

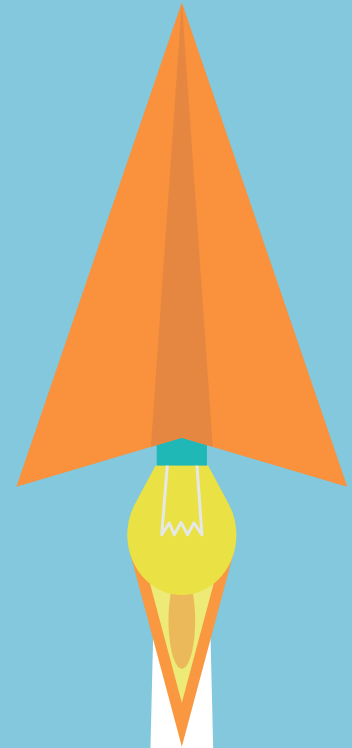
HARVARD



GRADUATE SCHOOL  
OF EDUCATION

DISCOVER HGSE:  
**Exploring the  
Academic  
Experience**

Let your academic imagination soar.  
Meet our faculty, learn about our  
programs, and have a stellar start  
to your HGSE experience.



**TUESDAY, AUGUST 23**  
**ALL-DAY EVENT, 9 AM-6 PM**  
**BEGINNING IN RADCLIFFE YARD**

  
discover  
**HGSE**

[HGSE.ME/DISCOVERHGSE](https://hgse.me/discoverhgse)

