



## Technical Assistance Center on Disproportionality

### *Dismantling and Eradicating Disproportionality: Interventions for All Children*

Friday, May 19, 2017, 7:30AM – 5:00PM

Kimmel Center, 60 Washington Square South, New York, NY

Time	Summer Institute Agenda	Location
7:30AM – 8:00AM	<b>Breakfast on Your Own</b>	10 <sup>th</sup> Floor, Rosenthal Pavilion
8:00AM – 8:30AM	<p><b>The Wisdom Panel: Donna Y. Ford, Ph.D.</b></p>  <p>Donna Y. Ford, Ph.D., is Professor of Education and Human Development at Vanderbilt University. She teaches in the Department of Special Education and holds a joint appointment in the Department of Teaching and Learning. Dr. Ford has been a Professor of Special Education at the Ohio State University, an Associate Professor of Educational Psychology at the University of Virginia, and a researcher with the National Research Center on the Gifted and Talented. She also taught at the University of Kentucky. Professor Ford earned her Doctor of Philosophy degree in Urban Education (educational psychology) (1991), Masters of Education degree (counseling) (1988), and Bachelor of Arts degree in communications and Spanish (1984) from Cleveland State University. Professor Ford conducts research primarily in gifted education and multicultural/urban education. Specifically, her work focuses on: (1) recruiting and retaining culturally different students in gifted education; (2) multicultural and urban education; (3) achievement gaps; (4) minority student achievement and underachievement; and (5) family involvement. She consults with school districts, educational, and legal organizations in the areas of gifted education, Advanced Placement, and multicultural/urban education. Professor Ford has written at least 200 articles and book chapters; she has made more than 1,000 presentations at professional conferences, organizations, and in school districts. She is the co-founder of</p>	10 <sup>th</sup> Floor, Rosenthal Pavilion



	the <i>Scholar Identity Institute for Black Males</i> at Vanderbilt.	
8:35AM – 8:45AM	<p><b>Greetings / Introduction of TAC-D Team:</b> Zakiyyah Ali, Summer Institute Chairperson</p>  <p>Zakiyyah attended Virginia State University where she received a Bachelor’s of Arts Degree in Political Science and a Masters of Arts Degree in Educational Administration and Supervision. Currently, Zakiyyah is a Project Associate and Researcher in the Technical Assistance Center for Disproportionality (TAC-D). Zakiyyah is also a Student-Teacher Supervisor at Columbia University-Teachers College and an Instructor for the Junior Scholars Program, a youth component of the Schomburg Center for Research in Black Culture. She is an adjunct instructor at NYU in the Dept. of Teaching and Learning. She resides in Brooklyn, NY and enjoys reading, sunlight, excellent food, music, family fun, The Obamas, Muhammad Ali, selfies, and social media.</p> <p><b>Welcome / Introduction of Dr. Kirkland:</b> Dr. Patrick Jean-Pierre, Director Technical Assistance Center on Disproportionality (TAC-D)</p>  <p>Dr. Jean-Pierre completed his Doctorate at Rutgers University. Dr. Jean-Pierre has been providing technical assistance and professional development on issues related to disproportionality since 2006. His work at the Metro Center since 2010 has included working with districts to address disproportionality, institute incremental change district-wide and school transformation using an equity and culturally responsive approach to systemic change. Dr. Jean-Pierre was a former teacher at Andries Hudde Middle School in Brooklyn, NY. He served as a Senior Consultant to the New Jersey Department of Education and has provided leadership development at the Wharton School of Executive Education. He teaches courses in the Education Department at Manhattan College. His research interests include school</p>	10 <sup>th</sup> Floor, Rosenthal Pavilion



transformation, identity and schooling, transformative leadership, inter-group relations and working with multiple school stakeholders.

