2013 Summer Institute
Guardians of Equity:
Creating Fair Systems to Achieve Equitable Outcomes

Saturday, July 6, 2013
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 2013 Summer Institute Attendee,

Thank you for agreeing to participate in the Technical Assistance Center on Disproportionality at New York University’s (“NYU”) 2013 Summer Institute: Guardians of Equity: Creating Fair Systems to Achieve Equitable Outcomes (“Event”).

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Very truly yours,

NYU DEPARTMENT OF TV & MEDIA SERVICES
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 2013 Summer Institute, *Guardians of Equity: Creating Fair Systems to Achieve Equitable Outcomes*. 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 focused on driving equity and access in urban, suburban, and rural school settings — especially when confronting issues of race, gender, and national origin. 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>Morning Refreshments</td>
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<td>Welcome from Alan Ripp, Director of the Technical Assistance</td>
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<td>Center on Disproportionality at New York University</td>
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<td>9:10am-9:20am</td>
<td>Welcome from Dr. Lester W. Young, Jr., Regent at Large, New York</td>
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<td>9:20am-9:30am</td>
<td>Introduction of Keynote by Dr. Pedro Noguera, Executive Director of</td>
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<td>9:30am-10:30am</td>
<td>Keynote Presentation: Dr. Lisa Delpit, Professor of Education at</td>
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<td>Southern University in Baton Rouge, LA</td>
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<td>Session A Workshops and Presentations</td>
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<td>Lunch Networking with Participants and Presenters</td>
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<td>Session B Workshops and Presentations</td>
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<td>3:15pm-4:45pm</td>
<td>Dr. Jerry Weast, Former Montgomery County Superintendent and Pedro</td>
<td>10th Floor, Rosenthal Pavilion</td>
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<td>Noguera. A Conversation on Equity</td>
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<td>4:45pm</td>
<td>Closing Remarks and Evaluations</td>
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**Dr. Lisa Delpit, Keynote**

**Dr. Lisa Delpit** is currently the Felton G. Clark Professor of Education at Southern University in Baton Rouge, Lisa D. Delpit is the former Executive Director/Eminent Scholar for the Center for Urban Education & Innovation at Florida International University, Miami, Florida. She is also the former holder of the Benjamin E. Mays Chair of Urban Educational Excellence at Georgia State University, Atlanta, Georgia. Originally from Baton Rouge, Louisiana, she is a nationally and internationally-known speaker and writer whose work has focused on the education of children of color and the perspectives, aspirations, and pedagogy of teachers of color. Delpit's work on school-community relations and cross-cultural communication was cited as a contributor to her receiving a *MacArthur “Genius” Award* in 1990. Dr. Delpit describes her strongest focus as "...finding ways and means to best educate marginalized students, particularly African-American, and other students of color." She has used her training in ethnographic research to spark dialogues between educators on issues that have impact on students typically least well-served by our educational system.

Dr. Delpit is particularly interested in teaching and learning in multicultural societies, having spent time studying these issues in Alaska, Papua New Guinea, Fiji and in various urban and rural sites in the continental United States. She received a B.S. degree from Antioch College and an M.Ed. and Ed.D. from Harvard University. Her background is in elementary education with an emphasis on language and literacy development.

Dr. Delpit’s recent work has spanned a range of projects and issues, including assisting urban school districts engaged in school restructuring efforts; founding the post-Katrina National Coalition for Quality Education in New Orleans; recruiting renowned mathematician and Civil Rights leader, Dr. Robert Moses to South Florida to establish the national Algebra Project; assisting in the creation of high-standards, innovative schools for low-income, urban children; and developing urban leadership programs for teachers and school district central office staff. She has also taught pre-service and in-service teachers and principals in many communities across the United States.

Her numerous awards include the Harvard University Graduate School of Education 1993 Alumni Award for Outstanding Contribution to Education; the 1994 American Educational Research Association Cattell Award for Outstanding Early Career Achievement; 1998 Sunny Days Award from Sesame Street Productions for her contributions to the lives of children; and the 2001 Kappa Delta Phi Laureate Award for her contribution to the education of teachers.

Dr. Delpit was also selected as the Antioch College Horace Mann Humanity Award recipient for 2003, which recognizes a contribution by alumni of Antioch College who have “won some victory for humanity.” Winning candidates are those persons, or groups of persons, whose personal or professional activities have had a profound effect on the present or future human condition. She was also selected to deliver the prestigious DeWitt Wallace-Reader's Digest Distinguished Lecturer Award at the Annual Meeting of the American Educational Research Association (AERA). The award recognizes the contributions of an educational researcher whose work leads to improved learning for low income, elementary or secondary students.

Her most recent book, published in 2012, “Multiplication is For White People”, explores strategies to increase expectations and academic achievement for marginalized children. A previous book, Other People’s Children, received the American Educational Studies Association’s “Book Critic Award,” Choice Magazine’s Eighth Annual Outstanding Academic Book Award, and has been named “A Great Book” by Teacher Magazine. Some of her other books include: The Real Ebonics Debate: Power, Language, and the Education of African-American Children; and The Skin That We Speak: Thoughts on Language and Culture in the Classroom.
Dr. Jerry Weast, a veteran of education leadership including 35 years as a superintendent of schools, Dr. Jerry D. Weast has amassed a record of results. Leading school districts in five states, Dr. Weast has demonstrated his commitment to ensuring all students graduate prepared and inspired for success in college and careers. Dr. Weast is widely respected for his expertise in crafting coherent strategies to sequence change efforts and currently advises and collaborates with foundations and school district leaders to improve the quality of public education across the United States.

Dr. Weast led Montgomery County Public Schools to achieve both the highest graduation rate among the nation’s largest school districts for four consecutive years and the highest academic performance ever in MCPS as the non-English-speaking student population more than doubled and enrollment tipped toward low socioeconomic demographics. MCPS students demonstrate some of the highest participation and success rates in the country on college readiness measures, such as the SAT and AP exams. US News and World Report has found that MCPS high schools comprise about 3 percent of the nation’s top high schools for STEM education (Classes of 2009, 2010, and 2011). During Dr. Weast’s tenure, MCPS received the Malcolm Baldrige National Quality Award for management excellence [2010] and was a 2010 finalist for the Broad Prize in Urban Education.

