Decolonizing Education 2019

co-sponsored by

NYU STEINHARDT

Metropolitan Center for Research on Equity and the Transformation of Schools

Office of EQUITY and ACCESS

Expanded Success Initiative
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>Welcome</td>
</tr>
<tr>
<td>08</td>
<td>Agenda: Day 1</td>
</tr>
<tr>
<td>10</td>
<td>Workshop Session Descriptions: Day 1</td>
</tr>
<tr>
<td>24</td>
<td>Agenda: Day 2</td>
</tr>
<tr>
<td>26</td>
<td>Workshop Session Descriptions: Day 2</td>
</tr>
<tr>
<td>39</td>
<td>Keynote Speakers</td>
</tr>
<tr>
<td>40</td>
<td>Spotlight on the Workshop Presenters</td>
</tr>
<tr>
<td>55</td>
<td>Acknowledgments</td>
</tr>
<tr>
<td>56</td>
<td>My Conference Contacts</td>
</tr>
<tr>
<td>58</td>
<td>My Notes</td>
</tr>
<tr>
<td>62</td>
<td>Stay Connected</td>
</tr>
</tbody>
</table>
WELCOME FROM THE PLANNING COMMITTEE
We want to thank all of you for attending the 2019 Decolonizing Education Conference! Now more than ever this fight for the liberation of our young people is so essential. Our children must no longer wait for the equitable and racially just education to which they are entitled! This conference is and always has been a manifestation of our commitment to the young people we serve.

It is hard to believe that this is our third annual conference. We have built an expansive and growing community through our Critically Conscious Educators Rising Series (#2019CCER) and our Culturally Responsive Environments Attaining Transformative Equitable Solutions (#ESICREATES) program. To date, we have had close to 1,000 CCER participants and this year alone there are 34 CREATES schools. With the NYC Department of Education’s unparalleled commitment to promoting educational equity through the disrupting and dismantling of implicit bias and systemic injustice, there is no time like the present to fuse our commitments as educators + activists fighting to #DecolonizeEd!

Accept today as a challenge that demands you interrogate the role you play as an Educator Activist and propel yourself to push harder to evolve your capacity to revolutionize the influence you have on our young people!

Let’s grow and continue this fight!

Yours in education and in liberation, Natalie, Paul, Camille, + Sophia

Natalie McCabe Zwerger
Director
Center for Strategic Solutions (CSS)
New York University

Paul Forbes
Executive Director
Educational Equity, Anti-Bias, and Diversity
NYCDOE

Camille Kinlock
Senior Director
Expanded Success Initiative
NYCDOE

Sophia Bolt
Graduate Assistant
Center for Strategic Solutions (CSS)
New York University
This conference, the Critically Conscious Educators Rising Series, and the momentum built around community and collaboration to #DecolonizeEd rests on the foundation built by one fierce and phenomenally brilliant educator, activist, and scholar, taken from this world far too soon. For each of us who were touched by her infectious love, boundless energy, and her unmatched dedication to education for liberation, we can only hope to honor her legacy with each passing day.
Shaherah Khalilah Love Brann
(1979-2018)

#DecolonizeEd #AdvanceEquityNow
#Education4Liberation
AGENDA

FRIDAY, JUNE 7TH
8:00 - 9:00 a.m.
Registration + Breakfast | 4th Floor

9:00 - 9:15 a.m.
Paul Forbes Opening Remarks | Moot Court Room

9:15 - 9:25 a.m.
Natalie McCabe Zwerger Opening Remarks | Moot Court Room

9:25 - 9:45 a.m
Dr. David Kirkland Opening Remarks | Moot Court Room

9:45 - 10:30 a.m.
Keynote: Dr. Marcelle Haddix | Moot Court Room

10:45 - 12:00 p.m.
Workshop #1

12:00 - 1:00 p.m.
Lunch | 4th floor

1:00 - 2:15 p.m.
Workshop # 2

2:30 - 3:45 p.m.
Workshop # 3

4:00 - 4:30 p.m.
Closing Plenary | Moot Court Room
Workshop Session Descriptions

#DecolonizeEd
#AdvanceEquityNow
#Education4Liberation
**WORKSHOP 1**

**Liberation as a Daily Practice: Leveraging Discursive Power in Curriculum Design**

**ESSENTIAL QUESTION:**
How do we bring the voices and experiences of traditionally marginalized communities into all of the classrooms in a school?

**FACILITATOR:**
Carson Chodos, Asia Stanislaus, Michaela Alvarez, Mia Edwards, Julia Golubuff

**DESCRIPTION:**
Middle school students and teachers will share their experience as accomplices in practice. Teachers at MS 447 designed and practiced a new liberation-focused ELA curriculum and are asking participants to witness their process as accountability for growth in practice. Students and teachers will utilize the storytelling model. Participants will be asked to reflect on their own discursive powers, curricular choices and engagement with students. Together we will each vision our own ideal curriculum and build one lesson as a first step commitment on this journey.

**TARGET AUDIENCE:**
Educators, School Leaders and Students with special focus on the humanities

**ROOM 402**

**WORKSHOP 2:**

**CoCreate: a cogenerative dialogue**

**ESSENTIAL QUESTION:**
How do we create time and space for conversations between teachers and students that allow for co-creating plans of action for improving the classroom?

**FACILITATOR:**
Joy Canning, Emmet Howe, Anna Gabisonia, Ian Espinales Aguirre, Isaac Bernstein, Sereniti Vanier

**DESCRIPTION:**
Educational cyphers or Cogens are ongoing and structured conversations between a teacher and students with a goal of co-creating (cogenerating) plans of action for improving the classroom. Cogens draw on ideas and philosophies taken from Freire’s cultural circles and hip-hop creative cyphers to promote the idea that the curriculum should be dynamic, always in construction, and responding to the needs of the learners. This pedagogical practice is taken from Christopher Emdin’s book For White Folks Who Teach in the Hood, chapter 4 Cogenerative Dialogues. Join us in an open, honest and critical discussion around our inaugural attempt at Cogens.

**TARGET AUDIENCE:**
Open to all

**ROOM 502**

**WORKSHOP 3**

**The Fight Against Cultural Depreciation**

**ESSENTIAL QUESTION:**
In a society in which marginalized cultures are often overshadowed by nationalist nuances, how do we preserve our own knowledge of ancestral roots?

**FACILITATOR:**
Samuel Hyland, Ashley Butler

**DESCRIPTION:**
As the living manifestation of our society’s future, there is, of course, quite the weight upon our shoulders. This great responsibility, however, is not only a burden - but the means through which we can salvage our culture for generations to come. Participate in a workshop in which we will share our experiences and generate concepts for equity in the education system and beyond.

**TARGET AUDIENCE:**
Students, Families, Educators

**ROOM 505**
WORKSHOP 4

From Teachers to Mentors: Building Student-Teacher Relationships and Why They Matter

ESSENTIAL QUESTION:
How do we develop a deeper connection between students and teachers, in order to facilitate an effective and equitable learning environment?

FACILITATOR:
Basma Awadallah, Eric Yen, Griffin Lalli, Isabelle Hatch

DESCRIPTION:
Building relationships with students creates a safe environment for them to be open about inequities they face both in and out of school. A mentor-like bond between student and teacher will facilitate deeper discussions about these inequities and allow a mentor to aid them in the best way possible. Through this bond, we hope to create an environment where students feel safe and understood, and that they can openly share their thoughts, knowing they have a mentor to guide them. Knowing every student’s unique story allows teachers to create more equitable environments. Join us for a few activities and a discussion where we will explore ways to build these important relationships.

TARGET AUDIENCE:
Open to all

ROOM 504

WORKSHOP 5

Empowering Teacher Leadership in Systemic Equity Efforts

ESSENTIAL QUESTION:
How do we elevate teacher leadership in facilitating the development of a critically conscious school culture to create an affirming climate in school that attends to race, ethnicity, language, culture, gender identity and expression, sexual orientation, religion,(dis)ability, and socioeconomic status?

FACILITATOR:
Ann E. Dealy, Ed.D., Tara Reynolds, Adriana Frega, Loredana Dedvukaj

DESCRIPTION:
This workshop will review the current systemic equity initiative in the Ossining Union Free School District. Following three previous large-scale efforts that failed to meet their promise of attaining equitable experiences and achievement for culturally and linguistically diverse students, the current initiative intentionally designed to create multidimensional change at all levels of the organization. Working with Natalie McCabe Zwerger from The Metropolitan Center for Research, Equity & the Transformation of Schools, this session will review the work of a District-wide committee that oversees the efforts and recommends policy, direction and vision. We will also summarize the role and development of student leaders at the middle and high school levels who facilitate peer and staff “teach-ins” to educate the secondary community on issues of equity. The presentation will focus on the use of storytelling to offer perspective into the lived experiences of our students. Moreover, the presenters will reflect on their role as Building Equity Leaders charged to: 1) Promote community that shares a language and commitment to equity, 2) Afford representative stakeholders voice in school climate, 3) Serve as accountability mechanism for monitoring and addressing disparities in attendance achievement discipline, access opportunity and lived experience missing in the school, and 4) Audit current policies and practices for bias.

TARGET AUDIENCE:
District/School Leaders & Educators

ROOM 401
WORKSHOP 6

You Can’t Tell Me Who I Am: Naming and Claiming our Identity

ESSENTIAL QUESTION:
How can educators utilize culturally relevant teaching practices to construct learning environments that encourage students to engage in discourse on the intersection of race and identity?