**Greetings from Metro Center:**

Dr. David Kirkland, Executive Director  
Metropolitan Center for Research on Equity and the Transformation of Schools (The Metro Center)

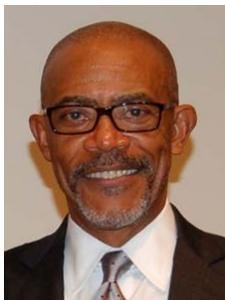


Dr. David E. Kirkland is the Executive Director of The NYU Metropolitan Center for Research on Equity and The Transformation of Schools. He has also been described as an activist and educator, cultural critic and author. A leading national scholar and advocate for educational justice, Dr. Kirkland holds a PhD and JD. A Detroit native, his transdisciplinary scholarship explores a variety of equity related topics: school climate and discipline; school integration and choice; culture and education; vulnerable learners; and intersections among race, gender, and education. With many groundbreaking publications to his credit, he has analyzed the cultures, languages, and texts of urban youth, using quantitative, critical literary, ethnographic, and sociolinguistic research methods to answer complex questions at the center of equity and social justice in education. Dr. Kirkland has received many awards for his research and educational advocacy work, including the 2016 AERA Division G Mid-Career Scholars Award, the 2008 AERA Division G Outstanding Dissertation Award. He was a 2009-10 Ford Foundation Postdoctoral Fellow, a 2011-12 NAEd/Spencer Foundation Postdoctoral Fellow, and is a former fellow of the National Council of Teachers of English (NCTE) Research Foundation's "Cultivating New Voices among Scholars of Color" program.



**Greetings from New York State Board of Regents:**

Dr. Lester Young, Regent-at-Large

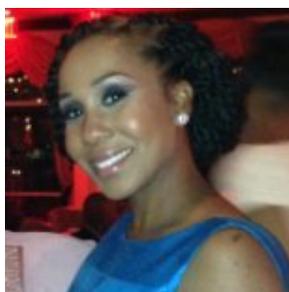


In March, 2008 Lester W. Young, Jr. was appointed by the New York State Legislature as Regent At Large, The University of the State of New York; re-elected to a 5 year term effective April 1, 2010; and in March, 2015 Dr. Young was appointed by the New York State Legislature as Regent At Large, for a third term effective April 1, 2015. Currently, he co-chairs the Regent's P-12 Education Committee, and chairs the Regents Workgroup to Improve Outcomes for Boys and Young Men of Color and the Early Childhood Workgroup. Continuing his commitment to service, in July of 2014, Dr. Young was appointed to the New York State Juvenile Justice Advisory Group.

A career educator, Dr. Young has served as a teacher, guidance counselor, supervisor of special education, principal, Associate Commissioner with the New York State Education Department and Superintendent of Community School District 13. Dr. Young is married to Dr. Renee Young and they are the proud parents of one son, Lester III, a financial analyst for a New York City firm.

**Greetings from Governor Cuomo's Office:**

Paola Therasse, Program Associate for Education



In November 2014, Paola Therasse was appointed by Governor Andrew M. Cuomo to serve as a Program Associate for Education. Ms. Therasse most recently served as a general and special education teacher within the New York City Department of Education, responsible for designing, planning and implementing English Language Arts, math, reading and social studies lessons for groups of varying skill levels based on Common Core State Standards. She also developed, wrote and implemented Individualized Education Programs for children identified as special needs students.



	<p>Additionally, Ms. Therasse has held a number of public sector jobs, having worked for the New York State Senate Finance Committee and the New York State Assembly Corrections Committee. She received a M.S. in Education from Mercy College and a M.A and B.A. in Criminal Justice from SUNY Albany.</p>	
<p>8:50AM – 9:35AM</p>	<p><b>TACD ED TALK #1</b> <b>Dr. Russell Skiba</b></p>  <p>Russ Skiba is a Professor in the School Psychology program at Indiana University. He has worked with schools across the country in the areas of disproportionality, school discipline, and school violence. Skiba directs the Equity Project, a consortium of federal, state, and foundation-funded grants providing evidence to practitioners and policymakers in the areas of school violence, zero tolerance, and equity in education. Skiba is currently director of the Discipline Disparities Research to Practice Collaborative, funded by Atlantic Philanthropies and the Open Society Foundation, a national effort bringing together key researchers, educators, and policymakers to increase research, policy and practice attention to disproportionality in discipline. He also directs PBIS Indiana, a federally and state funded project to develop a statewide network of culturally responsive Positive Behavior Interventions and Supports. He was a member of the writing team that produced the U.S. Department of Education's document on school safety Early Warning, Timely Response, and a member and lead author of the American Psychological Association's Task Force on Zero Tolerance. Skiba has testified before the United States Civil Rights Commission, spoken before both Houses of Congress on issues of school discipline and school violence, and in 2008, acted as a special consultant to OSEP on issues of disproportionality and equity in special education. He was awarded the Push for Excellence Award by the Rainbow Coalition/Operation PUSH for his work on African American disproportionality in school suspension. His article <i>Race is Not Neutral</i>, won the Article of the Year award for the journal <i>School Psychology Review</i> in 2011.</p>	<p>10<sup>th</sup> Floor, Rosenthal Pavilion</p>