| 9:00   | 10:00                              | 11:00  | 12:00  | 1:00                                   | 2:00  | 3:00   | 4:00                               | 5:00  |   |   |  |  |
|--|------------------------------------|--|--|--|---|--|------------------------------------|---|---|---|--|--|
| <b>HGSE Faculty 8X8</b><br>9:00 - 10:30<br>Radcliffe Yard Tent | <b>Transition Time</b><br>10:30-11 | <b>Session A: Top Ten Lessons for Developing and Supporting New Teachers</b><br>11 - 11:40<br>Mahoney, S. & Pereira, V.<br>Larsen Hall 106   | <b>Session B: Top Ten Lessons for Developing and Supporting New Teachers (repeat)</b><br>11:50 - 12:30<br>Mahoney, S. & Pereira, V.<br>Larsen Hall 106 | <b>Lunch On Your Own</b><br>12:30-1:30 | <b>Session J: I am Harvard: 400 Years of Harvard and HGSE. What Will Your Legacy Be?</b><br>1:30 - 2:10<br>Weber, M.<br>Askwith Hall  | <b>Session K: Ready, Set, Collaborate!</b><br>2:20 - 3:00<br>City, L. & Boudett, K.<br>Larsen Hall 203   | <b>Transition Time</b><br>3 - 3:30 | <b>Session Q: Educational Testing: A First Quick Look Under the Hood</b><br>3:30- 5:00<br>Koretz, D.<br>Larsen Hall G-08                                      | <b>Closing Reception</b><br>5 - 6<br>Gutman Conference Center |   |  |  |
|  |                                    | <b>Session C: The City, the Sonnet, the Poet and the Past: Reading Emma Lazarus's "The New Colossus," and the Classroom as Civic Commons</b><br>11 - 11:40<br>New, L.<br>Larsen Hall 203 | <b>Session D: Learning to Read: What's Hard About That?</b><br>11:50 - 12:30<br>Snow, C.<br>Gutman Conference Center Area 1                            |  | <b>Session L: What is the Purpose of Schooling?</b><br>1:30 - 3<br>Merseth, K.<br>Larsen Hall 106   |  |                                    | <b>Session R: Ready, Set, Collaborate! (repeat)</b><br>3:30 - 4:10<br>City, L. & Boudett, K.<br>Larsen Hall 203   |   | <b>Session S: Pedagogical Moves and Their Consequences: Who Speaks and Is Silenced in the Classroom?</b><br>4:20 - 5<br>Stanton, K. and Leibel, S.<br>Longfellow Hall 228 |  |  |
|  |                                    | <b>Session E: I am Harvard: 400 Years of Harvard and HGSE. What Will Your Legacy Be?</b><br>11am-11:40am<br>Weber, M.<br>Longfellow 319+320  | <b>Session F: College and Career Readiness in the 21st Century</b><br>11:50am-12:30pm<br>Savitz-Romer, M.<br>Longfellow 319+320                        |  | <b>Session M: How to Get More and Better Diverse and Equitable Schools</b><br>1:30 - 3<br>Teitel, L.<br>Longfellow 319+320  | <b>Session T: Protocols to Promote Participation: Teaching Strategies for 21st Century Classrooms</b><br>3:30 - 4:10<br>Heller, N. & Shed, E.<br>Larsen Hall 106 |                                    | <b>Session U: Protocols to Promote Participation: Teaching Strategies for 21st Century Classrooms</b><br>4:20 - 5<br>Heller, N. & Shed, E.<br>Larsen Hall 106 |   |   |  |  |
|  |                                    | <b>Session G: Schooling in the U.S.</b><br>11 - 12:30<br>West, M.<br>Gutman Conference Center Area 3   |  |  | <b>Session N: Education Entrepreneurship and Nonprofit Leadership and Management Resources, Initiatives, and Courses at HGSE and Harvard</b><br>1:30 - 3<br>Honan, J.<br>Larsen Hall G-08 |  |                                    | <b>Session V: Improving Dialogue Skills from the Inside Out</b><br>3:30-5<br>McGarvey, M.<br>Gutman Conference Center Area 1                                  |   |   |  |  |
|  |                                    | <b>Session H: Smarter, Better, Wiser? Adult Development Theory Offers its Say</b><br>11 - 12:30<br>Helsing, D.<br>Larsen Hall G-08   |  |  | <b>Session O: The Pattern Driven Nature of Cognition: How It Can Lead to Traps and Bias or Insight and Understanding</b><br>1:30 - 3<br>Grotzer, T.<br>Gutman Conference Center Area 1    |  |                                    | <b>Session W: How Can We Educate Children to Care About Others and a Better World?</b><br>3:30 - 4:10<br>Weissbourd, R.<br>Gutman Conference Center Area 3    |   | <b>Session X: How Can We Educate Children to Care About Others and a Better World?</b><br>4:20 - 5<br>Weissbourd, R.<br>Gutman Conference Center Area 3                   |  |  |
|  |                                    | <b>Session I: The Damaging Effects of Stereotypes: Unveiling the Myth of the Model Minority Stereotype</b><br>11 - 12:30<br>Kim, J.<br>Askwith Hall                                      |  |  | <b>Session P: Schooling in the U.S. (repeat)</b><br>1:30 - 3<br>West, M.<br>Gutman Conference Center Area 3   |  |                                    | <b>Session Y: Searching for Educational Justice</b><br>3:30 - 5<br>Levinson, M.<br>Longfellow Hall 319+320  |   | <b>Session Z: Learning From The World So We Can Improve It</b><br>3:30 - 5<br>Reimers, F.<br>Askwith Hall   |  |  |

**HGSE Faculty 8x8**  
**9:00am – 10:30am**

**Roberto Gonzales**

*Lives in Limbo: Undocumented Students and America's Future*

**Ebony Bridwell-Mitchell**

*The Relational Infrastructure of School Reform*

**David Deming**

*Can Skill Gaps Explain Economic Inequality?*

**Nonie Lesaux**

*Getting it Right from the Start: The Role of Early Education in Shaping the Future of Today's Children*

**Monica Higgins**

*Leadership: Moving Beyond the Checklist*

**Tom Hehir**

*How Did You Get Here?: Students with Disabilities and Their Journeys to Harvard*

**Bridget Long**

*Nudging Students to Success: Small Things that Make a BIG Difference*

**Natasha Warikoo**

*The Diversity Bargain: Why the Way We Talk About Affirmative Action Prevents Progress toward Racial Justice*

## Session Information

### 11:00am – 12:30pm

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**Title:** **Top Ten Lessons for Developing and Supporting New Teachers**  
**Time:** 11:00am – 11:40am (repeated at 11:50am)  
**Description:** Launched in January 2016, the Harvard Teacher Fellows program proposes a unique pathway for Harvard College graduates to enter the teaching profession. As the fellows begin their teaching residencies after 8 months of coursework, teaching labs, and student teaching, initial conclusions about teaching teaching have emerged. Join us for a review of HTF's "Top 10" list of lessons learned so far.  
**Faculty:** Stephen Mahoney and Victor Pereira  
**Location:** Larsen Hall 106  
**Session ID:** A

