

# **Dr. Sandra (Chap) Chapman**

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## **Education and Certification:**

*Educational Doctorate in Executive Leadership*, Ralph C. Wilson, Jr. School of Education, St. John Fisher College, Rochester, New York, December, 2015

*Master of Science in Education*, Bank Street College of Education, New York, New York, Early Childhood Education, May 1992

*New York State Certification*-Elementary N-6, Fordham University, New York, New York, Pre-service Program, May 1990

*Bachelor of Arts*, Fordham University, Lincoln Center, New York, New York. Sociology, May 1990

## **Founder, Sandra Chapman Consulting:**

Sandra Chapman Consulting an organization rooted in the belief that, through teamwork, we can learn more about ourselves and others; discuss and discover the foundational research needed to address the needs in a community; create conversations that support individuals where they are and confront barrier issues; and create actionable steps towards building stronger educational communities. With 30 years in NYC independent schools, and a lifetime of personal experiences in school and other not-for-profit organizations across the country, Chap has a broad range of knowledge regarding students and their social, cognitive, physical, spiritual and emotional selves, as well as the role loving adults play in children's lives and in the workplace.

## **Co-Facilitator, Latinx Educators in NY Independent Schools**

Dr. Chap is a member of a grassroots organization that supports Latinx identified educators and students called Latinx Educators in New York Independent Schools (LENYIS). LENYIS facilitates regular gatherings for its members and runs an annual Latinx Youth Conference in the spring. You can learn more about this organization by visiting [www.lenyis.org](http://www.lenyis.org).

## **School-Related Administrative Experiences:**

*Director of Equity and Community at LREI*, July 2007 to June 2020

Little Red School House & Elisabeth Irwin High School, New York, New York

LREI is a progressive independent school in the West Village section of Manhattan, NYC. In her role she worked on issues related to equity, diversity, social justice, and inclusion. She facilitated parent forums, staff retreats, and sat on the Board of Trustees Diversity committee. Dr. Chap developed and worked with teachers to create anti-bias curriculum for fourth through twelfth grades.

*Interim Lower School Principal*, June, 2015 to June, 2016

Little Red School House & Elisabeth Irwin High School, New York, New York

Plan and facilitate weekly faculty meetings; Supervise individual faculty members; Attend grade level meetings to discuss curriculum; Supervise weekly support team meetings; Attend Leadership and Principals' meetings; Plan and facilitate Friday LS Admin Meetings, Organize and facilitate Divisional Advisory Counsel meetings; Attend Parent Association Meetings (monthly); Speak on behalf of the school during weekly Admissions tours; Write weekly announcement to LS parents.

*National Association of Independent Schools Diversity Leadership Institute (DLI)* - June 2012 to Present

Chap remains dedicated to working with educators who wish to broaden and deepen their understanding of diversity, equity, inclusion work. DLI is an intensive week-long residential program which provides participants with tools to lead and manage social justice and equity related changes in their communities through the deliverance of the following topics, Intercultural Conflict; Leading and Managing Diversity Initiatives; Dynamics of Privilege and Power; Intercultural Communication; the Mind Sciences/Implicit Bias; and Identity Development. Dr. Chap is charged with delivering a three-hour module, six times over the course of the week, on understanding identity development, identity dynamics, and microaggressions.

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***NAIS Call-to-Action*** - Member July 2008 to 2016, Executive Committee 2012 to 2014

“The mission of Call-to-Action (CTA), NAIS’s national think tank and advisory counsel on diversity, was: to address current and emerging issues of equity and justice in independent schools; to support the creation of healthy inclusive and equitable educational communities; to identify best practices and assist in the development of sustainable initiatives and action steps for NAIS and its member schools; and to provide opportunities for mutual support and professional development for its membership.” (NAIS) While the spirit of the work continues, the group known as Call-to-Action no longer exists.

***NAIS Workshop Facilitator***, Ongoing

National Association of Independent Schools, Plan workshops for the NAIS People of Color Conference in consistently for the past 20 years. To learn more about other modules, visit my website at [www.chapequity.com](http://www.chapequity.com)

***Co-Chair of NYSAIS Diversity Committee*** - September 2003 to June 2013

New York State Association of Independent Schools, [www.nysais.com](http://www.nysais.com), New York, New York

Set monthly agendas to organize and facilitate the annual NYSAIS Diversity Conference; Coordinate and oversee the fall and spring dinners for the Diversity Coordinators and Administrators of Color; Collaborate with the Klingenstein Center for Independent School Leadership to recruit educators of color to their programs.