FACILITATOR:
Keisha Adams, Andolyn Brown, Patrick Hector, Mehki Agbai, Miller Anderson, Logan Bell, Henry Cary Williams, Sean Donnelly, Andre Evdokimow, Emily Friedman, Zaylen Herrera, Brianna Limage, Liam Mifsud, Lara Monninger, Lucy Rudzena, Casey Seifer, Sophia Wilks, Layla Silvestre

DESCRIPTION:
This session offers students the opportunity to build an understanding of identity development and the ways in which race impacts identity development as a starting point for understanding the Great Migration as an historical moment in which Black people redefined their identities as Americans. Through engaging in discussion, multi-media research stations, and shared reflections students will make sense of American history while also exploring the ways in which groups and individuals develop their own identities. In guided observations and reflections on student learning, adult participants will learn culturally relevant teaching practices through exploring the pedagogical beliefs, curricular choices, and pedagogical structures utilized in the development student learning activities.

TARGET AUDIENCE:
Students, middle school and high school educators, school leaders

ROOM 501

WORKSHOP 7

Neuroscience with the neuroscientist: Moving beyond awareness to intervention

ESSENTIAL QUESTION:
How do we examine how the brain integrates information and schemas that support implicit bias? What are the consequences of our behavior and how can we intervene?

FACILITATOR:
Kaliris Y. Salas-Ramirez

DESCRIPTION:
Implicit bias is defined as an unconscious set of associations that we generate towards groups, places or things. Unfortunately, unless we give our brains enough time to become cognitively aware of these biases, there is no way to counter them. In order to examine our own biases it is important to understand how the brain integrates this information that we do tap into on a consistent basis, how these behaviors are manifested and how they can affect our social interactions in the classroom. Once those mechanisms are elucidated, we will look at several studies that show promising interventions for bias.

TARGET AUDIENCE:
Open to all

ROOM 503
WORKSHOP 8

Breaking Barriers Through Culturally Responsive Education

ESSENTIAL QUESTION:
By acknowledging the inextricable link between the degradation of students and teachers of color and school culture, what is our call to action to bring about change?

FACILITATOR:
Tulani F. Samuel, Tammy Pate, Maribel Hulla

DESCRIPTION:
This session will give participants an opportunity to discuss what is needed to foster meaningful relationships (emotional, academic partnerships, affirmation, mutual respect, and validation). Small group/partner work can be done to give some affirmations to each other. Participants to be mindful of deficit affirmations (feeling sorry for diverse students, when they actually come with lots of value/diversity). This session will interrogate core practices of Affirmation and Validation, Building Trust and Rapport, and Using Trust Generators to build relationships.

TARGET AUDIENCE:
PreK and Elementary School Educators, Families

ROOM 602

WORKSHOP 9

Racial Affinity Groups in Anti-Racist Organizing: Power, Practice, & Pitfalls in Transforming Institutions

ESSENTIAL QUESTION:
How do racial affinity groups inform and support more powerful and effective anti-racist organizing in institutions? How does participating in a racial affinity group inform and support my own personal and collective racial identity development?

FACILITATOR:
Stoop Nilsson, Hyatt Hasegawa Bailey, Grace Nam, Hannah Lucal, Brian Romero, Shalewa Mackall

DESCRIPTION:
This session will begin with a moderated multi-racial panel of anti-racist educators and organizers who will share from a variety of roles and perspectives on their experiences of participating in racial affinity groups as a tool for deepening anti-racist clarity and for supporting institutional organizing. Following the panel there will be an opportunity to break into racial affinity groups and participate in a structured inquiry that supports personal and collective racial identity exploration. There will be a clear setup for these groups, along with a structured protocol, and opportunity to debrief the experience.

TARGET AUDIENCE:
Open to all

ROOM 604

WORKSHOP 10

Decolonizing Grit: How to Highlight + Grow Resilience in Our Communities

ESSENTIAL QUESTION:
How do we create a student-centered learning environment that sparks a growth mindset and encourages self-advocacy?

FACILITATOR:
Nia Thomas, Emily Shapiro, Jessica Nacinovich, Gilberto Reyes

DESCRIPTION:
In the words of Bettina Love, “Grit alone will not overthrow oppressive systems of power. We need teachers, school leaders and policy makers who have grit for justice.” This workshop will examine how structures and conditions within special education have served to deficitize our students. It will also explore why focusing on student grittiness without changing structure or removing institutional barriers is problematic. This workshop aims to highlight G.R.I.T., best practice and their impact at 277Q. Participants will be provided with an opportunity to create individualized action plans for their school communities.

TARGET AUDIENCE:
Open to all

ROOM 605
WORKSHOP 1
Making Space to Examine and Dismantle White Supremacy Culture in Middle School Advisory

ESSENTIAL QUESTION:
How can educators examine white supremacy culture with students and work together to shift classroom practices, creating a more equitable and inclusive environment?

FACILITATOR:
Michael Gervais

DESCRIPTION:
Middle school students and teachers will share their experience a Sometimes it can be challenging to find the right words or the right time to talk about white supremacy culture. What are the first steps? How can we get students with a range of background knowledge interested and invested? How can we put more focus on systemic structures rather than individuals? What kinds of changes can a small group of people make within a larger institution? Learn about how one middle school advisory teacher used a variety of discussion techniques to encourage students to examine and dismantle white supremacy culture (including values such as individualism, defensiveness, and only one right way) in their advisory and greater school community. Teachers at MS 447 designed and practiced a new liberation-focused ELA curriculum and are asking participants to witness their process as accountability for growth in practice. Students and teachers will utilize the storytelling model. Participants will be asked to reflect on their own discursive powers, curricular choices and engagement with students. Together we will each vision our own ideal curriculum and build one lesson as a first step commitment on this journey.

TARGET AUDIENCE:
Open to all

ROOM 505

WORKSHOP 2
Project Monologue: Building Empathy for Social Justice + Taking the “Fluff” Out of Creative Writing

ESSENTIAL QUESTION:
How do we forefront authentic, multidimensional conversations around justice in the classroom?

FACILITATOR:
Kateri Krantz-Odendahl, Chazzel Ferbol, Ariana Benitez Rendon, Maria Lopez, Kira Myers, Valerie Amoateng, Jocelyn Ghanney, Tyiesha Hernandez, Nila Mcmillian

DESCRIPTION:
In this cross between a curriculum share and writing workshop, participants will learn from 9th grade students at KAPPA International High School about the research and writing process they went through to create characters portraying divergent perspectives on a social issue. Student work will be presented and used as source material for writing sprints in topical breakout groups before participants envision how they might take this work back to their respective spheres. **Student work inspired by the reading of All American Boys by Jason Reynolds and Brendan Kiely.

TARGET AUDIENCE:
Educators, students

ROOM 504
WORKSHOP 3
Interrupting Whiteness in Education

**ESSENTIAL QUESTION:**
How do we identify, examine, and disrupt “White Supremacist Culture” within our school communities?

**FACILITATOR:**
Anna Jackman, Christian Kochon

**DESCRIPTION:**
How are we complicit in harming students and colleagues through our daily manifestation of White Supremacy Culture? In this session, educators will examine Whiteness, through the lens of Tema Okun’s “White Supremacy Culture”, and how it permeates us and our practices, even when we are well-intentioned and explicitly anti-racist. Participants will identify and name aspects of White Supremacy Culture that creep into their own practices as well as those of the school community. Participants will discuss methods for disrupting the presence of White Supremacy Culture within their spheres of influence and identify actionable steps to bring back to their schools.

**TARGET AUDIENCE:**
Open to all

ROOM 401

WORKSHOP 4
Beyond the IEP: Decolonizing the Lens of Culturally Responsive Education

**ESSENTIAL QUESTION:**
How could we leverage the abilities of disabled and neurodiverse students in order to create a more equitable learning environment?

**FACILITATOR:**
Adam Thometz

**DESCRIPTION:**
The focus of this session, facilitated by an autistic special education teacher, is to unpack the identities of students with disabilities and neurodiverse conditions such as autism, ADHD, and intellectual disabilities. We will also be discussing the history of disabilities in the United States, deconstructing it in the process, and we will be looking at the intersections between disability and other systems of oppression.

**TARGET AUDIENCE:**
Open to all, particularly special education and ICT teachers

ROOM 402

WORKSHOP 5
Wrestling with the Present: Current Events in Critically Conscious Classrooms

**ESSENTIAL QUESTION:**
How do we thoughtfully weave current events into our classrooms in ways that are equity-driven and student-centered?

**FACILITATOR:**
Karen Scher

**DESCRIPTION:**
Every day, students are bombarded with tragic headlines, contentious news coverage, and divisive rhetoric—and then they come to school. At Facing History, we understand that teaching current events can be challenging: the news cycle moves quickly, stories are complex and can spark strong emotions. As educators, it’s also vital to consider which current events we choose to discuss in our classrooms -- whose voices and experiences do we amplify? Join Facing History in this workshop, where we will explore tools and strategies from our resource collection to help educators bring current events to their students in thoughtful and equity-driven ways.

**TARGET AUDIENCE:**
Middle and high school educators and administrators

ROOM 503
WORKSHOP 6


ESSENTIAL QUESTION:
How can educators and administrators develop student-centered learning environments that are culturally responsive, decenter whiteness, and encourage student advocacy?

FACILITATOR:
Jacqueline Jackson, Scotty Hernandez, Constance Boakye, Gil De Jesus

DESCRIPTION:
The American educational system has historically operated through what Paulo Freire calls the banking model of education. This model prevents both students and educators from questioning systemic oppression and building critical consciousness. Participate in a workshop that explores the meaning of Freire’s concept of “problem-posing” education and hear from a former educator and student alumni who sought out and created institutional supports to transform their school environment and build a liberatory consciousness not only in themselves but among their peers and colleagues.

