Deconstructing Racial Microaggressions Within Educational Settings  
Mariel Buque, Teachers College
Racial microaggressions, the brief and common verbal, behavioral, or environmental offenses, convey aggressive, derogatory, or destructive slights and insults toward people of color, whether they’re deliberate or not (Sue et al, 2007). The invisible nature of microaggressions prevents aggressors from acknowledging and subsequently challenging their own participation in creating psychological consequences for marginalized individuals. It additionally prohibits aggressors from recognizing their role in producing disparities in healthcare, vocational, and educational settings and using that knowledge to enact change within these systems. In this workshop, we will review how to recognize and dismantle the hidden messages found in racial microaggressions of everyday interactions as they are communicated at the interpersonal, institutional, and societal levels to marginalized groups, based on the model created by Dr. Derald Wing Sue and his colleagues. We will learn to identify the psychosocial impact that this insidious form of oppression has upon its targets and explore how to utilize this knowledge to advocate against microaggressions within education systems.

Mariel Buque is an Afro-Latina doctoral student in Counseling Psychology at Teachers College, Columbia University. Her work is concerned with addressing issues of minority mental health and the propagation of health disparities through systemic oppression. She is currently a Behavioral Health Integration Grant recipient of the U.S. Health Resources and Services Administration (HRSA), in which she is able to provide culturally-responsive behavioral health services to a predominantly Latina/o community at Columbia’s Presbyterian Hospital. She also serves as the Mental Health Professional Coordinator for the Teachers College partnership with Connections to Care (C2C). Her current line of research centers on both mental health disparities and the psychosocial consequences found at the intersection of race-ethnicity and gender.

Developing Racial Literacy with Children’s Literature  
Detra Price-Dennis, Teachers College
This workshop, designed for K-5 educators, will engage participants in a series of activities and discussions designed to support a framework for racial literacy. Required reading prior to the workshop- Ruth and the Green Book by C.A. Ramsey & G. Strauss (2010).

Dr. Detra Price-Dennis is an Assistant Professor of Elementary Inclusive Education at Teachers College, Columbia University. As a literacy teacher educator, Price-Dennis focuses on digital literacies and equity based pedagogies that create and sustain accessible learning environments for all students. She is interested in the sociopolitical and sociocultural aspects of literacy learning and engagement among middle childhood students, as well as teacher preparation. Her research interests also include critical perspectives on children’s and young adult literature.
Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners
Mariana Souto-Manning, Teachers College
This workshop will introduce a variety of inclusive strategies for teaching language and literacy in racially just ways. Participants will be invited into classrooms where diverse children’s experiences, strengths, and expertise are supported and valued. Examples will focus on oral language, reading, and writing development and include diverse possibilities for culturally relevant and inclusive teaching. Featured teaching strategies foster academic success, cultural competence, and critical consciousness—leading students to read their worlds and question educational and societal inequities. Early childhood and elementary teachers will find this workshop invaluable as they consider effective ways to teach racially, culturally, and linguistically diverse children. The vivid examples and hands-on strategies explored will help educators expand their thinking and repertoires regarding what is possible—and needed—in the language and literacy education curriculum. Resources and tools for enacting a literacy curriculum that fosters cultural competence, critical consciousness, and educational justice will be shared. Unique in its focus on equitable, fully inclusive, and culturally relevant language and literacy teaching, this workshop will help K-2 teachers rethink their own practice.

Dr. Mariana Souto-Manning is a professor at Teachers College, Columbia University. She is a former preschool and primary grades teacher and now works with teachers, schools, and districts throughout the world supporting their development of culturally relevant, multicultural, racially just, and critical teaching. She is committed to preparing teachers to design and carry out fully inclusive, culturally relevant, and racially just education, so that they can successfully work with young children of color with and without dis/abilities, from low-income, immigrant, and bilingual backgrounds in rich ways. Mariana is author of the award-winning book Multicultural Teaching in the Early Childhood Classroom: Tools, Strategies and Approaches (Teachers College Press, 2013) and co-author of the newly released Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners (Teachers College Press, 2016).