Dr. Weast has received numerous awards and honors, including the Educator of the Year Award from the Schott Foundation for Public Education (2011); and the 2012 Distinguished Public Service Award from the American Educational Research Association.

His groundbreaking approaches to improving public education are the subjects of case studies by the Harvard Business School, The Pew Foundation, the Foundation for Child Development, the Panasonic Foundation, and the Carnegie Foundation for the Advancement of Teaching; and of the book Leading for Equity (Harvard Education Press, 2009). Analyses of his successful leadership are featured in several books: Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America’s Schools (Kirp, 2013); Team Turnarounds (Frontiera and Leidl, 2012) and Respect (Kwalwasser, 2012) – and the early childhood education initiatives Dr. Weast led in Montgomery County are discussed in the book Building Blocks, (Maerhoff, 2006).

Dr. Weast serves on the Board of Directors of the Institute for Educational Leadership, as a trustee of the Committee for Economic Development, is a member of the National Education Association Foundation Senior Fellows Advisory Group; the Board of Directors of Editorial Projects in Education; the Opportunity to Learn advisory board (Schott Foundation for Public Education), and of the advisory board of America Achieves. Dr. Weast is founder and president of the Partnership for Deliberate Excellence, LLC, through which he is working with school districts across the United States to improve the leadership and quality of public education.
Dr. Lester W. Young, Jr., Welcome Address

Dr. Lester W. Young, Jr., In March, 2008 Dr. Young was appointed by the New York State Legislature as Regent At Large, The University of the State of New York and re-elected to a 5 year term effective April 1, 2010. Currently, he co-chairs the Regent’s P – 12 Education Committee, chairs the Early Childhood Workgroup, and co-chaired the Higher Education Committee. A career educator and public servant, Dr. Young has served as a teacher, guidance counselor, supervisor of special education, elementary school principal, Associate commissioner with the New York State Education Department and Superintendent of Community School District 13, Brooklyn, N.Y. He also led the first N.Y.C. Office of Youth Development and School Community Services. During his 10 year tenure as Community Superintendent of District 13 he was responsible for establishing some of the more successful high schools and middle schools in New York City serving Black and Latino students.

Lester W. Young, Jr. is currently Chair of the Board of Trustees of the Adelaide L. Sanford Institute; he serves on The Advisory Board of Eagle Academy Foundation, New York Advisory Council for Children, CDF-N.Y. He is a Life Member of the National Alliance of School 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, national education, and civic 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.

Dr. Pedro Noguera, Executive Director

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.
### Summer Institute Session Schedules

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

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<td>Don C. Sawyer III</td>
<td>8th Floor, Room 405</td>
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<td>Understanding Structural Racism: Its History and Impact on Educational Practice</td>
<td>Charles David Billings</td>
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<td>The Unexamined Whiteness of Teaching: Understanding Teachers’ Oppositional Stances and What We Can Do to Interrupt Them</td>
<td>Bree Picower</td>
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<td>Kepner Middle School: Our Path to a Culturally Relevant Education</td>
<td>Steve Linkous and Morgan Ortega</td>
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<td>What Can Administrators, Teachers and Counselors Can Do to Address the Needs of English Language Learners (ELLs)?</td>
<td>Yolanda Delagado-Villao</td>
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<td>Culturally Relevant Practices within the Framework of PBIS</td>
<td>Erin Brewer</td>
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<td>LGBTQ in Schools: What Educators Should Know and the Questions We Should be Asking about the Experiences of Students in Our Schools</td>
<td>Bryan Rosenberg</td>
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<td>Effective Communication in Education is the Key to Success</td>
<td>Helene Fallon</td>
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<td>Choice, Competence and Relatedness: How Educators Create the Conditions for All Students</td>
<td>Joan R. Fretz</td>
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<td>Engaging and Empowering Today’s Student! (From a Student Perspective)</td>
<td>Daniel Clayton and Christopher Adams</td>
<td>9th Floor, Room 910</td>
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## Summer Institute Session Schedules

### Session B: 1:30pm-3:00pm

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<td>Hip Hop High School: Flipping Education to Honor Students’ Brilliance</td>
<td>Sam Seidel and David “TC” Ellis</td>
<td>8th Floor, Room 405</td>
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<tr>
<td>Understanding Structural Racism: Its History and Impact on Educational Practice</td>
<td>Charles David Billings</td>
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<tr>
<td>The Unexamined Whiteness of Teaching: Understanding Teachers’ Oppositional Stances and What We Can Do to Interrupt Them</td>
<td>Bree Picower</td>
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<td>Culturally Relevant Curriculum and School Development in Troubling Times: Lessons from a Chicago Public School</td>
<td>David Stovall</td>
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<td>Choosing Excellence: Introduction to the National Board Certification Process</td>
<td>Mirian Acosta-Sing and Lorraine Scorsone</td>
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<td>Preparing and Managing My Classroom with My Students in Mind</td>
<td>Richard Cardillo</td>
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<td>Establishing Culturally Responsive Behavioral Frameworks</td>
<td>Jon Eyler</td>
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<td>Incorporating a Gender Fluid Mindset in Schools: Improving Social/Emotional Conditions to Decrease Bullying and Increase Academic Outcomes</td>
<td>Leah Adams-Schoen</td>
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<td>Educating ELLs: Examining Practices in Our Schools</td>
<td>Alejandro Rivera, Brenda Triplett and Bilal Polson</td>
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<td>Creating Opportunities for Equity Through Whole Child Education</td>
<td>JoAnne Ferrera and Maria Flores</td>
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<td>Scholarship of the Self: Using Students’ Stories to Inspire, Guide and Transform Curricula</td>
<td>Ashley Marshall</td>
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Hip-Hop Keeps Me Sane: Using Hip-Hop to Reach Students Once Considered Unreachable
Don C. Sawyer III
1.5 hours, Session A only

Hip-hop is often blamed for the academic plight of students in urban schools. However, the use of hip-hop as a scapegoat is problematic when considering that many students in underserved areas face poverty, a lack of access to quality health care, hyper-surveillance by police, criminalization of educational spaces, and other social obstacles. With increases in technology and student investment in popular culture, it is important our understanding of urban youth be complicated and expanded. Moreover, for urban youth, critical media literacy is vital in order to participate and survive in a world that has been transformed by digital technology and new media culture (Kellner & Share, 2007).

