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28th Annual International Conference
National Association for Multicultural Education

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Multicultural education was born out of the struggles of the Civil Rights Movement in the 1960s, a foundation built on advocacy and resistance. As we gather in Memphis for the 28th Annual International Conference of the National Association for Multicultural Education, we honor the Civil Rights Movement, which not only brought change to the United States, but to the rest of the world. During this 50th anniversary year of the assassination of Dr. Martin Luther King, Jr. in Memphis, the National Association for Multicultural Education calls for radical education that meets the needs of an emerging majority-minority nation, empowers marginalized groups, challenges anti-blackness, xenophobia, all forms of oppression, and neoliberal efforts that seek to make unjust practices more palatable. There can be no apartheid United States or any place else with the expectation of acceptance from people of color. Multicultural Education must challenge policies that seek to roll back more civil rights gains, for which Dr. King and a diversity of others fought. In a time when public education in the United States is under attack, nationalism, nativism, and xenophobia are also on the rise, Multicultural education must forge ahead and respond to these challenges with clarity of purpose.

The National Association for Multicultural Education invites researchers, practitioners, community activists, policymakers and all those working toward greater equity in education around the world to the 28th Annual International Conference. The conference is a time to engage in dialogue, share research, best practices, and collaborate across contexts locally and globally to take action that disrupts injustices and inequities in education and resists attacks to diminish public education disproportionately affecting the most vulnerable rural and urban communities. Dr. King reminded us that injustice anywhere is a threat to justice everywhere and, now more than ever, Multicultural Education must be at the forefront in reviving Dr. King’s dream.

Many thanks to this year’s Conference Co-Sponsors:
Taylor & Francis
Teachers College Press
Tennessee Technological University
University of Memphis
FROM THE PRESIDENT- ELECT

Welcome to Memphis! It is my honour to welcome students, teachers, teacher educators, community activists, researchers, academics and all those working towards greater equity in education to the Annual International Conference of the National Association for Multicultural Education (NAME). We are living in challenging times locally and globally, and educators are at the forefront of the struggle to preserve public education and secure quality education for all students. Over the last twenty eight years NAME has been an important voice in challenging inequitable practices in education, and creating space for dialogue and action.

The theme of the 28th Annual International Conference is “How Many More ’Til We Rise Up? Multicultural Education, a Radical Response of Love, Life and Dr. King’s Dream.” As we gather in Memphis we honor the Civil Rights Movement, which not only brought important social change to the United States, but also to the rest of the world. During this 50th anniversary year of the assassination of Dr. Martin Luther King, Jr. in Memphis, I support the call for radical education that meets the needs of an emerging majority-minority nation, empowers marginalized groups, challenges anti-blackness, xenophobia, all forms of oppression, and neoliberal efforts that seek to make unjust practices more palatable.

I hope this year’s conference will invigorate your energy and provide you with opportunities to engage in dialogue, gather resources, meet colleagues, and make new friends. You are encouraged to engage and interact with as many conference participants as possible and get to know the local area. Take some time to explore the amazing city of Memphis on the Mississippi River, and visit some of the historic sites, museums, parks and gardens.

Thanks to the Tennessee NAME planning committee and the University of Memphis for their assistance in organizing this year’s conference. Have a wonderful conference experience!

“Change does not roll in on the wheels of inevitability, but comes through continuous struggle.”

–Dr. Martin Luther King Jr.

Ann E. Lopez
President- Elect, NAME
...I do not want my house
to be walled in on all sides
and my windows to be stuffed.
I want the cultures of all lands
to be blown about my house
as freely as possible.
But I refuse to be blown
Off my feet by any.

--Mahatma Gandhi

As President and a founding member of NAME, it is with great pleasure that I welcome you to the twenty-eight-national international conference of NAME. Our conference theme for this year is “How many more ‘til we rise up? – Multicultural Education, a Radical Response of Love, Life and Dr. King's Dream”. Unfortunately, or some may say “fortunately” this theme is the catalytic boost needed by us in the struggle for social justice to redouble our efforts. As we come together here in Memphis to celebrate Dr. King’s life and our commitment to his dream, we must continue to strive toward the eradication of those society ills which seek to destroy our humanness.

As a participant in this twenty-eighth conference of NAME, please take the opportunity to be engaged with the outstanding keynote speakers. We also hope that you will interact with panelists and session presenters regarding the issues impacting us and our children. Finally, in the tradition of NAME conferences, you will be inspired and entertained by excellent local students sharing their talents through a variety of cultural interludes.