[Re]Defining Culturally Relevant Mentoring as part of Educational Leadership Development
Phillip Smith, Teachers College
In this workshop we examine broad definitions of the terms “culturally relevant” and “mentoring” and their use and applicability as part of adult and school leadership development. The workshop provides an opportunity for participants to explore the nature of cross-cultural, and culturally relevant models of mentoring within the field of education and leadership development. Through our collective exploration in the workshop, we will strive to formulate a new and comprehensive definition of culturally relevant educational leadership that emphasizes the importance of cultural integrity, affirmation of individual uniqueness, and collective racial/cultural identity.

Phillip A. Smith is a mid-career, Ph.D. Candidate in Education Leadership, and a member of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. Phillip joins Teachers College from the United Kingdom with over two decades of experience in senior-level school district administration, and leading in the formulation and enactment of education public policy and reform. Phillip has presented his work in a variety of venues in the U.S. and internationally. His current research explores how race/color conscious approaches to education leadership preparation and leadership development inform rethinking and understanding of educational leadership, and global leadership competencies.

Rethinking the Realness of “Real World Mathematics” (Early Childhood and Elementary grades)
Rita Sánchez, Teachers College
How do we design culturally-relevant mathematics instruction for all our students in our racially diverse schools? In this workshop, participants will explore how transdisciplinary project-based learning does not only support inquiry-based learning in the mathematics classroom; it also creates motivational and impactful real world learning environments for all our students and school community. According to Vasquez (2015), transdisciplinary is an approach to projects or problems in which students apply knowledge and skills from two or more different disciplines through student-driven questions about real life situations. In this session, participants will engage in a transdisciplinary hands-on project that exposes students to the realities of their world in order to solve a community-based problem. Through the application of mathematical knowledge and 21st Century skills- communication, collaboration, critical thinking, and creativity- participants will explore the role of students as active learners and knowledge builders in the PK-5 classroom. Finally, participants will reflect on the role of “Real World Mathematics” in our schools and how transdisciplinary project-based learning can improve achievement outcomes for all students and enhance students’ interracial understanding, empathy, and ability to learn from people of diverse backgrounds.

Dr. Rita Sánchez is the Assistant Director of Professional Development at the Center for Technology and School Change and adjunct professor in the Department of Human Development at Teachers College, Columbia University. For the past seven years, she has been designing and facilitating professional development in PK-12 urban schools, mainly in New York City and Yonkers, as well as international schools- in México, Bulgaria, and Chile. Her areas of specialization are Early Childhood mathematics education and Science, Technology, Engineering and Mathematics (STEM) learning environments in urban settings. Before working at the Center, Rita worked for eight years as a mathematics and physics high school teacher and department head in Mexico.

School Admissions and the Law
Miriam Nunberg, Esq.
It is a widely held misconception that the use of race or ethnicity is prohibited in school admissions, and that nothing can be done to combat decades-old racial patterns in schools. This workshop will cover the variety of legally acceptable options for increasing student diversity, and will explore the practical ramifications of the different choices. Recent cases from the U.S. Department of Education’s Office of Civil Rights (OCR) will be used to illustrate the legal standard, so that districts can begin to take proactive steps to offer greater equity within the boundaries of the law.

Miriam Nunberg is an attorney, former special education teacher and the founder of the Brooklyn Urban Garden Charter School (BUGS) - a diverse, community-based middle school. She served as a staff attorney in the US Department of Education’s Office for Civil Rights, where she handled allegations of violations of the civil rights laws in educational institutions for 14 years. Miriam is a founder of an advocacy group working for greater equity in middle school admissions in Community School District 15 in Brooklyn, and has recently opened her own legal practice specializing in issues related to disability, race and sexual harassment in education.

Strategies for Racial Equity in Educational Technology
Tara L. Conley, Teachers College
In efforts to advance a systemic framework of racial equity, the purpose of this workshop is to go beyond diversity discourses in the classroom and offer strategies for implementing a race explicit examination of practices throughout educational environments where technological tools and media are used for engagement and learning. This interactive and multimedia workshop will provide a space for participants to interrogate technologies in relation to power, inequality,
justice, and learning, and equip participants with practical tools they can use in the classroom and beyond. It will cover recent and relevant topics at the intersection of race, technology, and education. Participants will also be invited to assess their own practices and strategies guided by the question: How do race and technologies organize students and what role do my practices play in this process of organization?

