Lauren Porosoff

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EDUCATION

George Washington University Law School, Washington, DC

Juris Doctor, May 2000

Wesleyan University, Middletown, CT

Bachelor of Arts in English, May 1997

TEACHING & LEADERSHIP EXPERIENCE

Fieldston Middle School, Bronx, NY (September 2007 – June 2018)

English Teacher (September 2007 – June 2018)

Progressive Teaching Institute Planning Committee (Summer 2013 – June 2018)

Worked with a cross-divisional committee to design the annual Progressive Teaching Institute on the practice of progressive education at ECFS. Accomplishments include:

- Recruiting members of the faculty to present exemplars of progressive teaching
- Supporting colleagues in creating their workshops
- Articulating elements of progressive schools that guide professional practice
- Giving workshops on progressive curriculum design and values-conscious teaching
- Designing and leading "PTI Extensions," an after-school workshop series presented by teachers

Faculty Council (Fall 2013 – Spring 2015)

Elected to represent faculty interests of a creative, committed faculty to the administration. Accomplishments include:

- Designing a tool to assess the relevance and design of divisional meetings
- Working with administrators and teachers to design collaborative professional development

Omnivores' Forum (Fall 2011 and Fall 2014)

Organized a school-wide event, following the summer reading of *The Omnivore's Dilemma*, focusing on ethical and practical considerations in food choice, production, and access. Accomplishments include:

- Communicating with 24 local food experts – growers, makers, consultants, educators, and organizers – to ensure their workshops were interactive and age-appropriate
- Training students in grades 6-8 to lead pre- and post-event processing activities

Diversity Coordinator (September 2010 – May 2012)

Collaborated with a co-coordinator and committee to promote the success and belonging of all students at school. Organized and created curriculum on issues of diversity, inclusion, and bias for students and professional development for faculty. Accomplishments include:

- Organizing annual "diversity days" for the middle school
- Collecting and analyzing data on students' experiences around race and using the results to lead professional development for faculty
- Writing a set of FAQs about affinity groups to be distributed to faculty and families
- Organizing PD lunches to discuss issues of equity, belonging, and privilege at school, and examine best practices in anti-bias, multicultural, and inclusive curriculum and pedagogy
- Meeting regularly with the parent multicultural committee to ensure complementary work

Curriculum Mapping (March 2009 – May 2012)

> Initiated curriculum mapping in the middle school to align curriculum with the mission, promote collaboration among teachers, and communicate within and across divisions. Accomplishments include:

- Training the middle school faculty in how to make and use curriculum maps
- Drafting a curriculum mapping purpose statement
- Supporting departments and divisions in analyzing the maps for repetitions, gaps, and cross-disciplinary opportunities
- Serving as the Rubicon Atlas site administrator

Seventh Grade Team Leader (March 2008 – May 2012)

> Served as a liaison between administrators, parents, and teachers of the students on a grade-level team. Planned and ran team meetings to discuss individual students and to develop grade-wide interdisciplinary and advisory programming. Accomplishments include:

- Promoting grade-wide sharing of best practices and class visitations
- Collaboratively creating advisory curriculum and materials based on the school mission
- Initiating discussions of interdisciplinary connections that led us to identify a grade-wide theme, make connections between classes, and take a related overnight trip
- Designing and creating "academic watch reports" to highlight patterns in students' strengths, growth areas, and specific strategies for improvement

Maret School, Washington, DC (September 2004 – June 2007)

Humanities Teacher (September 2004 – June 2007)

- *Seventh Grade History: World Cultures and Geography*
- *Sixth Grade History: American History*
- *Seventh Grade Service Learning: Maret and the Bay*

Grade Dean (August 2005 – June 2007)

> Oversaw advisors, communicated with parents, planned and ran biweekly class meetings and assemblies, organized special events, and collaborated with the team to support students.

The Charles E. Smith Jewish Day School, Rockville, MD (September 2000 – June 2004)

General Studies Teacher (September 2004 – June 2007)

- *Fifth Grade Language Arts and Social Studies (year 4)*
- *Sixth Grade Language Arts and Social Studies (years 3-4)*
- *Second Grade General Studies (years 1-3)*

PUBLICATIONS

Books

Two-for-One Teaching: Connecting Instruction to Student Values in Grades 6-12 (in production). Bloomington, IN: Solution Tree. Co-authored with Jonathan Weinstein.

EMPOWER Your Students: Tools to Inspire a Meaningful School Experience (2017). Bloomington, IN: Solution Tree. Co-authored with Jonathan Weinstein.

