

Decolonizing Education

2018



Metro  Center 1978-2018

Co-Sponsored by

 Expanded Success Initiative



NYU | STEINHARDT

Metropolitan Center for Research on Equity and the Transformation of Schools

“ The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

Paulo Freire

“ If the structure does not permit dialogue the structure must be changed.”

Paulo Freire

“ Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.”

Paulo Freire

“ Looking at the past must only be a means of understanding more clearly what and who they are so that they can more wisely build the future.”

Paulo Freire

Table of Contents



- 04 Welcome
- 06 Conference Agenda
- 08 Workshop Descriptions
- 15 Keynote Speaker Biography
- 16 Spotlight on Workshop Presenters
- 19 Acknowledgments
- 20 My Conference Contacts
- 22 My Notes
- 26 Stay Connected



Welcome from The Planning Committee

We want to thank all of you for attending the 2018 Decolonizing Education Conference! Your participation and engagement is evidence of your commitment to building your own capacity in providing and fostering a positive climate for all racially, culturally, and linguistically diverse students!

This is our second annual conference and is the culminating event for the second year of the Critically Conscious Educators Rising (CCER) Series. CCER was born out of a professional development series CSS facilitated in partnership with ESI in the summer of 2016. Digging into issues of racism in schools and creating anti-bias environments by developing consciousness, teachers spent summer days with us exploring, ideating, and imagining the possibilities for combatting systems of inequity. Teachers yearned for a space during the year to continue to tie these explorations of the theory of culturally responsive education to their practice with NYC students. Thus, CCER was born. As we are a team of activists and advocates who live and breathe this work, we made this series happen beginning in the fall of 2016 and knew we wanted to end with an event where the participating teachers could present how the series has influenced their work. This year, our CCER participation grew to over 300 teachers in 6 Cohorts with the investment by the New York City Council under the leadership of former speaker Melissa Mark-Viverito.

This year we have 70 workshop facilitators and panelists, including 25 students who will push our thinking on how we can #DecolonizeEd and better serve our young people. In addition to presenters from CCER, we have representation from schools participating in the Culturally Responsive Environments Attaining Transformative Equitable Solutions (CREATES) schools. A program led by the NYCDOE's Expanded Success Initiative in the Office of Equity and Access, CREATES schools are working tirelessly to implement responsive practices across the entire system.

We want to thank our teams at the Center for Strategic Solutions and the Expanded Success Initiative, as well as our respective parent organizations, the NYU Metropolitan Center for Research on Equity and the Transformation of Schools and the New York City Department of Education. The individuals who comprise these organizations serve as the roots of our collaboration and as our accomplices in the work for racial justice. Each day is an opportunity for us to deepen our commitment to providing our students of color the education to which they are entitled.

Let's grow and continue this fight!

Yours in education and in liberation,

Natalie, Paul & Camille



Natalie Zwerger

Director

New York University's Center
for Strategic Solutions (CSS)



Camille Kinlock

Director

Expanded Success Initiative



Paul Forbes

Senior Director

Expanded Success Initiative



Agenda

8:00 - 9:00 a.m.

Registration + Breakfast | Greenburgh Lounge + Lobby

9:00 - 9:15 a.m.

Welcome, Paul Forbes, Senior Director ESI | Tishman Auditorium

9:15 - 9:25 a.m.

Introduction | Natalie Zwerger, Director New York University's Center for Strategic Solutions

9:25 - 9:45 a.m.

Remarks | Dr. David E. Kirkland, Executive Director of the NYU Metropolitan Center for Research on Equity and The Transformation of Schools

9:45 - 10:30 a.m.

Keynote Address | Dr. Jamila Lyiscott, Social Justice Education Scholar

10:30 - 11:00 a.m.

Break

11:00 a.m. - 12:15 p.m.

Workshops Session #1 | Vanderbilt Hall second floor + Furman Hall first + third floors

12:15 - 1:15 p.m.

Lunch | Pick up lunch in Greenburgh Lounge

1:30 - 2:45 p.m.

Workshops Session #2 | Vanderbilt Hall second floor + Furman Hall first + third floors

2:45 - 3:00 p.m.

Break

3:00 - 3:30 p.m.

Closing + Reflection | Tishman Auditorium

Workshop Session Descriptions

Throughout the day, please tweet using the
#DecolonizeEd #2018CCER
hashtags and also mention or tag us!

@ESINNYC

@metronyu

@metro_CSS

SESSION 1

WORKSHOP 1

One School, One Book: Decentering Whiteness at Our Elementary School

ESSENTIAL QUESTION:

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

FACILITATOR:

Ina Pannell-St.Surin, Gregory Paul, Joell Paul, Steve Quester

DESCRIPTION:

Monthly, every class in our school receives the same book. The books center the experiences of marginalized people, and are written by authors who belong to the communities represented in the books. The books are selected by our Undoing Racism Committee. We will share how this project has moved the conversation at our school, about the missteps and controversies we've had along the way, and how a project like this one might be implemented in other school communities. We will engage participants in interactive activities designed to illuminate participants' own experiences with children's literature as students and as educators.