You are also invited to take advantage of all that Memphis has to offer!!

Yours in NAME,

H. Prentice Baptiste
President, Founding Member, National Association for Multicultural Education
Reflections from Rose Duhon-Sells on the Founding of NAME

The National Association for Multicultural Education is celebrating twenty-eight years of providing pathways for educators, community leaders, parents and students of all ages to learn from each other how to accept, respect and appreciate each other regardless of their differences, including race, gender and ethnicity. Over the years, NAME has created an environment where new/young scholars evolved, seasoned scholars shared, and everyone experienced an emotional, social and intellectually stimulating feelings of belonging and ownership.

In 1989 in Las Vegas, Nevada, early one morning, while talking on the telephone with, now deceased Dr. Holloway Charles Sells (who became my loving husband for 18 years), I shared my frustration with trying to pull people together to start their organization that I had envisioned for many years. He encouraged me to call everyone and ask them to meet with me at 8:00am that morning. I explained to them that those in attendance who also followed through would become the Founders.

The next year I started the work of creating the first NAME Conference with no money and only a credit card with a limited balance. I called Dr. Pritch Smith from North Florida University in Tallahassee, Florida for help and he said, “Rose, I cannot help you with money, but I will develop the call for papers and the program, receive and review the papers for presentation.” I called Dr. Carl Grant, Dr. Geneva Gay and Dr. Donna Gollnick and asked them to donate their time, talent and knowledge to be my keynote speakers.

The organization that I envisioned would provide a forum so that people doing this work would not experience the cold isolation, mean comments and totally ignorant questions I received in my early years of introducing the Multicultural Education concepts to people of education in Louisiana. Today, NAME is a safe haven for educators doing work to promote Multicultural Education concepts. At the NAME conferences I regularly meet educators who are thrilled to join forces with people of kindred minds, working toward improving education for all.

The first conference was in New Orleans, Louisiana, November 1990. I had charges on my credit card that exceeded $20,000 and every time the phone rang, I broke out in hives thinking what would happen if this failed and I would have a major debt. At that time, I was a single parent, with teenaged children: three in college and one in high school. But I pressed on. The amazing thing was that after that first conference everything started coming together. The founding members from the room in Las Vegas joined forces. We built strong relationships, contributing, supporting and working together. To this day, this organization functions on the contributions of many hardworking volunteers.

Founding the National Association for Multicultural Education has been one of the highlights of my life. I often think God selected me to give this incredible idea and used me to embrace the goodness, generosity, love and support of many to make it a reality.

My vision for the future of this great organization is to see our members’ research and activism improve the quality of education for all school-age children across the globe, by helping all educators to teach form a Multicultural perspective. I pray that we continue our strong commitment to research, networking and providing needed assistance to new/young upcoming educators, ensuring they are strong Multicultural Education leaders of tomorrow. I envision NAME and its leaders being recognized internationally as THE clearinghouse for knowledge and wisdom on Multicultural Education. Together we will improve education for all!

Rose Duhon-Sells, NAME Founding Mother
Hello NAME Family and Friends!
I am thrilled to welcome you to Memphis!

I have had a vision for a number of years of having the conference here in Memphis to honor Dr. King. It is exciting to finally be here and exciting that our conference chair, Ann Lopez, selected so many great keynotes to join us!

Any of you who know me, know that I believe that the work we do and life overall are about relationships and connections. This year we celebrate NAME’s many strong connections.

Donzaleigh Abernathy was first with NAME in 2013, as part of a panel of "The Daughters of the Civil Rights Movement." We have stayed in touch, and she was excited to return to honor her Godfather, "Uncle Martin."

Patrick Camangian was with NAME in 2013, as well. He is an important part of Teachers 4 Social Justice, in San Francisco and spoke at the CA-NAME conference earlier this year. Another strong connection.

Maureen Costello is with us from Teaching Tolerance at the Southern Poverty Law Center. They became our first institutional lifetime member in 1990. That is a very long-standing connection, which Maureen and I hope to grow.

NAME’s connection with Sharon Griffin is new, but I am sure it will be long-lasting. Sharon was recommended by our amazing planning team at University of Memphis, some of whom first came to NAME in 2003, which also was my first year at NAME. Some in the University of Memphis team are new to NAME, but I am sure they will be connected with NAME for a long time.

