

Wednesday, July 20, Afternoon Session

Diversity of Ability: Enacting Inclusive Pedagogy in Racially Diverse Schools

Katherine Newhouse and Tara Schwitzman, Teachers College

See Wednesday, July 20, morning session for cabana/workshop description and leaders bios.

"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

See Wednesday, July 20, morning session.

Race, Dis/ability and Equity Pedagogies

Michelle Knight-Manuel and Laura Vernikoff, Teachers College

The purpose of this workshop is to engage participants in examining the connections between race and dis/ability in education, and to explore how culturally relevant and inclusive pedagogies address the opportunity gap within schools and classrooms. Many people are aware that disproportionality is a persistent problem in special education, with White children being underrepresented in several high-incidence disability categories that get diagnosed in schools such as "learning disabled" and "emotionally disturbed" compared to their overall representation among children and youth. Researchers have noted that disproportionality does not exist within low-incidence categories that get identified before children start school, such as "blind" or "deaf." As a result, researchers have argued that the disproportional overrepresentation of Black, American Indian, and sometimes Latina/o children in special education classes results from school practices such as the inequitable distribution of resources, opportunities to learn and culturally irrelevant curricula. We seek to address these issues through mediated student voice videos and interactive discussion in the workshop.

Michelle Knight-Manuel is Professor of Education and Senior Advisor to the Provost at Teachers College, Columbia University, and a former middle school teacher and high school college adviser. Her research contributes to the fields of teacher preparation, school reform efforts and teaching and learning within community-based organizations. She examines inequities within the educational pipeline for Black and Latina/o youth and investigates the educational and civic assets of immigrant youth and young adults. Michelle is the co-author of *College Ready: Preparing Black and Latina/o youth for higher education – A Culturally Relevant Approach*. Recently, she served as the Director of Culturally Relevant College and Career Readiness for the New York City Department of Education's Expanded Success Initiative, and is currently a Senior Research Fellow at the Massachusetts Institute of Career and College Readiness.

Laura Vernikoff is a doctoral candidate in the department of Curriculum and Teaching at Teachers College, Columbia University, and a former secondary special education teacher in New York City. Her research interests focus on dis/ability and the school-to-prison pipeline. In particular, she is interested in the experiences of young people in urban school systems such as New York City, and how race, language, religion, social class, gender and gender identity, sexual orientation, and other aspects of young people's identities intersect with dis/ability in schools. She has presented her work at conferences such as the National Council of Teachers of English, Culturally Relevant Evaluation and Assessment, and American Educational Research Association annual conferences.

Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners

Mariana Souto-Manning, Teachers College

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

What Does It Mean to be a Culturally Relevant (Science) Teacher?

Felicia Mensah and Denise Mahfood, Teachers College

Re-imagining standards and how we think about good pedagogy, curriculum and assessment in the elementary STEM classroom will be emphasized in this workshop. Participants will engage in a series of STEM related activities in order to think about practices that encourage a rigorous and enjoyable science learning experiences of young learners in the STEM classroom. We will also discuss approaches to integrate issues of diversity and equity in STEM while considering Common Core standards.

Dr. Felicia Moore Mensah is Professor of Science Education and past Program Coordinator of the Science Education Program at Teachers College, Columbia University. Appointed as Senior Advisor to the Provost for Student Affairs, Professor Mensah is serving as a liaison between administration and the student body. Professor Mensah received her doctorate in Science Education from Florida State University (May 2003) and postdoctoral fellow in the Center for Curriculum Materials in Science at Michigan State University (June 2003-July 2005). Professor Mensah's research in science education focuses on diversity, equity, and science teacher identity as well as gender issues and teacher professional development in STEM education.

Reimagining the Canon: From Toni Morrison to Kendrick Lamar

Brian Mooney, Teachers College

See Wednesday, July 20, morning for cabana/workshop description and leader bio.

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.

Three Ways to Engage Multiple Literacies in Your Classroom

Jamila Lyiscott, Teachers College

Faced with the realities of a monolingual teaching force and an increasingly diverse student body, this workshop problematizes traditional notions about what it means to be "literate" in our 21st Century world. Participants will draw on personal narratives and critically reflect on our capacity to disrupt racial/social inequity through attention to language and race as ideologically interwoven. Drawing on her dissertation research and extensive experience as an educator of racially and ethnically diverse youth, Dr. Lyiscott will offer three pedagogical strategies for engaging multiple literacy practices in your classroom.

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

Using Hip Hop as Therapy in Multi-Racial Schools

Ian Levy, Teachers College

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