TARGET AUDIENCE:

Elementary school educators

ROOM:

FURMAN HALL 110

WORKSHOP 2

Freedom and Restraint: A Young Child Negotiates School

ESSENTIAL QUESTION:

How can school staffs engage collaboratively to recognize individual students' strengths and needs in order to respond in ways that are respectful, that are in tune culturally, and that nurture their success in the school environment?

FACILITATORS:

Abbe Futterman, Carole Scott

DESCRIPTION:

Teachers are often left alone to grapple with students whom they find challenging. Sometimes these challenges indicate a cultural mismatch between the school or teacher and the students. In this workshop, participants will experience a collaborative inquiry protocol that capitalizes on the group's diverse perspectives in order to consider a child's strengths and to make adjustments to the educational environment. After hearing teacher Carole Scott's description of a first grade African American boy, participants will respond to two focus questions: How can the school community be responsive to "J" while supporting the expectations and constraints of school life? How can we channel his physical energy and excitement as a learner positively, so that school continues to be an enjoyable experience for him?

TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 118

WORKSHOP 3

R.I.P Dead White Guys: A New Canon One Class at a Time to Connect with Who Is in Our Classroom

ESSENTIAL QUESTION:

How are we fostering student voice to empower students to be school leaders?

FACILITATOR:

Erin Hogshead

DESCRIPTION:

Based on the Danielson Framework we will examine ways to create genuine student engagement that leads to highly effective teaching models. This workshop proposes that for teachers to create highly effective student engagement teachers need to create a pathway of connection by reexamining the texts presented, the norms set in the classroom, and the role of feedback in the classroom. This presentation is modeled after the journey of creating a new literature class as a test pilot to implement changes school-wide. We will examine the vision and purpose of decolonizing the literary canon, the process of promoting student engagement and a positive classroom culture through this vision, and how to reflect on ways to improve the vision to gain more buy-in.

TARGET AUDIENCE:

Upper elementary- grade 12

ROOM:

FURMAN HALL 120

WORKSHOP 4

Real Talk: Critical Conversations About Race, Power, & Privilege in the 9th – 12th Grade English Language Arts Classroom

ESSENTIAL QUESTION:

In many classrooms across NYC, subjects like race are considered taboo or are only brought up when tragedy strikes. How do we create safe classrooms that ensure that students are able to discuss difficult issues like race, power, & privilege?

FACILITATOR:

Wandys Caceres, Ingrid Chung, Anthony Correa, Mariam Duran, Anyssa Munoz

DESCRIPTION:

We live in a world in which one of education's primary functions is to cultivate a generation of young critical thinkers who are invested in inquiry-based learning and the construction of meaning. And yet, in many classrooms across New York City's rich and diverse landscape, subjects like race and gender are considered taboo, whispered in limited spaces, or are only considered "important" when tragedy strikes. How can we fully nurture and encourage our young thinkers if we do not talk about the very topics that are relevant in their everyday lives? How can we help our young people navigate this increasingly complex world if we do not engage in these critical and relevant conversations in the classroom?

TARGET AUDIENCE:

High school educators

ROOM:

FURMAN HALL 326

WORKSHOP 5

The Power of Culturally Responsive Mastery Practices

ESSENTIAL QUESTION:

How can we use culturally responsive mastery-based shifts to rethink school, to empower learners, and to make learning more clear and fair?

FACILITATOR:

Joy Nolan

DESCRIPTION:

Join this active session to explore how Culturally Responsive Education and Mastery-based Teaching and Learning together can empower students to own their learning, foster positive mindsets for learning, encourage learners to focus more on learning than on grades, and scaffold each learner to get to the next level of mastery of key skills and knowledge they need for success. Understand how Mastery-based shifts fit into a holistic Framework for Culturally Responsive Environments. Expect a highly interactive session.

TARGET AUDIENCE:

Middle and high school educators, policy makers, academics

ROOM:

VANDERBILT HALL
TISHMAN AUDITORIUM

WORKSHOP 6

Being Good at Math: A Critically Conscious Approach to Math Anxiety

ESSENTIAL QUESTION:

How can we develop our own critical consciousness as teachers in order to deconstruct institutions and pedagogy that promote math anxiety among black and brown students?