And, Dr. Tatum is back with us, as she celebrates the 20th anniversary of her book "Why Are All the Black Kids Sitting Together in the Classroom?" NAME gave her an award for her book 20 years ago! We are happy to celebrate 20 years of this great connection.

Finally, we are honoring James A. Banks, as he retires. At my first NAME conference in Seattle, Jim saw me volunteering and said, "Bette! What you doing here? I didn't know you were a NAME-er!" He was one of the keynotes that year (2003). I have counted Jim and Cherry Banks as friends since I was 25, thanks to another great connection and dear friend, Derrick Bell. So, while Derrick is gone, it is great to have such a great, longtime connection for both NAME and me with us this year.

One of the reasons I loved NAME from day one was its actions and vision fit with mine. The importance of connections and relationships is very high on both of our lists. The scholars and brilliant minds who work in the field of MCE were everywhere, happy and ready to have a conversation. That is one of the things first-time attendees comment on the great opportunity to grow relationships with like-minded people and scholars in the field.

I hope you make some great connections and build some lasting relationships at the conference. Please come find me, so we can be connected, as well.

Again, welcome to NAME!

Bette Tate-Beaver
Executive Director
National Association for Multicultural Education (NAME)
Dear Friends,

On behalf of the State of Tennessee, it is my pleasure to welcome you to Memphis for the 28th Annual National Association for Multicultural Education International Conference.

This year, we are observing the 50th anniversary of the assassination of Dr. Martin Luther King, Jr. with many opportunities to honor his legacy. I am pleased that NAME chose Memphis as the site for this year’s conference to contribute to this season of commemoration.

I trust this conference will be of great benefit to you as you attend and participate in sessions, visit local schools, and network with like-minded scholars and advocates. I commend you for the work that you are doing to support our educators and students from diverse communities and appreciate your role in advancing academic achievement and promoting student success.

Again, welcome to the NAME annual conference. Crissy and I send our very best wishes for an enjoyable and productive event.

Warmest regards,

Bill Haslam
Dear NAME members,

It is an honor to welcome the National Association for Multicultural Education to the beautiful state of Tennessee and the city of Memphis for your 28th annual international conference. As the Commissioner of Education for Tennessee, it is a pleasure to host educators who are passionate about advocating for equity and social justice through multicultural education. We share those same goals, and it’s fitting you are joining us to contribute to the commemoration of the 50th anniversary of the assassination of Dr. Martin Luther King Jr through your conference this year. Tennessee seeks to continue his dream by providing all students with equal opportunities in education and creating dynamic learning environments and school communities that affirm the value of every child.

Education is the most important profession in our society. We have a unique opportunity as educators to open up the whole world to students from their desk in our classrooms, and no matter what or where you teach, the impact you will have on your students is tremendous. You are shaping the future of our communities and helping them to become the smart, thoughtful, and compassionate leaders we need.

Thank you for your dedication to the advancement of multicultural education, equity, and social justice. I hope you have a wonderful conference and enjoy visiting Memphis and Tennessee.

Best,

Candice McQueen
Tennessee Commissioner of Education
Dear Colleagues and Friends,

As the chair of the State Board of Education, it is a pleasure to welcome you to Tennessee and the city of Memphis for the 28th annual international conference of the National Association for Multicultural Education. I am honored that the host members of this organization, who are dedicated to multicultural education and advancing student opportunities, have chosen Tennessee for this year’s conference.

According to the National Assessment of Educational Progress, Tennessee’s students have been the fastest improving in the country in academic achievement for seven years. Such advances are the result of our dedicated educators and school leaders in addition to the support of our state legislature, higher education institutions, and our active communities.

NAME’s commitment to education for all plays an important role in striving for strong academic achievement. The State Board is firmly committed to increasing multicultural educational opportunities for our students, specifically by increasing the percentage of racially and ethnically diverse teachers in the state.

As Tennessee works to increase diversity among educators of excellence in our K-12 schools, I applaud your efforts and NAME’s mission to advance multicultural education. The State Board is glad to partner in these efforts with organizations like NAME to drive toward this important goal. As you engage in the conference sessions, I hope you can take time to visit our local schools, and network with your colleagues from around the globe. I believe this conference will benefit you immensely in the pursuit of NAME’s mission.

Once again, welcome to the city of Memphis and the great state of Tennessee. Thank you for your continued commitment to excellent education and the advancement of academic achievement for all students.

