# New York University Metro Center
## Technical Assistance Center on Disproportionality (TAC-D)
## Summer Institute Agenda
### May 24, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Summer Institute Agenda</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 AM – 8:30 AM</td>
<td>Registration</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; Floor, Rosenthal Pavilion</td>
</tr>
</tbody>
</table>
| 8:30 AM – 8:55 AM | Greetings from Metro Center: Dr. David E. Kirkland, Executive Director 
Metropolitan Center for Research on Equity and the Transformation of Schools (The Metro Center) 
Welcome and Team Introduction: Dr. Maria G. Hernández, Director 
Technical Assistance Center on Disproportionality (TAC-D) | 10<sup>th</sup> Floor, Rosenthal Pavilion |
| 9:00 AM – 9:45 AM | TAC-D ED TALK #1 Dr. Edward Fergus                                                     | 10<sup>th</sup> Floor, Rosenthal Pavilion |
|                 | 10-Minute Transition + 5 Minutes Book Signing                                         |                                   |
| 10:00 AM - 11:15 AM | Session A 
Breakout Sessions                                                            | 4<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> Floor Meeting Rooms |
| 11:25 AM – 12:05 PM | TAC-D ED TALK #2 Dr. Beth Harry                                                        | 10<sup>th</sup> Floor, Rosenthal Pavilion |
|                 | 10-Minute Transition + 5 Minutes Book Signing                                         |                                   |
| 12:20 PM – 1:35 PM | Lunch                                                                                 | 10<sup>th</sup> Floor, Rosenthal Pavilion |
| 1:45 PM – 2:30 PM | TAC-D ED TALK #3 Dr. Mica Pollock                                                      | 10<sup>th</sup> Floor, Rosenthal Pavilion |
|                 | 10-Minute Transition + 5 minutes Book Signing                                         |                                   |
| 2:45 PM – 4:00 PM | Session B 
Breakout Sessions                                                            | 4<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> Floor Meeting Rooms |
|                 | 10-Minute Transition + 5 Minutes Book Signing                                         |                                   |
| 4:10 PM – 4:50 PM | TAC-D ED TALK #4 Youth-TACD 
Introduction: Hui-Ling Sunshine Malone                                                  | 10<sup>th</sup> Floor, Rosenthal Pavilion |
|                 | 5-Minute Transition                                                                     |                                   |
| 4:50 PM - 5:00 PM | Closing Remarks: Dr. David E. Kirkland, Executive Director                              | 10<sup>th</sup> Floor, Rosenthal Pavilion |