FACILITATOR:

Neha Sobti

DESCRIPTION:

Critical Consciousness asks us as educators to teach through the lens of our historical and social contexts. This workshop will explore high school math education through a critically conscious lens by examining the ways that institutional oppression and White supremacy culture have created learning environments that value either/or thinking, "only one right way" mentalities and competition over cooperative learning. By unpacking these subtractive educational mindsets, we will develop culturally responsive strategies that help young people and the educators who serve them heal from the anxiety that lives in too many math classrooms in our schools.

TARGET AUDIENCE:

Open to all with a special invitation to STEAM educators

ROOM:

FURMAN HALL 310

WORKSHOP 7

“What’s Your Beef?”: Addressing Problematic Mindsets and Conflicting Parts of our Identities that Bleed into the Classroom and Extinguish Sparks of Potential in our Children of Color

ESSENTIAL QUESTION:

How does unshackling the colonized minds of teachers unleash and liberate the concealed potential in students?

FACILITATOR:

Mario Benabe, Anell Colon

DESCRIPTION:

In this interactive workshop, participants will come to grips with the ways that society is deeply and dangerously impacted by white supremacy. Therefore, our perceptions of the world are tainted by the stain of colonization. Through discussion and reflection, participants will explore “the beef” that resides within themselves and then address how this manifests in the classroom and in our relationships with students. We will support participants in coming to consciousness about de-centering Eurocentrism and re-centering the cultural and ethnic background of their students. As a community, we will work collaboratively add strategies and lessons to our tool boxes so that students feel less “beef” within themselves and this current oppressive system. We hope to develop students to become activists who identify “beef” in their communities so that they create a space where the community feels aligned.

TARGET AUDIENCE:

Open to all.

ROOM:

VANDERBILT HALL 216

WORKSHOP 8

Africa in the Anti-Racist Classroom

ESSENTIAL QUESTION:

How do we teach about Africa in ways that broaden and globalize students’ critical consciousness -- and our own?

FACILITATOR:

Callie Lowenstein

DESCRIPTION:

As we confront anti-blackness in our schools, we must unpack the racialized messages we send to students through our study (or lack thereof) of Africa and the Global South. When it comes to curriculum, Africa is treated as unworthy of study, or simplified into charity or safari tropes that ignore the depth and diversity of the region -- a global expression of racism that we must take active pedagogical steps to shift and reimagine. This workshop will support teachers in bringing the African continent into our classrooms in meaningful, multidimensional ways. Teachers will hone their critical eye for the way the continent is taught, and design learning experiences that help students make authentic connections between their lives, Africa, and the Global South more broadly.

TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 316

WORKSHOP 9

“We the People!” The Future of Education is Now: Presented by High School Juniors

ESSENTIAL QUESTION:

How can educators respect and support teens given their multiple identities?

FACILITATORS:

Christina Hiras, James Anthony, Chase Creel, Shaila Donte, Aicha Sacko

DESCRIPTION:

The focus of this conference is to unpack ways in which educators can decolonize our classrooms, so who better to hear from than young people? In this session, you will learn from the brilliant minds of four juniors who attend a school focused on social justice and creative expression. You will gain practical tools to construct culturally sensitive lessons through a short panel discussion, and then experience a restorative justice circle that you can use in your own schools to better hear from, learn from, and communicate with the young people in your community.

TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 318

WORKSHOP 10

Debunking the Myth of Colorblindness in Elementary School Classrooms

ESSENTIAL QUESTION:

How do we promote cultural identity awareness that prompts a deeper sense of empathy for those who come from different cultural backgrounds, truly SEEING each other with a lens of love, dignity, worth and compassion?

FACILITATOR:

Tara Cox, Sugene Kwon

DESCRIPTION:

Very often children are told, "We don't see color." They're falsely led to believe that we are all the same. This workshop aims to debunk common misconceptions through case studies, children's literature and media developed around the realities of identity and stereotypes. Participants in this workshop will be presented with strategies designed for elementary students and encouraged to reflect on their own identities in the social context of our diverse society. Curriculum will be discussed and vetted by participants who will leave the workshop with concrete next steps for launching a social justice campaign in their own classrooms.

TARGET AUDIENCE:

Open to all with a special invitation to elementary school educators

ROOM:

FURMAN HALL 324

WORKSHOP 11

They already know about Martin Luther King, so stop it: How REAL CRE classrooms create change agents in our world

ESSENTIAL QUESTION:

How might we de-center eurocentrism and leverage the knowledge and experiences of our students, to create spaces that foster critical thinking and inspire change in our world?

FACILITATOR:

Lonice Eversley, Ebony Fuseyamore

DESCRIPTION:

Participants will have an opportunity to see how the leveraging the history, culture and knowledges of Students of Color in the classroom creates space for rigor, deeper engagement and critical thinking. By allowing participants to experience the same protocols, approaches and content, that allow Students of Color in real CRE classrooms employ to engage/ converse/question peers; cooperatively unpack complex theories/ideas; contextualize/ apply understanding to elements of their world; while strategizing about solutions/alternatives, participants will walk away from this workshop understanding the importance of committing to CRE as a vessel for liberation..