Sincerely,

Lillian Hartgrove
Chair of the Tennessee State Board of Education
Greetings,

It is a pleasure to welcome you to our great city. As you may know, Memphis is known for being the home of the blues, the birthplace of rock and roll, and, of course, for the amazing barbecue. What you may not know is that we are being recognized for our efforts to improve education on a national level.

Shelby County Schools (SCS) shares the same passion for educational equity as you. We have taken many steps to provide adequate resources for every student in every classroom. To honor Dr. Martin Luther King Jr.'s legacy, we raised our minimum wage for all full-time employees. From addressing childhood hunger, to offering quality school choices for our students, to improving our practices to strengthen equity in business, we strive to be a strong voice and constant advocate for our students, teachers, staff and entire community. Additionally, we support students and families from diverse cultures and backgrounds -- over 80 languages and dialects.

In order to learn, in order to grow, in order to make changes for the better, we must first educate. We must educate today's youth so that they are ready to take on the world of tomorrow. We must educate our peers so that they have what they need to make impactful and meaningful decisions today.

As you attend this conference in a city with such rich history, we challenge you to share, educate and learn. Share your stories about overcoming inequities and social injustice. Educate all of us on the stereotypes and misconceptions that have oppressed many cultures in our nation. Learn from others whose knowledge and experiences enhance our efforts to improve our society and truly bring change to our communities.

Best wishes for a productive conference. We hope you enjoy your time in Memphis.

Sincerely,

Shante K. Avant
School Board Chair

Dorsey E. Hopson, II
Superintendent

160 S. Hollywood • Memphis, TN 38112 • (901) 416-5444 • www.scsk12.org
November 27, 2018

National Association for Multicultural Education (NAME)
2100 M. Street, Suite 170-245
Washington, DC 20037

Dear NAME members:

I am pleased to welcome you to the great city of Memphis as you join your peers to convene the 28th Annual International Conference of the National Association for Multicultural Education. Recognizing the important support you offer to ensure inclusiveness, equity, diversity and justice in education, it is especially fitting that you have chosen Memphis during our city’s commemoration of Dr. Martin Luther King’s assassination 50 years ago, as the locale for your conference. Memphis has a rich history as the site where leaders in the Civil Rights Movement met and inspired action in their call for justice and equality.

Memphis is also home to many wonderful attractions and amenities that I hope you will take time out to enjoy including, the World Famous Beale Street, delicious barbecue and friendly people who exude Southern Hospitality. I hope you all have a memorable experience in Memphis during the conference which will move you to make many future returns.

Best wishes are extended for your safe travels as you return to your communities to continue advancing social justice and equity in education. Thank you for choosing Memphis.

Sincerely,

Berlin Boyd, Chairman
Memphis City Council
Dear Conference Participants:

I bring you greetings from the College of Education at the University of Memphis! We are honored and humbled to serve as a host university for the 28th Annual NAME International Conference.

This convening is unique as you have chosen to hold the conference near the sacred grounds of the National Civil Rights Museum as part of the city of Memphis’ yearlong commemorative MLK50 events in honor of the lasting legacy of Dr. Martin Luther King, Jr.

The National Association for Multicultural Education (NAME) serves as a beacon of light to the path of social justice and equity, challenging educators and school and community leaders to view education through this critical lens and asking how we can champion and advocate for these principles through multicultural education in schools and society.

Like NAME, the College of Education is driven by equity and social justice. We take to heart the profound words of Booker T. Washington, “Excellence is to do a common thing in an uncommon way.” Guided by these words, we strive to ensure that our future leaders and educators exemplify the ideals of social justice, equity, and inclusion.

We look forward to the conference as it is a time of sharing, learning, and reflection which provides an opportunity for us to challenge ourselves to become even better advocates for equity and social justice.

We welcome you to Memphis, the City of Rock-n-Roll and Home of the Blues, and look forward to a productive and thought-provoking conference as we continue to work toward living Dr. King’s Dream.

Sincerely,

Kandi Hill-Clarke
Dr. Kandi Hill-Clarke
Dean, College of Education
The University of Memphis
November 27, 2018

As president of the Tennessee chapter of the National Association for Multicultural Education, I wish to welcome you to Tennessee and to NAME’s 28th annual conference.

