2012 Summer Institute
Guardians of Equity:
Moving Beyond a Deficit Model

Friday, July 6, 2012

New York University
Kimmel Center for University Life
Rosenthal Pavilion
60 Washington Square South
New York, New York 10012
Acknowledgement

The Technical Assistance Center on Disproportionality (TACD) is funded by the Office of P-12: Office of Special Education, New York State Education Department. Without its support of our work, the Summer Institute would not be possible.

Media Release

Dear 2012 Summer Institute Attendee,

Thank you for agreeing to participate in the Technical Assistance Center on Disproportionality at New York University’s (“NYU”) 2012 Summer Institute: Guardians of Equity: Moving Beyond a Deficit Model (“Event”).

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Very truly yours,

NYU DEPARTMENT OF TV & MEDIA SERVICES
Welcome from Dr. Pedro Noguera

On behalf of New York University’s Metropolitan Center for Urban Education (Metro Center) and the Technical Assistance Center on Disproportionality, in partnership with New York State Education Department, it is my pleasure to welcome you to the 2012 Summer Institute, *Guardians of Equity: Moving Beyond a Deficit Model*. Through this forum we strive to create an intellectual space for practitioners, researchers, and technical assistance providers to address issues that affect the educational opportunity of all learners. The Summer Institute seeks to provide strategies that education systems can use to address the multiple implications of disproportionality on student achievement.

The Metro Center is a comprehensive, university-based center that focuses on educational research, policy, and practice. We are a partner and resource at the local and national levels in strengthening and improving access, opportunity, and the quality of education in our schools. Our mission is to target issues related to educational equity by providing leadership and support to students, parents, teachers, administrators, and policy makers. For 40 years, the Metro Center has been a transformational force inspiring positive change in schools, districts, and regions across the country. The Metro Center is powerfully focused on driving equity and access in urban, suburban, and rural school settings — especially when confronting issues of race, gender, and national origin. Metro Center is continually expanding and evolving its services. Persistence of vision has forged the Metro Center into a nationally recognized leader in educational equity.

Sincerely,

Dr. Pedro Noguera

Executive Director
New York University’s Metropolitan Center for Urban Education
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<td>8:30am-9:00am</td>
<td>Morning Refreshments</td>
<td>10th Floor, Rosenthal Pavilion Lobby</td>
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<tr>
<td>9:00am-9:10am</td>
<td>Welcome from Dr. Lester W. Young, Jr., Regent at Large, New York State Board of Regents</td>
<td>10th Floor, Rosenthal Pavilion</td>
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<tr>
<td>9:10am-9:20am</td>
<td>Welcome from James DeLorenzo, State Director of Special Education for the New York State Education Department</td>
<td>10th Floor, Rosenthal Pavilion</td>
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<td>9:20am-9:30am</td>
<td>Introduction of Keynote by Dr. Eddie Fergus, Deputy Director, Metropolitan Center for Urban Education, New York University</td>
<td>10th Floor, Rosenthal Pavilion</td>
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<td>9:30am-10:30am</td>
<td>Keynote Presentation: <strong>What's so special about special education? Culturally relevant approaches to teaching all students</strong> by Dr. Gloria Ladson-Billings</td>
<td>10th Floor, Rosenthal Pavilion</td>
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<tr>
<td>10:30am-10:45am</td>
<td>Break</td>
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<tr>
<td>10:45am-12:15pm</td>
<td>Session A Workshops and Presentations</td>
<td>4th and 9th Floor Meeting Rooms</td>
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<td>12:15pm-1:45pm</td>
<td>Lunch with Keynote Presentation, <strong>These families, those Families: Getting past the Stereotypes</strong> by Dr. Elizabeth Harry</td>
<td>10th Floor, Rosenthal Pavilion</td>
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<td>2:00pm-3:30pm</td>
<td>Session B Workshops and Presentations</td>
<td>4th and 9th Floor Meeting Rooms</td>
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<td>3:30pm-3:45pm</td>
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<tr>
<td>3:45pm-4:45pm</td>
<td>Practitioners Panel on Culturally Responsive Education Moderated by Pedro Noguera Poughkeepsie School District &amp; South Huntington School District</td>
<td>10th Floor, Rosenthal Pavilion</td>
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<tr>
<td>4:45pm</td>
<td>Closing Remarks and Evaluations</td>
<td>10th Floor, Rosenthal Pavilion</td>
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Dr. Gloria Ladson-Billings, Keynote

**Dr. Gloria Ladson-Billings** is the Kellner Family Professor of Urban Education at the University of Wisconsin. She is credited with coining the term "culturally responsive pedagogy," and is one of the leaders in the field of culturally relevant teaching. Her book, *The Dreamkeepers: Successful Teachers of African American Children*, offers a close look at the qualities to be found in teachers whose African American students achieve academic success. She is a past president of the American Educational Research Association. Among her accomplishments as AERA president was a presidential address that aimed to redefine the "achievement gap" as "educational debt" — highlighting the social, political and economic factors that have disproportionately affected children of color in our schools. Ladson-Billings has been elected to membership in the National Academy of Education and has been a senior fellow in urban education of the Annenberg Institute for School Reform at Brown University.

Dr. Beth Harry, Keynote

**Dr. Beth Harry** is a Special Educator with a focus on multicultural and family issues. She attributes these interests to her experience as a parent of a child with cerebral palsy and to her identity as the person of multicultural Caribbean heritage. As a Professor in the Department of Teaching and Learning at the University of Miami School of Education, Dr. Harry’s teaching focuses on the impact of cultural diversity on education, on working with families of children with disabilities, and on qualitative methods in educational research. Dr. Harry’s research on multicultural family issues, as well as ethnic disproportionality in special education has been well received by the field. She had the honor of serving as a member of the National Academy of Sciences’ panel (1999-2001) to study disproportionality. In 2003, Dr. Harry received a Fulbright award to do research on Moroccan children’s schooling in Spain, where she was based at the University of Seville. Dr. Harry, a native of Jamaica, earned her Bachelors and Masters degrees at the University of Toronto, Canada, and her Ph.D., at Syracuse University.
Dr. Lester W. Young, Jr., a recognized educator, leader and innovator, has served as a teacher, guidance counselor, supervisor of special education, elementary school principal and Associate Commissioner with the New York State Education Department. During his 10-year tenure as Community Superintendent of District 13, Brooklyn, N.Y., he was responsible for establishing some of the more successful high schools and middle schools in New York City serving Black and Latino students. He also led the first N.Y.C. Office of Youth Development and School Community Services.