TARGET AUDIENCE:
Educators, school-based staff, middle and high school students

ROOM 501

WORKSHOP 7

Using a Student Feedback Cycle to Advance Equity Work

ESSENTIAL QUESTION:
How do we position students as agents in shaping school culture and equity practices?

FACILITATOR:
Maddie Neufeld, Kianna Contreras, Pamela Hernandez, Ana Grant, Gabriel Price, Fatoumata Diallo

DESCRIPTION:
In order to strengthen and sustain our culturally relevant practices as a school we need to create structures through which students are able to have honest conversation with teachers around their experiences at school, specifically as they relate to issues of equity. Come participate in a workshop where we will interrogate a model for a student-centered feedback cycle we designed to create these structures for students to engage in dialogue with teachers and be agents in shifting equity practices and school culture.

TARGET AUDIENCE:
Open to all

ROOM 502
WORKSHOP 8
Decolonizing The Social-Emotional Learning Curriculum

ESSENTIAL QUESTION:
Through reflection and self awareness, how can we bridge students’ cultural assets into social emotional learning curriculum so that our students of color are served efficiently and equitably?

FACILITATOR:
Chloe Diamond, Davielle Morton

DESCRIPTION:
Every child is entitled to a high quality education that promotes their development not just academically but also socially and emotionally. As such, Social-Emotional Learning (SEL) programs are proliferating across New York City public schools. However, without consideration of students’ cultural assets, race, ethnicity, and background, these programs can exacerbate the devaluing of students’ lives and communities by individual educators and broader education systems. In fact, SEL practices can even be used disparately with students of different races. Engage with us in conversations about the ways in which SEL programs may ignore social barriers that prevent students of color from accessing high quality education and intensify the degradation of our students and their communities in school settings. Explore with us how we might transform SEL curricula in our schools using an equity lens so that students may develop powerful social and emotional competencies.

TARGET AUDIENCE:
Educators, school leaders, parents, CBO staff, district staff

ROOM 605

WORKSHOP 9
We Are the Institution!
Examining the Role we Play in Oppressing Our Students

ESSENTIAL QUESTION:
How do we create a reflective, brave space where educators can take responsibility for the role that they play in a pedagogy of oppression and begin to move to a pedagogy of liberation?

FACILITATOR:
Khalya Hopkins

DESCRIPTION:
Inequity, racism and discrimination are usually seen as issues that occur over there: in that neighborhood, that classroom next door, or the school in that district. However, it is imperative to see the ways that individual educators contribute to oppression in our schools, whether that be acting on our unspoken beliefs and biases; our silence when students advocate for themselves or carrying out policies and engage in pedagogy that do not align with our beliefs. Participants will examine and reflect on themselves and problem-solve in relation to these issues. This workshop is modeled after monthly Special Education meetings that took place for Manhattan High School educators this year.

TARGET AUDIENCE:
Open to all

ROOM 604
WORKSHOP 10

Radical Empathy Using
Literacy to Foster Empathy in
Elementary School Children

ESSENTIAL QUESTION:
In what ways can integrating social emotional learning into literacy instruction foster empathy with elementary students?

FACILITATOR:
Islah Tauheed

DESCRIPTION:
Oftentimes in adult life, disagreements, usually stemming from a difference of opinion or worldview, lead to reluctance to care about folx with whom we do not share identities. This concept of the “other” has become so pervasive. To care about a stranger these days is seemingly so far-fetched it seems radical. When we envision our students growing as people, we want them to be conscious of the fact that they share this world with many different types of people. Participants of this workshop will answer the questions:

What is radical empathy and what does it require of me/us? How do I/we get there? How can we model, embody, and activate radical empathy for/with students?

TARGET AUDIENCE:
K-3 educators, school based staff, leaders, families

ROOM 602
Workshop #3 | 2:30 - 3:45PM

WORKSHOP 1
Persevering through SELF-C.A.R.E (Critically and Responsive Education)

ESSENTIAL QUESTION:
What are some practical and purposeful practices educators can use to renew their strengths and engage constructively and productively in the gendered and racialized conflict they are or will be encountering? How do we help keep one another from giving up?

FACILITATOR:
Martha St. Jean

DESCRIPTION:
This is an inquiry-based conversation that will allow educators to reorient themselves with purposeful practices that promote actionable knowledge. Participants will be able to reconcile research and practice, by examining self-care through the lens of popular culture and privilege. Using song, poetry, the work of activists, and news items (The Atlantic, The New York Times, Wall Street Journal, Twitter, etc.) we will engage in critically conscious pedagogy. A packet of resources will be provided for the group to work through scenarios, discuss how personal experience “colors” perspective, and align on strategic steps that can be taken to re-recognize themselves as educators first, by their humanity. This conversation will ask educators to think about the ways they practice sociopolitical self-care.

TARGET AUDIENCE:
Educators and school-based staff

ROOM 401

WORKSHOP 2
Black Diaspora Representation: Intersectionality of Identity, Culture and History

ESSENTIAL QUESTION:
Why is centering and honoring the complex identities of our young people essential to culturally responsive and sustaining education in our school communities?

FACILITATOR:
Cathleen Antoine-Abiala and Régine Romain

DESCRIPTION:
“African Odyssey: Ancestral Memories” and “Brooklyn to Benin: A Vodou Pilgrimage,” two short narrative award-winning documentary films share the journey of two women of Haitian descent who cross time and space to travel to Benin, formerly the Kingdom of Dahomey, where many Africans were sold and forced into captivity across the “New World.” Their sojourns are individual, yet timely and deeply connected to “healing and reconciliation” necessary for all who descend from the tragic TransAtlantic Slave Trade history. These two films center multidimensional perspectives of cultures and traditions between the black diaspora and Africa, from a Haitian-American perspective. In this session, we will utilize Metro Center’s Culturally Responsive Curriculum Scorecard and explore the importance of representation and what it means to affirm, value and sustain the worldviews of those who have been historically misrepresented and underrepresented. This workshop encourages participants to consider critical connections and understandings of mixed-media art forms created by POC, as powerful tools that communicate asset-based perspectives and invoke critical questions about the sociopolitical status quo. Importantly, we will collectively consider the impact and benefit of immigrant communities on American culture and society.

TARGET AUDIENCE:
Open to all

ROOM 501
WORKSHOP 3
Decolonizing The Danielson Framework for Teaching

ESSENTIAL QUESTION:
How do we collectively and critically unpack our understanding and use of the Danielson Framework for Teaching to disrupt trenchant patterns of inequality?

FACILITATOR:
Tamika Goburn

DESCRIPTION:
New York City’s use of a research-based framework to develop teacher practice may often be experienced as a compliance measure but how do we decolonize the way we understand the Danielson Framework for teaching to create more equitable learning experiences for Students of Color. Participate in a workshop that will employ Dr. Barbara Love’s Liberatory Consciousness framework to shift our socialized understanding of effective teacher practice and move use to actions that change the learning experiences of NYC students.

TARGET AUDIENCE:
District/School Leaders/Educators

ROOM 503

WORKSHOP 4
Parents as Educator-Activist Partners: How to Collaborate on Transformational Racial Equity Discourse

ESSENTIAL QUESTION:
How do parents effectively collaborate with their school & district administration on racial equity discourse that collectively interrupts and transforms existing practices that reinforce white supremacist ideologies?

FACILITATOR:
Sharmilee L. Ramudit

DESCRIPTION:
Parents are the overlooked variable in the racial equity discourse equation. Research shows that students thrive when parents are not just peripherally involved, but fully engaged in their child’s education. Critical Race Theory offers a core tenet in dismantling the oppressive system of white supremacy that exists in education: use a race-conscious, rather than color-evasive, approach to transforming that system. Combining these ideas in this workshop, we will explore the barriers that prevent full engagement in racial discourse, model an example of parent-driven engagement that lead to a successful outcome, and engage participants in visioning an approach for their community.

TARGET AUDIENCE:
Open to all, with a focus on offering parent-perspective to families, policy makers, educators & district/school leaders

ROOM 505

WORKSHOP 5
Image Study: Creating Critical Creative Curriculum

ESSENTIAL QUESTION:
How can we fuse students’ identities, project-based learning, and teachers’ passions to develop creative critical curriculum?

FACILITATOR:
Alexis Neider

DESCRIPTION:
In this workshop, we will take a look at the development and implementation of our class’ Image Study curriculum. In this curriculum students took selfies, moved back in time to study technological developments in the history of photography, studied historical photographers, deconstructed image-based stereotypes, analyzed the photos of Edward Curtis, a controversial white photographer of Native Americans, looked at contemporary Native photographers whose work responds to Curtis, and analyzed before and after photos of Native children at boarding schools before diving into a deep study of the boarding schools and their impact on identity. In the workshop, we will interrogate artifacts of student work.

TARGET AUDIENCE:
Open to all

ROOM 602
WORKSHOP 6

The Department of Mis-Education: Decolonizing the New York State Social Studies Curriculum

ESSENTIAL QUESTION:
How do we identify, examine, and disrupt “White Supremacist Culture” within our school communities?

FACILITATOR:
Kareem McQuilkin, Maria Lam, Lakethia White, Tariq Hollingsworth

DESCRIPTION:
In our collective work, we can work to reimagine and unlearn the modes of relation that have led us to treat the earth and other-than-human beings as a set of resources to be possessed and extracted. We can reframe and unlearn internalizations that lead us to treat other humans as exploitable and expendable. We can (re)learn how to see and sense ourselves and others, not as autonomous individuals, but rather as entangled in a set of reciprocal relations and interdependencies, and from there, navigate how to affirm our boundless responsibilities to one another. NYU Metro Center’s Culturally Responsive Curriculum Scorecard rates curricula on a scale of culturally destructive to culturally responsive. In this session, we will critique a critical curriculum—the K-12 New York State Social Studies Scope and Sequence. By taking a brief look at Unit 6, we will ask questions like: How culturally responsive is the NYS Scope and Sequence? How are we/have we been complicit in mis-educating our students?