This presentation is grounded in the practices of youth critical media literacy development which aims to allow youth to analyze, evaluate, critique, and produce multiple modes of communication while having the ability to vocalize and showcase what matters in their worlds (Goodman 2003). This workshop focuses on the ways in which we can empower students through popular cultural forms, particularly hip-hop, in school settings to become critical consumers and producers of their culture, while gaining valuable skills in media literacy and analysis through a critical lens.

Understanding Structural Racism: Its History and Impact on Educational Practice
Charles David Billings
1.5 hours, Session A & B

History doesn’t just inform the present, it continues to direct the future. Structural Racism provides the context for today’s educational policy and practice.

The Unexamined Whiteness of Teaching: Understanding Teachers’ Oppositional Stances and What We Can do to Interrupt Them
Bree Picower
1.5 hours, Session A & B

With record numbers of White teachers in the field, it is imperative for school communities to examine the ways in which understandings about race impact how teachers see themselves, their students, and urban schooling. This interactive workshop uses research about White teachers' constructions of people different from themselves as a jumping off point to explore the ways in which Whiteness shapes their understandings and assumptions about urban schools, students and communities. By carefully examining the seemingly race-neutral comments of such White teachers, session participants will develop skills for critically analyzing racialized assumptions in their own school communities. The session will provide time to discuss institutional and individual responses to these dominant and problematic assumptions that have real-life consequences for students of Color in urban public schools. The presenter will also share strategies that teacher educators and professional developers can use to help reshape some of the problematic understandings such teachers hold and support them in moving towards a social justice stance.
**Kepner Middle School: Our Path to a Culturally Relevant Education**
Steve Linkous and Morgan Ortega

1.5 hours, Session A only

This session will discuss Kepner Middle School’s path to cultural relevance in its educational process as well as the school’s examination of how to achieve equity for a student population that has been traditionally underserved in the Chicago Public Schools. Educators from this school will discuss the following:

- Where would we like to be in providing a culturally relevant education (CRE) to all of our students?
- Where do we currently find ourselves in this process?
- What are our successes as well as some of the obstacles that we are encountering in the effort to make CRE a building wide practice?

Specific examples of the aforementioned states of progress in Kepner will be discussed. Participants will have interactive opportunities to discuss and present where they are within the different phases of building CRE practice as part of their school culture.

**What Can Administrators, Teachers and Counselors do to Address the Needs of English Language Learners (ELLs)?**
Yolanda Delgado-Villao

1.5 hours, Session A only

The mental health and social concerns of ELLs are just as important as academic performance and acquiring English language proficiency. There are many challenges that are unique to ELLs. Although Multicultural courses are part of the Graduate Programs for educators, administrators, teachers and counselors may have little or no experience in working with English Language Learners (ELLs).

As more ELLs are being admitted to schools from diverse cultural backgrounds, educators need to ensure that they understand the challenges that ELLs face upon entering the American school system. This workshop will identify some of these challenges and offer recommendations as to what educators can do to address these challenges. Additionally, it will offer suggested topics for group counseling sessions, classroom guidance lessons, and parent workshops. Finally, this workshop will also offer career and college readiness activities that will better prepare ELLs for post-secondary plans and provide resources and handouts that educators can use to assist ELLs.
Workshop & Presentation Descriptions

Culturally Relevant Practices within the Framework of PBIS
Erin Brewer
1.5 hours, Session A only

Participants will learn how to expand their schools’ conceptual framework of PBIS to include culturally relevant and responsive practices. The presentation will look at the discipline gap and discuss strategies to decrease disproportionality within the context of behavior.

LGBTQ in Schools: What Educators Should Know and the Questions We Should be Asking About the Experiences of LGBT Students in Our Schools
Bryan Rosenberg
1.5 hours, Session A only

This workshop will focus on two themes: 1) The session will begin with an overview of current research on the experiences both social and academic of LGBT students in schools; 2) The second theme in the session will attempt to encourage a discussion about the representation of LGBT students in the research literature. Participants will examine the over-representation of LGBT students as pathologically vulnerable and will be encouraged 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.

Effective Communication in Education is the Key to Success
Helene Fallon
1.5 hours, Session A only

This training will identify the key aspects of collaboration and effective communication. It will focus on essential elements of team-building and identify research based strategies and promising practices that have been successful in teams working together. The importance of incorporating both family and professional perspectives in the process of effective decision making will be discussed. Participants will understand both their role and the student’s role in the Education process. Barriers that interfere with effective communication and strategies to overcome those barriers will be identified. Effective Communication leads to a pro-active, collaborative relationship between families and schools. When families and schools have an effective team, student outcomes improve. The main goal of the workshop is for participants to learn how to use positive effective communication strategies and conflict resolution skills to establish and maintain collaborative relationships with their school team. A special focus will be placed on working with hard to reach populations, where families often are not involved in everyday educational planning.
Choice, Competence and Relatedness: How Educators Create the Conditions for All Students to be Motivated and Responsible
Joan R. Fretz
1.5 hours, Session A only

Most teachers underestimate the tremendous influence they have over their students' self-concept and choice of behavior. Join Ms. Fretz on a fascinating look at how autonomy supportive schools foster self-motivated and responsible behavior by students. Participants will learn how educators can:

- foster intrinsic motivation by providing opportunities for choice, competence and relatedness in their planning, instruction and classroom environment
- avoid using extrinsic controls and rewards that actually decrease motivation and performance
- help students develop a growth mindset with which they value effort, crave challenge and persist in the face of obstacles
- invite students to participate in activities that are important, but not necessarily motivating
- use strategies that help students develop a positive self-concept and important social skills like perspective taking, decision making and self management
- help students realize their potential and enjoy making positive contributions

The workshop includes video interviews with students who identify teaching behaviors that helped, as well as hindered their successful turnaround in school. Learn how your school can create an optimal learning environment through the intentional practice of school adults.

