A National Program
For School Leaders and Educators

Diversity Directions’ Virtual
Independent School Seminar

Monday, July 12 – Saturday, July 17, 2021

Sponsored By:

Keynote Workshop By:

Dr. Beverly Daniel Tatum
Race Relations Expert, Psychologist, President Emerita, Spelman College, Author:
Why Are All the Black Kids Together in the Cafeteria? (2017 Revised Edition)

Early Bird Discount Deadline April 16

The Seminar Will Be Virtual This Year

This was unequivocally the most important and beneficial professional development opportunity of my 30 years working in schools.

Pieter Mulder
Head of School
Berkshire School, MA
“The learning at Diversity Directions is invaluable; and while contained in a safe and nurturing program, it does not shy away from the tough stuff.”

Chrissy Colon–Bradt
Director of Diversity, Equity & Inclusion
Greenwich Country Day School, CT

“I was able to unpack my White Privilege and gain a better understanding of Implicit Bias. This Seminar will change your life.”

David Gale
Assistant Head of Middle School
The Walker School, GA

“For me, the most valuable part of Diversity Directions was the Leadership and Resident Faculty team. Each team member presented their distinctive approach to the work of inclusion, which made for a great learning experience.”

Kim Gayle
Second Grade Teacher
The Potomac School, VA

“This Seminar was very impactful and will now inform my approach to my work. I learned a lot and made strong connections with independent school colleagues from across the U.S.”

Michael Bergin
Chief Financial and Operating Officer
Miss Porter’s School, CT

“I was shown acceptance of where I was in my journey to better practice inclusion in my work, and then empowered to be an agent for change in my school.”

Ann Foster
Upper School History Teacher
Milton Academy, MA
The Seminar Topics

Keynote Workshop:

Understanding Racial Identity Development in Both BIPOC and White Students
Dr. Beverly Daniel Tatum, Race Relations Expert, Author “Can We Talk About Race?” and “Why Are All the Black Kids Sitting Together in the Cafeteria?” and President Emerita, Spelman College.

- Leading in the Work of Equity, Inclusion & Anti-Racism: Three Administrators from Three Different Kinds of Independent Schools Share How
  Linda Carter Griffith, Assoc. Head, Phillips Academy, Andover, MA
  Mark Stanek, Head of School, Shady Hill School, MA
  Bobby Edwards, Director of Community Inclusion and External Relations at McLean School (MD)

- Why Create an Inclusive School Culture?
  Dr. Olivia Moorehead-Slaughter, Psychologist, The Park School/B.U. Medical School
  And Christine Savini, Principal Consultant, Diversity Directions

- Understanding Micro-Aggressions in the Age of Black@
  Dr. Keith Hinderlie, Psychologist, Hinderlie Consulting

- Strategies for Hiring and Retaining a Diverse Administration, Faculty and Staff
  Christine Savini, Principal Consultant, Diversity Directions

- Decolonizing the Curriculum and Creating Identity-Safe Classrooms
  Lynn Bowman, Assistant Head, The Gordon School, RI

- Identifying and Responding to Privilege and Entitlement in Independent Schools
  Dr. Randy Testa, Associate Director for Programs in Professional Education at Harvard Graduate School of Education

- Supporting Asian/South Asian-American & Asian/South Asian International Students
  Vivian Wu Wong, Asian-American Student Advisor & History Teacher, Milton Academy, MA

- Including Latinx Students & Families in our Schools
  Gloria Fernandez Tearte, Consultant to Independent Schools

- Making Schools Safe for LGBTQ+ Students, Families and Faculty
  Robert Parlin, History Faculty, Newton South High School, MA, Co-Founder of GLSEN

- Building Bridges to Engage Independent School Alumnae/i of Color
  Trina Gary, Founder and Executive Director of Independent Trust

ALSO

- BIPOC, LGBTQ, and Gender Affinity Groups
THE SEMINAR FOCUS

Diversity and Inclusion in Independent Schools

Most independent schools have made a commitment to diversity and inclusion, presenting it in their mission statements, on their school website, and representation within their student body. Many have developed standing committees on equity and inclusion, taken steps to recruit a diverse faculty, and even established equity and inclusion leadership positions. Despite taking these steps, many schools often find themselves unable to sustain their original achievements or to make further progress toward their goals.

A highly experienced team of independent school professionals, who have successfully created inclusive communities, established diversity programs and applied multicultural teaching practices in their individual schools, as well as having spent over 25 years assisting other independent schools nationwide, provide the leadership of the Independent School Diversity Seminar.