TARGET AUDIENCE:
Open to all

ROOM 604

WORKSHOP 7

Decolonizing Mental Health in School-Based Settings: Move the Body, Connect the Mind

ESSENTIAL QUESTION:
How can we engage the body through movement as a form of anti-oppressive practice to build awareness in communication with students that present with toxic stress?

FACILITATOR:
Stephanie Stolzenbach, Chevon Stewart, Rotem Peles

DESCRIPTION:
The history of enslavement and contemporary institutionalized racism have impacted the way bodies of black and brown youth are treated in the school system. This workshop will introduce educators to concepts of dance/movement therapy (DMT), a form of creative arts therapy which uses movement for healing and expression, as it allows people to freely express their bodies and emotions. DMT creates a unique environment in which the therapist acknowledges and validates the students’ shared humanity and lived experiences by building the session according to students’ movement choices. This co-partnership fosters empowerment, support, trust and respect among all participants.

TARGET AUDIENCE:
Open to all

ROOM 504
WORKSHOP 8

**We Are Readers book club:** Reading and discussion to dismantle bias and empower ourselves through community

**ESSENTIAL QUESTION:**
How can engaging teachers, staff and families in structured discussion about meaningful text help us build anti-racist practices in our school community?

**FACILITATOR:**
Nichole Rowe Small, Melissa Moskowitz

**DESCRIPTION:**
The University Neighborhood Middle School We Are Readers book club allows us the opportunity to discuss our personal stories through texts that focus on racism and inequity in our society, affording participants the opportunity to share our narratives amongst our multiracial community. Workshop participants should expect meaningful engagement centered on narrative sharing and deep reflection of a text. We will model discussion protocols like Save the Last Word for Me, used with adults and students. Since systemic racism in education affects everyone, but is most harmful to specific groups, we will use a restorative circle structure as the tool to engage in conversations to heal ourselves and our community.

**TARGET AUDIENCE:**
Educators, School-based Staff, Families

ROOM 605

WORKSHOP 9

**Expanding our Restorative Mindset: Movement Towards a Decolonized Restorative Justice Model for Schools**

**ESSENTIAL QUESTION:**
How are our restorative justice models in schools at risk of reproducing inequity and institutional racism? In what ways can a more expansive and decolonized restorative justice model redistribute community belonging and ownership in a school setting?

**FACILITATOR:**
Caron Pinkus, Deborah Bryant

**DESCRIPTION:**
As restorative justice programs become more institutionalized, schools run the risk of implementing restorative practices as model for discipline rather than community building. This workshop will offer an analysis of your current restorative justice program in order to assess for equity, as well as offer 3 expansion practices that move a restorative model toward deeper community ownership and engagement. The Administrative team from Landmark High School will share promising practices around student-led circles, regular staff-circles and student-run town halls in order to ensure that student voice has a lasting, integral and living place in the school community.

**TARGET AUDIENCE:**
Teachers, administrators, parents and community members interested in a deeper dive into restorative justice

ROOM 402

WORKSHOP 10

**Culturally Responsive Education + Option PROSE:** A peer evaluation tool to decolonize ed

**ESSENTIAL QUESTION:**
How can educators observe and intervisit peers through a culturally responsive lens? How can evaluations focus on cultural relevance in addition to rigor and content?

**FACILITATOR:**
Magen Rodriguez

**DESCRIPTION:**
As a peer evaluation tool, Option PROSE has become an innovative way for educators to intervisit fellow educators in the act of teaching. Within the standards-based framework, we will explore ways to look at classrooms through a culturally responsive lens. Focusing on a culturally responsive teaching frameworks, this workshop will present a protocol of anchoring, participating in circle dialogues, and engaging with culturally relevant sources. By modeling protocol structures for implementation in any classroom, educators will first engage in the activities themselves to then observe with critical eyes for further innovation and deeper connections.

**TARGET AUDIENCE:**
District/school leaders, educators, school-based staff

ROOM 502
AGENDA
SATURDAY, JUNE 8TH
8:00 - 9:00 a.m.
Registration + Breakfast | 4th Floor

9:00 - 9:15 a.m.
Paul Forbes Opening Remarks | Moot Court Room

9:15 - 9:25 a.m.
Natalie McCabe Zwerger Opening Remarks | Moot Court Room

9:25 - 9:45 a.m.
NYCDOE Chancellor Richard Carranza Opening Remarks | Moot Court Room

9:45 - 10:30 a.m.
Keynote: Cornelius Minor | Moot Court Room

10:45 - 12:00 p.m.
Workshop #1

12:00 - 1:00 p.m.
Lunch | 4th floor

1:00 - 2:15 p.m.
Workshop #2

2:30 - 3:45 p.m.
Workshop #3

4:00 - 4:30 p.m.
Closing Plenary | Moot Court Room
Workshop Session Descriptions

#DecolonizeEd
#AdvanceEquityNow
#Education4Liberation
WORKSHOP 1

LGBTQIA+ Educators Becoming Role Models in Schools

ESSENTIAL QUESTION:
How can LGBTQIA+ educators self-disclosing their identities support students and families in their communities?

FACILITATOR:
Jose Jimenez, Maurice Blackmon, Pia Micoli, Doug Hecklinger

DESCRIPTION:
Through generative discussions, educators will collaborate on the ways in which we can support both LGBTQIA+ and non-LGBTQIA+ students and their communities through self-disclosure, share stories of impact, and workshop ideas on how to bring more visibility to create equitable learning environments for all in the curriculum. Participants will engage in a StorySharing experience, where they will be able to frame their own narratives and experiences about authenticity in the classroom and the impact it has on their students and communities.

TARGET AUDIENCE:
LGBTQIA+ Educators and Allies (teachers, administrators, counselors, district leaders, et.)

ROOM 501

WORKSHOP 2

Empowering Students to Make Change with Social Action Projects

ESSENTIAL QUESTION:
How can students and teachers collaborate to create impactful learning that supports real world connections?

FACILITATOR:
Joanna Capetanakis, Ashley Ahn, Rana Hidais, Jennifer Pizarro Carrion, Kimberly Rojo Garcia

DESCRIPTION:
Teachers always hear the question “when am I going to use this in real life?” In this workshop, learn how to develop a social action project that helps students apply what they’ve learned in class to the real world now, not in the future. This will also include supports for ELLs and students with IEPs. Students will share their projects and help consult/workshop ideas with participants so they can feel inspired to help empower students in their classes. Participants will have the opportunity to give feedback on the tools and resources used so that we can improve the project.

TARGET AUDIENCE:
Educators, students

ROOM 604

WORKSHOP 3

If You Can Say Tchaikovsky then you can say Te’Naishah...and Khalilah Too: Centering the Dignity, Humanity, & Wholeness of Black Girls in the School Setting and Beyond

ESSENTIAL QUESTION:
By acknowledging the inextricable link between the degradation of students and teachers of color and school culture, what is our call to action to bring about change?

FACILITATOR:
Cassandra Baptiste, Ina Pannell-St.Surin

DESCRIPTION:
Participate in an interactive workshop that explores the impact of implicit bias, racism and a colonized approach to education that has lead to erasure, decentering of identity, disengagement in the school setting and beyond. Engage with us as we share culturally responsive tools and resources that educators can use to empower student voice while lifting the school’s collective joy.

TARGET AUDIENCE:
Open to all

ROOM 503
WORKSHOP 4
Deepening Our Critical Consciousness: Creating classroom and school communities that work to dismantle white supremacy

ESSENTIAL QUESTION:
How can institutions make structural and pedagogical moves to deepen their critical consciousness and use more culturally relevant practices in classrooms?

FACILITATOR:
Jeannine King

DESCRIPTION:
It’s essential for schools to become critically conscious and engage in difficult conversations amongst the adults and students so that communities can more effectively support all of its members. In this workshop, educators will participate in and learn about activities aimed at promoting school culture that is respectful of and responsive to the needs of the school community. Participants will hear about one school’s journey toward creating a more equitable school community and the places in the curriculum where this work lives for our young people. Participants will also have the space to think about ideas that are possible in their classrooms and school communities.

TARGET AUDIENCE:
Open to all

ROOM 504

WORKSHOP 5
Imagining the Future: Teaching to the World We Want

ESSENTIAL QUESTION:
What kind of future can we imagine for our students when we reject the dominant culture’s norms and expectations for success and how to do we teach for that world now?

FACILITATOR:
Brenda Gonzalez

DESCRIPTION:
Breaking from normative conference sessions and using a ‘Student-Centered’ teaching model, participants will stretch their imaginations to answer the prompt: What kind of world are we educating our students for? Challenging the norm of presenter as expert, the facilitator will provide some initial sources of inspiration; from critiques of futures that maintain white supremacy to examples of alternatives such as the Afro-Futurism movement. The session will then center participant knowledge and thinking in conversations and creative exercises that imagine a world that rejects racism and de-centers whiteness. The session will end with workshopping time for participants to plan how to teach for the futures they’ve imagined.

TARGET AUDIENCE:
Open to all

ROOM 602

WORKSHOP 6
Latinx: La identidad y el empoderamiento/Identity and Empowerment

ESSENTIAL QUESTION:
How can we analyze our identities through social and cultural lens? How does belonging lead to empowerment?

FACILITATOR:
Magen Rodriguez

DESCRIPTION:
We will unpack concepts that intersect with Latinx cultures and identities that will serve as a model of how you can explore identities that include our students’ and our own. Using a culturally-based case study, we will engage with the big idea of how belonging leads to empowerment. You will gain knowledge and language to challenge single narrative histories through a brief analysis of linguistic history and a series of practical cultural dialogues. We will make connections from our new cultural and historical knowledge to identify intersections between Latinx history and various contexts to empower learners.