Curriculum at Your Core: Meaningful Teaching in the Age of Standards (2014; 2nd ed. in press). Lanham, MD: Rowman & Littlefield.

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Articles

How Our Word Choices Can Empower Our Students. *Phi Delta Kappan*, *100*(3), 51-54. November 2018.

Moving From Telling Our Stories to Inviting Stories. AMLE Magazine, April 2018.

To Prevent School Shootings, Can Mental Health Be Taught? PBS NewsHour, March 2018. Co-authored with Jonathan Weinstein.

Why I'll Never Teach This Powerful Book Again. Teaching Tolerance blog, March 2018.

Empowering Projects: Opportunities for Students to Choose What Works. Solution Tree blog, February 2018.

Empowering Students to Connect Field Trips to Their Own Values. Solution Tree blog, January 2018.

Values-Based Student Portfolios. Solution Tree blog, December 2017.

Building a Learning Community All Year. Solution Tree blog, October 2017. Co-authored with Jonathan Weinstein.

The Power of In-House Professional Development. *Independent School*, *76*(1), 30. October 2017.

Motivating Students to Turn the Page on Reading. *Phi Delta Kappan*, *99*(2), 80. October 2017.

Teaching for Racial Justice. Solution Tree blog, September 2017.

Now-Based Curriculum. *Teaching Tolerance* blog. August 2017.

Summer Self-Care All Year Long. Solution Tree blog, July 2017. Co-authored with Jonathan Weinstein.

Teaching Students to See Each Other. *Teaching Tolerance* blog, April 2017.

Toward a Compassionate Homework Policy. *Connections Quarterly*, 36(2). December 2016.

Flight Plan. *Teaching Tolerance* blog, September 2016.

Making Social Justice. *Independent School*, *75*(4), 72-76. June 2016.

How I Teach about the Holocaust as Living Memory Fades. *PBS NewsHour* blog, May 2016.

A Midsummer Night's Gender Diversity. *Rethinking Schools, 30*(1), 48-51. October 2015.

Healing from Moral Injury. *Teaching Tolerance*, *51*, 49-51. September 2015.

Values in Context: The Importance of Teachers Exploring Their Own Values. *Independent School*, *74*(4), online feature. June 2015.

Finding Meaning in Class. *Teaching Tolerance* blog, May 2015.

"Playing Teacher" Gets in the Way of Teaching. *Teaching Tolerance* blog, October 2014.

PD Diversity: Too Much and Not Enough. *Phi Delta Kappan*, *96*(2), 80. 2014.

Systems vs. Heaps: Aligning Professional Development to School Values. *Independent School*, *74*(1), 78-82. 2014.

The Activist Award Essay. *Teaching Tolerance* blog, September 2014.

Exploring Why People Don't Become Activists. *Teaching Tolerance* blog, September 2014.

Reading and Writing to Learn about Activism. *Teaching Tolerance* blog, July 2014.

The Place for Activism in English Class. *Teaching Tolerance* blog, July 2014.

That's How We Roll: Integrating the Curriculum. *AMLE Magazine, 1*(3), 25-27. 2013.

Our Groups of Friends. *Teaching Tolerance*, *41*, 21. 2012.

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PRESENTATIONS

Full-Day Workshops

Designing In-House Professional Development. April 2019, New York State Association of Independent Schools (NYSAIS), New York, NY. With Jonathan Weinstein.

Empowering Classrooms: Integrate Social Emotional Learning into Academics. March 2019, Guidance and Child Study Center at Putnam-Northern Westchester BOCES, Yorktown Heights, NY.

Empowering Classrooms: Integrate Social Emotional Learning into Academics. February 2019, New Jersey Association of Independent Schools (NJAIS), Newark, NJ.

Empowering Classrooms: Integrating Social Emotional Learning & Student Wellness into Academics. December 2018, Northwest Association of Independent Schools (NWAIS), Seattle, WA. With Jonathan Weinstein.

Hands-On Social-Emotional Learning in Academic Settings: Strategies to Embed Student Values into Any Academic Unit. October 2018, Association of Independent Maryland & DC Schools (AIMS), Potomac, MD. With Jonathan Weinstein.

Empowering Teachers through In-House Professional Development: Creating a Culture of Valuing Learning and Each Other. April 2018, Association of Independent Maryland & DC Schools (AIMS), Potomac, MD. With Jonathan Weinstein.