This conference is significant to Tennessee NAME for a number of reasons. First, the choice of our state is fitting since it has been 50 years since Martin Luther King Jr. was slain in Memphis. Tennessee NAME is honored to participate in ceremonies and events that honor and celebrate Dr. King’s legacy, and we know that you will find many meaningful experiences and calls to action related to Dr. King and his work here at NAME and in Memphis. Second, Tennessee NAME recognizes a strong need for our state and our nation to refocus on Dr. King’s legacy to challenge assaults on equity, justice, and equality that are driving much policy and change in our nation and that threaten to dismantle so much that was achieved by Dr. King and others since. Finally, this year’s conference also serves as Tennessee NAME’s 1st state conference since our chapter was organized just last year. We are humbled that our inaugural state conference is being held in conjunction with such an important national conference, where we hope to stir up a whirlwind of energy and activity that will rekindle the flame of Dr. King’s dream for a better world.

Your presence here at NAME’s 28th annual conference demonstrates your commitment to equity and social justice in education, and I thank you for your time, your efforts, and your contributions. I hope you take away new ideas, new friends, and new hope for the future.

I also hope you enjoy your stay in the beautiful state of Tennessee and find time to enjoy some of the sights and sounds of Memphis or travel across the state to Music City or the Great Smoky Mountains. There is much to do and see in Tennessee!

Regards,

Janet Kesterson Isbell
President, Tennessee NAME
Associate Professor, College of Education
Tennessee Tech University
Cookeville, TN
jisbell@tntech.edu
Welcome to Memphis!

Over the past 28 years, members of the National Association for Multicultural Education have come together to challenge systems/practices of oppression. In carving out a space for meaningful dialog and transformative action, the annual conference is a venue for us and our colleagues to come together and re-charge our dedication to multicultural education.

This year’s theme, “How many more ‘till we rise up? Multicultural education, a radical response of love, life, and Dr. King’s dream” speaks to the current context in the United States where public education is under attack and xenophobia is on the rise. And, during this 50th anniversary of Dr. King’s assassination, the need for radical education is dire. Let’s bring our energies together to confront injustices and inequities.

Please take the opportunity to attend this year’s great sessions – intensive institutes, panels, roundtables, posters, keynote speakers, school tours, cultural interludes, and more. Engage with colleagues to strengthen our community. Be a source for positive, radical change where all students can succeed and hardworking teachers are valued as professionals.

A special thanks to the local planning committee: Kandi Hill-Clarke, Alfred Hall, Beverly Cross, Brian Wright, Ladrica Menor-Furr, Venita Doggett, Sara Bridges, Katherine Wade-Jaimes, Cynthia Alexander Mitchell, Nichelle Robinson, and Janet Isbell. NAME is a 100% volunteer organization and it takes a well-organized, local crew to make conference a success!

In addition to the local crew, there are a number of people who work behind the scenes to make this conference a success. THANK YOU! Your time and commitment are appreciated! Thanks to the Board Members and Regional Directors. Your service to NAME is vital to our mission. In honor of our Sankofa tradition – learning from the past to build a better future – THANK YOU to our Founding Mother Rose Duhon-Sells, Founders, and Past Presidents. Lastly, THANKS to our powerhouse of an Executive Director Bette Tate-Beaver.

Again, welcome to Memphis! Have a great conference and please take advantage of the engaging sessions and opportunities the conference has to offer as well as the Memphis community and Tennessee!

In solidarity, Lisa Zagumny
Planning Team Co-chair & Proposal Review Chair

Box 5046 / 31 West Clark Ave. / T.J. Foster / Cookeville, TN 38506 / 931-372-3124 / 931-372-3119 / tntech.edu/education
NAME Conference Features

Continuing Education Credit
Continuing education units (CEUs) are available through your participation at the National Association for Multicultural Education (NAME) conference through Tennessee Tech. In order to receive 1 CEU, you will need to attend 12 sessions (which may include the Founders’ Luncheon and/or the Dine and Dialogue Luncheon), and have your participation verified by the presenter and/or their designee. The cost is $25. A passport to verify your participation will be available at the registration desk at conference. When you’ve participated in 12 or more sessions, turn the passport back in to the registration desk. You will then receive the weblink to submit your application in order to receive your CEU certificate.

Diverse Sessions
NAME conferences offer numerous kinds of sessions to better deliver our diverse topics, content, and presentation techniques. In addition to outstanding general session keynote conference attendees have opportunities to participate in a wide variety of activities. These include over 300 choices included in the conference registration fee. Participants face making choices throughout the conference, so we highly recommend reviewing the options available and planning ahead.