_Dr. Tara L. Conley_ is an adjunct Assistant Professor at Teachers College, Columbia University and Senior Researcher at Race Forward.

**Striving for Racial and Economic Integration: Diverse Schools Make An Impact Across Constituencies**

_Members of the Manhattan Country School Community_

This panel will share perspectives on how schools where diversity is purposeful impact experience from a variety of perspectives. What topics come up and what difference does it make to have diversity embedded in the enrollment and the curriculum? What strategies can administrators use to engage diversity to benefit all? How do graduates and their families look back on the impact of an early introduction to diversity? Lessons learned over 50 years at Manhattan Country School, a private school with a public mission, will provide a basis for interactions with the audience.

_Dr. Michèle Solá_ is Director of the Manhattan Country School. _Dr. Sabrina Hope King_, MCS '73, served as Chief Academic Officer, Office of Curriculum and Professional Development, New York City Department of Education, and is today President of ATAPE, an educational consulting firm. _Akemi Kochiyama_, MCS '85, is a Ph.D. candidate at City University of New York, the parent of two MCS students, and Director of Development and Alumni Relations at MCS. _Monica Amaro_, the parent of two MCS students, is MCS Director of Admissions. _Lalena Garcia_ is the kindergarten teacher at MCS and was recognized this year as a Fellow in the Academy for Teachers.

**Teaching and Learning Racial Literacy in Social Studies Classrooms**

_Terrie Epstein, Hunter College_

Race/ethnicity and other forms of difference that constitute our national history and contemporary society can be taught and learned in ways that enable young people to acquire a sense of civic agency. In this workshop, participants will consider how teachers' and students' social identities influence their interpretations of national history and contemporary society. They also will learn strategies to address “difficult” social studies topics about the nation’s historical and ongoing legacy of violence and inequality related to race/ethnicity and other forms of difference.

_Terrie Epstein_ is a Professor of Education at Hunter College and the Graduate Center, City University of New York. Her area of expertise is history and citizenship education in national and international contexts. Her books include _Education, globalization and the nation_ (co-authored, Palgrave Macmillan, 2015); _Interpreting national history: Race, identity and pedagogy in classrooms and communities_ (Routledge, 2009) and _Teaching United States history: Dialogs between teachers and historians_ (co-edited, Routledge Press, 2009). A former Fulbright Senior Research Scholar (New Zealand, 2013), she currently is a Visiting Professor at Ulster University, Coleraine, Northern Ireland (2015-2018).

**The Continued Promise of Technology in the Elementary Grades**

_Steven Azeka, Teachers College_

Interactive whiteboards, tablets and internet-connected laptops have expanded into classrooms over the last decade in an attempt to close the digital divide. However, in ethnically diverse schools with
low-SES student populations, technology use more often takes the form of drill or practice – a stark contrast from more white, affluent schools which tend to use technology to expose students to content applications and simulations (Warschauer and Matuchniak, 2010). What does this mean for our students in culturally diverse settings? Is technology limiting or enriching our students' abilities to demonstrate their knowledge or deepen their understandings of content? This workshop will explore the potential technology has to empower all students by providing a medium to voice their thoughts and understandings while developing content knowledge through student communities. Furthermore, we will explore supports and resources that allow for the equitable integration of technology in standards-based STEM curricula.

Steven Azeka is a technology specialist at the Center for Technology and School Change, and a doctoral student in the Communication, Media, and Learning Technologies Design Department at Teachers College, Columbia University. His professional development efforts and teaching focus on the transdisciplinary integration of technology in NYC public schools.

Using Hip Hop as Therapy in Multi-Racial Schools
Ian Levy, Teachers College
This workshop will cover the use of a school counseling framework, Hip Hop and Spoken Word Therapy (HHSWT), that can be used within both counseling offices and classroom spaces. Workshop participants will receive valuable information about the various mental health disparities that impact young people in schools, which are known to have a detrimental impact on academic performance. After discussing research and theory, participants will engage in practical application of HHSWT and draw conclusions in regards to how to best implement learned tools/strategies into their own practice.

