

## Thursday, July 21, Morning Session

### **Access to Books is a Social Justice Issue**

*Annie Ward, Assistant Superintendent for Curriculum and Instruction, Mamaroneck Public Schools*

All readers develop through voluminous, engaged reading. Why, then, do literacy leaders face obstacles in providing access, choice, and time for children to read? In spite of our best efforts, why do some of our most vulnerable readers have the least access to compelling books in school and at home, and what can we do about it? This interactive session will arm participants with powerful research, blueprints for robust classroom libraries, practical means of data-gathering, inspiring case studies, and powerful advocacy strategies to ensure all readers have the material they need to thrive.

*Annie Ward* is the Assistant Superintendent for Curriculum and Instruction for the Mamaroneck, NY Public Schools. Previously, she was a Local Instructional Superintendent for the New York City Department of Education and the Supervisor of Curriculum and Instruction for the Ridgewood, NJ Public Schools. A long-time middle school English teacher, Annie is passionate about literacy and works to ensure that all children have abundant daily access to irresistible and compelling books. Annie's office library includes lots of nonfiction books about dogs and unusual animal friendships which captivate striving readers. [Twitter handle: @annietward](#)

### **Brave Leadership for Diverse School Districts**

*Ann LoBue, President, Mamaroneck NY School Board*

This workshop will address policy issues arising in diverse schools and districts from the district perspective. It is intended for superintendents, school board members, parents, principals, teachers, and anyone else grappling with problems with broad implications for varied constituencies. Using case studies, and drawing on participants' experiences, we'll discuss how to assess community concerns and wants, evaluate alternative solutions, and roll out policy changes.

*Ann LoBue* is President of the Mamaroneck, NY Board of Education and a Masters' degree candidate in Education Policy at Teachers College, Columbia University. She has held a variety of leadership positions in the corporate and non-profit sectors.

### **Leadership in Diverse Schools**

*Carolyn J. Riehl, Teachers College, Columbia University*

In this workshop, you will be introduced to a framework for leadership in schools for diverse students. You'll apply the framework in analyzing a school you care about and in identifying key tasks and strategies for leaders who hope to create and sustain inclusive schooling that honors difference and supports engagement and achievement for all. This workshop is appropriate for principals, assistant principals, teachers, parents, and others who provide school-based leadership.

*Carolyn J. Riehl* is Associate Professor of Sociology and Education Policy at Teachers College, Columbia University. She focuses her scholarship on organizational dynamics in education, exploring how factors such as leadership, the use of information, and parent engagement can foster improvements benefiting teachers and students, especially in settings with students who have traditionally been marginalized. Her current research includes a field study of teachers' instructional planning and use of student information in urban elementary schools, and a mixed

methods study of cross-sector collaborations for education reform, economic development, and improved student outcomes across the United States. She is the coeditor of *A New Agenda for Research in Educational Leadership*.

### **Leading for Integration**

*Jill Bloomberg, Park Slope Collegiate School*

This workshop will explore how school leaders - both administrators and teachers - can utilize leadership skills to build both theoretical and practical support for integration by focusing on anti-racism. We will discuss some of the real-life challenges and responses of an integrating secondary school in Brooklyn and explore short texts that have facilitated conversations in the school community about race and racism.

*Jill Bloomberg* is a long-time public school educator with over 28 years first as a teacher in the Chicago and NYC public schools and currently as the Principal at Park Slope Collegiate at the John Jay Campus where she has been for the past 12 years. She is also currently pursuing a PhD in Politics and Education in the Department of Education Policy and Social Analysis at Teachers College, Columbia University. Jill is a committed advocate and student of school integration as an avenue toward combating the racism and inequities that exist in our school system.

### **Nothing For Us, Without Us: Youth Leadership in Transforming Education**

*Kesi Foster, Urban Youth Collaborative*

In a moderated panel format with a Q&A, youth from New York City will talk about the role young people should play in shaping curriculum, school discipline, college access, and local and citywide policies. From leading Restorative Justice efforts to working as peer College Advisors, youth across the city are leading efforts to bring genuine youth leadership into schools. Youth will share experiences, solutions, and barriers they face in taking a leadership role in changing their schools and public education.

*Kesi Foster* coordinates the work of the Urban Youth Collaborative, a youth-led coalition in New York City that brings together high school students to build campaigns for racial and educational justice. Before coming to the Urban Youth Collaborative he worked in Community Organizing and Engagement at the Annenberg Institute for School Reform and worked with parents and youth in Black and Latino communities in NYC and nationally, providing research, facilitation, and organizing assistance to campaigns for educational justice in our public school systems.