***Commission for Professional Learning and Collaboration*** - April 2011 to June 2012

The Commission on Professional Learning and Collaboration (CPLC) ensures that NYSAIS professional learning programs meet the ever changing needs of our diverse community of schools while providing a framework for communication and coordination.

***Mentor of Graduate Students***, September 1992 to June 2007

Supervised graduate students from Teachers College, New York University and Bank Street College of Education; Worked with Assistant Teachers, Interns and Student Teachers who had placements of varying lengths in my classroom; Modeled for them appropriate teaching practices; Provided literature about young children and diversity work; Assisted with planning and following up with aspects of the curriculum, and had formal and informal meetings with graduate students and their Graduate Advisors.

***Co-Chair of GLSEN/NY Metro*** - December 1996 to 1998

Gay, Lesbian, Straight Teacher Network/NY Metro, ([www.glsen.org](http://www.glsen.org))

Planned monthly calendar events with colleagues from other Independent Schools which activities included speakers, workshops, youth conferences, films, curriculum preparations, and open discussions on LGBT inclusion in schools.

***Camp Director***, October 1995 to August 1996; February 1996 to August 1997

Bank Street Summer Camp, New York, New York

Interviewed, hired and supervised staff of a camp for children ages 3 to 12; The camp program included a swimming program, weekly trips to Lake Tiorati, and an after camp program; Supervised 11 to 14 year olds as Counselors in Training; Organized all parent meetings and correspondences; Assisted in creating the camp budget, brochures, advertisement of the program, and the design of a new sleep away program for 10 to 12 year olds.

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## **Teaching Experiences:**

***Social Justice Teacher*** – Early Childhood, Elementary, Middle and High School, 2009 to Present

Together with administrators and teachers, develop and execute age-appropriate lessons on identity, anti-bias, diversity, social justice, and activism.

***Head Teacher-*** Third Grade, September 2003 to June 2007

Little Red School House, New York, New York

Planned ongoing curriculum in writing, literature, social studies, and math; Wrote two sets of progress reports, and prepared for parent conferences to be held twice a year.

***Head Teacher-*** Fifth Grade, September 1997 to June 2003

Manhattan Country School, New York, New York

Planned ongoing curriculum in writing, literature, social studies, and math, wrote three sets of effort marks and one progress report, and prepared for parent conferences to be held three times a year.

***Teen Program Facilitator***, July to August, 1999

Make The Road by Walking, Inc., New York, New York

Provided reading and writing skills for academically struggling teenagers through an eight-week summer program aimed at helping teens get involved in their Brooklyn community.

***Head Teacher***, 3 and 4 year olds, September 1992 to June 1997

Bank Street School for Children, New York, New York

Planned ongoing curriculum, wrote fall and spring reports, prepared parent conferences twice a year, created children's literature to be used in the curriculum, and implemented a developmentally appropriate Anti-Bias approach for 3 and 4 year olds; Supervised an assistant teacher, interns and student teachers attending the Bank Street College Teaching Program.

***Camp Counselor***, June to July, 2006

Little Red School House, New York, New York

***Camp Counselor***, June to July, 1992-1995

Bank Street Summer Camp, New York, New York

***Assistant Teacher***, 3 year olds, September 1991 to June 1992; 4 and 5 year olds, Sept. 1990 to June 1991

Bank Street School for Children, New York, New York

***Student Teacher***, Fourth grade, January to May 1990

William Sherman School- PS #87, New York, New York

Public School 163, 1<sup>st</sup> grade, September to December 1989

The Alfred E. Smith School- PS #163, New York, New York

## **Unpublished Written Work:**

- *The Role of Racial-Ethnic Identity and Family Socialization on Student Engagement: Latino Youth in Select New York City Independent Schools. (2015). Doctoral Dissertation, St. John Fisher College.*

## **Unpublished Written Work:**

- *The Power of Children's Literature: Gay and Lesbian Themes in a Diverse Childhood Curriculum*, manuscript submission for the Gay, Lesbian, Straight Education Network. ([http://www.glsen.org/binary-data/GLSEN\\_ATTACHMENTS/file/115-1.pdf](http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/115-1.pdf))
- *Anti-Racist Lessons Presented through Children's Literature: A 5<sup>th</sup> Grade Book Award Project* Chapter for *Anti-Racist Teaching: Thought and Practice (Transforming Teaching)* by Sabrina Hope King, 2001.
- *Teaching All Our Children: LGBTQ Themes in K-12 Curriculum* Unpublished curriculum guide on lesbian, gay, bisexual, transgender, questioning lesson plans for K-12 schools. ©1999.
- *LREI Third Grade Curriculum* Unpublished curriculum guides for geography, Native American, Explorer, and New Amsterdam units of study, 2004.