TARGET AUDIENCE:
Open to all

ROOM 502
WORKSHOP 7
Developing Culturally Responsive & Critically Conscious Learning Environments

ESSENTIAL QUESTION:
How do we create a culturally relevant learning environment that engages both educators and students in critical reflection and anti-racist pedagogy to transform their schools and society?

FACILITATOR:
Jacqueline Jackson

DESCRIPTION:
To become an educator-activist, one must explore a question inspired by the writer and civil rights icon Audre Lorde, “can the master’s tools, dismantle the master’s house?” Participate in an engaging workshop that uses the NYS Culturally Responsive-Sustaining Education and Culturally Responsive Environments Attaining Transformative Equitable Solutions (CREATEs) frameworks to explore how to institutionalize resistance and dismantle institutionalized oppression in the educational system.

TARGET AUDIENCE:
Educators, school-based staff

ROOM 601

WORKSHOP 8
At the Corner of Education and Activism

ESSENTIAL QUESTION:
How can exploring the activist role of educators help us to combat systemically oppressive structures that diminish the development of students?

FACILITATOR:
Olivia Roach, Altagracia Montilla

DESCRIPTION:
As educators and activists, our role is to identify where white supremacy rears its ugly head and find ways to combat it. This workshop provides participants with a framework to support our efforts to create anti-racist schools. Participants will walk away with an action plan: concrete next steps that they can either complete themselves at their school or present to colleagues and administrators.

TARGET AUDIENCE:
District/school leaders, educators

ROOM 605

WORKSHOP 9
Free Your Mind And The Rest Will Follow: Education for Liberation, Brain Science and CRT

ESSENTIAL QUESTION:
How do we create a learning community in our classrooms that empower our students to embrace their authentic self so that they can be emotionally intelligent learners?

FACILITATOR:
DeVaughn Galbraith, Omar Ortiz

DESCRIPTION:
For us to reach and impact the lives of our students, we must utilize a plethora of social-emotional tools to access the lives of our students and create safe spaces that foster learning from a growth mindset. This workshop will introduce the tools utilized by our teachers to empower student leaders to bring their authentic selves to learning.

TARGET AUDIENCE:
Educators, school-based staff

ROOM 505
WORKSHOP 10

Every Child: Shifting School Culture to Meet the 21st Century Student

ESSENTIAL QUESTION:
Despite various trainings and professional development, what are the mitigating factors that prevent school administrators and teachers from implementing and sustaining necessary social emotional supports in our classrooms, and where does it fail in practice?

FACILITATOR:
Sophia James

DESCRIPTION:
This workshop leans less towards simply promoting/amplifying commonly discussed methodologies and research and leans more toward finding out the practical barriers to implementation. We will identify strategies and solutions to discover the reasons social emotional learning (SEL) with a racial equity lens fails in implementation or lacks support. Participants will engage in peer groups (“coalitions”) assigned different perspectives that will drive alternative thinking and challenge current school dynamics. Engage with school leaders, educators and parents to break down what it means to serve the “whole child” in a culturally responsive environment and envision a school culture that’s possible for all children.

TARGET AUDIENCE:
Open to all

ROOM 603
WORKSHOP 1

“The African-Centered Classroom: What It Means, Why We Need it, and How to Do It”

ESSENTIAL QUESTION:
We often hear terms such as “culturally relevant education” and how we as educators need to incorporate “diversity, equity, and inclusion” into our pedagogy. However, who are some of the leading African Centered Educators and what are their philosophies on educating African American children? How do we integrate African Centered Educational philosophies and pedagogical practices into our teaching and why should we?

FACILITATOR:
Janelle Naomi Rouse

DESCRIPTION:
This workshop will be an activity-based exploration into the works of Dr. Jawanza Kunjufu, Dr. Frances Cress Welsing, Dr. Amos Wilson, and Anthony Browder in an effort to expose educators to the power of an African Centered Educational experience. The goal is to show that an African-Centered Education will be beneficial for all students, especially in contrast to the current system of European/westernized pedagogical experience. Participants will engage with different educational approaches from the works of the aforementioned scholars and be able to interrogate which approach is most effective for them. Finally participants will be able to take practical tools, articles from the aforementioned scholars, and pedagogical practices back to their classrooms, into their lives, and the lives of those they encounter to create positive and lasting revolutionary changes.

TARGET AUDIENCE:
Open to all

ROOM 503

WORKSHOP 2

Undoing Racism™ / Community Organizing Workshop Introduction -- Appetizer

ESSENTIAL QUESTION:
How do we identify the racist systems of oppression in our schools and center our focus to begin to disrupt their impact?

FACILITATOR:
Ina Pannell-St.Surin, Steve Quester

DESCRIPTION:
This session will be an introduction to the “Undoing Racism/Community Organizing Workshop” offered by The People’s Institute for Survival and Beyond. This shortened “appetizer” version of the 2 ½ day workshop will provide a window into the conversation on Institutional Racism in the American educational system. Participants will engage in some guided exercises that will increase their awareness and appetite for further exploration of the topic and its effects on their lives and the lives of the communities they are attending, teaching, administering and/or living in.

TARGET AUDIENCE:
All participants who have not taken the 2 ½ day Undoing Racism Workshop offered by The People’s Institute for Survival and Beyond

ROOM 501
WORKSHOP 3


ESSENTIAL QUESTION:
How do we teach/engage/heal/support/celebrate/empower post colonial and neocolonial students, their families and communities who migrated/displaced/exiled/fled the Global South and are now living in the City?

FACILITATOR:
Luz Schreiber, Sofia Schreiber Arcidiacono

DESCRIPTION:
From birth, the first signal of us being alive in the world is often times a scream, a yelling. But shortly after that, our families and particularly our schools train children to obey and be quiet. Immigrant and POC students are further layered with overlapping histories of colonialism, genocides and wars that seek to silence and kill all expression of joy for life. Students are often scolded and blamed in school for not participating in an environment that doesn't welcome, accept, support or love them for who they are and who they are trying to become in the world. Join us in a bilingual (Spanish-English) participatory and interactive workshop to LIVE OUT LOUD! (LOL!) Come and re-learn how to make some noise! Let the world know that you are alive by emitting sounds that signify joy, such as laughter and using our outside voice indoors. This workshop will teach participants skills on how to integrate/celebrate oral literacies from the Global South to open a safe, fun and liberatory space in the classroom, home and community at large. Desde el nacimiento, la primera señal de que estamos vivos es usualmente un grito, un alarido. Pero poco después de eso, nuestras familias y en particular nuestras escuelas nos entrenan a obedecer y permanecer calladas(os). Y para colmo, los estudiantes inmigrantes y de color están envueltos de capas históricas de colonialismo, genocidios, guerras que buscan silenciar y matar toda expresión de alegría por la vida. Únete a un taller bilingue (español-inglés), participatorio e interactivo para VIVIR EN VOZ ALTA! Que VIVA! Ven y vuelve a aprender como ser ruidosa(o)! Hazle saber al mundo de que estás viva(o) emitiendo sonidos que señalan alegría, como la risa y el usar nuestra voz pública en los espacios interiores. Este taller les enseñará a los participantes habilidades de cómo integrar-celebrar las tradiciones y sabidurías orales del Sur Global para así abrir un espacio seguro, divertido y emancipatorio en el aula, hogar y comunidad en general.

TARGET AUDIENCE:
Open to all

ROOM 602

WORKSHOP 4

Who AM I? What is MY Story?

ESSENTIAL QUESTION:
Do we bring stereotypical biases into the classroom and or into our place of work? What perceptions do we carry about ourselves and various cultures? How do these perceptions affect our daily lives and practices?

FACILITATOR:
Jackie Jones

DESCRIPTION:
Using Chapter 1 from the book Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do by Claude M. Steele, we will dive into a self-reflective conversation on stereotypes and biases. We will take a deep look at ourselves and our reactions to societal biases. When I take off my title, my position, societal definitions the color of my skin, the shape of my eyes, the shape of my nose, Who am I? This workshop will dive into the identity crisis of our students and the adults that teach, support and take care of them. In this session, we will journey through our own identity. This journey will help us understand how and why we teach, react and respond to those around us. This session will help us understand who we really are underneath the titles, skin color and definitions allotted to us by the society in which we live. It’s time to tell your Story!

TARGET AUDIENCE:
Open to all

ROOM 502
WORKSHOP 5

Invisible Disabilities: Students with Emotional Disabilities Seeing and Showing Themselves

ESSENTIAL QUESTION:
When empowered to advocate for themselves, how do high school students in a NYCDOE District 75 school work together to create equity for youth with emotional disabilities?

FACILITATOR:
Della Doherty, Tyshawn Carter, Vergonia Nieves, Michael Namaga Oliveras

DESCRIPTION:
Three high school classes in a District 75 school serving students with emotional disorders were challenged to advocate for equity. They chose to learn about and spread awareness about their own disabilities, which are too often invisible both within educational circles and our larger society. Together, they created Invisible Disabilities, a video project exploring 12 mental health disorders, such as ADHD, Bipolar Disorder, and Schizophrenia, presenting facts, dramatizations of experiences, and animated superheroes designed to show all sides of living as a person with an emotional disability. Students will show the film and discuss their collaborative process.

TARGET AUDIENCE:
Students, families, educators, and school leaders

ROOM 604

WORKSHOP 6

Harlem Civics: Reimagining U.S. Civics Education through Local History

ESSENTIAL QUESTION:
How can histories of local youth activism help young people to make change in their communities today?