TARGET AUDIENCE:

Middle and high school educators

ROOM:

VANDERBILT HALL 202

WORKSHOP 12

Equity Through Their Eyes: Leveraging Student Voices to Bring About Change

ESSENTIAL QUESTION:

How do students and educators actively support creating and growing a culture of equitable experiences across a school district?

FACILITATOR:

Christian Arnfield, Greg Fredericks, Serena Mensah, Jennifer Nilsen, Tatum Pittman

DESCRIPTION:

School districts must develop the capacity to recognize that they must engage in processes of self-reflection to actively disrupt and dismantle inequitable structures and practices within their institutions. Stakeholders within the school community including students, parents, staff, and community members must collaborate on identifying challenges, developing solutions, and implementing deliberate actions to ensure greater equity. Student Equity Teams provide invaluable insight into the issues of equity within a school district, and the means by which to actively engage in the process of rectifying them. Participate in a workshop with first-year equity team members as we share lessons learned about creating and sustaining Student Equity Teams at the secondary level where student voices influence the decision-making at the district and building level.

TARGET AUDIENCE:

Open to all.

ROOM:

VANDERBILT HALL 208

WORKSHOP 13

“How Can We ‘Talk About It Later’ When It’s Happening Now?”: Breaking Avoidance Protocols & Creating Space for Vulnerability Within the Classroom

ESSENTIAL QUESTION:

How can we address avoidance protocols in a way that directly cripples the cycle of racism our students experience?

FACILITATOR:

Henry Dickmeyer, Rashida Heslop, Shanya Hunter-Freeman, Allye McDaniel

DESCRIPTION:

“Let’s talk about it later.” “Save it for the meeting.” “It’s not part of this unit.” Before we can progress in creating a restorative community for our students, we need to understand the depths that this language and our roles as staff (i.e. teachers, admin and counselors) play in their ongoing oppression. Participate in a workshop designed to uncover the protocols ingrained in our systems which have allowed for our students’ experiences to become normalized, rather than confronted. In sharing and unpacking our students’ experiences through structured discussions and activities, we can reevaluate the protocols that require a shift in our complacency as educators, for the betterment of our students’ lives and voices.

TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 330

WORKSHOP 14

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 kids 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 towards creating a more equitable school community and the places in the curriculum where this work lives for kids. 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:

VANDERBILT HALL 201

WORKSHOP 15

Project Monologue: Building Empathy for Social Justice

ESSENTIAL QUESTION:

How do we create curriculum that forefronts authentic classroom conversations around race and racial justice?

FACILITATORS:

Jaylyn Brown, Brianna Douglas, Brandon Downer, Kateri Krantz-Odendahl, Luz Gonzalez Hernandez, Destiny Pichardo, Karleny Ramos, Tammy Wang

DESCRIPTION:

In this cross between a curriculum share, staged reading, and writing workshop, participants will learn from 9th grade students at KAPPA International High School about the writing process they went through to create paired monologues portraying divergent perspectives on a social issue. Student work will be performed and used as live-action source material for writing sprints before breakout groups 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:

Middle and high school educators

ROOM:

FURMAN HALL 334

SESSION 2

WORKSHOP 1

The Power of Culturally Responsive Mastery Practices

ESSENTIAL QUESTION:

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FACILITATOR:

Joy Nolan

DESCRIPTION:

Join this active session to explore how Culturally Responsive Education and Mastery-based Teaching and Learning together can empower students to own their learning, foster positive mindsets for learning, encourage learners to focus more on learning than on grades, and scaffold each learner to get to the next level of mastery of key skills and knowledge they need for success. Understand how Mastery-based shifts fit into a holistic Framework for Culturally Responsive Environments. Expect a highly interactive session.

TARGET AUDIENCE:

Middle and high school educators, policy makers, academics

ROOM:

VANDERBILT HALL-
TISHMAN AUDITORIUM

WORKSHOP 2

“We the People!” The Future of Education is Now: Presented by High School Juniors

ESSENTIAL QUESTION:

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TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 318

WORKSHOP 3

They already know about Martin Luther King, so stop it: How REAL CRE classrooms create change agents in our world

ESSENTIAL QUESTIONS:

How might we de-center eurocentrism and leverage the knowledge and experiences of our students, to create spaces that foster critical thinking and inspire change in our world?

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TARGET AUDIENCE:

Middle and high school educators

ROOM:

VANDERBILT HALL 202

WORKSHOP 4

Developing a curriculum of conscientization

ESSENTIAL QUESTION:

How do we create a curriculum that develops reality-transforming consciousness?