**Title:** **Top Ten Lessons for Developing and Supporting New Teachers (repeated)**  
**Time:** 11:50am – 12:30pm  
**Description:** Launched in January 2016, the Harvard Teacher Fellows program proposes a unique pathway for Harvard College graduates to enter the teaching profession. As the fellows begin their teaching residencies after 8 months of coursework, teaching labs, and student teaching, initial conclusions about teaching teaching have emerged. Join us for a review of HTF's "Top 10" list of lessons learned so far.  
**Faculty:** Stephen Mahoney and Victor Pereira  
**Location:** Larsen Hall 106  
**Session ID:** B

**Title:** **The City, the Sonnet, the Poet and the Past: Reading Emma Lazarus's "The New Colossus," and the Classroom as Civic Commons**  
**Time:** 11:00am – 11:40am  
**Description:** Elisa New, Powell M. Cabot Professor of American Literature and creator of the online course "Poetry in America for Teachers: The City from Whitman to Hip Hop" will discuss the uses of poetry in the secondary classroom, and, in particular, Emma Lazarus's "The New Colossus." Written in 1883, inscribed on the pedestal of the Statue of Liberty in 1903, and now inscribed, too, in Appendix B of the Common Core Standards, "The New Colossus" treats such still-urgent themes as immigration, the grounds of nationhood, opportunity, and the proper uses of power, as it also explores (as the statue it adorns embodies) the power of art in the public sphere. But can a sonnet—and one full of classical allusions, antique phrasing and epic similes—work in the 21st-century classroom? Why teach "The New Colossus"? Professor New's talk will include a video screening.  
**Faculty:** Elisa New  
**Location:** Larsen Hall 203  
**Session ID:** C

**Title:** **Learning to Read: What's Hard about That?**  
**Time:** 11:50am – 12:30pm  
**Description:** How do you start children off on the right path towards literacy? What pedagogical tools and strategies have proven most effective at teaching young children to read? What environmental factors, including in the home and school, have the greatest impact on literacy? In this session, Patricia Albjerg Graham Professor of Education Catherine Snow will explore these questions and share some of the key findings from her work with children on reading development.  
**Faculty:** Catherine Snow  
**Location:** Gutman Conference Center Area 1  
**Session ID:** D

**Title:** **"I am Harvard": 400 Years of Harvard and HGSE. What Will Your Legacy Be?**  
**Time:** 11:00am – 11:40am (repeated at 1:30pm in a different room)  
**Description:** With a lively, interactive look at Harvard's and the Harvard Graduate School of Education's role in serving the world, this session hopes to prepare students to consider their role as societal change agents and reflective professionals in this centuries-old timeline of creating a legacy of impact in education.  
**Faculty:** Matthew Weber  
**Location:** Longfellow Hall 319 + 320  
**Session ID:** E

**Title:** **College and Career Readiness in the 21st Century**  
**Time:** 11:50am – 12:30pm  
**Description:** How can we best prepare students to succeed in college and the workplace? What are the key issues that limit postsecondary opportunity in today's K16 environment? What role does college readiness counseling play in preparing students for successful postsecondary pathways? Join Senior Lecturer on Education Mandy Savitz-Romer as she discusses the latest insights from both research and practice in the field of college and career readiness.  
**Faculty:** Mandy Savitz-Romer  
**Location:** Longfellow Hall 319 + 320  
**Session ID:** F

**Title:** **Schooling in the U.S.**  
**Time:** 11:00am – 12:30pm (repeated at 1:30pm)  
**Description:** What does schooling look like in the U.S.? How do the federal, state, and local governments interact to determine issues of funding and compliance? What role do teacher unions play and how do charter schools fit in? Join Associate Professor of Education Marty West for an informative overview of the structure of schooling in the U.S. today. From major pieces of legislation to key educational organizations, this session will provide a broad, but important introduction to the primary processes, players, and terms that make up the U.S. education system.  
**Faculty:** Martin West  
**Location:** Gutman Conference Center Area 3  
**Session ID:** G

