Meeting the needs of ALL students is not just a priority. It’s a passion. But turning this to ACTION means that we have to change some of the ways that we do things in the classroom and within the larger school community. This session will explore what it means to think about student needs in the context of how and what we teach, and it will grapple with the question: what does it mean to grow our understanding of students at a time when all of us already feel so overworked?

Cornelius Minor is a Brooklyn-based educator. He works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. His latest book, "We Got This," explores how the work of creating more equitable school spaces is embedded in our everyday choices — specifically in the choice to really listen to kids.

Pam Harris is a mom, a former high school math teacher, a university lecturer, an author, and she wants to change the way we view and teach mathematics. Real Math is thinking mathematically, not just mimicking what a teacher does. Pam helps teachers make this shift that supports students to learn real math.

In this session, participants will explore strategies to create inclusive spaces that include multiple perspectives and experiences. Dr. Gloria Ladson-Billings’ work around the importance of literature being “windows, mirrors, and sliding glass doors” is a crucial part of students’ engagement in the learning process. We will discuss ways to make authentic connections of literature to writing in ways that center your students’ voices.

Dr. Harris will share strategies and tools that will help to ensure that the learner, not the resource, is driving the daily instruction by helping participants to: 1) center student voices (classroom design that increases student engagement); 2) gradually release the responsibility of learning to strengthen their independent practice; 3) identify equitable strategies and practices that strengthen students’ ownership of their learning.