Combining the most current academic research with intellectual strength and emotional engagement, the Seminar team helps schools develop a common vision and strategic methods to examine and address the personal, interpersonal, and institutional factors that can advance or impede a school’s inclusion initiative, and suggests approaches and methods for designing systems, enhancing climate, and ensuring lasting progress. The Seminar’s size and schedule is designed to allow each participant to be heard and supported in both full seminar and small group sessions. Team leaders meet their small groups each day to discuss the large group experiences, exploring how the ideas and strategies being presented can be applied to their own schools.
The Diversity Directions Group, which consults exclusively to independent schools, is a diverse team of educational leaders with deep professional experience in NAIS schools. Diversity Directions has consulted to over 100 NAIS schools in 18 states. The Diversity Directions team includes professionals who have served as long-term diversity and inclusion directors, independent school psychologists, administrators, and master teachers. Christine Savini leads Diversity Directions and consults full time. Other team members consult on an adjunct basis. Diversity Directions’ approach is to meet the client school where it is in its evolution as a diverse and inclusive community, and using an inquiry-based appreciative method, provide specific, practical steps to help the school reach its next level of development. Diversity Directions seeks to help each school access current research, resources, and techniques in multicultural practices, so that it may develop and meet its own strategic, mission-driven goals for diversity and inclusion.

To receive a Diversity Directions Consulting Brochure, e-mail: csavini@diversitydirections.com
THE SEMINAR TEAM
Seminar Founder/Director

Christine Savini, Founder and Principal Consultant of Diversity Directions, has been a leader in independent school diversity efforts for over 25 years. Christine holds a M.A. in American Racial and Ethnic Studies, and for 17 years served as Director of Diversity Planning at Milton Academy (MA). While at Milton Christine sought and received a $400,000 Wallace Foundation Grant to develop diversity and multicultural programming, and chaired a strategic planning process for the recruitment and retention of faculty of color at the school. She also served on several NAIS Multicultural Assessment teams, and on the board of trustees of a RI independent school, where she chaired the strategic planning process.

Christine is the author of the article Unconscious Bias and How It Affects The Hiring Process, which appears the NAIS book The Inclusive School: A Selection of Writing on Diversity Issues in Independent Schools. She is also a contributor to the AISNE Guide to Hiring and Retaining Teachers of Color, the NAIS Middle School Handbook and the AISNE publication How White Educators and Educators of Color Can Make Diversity Work.

Dr. Beverly Daniel Tatum, a recipient of the Carnegie Academic Leadership Award. Dr. Beverly Daniel Tatum served as President of Spelman College from 2002-2015. Her tenure as President was marked by a period of great innovation and growth, leading Spelman to be consistently ranked among the top 100 liberal arts colleges in the nation. Previous to her tenure at Spelman, she spent 13 years at Mount Holyoke College, as professor of psychology, department chair, Dean of the College and Acting President.

Widely recognized as a race relations expert, Dr. Tatum is the author of Can We Talk About Race? and “Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations about Race (Revised 2017) as well as Assimilation Blues: Black Families in a White Community. She served on President Bill Clinton’s National Task Force on Race in America. And for over 20 years, Dr. Tatum taught courses on the psychology of racism. She has also led workshops on racial identity development and its impact in the classroom.

Dr. Tatum is a member of several boards including Educational Testing Service, Institute for International Education, Teach for America and Smith College. In 2014, the American Psychological Association presented Dr. Tatum with the Award for Outstanding Lifetime Contribution to Psychology, the highest honor presented by the APA.
LINDA CARTER GRIFFITH is Associate Head of School at Phillips Academy - Andover (MA). Linda had previously served as Andover’s Assistant Head for Equity, Inclusion, and Wellness, and Dean of Community and Multicultural Development. Also, at Andover, Linda worked as a Cluster Dean, helped develop the Life Issues curriculum, and taught in the summer African Institute in Kenya and Tanzania. Her commitment to underserved students began working summers for MIT’s Upward Bound Program, while teaching English at Boston Latin School. Linda also worked as the Associate Director of Project LASER (Learning Activities for Science & Engineering Readiness) at Emmanuel College. Linda holds an M.Ed. and also teaches in Andover’s Theatre Department.