**Title:** **Smarter, Better, Wiser? Adult Development Theory Offers Its Say**  
**Time:** 11:00am – 12:30pm  
**Description:** Traditionally, much of the focus on human development has been on the early years of human life, from early childhood to adolescence and young adulthood. In recent years, we've seen more clearly how human beings can continue to develop psychologically in adulthood. In this 90-minute, interactive session, we'll explore what types of growth and development are possible for adults. Can we predict what this growth will look like? Are there recognizable patterns? What difference does this type of growth make in our lives? And how do we nurture these types of changes in ourselves and others? Join researcher, author, and lecturer Deborah Helsing to explore these questions and some of the more recent insights from adult development.  
**Faculty:** Deborah Helsing  
**Location:** Larsen Hall G-08  
**Session ID:** H

**Title:** **The Damaging Effects of Stereotypes: Unveiling the Myth of the Model Minority Stereotype**  
**Time:** 11:00am – 12:30pm  
**Description:** Is there such a thing as a "good" stereotype? One could argue that the model minority stereotype has done more good than bad; after all, if you're going to be minority, wouldn't you rather be "model" minority? This session will explore the model minority myth and the historical context from which it originated. The session will discuss the detriments of such a seemingly "good" stereotype and its contributions to the invisibility of Asian Americans in the United States.  
**Faculty:** Josephine Kim  
**Location:** Askwith Hall  
**Session ID:** I

## 1:30pm – 3:00pm

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**Title:** **"I am Harvard": 400 Years of Harvard and HGSE. What Will Your Legacy Be? (repeated)**  
**Time:** 1:30pm – 2:10pm  
**Description:** With a lively, interactive look at Harvard's and the Harvard Graduate School of Education's role in serving the world, this session hopes to prepare students to consider their role as societal change agents and reflective professionals in this centuries-old timeline of creating a legacy of impact in education.  
**Faculty:** Matthew Weber  
**Location:** Askwith Hall  
**Session ID:** J

**Title:** **Ready, Set, Collaborate!**  
**Time:** 2:20pm – 3:00pm (repeated at 3:30pm)  
**Description:** In this interactive session, the authors of *Meeting Wise* will introduce a few simple tools that will support you in making the most of your group project meetings this year.  
**Faculty:** Kathryn Boudett and Elizabeth City  
**Location:** Larsen Hall 203  
**Session ID:** K

Title: **What is the Purpose of Schooling?**

Time: 1:30pm – 3:00pm

Description: What should be the purpose of schooling? Why do we have schools? And who should have the authority to decide this important question? Have you ever stopped to ask yourself these questions? Americans are generally silent about the purpose of schooling—largely because fundamental differences in values and beliefs characterize a pluralistic society. Specifically, these differences often revolve around the dual, sometimes competing goals of equity and excellence. Without recognition and consideration of these differences, however, large-scale school reform will be impossible. Thus, the session asks students to “take a stand” on the deepest educational question of all—the question of purpose.

Faculty: Katherine Merseth

Location: Larsen Hall 106

Session ID: L

Title: **How to Get More and Better Diverse and Equitable Schools**

Time: 1:30pm – 3:00pm

Description: In 1974, Justice Thurgood Marshall wrote “Unless our children begin to learn together, then there is little hope that our people will ever learn to live together.” Those words feel prophetic to us in 2016, in a country with increasingly resegregated schools, growing income inequality, routine police violence against people of color, and escalating xenophobic and racist political rhetoric. There is, however, a strong and growing counter movement to these polarizing trends. Communities and educators are working to create and support diverse and equitable schools that provide better academic and social outcomes for all students. By helping our “children begin to learn together,” these approaches offer us hope that our people can and will “learn to live together.”

People often talk about the importance of diverse and equitable schools without having shared understandings of what they mean or want from them, or how to best start and sustain them. This interactive workshop will ground us in common definitions and historical context of segregation, desegregation, and integration. It will help us distinguish between schools that are “desegregated” (“body count”) and schools that are truly “integrated.” The workshop will give us a chance to draw on our own experiences in schools to think and talk with one another about what diverse and equitable schools and classrooms can and should look like—from pre-K to graduate school. We can discuss what it feels like to talk about this now—this summer—in the midst of a racially divisive presidential campaign, in a time of continued shootings by police and now shootings of police. We’ll explore the controversies and hot-button issues that arise, look at examples of diverse and equitable schools and classrooms done well, and discuss ways you can pursue your interest in this work at HGSE.