FACILITATOR:
Noël Um, Daniele Gates, Tina Dukes, Kevin Bookhart, Diane Pham, Jazmyne Dupont

DESCRIPTION:
How could local histories inform the way young people learn U.S. Civics and Government? Frederick Douglass Academy II students in Harlem Civics examine historic examples of Harlem-based civic action, select contemporary issues of community concern, and engage in youth-led participatory action research to investigate these issues and develop strategies to address them. Engage with Harlem Civics students as they reflect on the successes and limitations of project-based learning, and participate in a discussion of what possibilities exist for connecting local histories to youth-led civic action.

TARGET AUDIENCE:
Open to all

ROOM 605

WORKSHOP 7

Is My Curriculum Racist? Using the Culturally Responsive Scorecard with Our ELA Curriculum

ESSENTIAL QUESTION:
How can we effectively evaluate English Language Arts curriculum to determine if it is culturally responsive or culturally destructive?

FACILITATOR:
Lindsey Foster, Tanesha Grant, Titilayo Aluko

DESCRIPTION:
Parent activists in New York City wanted to know whether their child’s curriculum was racist. In responses, NYU Metro Center’s Education Justice Research and Organizing Collaborative (EJ-ROC) developed the Culturally Responsive Curriculum Scorecard to evaluate ELA curricula used across NYC schools. This session will focus on the development and usage of the scorecard for attendees in their school and classrooms. They’ll participate in a workshop where they will view a sample curriculum that is popularly-used in New York City elementary school classrooms and learn how to score it themselves.

TARGET AUDIENCE:
Students, educators, school/district leaders, parents

ROOM 601
WORKSHOP 8

Most of my heroes don’t appear on no stamp: Cultivating problem-solvers and co-conspirators in our classrooms, when we need the turn-up to be REAL!

ESSENTIAL QUESTION:

How might we use our classrooms as laboratory spaces to cultivate critical consciousness in students, and ignite the turn-up?

FACILITATOR:

Lonice Eversley, Ebony Fuseyamore

DESCRIPTION:

This workshop will examine the concept of “turn-up” as interruption that’s ignited by students’ need to alter school and/or classroom structures, systems, practices, routines, content, relationships etc, that interfere with their ability to access liberation and agency. By studying models of student interrupters,( i.e Students of Color at Fieldston, and Stuyvesant, and Black students at the University of Missouri) we will re-imagine the role of teacher as co-conspirator to students by unpacking the impact of pitfalls that often lead to the stifling of student voice and agency.

TARGET AUDIENCE:

Open to all

ROOM 504

WORKSHOP 9

Intersectionalities of Power & Privilege

ESSENTIAL QUESTION:

How can educators develop greater self-awareness and criticality of the ways in which their power and privilege impact students in the classroom?

FACILITATOR:

Tarik Cristen

DESCRIPTION:

Through a series of prompts, discussions, and activities, this workshop will guide participants through the design of their own framework of intersectionality and the ways that power and privilege manifest within our learning communities.

TARGET AUDIENCE:

Open to all

ROOM 505

WORKSHOP 10

Leveraging Student Voice to Liberate Students in the Elementary Classroom

ESSENTIAL QUESTION:

How can teachers engage in practices of freedom, rooted in student voice, to liberate students and strengthen classroom communities?

FACILITATOR:

Jennifer Finn, Aubrey Quiridongo, Amir Benitez, Nasel Miles

DESCRIPTION:

To foster a community that is truly liberated and connected, we need to engage in practices of freedom with our students. In this workshop, 5th graders will reflect upon their experiences from this past school year, with a focus on themselves as well as their relationship to the entire community. Followed by a guided practice, students will lead participants in an exploration and analysis of circle practices and dialogue journals.

TARGET AUDIENCE:

Open to all

ROOM 603
WORKSHOP 1
“But what about me?:” Dealing with white fragility and its impacts on people of color

ESSENTIAL QUESTION:
What is “white fragility” and how can we use those moments to help support those negatively impacted as well as those who have caused harm?

FACILITATOR:
Jeannine King

DESCRIPTION:
All too often when asked to reflect on actions that have had a negative racial impact, white people react in distinct, specific ways that lead to avoidance of such discussion. Robin DiAngelo writes about that phenomenon, “white fragility”. In this workshop, participants will dig into what this is and examine excerpts from DiAngelo’s book, “White Fragility: Why It’s So Hard for White People to Talk about Racism” in order to understand the definition as well as what it looks like when it happens. In order to share thoughts/ideas/reactions, participants will engage in a circle process as well.

TARGET AUDIENCE:
Open to all

ROOM 503

WORKSHOP 2
“Teacher do you love me?” #InMyFeelings. Creating equity through social emotional growth and care in middle schools

ESSENTIAL QUESTION:
How can middle schools create loving environments where students feel a sense of belonging and empowerment in order to fight stereotypes and low expectations?

FACILITATOR:
Indira Mota, Michelle Estrella

DESCRIPTION:
NYC urban middle schools have higher rates of poverty, student grade retention and students in temporary housing. Middle school is a time of great change for students both physically and emotionally. By demanding academic excellence and using empathy and equity as the foundation of our instructional core, we are preparing our students for college graduation and dismantling the stereotypes of oppression and racism. Principal Mota and Ms. Estrella, teacher, will share how one NYC Middle School creates an environment where students feel a sense of belonging and empowerment in order to prepare them for success.

TARGET AUDIENCE:
Open to all

ROOM 604

WORKSHOP 3
Celebrating Diverse Stories: Decentering Whiteness Through Literature

ESSENTIAL QUESTION:
How do we uncover and elevate stories of marginalized people in our classroom libraries and through our read alouds?

FACILITATOR:
Bethany Trench

DESCRIPTION:
Literature is a powerful tool that shapes the way we see the world. For too long students of color and girls have not seen themselves authentically represented in the books in their classrooms. Participate in a workshop that explores literature that features children of color and girls as the main, dynamic characters. Also, we will delve into picture books that celebrate lesser-known stories of marginalized people who have made significant contributions to our world. We will engage participants in interactive activities that examine these works and prepare educators to thoughtfully and purposefully use the texts in their classrooms.

TARGET AUDIENCE:
Elementary School Educators

ROOM 602
WORKSHOP 4

Black Diaspora Representation:
Intersectionality of Identity, Culture and History

ESSENTIAL QUESTION:
Why is centering and honoring the complex identities of our young people essential to culturally responsive and sustaining education in our school communities?

FACILITATOR:
Cathleen Antoine-Abiala and Régine Romain

DESCRIPTION:
“African Odyssey: Ancestral Memories” and “Brooklyn to Benin: A Vodou Pilgrimage,” two short narrative award-winning documentary films share the journey of two women of Haitian descent who cross time and space to travel to Benin, formerly the Kingdom of Dahomey, where many Africans were sold and forced into captivity across the “New World.” Their sojourns are individual, yet timely and deeply connected to “healing and reconciliation” necessary for all who descend from the tragic TransAtlantic Slave Trade history. These two films center multidimensional perspectives of cultures and traditions between the black diaspora and Africa, from a Haitian-American perspective. In this session, we will utilize Metro Center’s Culturally Responsive Curriculum Scorecard and explore the importance of representation and what it means to affirm, value and sustain the worldviews of those who have been historically misrepresented and underrepresented. This workshop encourages participants to consider critical connections and understandings of mixed-media art forms created by POC, as powerful tools that communicate asset-based perspectives and invoke critical questions about the sociopolitical status quo. Importantly, we will collectively consider the impact and benefit of immigrant communities on American culture and society.

TARGET AUDIENCE:
Open to all

ROOM 501

WORKSHOP 5

Advocating for Justice to Decolonize Education

ESSENTIAL QUESTION:
How do we leverage the power of our voices within our school?

FACILITATOR:
Amy Parker, Ayana Goldman

DESCRIPTION:
As Educator Activists we need to use our collective power to make change at our schools. In this workshop participants will walk through the case study of how our school’s Equity Team worked with our Guidance Counselor and our administration to transform her schedule to make sure that our students are getting the support they deserve. We will interrogate how to center your students as a culturally responsive and sustaining practice. The New York State Guidelines for Culturally Responsive-Sustaining Education are ‘grounded in a vision’ that in part states ‘Students acknowledge the limitations of their own perspectives. They have empathy for others while they appreciate and respect others’ differences. They demonstrate cooperation and teamwork, using active listening and communication skills to resolve conflict. They use interpersonal skills to build and maintain strong relationships, including those along lines of difference, in their class and school communities.’ To center our students’ social and emotional well-being, we need to ensure that our Guidance Counselor is providing services to help meet this vision.

TARGET AUDIENCE:
Educators, school-based staff

ROOM 605
WORKSHOP 6

Nothing About Us Without Us: How youth leaders are creating the change we wish to see

ESSENTIAL QUESTION:
How can we learn from the educational activists who are on the frontlines for racial justice and equity as students in classrooms across NYC?

FACILITATOR:
Cassandra Baptiste, Iman Abdul, Joaquin Soto, Jace Valentine, Devaun Longley, Coco Rhum

DESCRIPTION:
There are 1.1 million students learning in the classrooms of NYC Public Schools, yet most laws, policies, and decisions that directly affect the youth are made by people who are far removed from the current urban youth experience. Engage with a panel of student activists who are creating new world order by speaking up, speaking out, developing frameworks and informing policies that are straight up dismantling the status quo.

TARGET AUDIENCE:
Open to all

ROOM 601

WORKSHOP 7

#Disrupting Duo: Leading while Black/Brown in White Spaces

ESSENTIAL QUESTION:
How do we, as leaders, systemize centering Black and Brown students for more equitable outcomes as we disrupt white supremacy in our sphere of influence in two Bronx middle schools?