**Book Signing - Room 910**

**Books for sale - Cash Only**
<table>
<thead>
<tr>
<th>Presenters</th>
<th>Title</th>
<th>Focus</th>
<th>District/Region/University</th>
<th>Room #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Eddie Fergus, TAC-D ED TALK</td>
<td>The Gap in Our Practice and Cross-Cultural Experiences</td>
<td>Leadership</td>
<td>Temple University</td>
<td>Rosenthal</td>
</tr>
<tr>
<td>Dr. Beth Harry, TAC-D ED TALK</td>
<td>Risk in Schooling: Using Reciprocity to Combat Exclusion, Stigma and Failure</td>
<td>Leadership</td>
<td>University of Miami</td>
<td>Rosenthal</td>
</tr>
<tr>
<td>PANEL</td>
<td>The Value of the Counter Narrative: Using Qualitative and Quantitative Data to Promote Educational Equity</td>
<td>Partnership &amp; Policy Panel</td>
<td>Greece Central School District</td>
<td>808</td>
</tr>
<tr>
<td>PANEL</td>
<td>It's a Family Affair: How Family and Community Engagement Disrupts Disproportionality and Systemic Racism in Schools</td>
<td>Parent</td>
<td>Community Members</td>
<td>802</td>
</tr>
<tr>
<td>Sally Brothers, Marybeth Callahan, Valerie Paine, Kidest Yigezu, Kidane Vida Malik, Carmen Ortiz, Liam Worden</td>
<td>MOSAICS: Leading and Learning through Student Voice and Student Choice</td>
<td>Schools &amp; Youth*</td>
<td>Greece Central School District</td>
<td>914</td>
</tr>
<tr>
<td>Nicole Bucilli, Fatima Morrell, Candace Morales</td>
<td>Shhh... Let's Not Talk About That: Breaking the Silence of Systemic Disproportionality</td>
<td>Leadership: Districts</td>
<td>Buffalo Public Schools</td>
<td>909</td>
</tr>
<tr>
<td>Todd Craig</td>
<td>&quot;Between the Margins and Me&quot;: Making Sense of Disproportionality with the Marginalized Majority</td>
<td>School, Communities &amp; Youth</td>
<td>Medgar Evers College, CUNY</td>
<td>906</td>
</tr>
<tr>
<td>Tamara Thorpe-Odom, Antonio Farina, Jeffrey Bennett</td>
<td>Using Improvement Science and the PDSA Cycle to attack disproportionality at the Middle School Level</td>
<td>Leadership: Schools</td>
<td>Schenectady City School District</td>
<td>907</td>
</tr>
<tr>
<td>Nicolle L. Haynes, Eva D. Williams</td>
<td>School Culture-What We Practice, Promote, and Permit: Everyday Actions to Dismantle Institutionalized Racism</td>
<td>Leadership</td>
<td>Syracuse City School District</td>
<td>912</td>
</tr>
<tr>
<td>Catherine Lanham</td>
<td>Student Leadership Supporting Representation in the Secondary Classroom</td>
<td>Youth</td>
<td>New York City Department of Education</td>
<td>904</td>
</tr>
<tr>
<td>Trenton S. Marsh</td>
<td>Using Participatory Methods to Capture Youth Voice To Address Disproportionate Outcomes</td>
<td>School, Youth &amp; Communities</td>
<td>The University of Michigan</td>
<td>903</td>
</tr>
<tr>
<td>Vibetta Sanders, Jason Rogers, James Spooner, Michael-Aaron Poindexter,</td>
<td>From Mandate to Mindset: Cultivating a Distributive Leadership Model that Aims Towards Equity</td>
<td>Leadership: Schools</td>
<td>City School District of Albany</td>
<td>406</td>
</tr>
<tr>
<td>Philip Weinman, Leah Akinleye</td>
<td>Teen TAC-D: Developing a Culture of Care</td>
<td>Schools &amp; Youth*</td>
<td>Schenectady City School District</td>
<td>405</td>
</tr>
<tr>
<td>YOUTH TAC-D - Hui-Ling Malone</td>
<td>Interrogating and Dismantling Disproportionality Through Youth Voice, Action, and Research</td>
<td>Youth/Leadership*</td>
<td>New York City Department of Education</td>
<td>803</td>
</tr>
</tbody>
</table>