FACILITATOR:

Jon Christensen

DESCRIPTION:

Designing ELA curriculum through a decolonized lens is a process of continuous self reflection. How do we expand our understanding of literacy beyond a worship of the written word? Whose narratives are represented in the texts we're choosing? What connections to historical and current socio-political contexts are being explored? In this workshop we will engage in this process of reflection together as we examine an ELA curriculum and attempt to "widen the cultural aperture" of the content and instructional approach as a group.

TARGET AUDIENCE:

Open to all with a special invitation to High School Humanities Teacher

ROOM:

FURMAN HALL 334

WORKSHOP 5

Equity Through Their Eyes: Leveraging Student Voices to Bring About Change

ESSENTIAL QUESTION:

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School districts must develop the capacity to recognize that they must engage in processes of self-reflection to actively disrupt and dismantle inequitable structures and practices within their institutions. Stakeholders within the school community including students, parents, staff, and community members must collaborate on identifying challenges, developing solutions, and implementing deliberate actions to ensure greater equity. Student Equity Teams provide invaluable insight into the issues of equity within a school district, and the means by which to actively engage in the process of rectifying them. Participate in a workshop with first-year equity team members as we share lessons learned about creating and sustaining Student Equity Teams at the secondary level where student voices influence the decision-making at the district and building level.

TARGET AUDIENCE:

Open to all.

ROOM:

VANDERBILT HALL 208

WORKSHOP 6

Deconstructing Racism Through Pedagogy

ESSENTIAL QUESTION:

How can educators create and foster an open dialogue on racial identity within a classroom? How we empower students to create quality work products that represent pride in their own background?

FACILITATORS:

Ahlysia Benders, Nayelis Lopez, Liaisha White

DESCRIPTION:

As educators we must stop looking at race, its development and implications on one's identity, as an elephant in the room. Over the course of this workshop educators take part in simulations of multiple activities that can be woven into their curriculum in culturally responsive ways. Educators will be able to allow students to gain insight on their experiences as well as giving them voice to challenge the systems set in place that perpetuate negative concepts regarding their race and ethnicity.

TARGET AUDIENCE:

High school educators

ROOM:

VANDERBILT HALL 201

WORKSHOP 7

Supporting Young People’s Hope and Activism

ESSENTIAL QUESTION:

How can we efficiently and continually support and empower student hope and activism? How can we make sure that our young people have the tools to continually make change where they see fit?

FACILITATORS:

Jean Chen, Olivia Roach

DESCRIPTION:

As teachers, we have access to resources and opportunities to push for change in places where we see the need. However, we also need to empower our young people in their activism as well. Many young people see issues in their community and want to make change, but they often don’t know where to start. As their teachers and their advocates, it’s our job to guide them in their activism and give them the tools to make their voices heard. This workshop focuses on learning how we can take young people’s hopes and turn them into actionable steps that will lead to continual action and change..

TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 110

WORKSHOP 8

Design thinking for equity in education: Centering our most vulnerable students and families

ESSENTIAL QUESTION:

How can we increase our capacity to recognize where the perspectives of our historically underserved students are excluded and design educational spaces that will include and amplify their voices?

FACILITATOR:

Lauren Moffett, Ilona Nanay

DESCRIPTION:

Panelists will share how their journeys towards critical consciousness fuel their roles as educators, and how training in design thinking has helped to center the lives of their students. One will narrate her experience as a white female teaching in a predominantly black and brown, high-poverty school. The other will tell her experience as a mixed race female teaching English Language Learners in a predominantly white, middle-class school. Participants will learn how both teachers utilized the human-centered design model, and receive guidance and resources on applying this thinking individually. Participants will also hear best practices for how to bridge the cultural and linguistic gaps that often create barriers for non-white students and families.

TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 118

WORKSHOP 9

B.O.Y.S Books Matter: Changing the Narrative for our Boys of Color

ESSENTIAL QUESTION:

How do we begin to examine and have real conversations regarding the lack of representation of boys and strive towards building a kid-conscious classroom library with books that center, reflect and affirm our students of color?

FACILITATOR:

Kwafi Gray, Nelida Pagan

DESCRIPTION:

Roughly 80 percent of the children’s picture book world—authors and illustrators, editors, execs, marketers, and reviewers—are white. Participants in the workshop will examine the implications of color-coding our bookshelves, building mentoring relationships and the parent involvement component. Books often give us our first glimpse of how other people experience the world. What is the message when some children are not represented in those books? Follow the journey of a first grade teacher and a parent coordinator, who venture out to bridge the diversity gap through a book club, simply entitled B.O.Y.S.

TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 120

WORKSHOP 10

Radical Revisions: Looking at our Curriculum and Lessons with a CRE and Anti-Racist Lens

ESSENTIAL QUESTION:

Is Culturally Responsive Education Enough? Is there a difference between culturally responsive practices and anti-racist practices?

FACILITATOR:

Darlene Cameron, Abigail Emerson, Jodi Friedman, Maggie Perreault

DESCRIPTION:

his session is open to all educators, administrators, and community members to explore the connection between being culturally responsive and being anti-racist. Through a constructivist approach, participants will examine the two pedagogies and how they look, sound, feel in practice. In conversation with each other, educators will also have an opportunity to apply these two lenses to their everyday teaching context.

TARGET AUDIENCE:

Open to all.

ROOM:

FURMAN HALL 326

WORKSHOP 11

Righteous Rage: Using Anger as the Fuel for Liberation

ESSENTIAL QUESTION:

When working in inequitable environments, we may have moments of rage due to the unfairness of the circumstances of the people we serve. How do we use that rage as a tool of liberation?

FACILITATOR:

Tiffani L. Burks, Janelle Rouse

DESCRIPTION:

When experiencing injustices or serving people who live in unjust conditions, it is natural to feel rage. This rage can be debilitating and stop us in this fight for freedom. Participate in a workshop that will challenge your perspective on rage and how you can use it to empower your fight in the struggle for decolonizing education.

TARGET AUDIENCE: Open to all.

ROOM:

VANDERBILT HALL 216

WORKSHOP 12

Establishing Culturally Relevant Practices for 21st Century STEM in Schools, Classrooms, and Communities

ESSENTIAL QUESTION:

How can we create classroom culture, pedagogy, and assessment that reflect the cultural relevance and Afro-Indigenous framework missing in 21st century STEM curriculum?

FACILITATOR:

Shane Coleman, Samuel Felicien, Minha Khundkar, Lisandro Mayancela

DESCRIPTION:

How many students of color populate classrooms of Chemistry, Computer Science, Calculus, and Physics? Participate in a workshop engineered to discuss the root of the barriers that affect the lives of our students beyond college and career readiness. School administrators, faculty, and youth collaborate to develop 21st Century Science, Technology, Engineering, and Mathematics (STEM) curriculum that sparks curiosity and utilizes critical pedagogy to provide relevance to the classroom.

TARGET AUDIENCE:

Middle and high school educators and administrators

ROOM:

FURMAN HALL 310

WORKSHOP 13

My Voice Matters: Creating a Classroom Culture that Empowers Students' Voices

ESSENTIAL QUESTION:

How do we select text that allows students to identify and relate to the experiences of our students? What methods can we use to be responsive to the culture of our students? Why does student voice matter and how does it impact student success?

FACILITATORS:

Sara Abdulla, Milagros Ferreira, Esther Nyamekye, Jennifer Stanton

DESCRIPTION:

Participants will take away ideas to create a classroom culture that is responsive to students by working to avoid bias-based beliefs and allow space for students' voices to be heard. Through engaging with a teacher and her students participants in this session will see one teacher's successful implementation of activities and strategies that can be used to foster a classroom culture that allows the voice of all students to be heard and valued.

TARGET AUDIENCE:

Middle and high school educators

ROOM:

FURMAN HALL 316

WORKSHOP 14

Inviting a Cultural Shift to Highlight Racial Diversity

ESSENTIAL QUESTION:

How do we integrate best practices for an all inclusive cultural shift in our school community that collectively harmonizes the voices of parents, students, teachers and administration? How do we address racial diversity when trying to achieve equity in schools?

FACILITATOR:

Star Corvinelli, Theila Smith, Christine Willis

DESCRIPTION:

In order to achieve this cultural harmony and being to address racial equity, the aim of this workshop is to share what our school, MS 447, has implemented to ensure a cultural shift in all realms of our school community. The process includes: admission standards, parent outreach, student organizations, staff development, teacher recruitment to support the social and emotional well-being of students and staff. The workshop will offer protocols to help teachers feel comfortable initiating the dialogue at their schools. To model the process a school needs to undergo this shift, we will share our data on time frames, best practices in the classroom to create culturally sustainability pedagogy and examples of external resources our school has collaborated.

TARGET AUDIENCE:

Middle and high school educators, counselors, social workers, and administrators

ROOM:

FURMAN HALL 324

WORKSHOP 15

Begin with the Adults: Supporting Staff Conversations Around Implicit Bias

ESSENTIAL QUESTION:

How do you begin the work of having difficult conversations around implicit bias and racism with the adults in your school community? Why is this work so important?

FACILITATOR:

Anthony Santiago, Alicia Wargo

DESCRIPTION:

This workshop will model for school leaders some of the steps that DreamYard Prep has taken to support staff in examining their own biases and how these biases may impact their work with students. Participants will be led through a series of activities that school leaders facilitated in staff-wide professional development sessions over the course of two years. Participants will also be given resources like readings, circle protocols and reflection activities to support them in leading work around examining implicit bias in their own school communities.