Engaging & Empowering Today’s Student! (From a Student Perspective)
Daniel Clayton and Christopher Adams
1.5 hours, Session A only

The session will be a dynamic presentation on and assessment of modern education techniques and their received response by students. Split into two portions, the presentation will include some examples of poor teaching techniques, student-teacher myths, and it will highlight basic solutions to include into lessons as well as highlighting the importance of a comprehensive learning strategy. Part One, entitled “See Now Then,” will discuss current teaching techniques employed in the classroom. It will be followed by a volunteer discussion of how learning is viewed from a teacher standpoint. The first part will end with a brief student discourse on how learning is viewed from a student’s view (Speakers 1 and 2 are students). Part two, entitled “Touching the Sky”, will be a lighthearted presentation on how to use technology and social media as a tool to effectively reach students, which will include a workshop.
Hip Hop High School: Flipping Education to Honor Students’ Brilliance
Sam Seidel and David “TC” Ellis
1.5 hours, Session B only

What is hip-hop education and what potential does it have to provide a culturally responsive lens in the creation of schools, school systems, and networks of schools that ensure high quality educational experiences for all students?

This workshop will offer attendees a chance to consider the power of hip-hop culture in developing innovative assets-based educational programs. 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. The workshop will also draw from Seidel’s experience working with national networks of alternative schools - such as Big Picture Learning, the Black Alliance for Educational Options, and Diploma Plus - to introduce possibilities for hip-hop education on a systemic level. Participants will explore new ideas for how to flip and remix existing educational structures and practices to create more relevant, responsive and resilient institutions.

Culturally Relevant Curriculum and School Development in Troubling Times: Lessons from a Chicago Public School
David Stovall
1.5 hours, Session B only

This workshop will take secondary educators and administrators through the process of curriculum development used at Social Justice High School (SOJO) in Chicago. The curriculum was developed and is maintained under a bevy of constraints as Chicago Public Schools have developed stringent requirements for high school achievement. As a potential bridge to understand the current restraints of public education in large cities, the workshop seeks to engage educators and administrators with skills/tactics that will maintain the integrity of their curricular efforts without feeling bound by local, state and national mandates. Developed by Eric “Rico” Gutstein, the curricular innovation is known as the three C’s (Classical, Community, and Critical). By pairing the research of Gonzalez, Moll and Amonti (Funds of Knowledge) with Paulo Freire’s concept of “reading the world” the three C’s have allowed faculty and staff at SOJO to maintain curricular autonomy as a neighborhood public school in a very contested moment in urban education. As many teachers and administrators often feel threatened by district mandates and standards-driven curriculum, we are proposing an alternative. As a curriculum centered in relevance and skill development, the goal is to allow teachers and administrators flexibility through an equitable approach to addressing current reform initiatives.
Choosing Excellence: Introduction to the National Board Certification Process  
Dr. Mirian Acosta-Sing, and Lorraine Scorsone  
1.5 hours, Session B only

Teachers matter! Teacher effectiveness is a topic that has dominated the educational news across the nation for the past several years. Practitioners, educators, policy makers, parents and researchers continue to debate what an effective teacher is and what constitutes quality teaching. The National Board for Professional Teaching Standards organization is synonymous with effective teaching. The mission of the National Board is to advance student learning and achievement by establishing the definitive standards and systems for certifying accomplished educators, providing programs and advocating policies that support excellence in teaching and leading and engaging National Board Certified Teachers (NBCTs) and leaders in that process. It offers teachers the opportunity to demonstrate their knowledge, skills, and practices against high and rigorous standards in order to receive an advanced teaching credential.

This workshop presentation is an introduction to the National Board Certification process. The presenters will describe the steps candidates need to follow in order to become nationally board certified, provide information about the assessments, and will share resources and supports available. Overall, this session is geared towards teachers who would like to know about the national board certification process and understand the benefits of becoming nationally board certified in 1 of 25 different certificate areas.

Preparing & Managing my Classroom With my Students in Mind  
Richard Cardillo  
1.5 hours, Session B only

Richard Cardillo, Director of Education for the National School Climate Center will present a highly interactive, practicum-based workshop detailing NSCC’s tools and resources for school climate improvement methods that concentrate on culturally sensitive policies and procedures, socially just/equitable forms of discipline and classroom management. Through a series of activities and discussions, Richard presents this comprehensive and multi-year effort to promote student voice, inclusion of all school community members and a celebration of diversity in all its forms at our schools. The NSCC Program is customized for schools based on the results of an empirically validated and research-based needs assessment and supports schools developing a comprehensive (individual, classroom-based, school-wide and school-home-community) effort to promote safe and civil schools.

Establishing Culturally Responsive Behavioral Frameworks  
Dr. Jon Eyler  
1.5 hours, Session B only

This session will unpack the complexities of behavioral frameworks and offer strategies for establishing effective behavioral systems that are grounded in culturally responsive practices. Key elements of the session include: (a) strategies for shifting the way our system conceptualizes social behavior and matters of equity, (b) strategies for moving beyond a reactive, deficit-based approach to social behavior, (c) strategies for establishing powerful data systems, and (d) strategies for creating an environment of responsiveness and responsibility.
Incorporating a Gender Fluid Mindset in Schools: Improving Social/Emotional Conditions to Decrease Bullying and Increase Academic Outcomes
Leah Adams-Schoen
1.5 hours, Session B only

This workshop presents didactic and experiential learning exercises that allow participants to reflect on societal constructs of gender as they relate to bullying and equity issues in education. A model of gender fluidity is introduced, and support for the model is achieved through personal experience and dialogue. Administrators, teachers and parents with fluid mindsets are able to support all students, including gender and sexual minority students. Further, they are able to hold dialogues necessary for integration of the mindset in their respective workplaces.