* Student presenters
<table>
<thead>
<tr>
<th>Presenters</th>
<th>Title</th>
<th>Focus</th>
<th>District/Region/University</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mica Pollock, TAC-D ED TALK</td>
<td>Designing Schooltalk to Counter Disproportionate Discipline in Schools</td>
<td>Leadership</td>
<td>UC San Diego</td>
<td>Rosenthal</td>
</tr>
<tr>
<td>YTAC-D, TAC-D ED TALK</td>
<td>Interrogating and Dismantling Disproportionality Through Youth Voice, Action, and Research</td>
<td>Youth Leadership</td>
<td>New York City Department of Education</td>
<td>Rosenthal</td>
</tr>
<tr>
<td>PANEL</td>
<td>And How are the Children?: Youth Leadership and Voice in the Fight to Dismantle Disproportionality</td>
<td>Youth*</td>
<td>YTAC-D, Teen TAC-D, Urban Youth Collaborative</td>
<td>914</td>
</tr>
<tr>
<td>Liliana Belkin, Markeisha Grant, Takiyah Weekes,</td>
<td>How are we dismantling disproportionality in STEM college degrees and career pathways? Re-envisioning College &amp; Career Readiness in STEM for Underrepresented Students in NYC at Grades 9-14 PTECH Schools</td>
<td>Leadership: Schools</td>
<td>New York City Department of Education</td>
<td>905</td>
</tr>
<tr>
<td>Natasha Capers, Lindsey Foster</td>
<td>Intro to Culturally Responsive Curriculum Scorecard</td>
<td>CRE Scorecards</td>
<td>Coalition for Educational Justice</td>
<td>803</td>
</tr>
<tr>
<td>Alicia Holt, Donna Fowler, Philip Weinman, Alfred W. Tompkins, Patricia Paser, Damonni Farley</td>
<td>PUTTING ALL THE PIECES TOGETHER: How one school district uses various strategies, interventions and programs to initiate change around the issues of race, equity &amp; disproportionality.</td>
<td>Schools, Communities &amp; Youth</td>
<td>Schenectady City School District</td>
<td>906</td>
</tr>
<tr>
<td>Andrea Honigsfeld, Tricia Kress, Allison Roda, Joanna Alcruz</td>
<td>Leadership Preparation for Social Justice and Equity: Scholarship and Advocacy</td>
<td>Learning Communities</td>
<td>Molloy College, Long Island</td>
<td>808</td>
</tr>
<tr>
<td>Muhammad Khalifa</td>
<td>Culturally Responsive School Leadership</td>
<td>Leadership: Schools</td>
<td>The University of Minnesota</td>
<td>802</td>
</tr>
<tr>
<td>Youth Restorative Justice Team - Emilie Mittiga</td>
<td>The Purpose of Discipline</td>
<td>Youth*</td>
<td>New York City Department of Education</td>
<td>405</td>
</tr>
<tr>
<td>Tasha Potter, Valerie Paine, Kellie McNair</td>
<td>Greece Holding Greece: Accountability and Action</td>
<td>Leadership: Schools</td>
<td>Greece City School District</td>
<td>406</td>
</tr>
<tr>
<td>Brett Provenzano, Kelly Weishaar</td>
<td>&quot;Do Your Own Work&quot;: One District’s Imperative to Dive Deeper into Issues of Equity &amp; Access through Collaborative Leadership Efforts</td>
<td>Leadership: Schools Communities &amp; Youth</td>
<td>Fairport Central School District</td>
<td>903</td>
</tr>
<tr>
<td>Ian Roberts, Ana Martinez</td>
<td>&quot;Attacking Disproportionality at its Core: Seven Key Strategies to create conditions for Equity, Empathetic, &amp; Culturally Responsive Pedagogy and Leadership.&quot;</td>
<td>Leadership</td>
<td>Aspire Public Schools</td>
<td>907</td>
</tr>
<tr>
<td>Robert Spicer</td>
<td>A Rock and Rug-Applying the 3 Rs-Respond, React, Re-Enter in a Restorative Based School Community</td>
<td>Schools &amp; Youth</td>
<td>Restorative Strategies, LLC</td>
<td>908</td>
</tr>
<tr>
<td>Monique Wright-Williams, Luberta Crouch, Andrea Bernard, Mary Lisa Wade</td>
<td>&quot;The PEN (Parent Engagement Notebook) is Mightier than the Sword&quot;</td>
<td>Schools &amp; Families</td>
<td>Syracuse City School District</td>
<td>909</td>
</tr>
<tr>
<td>Corey Williams, Nate Franz</td>
<td>Equity Audits: Assessment to Action</td>
<td>Schools &amp; Districts</td>
<td>Syracuse City School District</td>
<td>904</td>
</tr>
</tbody>
</table>
Morning TAC-D ED TALKS

The Gap in Our Practice and Cross-Cultural Experiences
Presented by: Dr. Eddie Fergus
Assistant Professor of Urban Education and Policy, Temple University

As districts are urgently focusing on addressing disparities we are learning the expansiveness of our gaps in educational practice. However, our remedies of these gaps are needing to rely on growth in cross-cultural experiences of practitioners. This conversation will focus on what types of cross-cultural thinking is necessary for getting to equitable remedies.

Risk in Schooling: Using Reciprocity to Combat Exclusion, Stigma, and Failure
Presented by: Dr. Beth Harry
Professor of Special Education in the Department of Teaching and Learning, The University of Miami

This Ed Talk focuses on the role of schooling in placing children of color at risk for disability designations that lead to exclusion, stigma, and failure. The vast literature on “risk” in communities and families of color points the finger at children’s homes and communities. This presentation will argue that, while such risks certainly exist and it is well known that the first five years of childhood are crucial to healthy development, schools that serve children of color, especially in poor communities, also place children at increased risk. The risks incurred in such schools include stripped-down curricula, behavior modification models of instruction and management, intolerance of individual, cultural and linguistic differences, and the denigration, rather than celebration of children’s and families’ strengths. These processes increase the risk that children will be seen as “having” disabilities which, in turn, lead to stigmatizing and exclusionary special education placements. The presentation will identify specific approaches to combat these processes within the context of culturally reciprocal relationships with children, parents, and community members.
Morning Panels