TARGET AUDIENCE:

Open to all with a special invitation to school administrators

ROOM:

FURMAN HALL 330

Dr. Jamila Lyiscott



Keynote Speaker

Jamila Lyiscott is a social justice education scholar, nationally renowned speaker, spoken word artist, and educational consultant. She was recently appointed as an Assistant Professor of Social Justice Education at the University of Massachusetts Amherst and a Senior Research Fellow of Teachers College, Columbia University's Institute for Urban and Minority Education (IUME). Across these spaces, Jamila's work focuses on racial justice, community engagement, and youth activism in education through the lens of what she has termed, "Vision-Driven Justice." She has been invited to over 100 institutions throughout the nation where she works with youth, educators, and people across disciplines to inspire vision and action. Jamila is also the founder and co-director of the Cyphers For Justice (CFJ) youth, research, and advocacy program, apprenticing NYC High School youth, incarcerated youth, and educators as critical social researchers through hip-hop, spoken word, and digital literacy.

Jamila is most well known for being featured on Ted.com where her video, "3 Ways to Speak English," was viewed nearly 4 million times. She has also been featured in Spike Lee's "2 Fists Up," on NPR, Huffington Post, Lexus Verses and Flow, Upworthy, The Root, and many other media outlets nationally and internationally. Her poetry and scholarly work have been published in several peer-reviewed scholarly journals. Jamila is the recent co-grantee of a Fulbright-Hays Group Study Abroad Award, which will take her to Ghana in the Summer of 2018. She is currently preparing a book manuscript about her work within Predominantly White Institutions across the nation, helping educators to confront white privilege within and beyond the classroom. Through her community, scholastic, and artistic efforts, Jamila hopes to powerfully explore, assert, and defend the value of Black lives throughout the world.

Spotlight on Workshop Presenters

C C E R

CRITICALLY CONSCIOUS
EDUCATORS RISING



SARA ABDULLA

7th grader

Pelham Academy of Academics and
Community Engagement



JAMES ANTHONY

Junior

Landmark High School



CHRISTIAN ARNFELD

Junior

Arlington High School (Arlington CSD)



MARIO BENABE

STEM Educator



AHLAYSIA BENDERS

Junior

Brooklyn Preparatory High School



JAYLYN BROWN

Freshman

Kappa International High School



TIFFANI BURKS

3rd grade Teacher

Ember Charter School



WANDYS CACERES

Senior

Urban Assembly School for Applied
Math and Science



DARLENE CAMERON

Principal

STAR Academy, P.S. 63



JEAN CHEN

Freshman

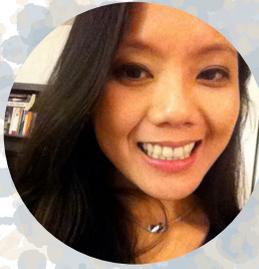
High School of Telecommunication,
Arts, and Technology



JON CHRISTENSEN

Brook 10th grade English Teacher

Landmark High School



INGRID CHUNG
Senior English Teacher + Assistant Principal
Urban Assembly School for Applied
Math and Science



SHANE COLEMAN
Teacher
Academy for College Preparation and
Career Exploration



ANELL COLON
Special Education Teacher
MS 247



ANTHONY CORREA
12th grade
Urban Assembly School for Applied
Math and Science



STAR CORVINELLI
School Counselor
MS 447



TARA COX
Gifted & Talented Elementary School
Teacher
P.S. 56



CHASE CREEL
Junior
Landmark High School



HENRY DICKMEYER
Teacher
Mott Hall Bronx High School



SHAILA DONATE
Junior
Landmark High School



BRIANNA DOUGLAS
Freshman
Kappa International High School



BRANDON DOWNER
Freshman
Kappa International High School



MARIAM DURAN
12th grade
Urban Assembly School for Applied
Math and Science



ABIGAIL EMERSON
5th grade Teacher
STAR Academy PS 63



LONICE EVERSLEY
12th grade Sociology Teacher
Career in Sports High School



SAMUEL FELICIEN
Senior
Brooklyn High School for Law &
Technology



MILAGROS FERREIRA
7th grader
Pelham Academy of Academics and
Community Engagement



GREG FREDERICKS
Administrative Intern/Teacher
LaGrange Middle School (Arlington
CSD)



JODI FRIEDMAN
Assistant Principal
STAR Academy PS 63



EBONY FUSEYAMORE
11th grade Teacher, Dean, and IEP
Manager
Bronx Leadership Academy II High
School



ABBE FUTTERMAN
Principal
The Earth School (01M364)