To ensure equity for LGBT students, schools’ can incorporate a multi-tier system for integrating the fluid mindset. The first tier requires learning experiences that result in administrator, teacher, and parent support for the mindset. Those who do not understand the necessity of the gender fluid mindset on a personal level, will unknowingly undermine its incorporation. The second tier entails supplying first tier learning experiences for students. The third tier involves responding to students involved in bullying relationships through a support network of parents, teachers, administrators, and students. Adults, by and large, do not examine gender constructs, although gender inequities impact everyone. The gender fluid mindset begins with adult incorporation, while many of its components are learned gradually, and alongside youth.

Educating ELLs: Examining Practices in Our Schools
Alejandro Rivera, Brenda Triplett and Bilal Polson
1.5 hours, Session B only

Due to demographic shifts, suburban schools are having difficulty meeting the needs of students of immigrant, poor and working class families. Schools are forced with the difficult task of closing learning gaps with students who may have difficult circumstances (Noguera, 2008; Robin, 2011). Literature indicates fostering a healthy home-school connection by conducting educational home visits may support schools' ability to embrace the cultural wealth and social capital of students and their families (Hicks, 2001; Zambrana & Zoppi, 2002; Gonzalez, Moll & Amanti, 2005). In a suburban elementary school, six elementary school teachers and the assistant principal formed a research team to explore the relationship between home visits and teachers’ practice.

This workshop will share findings from an action research project of a suburban elementary school. In addition, the workshop will explore the implications of various models of instructional intervention and will examine the collaborative strategies implemented that have successfully moved this school’s ELL population toward academic proficiency. The workshop will offer a venue for candid, reality-based discussion on the manner in which we are educating one of the fastest growing sub-groups in America.
Creating Opportunities for Equity through Whole Child Education
JoAnne Ferrera and Maria Flores
1.5 hours, Session B only

The national focus on student achievement and accountability, school leaders are seeking creative ways to maximize resources for teachers and students. Often the solution for finding resources requires school leaders to look beyond their buildings and engage the community. For more than three decades community schools have successfully created a network partners at the school site to provide equity, access and rich learning opportunities for underserved students. Community schools provide a perfect setting where partnering with an institution of higher education in the form of a professional development school (PDS) can provide a comprehensive strategy for addressing culturally responsive practices focused on students’ needs. By exposing teachers to the complex inter-relationship between school performance and the quality of the student’s life at home and within the surrounding community faculty working in this school are able to expand their understandings of students beyond the four walls of the classroom through collaborations with families and community agencies. This partnership provides an excellent backdrop in which to better prepare teachers as they face the challenges of life in classrooms and, in addition, enables both university and school practitioners to better understand the link between school performance and issues related to poverty.

When engaged in a PDS relationship, the community school model places teachers at the forefront of effective educational practices that are both comprehensive and integrative in scope and design and reach a range of diverse learners. In this model, collaborations are evident in many situations; among peers and outside agencies; as seen in teamwork in planning for instruction and intervention strategies; through differentiating instructional practices; and in engaging families to promote the intellectual, social, emotional, and physical growth of children.

Scholarship of the Self: Using Students’ Stories to Inspire, Guide and Transform Curricula
Ashley Marshall
1.5 hours, Session B only

According to Adrienne Rich, “when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.” This presentation will unpack this “psychic disequilibrium” that so many of our students experience in school. What are the psychological and academic consequences when the identities of our students are marginalized in our curricula? How have we as educators disempowered our students by maintaining curricula which rests upon generalizations, stereotypes or dominant culture? These consequences force educators to rethink our reliance on outside resources and investigate the scholarship of the self. This session will outline three key ways in which teachers can engage their students in powerful learning that validates their individual histories. These strategies include the recognition of multicultural selves, promoting intelligence and knowledge as constructs and the deconstruction of “Teacher as Authority.” Recognition of multicultural selves asks teachers to imagine a curriculum that validates the plurality of selves each student holds sacred. Secondly, teachers must promote intelligence and knowledge as constructs instead of innate traits or habits of mind. Finally, educators must relinquish their role as “The Authority.” It is our role to construct a classroom, which allows for both scholarship of self and the elucidation of the unknown.
Dr. Mirian Acosta-Sing, **RBERN Resource Specialist**

Mirian Acosta-Sing, Ed.D, is a Resource Specialist with the NYS Language Regional Bilingual Educational Resource Network at the NYU Metro Center. She has more than forty years experience working in the NYC public school system as a bilingual teacher, teacher trainer, Director of Bilingual Education in District 6M and Director of Teacher Corps in collaboration with City College. From 1986 to 2004, she was the Principal of the Mott Hall School in Harlem, a Blue Ribbon middle school for Math, Science, & Technology. Upon her retirement as a school principal, Dr. Acosta-Sing worked as a Leadership Coach, mentoring and coaching aspiring principals with New Leaders for New Schools. As an adjunct professor for over twenty years, she has taught graduate courses in educational supervision and bilingual education at City College, Bank Street, Lehman College and Fordham University. Dr. Acosta-Sing has also studied and conducted educational research in India, Nepal and Brazil on Fulbright fellowships and has presented at national conferences including NABE, Microsoft Laptop Conferences, National Association for Gifted Children and National Staff Development Council.

Christopher Adams, **Secretary of the Uniondale Distributive Education Clubs of America Chapter**

Christopher Adams is an Advanced Regents Diploma Graduate of Uniondale High School. He is a Board Member for the Uniondale Industry Advisory Board and sits as the Secretary of the Distributive Education Clubs of America Chapter. He participates actively in overseeing the Uniondale High School Cradle Magnet Academy at the Cradle of Aviation Museum in Long Island, NY and currently sits as the Senior Project Manager for the Renewable Energy Project Based Learning Initiative at Uniondale High School.