The Value of the Counter Narrative: Using Qualitative and Quantitative Data to Promote Educational Equity
Panelists: Tasha Potter, Irastina Reid, Keena Smith, Corey Williams
Greece Central School District
Syracuse City School District

How do you “do the work”? This is a question commonly asked by districts who understand that they are disproportionate. These districts have gone as far as to engage in training to help them become more aware of culture, power and identity. However, many of these same districts share that they have no idea how to implement or execute policy changes that would directly interrupt some of the most obvious causes of disproportionality. How should districts implement change? How should they address the struggle of “what should we do”? The answer remains in data analysis, and specifically what kind of data each district values and finds influential. This panel asks you to STOP-DROP- (your metaphorical fears) AND LISTEN to the other points of data that have been missing and that can critically inform your assessment and policy decisions. In research it is called qualitative data or the counter-narrative and it highlights the voices that are very informative, but also commonly dismissed in school communities. This panel and workshop is structured to help school leadership make decisions that are more comprehensively informed by this counter narrative. Through this experience, leadership can create systemic change in their districts that immediately addresses not only a state citation, but also long-standing cultural norms steeped in bias and racism that impedes the academic success of all students.

It’s a Family Affair: How Family and Community Engagement Disrupts Disproportionality and Systemic Racism in Schools
Moderated by: Yvonne Sinisgalli, Natasha Capers
Panelists: Luarben (Lulu) Bencosme, Eudes S. Budhai, Sam Radford, Derrick Owens

The Parent Panel brings together racially, ethnically, and linguistically diverse parents, and school personnel to unveil stories of how parents experience schools, and identify solutions on engaging families as partners in their children’s education, and address disproportionality.
MOSAICS: Leading and Learning through Student Voice and Student Choice
Presented by: Sally Brothers, Valerie Paine, Kidest Yigezu - Grade 12, Kidane Vida Malik - Grade 12, Carmen Ortiz - Grade 11, Liam Worden - Grade 10
Greece Central School District

Please join us for a session regarding race and discrimination from a student perspective with four MOSAICS students from Greece Arcadia High School in the Greece Central School District. These students are part of a unique class and club designed by students for students interested in taking charge of their own learning and actively engaging in community building activities throughout the district and community. Foundational to Mosaics are cultural studies, current events, community building, college and career readiness, and leadership opportunities. We will also give an overview of the creation and foundations of MOSAICS, highlight some of the leadership opportunities, and give you some tools to take away to help you begin to build students groups to increase student voice.

Shhh… Let’s Not Talk About That: Breaking the Silence of Systemic Disproportionality
Presented by: Nicole Buccilli, Fatima Morrell, Candace Morales
Buffalo Public Schools

The intersectionality of race, culture, ethnicity, gender, socio-economic status, and the effects of institutional racism in educational systems continue to contribute to disproportionality for students of color. The goal of this session is to learn about effective practices that empower districts to positively change educational and life trajectories for students of color. Participants will be able to share best practices through open dialogue. This training will entail a discussion of effective systems, structures, and instructional programs that can be developed as a foundation for supporting achievement for students of color. This includes the roles that culturally and linguistically responsive teaching, a curriculum of inclusion, and innovative culturally responsive educational programs can play in creating systemic structures that positively impact learning outcomes.
“Between the Margins and Me’: Making Sense of Disproportionality with the Marginalized Majority “
Presented by: Todd Craig
Medgar Evers College, CUNY

This presentation aims to give strategies for how educators might be able to combat disproportionality in settings where marginalized students of color are the majority demographic in the school population. Detailing the work of hip-hop pedagogy in a Predominantly Black Institution (PBI), “Between the Margins and Me” attempts to use narrative of real-time school situations that will illuminate the difficulty with educational respectability politics – a tactic which pushes students further into marginalized positions. In interrogating certain narratives, the goal of this presentation will be to identify techniques valuable to culturally-relevant instructors and administrators which will be useful in helping their students to understand their inherent brilliance and scholarly prowess.

