

“Reimagining Education: Teaching and Learning in Racially Diverse Schools”

Workshop/Cabana List

Tuesday, July 19, Morning Session

Deconstructing Racial Microaggressions Within Educational Settings

Mariel Buque, Teachers College, Columbia University

Racial microaggressions, the brief and common verbal, behavioral, or environmental offenses, convey aggressive, derogatory, or destructive slights and insults toward people of color, whether they're deliberate or not (Sue et al, 2007). The invisible nature of microaggressions prevents aggressors from acknowledging and subsequently challenging their own participation in creating psychological consequences for marginalized individuals. It additionally prohibits aggressors from recognizing their role in producing disparities in healthcare, vocational, and educational settings and using that knowledge to enact change within these systems. In this workshop, we will review how to recognize and dismantle the hidden messages found in racial microaggressions of everyday interactions as they are communicated at the interpersonal, institutional, and societal levels to marginalized groups, based on the model created by Dr. Derald Wing Sue and his colleagues. We will learn to identify the psychosocial impact that this insidious form of oppression has upon its targets and explore how to utilize this knowledge to advocate against microaggressions within education systems.

Mariel Buque is an Afro-Latina doctoral student in Counseling Psychology at Teachers College, Columbia University. Her work is concerned with addressing issues of minority mental health and the propagation of health disparities through systemic oppression. She is currently a Behavioral Health Integration Grant recipient of the U.S. Health Resources and Services Administration (HRSA), in which she is able to provide culturally-responsive behavioral health services to a predominantly Latina/o community at Columbia's Presbyterian Hospital. She also serves as the Mental Health Professional Coordinator for the Teachers College partnership with Connections to Care (C2C). Her current line of research centers on both mental health disparities and the psychosocial consequences found at the intersection of race-ethnicity and gender.

Developing Racial Literacy with Children's Literature

Detra Price-Dennis, Teachers College, Columbia University

This workshop, designed for K-5 educators, will engage participants in a series of activities and discussions designed to support a framework for racial literacy. Required reading prior to the workshop- *Ruth and the Green Book* by C.A. Ramsey & G. Strauss (2010).

Dr. Detra Price-Dennis is an Assistant Professor of Elementary Inclusive Education at Teachers College, Columbia University. As a literacy teacher educator, Price-Dennis focuses on digital literacies and equity based pedagogies that create and sustain accessible learning environments for all students. She is interested in the sociopolitical and sociocultural aspects of literacy learning and engagement among middle childhood students, as well as teacher preparation. Her research interests also include critical perspectives on children's and young adult literature.

Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners

Mariana Souto-Manning, Teachers College, Columbia University

This workshop will introduce a variety of inclusive strategies for teaching language and literacy in racially just ways. Participants will be invited into classrooms where diverse children's experiences, strengths, and expertise are supported and valued. Examples will focus on oral language, reading, and writing development and include diverse possibilities for culturally relevant and inclusive teaching. Featured teaching strategies foster academic success, cultural competence, and critical consciousness—leading students to read their worlds and question educational and societal inequities. Early childhood and elementary teachers will find this workshop invaluable as they consider effective ways to teach racially, culturally, and linguistically diverse children. The vivid examples and hands-on strategies explored will help educators expand their thinking and repertoires regarding what is possible—and needed—in the language and literacy education curriculum. Resources and tools for enacting a literacy curriculum that fosters cultural competence, critical consciousness, and educational justice will be shared. Unique in its focus on equitable, fully inclusive, and culturally relevant language and literacy teaching, this workshop will help K-2 teachers rethink their own practice.

Dr. Mariana Souto-Manning is a professor at Teachers College, Columbia University. She is a former preschool and primary grades teacher and now works with teachers, schools, and districts throughout the world supporting their development of culturally relevant, multicultural, racially just, and critical teaching. She is committed to preparing teachers to design and carry out fully inclusive, culturally relevant, and racially just education, so that they can successfully work with young children of color with and without dis/abilities, from low-income, immigrant, and bilingual backgrounds in rich ways. Mariana is author of the award-winning book *Multicultural Teaching in the Early Childhood Classroom: Tools, Strategies and Approaches* (Teachers College Press, 2013) and co-author of the newly released *Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners* (Teachers College Press, 2016).

