Envisioning Equity

Envisioning Equity in Greater Baltimore's Classrooms:
A gathering hosted by Towson University and the College of Education

Saturday October 7, 2017
8AM – 4:30PM
West Village Commons third and fourth floors

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Envisioning Equity

Black and brown youth in Greater Baltimore attend schools that do not always serve them well. Given the structural challenges that provide inequitable funding and resources for these youth, this gathering will focus on how we can still lift these children up and help them meet their educational and long-term goals. We recognize the challenges our young people face, but want to use the funds of knowledge that these children bring to school to push ourselves to explore ways in which we can use them to serve them better in our schools.

8:00–9:00 AM Registration and Breakfast

Check-in, enjoy a breakfast buffet, and network with attendees.

9:00–9:20 AM Welcome

- Dr. Laurie Mullen, Dean, College of Education, Towson University
- Dr. Kim Schatzel, President Towson University

9:20–10:20 AM Keynote Speaker

- Chris Emdin, Associate Professor, Teachers College, Columbia University

Chris Emdin, eminent scholar of science education, cultural relevant teaching practice, and "reality pedagogy" will speak about the research that he does on hip hop pedagogies and how to engage young people of color

10:20–10:30 AM Framing sessions around systemic implicit biases and institutional inculcation of this through testing, curriculum, and teaching.

- A. Adar Ayira, Associated Black Charities

10:30–10:45 AM Coffee Break

10:45 AM–Noon Breakout Session

See descriptions to the right.

12:00–1:00 PM Networking Lunch

Enjoy a lunch buffet, visit with gallery participants including Wide Angle Media, Young Audiences, Art Everyday, Dewmore, and a showing of *Voices of Baltimore*.

1:00–2:15 PM Breakout Session *Continued*

See descriptions on the next page

2:15–2:45 PM Coffee Break

2:45–3:15 PM Dance performance

Members of the Step Team from The Baltimore Leadership School for Young Women will perform. The team's story is shared in *Step: A Real Life Story*. This new documentary chronicles the first graduating class and team members as they prepare to become the first in their families to go to college.

3:30–4:30 PM Closing Panel: Our challenges and future work together

- Moderator: Dr. Jessica Shiller, Towson University
- Dayvon Love, Leaders of a Beautiful Struggle
- Sean Conley, Chief Academic Office, Baltimore City Schools
- Verletta White, Interim Superintendent, Baltimore County Public Schools
- Dr. Ray Winbush, Morgan State University

Doing the Heavy-Lifting: Creating and Maintaining Culturally Responsive Classrooms

This hands-on interactive session is designed for participants to deeply engage with one another while brainstorming ways to create and maintain culturally and socially responsive classrooms for all children. Participants will examine sample classroom models and imagine alternative classroom configurations and discuss ways to address and challenge systemic implicit bias within the school; develop strategies to help teachers and administrators connect, support, and engage their students of color; and, create a starting plan of action that can be implemented in their school.

FACILITATORS
- Karsonya (Kaye) Wise Whitehead is a former award-winning Baltimore City middle school teacher and is now Associate Professor, Communication and African & African American Studies, at Loyola University Maryland. She is the host of *Today With Dr. Kaye*, on WEAA 88.9 FM and an Opinion Editorial columnist with the Baltimore AFRO-newspaper. She is the author of four books, including *Letters to My Black Sons: Raising Boys in a Post Racial America* (2015).
- Iris Kirsh is an English teacher at Patterson High School in Baltimore City. Her research focuses on the root causes of systemic inequity in public education. She and her students blog at rm201.wordpress.com.

How can teacher and administrator preparation change to provide an equity lens to future educators and educational leaders?

This session uses Theater of the Oppressed techniques, arts-based inquiry, and small group discussion to identify problems and possible solutions to transform systemic inequities within teacher preparation programs with an equity lens. Participants will locate strategies to confront inequities related to: exposures and experiences associated with teacher and administrative preparation; school-university relationships; local, state, and federal policies; and de facto "gate keeping" practices.

FACILITATORS
- Morna McDermott is a professor in the College of Education at Towson University. Recent publications include The Left Handed Curriculum, and The Activists Handbook for the Education Revolution. Her teaching and research focus on the intersections between creativity, social justice, and public education. She lives in Baltimore with her husband and two children.
- Simone Gibson is an assistant professor of education at Morgan State University who specializes in preparation of Black pre-service teachers to address issues of literacy and equity. Additionally, she studies the non-dominant literacy strengths of K-12 learners from historically marginalized communities.

How do we move from a deficit mindset to a developmental one about education inequality?

This workshop will give you the tools needed to help you self-assess your instructional approach and challenge your assumptions about education. We will engage in courageous conversation to eventually develop our own approach to looking at student success and education reform. We will make connections between individual behaviors and patterns we can create that reinforce equity in our classrooms.