Intensive Institutes
These longer programs allow for deeper work and more interaction. Institute participants do NOT miss the general sessions. There are selections Tuesday, Wednesday and Thursday. Pre-registration is required and additional fees apply. Find complete info on Intensive Institutes, beginning on page 23.

Local Schools Visits
The local committee has organized wonderful tours of high interest to NAME people. Transportation is provided on these guided tours. Space is limited, so please register online in advance. Additional fees apply. See page 29 for details.

Annual Multicultural Film Festival
All Screenings in Hernando Desoto Room
This year marks the 24th anniversary of the Annual NAME MC Film Festival. It provides opportunities throughout the conference to preview DVDs related to social justice for use in classrooms, meetings, or training events. The selected videos address a wide variety of equity topics—and, if time allows—participants will share their impressions during each set of Break-out sessions. One filmmaker will join us for discussion of the film—Dawnland—immediately following the screening of the film. More information on page 30. For additional information, or to recommend new videos for the MC Festival, please contact Robin Brenneman on-site, who has chaired the committee for many years.

On-Site NAME Job Bank
If you are in the job market, or if you know of open positions that would be of interest to NAME people, stop by the NAME Job Bank table in the Marketplace. And remember to check the on-line job bank on the NAME website: www.nameorg.org/name_job_bank.php

Special Sessions
Tuesday Evening Special Event—6:15pm
NAME March to the National Civil Rights Museum for Educational Equity and Social Justice
See page 43 for info.

NAME Board Meeting
Weds. Nov 28, 7:15-7:50am in Venetian Ballroom
Participate in this annual Board Meeting forum and light continental breakfast with the leadership of NAME.
Networking Events
NAME offers great networking opportunities while enjoying food and drink, exploring the offerings of our exhibitors and meeting NAME scholars and writers, as well as our fascinating members. Many significant professional and personal friendships have begun at NAME networking events.

First Timers’ Orientation
Weds. Nov 28, 10:30am-11:20am in Venetian
If you are new to NAME conferences, this session will help acquaint you with many of the unique aspects of NAME and its members. It is a great way to get welcomed into the NAME Family.

Mentor/Mentee Connection
Weds. Nov 28, 11:30am-12:20pm in Venetian
If you are interested in finding a NAME mentor, or being a NAME mentor, this is a session to attend. This special aspect of our conferences often creates immediate “old friends” and lasting, meaningful relationships.

Book Signing & Networking Reception
Weds. Nov 28, 8:30–9:30 pm in the Marketplace
Following the evening’s General Session, the evening includes light appetizers, a cash bar and time to visit our exhibitors and connect with NAME members, both new and old friends.

Social Justice Dine & Dialogue
Thu. Nov 29, 12:30-1:50pm in Peabody Ballroom
NAME’s annual Dine & Dialogue (during the optional luncheon) is a popular event that provides an opportunity for actively sharing ideas and strategies while we share bread. Tables will be labeled with key topics of interests for your selection. They will also have note takers and facilitators to further our conversations and make a record of the issues and good ideas that surface. One ticket for this event is included with meal package A. There are a few extra tickets available for sale; check at registration if you did not purchase the meal package but would like to participate.

Regional & Chapter Meetings
Thu. & Fri. respectively, 7:15-7:50am in Continental Ballroom
Meet with NAME members in your region and extend your local network. It is a great chance to discuss common issues, share regional resources and connect with more NAME people in your area. Facilitated by our Regional Directors. See page 20 to find your region.

Annual NAME Awards
Each year members of NAME have the privilege of nominating people, agencies and resources for outstanding contributions to work in social justice multicultural education. The awards will be presented at the annual banquet, Thursday evening. Information will be posted on the website. Congratulations to our winners! Thank you for your great work.

President’s Reception & Awards Banquet
Thursday, Nov 29, 6:30-10:30pm in the Skyway Foyer
Please join for the 28th Annual President’s Reception, with the Awards Banquet following at 7:30pm. One ticket to this event is included with meal package A. A limited number of additional tickets are available for purchase; check at registration by Wednesday noon. Be sure to wear your dancing shoes!