Ian Levy, M.A., Ed.M. is a Hip Hop Artist, School Counselor, and Doctoral Candidate at Teachers College, Columbia University. In 2013, Ian Levy was honored with the delivery of a TEDx Talk on Hip Hop and Spoken Word Therapy: A path of Self-Discovery and Emotional Stability which has been acclaimed. Ian aims to utilize the constructs of Hip Hop and Spoken Word Therapy to re-frame mental health services in public schools. He runs a hip hop therapy program as a school counselor in the South Bronx. At the beginning of 2016, Ian's work integrating hip hop therapy as a school counseling framework was featured in the NY Times, XXL Magazine, Complex Magazine, on Fox5 NY, and News 12 the Bronx.

Tuesday, July 19, Afternoon Session

Access to Gifted, Advanced, and Special Opportunity Programs
Miriam Nunberg, Esq.
All too often, when schools are racially mixed, the problem of tracking arises. Students of color are often underrepresented in gifted and talented and other high track courses, which exacerbates the achievement and opportunity gaps between groups. An understanding of the legal framework for student placement within schools can assist in developing programming and admissions criteria that are simultaneously more equitable and more educationally sound. Participants will have the opportunity to share best practices for pushing high achievers and supporting more challenged learners in integrated settings.

See Tuesday, July 19, morning for cabana/workshop leader bio.
Deconstructing Racial Microaggressions Within Educational Settings  
Mariel Buque, Teachers College  
See Tuesday, July 19, morning for cabana/workshop description and leader bio.

Healing Fictions? The Challenges (and Possibilities) of Restorying African American History Through Children’s Literature  
Ebony Elizabeth Thomas, University of Pennsylvania  
How do students read tales about the past? What kinds of facts are they deriving from these fictions? Many popular historical topics in children’s and young adult literature—slavery, the Jim Crow South, the Japanese internment camps of World War II, and the genocide of Native Americans, to name just a few—are set in the midst of the incomprehensible horrors of American history. Given that the Common Core State Standards mandate that 50% to 70% of secondary students’ reading across the curriculum should consist of informational texts, a more comprehensive consideration of students' understanding of children’s and young adult historical literature is warranted. Within broader considerations about the teaching of history through literature, African American historical fiction is a promising site for examining the implications of students’ responses to traumatic and controversial events from U.S. history. This presentation will describe the recent case of the #SlaveryWithASmile children’s picture books, A Fine Dessert and A Birthday Cake for George Washington, which controversially depicted enslaved parents and children as being happy in their circumstances without context or nuance. These and other recent children’s books about slavery will be presented, and responses from reviewers, parents, community members, students, and the editor, author and illustrator will be analyzed. Exemplary alternate children’s books appropriate for the teaching of slavery and other challenging historical periods will be presented as discussed. The presentation will conclude with the implications for literacy education, including a call for learning more about young readers’ responses to historical children’s literature during this current era of standardization and educational reform.

Ebony Elizabeth Thomas is an Assistant Professor at the University of Pennsylvania Graduate School of Education. Ebony studies how people of color are portrayed, or not portrayed, in children’s and young adult literature, and how those portrayals shape our culture. She regularly reviews children’s books featuring diverse heroes and heroines, teens and tweens caught between cultures, and kids from the margins for the Los Angeles Times. She has a particular interest in young adult fantasy literature and fan culture. A former English and language arts teacher, Thomas also explores how teachers handle traumatic historical events, such as slavery, when teaching literature.

Rethinking the Realness of “Real World Mathematics” (Secondary Education)  
Rita Sánchez, Teachers College  
How do we design culturally-relevant mathematics instruction for all our students in our racially diverse schools? In this workshop, participants will recognize the power of mathematics, through transdisciplinary project-based learning, as an essential analytical tool to understand and potentially change the world, rather than merely regarding mathematics as a collection of disconnected rules to be roteley memorized and regurgitated. According to Vasquez (2015), transdisciplinary is an approach to projects or problems in which students apply knowledge and skills from two or more different disciplines through student-driven questions about real life situations. This workshop will provide examples of how to weave community-based issues to deepen students’ understanding and prepare them to be critical, active citizens. Participants will engage in a transdisciplinary hands-on project to solve a community-based problem. Through the application of mathematical knowledge and 21st Century skills- communication, collaboration, critical thinking, and creativity- participants will explore the role of students as active learners and knowledge builders in the 6-12 classroom. Finally, participants will reflect on the role of
“Real World Mathematics” in our schools and how transdisciplinary project-based learning can improve achievement outcomes for all students and enhance students’ interracial understanding, empathy, and ability to learn from people of diverse backgrounds.

