

Perspectives on Urban Education

A Lecture Series of the Ph.D. Program in Urban Education

October 2, 2012



Laura Ascenzi-Moreno

Ritualized Assessment Practices: How Schools and Teachers Use Emergent Bilingual Students' Data

Although assessments have been viewed by policy makers as a main catalyst in educational reform, there are several challenges in achieving the goal of educational equity through assessment, starting with the issue that not all students have the same assessment needs. Using interviews and surveys, this mixed-methods study focuses on how teachers learn from reading assessments of bilingual students, grades 3-5, and how teachers use that knowledge in planning instruction. This study provides evidence that assessments, as they are currently used, are missed opportunities for teacher learning and do not fulfill the potential of providing teachers with a solid knowledge base of their bilingual students' reading development so as to meaningfully direct instructional practices.

Laura Ascenzi-Moreno is a native New Yorker. She attended public school in Queens and the Bronx. As such, she is dedicated to the development of strong teachers able to work with the diverse populations in New York City. She worked in Brooklyn in a Spanish/English two-way immersion school as a dual language teacher and curriculum coach for a combined 12 years. Ascenzi-Moreno conducts both qualitative and quantitative research about how assessments affect teacher development and school governance, specifically with respect to teachers and schools that serve emergent bilingual students. Her research interests include bilingual education at the elementary school level, multiple literacies, assessment, teacher knowledge and school governance. Her latest research project is a mixed-methods study on the development of teacher knowledge from summative and formative assessments of emergent bilingual students.



Terri Epstein

The Historical and Civic Literacies of Urban Adolescents

What is critical civic consciousness and what factors shape young people's critical perspectives on history and society? This study reviews the research on the role of racial/ethnic identities on young people's understanding of history and contemporary society. It also discusses how research, policy and pedagogy can promote the critical civic consciousness of urban youth.

Terrie Epstein is a Professor of Education at Hunter College. She is the author of Interpreting National History: Race, Identity and Pedagogy in Classrooms and Communities and an editor of Teaching U.S. History: Dialogues between historians and teachers (both by Routledge Press, 2009). Currently, she and CUNY Urban Education Ph. D. students are conducting research on urban adolescents' perspectives on democratic participation (with Kevin Froner) and on the civic purposes and practices of teachers of immigrant youth (with Jennifer Stoops and Kyla Torre). During the Spring 2013 semester, she will be on a Fulbright Research Fellowship in New Zealand to study New Zealand adolescents' perspectives on history and contemporary politics.

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Wendy Luttrell

Collaborative Seeing

Wendy Luttrell will discuss a multimodal digital narrative approach that she has developed in her longitudinal research with young people about their evolving identities and self representations using photography and video

*Wendy Luttrell, Professor of Urban Education and Critical Social-Personality Psychology at the Graduate Center, City University of New York. She studies the process of self and identity formation and transformation in school settings and how gender, race, class, and sexuality systems of inequality take root in young people's self-evaluations and actions. She is the author of two award-winning books on this topic, *Schoolsmart* and *Motherwise: Working-Class Women's Identity and Schooling* (1997) and *Pregnant Bodies, Fertile Minds: Gender, Race and the Schooling of Pregnant Teens* (2003), and is also the editor of *Qualitative Educational Research: Readings on Reflexive Methodology and Transformative Practice* (2010). Her current longitudinal project, *Children Framing Childhoods and Looking Back*, examines the role that gender, race, and immigrant status play in how diverse, young people growing up in working-class communities portray their social and emotional worlds. Throughout her career, Luttrell has directed community-based, university, and teacher inquiry projects dedicated to advancing affective, moral, and social justice in and around schools and that promote innovative research and teaching practices.*



Nelson Flores

I am la mezcla: The neoliberalization of bilingualism

This presentation will examine the field of language education policy as a vehicle for raising questions about the role of academic knowledge production in the governance of populations. Specifically, it will examine recent shifts in the academic literature regarding bilingualism that call for more dynamic understandings of language and connect these shifts with the rise of neoliberalism as a governance structure.

Nelson Flores is an Assistant Professor in Educational Linguistics in the University of Pennsylvania Graduate School of Education. His research attempts to bridge theory and practice in ways that transform educational programming for language minoritized students. He received his Ph.D in Urban Education from the CUNY Graduate Center.

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October 2, 2012 6:15 pm - 8:30 pm

Urban Education Lounge, Room 4202

The Graduate Center, 365 Fifth Avenue, NY NY 10016

Refreshments will be served



Wendy Lutrell
CUNY Graduate Center
6:30 - 7:00

Collaborative Seeing



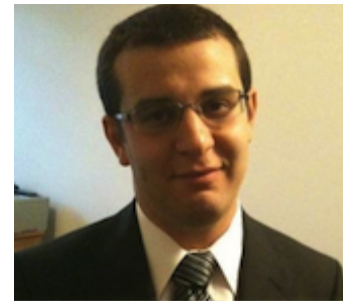
Laura Ascenzi-Moreno
CUNY Brooklyn
7:00 - 7:30

Ritualized Assessment Practices: How Schools and Teachers Use Emergent Bilingual Students' Data



Terri Epstein
CUNY Hunter
7:30 - 8:00

The Historical and Civic Literacies of Urban Adolescents



Nelson Flores
University of Pennsylvania
8:00 - 8:30

I am la mezcla: The neoliberalization of bilingualism

For more information, email kate.seltzer@gmail.com