Faculty: Lee Teitel

Location: Longfellow Hall 319 + 320

Session ID: M

- Title:** **Education Entrepreneurship and Nonprofit Leadership and Management Resources, Initiatives, and Courses at HGSE and Harvard**
- Time:** 1:30pm – 3:00pm
- Description:** This session will introduce students to the landscape and possibilities regarding education entrepreneurship and nonprofit leadership and management at HGSE and Harvard. Following a brief overview presentation and discussion/exercise, we will focus our attention on the many resources, initiatives, and courses at HGSE and Harvard which provide students with opportunities to develop and deepen their knowledge and skill sets in this important domain.
- Faculty:** James Honan
- Location:** Larsen Hall G-08
- Session ID:** N
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- Title:** **The Pattern Driven Nature of Cognition: How It Can Lead to Traps and Bias or Insight and Understanding**
- Time:** 1:30pm – 3:00pm
- Description:** How does the pattern-driven nature of our minds help us to make connections but also make it hard to stay open-minded? What is confirmation bias and how does it affect our perception and our ability to listen without an agenda? How does cognitive load interact with our decision making processes? In this 90-minute session, students will explore the links between cognition and bias and their implications in our day-to-day lives. As students embark on their graduate school journeys at HGSE, this session will offer a particularly helpful perspective on thinking and metacognition.
- Faculty:** Tina Grotzer
- Location:** Gutman Conference Center Area 1
- Session ID:** O
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- Title:** **Schooling in the U.S. (repeated)**
- Time:** 1:30pm-3:00pm
- Description:** What does schooling look like in the U.S.? How do the federal, state, and local governments interact to determine issues of funding and compliance? What role do teacher unions play and how do charter schools fit in? Join Associate Professor of Education Marty West for an informative overview of the structure of schooling in the U.S. today. From major pieces of legislation to key educational organizations, this session will provide a broad, but important introduction to the primary processes, players, and terms that make up the U.S. education system.
- Faculty:** Martin West
- Location:** Gutman Conference Center Area 3
- Session ID:** P

## 3:30pm – 5:00pm

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**Title:** **Educational Testing: A First Quick Look Under the Hood**  
**Time:** 3:30pm – 5:00pm  
**Description:** Educational testing is not as straightforward as many people think. This session will show how one fundamental principle—the sampling principle of testing—helps explain many things in testing, including inconsistency in your own GRE scores, score inflation, and illusions of shrinking achievement gaps.  
**Faculty:** Daniel Koretz  
**Location:** Larsen Hall G-08  
**Session ID:** Q

**Title:** **Ready, Set, Collaborate! (repeated)**  
**Time:** 3:30pm-4:10pm  
**Description:** In this interactive session, the authors of *Meeting Wise* will introduce a few simple tools that will support you in making the most of your group project meetings this year.  
**Faculty:** Kathryn Boudett and Elizabeth City  
**Location:** Larsen Hall 203  
**Session ID:** R

**Title:** **Pedagogical Moves and Their Consequences: Who Speaks and Is Silenced in the Classroom?**  
**Time:** 4:20pm – 5:00pm  
**Description:** How do pedagogical practices—intentionally or unintentionally—build or hinder equity in the classroom? In this interactive session, participants will read and respond to a scene from a contemporary novel that represents a classroom discussion in an elite institution of higher education, considering the question, who speaks or is silenced by different pedagogical moves? We will also consider how literature and art raise (but may not fully answer) powerful questions through their use of tone, perspective, detail, and characterization.  
**Faculty:** Katherine Stanton and Sarah Leibel  
**Location:** Longfellow Hall 228  
**Session ID:** S

**Title:** **Protocols to Promote Participation: Teaching Strategies for 21<sup>st</sup>-Century Classrooms**  
**Time:** 3:30pm – 4:10pm (repeated at 4:20pm)  
**Description:** In this session we will explore several protocols that you can use during class projects, presentations, and small group work to promote multiple voices and maximize participation among classmates.  
**Faculty:** Noah Heller and Eric Shed  
**Location:** Larsen Hall 106  
**Session ID:** T