Using Improvement Science and the PDSA Cycle to attack disproportionality at the Middle School Level
Presented by: Tamara Thorpe-Odom, Antonio L. Farina, Jeffrey Bennett
Schenectady City School District

Disproportionality in our educational system is a complex problem with many components to address. To remedy disproportionality districts and schools must consider a culturally responsive lens, including opportunity, access, equity, and fairness. In this session, participants will examine how improvement science provides a framework in attacking disproportionality. The session focuses on using data to identify the possible root causes and analyzing systematic needs in order to improve results. Specifically, we will (1) identify a root cause; (2) research the root cause; and (3) develop a collective plan of action to address the root cause. Then, we will discuss how to implement the action plan, evaluate the plan, assess its efficacy, and re-examine the state of the problem.
“Contrary to the popular belief that educators across the world have typically been agents for progressive racial change, the weight of the evidence suggests that most educational systems and most educators operate to maintain racial hierarchy rather than challenge it.” (Bonilla-Silva & Embrick, 2008)

This session will outline Syracuse City School District’s approach to culturally responsive education: Deliberately disrupting Policies, Practices, Beliefs and Systems, which infringe upon our students’ equity of access to opportunity, a world class education, and their right to be empowered and optimally contributing members of their community. The session will highlight a collaboration between the SCSD Director of School Culture and Climate and SCSD Elementary school-Van Duyn Elementary. It will also outline SCSD efforts to define high-quality Culturally Responsive Competencies and determine a process for performance assessment. In addition, this presentation will show how the Syracuse City District uses data to help schools develop and implement plans to address Disproportionality, School Climate, and Student Support. These practices constitute a continuous journey that started with data analysis and targeted policy revisions, which have led to dramatic reductions in suspensions across the district as well as a keener understanding of the root causes of disproportionality in SCSD, and now has led to more targeted interventions and changes in beliefs and practices. At the end of this session, attendees will have an outline of explicit steps the SCSD has taken to impact belief and practices in favor of equity, access, fairness, and opportunity.

This session will give teachers and administrators examples and suggestions of culturally responsive instruction with a focus on humanities/literacy supported by a student leadership group. A short video will be shown of students describing their experiences of representation in school, and participants will be able to ask 9th-grade students questions related to their experiences within the leadership group. The ultimate goal of this presentation is to push administrators and teachers to re-examine their current structures in schools and push toward inclusiveness and fairness.
Using Participatory Methods to Capture Youth Voice to Address Disproportionate Outcomes
Presented by: L. Trenton S. Marsh
The University of Michigan

This session explores innovative participatory methods (e.g., visual ethnography, photovoice) that the author has used in formative evaluations of programs serving Black and Latinx youth. The objective is to familiarize stakeholders with methods that can be used to tap into youth’s ways of making meaning. Visual ethnography and photovoice enable participants to use the power of visual imagery to communicate their perceptions and reality. Attendees will briefly review the history of each method, discuss guiding question(s) that the method was enacted, discuss the process-steps in each method, review youth’s visual “findings,” and highlight lessons/considerations learned from the field. Attendees will receive resources to help guide future visual ethnography and photovoice projects and Dr. Marsh’s research articles utilizing both methods.

Culturally Sustaining Early Literacy Teaching and Leading: New Approaches, Practices and Strategies
Presented by: Bilal Polson, Kindel Turner Nash, Crystal P Glover, Alicia Arce Boardman
Uniondale Union Free School District

This session showcases early literacy teachers and teacher educators sharing examples of culturally relevant and sustaining early literacy pedagogies, this presentation addresses three pressing issues in the field of early childhood literacy: (a) the lack of culturally relevant and sustaining practices as systemic in early childhood classrooms (b) schools’ continued failure in educating young children of Color, emergent bi/multilingual children, and children from low-income households (c) limited understandings about the impact of university-school partnerships working/researching together as mutual learning partners in classrooms and with children and families. Join us in exploring culturally sustaining pedagogies and mutual learning partnerships in early literacy contexts that move forward, with love, leadership, strategies, and results.
From Mandate to Mindset: Cultivating a distributive leadership model that aims towards equity.
Presented by: Vibetta Sanders, Jason Rogers, Thomas Giglio, James Spooner, Jerome Perkins, Michael-Aaron Poindexter, City School District of Albany

When addressing disproportionality, school districts need to develop a commitment to shifting beliefs, policies and practices that lead to equitable outcomes for students. The work required to impact beliefs oftentimes remains to be most challenging for a district to tackle as it encourages shifting mindsets through educators’ self-reflection, critical self-awareness of race, identity, power and privilege. In the process of shifting mindsets, participants develop competency and ultimately capacity in cultural responsiveness. The City School District of Albany (CSDA) has developed a district wide Culturally Responsive Facilitator team that includes all bargaining units (administrators, teachers and support staff). The goal of the team is to develop competency and ultimately capacity to shift beliefs and implement culturally responsive practices in schools.