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

The Continued Promise of Technology in Grades 6-12  
*Steven Azeka, Teachers College*  
See Tuesday, July 19, morning for cabana/workshop description and leader bio.

Three Ways to Face Your White Privilege in the Classroom  
*Jamila Lyiscott, Teachers College*  
The present-day Black Lives Matter movement and cry for racial justice have pervaded our nation's schools and college campuses in ways that call true educators to the responsibility of addressing racial inequality in their classrooms. However, even the most well-intentioned educators within a predominantly white teaching force are faced with the dilemma and discomfort of seeing, acknowledging, and wrestling with their own white privilege as an essential step toward justice. In this interactive workshop, participants will engage in activities and critical dialogue around white privilege to connect personal responsibility to pedagogical possibilities for the classroom. Drawing on her extensive racial justice work within predominantly white institutions, Dr. Lyiscott will offer three strategies for addressing white privilege on internal, interpersonal, and institutional levels.

*Jamila Lyiscott* is the founder and co-director of the Cyphers For Justice youth, research, and advocacy program, apprenticing inner-city youth as critical researchers through hip-hop, spoken word, and digital literacy. She serves as a Postdoctoral Fellow at the Institute for Urban and Minority Education of Teachers College, Columbia University. Her TED talk discussing literacies has been viewed over 3 million times.

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.

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**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
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**  
*Dreta Price-Dennis, Teachers College*  
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. Tonatiuh (2014).

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

"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*  
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
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](http://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
See Tuesday, July 19, morning for cabana/workshop description and leader bio.
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.
Re-imagining STEM in the Elementary Classroom  
*Felicia Mensah, 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*

Teaching and Learning Racial Literacy in Social Studies Classrooms  
*Terrie Epstein, Hunter College*

Three Ways to Engage Multiple Literacies in Your Classroom  
*Jamila Lyiscott, Teachers College*

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.

Using Hip Hop as Therapy in Multi-Racial Schools  
*Ian Levy, Teachers College*
Access to Books is a Social Justice Issue

Annie Ward, Assistant Superintendent for Curriculum and Instruction, Mamaroneck Public Schools

All readers develop through voluminous, engaged reading. Why, then, do literacy leaders face obstacles in providing access, choice, and time for children to read? In spite of our best efforts, why do some of our most vulnerable readers have the least access to compelling books in school and at home, and what can we do about it? This interactive session will arm participants with powerful research, blueprints for robust classroom libraries, practical means of data-gathering, inspiring case studies, and powerful advocacy strategies to ensure all readers have the material they need to thrive.

Annie Ward is the Assistant Superintendent for Curriculum and Instruction for the Mamaroneck, NY Public Schools. Previously, she was a Local Instructional Superintendent for the New York City Department of Education and the Supervisor of Curriculum and Instruction for the Ridgewood, NJ Public Schools. A long-time middle school English teacher, Annie is passionate about literacy and works to ensure that all children have abundant daily access to irresistible and compelling books. Annie’s office library includes lots of nonfiction books about dogs and unusual animal friendships which captivate striving readers. Twitter handle: @annietward

Brave Leadership for Diverse School Districts

Ann LoBue, President, Mamaroneck NY School Board

This workshop will address policy issues arising in diverse schools and districts from the district perspective. It is intended for superintendents, school board members, parents, principals, teachers, and anyone else grappling with problems with broad implications for varied constituencies. Using case studies, and drawing on participants’ experiences, we’ll discuss how to assess community concerns and wants, evaluate alternative solutions, and roll out policy changes.

Ann LoBue is President of the Mamaroneck, NY Board of Education and a Masters’ degree candidate in Education Policy at Teachers College, Columbia University. She has held a variety of leadership positions in the corporate and non-profit sectors.

Leadership in Diverse Schools

Carolyn J. Riehl, Teachers College

In this workshop, you will be introduced to a framework for leadership in schools for diverse students. You’ll apply the framework in analyzing a school you care about and in identifying key tasks and strategies for leaders who hope to create and sustain inclusive schooling that honors difference and supports engagement and achievement for all. This workshop is appropriate for principals, assistant principals, teachers, parents, and others who provide school-based leadership.