	<p><b>Introduction, L. Trenton S. Marsh, Ph.D. (TACD)</b></p>  <p>L. Trenton S. Marsh recently defended his PhD in Urban Education and Social-Psychology in the Teaching and Learning department. He earned his B.Sc. in Business Administration, double-majoring in Marketing and Enterprise Management from American University and earned his M.A. in Education, with a concentration in Human Resource Development from the George Washington University. Prior to NYU, Marsh served as a Managing Business Consultant with IBM. At Metro Center he evaluates longitudinal special education, disciplinary data as well as conducts document analysis for NY State districts. Marsh is a 2015 recipient of the Mitchell Leaska Dissertation Research Award, a recipient of the 2016 Phi Delta Kappa Doctoral Scholarship Award and a 2016 American Enterprise Institute, Education Policy Academy Fellow. His current scholarship uses ethnography to explore how school-context and individual-level philosophies about the construct of schooling success inform the everyday practices of teachers and administrators, and its implications on African American and Latino/a students and their caregivers attending a “no-excuses” charter school.</p>	
<b>10-Minute Transition</b>		
9:45AM – 11:05AM	<b>Session A Breakout Sessions</b>	Global Center 2 <sup>nd</sup> and 3 <sup>rd</sup> Floors, and Kimmel Center 9 <sup>th</sup> Floor Meeting Rooms
<b>10-Minute Transition</b>		



<p>11:15AM – 12:00PM</p>	<p><b>TACD ED TALK #2</b> <b>Dr. Kent McIntosh</b></p>  <p>Kent McIntosh, Ph.D., teaches and conducts research in the areas of positive behavior support, school systems change, and sustainability of evidence-based interventions in schools. He is Director of Educational and Community Supports, a research unit in the College of Education.</p> <p><b>Introduction, Jaspreet Kaur (TACD)</b></p>  <p>Ms. Jaspreet Kaur is an experienced educator, analyst and program manager with around 12 years of experience. She earned her MPA from NYU’s Robert F. Wagner Graduate School of Public services. She also holds a Bachelor's degree in Commerce and Education. In the past, Jaspreet had worked with organizations like Fitch Ratings, United Nations Bureau for Development Policy (BDP), United Nations Dept. of Economics and Social Affairs (DESA) and NYC government for research and analytical projects. Jaspreet is a well –rounded, goal-oriented professional with strong quantitative and analytical skills. She has the strong potential to enable organizations understand their data and enhance system efficiency through customized tools and models.</p>	<p>10<sup>th</sup> Floor, Rosenthal Pavilion</p>
<b>10-Minute Transition</b>		
<p>12:10PM – 1:25PM</p>	<p><b>Lunch on Your Own</b></p>	<p>10<sup>th</sup> Floor, Rosenthal Pavilion</p>
<b>10-Minute Transition</b>		



