



**ALBERT SHANKER INSTITUTE**  
**THE GOOD SCHOOLS SEMINARS**

## **CREATING SAFE AND SUPPORTIVE SCHOOLS**

AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,  
POLICY EXPERTS, AND SUPERINTENDENTS

Phoenix Park Hotel  
520 North Capital Street, NW  
Washington, DC

### **PRESENTERS**

**March 25, 2014**

#### **LEO CASEY**

Leo Casey is the Executive Director of the Albert Shanker Institute, which focuses on issues of public education, unionism and democracy promotion. Previously he served as Vice President from Academic High Schools for the United Federation of Teachers. After a stint in political organizing, Casey began his teaching career in 1984 at Clara Barton High School in Brooklyn, where he taught classes in Civics, American History, African-American Studies, and Political Science. His classes – entirely students of color, largely immigrant and female – won the New York City championship of the national *We The People* civics competition ten years in a row, winning the New York State championship four times and placing fourth in the nation twice. Casey has won several awards for his teaching, and was named national Social Studies Teacher of the Year for the *American Teacher Awards* in 1992. He served as the New York State Teacher Reviewer for the National Standards for Civics and Government Project. He has worked with teacher unions and teachers in Russia, Tanzania and China on the development of civics education. The son of two New York City public school teachers, Casey attended Antioch College, the University of Dar Es Salaam and the University of Toronto, where he earned a Ph.D. in Political Philosophy.

#### **SHARON DAVIES**

Sharon Davies currently directs the Kirwan Institute for the Study of Race & Ethnicity at Ohio State, an engaged research institute that seeks to help create a society in which all persons have the opportunity to thrive. She is the current holder of the Gregory H. Williams Chair in Civil Rights & Civil Liberties at The Ohio State University Moritz College of Law. She also holds a 3-year presidential appointment to the Ohio Advisory Committee to the United States Commission on Civil Rights. Professor Davies was a Harlan Fiske Stone Scholar and an Editor of the *Columbia Law Review* while in law school at Columbia University. After graduation she worked for Steptoe and Johnson, and Lord, Day & Lord Barrett Smith. Professor Davies served for five years as an Assistant U.S. Attorney in the Criminal Division of the U.S. Attorney's Office in the Southern District of New York. She joined the law faculty at Ohio State University in 1995, promoted to Full Professor in 2002, awarded a named professorship in 2003, and her current Chair in 2013. Professor Davies teaches Civil Rights, Criminal Law, Criminal Procedure, Race and Law, and Evidence. Professor Davies' primary research focus is in the area of civil rights, race and criminal justice. Her articles and other writings have been published in some of the nation's leading law journals including the *Michigan Law Review*, the *Duke Law Journal*, the *Southern California Law Review*, the *Columbia Law Review*, and *Law and Contemporary Problems*. In 2010, Oxford University Press published Davies's narrative nonfiction account of a 1921 murder trial in Birmingham, Alabama, titled *Rising Road, A True Tale of Love, Race and Religion in America*.

### **JUDITH BROWNE DIANIS**

Judith Browne Dianis is Co-Director of the Advancement Project, which she joined at its inception in 1999, after serving as the Managing Attorney in the Washington, D.C. office of the NAACP Legal Defense & Educational Fund, Inc. Dianis has an extensive background in civil rights litigation and advocacy in the areas of voting, education, housing, and employment. She has protected the rights of people of color in the midst of some of the greatest civil rights crises, including in Florida after the 2000 election and in New Orleans after Hurricane Katrina. Dianis is also a pioneer in the movement to dismantle the school-to-prison pipeline in school districts. Dianis has authored groundbreaking reports on the issue including: *Opportunities Suspended* (2000) and *Derailed: The Schoolhouse to Jailhouse Track*, detailing the unnecessary criminalization of students by their schools. Working closely with grassroots organizations, Advancement Project's work has significantly decreased student suspensions and arrests in Denver, Baltimore and Florida. Additionally, Advancement Project has worked to build and support a growing national movement on this issue. She serves on the Board of FairTest, and is a founding Convener of the Forum for Education and Democracy. In recognition of Dianis' work on these issues, she was recently named a Black Male Achievement Social Innovator by the Leadership & Sustainability Institute. Dianis is a graduate of Columbia University School of Law, was awarded a Skadden Fellowship, served as a Tobias Simon Eminent Scholar at Florida State University Law School, and as an Adjunct Professor of Law at Georgetown University Law Center. She was named one of the "Thirty Women to Watch" by *Essence Magazine* and has written and commented extensively in the media about race, voting rights, and education issues, appearing often on MSNBC, CNN, BET, TVOne and various radio shows.