Leah Adams-Schoen, **Counselor, Writer, and LGBT Advocate**

Leah Adams-Schoen lives in East Northport, New York with her wife. She is a mental health therapist, writer, and LGBT advocate who has worked extensively with adolescents, their families, and the LGBT community. Leah also worked as a school-based family therapist where she presented on myriad topics for faculty and students alike. As a member of the LGBT community, Leah brings passion along with knowledge and experience to her work. She hopes to inspire all people to work towards acceptance, health, and societal contribution.

Dr. Charles David Billings, **The People’s Institute for Survival and Beyond**

David Billings is a Core Trainer with The People’s Institute for Survival and Beyond and has been with The People’s Institute since its inception in 1980. He has been an organizer and trainer for over 30 years. He is an Adjunct Professor at the Silver School of Social Work at NYU. Billings combines history and organizing principles into his presentations.

Erin Brewer, **Director NYS PBIS TAC**

Erin Brewer is the Director of the New York State Positive Behavioral Interventions and Support Technical Assistance Center (NYS PBIS TAC). The TAC provides professional development and technical assistance to Regional Behavior Specialists. The Regional Behavior Specialists represent ten centers across the state known as the Regional Special Education-Technical Assistance Support Centers (RSE-TASC). With support from the TAC, the Regional Behavior Specialists work with schools to implement school-wide PBIS. Both the PBIS TAC and the RSE-TASC are supported by the New York State Office of Special Education.
Presenter Biographies

**Richard Cardillo, Director of Education, National School Climate Center**
Richard Cardillo is the Director of Education for the National School Climate Center (NSCC). Rich has over two decades of experience as a classroom teacher, rural community organizer, public spokesperson, founder and administrator for social emotional learning/character education programs, senior member of community-based organizations, fundraiser, college teacher in Perú and developer of community service learning programs. He is a native of New York, fluent in both Spanish and American Sign Language, and brings a social justice perspective and vision to his work. Richard coordinated all NSCC activities with the Queens School Climate Improvement Program at 4 NYCDOE elementary and middle schools. Additionally, Richard served on two separate subcommittees of a special task force of the New Jersey State Department of Education to create regulations for the new anti-bullying bill of rights enacted into law this past year. He is the past New York Regional Director of Peace Games (now Peace First), Director of Client Services at God’s Love We Deliver in New York and has been a classroom teacher in elementary, middle and high school. Richard received his Masters Degree from Columbia University. Presently, Richard is a Board member of the National Alliance for Academic Service Learning (NCASL) and Garden State Equality.

**Daniel Clayton, Vice President of the Uniondale Distributive Education Clubs of America Chapter Q**
Daniel Clayton is the Salutatorian of the Class of 2013 at Uniondale High School. He is a Board Member for the Uniondale Industry Advisory Board and sits as the Vice President of the Distributive Education Clubs of America Chapter. Along with being an active Eagle Scout, he participates actively in overseeing the Uniondale High School Cradle Magnet Academy at the Cradle of Aviation Museum in Long Island, NY and currently sits as the Senior Project Manager for the Renewable Energy Project Based Learning Initiative at Uniondale High School.

**Yolanda Delgado-Villao, RBE-RN Resource Specialist**
Ms. Yolanda Delgado-Villao is a Resource Specialist with the NYS Language RBE-RN at New York University. Although 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, Founder of High School for the Recording Arts in St. Paul, MN**
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.
Presenter Biographies

Dr. Jon Eyler, Consultant, Collaborative Learning Solutions in Menifee California
Dr. Jon Eyler currently operates an educational services and consulting firm in California. His work focuses on assisting districts to develop school-wide systems of preventing behavior incidents and mitigating disproportionate representation. His work also includes the development of intensive intervention programs for students with significant behavior challenges. He has consulted with many districts throughout California, and he is currently working with school districts to decrease costly nonpublic school placements through collaborative programming options. Dr. Eyler has served as an administrator at both district and regional levels. Previously he worked as a regional administrator where he provided leadership and guidance to 22 school districts concerning the education of more than 30,000 students with special needs. He has also served as a program improvement consultant where he provided leadership and technical assistance regarding Response to Instruction and Intervention (RtI) and School-wide Positive Behavior Interventions and Supports. Dr. Eyler has also served at the University of Southern California as a part-time faculty member where he taught courses in Educational Psychology. He has worked with and trained thousands of administrators, support providers, teachers, and parents on the topics of discipline, positive behavior intervention, motivation, disproportionality, and equity in education.

Helene Fallon, Project Coordinator, Long Island Parent Center
Helene Fallon has dedicated her life’s work to improving outcomes for all children in our society. Her commitment is unprecedented. She believes that all children, especially those that have a disability or are disadvantaged have a right to a free and appropriate education. According to Ms. Fallon, “this is a civil rights issue, and we must help to enlighten society to the benefits of leveling the playing field for our students”. Helene is the parent of two children with special needs. She focuses on collaboration between schools, community and families. She is a dynamic, results oriented professional development specialist with a broad network of contacts and has worked as part of a development team for national, statewide and regional educational trainings. Helene works under different grants funded by the NYSED and USDOE providing technical assistance to families and schools with a direct goal of improving outcomes for students. She co-facilitates the NYS Community of Practice on Family and School Collaboration, working on improving family involvement in the Schools. She also serves as adjunct faculty for Long Island University. She continues to help families to build positive relationships with their school districts with a focus on improving outcomes for all students.

Dr. JoAnne Ferrera, Associate of Undergraduate Advising, Manhattanville College
Dr. JoAnne Ferrara is the Associate Dean for Undergraduate Advising and the Professional Development School (PDS) coordinator at Manhattanville College in Westchester N.Y. 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 partnership 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; her publications include professional development schools, teacher preparation, whole child education, and community schools.
**Maria Flores**, Community School Coordinator, *Thomas A. Edison Elementary School, Port Chester Public Schools*

Maria Flores is the Community School Coordinator at the Thomas A. Edison School in Port Chester, NY and a doctoral student at Manhattanville College. She has served in several administrative capacities within the NYC Department of Education. Her research interest include community schools and parental engagement.