Continuing his commitment to service, in March of 2010 Dr. Young was appointed by the New York State Legislature to a second five year term as Regent At Large, The University of the State of New York. Currently, Dr. Young co-chairs the Regent’s Higher Education Committee and chairs the Early Childhood Workgroup. He also serves on the Adelaide L. Sanford Institute, Eagle Academy High School, New York Office of the Children’s Defense Fund, he is also a Life Member of the National Alliance of Black Educators and Alpha Phi Alpha Fraternity. Dr. Young volunteers as a mentor to principals and aspiring leaders throughout New York City. During his career, Dr. Young has been recognized by many local and national education, and civic education organizations for his professional contributions. Dr. Young is profiled in Men of Courage II, documenting the lives and achievements of 27 African American Men. He is also a contributing writer to Child by Child: The Comer Process for Change in Education, 1999.

James DeLorenzo, Welcome Address

Jim DeLorenzo is the State Director of Special Education for the New York State Education Department with responsibility for directing special education quality assurance, policy and program development. Jim was previously the Supervisor of the Eastern Regional Office overseeing technical assistance, compliance monitoring and school improvement activities in the region. He has had extensive and varied responsibilities in special education beginning as a special education classroom teacher. Jim has presented widely on special education requirements and their implementation and has coauthored numerous articles and publications on disability issues and practices.
Dr. Pedro Noguera, Executive Director, Metropolitan Center for Urban Education and Peter L. Agnew Professor of Education, Department of Teaching and Learning, New York University, is a leading urban sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. Dr. Noguera received his B.A. in Sociology and History and a teaching credential from Brown University in 1981. He earned his M.A. in Sociology from Brown in 1982 and received his doctorate in Sociology from UC Berkeley in 1989. Dr. Noguera served as a classroom teacher in public schools in Providence, RI and Oakland, CA and went on to hold tenured faculty appointments at the Harvard Graduate School of Education and the University of California, Berkeley. In 2008, he was appointed by the Governor of New York to serve on the State University of New York Board of Trustees. Dr. Noguera regularly serves as an advisor and collaborative researcher to school districts throughout the United States and on numerous advisory boards, including as co-chair of the “Broader, Bolder Approach” to education policy, convened by the Economic Policy Institute. A prolific writer, Dr. Noguera has published over 100 books, chapters, and articles on topics such as urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society.

Dr. Edward Fergus is the Deputy Director of the Metropolitan Center for Urban Education at New York University. Dr. Fergus has been a secondary history teacher, evaluator of state and federal programs, and program director of out-of-school-time programs. Dr. Fergus serves on the board of the Campaign for Fiscal Equity, is a Trustee of the Yonkers City School District, and was appointed by the New York Governor to the Juvenile Justice Advisory Group. Dr. Fergus has published numerous articles and books on disproportionality in special education, race/ethnicity in schools, and achievement gap patterns, including, Skin Color and Identity Formation: Perceptions of Opportunity and Academic Orientation among Mexican and Puerto Rican Youth, 2004 with Routledge Press. More recently, he co-edited Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys, 2011 with Routledge Press. Dr. Fergus has also conducted research and evaluation studies on school violence, bilingual programs, magnet schools, and disproportionality in special education and suspensions. He is currently the Co-Principal Investigator of a study of single-sex schools for boys of color (funded by The Gates Foundation), part of the New York State Technical Assistance Center on Disproportionality, and various other research and programmatic endeavors focused on disproportionality and educational opportunity.
# Summer Institute Session Schedules

## Session A: 10:45am-12:15pm

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<tr>
<th>Title</th>
<th>Presenter</th>
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<tr>
<td>Hip-Hop High School: Flipping Education to Honor Students’ Brilliance</td>
<td>Sam Seidel and David “TC” Ellis</td>
<td>4th Floor, Room 405</td>
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<td>From Racial Literacy to Cultural Responsiveness: Building Classrooms that Work for All Students</td>
<td>Dr. Yolanda Sealy-Ruiz and Dr. Florence K. Diallo</td>
<td>4th Floor, Room 406</td>
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<td>Engaging Parents as Partners</td>
<td>Janice Chu-Zhu</td>
<td>9th Floor, Room 905</td>
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<td>Impact of Race in Modern Day Life in the U.S.: How the Past Creates the Present</td>
<td>Rev. David Billings</td>
<td>9th Floor, Room 907</td>
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<tr>
<td>English Language Learners with Diverse Needs: Strategies and Resources for Providing Academic and Social-Emotional Support</td>
<td>Yolanda Delagado-Villao, Dr. Nellie Mulkay, Dr. Bernice Moro, Nicole Rosefort and Dr. Gail Slater</td>
<td>9th Floor, Room 909</td>
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<td>Federal Policy and Disproportionality: Moving Beyond Compliance</td>
<td>Dr. Perry Williams</td>
<td>9th Floor, Room 912</td>
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<td>From “Risk” to “Potential”</td>
<td>Lynnette Williams, Jennifer Burke &amp; Norma Ramirez</td>
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<td>Not Like Me: A Candid Conversation About Culture and Color in the Classroom</td>
<td>Tina T. Gregory</td>
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<td>Closing The Culture and Language Gap of ELLs</td>
<td>Caihua A. Huang</td>
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<td>LGBTQ in Schools: What Educators Should Know and the Questions They Should be Asking about the Experiences of Their LGBTQ Students</td>
<td>Bryan Rosenberg</td>
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<tr>
<td>Ensuring Equitable Instruction for Bilingual and Struggling Readers: Reaching All Learners</td>
<td>Carolyn Strom</td>
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## Summer Institute Session Schedules

### Session B: 2:00pm-3:30pm

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<tr>
<td>Brother, Sister, Leader: Exploring the Work of the Brotherhood/Sister Sol</td>
<td>Cidra M. Sebastien</td>
<td>4th Floor, Room 405</td>
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<tr>
<td>From Racial Literacy to Cultural Responsiveness: Building Classrooms that Work for all Students</td>
<td>Dr. Yolanda Sealy-Ruiz and Dr. Florence K. Diallo</td>
<td>4th Floor, Room 406</td>
</tr>
<tr>
<td>Understanding and Addressing Micro-aggressions</td>
<td>Lindsey Davis and Kristen Davidoff</td>
<td>9th Floor, Room 905</td>
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<td>Impact of Race in Modern Day Life in the U.S.: How the Past Creates the Present</td>
<td>Rev. David Billings</td>
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<td>LEP/ELL Program Evaluation Toolkit (PET) a Program Funded by the New York State Education Department Office of Bilingual Education and Foreign Language Studies (OBEFLS)</td>
<td>Dr. Nellie Mulkay and Dr. Lillian Hernandez</td>
<td>9th Floor, Room 909</td>
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<td>Whole Child, Whole School: Applying Theory to Practice in Community Schools</td>
<td>Dr. JoAnne Ferrera and Dr. Eileen Santiago</td>
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<td>Do the Experiences of White Gifted and Talented Teachers Influence Expectations of African American Gifted Students?</td>
<td>Monique Habersham</td>
<td>9th Floor, Room 903</td>
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<tr>
<td>The Messiness of Readiness</td>
<td>Dr. Vicki Mingin and Dr. Ken Card</td>
<td>9th Floor, Room 904</td>
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<tr>
<td>Teachers’ Culturally Relevant Beliefs and Academic Achievement in High Need Schools Serving African American Students in New York State</td>
<td>Barbara Solomon</td>
<td>9th Floor, Room 906</td>
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<td>LGBTQ in Schools: What Educators Should Know and the Questions We Should be Asking about the Experiences of Our LGBT Students</td>
<td>Bryan Rosenberg</td>
<td>9th Floor, Room 908</td>
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<tr>
<td>The Linguistic Hybridity of U.S. Latino Students and Their Acquisition of Standard American English</td>
<td>Justin Bennett</td>
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**Workshop & Presentation Descriptions**