### **PEDRO NOGUERA**

Pedro Noguera is the Peter L. Agnew Professor of Education at New York University. He is a sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. Dr. Noguera holds faculty appointments in the departments of Teaching and Learning and Humanities and Social Sciences at the Steinhardt School of Culture, Education and Development. He also serves as an affiliated faculty member in NYU's Department of Sociology. Dr. Noguera is the Executive Director of the Metropolitan Center for Urban Education and the co-Director of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). From 2008 - 2011, he was an appointee of the Governor of New York to the State University of New York (SUNY) Board of Trustees. Dr. Noguera received his bachelors' degree in Sociology and History and a teaching credential from Brown University in 1981 and earned his masters' degree in Sociology from Brown in 1982. Dr. Noguera earned his doctorate in Sociology from the University of California at Berkeley. He was a teacher in public schools in Providence, RI and Oakland, CA and continues to work with schools nationally and internationally as a researcher and advisor. Dr. Noguera has published over 150 research articles, monographs and research reports on topics such as urban school reform, conditions that promote student achievement, the role of education in community development, youth violence, and race and ethnic relations in American society. His work has appeared in multiple major research journals and he is the author of numerous books including: *City Schools and the American Dream*, *Unfinished Business: Closing the Achievement Gap in Our Nation's Schools*, *The Trouble With Black Boys...and Other Reflections on Race, Equity and the Future of Public Education*, *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap* with A. Wade Boykin and *Schooling for Resilience: Improving the Life Trajectory of Black and Latino Boys* with Edward Fergus and Margary Martin.

### **DAVID OSHER**

David Osher is Vice President, AIR Institute Fellow, Senior Advisor to the Health and Social Development Program. He is co-director of the Health and Social Development Program. His work focuses on collaboration; children's services; prevention (school failure and drop out, emotional and behavioral disorders, and violence); social emotional learning; school climate; youth development; the social and emotional conditions for learning, teaching, and healthy development; and culturally competent interventions for children and youth with mental health problems and disorders and their families. Dr. Osher serves as principal investigator of three major research and technical assistance centers funded by the U.S. government: The National Center on Safe and Supportive Learning Environments, The Youth Violence Prevention Resource Center, and The National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At Risk. Dr. Osher also serves as principal investigator of a contract to help the Interagency Working Group on Youth Programs improve the coordination and efficiency of youth programs across 12 federal departments and executive agencies and to develop a national plan for youth aged 10-24. He and his colleagues have developed multiple student and staff school climate surveys and have done extensive research on social emotional learning and the conditions for learning, positive behavioral supports, and effective student support. Dr. Osher was academic dean of a liberal arts college and two professional schools of human services; has consulted with ministries, non-governmental organizations, educators and human service professionals across the world, serves on numerous expert panels and editorial boards; and has authored or co-authored over 325 books, monographs, chapters, articles and reports.

### **TOM RODERICK**

Tom Roderick is Executive Director of the Morningside Center . He oversees all Morningside Center's programs. During his 27-year tenure as executive director of Morningside Center, Roderick has helped build the organization from a one-person operation to a stable mid-sized nonprofit. In 1985, Roderick co-founded the Resolving Conflict Creatively Program. In 2002, he created The 4Rs (Reading, Writing, Respect and Resolution). Roderick's early experience teaching in East Harlem is the basis of his book, *A School of Our Own: Parents, Power and Community at the East Harlem Block Schools*. He has a Bachelors degree from Yale and a Masters in Education from Bank Street College of Education.

### **RANDI WEINGARTEN**

Randi Weingarten is the president of the 1.5 million-member American Federation of Teachers, which represents teachers; paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other healthcare professionals; local, state and federal government employees; and early childhood educators. She is also president of the Albert Shanker Institute. Prior to her election as AFT president in 2008, Weingarten served for 12 years as president of the United Federation of Teachers, AFT Local 2, representing approximately 200,000 educators in the New York City public school system, as well as home child care providers and other workers in health, law and education. In 2013, the *New York Observer* named Weingarten one of the most influential New Yorkers of the past 25 years, and *Washington Life* magazine included Weingarten on its 2013 Power 100 list of influential leaders. From 1986 to 1998, Weingarten served as counsel to UFT President Sandra Feldman, taking a lead role in contract negotiations and enforcement, and in lawsuits in which the union fought for adequate school funding and building conditions. A teacher of history at Clara Barton High School in Brooklyn's Crown Heights neighborhood from 1991 to 1997, Weingarten helped her students win several state and national awards debating constitutional issues. Elected as the local union's assistant secretary in 1995 and as treasurer two years later, she became UFT president after Feldman became president of the AFT. Weingarten was elected to her first full term as UFT president in 1998 and was re-elected three times. Weingarten holds degrees from Cornell University's School of Industrial and Labor Relations and the Cardozo School of Law. She is an active member of the Democratic National Committee and numerous professional, civic and philanthropic organizations.

**TERRI WRIGHT**

Terri Wright is the Director of the Center for School, Health & Education Division of Public Health Policy and Practice at the American Public Health Association. She provides leadership to the strategic development and integration of public health in school-based health care and education. Prior to joining APHA in 2010, she served as a program director for health policy for the W. K. Kellogg Foundation in Battle Creek, MI for 12 years. In that capacity Terri developed and reviewed the Foundation's health programming priorities and initiatives, evaluated and recommended proposals for funding, and administered projects and initiatives. She also assisted in public policy analysis and related policy program development, as well as provided leadership to the Foundation's school-based health care policy program. Previously, Terri was Maternal and Child Health Director and Bureau Chief for Child and Family Services at the Michigan Department of Community Health in Lansing, Michigan. In that role, she managed policy, programs and resources with the goal of reducing preventable maternal, infant, and child morbidity and mortality through policy and programming. She received her bachelor's degree in community and school health, as well as her New York State certification in secondary school education from the City University of New York and her master's of public health degree in health planning and administration from the University of Michigan in Ann Arbor. She is currently a doctoral candidate in public health at the University of Michigan.