**Joan R. Fretz**, Co-Founder of Long Island Social Emotional Literacy Forum

Joan R. Fretz is the Co-Founder of the Long Island Social Emotional Literacy Forum, an adjunct professor at Adelphi University and a 36 veteran public school teacher and school district administrator. For the past nine years, Joan has spearheaded the development of workshops and conferences on School Climate, Self-Concept, and Social Emotional Learning for educators. Her current passion is exploring self-concept and motivation theories to identify teacher behaviors that promote intrinsic motivation and inspire students to take charge of their learning. Joan recently authored a chapter “Messages and Mindsets” in a new educational resource book, *Breaking the Mold of School Instruction and Organization*, by A. Honigsfeld and A. Cohan. She has worked closely with the State Education Department in its development of SEL Guidelines for New York State schools and serves as the Advisory Board Chairperson for the International Alliance for Invitational Education. As a District Director in Huntington Schools for the past 26 years, Joan supervised the Visual and Performing Arts and Arts-In-Education programs. In 2008, the *Huntington Times* named Joan “Woman of the Year in the Arts,” for her dedication to helping children discover and realize their potential through arts experiences.

**Steve Linkous**, Principal, *Kepner Middle School, Denver Public Schools*

Stephen Linkous has been a public educator for the last 18 years in the state of Colorado primarily working in urban school environments. He is currently the Principal at Kepner Middle School in Denver, CO where he is finishing his 2nd year. Kepner is an ELA-S (English Language Acquisition-Spanish) zone school that serves students with native language instruction in Spanish. Prior to his tenure at Kepner Middle School, Mr. Linkous was the Principal at Franklin Middle School in Greeley, Colorado which also served large numbers of second language learners. Before becoming a principal, Mr. Linkous was an assistant principal at both the middle and high school levels, as well as a social studies and ESL teacher. Mr. Linkous is also a Denver Public Schools graduate, as he attended Denver North High School. He then graduated with a degree in history from Park College (now Park University), in Parkville, MO. Mr. Linkous received his M.A. in Educational Leadership from the University of Denver.

**Ashley Marshall**, New York City Department of Education teacher at the Spence School

Ashley Marshall has worked at The Spence School, an all-girls, independent, K-12 school in Manhattan, for the past six years. During her tenure, she has taught Kindergarten, Grade 1, Grade 4 and is the 2012 recipient of the Margaret Duckett Award for Outstanding Teaching. She has served on the Lower School Admissions Committee for the past three years and is the co-founder and head facilitator for the Middle School Students of Color affinity group. Most recently, Ashley has served as the Director of Lower School Parents and Guardians of Children of Color and Director of Lower School Community Service. This past year, she presented her theories on authentic and culturally relevant curricula at the 5th International Storyline Conference in Reykjavik, Iceland and the 30th Annual Winter Roundtable Conference at Teachers College, Columbia University. Ashley received her B.A. in English and Elementary Education from Simmons College and her M.A. in Elementary Education from Teachers College. She has been accepted to the 2013-2014 cohort of Ed.M candidates at the Klingenstein Center at Teachers College.
Presenter Biographies

**Morgan Ortega, LA Teacher, Kepner Middle School, Denver Public Schools**

Morgan Ortega is currently in her second year as a Language Arts teacher at Kepner Middle School. As a graduate of the Denver Public Schools, she is pleased to be serving the community in which she grew up. Ms. Ortega earned her B.A. in English from Metropolitan State University. She is continuing her education at the University of Colorado, Denver where she will complete her M.A. in May 2013 in Curriculum and Instruction with an emphasis in Teaching the Culturally and Linguistically Diverse.

**Dr. Bree Picower, Assistant Professor, Montclair State University/ New York Collective of Radical Educators**

Dr. Bree Picower is an Assistant Professor at Montclair State University in the College of Education and Human Development. Her book, *Practice What You Teach: Social Justice Education in the Classroom and the Streets*, available from Routledge, focuses on the continuum of development toward teacher activism. She is the co-editor of the annual *Planning to Change the World: A Planbook for Social Justice Teachers* published by the New York Collective of Radical Educators (NYCoRE) and the Education for Liberation Network, and her recent scholarly articles have appeared in Teachers College Record, Teacher Education Quarterly, and Race, Ethnicity and Education. Currently, as a core leader of NYCoRE and founding member of the national Teacher Activist Groups network, Bree works to create multiple spaces for educators to sharpen their political analysis and take action for educational justice.

**Dr. Bilal Polson, Assistant Principal, Uniondale School District’s Northern Parkway School**

Dr. Bilal Polson serves as assistant principal of Northern Parkway Elementary School in Uniondale, NY. He received his undergraduate degree from New York University, studied Movement Therapy at University California of Los Angeles and holds degrees from Adelphi University in education and in educational administration from Hofstra University. Dr. Polson received his doctoral degree in educational leadership at Hofstra University in May 2013. The National Council of Teachers of English recognized Dr. Polson for his pilot qualitative study, “Classroom Teacher Awareness of Students’ Literacy Lives,” at the 2010 NCTE national conference in Orlando, FL, by awarding him the CEE Diversity Grant. Bilal Polson chaired the panel, “It Takes a Team Families and Schools: Working Together,” for the 2012 National Council of Teachers of English conference in Las Vegas, NV. In addition, he has presented at Hofstra University and at Columbia Teachers College. Dr. Polson resides in the South Shore community of Bay Shore on Long Island with his wife Patty and their two young sons.