**Hip-Hop High School: Flipping Education to Honor Students’ Brilliance**  
Sam Seidel & David “TC” Ellis  
1.5 hours, Session A only  
This workshop will offer attendees a chance to consider the power of hip-hop culture in developing an assets-based educational program. Through multimedia presentations, the founder of the High School for Recording Arts, David “TC” Ellis, and the author of *Hip-Hop Genius: Remixing High School Education*, Sam Seidel, will share stories, programmatic elements, and underlying philosophies from the nation’s first hip-hop high school. This workshop will invite participants to think outside the box of traditional school and youth program models to imagine institutions that not only engage hip-hop's elements, but embrace and address students’ culture, creative brilliance, and needs. Together we will explore new ideas for how to flip and remix existing educational structures and practices to create more relevant, responsive, and resilient institutions.

**From Racial Literacy to Cultural Responsiveness: Building Classrooms that Work for All Students**  
Dr. Yolanda Sealy-Ruiz & Dr. Florence K. Diallo  
1.5 hours, Session A & B  
In this session, the presenters will discuss the importance of building racial literacy knowledge in students, teachers, and administrators. It presents racial literacy as a precursor to creating culturally responsive and culturally sustaining school and classroom environments. Through the use of video, reflective activities, small, and large group discussions, this 90-minute interactive session seeks to foster open, critical, and constructive dialogue about the ways in which school personnel can support the idea that “race and class should never be the predictor for academic success” (Noguera). Another goal of the session is to encourage participants to take action toward creating school environments where all students feel represented and supported.

**Engaging Parents as Partners**  
Janice Chu-Zhu  
1.5 hours, Session A only  
In this workshop, participants will receive the latest research regarding parent involvement in out-of-school time and how it affects on families and youth. There will be numerous opportunities to participate in discussing the benefits and challenges of parent/family engagement while learning strategies to address those concerns. The participants will also receive and use a variety of tools for designing involvement practices while providing them with interactive opportunities to network and learn from others. The workshop will also present different frameworks used in planning activities that have successfully engaged parents and families in programs. Participants will view a tape of a Children’s Aid Society community school with a high degree of parent involvement during and after school.
Workshop & Presentation Descriptions

Impact of Race in Modern Day Life in the U.S.: How the Past Creates the Present
David Billings
1.5 hours, Session A only
The past does not just impact the present, it creates it. This workshop explores the history of racism/white supremacy and how it dictates current societal realities.

English Language Learners with Diverse Needs: Strategies and Resources for Providing Academic and Social-Emotional Support
Dr. Nellie Mulkay, Gail Slater, Yolanda Delgado-Villao, Nicole Rosefort, and Bernice Moro.
1.5 hours, Session A only
Resources and strategies that support the academic and social-emotional needs of English Language Learners (ELLs) will be presented. Demographics, effective programs, and Common Core Curriculum Standards will be discussed. ELL subgroups will be identified and explained. Risk factors affecting this population, along with recommendations, will be explored. Information on how to increase parental involvement will be shared.

Federal Policy and Disproportionality: Moving Beyond Compliance
1.5 hours, Session A only
This session will provide participants with an overlay of the statutes and regulations related to disproportionality, the data reported to the Department of Education since the IDEA 2004 reauthorization, and what a review of those data reveal. Followed by a discussion of the impact of the focus on compliance and how a new results-driven accountability strategy could place the focus on local school-level practices and the structural inequities of the general education system. The session will make the case that the compliance-focused approach of the Department of Education is akin to a deficit model in effectively addressing the issue of disproportionality and improving educational results and functional outcomes for students with disabilities, therefore, a shift in accountability is necessary.

From “Risk” to “Potential”
Lynnette Williams & Jennifer Burke
1.5 hours, Session A only
The Poughkeepsie City School District has participated in two years of the Technical Assistance Center on Disproportionality support through the Metropolitan Center for Urban Education and is presenting successful approaches and methods employed to assist schools with management and tracking of student data related to disproportionality by the Instructional Support Teams.
Not Like Me: A Candid Conversation About Culture and Color in the Classroom
Tina Gregory
1.5 hours, Session B only
“Not Like Me” is a workshop designed to initiate conversations amongst school staff regarding students (and staff) who are not like them, conversations that seek to explore and celebrate differences in color and in culture. The workshop also provides opportunities for staff members to examine their own beliefs about differences and equity and to reflect on how those beliefs affect their practices. Workshop participants will actively examine the practices within their own schools to discuss and note strategies to counter disproportionality and promote cultural responsiveness. How disproportionality affects all stakeholder groups (students, staff, and community entities) will also be discussed. Active participation and candid conversations are crucial for this workshop.

Closing the Cultural and Language Gaps of English Language Learners
Caihua A. Huang
1.5 hours, Session A only
Why are my English Language Learners (ELLs) not progressing? How do I work with ELL students when I don’t speak their languages? These questions are often asked by teachers with ELL students in their classrooms. This interactive session will focus on creating a systematic approach to target instruction for ELLs through the lens of culture and language. The presenter will share an inquiry-based approach to creating instructional goals through a model of collaborative and sustainable school-wide learning to close cultural and linguistic gaps. Participants will be provided resources that have been instrumental in this process.