FACILITATOR:
Heather Gregory, Mercedes Vazquez

DESCRIPTION:
Facilitators will give a birds’ eye view into their racial equity journey as they strengthen a collectivist culture through readings, conferences, and active steps to dismantle racist structures and practices in their school. Participate in a workshop where you will see the ebb and flow of creating racially responsive structures in predominantly white institutions (PWI) that serve Black and Brown students. We will interrogate how to improve Black and Brown students’ experiences in learning, environments that center Blackness/Brownness and decenter whiteness.

TARGET AUDIENCE:
Open to all

ROOM 505

WORKSHOP 8

Mass Shootings, Violence, and Indifference to Difference: The Importance of Empathy in the Classroom

ESSENTIAL QUESTION:
What is our social responsibility as educators to address our society’s culture of violence? How can we cultivate empathy in our students to combat the culture of violence to allow for healthy connections and positive interactions?

FACILITATOR:
Tara Cox, Sugene Kwon

DESCRIPTION:
Hate crimes and violent acts are at a peak in today’s society, and have even infiltrated our school. We are left to wonder how people, including children, can commit violent atrocities without pause. More importantly, we must question what steps we as educators can take to dismantle the culture of violence that has infiltrated our schools (including their youth). Contrary to some policymakers, arming teachers is not the answer. Violence met with violence or aggression only produces more of the same. We believe that at the center of this epidemic is a toxic combination of an individualistic society, historic violence and lack of empathy. As educators, we have the social responsibility to nurture compassionate citizens that elevate the community. Participants in this workshop will be engaged in a conversation around tangible ideas and instructional strategies centered on how to cultivate empathetic students with a moral identity, as well as creating a classroom culture of love and respect.

TARGET AUDIENCE:
Open to all

ROOM 504
WORKSHOP 9

Leading for Lasting Change; An Equity Team’s Approach to Adapting Danielson for Cultural Responsiveness

ESSENTIAL QUESTION:
How do we create a culturally responsive and sustaining school environment by adapting the Danielson Rubric to Zaretta Hammond’s Culturally Responsive Teaching and the Brain?

FACILITATOR:
Anthony Santiago, Alicia Wargo, Ava Constantino, Jonathan Clayton

DESCRIPTION:
If we are truly going to systematize equity, school-based leaders need to change the lens through which they develop and assess teacher performance. The Danielson Rubric for Teacher Effectiveness is frequently named as an obstacle to transformative, culturally sustaining strategies like those outlined by Zaretta Hammond in her seminal work Culturally Responsive Teaching and the Brain (2015). At Dreamyard Preparatory High School, we took this challenge head-on by adapting the Danielson rubric to Culturally Responsive Teaching and the Brain. We translated the current indicators into culturally responsive language and developed a comprehensive list of evidence of culturally responsive and sustaining practices that clearly describe a classroom that meets the needs of our culturally and linguistically diverse student body. This workshop will guide school-based leaders and teachers through the adapted evaluative rubric as well as sample some strategies modeled in professional development time at Dreamyard Prep with the intention of guiding other schools on the path to lasting and equitable systemic change.

TARGET AUDIENCE:
District/school leaders, teachers, school-based staff

ROOM 603

WORKSHOP 10

I Am My Brother’s Keeper: A counter-narrative to implicit bias

ESSENTIAL QUESTION:
How can we disrupt the impact of implicit bias and ensure that we tap into to potential of our young men of color?

FACILITATOR:
Alexandria Connally, Amir A. Tazi, Robert Bannister, Derek Young

DESCRIPTION:
President Obama launched My Brother’s Keeper in February 2014 to address persistent opportunity gaps facing boys and young men of color and to ensure all youth can reach their full potential. In 2015 the My Brother’s Keeper Alliance (MBK Alliance) was launched, inspired by My Brother’s Keeper, to scale and sustain this mission. In late 2017, MBK Alliance became an initiative of the Obama Foundation. Within the Obama Foundation, MBK Alliance focuses on building safe and supportive communities for boys and young men of color where they feel valued and have clear pathways to opportunity. Participants will engage in a workshop that explains how to use MBK as a counter-narrative to implicit bias. This session will present findings from a successful MBK high school program that persisted in countering stereotypes and misconceptions rooted in bias. During this session, participants will hear about the lived experiences of MBK scholars and their journeys beyond high school. Scholars will explain the impact MBK had on their decision-making; how MBK increased their social capital and how they led a successful MBK program. During this interactive session MBK scholars will assist participants in developing an action plan using one of the NYS MBK milestones.

TARGET AUDIENCE:
Open to all

ROOM 502
KEYNOTE SPEAKERS

Dr. Marcelle Haddix

is a Dean’s Professor and chair of the Reading and Language Arts department in the Syracuse University School of Education, where she is an inaugural co-Director of the Lender Center for Social Justice. She is the President of the Literacy Research Association. She facilitates literacy programs for adolescent and adult communities in Syracuse, including the Writing Our Lives project for urban youth writers and a Black women’s literary club and free library project. Dr. Haddix’s scholarly work is published in Research in the Teaching of English, English Education, Linguistics and Education, and Journal of Adolescent and Adult Literacy and in her book, Cultivating Racial and Linguistic Diversity in Literacy Teacher Education: Teachers Like Me, which received the 2018 Outstanding Book Award from the American Association of Colleges for Teacher Education. Also known as The ZenG, Dr. Haddix is also a 200-hour certified registered yoga instructor who specializes in yoga and mindfulness for underrepresented groups and for community-based organizations with strong commitments to maternal health and food justice. Her community engaged approach to yoga, wellness, and healthy living culminates in yoga and writing retreats for women and couples of color, yoga and mindfulness workshops in urban school contexts, and regular yoga classes and sistercircles in her community. Follow her at @MarcelleHaddix and @zengangstayoga.

Cornelius Minor

is a Brooklyn-based educator. He works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. Whether working with educators and kids in Los Angeles, Seattle, or New York City, Cornelius uses his love for technology, hip-hop, and social media to bring communities together. As a staff developer with the Teachers College Reading and Writing Project, Cornelius draws not only on his years teaching middle school in the Bronx and Brooklyn, but also on time spent skateboarding, shooting hoops, and working with young people. Follow him at @MisterMinor onTwitter.
Spotlight on Workshop Presenters
ADAM THOMETZ  
Teacher  
PS 567

ADRIANA FREGA  
Teacher, Building Equity Chair  
Brookside Elementary School, Ossining UFSD

ALEXANDRIA CONNALLY  
Assistant to Regent Johnson, NYS Board of Regent  
C.E.O., Culturally Responsive Environments and Discipline

ALEXIS NEIDER  
4th /5th ICT teacher  
The Neighborhood School

ALICIA WARGO  
Principal  
Dreamyard Preparatory High School

ALTAGRACIA MONTILLA  
Lead Community School Director and Diversity, Equity, Inclusion Coach  
Center for Supportive Schools

AMIR BENITEZ  
5th Grade Student  
PS 142 Amalia Castro

AMIR A. TAZI  
Obama House Team Leader  
Ithaca College

AMY PARKER  
Teacher  
PS 63 STAR Academy

ANDRE EVDOKIMOW  
6th Grade Student  
IS 289

ANDOLYN BROWN  
Assistant Principal  
IS 289

ANA GRANT  
9th Grade Student  
Vanguard High School
ANNA GABISONIA
8th Grade Student
MS 447

ANNA JACKMAN
Director
NYCDOE Office of Equity and Access

ANN E. DEALY
Principal
Brookside Elementary School, Ossining UFSD

ANTHONY SANTIAGO
Assistant Principal
Dreamyard Preparatory High School

ARIANA BENITEZ RENDON
9th Grade Student
KAPPA International High School

ASHLEY AHN
Teacher
Sunset Park High School

ASIA STANISLAUS
8th grade ELA Teacher
MS 447

AUBREY QUIRIDONGO
5th Grade Student
PS 142 Amalia Castro

AVA CONSTANTINO
Teacher
PS 63 STAR Academy

AYANA GABISONIA
Teacher
PS 63 STAR Academy

AYANA GOLDMAN
Teacher
PS 63 STAR Academy

BASMA AWADALLAH
11th Grade Student Equity Leader
Arlington High School

BETHANY TRENCH
Teacher
PS 199
CONSTANCE BOAKYE
Alumni Mott Hall Bronx H.S.
Employee Mott Hall Bronx H.S.