**Alejandro Rivera, Principal, Uniondale School District’s Northern Parkway School**

Alejandro Rivera is the principal of Northern Parkway Elementary School in Uniondale, NY. Prior to this position, Mr. Rivera served as a classroom teacher and assistant principal in NYC public schools for 8 years prior to his appointment as principal. Mr. Rivera also serves as an adjunct professor and is currently in the process of beginning his doctoral studies at Hofstra University. Mr. Rivera has partnered with numerous community organizations throughout NYC including Capital One, Mercy First, Kiwanis Club, Elmcro, and the NY Mets to bring community service and project-based learning opportunities to the students and family members in both the Rockways and East Elmhurst communities. He currently is in the process of writing numerous grant proposals to expand technology access to the students of Northern Parkway Elementary School.
Presenter Biographies

**Bryan Rosenberg, NYU Doctoral Student**

Bryan is a doctoral student in Sociology of Education at New York University. His research interests include the sociology of gender and sexuality, social movements, and the sociology of sport. Prior to joining the Connecting Youth: Digital Learning Research Project, Bryan was a doctoral research assistant at NYU’s Metropolitan Center for Urban Education. Bryan serves as an adjunct faculty member at the City University of New York’s Queens College and at New York City College of Technology. Bryan received a B.A. in Liberal Arts from St. John’s College, in Santa Fe, New Mexico and an M.A. in Communication and Education from Teacher’s College, Columbia University.

**Don C. Sawyer III, Instructor of Sociology, Quinnipiac University**

Don C. Sawyer III, originally from Harlem, is currently a faculty member in the Department of Sociology at Quinnipiac University in Hamden, CT where he is teaching the university’s first sociology course dedicated to hip-hop culture. He comes to QU after 12 years of administration at Syracuse University. He has earned a M.A. in Sociology and M.S. in Education from Syracuse University and a B.A. in Psychology from Hartwick College. In spring 2013, he will earn his Ph.D. in Sociology from Syracuse University when he successfully defends his dissertation entitled, “I Ain’t Do Nothing: An Analysis of the Social and Academic Experiences of Black Males in a Dismantled Middle School.” At Quinnipiac University he teaches: Introduction to Sociology, Sociology of Race, Sociology of Education, and Sociology of Hip-Hop Culture. His scholarly focus is on race, urban education, qualitative methodology, hip-hop culture/hip-hop education, and youth critical media literacy. This semester he is piloting a Hip-Hop Academy at an urban high school in Connecticut targeting Black and Latino males at risk of dropping out. In addition to this initiative, he is working with administrators to build a recording studio in the high school to aid in student retention efforts.

**Lorraine Scorsone, Master Teacher, New York City Department of Education’s New American Academy**

Lorraine Scorsone has been an innovator in public school education for over 25 years. She won a Bank Street Award for Connections, a vertically grouped interdisciplinary program within the confines of a traditional school, PS 199M. After piloting National Board for Professional Teaching Standards certificate, she achieved certification in 1997 and since then coordinates a teacher support program for other teachers seeking certification. As a Teacher Center educator she developed K-12 curriculum guides that were disseminated throughout the United States. Currently, she is employed as a Master Teacher at The New American Academy, PS 770, a school recognized for progressive practices.

**Sam Seidel, Education Consultant & Author of Hip Hop Genius**

Sam Seidel is the author of *Hip Hop Genius: Remixing High School Education*. Sam is currently a Scholar-in-Residence at Teachers College. He has taught in a variety of settings from first grade to community college and directed an award-winning arts program for young people in, and transitioning out of, prison. He now works with several national networks of innovative schools; speaks at universities and education events; and writes for *The Husslington Post, GOOD*, and a variety of other publications. To learn more about his work, please visit [www.HipHopGenius.org](http://www.HipHopGenius.org).
**Presenter Biographies**

**David Stovall, Associate Professor of Educational Policy Studies and African-American Studies, University of Illinois at Chicago**

David Stovall is Associate Professor of Educational Policy Studies and African-American Studies at the University of Illinois at Chicago. His scholarship investigates Critical Race Theory, concepts of social justice in education, the relationship between housing and education, and the relationship between schools and community stakeholders. In the attempt to bring theory to action, he has spent the last ten years working with community organizations and schools to develop curriculum that address issues of social justice. He is a member of the Greater Lawndale/Little Village School of Social Justice High School design team, which opened in the Fall of 2005, where he also serves as a volunteer social studies teacher. Professor Stovall is a founding member of Chicago Grassroots Curriculum Taskforce, a local collective of school and community-based educators with the specific goal of disseminating and creating K-16 curriculum for Chicago residents and future teachers, and a member of I-SEED (Institute for Sustainable Economic and Educational Development), a national/international collective of youth, K-16 educators, and community activists aimed at developing sustainable economic and educational plans for historically marginalized, under-resourced and disinvested communities.

**Brenda Triplett, Assistant Principal, Uniondale School District’s Smith Street School**

A graduate of Fordham University’s Graduate School of Education as well as earning both, an MST Degree and an MS Master in Educational Administration, Brenda Triplett has devoted the last 24 years to educational excellence as a master teacher, grant administrator and educational leader. Mrs. Triplett is currently a doctoral candidate (August 2013) engrossed in research surrounding the self-efficacy beliefs of English Language Learners which she hopes will provide impetus for greater reflection on how schools effectively service one the fastest growing populations in the America. Mrs. Triplett was also selected to serve as a member of New York State’s Bilingual/ESL Committee of Practitioners Advisory Group. Prior to accepting her current position as Assistant Principal at the Smith Street School in Uniondale, she served as the Project Director for Uniondale School District’s 8.5 million dollar Safe Schools/Healthy Students Community Partnership Grant. In this capacity, she facilitated the district’s partnering with C.B.O.’s in the preparation of contracts, compliance with N.Y.S. Educational Law, union contractual agreements and policies and protocols for the effective implementation of safe and healthy initiatives to the community, parents and students in grades K – 12.
Map of NYU Kimmel Center

4th and 8th Floors
Map of NYU Kimmel Center

9th and 10th Floors
Map of New York University
Metro Center Staff
Metro Center staff welcomes you to the 2013 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 8th, 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 outside 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
  Christina Hale
  Patrick Jean-Pierre
  Lorraine Lopez
  Chemany Morales-James
  Beverly Murphy-Smith
  Alan Ripp
  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:

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NYU Media Services
Top of the Square Catering
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Institute Participants
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726 Broadway, 5th Floor
New York, NY 10003
Phone: (212) 998-5100
Fax: (212) 995-4199
http://steinhardt.nyu.edu/metrocenter/tacd