LGBTQ in Schools: What Educators Should Know and the Questions They Should be Asking about the Experiences of Their LGBTQ Students
Bryan Rosenberg
1.5 hours, Session A and repeated for Session B
In the session the presenter will focus on two themes: 1) an overview of current research on the experiences both social and academic of LGBT students in schools; and 2) a discussion about the representation of LGBTQ students in the research literature. The presenter will focus on the over-representation of LGBTQ students as pathologically vulnerable and will encourage participants to problematize simplistic representations of this extremely diverse group of young people. Part of the problematics involved requires that educators think directly about their comfort thinking and talking about sex with their colleagues, school leaderships, students, and their parents.
Ensuring Equitable Instruction for Bilingual and Struggling Readers: Reaching All Learners
Carolyn Strom
1.5 hours, Session A only
This session will primarily focus on ways to ensure that our youngest students receive equitable instruction, particularly in Early Literacy and Reading. Specifically, research-based methods will be featured that focus on reaching bilingual and beginning readers in the elementary classroom. Participants will leave this session with practical strategies and tools that capitalize on young students’ cognitive, linguistic and social strengths — rather than focus on their deficits. There will also be an emphasis on questioning strategies that engage all students. This will be an interactive session where participants will gain deeper knowledge of culturally responsive teaching and multisensory strategies that work effectively to reach bilingual and beginning readers.

Brother, Sister, Leader: Exploring the Work of The Brotherhood/Sister Sol
Cidra M. Sebastein
1.5 hours, Session B only
This session will inform guests about the youth development model of The Brotherhood/Sister Sol (Bro/Sis). Founded in 1995, Bro/Sis provides comprehensive, holistic and long-term support services to youth age 8 to 22. Bro/Sis offers wrap-around, evidence-based programming. We focus on issues such as leadership development and educational achievement, sexual responsibility, sexism and misogyny, political education and social justice, Pan-African and Latino history, and global awareness. We provide four-six year rites-of-passage programming, thorough five day-a-week after-school care, school and home counseling, summer camps, job training and employment, college preparation, community organizing training, and international study programs to Africa and Latin America. We are locally based — with a national reach — as Bro/Sis publishes assorted curricula and collections of our members’ writings, and trains educators from throughout the nation on our approach. Our leadership is invited to present at educational and policy convenings and conferences across the country. The presenter will detail how Bro/Sis operates, who it serves, its curriculum development, and the impact of its work.

Understanding and Addressing Micro-Aggressions
Lindsey Davis & Kristen Davidoff
1.5 hours, Session B only
This workshop will address the phenomenon of micro-aggressions: subtle forms of discrimination and denigration enacted against individuals with minority or oppressed identities. Examples of micro-aggressions will be presented, and qualitative and quantitative research in the field will be reviewed. Participants will learn about common racial, ethnic, religious, gender, and sexual orientation-based micro-aggressions, as well as how individuals are affected by these experiences. Educators and clinicians will learn how to address micro-aggressions in their work with diverse populations.
LEP/ELL Program Evaluation Toolkit (PET) a Program Funded by the New York State Education Department Office of Bilingual Education and Foreign language Students (OBEFLS)

Dr. Nellie Mulkay & Dr. Florence K. Diallo
1.5 hours, Session B only

The PET actively involves NYS district/school stakeholders and encourages ownership with a self-reflective, self-evaluation process. Its foremost goal is to improve the quality of education and services provided to limited English proficient / English language learners (LEP/ELL). By engaging in the PET process and guided by the use of PET documents, district/school staff will be able to better address their NCLB Title III AMAO status and links to the P12 Common Core Standards. Through the use of hyperlinks in the PET documents, staff will be able to electronically access current research on best practices for LEP/ELLs as well as NCLB Titles I and III, and CR Part 154 policies. The work done by district/school teams engaged in the PET program has been used to enhance their School Improvement Plans, Language Allocation Plans and CR Part 154, as well as other related documents.

Whole Child, Whole School: applying Theory to Practice in a Community School

Dr. JoAnne Ferrera & Dr. Eileen Santiago
1.5 hours, Session B only

This workshop provides a unique examination, from the perspectives of a school administrator and of university faculty, on the ways in which educating the whole child in the community school serves to ameliorate the conditions of poverty and obstacles to learning. Using a case-study approach we will highlight the successful journey of one school that transformed itself into a community school. Recently, the U.S. Department of Education heralded community schools as vehicles for helping students overcome the conditions of poverty, which often result in barriers to learning and as leaders in the education of “the whole child”. Given the rise in poverty national-wide and the unprecedented economic crisis, many school districts are looking for innovative ways to garner resources for their schools. The strategies outlined in this workshop will provide suggestions for using the resources of community partnerships as a framework for school renewal and improvement in student achievement.

Do the Experiences of White Gifted and Talented Teachers Influence the Expectations of African American Gifted Students?

Monique Habersham
1.5 hours, Session B only

This workshop focuses a research study of White gifted and talented teachers’ whose personal and professional experiences, helped to develop an awareness of, and cultivate their cultural consciousness, and influenced expectations of African American gifted students. The two participants one male and one female are both White gifted and talented teachers who had little to no experience with African Americans in their youth. The data collection included individual interviews, and observations. The male participant had 40 years teaching experience, 34 within in his current role and district. The study showed that political conflicts and personal events during his early adulthood led to an overwhelming response to proactively “contribute” to social inequities of African Americans, prompting him to seek employment in high-minority school districts. The female participant had 14 years teaching experience, 11 in her current role and district. As a result of traveling abroad and developing friendships with African American colleagues she developed an awareness of African American values and norms. This awareness led to changes within her instructional practices.
Workshop & Presentation Descriptions

The Messiness of Readiness
Dr. Vicki Mingin & Dr. Ken Card
1.5 hours, Session A only

“Instead of sorting children into those who are ready to learn and those who are not, schools should provide opportunities for all children to succeed”. Pamela Jane Powell, 2010

In this session, beliefs about readiness will be examined. Participants will discover what research has to say about separating and sorting young students, and will analyze the deficit perspective and roadblocks to student opportunities to learn. Ways to establish practices that create opportunities for all students to learn will be explored.

Teachers’ Culturally Relevant Beliefs and Academic Achievement in High Need Schools serving African American Students in New York State
Barbara Solomon
1.5 hours, Session B only

This session will examine how intermediate grade (3-5) teachers’ culturally relevant beliefs and practices contribute to mastery achievement levels for African American students. The session will discuss how teachers’ beliefs and practices in New York State schools identified as “high need” vary in high and low mastery levels for fifth grade students on the New York State English Language Arts (ELA) and Mathematics achievement during the 2008 – 2009 school year (before the cut scores). Specifically, the session will examine how African-American, European American and Latin American intermediate grade teachers differ in their description of conception of knowledge, student race/ethnicity, social relations inside and outside the classroom, conception of self and others, and students’ needs and strengths. The session presenter hopes to inform teachers and school administrators with additional information to guide and support them with effective teaching strategies and curricula to increase academic mastery achievement for intermediate-elementary African American students. The session will encourage neighborhood schools and districts to collaborate with families and communities to plan educationally sound environments reflective of their culture and beliefs to increase academic mastery achievement.