FACILITATORS
- J. Little is a white, genderqueer resident of Baltimore City. They work in the field of education developing and facilitating curricula that address racial disproportionality while building tools to make progress towards equity. They currently work with Baltimore Racial Justice Action and Towson University as well as volunteering for Baltimore's chapter of *Showing Up for Racial Justice*. J. is committed to working on self-awareness and self-education while working with others to understand our roles, risks and abilities in interrupting white supremacy culture.
- Brittany Horne is the equity support teacher and sixth grade science teacher at Roland Park Elementary/ Middle School. She has spoken throughout the country on equity in our educational system. She holds a B.A. in sociology and a M.A. in teaching from The College of New Jersey, where she was Black Student Union president and Culture and Society senator. She is partnering with the Reginald F. Lewis Museum to teach children about the civil rights movement and to guide them in becoming effective activists and leaders of change.

How can equitable access to the arts and culturally-rooted arts education practices help youth envision their future?

A session for picturing equity in arts education and how equitable arts education practices help youth see themselves as actors in a just future. Participants will be connected with the Baltimore Arts Education Initiative, which focuses on arts integration, arts partnerships, out-of-school-time arts, and sequential fine arts education for Baltimore City youth.

FACILITATORS
- Diane Kuthy is a lecturer in the Department of Art + Design, Art History, Art Education at Towson University and a PhD candidate in the Language, Literacy and Culture program at the University of Maryland in Baltimore County. Diane is a member of Baltimore Racial Justice Action. Her research focuses on racial equity in arts education.
- Shyla Rao believes in arts education as a form of social action that empowers young people to critically engage with their place in the world. Shyla serves as Principal at City Neighbors Hamilton, a public charter school in Baltimore City. She finds great importance with staying actively connected in the community through arts, advocacy, education, and play.
- Julia Di Bussolo joined Arts Every Day as Executive Director in September 2012. She lives in Baltimore City and is the proud mom of a Baltimore City Public Schools student. Di Bussolo holds an M.A. in Community Arts and a B.F.A. in Photography from the Maryland Institute College of Art.

How can we create school environments that are restorative and trauma-responsive rather than punitive?

A session focused on the ways in which biases impact educational outcomes, and strategies for disrupting those biases and their impacts. A special focus will be the use of restorative practices as a tool for understanding and meeting student needs, and building relationships within the school. There will be special attention to multiple ways of approaching problem-solving and community-building as strategies for creating schools that are welcoming, healing, and restorative spaces.

FACILITATORS
- Wendy Shaia is the executive director of SWCOS (Social Work Community Outreach Service) at the University of Maryland Social Work School. She has more than 20 years of experience developing, implementing, and leading organizations and programs including homeless shelters, low-income housing development and community service programs.
- Tracey Durant works in the Office of Equity and Cultural Proficiency for Baltimore County Public Schools. In this role, she is responsible for planning, developing, evaluating and implementing equity initiatives designed to close achievement gaps and increase academic rigor.
- Pat Golds, Principal, Mike Gorecki and Darrielle Sarnovsky of Norwood Elementary, which implements restorative practices.

How can administrators support all school professionals in their work with students of color?

This session will explore best practices for supporting the work of school professionals who work with students of color. Administrators will support this session with a discussion about the role of implicit bias inside and outside of the classroom, as well as an understanding of the intersections of race, class, gender, sexual orientation, and ethnicity. The session will conclude with a case study activity with all participants sharing their use of the best practices shared.

FACILITATORS
- Kim Moffitt is associate professor in the Departments of American Studies and the Language, Literacy and Culture Ph.D. program and affiliate associate professor in the Department of Africana Studies at the University of Maryland Baltimore County (UMBC). Her teaching interests include culture. She is the founding parent and a board member of Baltimore Collegiate School for Boys Public Charter School, a 4th–8th grade liberal arts, college preparatory school.
- Rochelle Machado is the principal of Arundel Elementary Middle School in Cherry Hill. She holds a master's degree from Towson University in instructional leadership. In 2017, she won the Mike Hickey Award for school leadership.
- Chevonne Hall is the principal of the Baltimore Leadership School for Young Women

Racial Equity Framework / Lens

A racial equity framework / lens is an approach to the world that involves many components, including analyzing data and information about race and ethnicity; understanding disparities and learning why they exist; looking at problems and their root causes from a structural standpoint; and naming race explicitly when talking about problems and solutions resulting in strategies that include elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

SOURCES: Full Racial Equity Task force recommendations adopted by The Saint Paul Foundation and Minnesota community Foundation Board, October 2013; www.racialequitytools.org; Race Forward; and other sources.

What is your role in a school/with children?

What can you do to advance an equity lens in your area of work?