Sankofa Session & Conference Closing
Fri. Nov 30, 1:10-2:00pm in Venetian Ballroom
This dynamic session provides another opportunity for the NAME family to talk together as we close the official conference. Facilitated by NAME leaders, Ann Lopez and Christine Sleeter, it is another opportunity to fuel our spirits before we depart back to our homes to continue our work. Our closing ceremony will include the Jewish Shabbat service, as an act of solidarity in the fight against anti-Semitism.
NAME Conference Policies

Audio-Visual Equipment
NAME has worked to provide a screen and projector in every presentation room (except roundtables and poster sessions). AV for roundtables and posters is limited to the presenters’ own laptop computer or iPad. Please do not move the set-up equipment. Presenters need their own computers and adapters. If there are problems, please contact Chris Snead of the onsite AV team.

Daily Updates
Be sure to watch for the daily updates on program changes and additions. These will be posted and distributed early each day with additions, changes, canceled sessions and other information.

Meal Tickets
Meal tickets are required for the Wednesday and Thursday lunch and for the Thursday Reception and Banquet. Some individual luncheon and banquet tickets are available, but tickets are limited. Check at the registration desk for availability.

NAME Speakers Policy
To make this conference successful, many people generously donate their knowledge and time to support the important mission of NAME and the meaningful work of our members. All NAME conference speakers — including keynoters — speak without any monetary compensation. We deeply appreciate the contributions of all speakers and presenters. We are honored to link our NAME with their names. All presenters and co-presenters must be registered for the NAME conference. Please check in at the registration desk, where you will receive your conference materials.

Recording Policy
No audio or video recording of any NAME sessions or activities is permitted without the explicit written approval of NAME’s executive director, Bette Tate-Beaver. This policy is strictly enforced. If you have questions or requests, please contact Bette onsite or through email, Bette@NAMEorg.org

NAME’s Anti-Discrimination Statement
The National Association for Multicultural Education (NAME) is committed to an anti-discrimination policy in all of its programs and services. NAME is consciously and proactively inclusive of all areas of diversity including, but not limited to race, ethnicity, color, national origin, sovereign tribal nations status, ancestry, gender identity and expression, sexual orientation, religion, age, social class, socioeconomic status, marital status, language, disability, or immigration status.
28 Years of NAME Annual Conferences

1. 1991 in New Orleans: Toward Education That is Multicultural
2. 1992 in Orlando: Multicultural Education for the Twenty-First Century
3. 1993 in Los Angeles: Creating Connections: United We Make A Difference
6. 1996 in St. Paul: Revitalizing Democracy through Multicultural Education
8. 1998 in St. Louis: Creative Partnerships: Gateway to Embracing Diversity and Multiculturalism
11. 2001 in Las Vegas: High Stakes: Achievement, Assessment, and Advocacy through Multicultural Education
12. 2002 in Washington, D.C.: We the People: Fulfilling the Promise of Democracy and Equity through Multicultural Education
17. 2007 in Baltimore, MD: Charting the Course to Academic Excellence & Equity through Multicultural Education
18. 2008 in New Orleans, LA: Beyond Celebrating Diversity: ReACTivating the Equity and Social Justice Roots of Multicultural Education
19. 2009 in Denver, CO: Mile High Commitment to Change: Reaching New Heights in Equity and Social Justice throughout the Global Community
20. 2010 in Las Vegas NV: Empowering Children & Youth: Equity, Multiculturally Responsive Teaching & Achievement Gaps
21. 2011 in Chicago IL: Reworking Intersections, Reframing Debate, Restoring Hope
22. 2012 in Philadelphia: Erasing the Shadows, Embracing the Light: Re/Visioning Multicultural Education
23. 2013 in Oakland CA: Realizing the Power of Movements through Multicultural Education
24. 2014 in Tucson AZ: Dismantling Fronteras Through Multicultural Education: Con Comunidad, Cariño y Coraje
25. 2015 in New Orleans: Past Achievements, Present Successes, Future Aspirations: 25 Years of NAME
26. 2016 in Cleveland: NAME: The Multicultural Lens of Equity for ALL
27. 2017 in Salt Lake City: Re-Imaging Multicultural Education in Changing Times
NAME Founding Members

Sincere thanks to the founder and founding members of NAME, who had the courage and wisdom to take the bold step of establishing our multicultural community.