Teen TAC-D: Developing a Culture of Care
Presented by: Teen TAC-D, Philip Weinman and Leah Akinleye
Schenectady City School District

In this session participants will learn how to develop a culture of care through student voice and activism. Participants will be provided an overview of how Schenectady High School made the transition from a school labeled “persistently dangerous” to one filled with student voice. Presenters will provide insight into how a trauma sensitive approach, coupled with restorative practices and student voice has changed the culture of this urban high school. Students will highlight their role in creating the Roots Club and Teen TAC-D to disrupt Disproportionality in Schenectady High School.
Interrogating and Dismantling Disproportionality Through Youth Voice, Action, and Research
Presented by: YTAC-D (Youth Technical Assistance Center on Disproportionality)
New York City Department of Education

The purpose of this session is for educators to understand disproportionality through the youth perspective in hopes to remedy education policies and practices to foster inclusive, humanizing, and critical learning environments. YTAC-D will present their findings from rigorous research they conducted through a youth participatory action research framework in conjunction with their high schools across New York City. Not only did they collect quantitative data such as achievement and discipline rates disaggregated by race and gender, but they also analyzed data they collected from student and teacher interviews and observations in order to answer the questions, “how are NYC students experiencing disproportionality?”. This workshop is participatory and encourages anyone invested in education equity work to join in on the conversation.
Designing Schooltalk to Counter Disproportionate Discipline in Schools
Presented by: Dr. Mica Pollock
Professor of Education Studies and Director, the Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE), UC San Diego

This Ed Talk explores ways to redesign everyday communications in schools to help prevent discipline disparities. Designed for professional development, the book Schooltalk seeks to empower educators to disrupt deficit takes on youth (“scripts”), and to design school communications that help pursue equity: the full human talent development of every young person and all groups of them. Schooltalk gets us rethinking – and then redesigning – the most foundational ways our daily words support young people or don’t.

So, how could we leverage school communications to refuse racially disparate discipline? For one, we can talk more about the history of race and racism, to help us refuse programmed biases about who is “threatening.” We can question whether labels like “at risk” enable student support or get in the way. We can strive to make more informed claims about the supports and opportunities young people have and need. We can reject common, simplistic claims about other “cultures” in school and start exploring people’s real experiences in specific contexts. We can reject underinformed discussions of data patterns, and help key people more routinely get necessary information. We can design ways supporters can communicate with young people as needed about things young people are experiencing and supports they need. And we can create more inclusive and ongoing dialogue with families about increasing and spreading necessary opportunities to learn!

This presentation will ask participants to reflect on common schooltalk scenarios with racially disproportionate discipline in mind, and to redesign schooltalk for equity instead.

Interrogating and Dismantling Disproportionality Through Youth Voice, Action, and Research
Presented by: Youth TAC-D
New York City Department of Education

The purpose of this Ed Talk is to build off YTAC-D’s morning session, fostering space for youth leadership and calling on institute participants to listen to the experts in the room. YTAC-D will engage with participants around their findings from rigorous research they conducted through a youth participatory action research framework in conjunction with their high schools across New York City in order to answer the questions, “how are NYC students experiencing disproportionality?”.
**And How are the Children?**: Youth Leadership and Voice in the Fight to Dismantle Disproportionality
Moderated by: Kay Galarza
Panelists: YTAC-D, Teen TAC-D, Urban Youth Collaborative

This panel will feature high school students who will highlight the voices and lived experiences of those impacted by disproportionality. Panelists will share their work and the research they have conducted in their schools or respective organizations to disrupt, dismantle, and eliminate disproportionality and larger inequitable systems. Students will provide recommendations on beliefs, policies, practices, and procedures they have found as root causes of disproportionality and highlight the importance of youth voice and leadership in creating equitable systems through collaboration with adult partners.

How are we dismantling disproportionality in STEM college degrees and career pathways? Re-envisioning College & Career Readiness in STEM for Underrepresented Students in NYC at Grades 9-14 PTECH Schools
Presented by: Liliana Donchik Belkin, Markeisha Grant, Takiyah Weekes
New York City Department of Education

This interactive session aims to bring stakeholders together to examine ways the Grades 9-14 PTECH schools are addressing racialized, gender, and economic disproportionality in college access and STEM career pathways. Specifically, we will share how we have worked with the schools to support shifts in college advisement and career preparedness to help the schools develop robust programs. We will share the successes and persistent dilemmas the schools face, and tools that we have created to support program assessment. Participants will develop their own assessment tools to take back and use in their respective work.

