

## Tuesday, July 19, Afternoon Session

### **Access to Gifted, Advanced, and Special Opportunity Programs**

*Miriam Nunberg, Esq.*

All too often, when schools are racially mixed, the problem of tracking arises. Students of color are often underrepresented in gifted and talented and other high track courses, which exacerbates the achievement and opportunity gaps between groups. An understanding of the legal framework for student placement within schools can assist in developing programming and admissions criteria that are simultaneously more equitable and more educationally sound. Participants will have the opportunity to share best practices for pushing high achievers and supporting more challenged learners in integrated settings.

See Tuesday, July 19, morning for cabana/workshop leader bio.

### **Deconstructing Racial Microaggressions Within Educational Settings**

*Mariel Buque, Teachers College, Columbia University*

See Tuesday, July 19, morning for cabana/workshop description and leader bio.

### **Healing Fictions? The Challenges (and Possibilities) of Restorying African American History Through Children's Literature**

*Ebony Elizabeth Thomas, University of Pennsylvania*

How do students read tales about the past? What kinds of facts are they deriving from these fictions? Many popular historical topics in children's and young adult literature—slavery, the Jim Crow South, the Japanese internment camps of World War II, and the genocide of Native Americans, to name just a few—are set in the midst of the incomprehensible horrors of American history. Given that the Common Core State Standards mandate that 50% to 70% of secondary students' reading across the curriculum should consist of informational texts, a more comprehensive consideration of students' understanding of children's and young adult historical literature is warranted. Within broader considerations about the teaching of history through literature, African American historical fiction is a promising site for examining the implications of students' responses to traumatic and controversial events from U.S. history. This presentation will describe the recent case of the #SlaveryWithASmile children's picture books, *A Fine Dessert* and *A Birthday Cake for George Washington*, which controversially depicted enslaved parents and children as being happy in their circumstances without context or nuance. These and other recent children's books about slavery will be presented, and responses from reviewers, parents, community members, students, and the editor, author and illustrator will be analyzed. Exemplary alternate children's books appropriate for the teaching of slavery and other challenging historical periods will be presented as discussed. The presentation will conclude with the implications for literacy education, including a call for learning more about young readers' responses to historical children's literature during this current era of standardization and educational reform.

*Ebony Elizabeth Thomas* is an Assistant Professor at the University of Pennsylvania Graduate School of Education. *Ebony* studies how people of color are portrayed, or not portrayed, in children's and young adult literature, and how those portrayals shape our culture. She regularly reviews children's books featuring diverse heroes and heroines, teens and tweens caught between cultures, and kids from the margins for the Los Angeles Times. She has a particular interest in young adult fantasy literature and fan culture. A former English and language arts teacher,

Thomas also explores how teachers handle traumatic historical events, such as slavery, when teaching literature.

### **Rethinking the Realness of “Real World Mathematics” (Secondary Education)**

*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 recognize the power of mathematics, through transdisciplinary project-based learning, as an essential analytical tool to understand and potentially change the world, rather than merely regarding mathematics as a collection of disconnected rules to be rote memorized and regurgitated. 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. This workshop will provide examples of how to weave community-based issues to deepen students’ understanding and prepare them to be critical, active citizens. Participants will engage in a transdisciplinary hands-on project 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 6-12 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.

See Tuesday, July 19, morning for workshop/cabana leader bio.

### **Teaching and Learning Racial Literacy in Social Studies Classrooms**

*Terrie Epstein, Hunter College*

See Tuesday, July 19, morning for cabana/workshop description and leader bio.

### **The Continued Promise of Technology in Grades 6-12**

*Steven Azeka, Teachers College, Columbia University*

See Tuesday, July 19, morning for cabana/workshop description and leader bio.

### **Three Ways to Face Your White Privilege in the Classroom**

*Jamila Lyiscott, Teachers College, Columbia University*

The present-day Black Lives Matter movement and cry for racial justice have pervaded our nation's schools and college campuses in ways that call true educators to the responsibility of addressing racial inequality in their classrooms. However, even the most well-intentioned educators within a predominantly white teaching force are faced with the dilemma and discomfort of seeing, acknowledging, and wrestling with their own white privilege as an essential step toward justice. In this interactive workshop, participants will engage in activities and critical dialogue around white privilege to connect personal responsibility to pedagogical possibilities for the classroom. Drawing on her extensive racial justice work within predominantly white institutions, Dr. Lyiscott will offer three strategies for addressing white privilege on internal, interpersonal, and institutional levels.

*Jamila Lyiscott* is the founder and co-director of the Cyphers For Justice youth, research, and advocacy program, apprenticing inner-city youth as critical researchers through hip-hop, spoken word, and digital literacy. She serves as a Postdoctoral Fellow at the Institute for Urban and Minority Education of Teachers College, Columbia University. Her TED talk discussing literacies has been viewed over 3 million times.

**Using Hip Hop as Therapy in Multi-Racial Schools**

*Ian Levy, Teachers College, Columbia University*

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