BOBBY EDWARDS is Director of Community Inclusion and External Relations at McLean School (MD). He previously served as the Head of Lower School at McLean. Bobby was also Dean of Community and Multicultural Development and Senior Associate Dean of Admission at Phillips Academy, Andover (MA). He has also been Director of the DC KIPP to College Program. Bobby has presented on diversity issues at numerous conferences, and is a contributing author to The AISNE Guide to Hiring and Retaining Teachers of Color, and AISNE’s Thriving in Independent Schools: A Guide for Teachers of Color.

TRINA GARY is the Founder and Executive Director of Independent Trust, the national organization of independent school graduates of color, Consultant at Brown-Gary Associates, and a Director at Inner City Lacrosse. Previously, Trina was Associate Dean of Faculty/Director of Multicultural Education at The Governor’s Academy (MA), Director of Multicultural Education at Pingree School (MA), Associate Director of Admissions at The Peddie School (NJ), and teacher at Pomfret School (CT). Trina, who holds a M.Ed. in Leadership in Learning and Instruction, also served as a faculty member at the Gardner Carney Leadership Institute. Trina now serves on the Board of Trustees at The Community Partnership School in Philadelphia, PA.

KEITH HINDERLIE who holds a Ph.D. in Counseling Psychology, consults full time. Until July 2020, Keith was Director of Equity and Inclusion at Choate Rosemary Hall School (CT). A licensed clinical psychologist, Keith also has been Director of Programs and Counseling for the SEED Foundation in Washington, DC, and Director of Student Services at Graland Country Day School in Denver. Keith was also Assistant Dean for Community Relations and School Counselor at Milton Academy, and has also worked as a psychologist in private practice, specializing in counseling African-American male students, children of trans-racial adoption and bi/multi-racial children.

OLIVIA MOOREHEAD-SLAUGHTER, Psychologist at The Park School (MA), holds a Ph.D. in clinical psychology. She has over 30 years of clinical experience working with children, adolescents, adults, and families across a range of settings and doing presentations, trainings, workshops and retreats. Olivia is also a Senior Faculty Member for the Center for Multicultural Training in Psychology at Boston University School of Medicine and Boston Medical Center. She has been a member of the Board of Directors of The Association of Independent Schools of New England (AISNE), is a past President of The Society for the Psychology of Women of the American Psychological Association (APA), and a former Chair of the Massachusetts Board of Professional Licensure of Psychologists.
GLORIA FERNANDEZ TEARTE, now consults to independent schools after serving as Director of Diversity and Staff Development at Greenwich Academy (CT), where she also served as Director of Admission and Trustee during her tenure. She began her independent school career as the founding Executive Director of REACH, a program which places underserved Black and Latino students in independent schools in Fairfield County, CT and Westchester County, NY. Before working in independent schools, Gloria, who holds a M.S.W., directed human resource initiatives and executive recruiting for business and government, creating affirmative action policies and conducting sexual harassment awareness workshops. Gloria has authored several chapters in NAIS’ Diversity Work in Independent Schools: The Practice and The Practitioner.

LYNN BOWMAN, Assistant Head at The Gordon School in Providence (R.I.) Lynn also directed the Teacher Residency Program at Gordon School and Roger Williams University, a Master degree program with a focus on teaching for social justice, and how identity impacts teaching and learning. A middle school teacher for several years, Lynn developed Social Studies and Language Arts curriculum, created an 8th grade Civil Rights trip to the American South to enhance the social studies curriculum, and revised the service learning component of the 8th grade curriculum.

ROBERT PARLIN, History Teacher at Newton South High School (MA), co-founded GLSEN, Gay, Lesbian and Straight Education Network, with Kevin Jennings and Kathy Henderson. Working for the Mass. Department of Education’s Safe Schools Program and GLSEN, Bob has conducted workshops for teachers, students and parents from over 400 Massachusetts schools. Bob was appointed to the Cambridge, MA GLBT Commission, has been a guest on NPR’s Talk of the Nation and Fox’s Current Issues, and published his personal story in the anthology One Teacher in Ten. Also, Bob has received citations from the City of Newton, the MA House of Representatives, and the MA State Senate for his advocacy work on behalf of LGBTQ people.

MARK STANEK, Head of Shady Hill School (MA) holds a M.Ed. in Private School Leadership. Mark also served as Head of School at Ethical Culture Fieldston School (NY), Middle School Principal at Milton Academy (MA) and Middle School Dean of Students at The Athenian School (CA.) He co-authored the 2nd edition of The NAIS Middle School Handbook. At Shady Hill, Mark led efforts to write a new diversity mission statement, expand student and parent affinity groups, refine the hiring process to enhance faculty diversity, and assess the impact of socio-economic class on the community. Mark serves on the board of The Heads’ Network and is Board President of the Association of Independent Schools of New England (AISNE).

