachers College, Tara taught music for students in grades K-8 in North Philadelphia.

Ensuring Equity in Special Education Placement: a Delicate Balance

Miriam Nunberg, Esq.

Over the last two decades, the overrepresentation of students of color in special education has led to the U.S. Department of Education's Office of Civil Rights (OCR) initiating numerous "Minorities in Special Education" reviews and requiring districts to justify the special education placements of scores of students. Yet, a recent study proclaimed that "Minorities are Disproportionately Underrepresented in Special Education," (Morgan and Farkas, 2015) and asserted that too few students of color are receiving much-needed special education services. Which is correct? Which trends are present in your district? This workshop will unpack the OCR standard around referring and placing students into special education, and will give participants the opportunity to share strategies for striking the proper balance so as to neither over- nor under-classify students of different racial and ethnic groups.

See Tuesday, July 19, morning for cabana/workshop leader bio.

Fostering Culturally Responsive Teaching with Children's Literature

Detra Price-Dennis, Teachers College, Columbia University

This workshop, designed for K-5 educators, will engage participants in a series of activities and discussions designed to explore pedagogical strategies that foster culturally responsive teaching with children's literature. Required reading prior to the workshop- *Separate is Never Equal* by D. Tlatiuh (2014).

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"Peer Culture Trumps Academic Culture, Everyday "-Pedro A. Noguera

How can we capitalize on peer-to-peer experiences that will foster an academic culture for all?

Mallory Marra and Melissa Moskowitz, New York City Public Schools

This will be an interactive workshop that addresses not only the importance of integrated, inclusive education but also the co-teaching structures and instructional models needed to make it successful for all learners. There will be sharing of student work and the processes that went into it. Shared resources will include experiences with videotaping in the classroom, media to teach into digital citizenship and social responsibility while also sharing our experimentation with new techniques and technologies in a blended learning classroom. This workshop will include some exposure to the benefits of using technologies Classroom Inc, Google Classroom, digital applications like Class Dojo, and optimizing for mobile engagement that facilitate highly effective levels of student engagement in heterogeneous classrooms. This workshop will allow participants to explore further what differentiation is and why it matters so much in integrated, inclusive schools and classrooms.

Mallory Marra is a 4-year high school English teacher with experience preparing students for the real world, and helping teachers unlock the potential of technology and media in the classroom. Mallory has designed curriculum for REACT to FILM to teach media literacy and civic engagement, and she is currently taking courses to further her expertise in online course design. Mallory received her M.A. in English Education from Teachers College, Columbia University in 2012.

Melissa Moskowitz is a parent, educator and activist with an impassioned desire to refocus on the goal of education highlighting the importance of absolute values and how school integration, as well as a formal petition, can build more momentum around this vital topic of admissions reform to promote school integration in NYC. Melissa Moskowitz has worked for over 15 years in the NYC public school system while holding leadership roles of teacher, coach, and facilitator. Melissa achieved National Board Certification for Students with Exceptional Needs in 2012. Additionally, she works on the D15 Diversity Committee and Parents for Middle School Equity Group (D15) and collaborates with IntegrateNYC4Me to help students, parents and educators to build meaningful integrated experiences.

[Re]Defining Culturally Relevant Mentoring as part of Educational Leadership Development

Phillip Smith, Teachers College, Columbia University

See Tuesday, July 19, morning for cabana/workshop description and leader bio.

Reimagining the Canon: From Toni Morrison to Kendrick Lamar

Brian Mooney, Teachers College, Columbia University

This workshop outlines a unit of study that asked students to compare Toni Morrison's novel, *The Bluest Eye* (1970) and rapper Kendrick Lamar's album, *To Pimp A Butterfly* (2015). Participants will engage in activities from this unit, explore classroom artifacts, and consider the effects of Kendrick's visit to a New Jersey high school. Participants will see highlights from Lamar's visit, which featured a panel of students and scholars in conversation with the rapper at a school-wide event. Mooney argues for pedagogies and curricula that utilize more diverse media and popular culture in his forthcoming book, *Breakbeat Pedagogy: Hip Hop and Spoken Word Beyond the Classroom Walls*.

Brian Mooney is an educator, scholar, author, and doctoral student at Teachers College, Columbia University. He teaches high school English in New Jersey. In June 2015, Brian's work caught the attention of Grammy-award winning hip hop artist Kendrick Lamar and resulted in a school visit by the rapper. His work has been featured by *The New York Times*, *NBC*, *NPR*, *Rolling Stone*, *MTV*, *SiriusXM* and others. Brian's first book, *Breakbeat Pedagogy: Hip Hop and Spoken Word Beyond the Classroom Walls*, will be published by Peter Lang Publishing.

Student Voice & Vision: Using Visual Art to Support Students from All Communities & Backgrounds

Saul Chernick, Joan Mitchell Foundation

The arts provide students with a powerful opportunity to express their individual vision and voice. With studio art making, students not only engage in a cultural experience, they literally shape it. However, creativity requires a particular kind of nurturing and inclusive environment in order to flourish. Regardless of their cultural background, students are generally exposed to the same limited set of Eurocentric artists and artworks that do not represent cultural diversity and do not resonate with their experiences of daily life. In this hands-on session the Joan Mitchell Foundation will present its model for establishing creative environments that support all students by actively seeking out their voice and perspective. We will share resources and best practices culled from almost twenty years of providing studio art classes to youth across New York City. Participants will also engage in a simple art making activity that models our methodology, can be easily replicated in the classroom, and is linked to the development of literacy skills.

Saul Chernick provides support, training and coaching for the Joan Mitchell Foundation's staff of Artist-Teachers as the Professional Development Program Manager. Through workshops, observations, curricular feedback and other initiatives, his programs assist artists in developing

their skills as educators. As a practicing artist, he has exhibited in galleries and museums including the Aldrich Museum of Contemporary Art, the Bronx Museum of Art, and the Jewish Museum. As a New York state certified art educator he has taught for the New York City public school system, as well as The Cooper Union, Parson's School of Design, Baruch College, the Museum of Modern Art, Studio in a School, and the Dreamyard Project. His work can be seen at: www.saulchernick.com.

Teaching and Learning Racial Literacy in Social Studies Classrooms

Terrie Epstein, Hunter College

See Tuesday, July 19, morning for cabana/workshop description and leader bio.

Using Hip Hop as Therapy in Multi-Racial Schools

Ian Levy, Teachers College, Columbia University

See Tuesday, July 19, morning for cabana/workshop description and leader bio.