Empowering Classrooms: School as a Context for Discovering and Doing What Matters. April 2018, New York State Association of Independent Schools (NYSAIS), New York, NY. With Jonathan Weinstein.

EMPOWER Students to Learn Meaningfully; EMPOWER Students to Work Meaningfully; EMPOWER Students to Connect Meaningfully; EMPOWER Students to Fail Meaningfully. November 2017, Independent Schools Association for the Central States (ISACS) Annual Conference, Chicago, IL. With Jonathan Weinstein.

Helping Students Make School Meaningful and Vital. February 2017, Northwest Association of Independent Schools (NWAIS), Salt Lake City, UT. With Jonathan Weinstein.

Empowering Students to Make School Meaningful. December 2016, New York State Association of Independent Schools (NYSAIS), New Paltz, NY. With Jonathan Weinstein.

Cross-disciplinary Curriculum Design. May 2016, New York State Association of Independent Schools (NYSAIS), Bronx, NY.

Helping Students Find Meaning and Vitality in School. December 2015, New York State Association of Independent Schools (NYSAIS), Bronx, NY. With Jonathan Weinstein.

The Story Your English Course Tells. May 2015, New York State Association of Independent Schools (NYSAIS), Bronx, NY.

Values-Congruent Curriculum Design. December 2013, New York State Association of Independent Schools (NYSAIS), Bronx, NY.

Values-Congruent Curriculum Design. May 2013, New York State Association of Independent Schools (NYSAIS), Bronx, NY.

Conference Sessions

Integrated SEL: Classrooms as Contexts for Discovering and Doing What Matters. March 2019. ASCD Empower19, Chicago, IL.

Integrated SEL: Classrooms as Contexts for Social-Emotional Learning. July 2018. National Association of Elementary School Principals (NAESP) Conference, Orlando, FL.

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EMPOWER Tools: Help Students Build More Meaningful School Experiences. October 2017, Progressive Education Network (PEN) National Conference, Boston, MA. With Jonathan Weinstein.

Empowering Students to Make School Meaningful Through Values and Ethics. November 2016, Learning & the Brain Conference, Boston, MA. With Jonathan Weinstein.

Helping Students Make School Meaningful. June 2016, Association for Contextual Behavioral Science (ACBS) World Conference, Seattle, WA. With Jonathan Weinstein.

Finding Meaning and Vitality at School: Acceptance and Commitment Training (ACT) for Working with Students. October 2015, Progressive Education Network (PEN) National Conference, Brooklyn, NY. With Jonathan Weinstein.

ACT in groups. March 2015, Southeastern Chapter of the Association for Contextual Behavioral Science (SE-ACBS) Conference, Lafayette, LA. First presenters: M. Joann Wright & Jonathan Weinstein.

Acceptance and Commitment Training: Non-therapy Applications of ACT. March 2015. Southeastern Chapter of the Association for Contextual Behavioral Science (SE-ACBS) Conference, Lafayette, LA. Moderator: Ryan Albarado.

The Story Your Curriculum Tells. November 2014, poster presented at the National Council of Teachers of English (NCTE) Annual Convention, Washington, DC.

Teaching about Gender Diversity through Fiction and Biography. January 2013, concurrent session presented at the New York State Association of Independent Schools (NYSAIS) Educating Girls Conference, New York, NY.

Our Groups of Friends: Taking Diversity from Classroom to Real Life. April 2010, concurrent session presented at the New York State Association of Independent Schools (NYSAIS) Diversity Conference, New York, NY.

Invited Presentations in Schools

Responding to and Accounting for Socioeconomic Class in School. March 2019, Trevor Day School (Parent, Teacher, and Trustee Event), New York, NY.

Empowering Classrooms: Integrate Social Emotional Learning into Academics. February 2019, Robert C. Parker School, North Greenbush, NY.

Class in the Classroom: Accounting for Socioeconomic Diversity in the Academic Curriculum. February 2019, Trevor Day School (Middle & Upper Divisions), New York, NY.

Class in the Classroom: Responding to and Accounting for Socioeconomic Class in School. February & March 2018, Trevor Day School (Lower Division), New York, NY.

Class &: A Workshop Series on Socioeconomic Class Intersectionality. February & March 2017, Ethical Culture School, New York, NY.

Empowering Students to Make School Meaningful. October 2017, Rowland Hall, Salt Lake City, UT. With Jonathan Weinstein.

Values-Congruent Curriculum Design. June 2015, Kew-Forest School, Queens, NY.