Intro to Culturally Responsive Curriculum Scorecard
Presented by: Natasha Capers, Lindsey Foster
Coalition for Educational Justice

This session will introduce participants to the Culturally Responsive Curriculum Scorecard, a tool developed by the NYU Metro Center that allows educators, parents, school staff and community members to evaluate how culturally responsive their English Language Arts curriculum is. Join staff from the NYC Coalition for Educational Justice and the NYU Metro Center to discuss the demographic characteristics of ELA curriculum across the country, review the critical questions that educators and parents must be asking regarding their curriculum, and use the scorecard to analyze a sample unit from a commonly-used curriculum.
PUTTING ALL THE PIECES TOGETHER:
How one school district uses various strategies, interventions and programs to initiate change around the issues of race, equity & disproportionality.
Presented by: Alicia Holt, Donna Fowler, Philip Weinman, Alfred W. Tompkins, Patricia Paser, Damonni Farley
Schenectady City School District

After this session participants will walk away with a listing of interventions, programs and strategies that they could implement in their school or district to affect change in the areas of culturally responsive education, disproportionality, bias and race. This session will review the details and processes of each intervention or program, current data to date and how it could be replicated in other schools or districts.

Leadership Preparation for Social Justice and Equity: Scholarship and Advocacy
Presented by: Andrea Honigsfeld, Tricia Kress, Joanna Alcruz, Allison Roda
Molloy College, Long Island

The goal of this Critical Conversation Workshop is to engage B-20 educational leaders in meaningful dialogue about the role of educational research, scholarship, and advocacy to dismantle disproportionality. Presenters will use discussion starter vignettes and authentic examples with the following guiding questions to orient participants toward engaging in scholarship and advocacy for social justice and equity: Q1: How can educational leaders be best prepared for persistent problems of practice related to disproportionality? Q2: How can leaders expand collaboration with community members, organizations, and practitioners to engage in community-based educational research addressing disproportionality? Q3: In what ways can leaders nurture inquiry-driven, ethical leadership among practicing educators who want to embrace scholar activism and advocacy? Participants will create problem-trees to identify their own inquiry/advocacy needs.
**Culturally Responsive School Leadership**
Presented by: Dr. Muhammad Khalifa
*College of Education and Human Development, The University of Minnesota*

“Culturally Responsive School Leadership focuses on how school leaders can effectively serve minoritized students – those who have been historically marginalized in school and society. The book demonstrates how leaders can engage students, parents, teachers, and communities to promote learning by honoring indigenous heritages and local cultural practices.”

---

**The Purpose of Discipline**
Presented by: Youth Restorative Justice NYC DOE Affinity Field Support Center
*New York City Department of Education*

Join us in this youth-led session, as we dissect the term “discipline”. Presenting members of the Youth Restorative Justice Team will engage workshop participants in an exploration of the deeply rooted thoughts and ideals that inform our approach to disciplinary interventions - and ultimately school culture as a whole. As active leaders in RJ implementation, members of the citywide Youth Restorative Justice Team spent the 2018 - 2019 school year working within their schools to foster a restorative culture. Equipped with discussion prompts and recommended readings, workshop participants will return to their organizations with quality resources to spark conversation and thought amongst community members. We welcome participants from all stakeholder groups (youth/students, educators, counselors, families, community allies etc.) and encourage school pairs/teams to attend.

---

**Greece Holding Greece: Accountability and Action**
Presented by: Tasha Potter, Valerie Paine, Kellie McNair
*Greece City School District*

Attendees will understand the steps necessary to unpack TAC-D’s Training Sessions and develop district/audience specific curriculum. The curriculum outlines an introduction, rationale, as well as the important components of a well-designed professional development; Who, What, When, Where, Roles of Presenters and Participants. When schools/districts organize a Culturally Responsive Education Framework, this work demonstrates *Accountability* and *Action* which ensures equitable outcomes for ALL students. An *ALL In* equity approach maintains growth and awareness, while moving towards the change that is necessary for students, staff and the district community. Specifically, *Accountability* and *Action* tackles issues around race, disproportionality, policy and justice. The end result ensures Equity and Excellence for ALL students.
“Do Your Own Work”: One District’s Imperative to Dive Deeper into Issues of Equity & Access through Collaborative Leadership Efforts
Presented by: Brett Provenzano, Kelly Weishaar
Fairport Central School District