The Linguistic Hybridity of U.S. Latino Students and Their Acquisition of Standard American English
Justin Bennett
1.5 hours, Session B only

In order to account for the high rate of academic underachievement among U.S. Latinos, it is necessary to examine the juxtaposition between the heteroglossic bilingualism of this population and the monoglossic approach to language education taken by the majority of our nation’s schools. Despite the general underutilization of these rich linguistic repertoires, within two-way or dual-language (TWDL) programs exists the potential for linguistically hybrid spaces due to the variety of Spanish and English proficiency levels among students. In order to help better inform pedagogy designed to maximize the acquisition of Standard American English by these students, the session presenter will discuss the findings from current investigation into the hybrid language practices of a group of TWDL Latino fifth-graders.
**Panel Discussion: Culturally Responsive Education**

The Technical Assistance Center on Disproportionality (TACD) has conducted training in Culturally Responsive Education (CRE) for most of its school districts around the state. Dr. Pedro Noguera will moderate a conversation with two of these TACD school districts, Poughkeepsie and South Huntington, about how they operationalize the core concepts of CRE.

**Panelist Biographies**

**Kathleen Acker** is entering her third year as the principal of Walt Whitman High School. After spending 19 years in the private sector working as a system’s analyst for Grumman Aerospace and then owning her own business, Ms. Acker entered the world of education. She began teaching business courses and running the School to Career program at Walt Whitman High School in 1998. Seven years later she became the Assistant Principal and five years later was promoted to Principal. Ms. Acker takes great pride in Walt Whitman High School’s academic accomplishments, success in closing achievement gaps, and “high performing school” status. She attributes the diverse student population as being an important factor in successfully preparing students for the “real world.”

**Jennifer Burke** has been an educator at Poughkeepsie High School for 15 years. She is a graduate from SUNY New Paltz with a MAT in History Education 7-12 and a minor in Women’s Studies. Jennifer has taught in the Freshman Success Academy since its inception, specializing in the Inclusion Classroom; she is certified in America’s Choice Workshop Model, serves as a mentor teacher, a member of the Adelphi Work Group addressing Cultural Competence and Disproportionality at PHS, and a member and certified turnkey trainer of the NYU Equity Task Force addressing Race and Equity in Education.

**Jacqueline Harris** is the Assistant Superintendent for Student Services in South Huntington UFSD, an ethnically diverse suburban Long Island School district of 6,100 students. The focus of her work has been addressing the achievement gap, disproportionality in special education, school discipline, parent/community engagement, and academic rigor for all. As Past President of the Long Island Association of Special Education Administrators and the 2011 Suffolk County Person of the Year, Ms. Harris has distinguished herself as a confidant and coach for many of her colleagues. A veteran special educator, Ms. Harris spearheads the collaboration between NYU TACD and the South Huntington School District. One of her greatest joys is seeing students achieve more than expected.
Panelist Biographies

Dr. Lynne Pampel is currently the Assistant Superintendent of Pupil Personnel and Special Services for the Poughkeepsie City School District. Her 26-year education experience includes: eight years as a teacher and 17 years as an administrator of special-education programs. Dr. Pampel earned her Ed.D from Teachers College, Columbia University, Department of Health and Behavioral Studies.

Joseph Pipolo has been teaching English at Walt Whitman High School for 17 years. He teachers an array courses: AP 11 Language and Composition, Senior Creative Poetry Writing, a St. Johns University hosted Senior World Literature survey and English 10. Pipolo is the advisor for the National English Honor Society as well as The National Council of English Teachers’ award winning literary magazine — Xanadulit.com. He received the 2011 Teacher of the Year award, and has coordinated Walt Whitman’s 14th Annual Mercy Benefit Concert. Pipolo started this charity many years ago and has raised thousands of dollars for various local causes. In past five years the group has raised over $20,000 for the local Huntington Station soup kitchen, Project hope.

Nadine Straughn is a Principal in the Poughkeepsie City School District. She has served the district for the past eighteen years. Her first thirteen years in the district were spent as an elementary teacher at W.W. Smith Elementary School. After receiving her School District Administrators Degree, she moved on to become an Assistant Principal at the Poughkeepsie Middle School, where she worked for two years before being appointed Principal of her first place of employment, W.W. Smith School. She thought she had finally returned home, but was moved the following year to Columbus Elementary School where she has spent the last three years. For the upcoming 2012-13 school year, Ms. Straughn will serve as the new Principal for Charles C. Warring Elementary School. Along with the many committees that Ms. Straughn is part of in the district, her most important role in life is mother. She has three beautiful children whom she hopes will someday follow in her footsteps and serve as Educational Leaders.
Presenter Biographies

Justin Bennett is a Ph.D. candidate in Bilingual Education at New York University with both a B.A. and M.A. in Spanish. Along with having taught courses in Spanish language and literature, ESL, and multicultural education at the university level, he has also worked as a fourth, fifth, and sixth-grade Spanish teacher and a private Spanish and ESL instructor for students of all ages. Justin is currently working on a year-long linguistic study of a fifth-grade Spanish/English bilingual classroom for his doctoral dissertation (“Translanguaging among fifth-grade Latino students in a Spanish/English dual immersion program”) and will be done with this in June.

Rev. David Billings has been an anti-racist trainer and organizer with The People’s Institute for Survival and Beyond since 1983. Billings has worked with anti-racist organizing groups across the country, including AntiRacist Alliance and New York Education Equity Alliance. He currently consults with Citizens for Economic Equity in New Orleans. Rev. Billings is an ordained United Methodist minister. He also is an historian with a special interest in the history of race and racism. Over the years, Billings’ organizing work has been cited for many awards including; the Westchester County chapter of the National Association of Social Workers’ “Public Citizen of the Year,” the New Orleans Pax Christi "Bread and Roses" award; the Loyola University of New Orleans "Homeless and Hunger Award"; and the National Alliance Against Racist Oppression's Angela Davis Award for community service. He was the Whitney Young 2006 lecturer at the Westchester County NASW symposium.

Jennifer Burke has been an educator at Poughkeepsie High School for 15 years. She is a graduate from SUNY New Paltz with a MAT in History Education 7-12 and a minor in Women’s Studies. Jennifer has taught in the Freshman Success Academy since its inception, specializing in the Inclusion Classroom; she is certified in America’s Choice Workshop Model, serves as a mentor teacher, a member of the Adelphi Work Group addressing Cultural Competence and Disproportionality at PHS, and a member and certified turnkey trainer of the NYU Equity Task Force addressing Race and Equity in Education.