Carolyn J. Riehl is Associate Professor of Sociology and Education Policy at Teachers College, Columbia University. She focuses her scholarship on organizational dynamics in education, exploring how factors such as leadership, the use of information, and parent engagement can foster improvements benefitting teachers and students, especially in settings with students who have traditionally been marginalized. Her current research includes a field study of teachers' instructional planning and use of student information in urban elementary schools, and a mixed methods study of cross-sector collaborations for education reform, economic development, and
improved student outcomes across the United States. She is the coeditor of *A New Agenda for Research in Educational Leadership*.

**Leading for Integration**  
*Jill Bloomberg, Park Slope Collegiate School*  
This workshop will explore how school leaders - both administrators and teachers - can utilize leadership skills to build both theoretical and practical support for integration by focusing on anti-racism. We will discuss some of the real-life challenges and responses of an integrating secondary school in Brooklyn and explore short texts that have facilitated conversations in the school community about race and racism.

*Jill Bloomberg* is a long-time public school educator with over 28 years first as a teacher in the Chicago and NYC public schools and currently as the Principal at Park Slope Collegiate at the John Jay Campus where she has been for the past 12 years. She is also currently pursuing a PhD in Politics and Education in the Department of Education Policy and Social Analysis at Teachers College, Columbia University. Jill is a committed advocate and student of school integration as an avenue toward combating the racism and inequities that exist in our school system.

**Nothing For Us, Without Us: Youth Leadership in Transforming Education**  
*Kesi Foster, Urban Youth Collaborative*  
In a moderated panel format with a Q&A, youth from New York City will talk about the role young people should play in shaping curriculum, school discipline, college access, and local and citywide policies. From leading Restorative Justice efforts to working as peer College Advisors, youth across the city are leading efforts to bring genuine youth leadership into schools. Youth will share experiences, solutions, and barriers they face in taking a leadership role in changing their schools and public education.

*Kesi Foster* coordinates the work of the Urban Youth Collaborative, a youth-led coalition in New York City that brings together high school students to build campaigns for racial and educational justice. Before coming to the Urban Youth Collaborative he worked in Community Organizing and Engagement at the Annenberg Institute for School Reform and worked with parents and youth in Black and Latino communities in NYC and nationally, providing research, facilitation, and organizing assistance to campaigns for educational justice in our public school systems.

**Redefining Parent Roles and Power Within Schools**  
*Richard Gray, Annenberg Institute for School Reform at Brown University, and Zakiyah Ansari, Alliance for Quality Education*  
In this session, parents, teachers and administrators will explore the critical leadership role parents and communities can play in transforming schools and the roles parents and communities play within them. Using education organizing as a framework, the session will: 1) Examine the relationships, conversations, supports and information that help parents and communities understand the world inside the schools; 2) Show how these organizing efforts confront and shift the race, class, and power dynamics that often limit traditional parent engagement models; 3) Describe the structures and supports needed to help parents become active and powerful leaders in defining their own roles in the educational lives of their children and the schools serving them.

*Richard Gray* is the Director of the Community Organizing and Engagement Division of the Annenberg Institute for School Reform at Brown University (AISR), which provides strategic support on education organizing to community organizations and builds alliances between CBOs, unions and research/policy institutes. Before joining the Institute, Richard was the Director of National Technical Assistance at NYU’s Institute for Education and Social Policy and the Co-
Executive Director of the National Coalition of Advocates for Students, a nationwide network that works to improve the access of quality public education to student populations who have traditionally been underserved. Additionally, Richard is a Lecturer at Columbia Law School, helping students advance authentic collaboration between educational institutions and communities.

Zakiyah Ansari is the Advocacy Director of the New York State Alliance for Quality Education (AQE), the leading statewide organization that has been fighting for educational equity for the last decade. Zakiyah was one of the few parent advocates appointed to Mayor De Blasio’s Transition Committee and is also a member of the city’s community schools steering committee. As a mother of eight and grandmother of three, she is a founding parent leader of the NYC Coalition for Educational Justice, a collaborative of community-based organizations organizing a movement to end the inequities in the city’s public school system. Zakiyah is also one of the co-initiators of a national grassroots movement, “Journey for Justice,” an emerging alliance currently composed of grassroots community-based organizations from over 20 cities across the United States.