This phrase is often applied to a person’s individual journey to better understand their own prejudices and biases, usually done in preparation to better connect with others and enter into discussions about inequalities. Fairport Central School District, located in upstate NY, has found that it also important to do this work on a district level. For the past 4 years, individuals in various leadership roles have collaborated to systematically generate opportunities for professional development, community partnerships, youth activities, and strategic planning. The district has intentionally allocated human and financial resources to this endeavor and clearly defined “equity and access” as a district goal. This foundation will be instrumental in moving the district forward. Future plans include looking critically at curriculum, discipline practices, achievement data, course enrollment, culturally responsive pedagogy, and 21st century global education. This session will focus on how to build that foundation and encourage growth within your own district.

Attacking Disproportionality at its Core: Seven Key Strategies to create conditions for Equity, Empathetic, & Culturally Responsive Pedagogy & Leadership
Presented by: Ian Roberts, Ana Martinez
Aspire Public Schools

Anchoring the leadership approach in Equity, Empathetic, & Culturally Responsive School Leadership (CRL), the session examines two school district’s approach to successfully create conditions for equity, college enrollment, and persistence through a robust culturally responsive leadership foci by utilizing a social justice approach, and effective responses to the needs of students and teachers through 7 research and evidenced-based strategies that includes authentic community engagement guidance. Culturally Responsive and Equity-Focused leadership improves the performance and outputs of leaders significantly; particularly with the changing demographics of students in public schools, and it facilitates the reduction of practices that are anchored in disproportionality. The session highlights the necessity for schools and districts to become intentional about issues of cultural competencies of our teachers and leaders. Culturally Responsive School Leadership (CRSL) has become important to research on culturally responsive education, reform, and social justice education. The session offers participants an Empathetic & Culturally Responsive survey instrument as a takeaway for use with their teams, and provides 7 strategies that encourages the entire school environment to be responsive to the schooling needs of minority students. The presentation chronicles two school leaders’ individual experiences, and their collaborative efforts to create a district-wide framework for a large school district. Participants will explore and leave with critical strategies utilized by school and district leaders to amplify an equity-focused, culturally responsive, and empathetic leadership approach, as well as a framework that is applicable to other professional arenas.
A Rock and Rug—Applying the 3 Rs—Respond, React, Re-Enter in a Restorative Based School community
Presented by: Robert Spicer
Restorative Strategies, LLC

In this immersion session, participants will learn how Restorative Justice Practices can be a vehicle for change in the school and the surrounding community. The participant will be able to identify the key players in a Restorative Justice based school community, explore the 3 R’s as a foundation for a Restorative School Based Community process, and engage all the participants in Community building activities which can be used in their classrooms. After this immersion workshop, participants will be able to conduct check-in and check-out Circles, identify the key elements in leading a restorative school community through the change process (Chicago Public Schools case study) and engage in Community-Building activities that can be used with their schools and /or community groups. Materials and Power point presentation will be provided for all participants.

“The PEN (Parent Engagement Notebook) is Mightier than the Sword”
Presented by: Monique Wright-Williams, Luberta Crouch, Andrea Bernard, Mary Lisa Wade
Syracuse City School District

The presentation will focus on specific strategies used to engage families in their child’s education. The Parent Engagement Notebook (PEN) is one of the tools utilized by the District to keep parents up to speed on three key components of family engagement: 1) What is expected of their child 2) How well their child is meeting those expectations, and 3) What they can do at home to support their child’s learning. The understanding and efforts at family engagement at SCSD has morphed from parental involvement activities (spaghetti dinners, PTO meetings etc.) to meaningful interactions that promote partnership between school and home while taking into account the varied needs and readiness levels of families. Creating, structuring and operating a “Parent University” within a District will also be explored.
Equity audits have been used as key tools for schools, districts and educational organizations in their work to uplift and create more equitable schools. As part of a collaboration between the Syracuse City School District and Syracuse University, a research team identified disproportionate opportunities for students in advanced coursework, fine arts and athletics during the SY2018. This session will briefly present the findings of the SCSD-SU equity audit, but focus on the actions and next-steps taken by the District in the year following the creation of data.