[Re]Defining Culturally Relevant Mentoring as part of Educational Leadership Development

Phillip Smith, Teachers College, Columbia University

In this workshop we examine broad definitions of the terms “culturally relevant” and “mentoring” and their use and applicability as part of adult and school leadership development. The workshop provides an opportunity for participants to explore the nature of cross-cultural, and culturally relevant models of mentoring within the field of education and leadership development. Through our collective exploration in the workshop, we will strive to formulate a new and comprehensive definition of culturally relevant educational leadership that emphasizes the importance of cultural integrity, affirmation of individual uniqueness, and collective racial/cultural identity.

Phillip A. Smith is a mid-career, Ph.D. Candidate in Education Leadership, and a member of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. Phillip joins Teachers College from the United Kingdom with over two decades of experience in senior-level school district administration, and leading in the formulation and enactment of education public policy and reform. Phillip has presented his work in a variety of venues in the U.S. and internationally. His current research explores how race/color conscious approaches to education leadership preparation and leadership development inform rethinking and understanding of educational leadership, and global leadership competencies.

Rethinking the Realness of “Real World Mathematics” (Early Childhood and Elementary grades)

Rita Sánchez, Teachers College, Columbia University

How do we design culturally-relevant mathematics instruction for all our students in our racially diverse schools? In this workshop, participants will explore how transdisciplinary project-based learning does not only support inquiry-based learning in the mathematics classroom; it also creates motivational and impactful real world learning environments for all our students and school community. According to Vasquez (2015), transdisciplinary is an approach to projects or problems in which students apply knowledge and skills from two or more different disciplines through student-driven questions about real life situations. In this session, participants will engage in a transdisciplinary hands-on project that exposes students to the realities of their world in order to solve a community-based problem. Through the application of mathematical knowledge and 21st Century skills- communication, collaboration, critical thinking, and creativity- participants will explore the role of students as active learners and knowledge builders in the PK-5 classroom. Finally, participants will reflect on the role of “Real World Mathematics” in our schools and how transdisciplinary project-based learning can improve achievement outcomes for all students and enhance students’ interracial understanding, empathy, and ability to learn from people of diverse backgrounds.

Dr. Rita Sánchez is the Assistant Director of Professional Development at the Center for Technology and School Change and adjunct professor in the Department of Human Development at Teachers College, Columbia University. For the past seven years, she has been designing and facilitating professional development in PK-12 urban schools, mainly in New York City and Yonkers, as well as international schools- in México, Bulgaria, and Chile. Her areas of specialization are Early Childhood mathematics education and Science, Technology, Engineering and Mathematics (STEM) learning environments in urban settings. Before working at the Center, Rita worked for eight years as a mathematics and physics high school teacher and department head in Mexico.

School Admissions and the Law

Miriam Nunberg, Esq.

It is a widely held misconception that the use of race or ethnicity is prohibited in school admissions, and that nothing can be done to combat decades-old racial patterns in schools. This workshop will cover the variety of legally acceptable options for increasing student diversity, and will explore the practical ramifications of the different choices. Recent cases from the U.S. Department of Education’s Office of Civil Rights (OCR) will be used to illustrate the legal standard, so that districts can begin to take proactive steps to offer greater equity within the boundaries of the law.

Miriam Nunberg is an attorney, former special education teacher and the founder of the Brooklyn Urban Garden Charter School (BUGS) - a diverse, community-based middle school. She served as a staff attorney in the US Department of Education’s Office for Civil Rights, where she handled allegations of violations of the civil rights laws in educational institutions for 14 years. Miriam is a founder of an advocacy group working for greater equity in middle school admissions in Community School District 15 in Brooklyn, and has recently opened her own legal practice specializing in issues related to disability, race and sexual harassment in education.

