

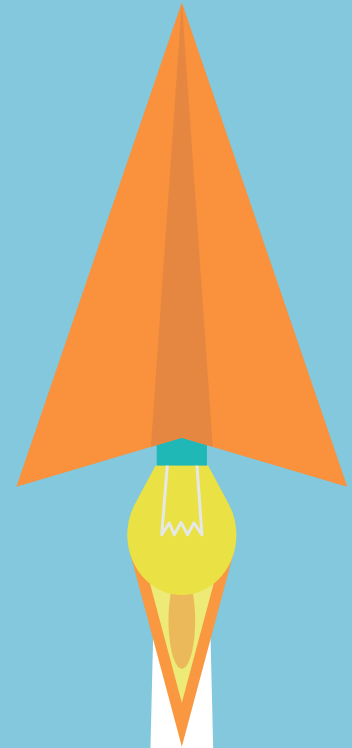
HARVARD



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

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

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 – 3:30pm (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

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 21st-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 21st-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" (click on the PDF schedule for the link at HGSE.me/discoverHGSE).
Faculty: Fernando Reimers
Location: Askwith Hall
Session ID: Z