**Title:** **Protocols to Promote Participation: Teaching Strategies for 21<sup>st</sup>-Century Classrooms (repeated)**  
**Time:** 4:20pm – 5:00pm  
**Description:** In this session we will explore several protocols that you can use during class projects, presentations, and small group work to promote multiple voices and maximize participation among classmates.  
**Faculty:** Noah Heller and Eric Shed  
**Location:** Larsen Hall 106  
**Session ID:** U

**Title:** **Improving Dialogue Skills from the Inside Out**  
**Time:** 3:30pm – 5:00pm  
**Description:** Many of us come to Harvard yearning for dialogue that deepens our understanding—of ideas, of others, and of ourselves. One way we do that in academic community is through asserting, defending, and refining our point of view through debate and intellectual challenge. However few of us have had ample opportunities to reflect on and develop the skills that can enhance a rich and robust exchange of ideas—and avoid unproductive conversations, competitiveness, and intellectual posturing. In this engaging session we will explore the elements that support deep dialogue through reflective practices that can challenge assumptions and reveal power dynamics, and inner skills based on mindfulness that can help us stay calm and clear in challenging situations. In addition, we will practice a technique that strengthens our ability to engage in dialogue when we are not yet fully clear about our thoughts and feelings. This method focuses on learning from our pre-verbal inner experience, and is a powerful tool for articulating our deeply felt sense of something in speaking or writing. It is especially helpful for deepening your understanding about an experience that you found challenging or provocative, in a good way or a troubling way, and also for expressing your insights through any creative process.  
**Faculty:** Metta McGarvey  
**Location:** Gutman Conference Center Area 1  
**Session ID:** V

**Title:** **How Can We Educate Children to Care About Others and a Better World?**  
**Time:** 3:30pm – 4:10pm (repeated at 4:20pm)  
**Description:** How do we raise children who have empathy for people who are different from them, a deep concern for the common good and a commitment to justice, children who will be invested in a fairer, more compassionate and better world? This task seems especially urgent given the fractures and routine degradation and incivility in American social and political life. This short session will seek to spark and engage students thinking about how educators in particular might more effectively take up this work with their students.  
**Faculty:** Richard Weissbourd  
**Location:** Gutman Conference Center Area 3  
**Session ID:** W

**Title:** **How Can We Educate Children to Care About Others and a Better World?**  
**Time:** 4:20pm – 5:00pm  
**Description:** How do we raise children who have empathy for people who are different from them, a deep concern for the common good and a commitment to justice, children who will be invested in a fairer, more compassionate and better world? This task seems especially urgent given the fractures and routine degradation and incivility in American social and political life. This short session will seek to spark and engage students thinking about how educators in particular might more effectively take up this work with their students.  
**Faculty:** Richard Weissbourd  
**Location:** Gutman Conference Center Area 3  
**Session ID:** X

**Title:** **Searching for Educational Justice**  
**Time:** 3:30pm – 5:00pm  
**Description:** As Diana Hess' chapter from *Controversy in the Classroom* shows us, teaching controversial issues and topics can raise complex challenges even in the best of times. This year's presidential election is particularly daunting. During this session, we will plunge into a normative case study of a school that is debating how to teach the election, and reflect on the pedagogical, ethical, democratic, legal, and political quandaries it raises.  
**Faculty:** Meira Levinson  
**Location:** Longfellow Hall 319 + 320  
**Session ID:** Y

**Title:** **Learning from the World So We Can Improve It**  
**Time:** 3:30pm – 5:00pm  
**Description:** In a world that is increasingly interconnected and interdependent, it is crucial that children are encouraged from a young age to develop a global mindset. How do we help all students to improve the world? How do we educate students to become global citizens? Join Ford Foundation Professor of the Practice in International Education Fernando Reimers as he explores these topics and discusses some of his latest work on international education. For a sample of Professor Reimers's thinking on this subject, see his recent article in *U.S. News and World Report* entitled "[Wrapping Our Minds Around the World](#)" (or click on the PDF schedule for the link at [HGSE.me/discoverHGSE](http://HGSE.me/discoverHGSE)).  
**Faculty:** Fernando Reimers  
**Location:** Askwith Hall  
**Session ID:** Z