<p>1:35PM – 2:20PM</p>	<p><b>TACD ED TALK #3</b> <b>Dr. Sonia Nieto</b></p>  <p>Dr. Sonia Nieto has devoted her professional life to questions of diversity, equity, and social justice in education. A native of Brooklyn, New York, she began her teaching career in 1966 in an intermediate school in Brooklyn, later moving to P.S. 25 in the Bronx, the first fully bilingual school in the Northeast. Her university career started in the Puerto Rican Studies Department at Brooklyn College. She and her family moved to Massachusetts in 1975, where she completed her doctoral degree at the University of Massachusetts, Amherst, returning a year later to begin her long academic career there. She taught preservice and practicing teachers, and doctoral students for 26 years before retiring in 2006.</p> <p>Dr. Nieto’s research focuses on multicultural education, teacher education, and the education of students of culturally and linguistically diverse backgrounds. She has written or edited eleven books, including, most recently, <i>Why We Teach Now</i> (2015), and <i>Finding Joy in Teaching Students of Diverse Backgrounds: Culturally Responsive and Socially Just Practices in U.S. Classrooms</i> (2013). Her first book, <i>Affirming Diversity</i>, is now in its 6th edition (the 2008 and 2012 editions were co-authored by her friend and colleague Patty Bode). <i>Affirming Diversity</i> is used widely in teacher education courses in the United States and abroad, and the first edition (1992) was selected for the Museum of Education’s Education Readers’ Guide as one of the 100 books that helped define the field of education in the twentieth century. Dr. Nieto has also written dozens of book chapters as well as articles in such journals as <i>The Harvard Education Review</i>, <i>Educational Leadership</i>, <i>Language Arts</i>, and <i>The New Educator</i>, among others. She is editor of the <i>Language, Culture, and Teaching Series</i> (Routledge), currently comprising over twenty titles. Her memoir, <i>Brooklyn Dreams: My Life in Public Education</i> (Harvard Education Press) was published in 2015.</p>	<p>10<sup>th</sup> Floor, Rosenthal Pavilion</p>
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	<p><b>Introduction, Dr. Maria Hernandez (TACD)</b></p>  <p>Dr. Hernández is currently the Associate Director of the Technical Assistance Center on Disproportionality (TAC-D), managing training and development of TAC-D new and ongoing associates, overseeing implementation of TAC-D’s deliverables, and monitoring TAC-D’s technical assistance and training for implementation fidelity. She has coached K-12 school leadership in developing systems that address disproportionality and equity, provided technical assistance and training using the following components: an equity vision, data driven culture, instructional leadership, positive school climate, community engagement and devising action plans with multiple districts in making changes to system policies and practices to develop equitable educational systems. Dr. Hernández also has over 15 years of experience working with and researching recently arrived immigrant Latino children and families, including overseeing various elementary school programs; developing and managing extended summer learning programs for ELLs; creating partnerships between schools, community, and families; and working with families of young children with developmental delays. She has managed and designed studies focusing on immigrant origin adolescents and young adults.</p>	
<b>10-Minute transition</b>		
2:30PM – 3:35PM	<p><b>Session B</b> <b>Breakout Sessions</b></p>	<p>Global Center 2<sup>nd</sup> and 3<sup>rd</sup> Floors, and Kimmel Center 9<sup>th</sup> Floor Meeting Rooms</p>
<b>10-Minute transition</b>		



<p>3:45PM – 4:30PM</p>	<p><b>TACD ED TALK #4</b> <b>Dr. Django Paris</b></p>  <p>Django Paris is an associate professor of language and literacy in the Department of Teacher Education. Paris is also core faculty in the African American and African Studies Program and affiliated faculty in the Department of Writing, Rhetoric, and American Cultures. His teaching and research focus on understanding and sustaining languages, literacies, and lifeways among youth and communities of color in the context of demographic and social change. He is particularly concerned with educational and cultural justice as outcomes of inquiry and pedagogy. Paris is author of <i>Language across Difference: Ethnicity, Communication, and Youth Identities in Changing Urban Schools</i> (2011), and co-editor of both <i>Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities</i> (2014) and <i>Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World</i> (2017). He has published in many academic journals, including the <i>Harvard Educational Review</i> and <i>Educational Researcher</i>.</p> <p><b>Introduction, Hui Ling (TACD)</b></p>  <p>Hui-Ling Malone (M.Ed) is a former secondary English teacher who has taught primarily in Detroit, Michigan and Los Angeles, California. She is a PhD student in Steinhardt's Teaching and Learning program and is interested in exploring the interaction between schools and their surrounding communities in effort to glean a better understanding of how such interplay can be mutually beneficial.</p>	<p>10<sup>th</sup> Floor, Rosenthal Pavilion</p>
<b>10-Minute Transition</b>		
<p>4:40PM – 5:00PM</p>	<p><b>Closing Session</b> <b>Thank you</b></p>	<p>10<sup>th</sup> Floor, Rosenthal Pavilion</p>