RANDY TESTA, Associate Director for Programs in Professional Education at Harvard Graduate School of Education. Previously, Randy was Vice President of Education and Professional Development at Walden Media. He holds a doctorate in Teaching, Curriculum and Learning Environments, and for many years, was Director of the Elementary Teacher Education Program at Dartmouth College. Randy has also taught in independent schools, including Graland Country Day School (CO) and The Ross School (NY). Randy co-authored the anthology Growing Up Poor with Robert Coles.

VIVIAN WU WONG teaches History at Milton Academy (MA), where she holds the Lawrence Lombard Chair for Excellence in Teaching the Social Sciences, and is also the Asian Student Advisor. Also, Vivian, who holds an M.Ed in history, directs the Primary Source summer educators’ seminar, Asians in America. She is the author of the secondary study guide Early Chinese Immigration and the Process of Exclusion and the article Somewhere between Black and White: The Chinese in Mississippi, both published by the Organization of American Historians. Her article “Getting It Right: Schools and the Asian American Experience” appeared in the Winter 2011 issue of Independent School Magazine and in the textbook Transforming Practices in Urban Education.
Attending the Seminar with at least one other person from your school will help you and your school better apply the concepts from the Seminar. In past years, schools that have registered administrative teams have reported a great deal of success in developing a common understanding and common language for implementing their diversity, equity and inclusion initiatives.

Registration confirmation and additional information contained in The Seminar Handbook will be sent, via e-mail, to all registered participants. Please be sure your e-mail address is accurate and clearly legible on the registration form, so you will be able receive information about attending the Seminar.

Unlike conferences in which participants choose sessions they wish to attend, the Seminar is designed as a unitary course. Like a course, daily presentations depend on the previous days’ learning. Therefore, each participant needs to be present at every session to receive the full benefit of the Seminar. The Seminar begins at 9:00 a.m. on July 12 and ends at 12:30 p.m. on July 17. Participants are asked to arrive on time and to stay until the Seminar’s completion. If you cannot remain for the entire Seminar and attend all sessions this summer, we ask you to postpone participation to another year.

Since enrollment is limited, we recommend Early Bird registration. Although we cannot predict when the Seminar will fill each year, most registrations usually arrive by the early-bird registration deadline of April 16.

We regret we cannot reserve spaces by telephone or e-mail requests or by registration forms submitted without payment. In the interest of fairness, the only way to ensure your registration to the Seminar is to mail the registration form and a school or personal check to the address listed at the bottom of this page. (We are not able to accept credit card registrations.) A registration will not be considered complete until we receive both a registration form and payment for each participant.
Seminar Fees

**Early Bird Fees for Seminar Registrations** Received by April 16: $1250.
For Registrations Seminar Received After April 16: $1400.
For further information please e-mail: csavini@diversitydirections.com

Please mail registration, with a school or personal check payable to Diversity Directions (We are not able to accept credit card registrations.)

to:
Diversity Directions
40 Hills View Road
Milton, MA 02186
1. To receive complete information, this form needs to be filled out by the individual attending the Seminar, not by other school personnel.
2. Please write legibly and be sure to fill out all information requested.
3. Please make copies of this form, if registering additional participants.

School Name __________________________________________________________
School Address _______________________________________________________
Your Name __________________________________________________________
Your Position in Your School __________________________________________

ADMINISTRATORS: Please list grade level. TEACHERS: Please list discipline and grades.

E-Mail ____________________________ Cell Phone__________________________
Years at your current school__________ Years working in education____________
Ethnic Identity____________________ Gender Identity______________________
(We request this information to create balance in break-out groups.)

Do you have any diversity and inclusion responsibilities at your school?_________
If yes, what?_________________________________________________________

Have you taken part in any other diversity and inclusion education program?_____
If yes, where?________________________________________________________

Do you have Special Needs requirements?
If so, please describe:
____________________________________________________________________

TOTAL FEES ENCLOSED: $__________________ for ______________ participants.

I agree to be fully committed to the Seminar, and will attend all sessions for the duration of program (beginning at 1:00 pm on July 12 and ending at 1:00 pm on July 17.)

____________________________________________________________________ (signature)
I especially loved our small Focus Groups, which were personal, flexible and relationship-focused. This Seminar was truly transformational for me!

Heather Capezzuti
Director of the Lower School
– North Hills Campus
Winchester-Thurston School, PA