LUZ GONZALEZ HERNANDEZ
Freshman
Kappa International High School



KAWFI GRAY
Parent Coordinator
PS 160



RASHIDA HESLOP
Teacher
Mott Hall Bronx High School



CHRISTINA HIRAS
11th grade Teacher
Landmark High School



ERIN HOGSHEAD
10th-12th grade Teacher
John Jay School for Law



SHANYA HUNTER-FREEMAN
Teacher
Mott Hall Bronx High School



MINHA KHUNDKAR
Junior
Brooklyn High School for Law and
Technology



JEANNINE KING
Director of Student Support,
Bronx Community Charter School



KATERI KRANTZ-ODENDAHL
ELA Teacher
Kappa International High School



SUGENE KWON
Assistant Teacher
P.S. 56



NAYELIS LOPEZ
Junior
Brooklyn Preparatory High School



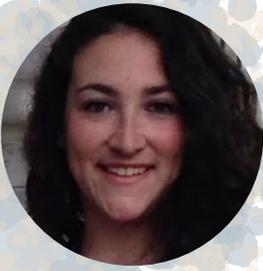
CALLIE LOWENSTEI
Dual Language 2nd grade Teacher
WHEELS



LISANDRO MAYANCELA
Senior
Brooklyn High School for Law and
Technology



SERENA MENSAH
Junior
Arlington High School (Arlington CSD)



ALLYE MCDANIEL
Teacher
Mott Hall Bronx High School



LAUREN MOFFETT
ENL Teacher/ELL Coordinator
JHS 194



ANYSSA MUNOZ
Senior
Urban Assembly School for Applied
Math and Science



ILONA NANAY
Global History Teacher
Mott Hall V



JENNIFER NILSEN
Assistant Principal
Arlington High School (Arlington CSD)



JOY NOLAN
Co-Director
Mastery Collaborative, NYCDOE
Office of Leadership



ESTHER NYAMEKYE
7th grader
Pelham Academy of Academics and
Community Engagement



NELIDA PAGAN
1st grade Teacher
PS 160



INA PANNELL-ST. SURIN
4th grade Teacher
PS 372K The Children's School



GREGORY PAUL
Parent
PS 372K The Children's School



JOELL PAUL
5th grader
PS 372K The Children's School



MAGGIE PERREAULT
2nd grade ICT
STAR Academy PS 63



DESTINY PICHARDO
Freshman
Kappa International High School



TATUM PITTMAN
Junior
Arlington High School (Arlington CSD)



STEVE QUESTER
1st grade Teacher
PS 372K The Children's School



KARLENY RAMOS
Freshman
Kappa International High School



OLIVIA ROACH
Teacher
High School of Telecommunication,
Arts, and Technology



JANELLE ROUSE
5th grade Teacher
Ember Charter School



AICHA SACKO
Junior
Landmark High School



ANTHONY SANTIAGO
Assistant Principal
DreamYard Prep High School



CAROLE SCOTT
Kindergarten Teacher
The Earth School (01M364)



THEILA SMITH
Science Teacher
MS 447



NEHA SOBTI
10th and 12th grade Teacher
Landmark High School



JENNIFER STANTON
Teacher
Pelham Academy of Academics and
Community Engagement



TAMMY WANG
ENL Teacher
Kappa International High School



ALICIA WARGO
Principal
DreamYard Prep High School



LIAISHA WHITE

Special Education/Sociology Teacher
Brooklyn Prep High School



CHRISTINA WILLIS

ELA Teacher
MS 447

Acknowledgments



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Ursulina Ramirez

Christina Averignos

Stoop Nilsson

Cathleen Antoine

Erin Dunlevy

Cardozie Jones

LaShawn Robinson

Metro 40th anniversary celebration joins in partnership with Frederick Douglass family initiatives!!

NYU Metro Center is celebrating its 40th Anniversary from Thursday, 17th May to Sunday, 20th May with a theme titled "Born After Brown: Imagining the Future of Equity in Education". As part of this celebration, Metro Center is joining in a partnership with Frederick Douglass Initiatives (FDFI) in free distribution of over 100 million hardcover copies of the Narrative of the Life of Frederick Douglass: An American Slave.

- + The narrative has been named by congress as one of the 88 books that shaped America.
- + It was first published in year 1845 as Douglass's first autobiography narrating how he had to put his life in danger to escape slavery.
- + The initiative has been introduced to mark the 200th birth anniversary of Frederick Douglass.
- + The copies will be distributed among the young people from all across the country.
- + The aim is to motivate youngsters create service projects and address an urgent social justice issues prevalent in their respective communities.

If you are interested in obtaining the book this kindly contact Frederick Douglass Family Initiatives at <http://www.fd2018.org/>.

My Conference Contacts

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