### **Redefining Parent Roles and Power Within Schools**

*Richard Gray, Annenberg Institute for School Reform at Brown University, and Zakiyah Ansari, Alliance for Quality Education*

In this session, parents, teachers and administrators will explore the critical leadership role parents and communities can play in transforming schools and the roles parents and communities play within them. Using education organizing as a framework, the session will: 1) Examine the relationships, conversations, supports and information that help parents and communities understand the world inside the schools; 2) Show how these organizing efforts confront and shift the race, class, and power dynamics that often limit traditional parent engagement models; 3) Describe the structures and supports needed to help parents become active and powerful leaders in defining their own roles in the educational lives of their children and the schools serving them.

*Richard Gray* is the Director of the Community Organizing and Engagement Division of the Annenberg Institute for School Reform at Brown University (AISR), which provides strategic support on education organizing to community organizations and builds alliances between CBOs, unions and research/policy institutes. Before joining the Institute, Richard was the Director of

National Technical Assistance at NYU's Institute for Education and Social Policy and the Co-Executive Director of the National Coalition of Advocates for Students, a nationwide network that works to improve the access of quality public education to student populations who have traditionally been underserved. Additionally, Richard is a Lecturer at Columbia Law School, helping students advance authentic collaboration between educational institutions and communities.

*Zakiyah Ansari* is the Advocacy Director of the [New York State Alliance for Quality Education \(AQE\)](#), the leading statewide organization that has been fighting for educational equity for the last decade. Zakiyah was one of the few parent advocates appointed to Mayor De Blasio's Transition Committee and is also a member of the city's community schools steering committee. As a mother of eight and grandmother of three, she is a founding parent leader of the NYC Coalition for Educational Justice, a collaborative of community-based organizations organizing a movement to end the inequities in the city's public school system. Zakiyah is also one of the co-initiators of a national grassroots movement, "Journey for Justice," an emerging alliance currently composed of grassroots community-based organizations from over 20 cities across the United States.

### **Student Assignment for Diversity in the 21<sup>st</sup> Century**

*David Tipson, New York Appleseed*

Contrary to popular belief, school districts may still pursue racial and economic integration in their schools. This session will cover developments in student assignment for racial and economic diversity since the 2007 U.S. Supreme Court Case *Parents Involved in Community Schools v. Seattle School District No. 1* – particularly as they have played out in New York State. Participants will learn not only about current legal and technical aspects of student assignment, but will discuss among themselves complex ideological and moral issues such as the tensions between integration and inclusion and how "diversity" and "integration" are defined.

*David Tipson* is Executive Director of New York Appleseed, which advocates for equity of access and fair allocation of resources to schools and neighborhoods in New York City and its greater metropolitan area. Since 2011, David has worked with the law firm [Orrick, Herrington, & Sutcliffe](#) to advocate for proactive policies to prevent the segregation and re-segregation of New York City public schools. Most recently, New York Appleseed and Orrick worked to support the New York State Education Department's new [Socioeconomic Integration Pilot Program](#) – a grant program that directs over \$30 million to urban school systems across New York State to promote integration.

### **Student Voice & Vision: Using Visual Art to Support Students from All Communities & Backgrounds**

*Saul Chernick, Joan Mitchell Foundation*

See Wednesday, July 20, morning for cabana/workshop description and leader bio.

### **The Missing Link: How Diverse Public Schools Can Measure Non-Academic Outcomes**

*Penny Wohlstetter, Teachers College, Columbia University*

Through this workshop, participants will gain skills for surveying their school communities -- parents, students, and teachers. The workshop will emphasize surveys that measure non-academic outcomes (as required by *ESSA*), including School Climate, Parent and Student Engagement, and Social Emotional Learning. In line with the conference theme, special attention will be given to surveys that measure teaching and learning in diverse schools.

*Priscilla Wohlstetter, Ph.D.* is the founding director of the Teachers College Survey Research

Initiative (TC SRI) at Teachers College, Columbia University, an organization that helps public schools design parent, student and teacher surveys to guide school improvement and strategic planning efforts. From its inception, TC SRI has focused on developing surveys that go beyond traditional academic outcomes, such as graduation rates and test scores, to include school community indicators -- school climate and school engagement. With increased attention on diverse public schools, TC SRI has collaborated recently with diverse public schools from across the US to create surveys that measure student and parent social relationships, and teaching beliefs in diverse schools.