Dr. Kenneth Card Jr. is the Assistant Superintendent for Curriculum and Instruction in the Huntington Union Free School District. He had previously served as principal of Woodhull Intermediate School. He began his career as a social studies teacher. A May 2006 graduate of Dowling College’s doctoral program in educational administration, leadership and technology, Dr. Card earlier attended Stony Brook University where he earned a Summa Cum Laude Bachelor of Arts degree in 1997 and a Master of Arts degree in 2000, both in history. He obtained a Professional Diploma in school administration at Dowling in 2002. Dr. Card is the director of the Huntington School District’s adult and continuing education program. He has served in a number of key roles in the districts where he has worked, including chairing committees on character education and student attitudes and responsibilities. He has maintained memberships in several professional organizations. Dr. Card has also been an adjunct assistant professor at Long Island University’s Brooklyn campus since January 2007 and an adjunct instructor at SUNY Old Westbury since August 2011. His 2008 doctoral dissertation was titled “Secondary Teachers’ Attitudes Toward Important and Existing Classroom Observation Practices that Promote Instructional Improvement.”
Janice Chu-Zhu has been on staff at the Center since 2001. As Senior Director of National Capacity Building, she works with clients interested in adapting and developing community schools in their own communities. Her responsibilities include training, development and consultation on a variety of topics such as partnerships, program quality, parent involvement, organizational capacity, funding and sustainability. Janice’s work is documented in her chapter in *Community Schools in Action: Lessons from a Decade of Practice*. Before joining the Center, she worked in the National Office of the Girl Scouts of the USA, initially as a Pluralism Strategies Consultant for their 319 affiliates, and later as the Quality Recognition Manager, overseeing the annual award for best practices. As a licensed social worker, Janice has worked in foster care and the Family Court PINS Program. She also worked as a private consultant for corporations on issues of managing diversity. Janice holds a master's degree in Social Work from Fordham University’s Graduate School of Social Service and a Bachelor of Arts in Social Psychology from the State University of New York at Binghamton.

Kristen Davidoff is a doctoral student in Clinical Forensic Psychology at John Jay College of Criminal Justice in New York, NY. She received her B.S. in Psychology from James Madison University in 2010. Kristin conducts research on micro-aggressions, LGBTQ issues, and social justice under the advisement of Dr. Kevin Nadal.

Lindsey Davis is a doctoral student in Clinical Forensic Psychology at John Jay College of Criminal Justice in New York, NY. She received her B.A. in Psychological and Brain Sciences from Dartmouth College in 2005 and her M.A. in Forensic Psychology from John Jay College in 2011. Lindsey conducts research on micro-aggressions and LGBTQ issues under the advisement of Dr. Kevin Nadal and research on sexual homicide in conjunction with the FBI’s Behavioral Science Unit under the advisement of Dr. Louis Schlesinger.

Yolanda Delagado-Villao is a Resource Specialist with the NYS Language RBE-RN at New York University. She began her career at the New York City Department of Education as a Pupil Accounting Secretary, she subsequently held positions as a Bilingual Guidance Counselor, Bilingual Guidance Counselor Coordinator, Superintendent's Suspension Hearing Officer, and Assistant Principal of Pupil Personnel Services. She has vast experience in training Principals, Assistant Principals, Deans and Guidance Counselors on issues related to student support services. She also heard and resolved parent concerns, serving as a bridge between the schools and the community. She has an M.S. in Guidance and Counseling and an Advanced Certificate in Administration and Supervision from Hunter College.

David “TC” Ellis is the founder of the High School for Recording Arts, also known as “Hip Hop High.” The school received a charter from the Minnesota Department of Education and has emerged as the only school of its kind in the United States. David established himself in the music business as the first rap recording artist to release a record in Minnesota. He was recruited by Prince and Warner Brothers to record and produce records at Paisley Park. David currently lives in the Twin Cities, where he was born and raised.
Dr. JoAnne Ferrera is the Associate Dean for undergraduate advising, the Department Chair of Curriculum and Instruction, and Professional Development School coordinator at Manhattanville College in Westchester N.Y. She has began her career in education as an elementary-school teacher in both general and special-education settings, after several years of classroom teaching, she became a school administrator in the New York City Department of Education. While at the Department of Education, she served as a staff developer, and a site-based special-education administrator in grades K-6. In 2002 she founded the School of Education’s first Professional Development School Partnership in a changing suburban school in Westchester County. She strongly believes in the power of school/university partnerships to bridge the gap between theory and practice, by providing teacher education candidates with authentic experiences in classrooms. Dr. Ferrara presents regularly at state and national conference.

Tina Gregory serves as an Assistant Principal with the Niagara Falls City School District in Niagara Falls. She works to help improve student academic performance and improve relationships between students and staff. Ms. Gregory has enjoyed a career in education for the past 25 years, serving in various capacities such as a Social Worker and a classroom teacher. Prior to her career in education, Ms. Gregory was a staff supervisor at a facility for juvenile sex offenders in Philadelphia. Ms. Gregory’s educational background includes a Bachelor of Arts degree in Social Work and a Bachelor of Science degree in Bible from Philadelphia Biblical University; two Master of Science degrees from Niagara University: one in Elementary Education and the other in Educational Administration; a license in Practical Nursing; and a certificate in Applied Urban Ministries. Ms. Gregory is currently pursuing a doctorate in Leadership and Policy at Niagara University. Besides her career, academic studies, and family, Ms. Gregory serves on various boards, committees, and community organizations, locally and state-wide. She also enjoys a growing music ministry as a gospel vocalist.

Monique Habersham is a Special Education School Improvement Specialist for Nassau BOCES RSE-TASC. She works directly with the identified Nassau school districts, to conduct analysis and review of instructional practices, to bring and sustain high quality, researched-based practices in the areas of literacy, behavioral supports and specially design instruction to improve the outcomes for students with disabilities by providing technical assistance, professional development, and job-embedded coaching. She is a proud graduate of Roosevelt Jr. Sr. High School, in Long Island, she attended Nassau Community College, graduating 1982 with an Associate Degree in Fashion Merchandising and Retailing, S.U.N.Y Binghamton, graduating in 1985 with a Bachelors in Theater, C.U.N.Y Hunter College, graduating in 1993 with a Masters of Science Degree in Special Education, while there she became a part of the Black Educator Evaluators Grant, and began her teaching career in the New York City Public School System at the Mary McLeod Bethune Middle School in Brooklyn in 1990. She has been an educator for 22 years. She taught as a Special Education teacher for grades 1-12, in Brooklyn, Queens and Long Island, and a Gifted and Talented Education, grades 2-5 in Roosevelt. Monique is entering her 4th year as a Doctorate student at Hofstra University, her research proposal centers primarily on gifted education in high minority school districts. Specifically, her work focuses on: the influence of white teachers’ previous personal and professional experiences on achievement and underachievement of African American gifted student. Although Monique concentrates on improving educational instruction and programs for all students, her desire is to conduct research that will initiate awareness and conversations addressing race, socio-cultural consciousness, and institutionalized discriminatory practices, which plague our schools, and enlighten stakeholders involved with educating minority students.
Caihua A. Huang is an English Language Learner Network Support Specialist for Children First Network (CFN) 203 where she works with teachers and administrators in Manhattan and the Bronx to design and implement instructional practices that promote student success. In addition to providing individualized support, she facilitates network-wide professional development across content areas. Caihua began her teacher career in District Two as an ESL teacher and coordinator for a K-8 school. After her tenure as a teacher, she became the Instructional Support Specialist for Region Nine supporting schools with instruction.