Strategies for Racial Equity in Educational Technology

Tara L. Conley, Teachers College, Columbia University

In efforts to advance a systemic framework of racial equity, the purpose of this workshop is to go beyond diversity discourses in the classroom and offer strategies for implementing a race explicit examination of practices throughout educational environments where technological tools and media are used for engagement and learning. This interactive and multimedia workshop will provide a space for participants to interrogate technologies in relation to power, inequality,

justice, and learning, and equip participants with practical tools they can use in the classroom and beyond. It will cover recent and relevant topics at the intersection of race, technology, and education. Participants will also be invited to assess their own practices and strategies guided by the question: How do race and technologies organize students and what role do my practices play in this process of organization?

Dr. Tara L. Conley is an adjunct Assistant Professor at Teachers College, Columbia University and Senior Researcher at Race Forward.

Striving for Racial and Economic Integration: Diverse Schools Make An Impact Across Constituencies

Members of the Manhattan Country School Community

This panel will share perspectives on how schools where diversity is purposeful impact experience from a variety of perspectives. What topics come up and what difference does it make to have diversity embedded in the enrollment and the curriculum? What strategies can administrators use to engage diversity to benefit all? How do graduates and their families look back on the impact of an early introduction to diversity? Lessons learned over 50 years at Manhattan Country School, a private school with a public mission, will provide a basis for interactions with the audience.

Dr. Michèle Solá is Director of the Manhattan Country School. *Dr. Sabrina Hope King*, MCS '73, served as Chief Academic Officer, Office of Curriculum and Professional Development, New York City Department of Education, and is today President of ATAPE, an educational consulting firm. *Akemi Kochiyama*, MCS '85, is a Ph.D. candidate at City University of New York, the parent of two MCS students, and Director of Development and Alumni Relations at MCS. *Monica Amaro*, the parent of two MCS students, is MCS Director of Admissions. *Lalena Garcia* is the kindergarten teacher at MCS and was recognized this year as a Fellow in the Academy for Teachers.

Teaching and Learning Racial Literacy in Social Studies Classrooms

Terrie Epstein, Hunter College

Race/ethnicity and other forms of difference that constitute our national history and contemporary society can be taught and learned in ways that enable young people to acquire a sense of civic agency. In this workshop, participants will consider how teachers' and students' social identities influence their interpretations of national history and contemporary society. They also will learn strategies to address “difficult” social studies topics about the nation’s historical and ongoing legacy of violence and inequality related to race/ethnicity and other forms of difference.

Terrie Epstein is a Professor of Education at Hunter College and the Graduate Center, City University of New York. Her area of expertise is history and citizenship education in national and international contexts. Her books include *Education, globalization and the nation* (co-authored, Palgrave Macmillan, 2015); *Interpreting national history: Race, identity and pedagogy in classrooms and communities* (Routledge, 2009) and *Teaching United States history: Dialogs between teachers and historians* (co-edited, Routledge Press, 2009). A former Fulbright Senior Research Scholar (New Zealand, 2013), she currently is a Visiting Professor at Ulster University, Coleraine, Northern Ireland (2015-2018).

Using Hip Hop as Therapy in Multi-Racial Schools

Ian Levy, Teachers College, Columbia University

This workshop will cover the use of a school counseling framework, Hip Hop and Spoken Word Therapy (HHSWT), that can be used within both counseling offices and classroom spaces.

Workshop participants will receive valuable information about the various mental health disparities that impact young people in schools, which are known to have a detrimental impact on academic performance. After discussing research and theory, participants will engage in practical application of HHSWT and draw conclusions in regards to how to best implement learned tools/strategies into their own practice.

Ian Levy, M.A., Ed.M. is a Hip Hop Artist, School Counselor, and Doctoral Candidate at Teachers College, Columbia University. In 2013, Ian Levy was honored with the delivery of a TEDx Talk on *Hip Hop and Spoken Word Therapy: A path of Self-Discovery and Emotional Stability* which has been acclaimed. Ian aims to utilize the constructs of Hip Hop and Spoken Word Therapy to re-frame mental health services in public schools. He runs a hip hop therapy program as a school counselor in the South Bronx. At the beginning of 2016, Ian's work integrating hip hop therapy as a school counseling framework was featured in the *NY Times*, *XXL Magazine*, *Complex Magazine*, on Fox5 NY, and News 12 the Bronx.