Student Assignment for Diversity in the 21st Century
David Tipson, New York Appleseed
Contrary to popular belief, school districts may still pursue racial and economic integration in their schools. This session will cover developments in student assignment for racial and economic diversity since the 2007 U.S. Supreme Court Case Parents Involved in Community Schools v. Seattle School District No. 1 – particularly as they have played out in New York State. Participants will learn not only about current legal and technical aspects of student assignment, but will discuss among themselves complex ideological and moral issues such as the tensions between integration and inclusion and how “diversity” and “integration” are defined.

David Tipson is Executive Director of New York Appleseed, which advocates for equity of access and fair allocation of resources to schools and neighborhoods in New York City and its greater metropolitan area. Since 2011, David has worked with the law firm Orrick, Herrington, & Sutcliffe to advocate for proactive policies to prevent the segregation and re-segregation of New York City public schools. Most recently, New York Appleseed and Orrick worked to support the New York State Education Department’s new Socioeconomic Integration Pilot Program – a grant program that directs over $30 million to urban school systems across New York State to promote integration.

Student Voice & Vision: Using Visual Art to Support Students from All Communities & Backgrounds
Saul Chernick, Joan Mitchell Foundation
See Wednesday, July 20, morning for cabana/workshop description and leader bio.

The Missing Link: How Diverse Public Schools Can Measure Non-Academic Outcomes
Penny Wohlstetter, Teachers College
Through this workshop, participants will gain skills for surveying their school communities -- parents, students, and teachers. The workshop will emphasize surveys that measure non-academic outcomes (as required by ESSA), including School Climate, Parent and Student Engagement, and Social Emotional Learning. In line with the conference theme, special attention will be given to surveys that measure teaching and learning in diverse schools.

Priscilla Wohlstetter, Ph.D. is the founding director of the Teachers College Survey Research Initiative (TC SRI) at Teachers College, Columbia University, an organization that helps public
schools design parent, student and teacher surveys to guide school improvement and strategic planning efforts. From its inception, TC SRI has focused on developing surveys that go beyond traditional academic outcomes, such as graduation rates and test scores, to include school community indicators -- school climate and school engagement. With increased attention on diverse public schools, TC SRI has collaborated recently with diverse public schools from across the US to create surveys that measure student and parent social relationships, and teaching beliefs in diverse schools.

Thursday, July 21, Afternoon Session

**Access to Books is a Social Justice Issue**  
*Annie Ward, Assistant Superintendent for Curriculum and Instruction, Mamaroneck Public Schools*  
See Thursday, July 21, morning for cabana/workshop description and leader bio.

**Brave Leadership for Diverse School Districts**  
*Ann LoBue, President, Mamaroneck NY School Board*  
See Thursday, July 21, morning for cabana/workshop description and leader bio.

**Leadership in Diverse Schools**  
*Carolyn J. Riehl, Teachers College*  
See Thursday, July 21, morning for cabana/workshop description and leader bio.

**Leading for Integration**  
*Jill Bloomberg, Park Slope Collegiate School*  
See Thursday, July 21, morning for cabana/workshop description and leader bio.

**Re|Defining Culturally Relevant Mentoring as part of Educational Leadership Development**  
*Phillip Smith, Teachers College*  
See Tuesday, July 19, morning for cabana/workshop description and leader bio.

**Redefining Parent Roles and Power Within Schools**  
*Richard Gray, Ammerngh Institute for School Reform at Brown University, and Zakiyah Ansari, Alliance for Quality Education*  
See Thursday, July 21, morning for cabana/workshop description and leader bio.

**Re-imaging STEM in the Elementary Classroom**  
*Felicia Mensah, Teachers College*  
See Wednesday, July 20, afternoon for cabana/workshop description and leader bio.

**Student Assignment for Diversity in the 21st Century**  
*David Tipson, New York Appleseed*  
See Thursday, July 21, morning for cabana/workshop description and leader bio.

**The Missing Link: How Diverse Public Schools Can Measure Non-Academic Outcomes**  
*Penny Wohlstetter, Teachers College*  
See Thursday, July 21, morning for cabana/workshop description and leader bio.