Dr. Lillian Hernandez is the Director of the LEP/ELL Program Evaluation Toolkit (PET). She is a consultant to the NYSED Office of Bilingual Education and Foreign Language Studies as part of her work with Academic Enterprises, Inc., the longest established educational consultancy in New York City specializing in the educational needs of English Language Learners (ELLs).

Dr. Vicki Mingin is currently a professor at SUNY Old Westbury. She was the Executive Director of Student Support Services and Special Education in the Huntington Union Free School District for the past twenty years. Prior to becoming the Executive Director, Dr. Mingin served as a Special Education Teacher for seven years and a Special Education Elementary Coordinator in the Huntington School District instructing students with a wide range of disabilities. Before returning to New York, Dr. Mingin served as Adjunct Instructor at the University of South Florida. She also taught in public and residential school centers in Tampa and Jacksonville, Florida. Dr. Mingin developed the first Natural Youth Sports Program, a federally funded summer sports program for students with disabilities, in the United States. Dr. Mingin also created the first Girl Scout Program and summer camp for girls with disabilities in Tampa, Florida. She is a well-known and highly regarded presenter at special education conferences and workshops and has gained a reputation as one of the leaders in her field. In 2012, Dr. Mingin was awarded a Certificate of Merit by the Long Island Association of Special Education Administrators for her work in the field. Dr. Mingin currently serves on the advisory board of CHADD, a position she has held for over ten years. She received her Professional Diploma and her Doctorate from Hofstra University. Her 2006 doctoral dissertation was entitled “One School District’s Use of Root Cause Analysis to Address Disproportionality.”

Dr. Bernice Moro is a Resource Specialist with the Statewide Language RBE-RN at New York University. She has over thirty years’ experience in the fields of bilingual/ESL and special education with the New York City Department of Education, where she held positions as bilingual general and special education teacher, professional developer, administrator of special education programs, deputy superintendent of a school district in the South Bronx, and as Director of the Bilingual Education Technical Assistance Center (BETAC) at Hunter College. She has a M.Ed. from Temple University in special education and a Ph.D. in bilingual education from New York University.

Dr. Nellie Mulkay is the Executive Director of the NYS Statewide Language Regional Bilingual Education Resource Network (NYS Language RBE-RN) at New York University in Metro Center.
Norma Ramirez is an educator at Poughkeepsie Middle School in Poughkeepsie, NY. She is first vice president of her local teacher’s union (PPSTA), the chair of the PPSTA’s public relations committee, a member of NYSUT’s committee of 100, and a member of the Poughkeepsie City Public School’s Equity Task Force. She helped develop the mentoring program at her district, has worked as a mentor, and facilitated several in-district workshops. Mrs. Ramirez is co-founder of the R&M Promotions Latino High School Scholarship Fund for Latino students in Dutchess, Orange, and Ulster counties. She is vice president of R&M Promotions which is a music promotions company but also provides music and cultural awareness through its many summer festivals in Dutchess, Orange, and Ulster counties. Mrs. Ramirez is a NYS certified N-6 Elementary, 7-12 Math, and 7-12 Spanish teacher. Her teaching career has spanned three decades in both parochial and public schools. She holds a B.A. in Mathematics from Herbert H. Lehman College, and a Masters in Education from Elmira College.

Nicole Roseforth began her NYC Board of Education teaching career during the late 1960s — years of constant struggle for civil rights and for Bilingual Education. Born in Haiti, she attended Holy Name School in NYC, then Cathedral HS, and later, received a BA and MA from Hunter College, and a Professional Diploma from LIU. Nicole has served as District Trilingual Coordinator, Assistant Principal, Principal, Assistant to the Superintendent, Director of Literacy, Director of NYS HABETAC and is currently a resource specialist with the NYS Language RBE-RN.

Bryan Rosenberg is a third-year doctoral student in NYU’s department of teaching and learning in the Urban Education Program. A research assistant for the Metro Center for the past three years, he has been involved in a number of research, evaluation, and advocacy projects including the Technical Assistance Center on Disproportionality. Bryan currently serves as the lead student research assistant for the Liberty Partnerships Program. He holds a B.A. in Liberal Arts from St. John's College Santa Fe and an M.A. in Communication and Education from Teacher's College Columbia University. His research employs qualitative methodologies and examines the social context of learning for LGBT youth and the role of popular culture in gender and sexual-identity development.

Dr. Eileen Santiago is the former principal of the Thomas A. Edison School, a K-5 Title I elementary school in Port Chester, a school whose population includes a high percentage of children growing up in poverty and many recent immigrants of limited English-speaking backgrounds. Edison has staged an impressive turnaround since 1998, when under Santiago’s leadership, she and her community partners received federal support (through the office of Nita Lowey) to develop one of the first full-service community schools in Westchester County. Edison has achieved national recognition over the past 10 years being recognized as a Sharing Success School by the State Education Department in 2001, a National School of Character by the Character Education Partnership in 2003, for closing the achievement Gap by the State Education Department in 2006, and as a U.S. Department of Education STAIR Dissemination Model for its inclusive instructional practices and wrap around services for children in 2009.
Presenter Biographies

Dr. Yolanda Sealy-Ruiz is Assistant Professor of English Education at Teachers College, Columbia University. Her work and research includes building the racial literacy knowledge of teachers, culturally responsive pedagogy, and the literate lives of Black and Latino male high-school students. Her articles have appeared in the Journal of Negro Education, Adult Education Quarterly, Urban Review, and Teachers College Record to name a few.

Cidra M. Sebastien was born in Puerto Rico to a social worker and music educator. As the Associate Director of The Brotherhood/Sister Sol, she is committed to nurturing young people to become critical thinkers and social-change agents. A staff member since 2001, she is a Chapter Leader of the Rites of Passage program for young women, co-facilitates the Liberation Program for youth activists, manages The Friends of The Brotherhood/Sister Sol — a group of young professional committed to supporting our work, and she has co-facilitated three International Study Programs (Ghana, 2001 and 2011; South Africa, 2005). In 2005, Cidra was a co-awardee of the Ford Foundation Leadership for a Changing World Award. She then participated in an eighteen-month cooperative inquiry documented in a report called, “Taking Back the Work: A Cooperative Inquiry into the Work of Leaders of Color in Movement-Building Organizations.” This resulted in her participation in the 2009 World Social Forum in Brazil, where she presented the report and discussing leadership and race in the US. She completed the Council of Urban Professionals 2010 Fellows Program. Sebastien is currently completing her Masters work at NYU’s Gallatin School, and focusing on the connections between education, social justice and the arts; she is a graduate of Hampton University. Cidra lives with her family in Brooklyn.