DANIELE GATES
Harlem Civics Lead Teacher
Frederick Douglass Academy I

DAVIELLE MORTON
7th Grade Math Teacher
PS/MS 206 José Celso Barbosa

DEBORAH BRYANT
Assistant Principal
Landmark High School

DELLA DOHERTY
Teacher
P23Q

DEREK YOUNG
MBK senior scholar athlete
Yonkers Middle High School

DEVAUGHN GALBRAITH
School Social Worker
Bronx Alliance Middle School,
M.S. 355

DEVAUN LONGLEY
10th Grade Student,
Bronx Academy of Letters
Student Lead in FairPlay, IntegrateNYC

DIANE PHAM
11th Grade Student
Frederick Douglass Academy II

DOUG HECKLINGER
ICT Teacher
PS 295 School of Arts and Culture

EBONY FUSEYAMORE
Peer Collaborative Teacher/ Special Education Teacher
Bronx Leadership Academy II

EMILY FRIEDMAN
8th Grade Student
IS 289
HEATHER GREGORY
Assistant Principal
11x326

HYATT HASEGAWA BAILEY
Community Organizer
People’s Institute for Survival & Beyond, Resource Generation

IAN ESPINALES AGUIRRE
8th Grade Student
MS 447

IMAN ABDUL
Senior
City College

INA PANNELL-ST.SURIN
Special Education Teacher
P.S. 372K, The Children’s School

INDIRA MOTA
Principal
Abraham Lincoln Intermediate School 171

ISAAC BERNSTEIN
8th Grade Student
MS 447

ISABELLE HATCH
11th Grade Student Equity Leader
Arlington High School

ISLAH TAUHEED
Teacher
PS. 567 Linden Tree Elementary School

JACE VALENTINE
12th Grade Student
IntegrateNYC

JACQUELINE JACKSON
Former NYC DOE H.S. Educator/Mott Hall Bronx HS
Howard University Ph.D. Student

JACKIE JONES
Principal
P23Q
JANELLE NAOMI ROUSE  
Special Educator  
Explore Lower School

JAZMYNE DUPONT  
11th Grade Student  
Frederick Douglass Academy II

JEANNINE KING  
Director of Student Support  
Bronx Community Charter School

JENNIFER FINN  
4th & 5th Grade Special Education Teacher  
PS 142 Amalia Castro

JENNIFER PIZARRO CARRION  
11th Grade Student  
Sunset Park High School

JESSICA NACINOVICH  
Occupational Therapist  
The Riverview Schools

JOSI TUCO  
12th Grade Student, Brooklyn  
Technical High School  
Director of Public Profile, IntegrateNYC

JOANNA CAPETANAKIS  
Teacher  
Sunset Park High School

JOCELYN GHANNEY  
9th Grade Student  
KAPPA International High School

JOANNA CAPETANAKIS  
Principal  
ACE Academy for Scholars

JOANNA CAPETANAKIS  
Special Education Teacher  
Dreamyard Preparatory High School

JOSE JIMENEZ  
Principal  
ACE Academy for Scholars

JOY CANNING  
Special Education Teacher  
MS 447
JULIA GOLUBUFF
8th Grade Student
MS 447

KALIRIS Y. SALAS-RAMIREZ
Assistant Medical Professor
CUNY School of Medicine

KAREEM MCQUILKIN
Teacher Team Leader/Coach
Teacher Career Pathways

KAREN SCHER
Senior Program Associate
Facing History and Ourselves

KATERI KRANTZ-ODENDAHL
ELA + Theater Teacher
KAPPA International High School

KEISHA ADAMS
Teacher
IS 289

KEVIN BOOKHART
11th grade student
Frederick Douglass Academy II

KHALYA HOPKINS
Specialized Student Support Lead
Manhattan NYCDOE Borough Office

KIANNA CONTRERAS
12th Grade Student
Vanguard High School

KIMBERLY ROJO GARCIA
11th Grade Student
Sunset Park High School

KIRA MYERS
9th Grade Student
KAPPA International High School

LAKETHIA WHITE
Teacher Team Leader/Coach
Teacher Career Pathways
LARA MONNINGER
7th Grade Student
IS 289

LIAM MIFSUD
6th Grade Student
IS 289

LAYLA SILVESTRE
8th Grade Student
IS 289

LINDSEY FOSTER
Research Associate
NYU Metro Center

LOGAN BELL
7th Grade Student
IS 289

LONICE EVERSLEY
Peer Collaborative Teacher/ Sociology/ Teacher
Careers in Sports High School

LUCY RUDZENA
6th Grade Student
IS 289

LUZ SCHREIBER
Artist, Educator, Mother, Community Organizer

MADDIE NEUFELD
Teacher
Vanguard High School

MAGEN RODRIGUEZ
Language Teacher; Spanish and TESOL
Brooklyn Collaborative Studies

MARIA LAM
Teacher Team Leader/ Coach
Teacher Career Pathways

MARIA LOPEZ
9th Grade Student
KAPPA International High School
MARIBEL HULLA
Superintendent
NYCDOE District 10

MARTHA ST. JEAN
Special Educator
MS 88

MAURICE BLACKMON
Social Studies Teacher
Essex Street Academy

MEHKI AGBAI
6th Grade Student
IS 289

MELISSA MOSKOWITZ
Assistant Principal
University Neighborhood Middle School

MERCEDES VAZQUEZ
Assistant Principal
11x370

MIA EDWARDS
8th Grade Student
MS 447

MICHAELA ALVAREZ
8th Grade Student
MS 447

MICHAEL GERVAIS
Teacher
MS 447

MICHAEL NAMAGA OLIVERAS
10th Grade Student
P23Q

MICHELLE ESTRELLA
Special Education Teacher
Abraham Lincoln Intermediate School 171

MILLER ANDERSON
7th Grade Student
IS 289
MILTA VEGA-CARDONA
Organizational Change Strategic Planning Consultant
People’s Institute for Survival & Beyond

NASEL MILES
5th Grade Student
PS 142 Amalia Castro

NIA THOMAS
Speech-Language Therapist
The Riverview School

NICHOLE ROWE SMALL
School Counselor
University Neighborhood Middle School

NILA MCMILLIAN
9th Grade Student
KAPPA International High School

NOËL UM
Harlem Civics Partner Teacher
Frederick Douglass Academy II

OLIVIA ROACH
Teacher
High School of Telecommunication Arts and Technology

OMAR ORTIZ
Assistant Principal
Bronx Alliance Middle School, M.S. 355

PAMELA HERNANDEZ
12th Grade Student
Vanguard High School

PATRICK HECTOR
Teacher
IS 289

PIA MICOLI
Assistant Principal
Academy of Arts & Letters

RANA HIDAIS
11th Grade Student
Sunset Park High School
RÉGINE ROMAIN
Equity Coach
NYU Center for Strategic Solutions

ROBERT BANNISTER
MBK School Facilitator/ Districtwide Leader of the Mask Project
Yonkers Public Schools

ROTEM PELES
Graduate Student Intern, Pratt Institute
Pathways to Leadership at Academy for Young Writers

SAMUEL HYLAND
10th Grade Student
Energy Tech High School

SCOTTY HERNANDEZ
Alumni Mott Hall Bronx H.S.
Rising Junior Monroe College

SEAN DONNELLY
6th Grade Student
IS 289

Sereniti Vanier
8th Grade Student
MS 447

Sharmilee Ramudit
Parent-Scholar & Educator-Activist
Community Education Council for District 3 & PS 452 & PS 75

Sofia Schreiber Arcidiacono
10th Grade Student
Academy of American Studies

Sophia James
Deputy Director, Project Management, Academic Policy
NYCDOE

Sophia Wilks
7th Grade Student
IS 289

Stephanie Stolzenbach
Director of Clinical Services, Social Worker
Pathways to Leadership
STEVE QUESTER
Co-Convener
Anti-Racist Alliance of Educators

STOOP NILSSON
Equity Coach
NYU Center for Strategic Solutions

SUGENE KWON
Assistant Teacher
PS 40

TAMIKA GOBURN
Director
NYCDOE Office of Teacher Development

TAMMY PATE
Deputy Chancellor
NYCDOE District 10

TANESHA GRANT
NYC Coalition for Educational Justice
NYU Metro Center

TARA COX
Middle School Teacher
MS 898

TARA REYNOLDS
Teacher, Building Equity Chair
Brookside Elementary School, Ossining UFSD

TARIK CRISTEN
Teacher
Urban Assembly Bronx Academy of Letters

TARIQ HOLLINGSWORTH
12th Grade Student
The Academy of Innovative Technology

TINA DUKES
11th grade student
Frederick Douglass Academy II

TITILAYO ALUKO
11th Grade Student
Landmark High School
TULANI FRANCIS-SAMUEL
Assistant Principal
The Rose Hill Pre-K Center

TYIESHA HERNANDEZ
9th Grade Student
KAPPA International High School

TYSHAWN CARTER
10th Grade Student
P23Q

VALERIE AMOATENG
9th Grade Student
KAPPA International High School

VERGONIA NIEVES
11th Grade Student
P23Q

ZAYLEN HERRERA
7th Grade Student
IS 289

ASHLEY BUTLER
ENL Teacher
Energy Tech High School

LOREDANA DEDVUKAJ
2nd Grade Teacher
Brookside Elementary School

BRIAN ROMERO
Social Worker, Policy Advocate
GMHC & National Association of Social Workers

SHALEWA MACKALL
Teacher & Facilitator
Saint Ann’s School
Artists Creating Real Equity
Without these individuals, this conference would be impossible. So much gratitude for each of you.

David Kirkland
Ursulina Ramirez
LaShawn Robinson
Ruby Ababio-Fernandez
Sophia Bolt

Robin Gonsalves
Allie Schenitzki
Raquel Bonnick
Rachael "Keno" Moore
Paloma Garcia

Special thanks to our #2019CCER Facilitators + NYU CSS Equity Coaches:

Erin Dunlevy
Cardozie Jones
Cathleen Antoine-Abiala
Nakeeba Wauchope

Ana Catalina Duque
Luis Alejandro Tapia
Stoop Nilsson
Régine Romain
# MY CONFERENCE CONTACTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>ORGANIZATION</th>
<th>TITLE</th>
<th>EMAIL ADDRESS</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXPANDED SUCCESS INITIATIVE

esinyc.com
@ESINYC
pforbes@schools.nyc.gov
ckinlock@schools.nyc.gov
131 Livingston Street Suite 303
Brooklyn, NY 11201

CENTER FOR STRATEGIC SOLUTIONS

steinhardt.nyu.edu/metrocenter/
@metro_css
nz11@nyu.edu
726 Broadway 5th floor
New York, NY 10003
The Metropolitan Center for Research on Equity & the Transformation of Schools

New York University

726 Broadway
5th Floor
New York, NY 10003-9580

212.998.5100
steinhardt.nyu.edu/metrocenter