Sam Seidel has taught in a variety of settings from first grade to community college, and has directed an award-winning arts program for young people in, and transitioning from, prison. He now works with several national networks of innovative schools; speaks at education events; and writes for The Husslington Post, GOOD, and a variety of other publications. To learn more about his work, his book, and how you can book Sam to speak in your school or community, please check out www.HipHopGenius.org.

Dr. Gail Slater is the Deputy Director of the NYS Statewide Language Regional Bilingual Education Resource Network at New York University. She has over thirty-five years of experience teaching and supervising bilingual and English as a Second Language education from P-16 through graduate school. While holding positions as an ESL teacher, professional developer, curriculum coordinator and supervisor for the New York City Department of Education, Dr. Slater has worked with in-service and pre-service teachers at New York University and several branches of the City University of New York. She has published and presented for local and international organizations including NABE, TESOL, SABE, and NYSTESOL. Dr. Slater has advanced degrees in French from the Sorbonne University (Paris) and Middlebury College, and in TESOL and Linguistics from New York University. Dr. Slater is literate in English, French, Spanish, Latin, Haitian, and Italian.
Presenter Biographies

Barbara Solomon’s journey as an educator began in the classroom over 20 years ago. Her experience in the areas of teaching, staff development and administration. Her academic growth and confidence has flourished as a result of being a doctoral candidate. Using her research skills, she is able to take abstract theoretical paradigms and apply them in practice in educational settings. A result is that she has additional resources to assist all children and families, particularly African Americans, with successfully navigating the schooling process. Ms. Solomon’s dissertation focuses on effectively educating African American students through the use of culturally relevant pedagogy. She is implementing many of the theories that ground her dissertation in her current educational environment as Principal of the Centennial Avenue Elementary. As a result many teachers there are changing their perceptions and practices as it relates to African American children and their families. Her graduate work was completed at Long Island University, C.W. Post Campus. Ms. Solomon is currently a doctoral candidate at Dowling College Educational Administration, Leadership and Technology Program.

Carolyn Strom is an Adjunct Instructor at NYU, teaching Language and Literacy courses in the Steinhardt School of Culture, Education and Human Development. She is also a PhD candidate whose research focuses on beginning and struggling readers in urban schools. She graduated magna cum laude from the University of Pennsylvania and earned a Masters degree in Reading Education from the University of Southern California.

Lynette Williams is a NYS certified K-12 Special Education Teacher. With 12 years of teaching under her belt, she also has experience as a curriculum and grant writer. She serves as Lead Teacher for the PHS Advisory Program as well as their Career Choices Drop-Out Prevention Program. She is a member of the Adelphi Work Group, Data Review Team, Smaller Learning Communities Committee, PBIS Team, Equity Task Force, Strategic Planning Team, Transformation Team, and PPSTA Scholarship Committee. She is the advisor for Poughkeepsie High School’s after-school “Sister 2 Sister” program, which she developed in 2003. She has orchestrated several professional development workshops and developed transitional programs for incoming 8th graders. She has written, produced, and directed several plays, programs, and performances. She holds a BS in Psychology, an MSW in School Social Work, and an EdS. Degree in Special Education from Clark Atlanta University, where she graduated magna cum laude in undergraduate school and summa cum laude in graduate school. Lynnette is also the executive Director of “DIVAS of Sister 2 Sister”, a not-for-profit mentorship program. She is a lead coordinator for Project S.W.A.G., an initiative that solicits the collaboration of the school district, community members, non-profit agencies, vendors, students, families, city personnel.

Dr. Perry Williams, is an education program specialist in the Office of Special Education Programs, U.S. Department of Education. Perry provides leadership to state education agency officials, parents and constituents with respect to special education policies and programs. Perry works closely with states to ensure the implementation of the Individuals with Disabilities Education Act (IDEA) with a particular focus on the disproportionate representation of culturally and ethnically diverse students and other minority issues. Prior to his work at the Department of Education, Williams worked as a special education teacher and consultant, and has provided training with a focus on inclusion to district leaders, principals and teachers in the District of Columbia Public Schools.
Map of NYU Kimmel Center

4th and 8th Floors
Summer Institute Information

Metro Center Staff
Metro Center staff welcomes you to the 2012 Summer Institute! We are eager to assist you with any questions you may have. Stop by our Registration Desk for answers. Staff will also be on hand throughout the day to assist you. Look for the “purple torch” stickers on our name tags and ask us for help!

Registration Desk
The Registration Desk is located on the 10th Floor of New York University’s Kimmel Center, by the Rosenthal Pavilion.

Admissions
Attendees must display their Summer Institute name tag for admittance to all sessions. Session entrances will be monitored.

Session Capacity and Location
Attendees can choose from a variety of breakout sessions. These sessions will last for 1.5 hours. Some will be repeated, some will not. Please check the Summer Institute Session Schedules in this program for specific information. All sessions have limited capacity and attendance is on a first-come, first-serve basis.

All sessions will be held on the 4th, 9th, and 10th floors of New York University’s Kimmel Center for University Life. A Kimmel Center floor plan is included in this program.

Metro Center Recording Policy
No audio or video recording of any Metro Center sessions or activities is permitted. This policy is strictly enforced.

NYU Media Release Authorization
Metro Center will be videotaping the presentations and panel discussion that take place in the Rosenthal Pavilion. Metro Center will also be taking photographs during presentations in the Rosenthal Pavilion and during workshop and presentation sessions. By entering the Rosenthal Pavilion and/or attending any of the workshop and presentation sessions, you consent to be videotaped and/or photographed and acknowledge that you will not be compensated for any uses made of the recording or photos. A copy of the NYU Media form is in this program.

Evaluations
Evaluation forms are included in your Summer Institute materials. Please complete and return them to either a Metro Center staff member or the marked box on the Registration Table prior to leaving Summer Institute.
Thank You

The Technical Assistance Center on Disproportionality (TACD) Team:

Roey Ahram
Patrick Jean-Pierre
Lorraine Lopez
Chemany Morales-James
Beverly Murphy
Alan Ripp
Adeyemi Stembridge
Rod Wilkins,

wishes to extend our appreciation and gratitude to all who were involved in making this Institute a success. Without their hard work, dedication and commitment, our Summer Institute would not have been possible. We’d like to thank:

Barbara Gioia and the New York State Education Department
NYU Kimmel Center for University Life
NYU Media Services
NYU Bookstore
Top of the Square Catering
The Standard Hotel
Summer Institute volunteers
Guest Speakers and Presenters
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