Rose Duhon-Sells, Founder
McNeese State University

H. Prentice Baptiste
New Mexico State University

Lesley McAvoy-Baptiste
Houston Public Schools

Samuel H. Bolden
Ohio University

James B. Boyer
Kansas State University

Glenn A. Doston
Ohio University

Cherry Ross Gooden
Texas Southern University

Tonya Huber-Warring
St. Cloud State University

Marjorie Kyle
Mesa Community College

Alfred G. Mouton
McNeese State University

Cornel Pewewardy
University of Kansas

G. Pritchy Smith
University of North Florida

Samuel E. Spaight
Wichita Public Schools

Porter Lee Troutman, Jr.
University of Nevada-Las Vegas

Doris C. Vaughn
Alabama A&M University

Note: Affiliations refer to the time of NAME’s founding.
NAME Board of Directors

**FOUNDER**
Rose Duhon-Sells  
Green Legacy Publishing  
Vice-Chancellor for Academic Affairs (retired)  
Southern University at New Orleans & Union Institute  
Duplichain University-Founder  
Lake Charles LA  
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**Immediate Past President**
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**Secretary**
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Dean & Director of Doctoral Studies  
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**Treasurer**
Charlene Lui  
Granite School District (UT)  
Director, Educational Equity  
Salt Lake City UT  
Email: clui@graniteschools.org

Continued....
**Founding Members' Representatives:**

Cherry Ross Gooden  
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Marjorie Kyle  
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**REGIONAL DIRECTORS:**

**Region 1** - Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont  
**Regional Director:** Stephanie Burrell Storms, Fairfield University Fairfield CT  
Email: sstorms@fairfield.edu

**Region 2** - Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia  
**Regional Director:** Rebecca Schreiber Russell, Educational Consultant  
Email: RSSR32@hotmail.com

**Region 3** - Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee  
**Regional Director:** Susan V. Bennett, University of South Florida, St. Petersburg.  
Email: siouxsan99@yahoo.com

**Region 4** - Illinois, Indiana, Michigan, Minnesota, Montana, North Dakota, Ohio, South Dakota, Wisconsin  
**Regional Director:** Robin Brenneman, Hilliard Ohio Arts Council  
Email: kenrob@columbus.rr.com

**Region 5** - Arkansas, Colorado, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas  
**Regional Director:** Brandon Fox, Stephen F. Austin State University, Texas  
Email: foxbrand@sfasu.edu

**Region 6** - Arizona, California, Nevada, Utah, Wyoming  
**Regional Director:** DaVerne Bell, Director of Equity & Inclusion, St. Mary’s Academy  
Email: Davernespeaks@comcast.net

**Region 7** - Alaska, Hawaii, Idaho, Oregon, Washington  
**Regional Director:** Jasmine Jackman, Peel School District, Ontario Canada  
Email: jasminejackman@gmail.com

**Region 8** - American Samoa, Guam, Northern Mariana Islands, Virgin Islands, Sovereign Nations within the U.S., International Members, and Indigenous Peoples  
**Regional Director:** Jasmine Jackman, Peel School District, Ontario Canada  
Email: jasminejackman@gmail.com
2018 NAME Local Planning Committee

NAME is grateful for the time and efforts of the local planning team and for the support from:

College of Education – The University of Memphis
School of Education – The University of Mississippi
College of Education – Tennessee Tech University

The University of Memphis

Kandi Hill-Clarke, Dean, College of Education
Alfred L. Hall, Assistant Dean, College of Education
Beverly E. Cross, Moss Chair of Excellent in Urban Education, College of Education
Venita Doggett, Director of Development, College of Education
Brian L. Wright, Assistant Professor & Program Coordinator of ECE
Ladrica Menson-Furr, Associate Professor & Director, African & African American Studies
Sara K. Bridges, Associate Professor, Counseling, Educational Psychology & Research
Katherine Wade-Jaimes, Assistant Professor, Instruction & Curriculum Leadership

The University of Mississippi

Nichelle C. Robinson, Associate Professor, CETL Provost Fellow, & SOE Diversity Officer

Shelby Co. Schools

Cynthia Alexander Mitchell, Director of Family and Community Engagement

Tennessee Tech University

Lisa Zagummy, Dean, College of Education
Tessa Bishop, Tennessee Tech
Janet Isbell, College of Education, TN-NAME President

NAME International Conference Committee

Lucy Attom, University of Education, Winneba, Ghana
Jackie Button, Halton District School Board, ON Canada
Yun-Kyung Cha, Han Yang University, South Korea
Merlin Charles, University of Toronto, Canada
Jasmine Jackman, Peel District School Board, ON Canada
Sein Kipusi, University of Toronto, Canada
Kyung-Hwan Mo, Seoul National University, South Korea
Osholene Oshobugie, University of Toronto, Canada
Peter Rugano, University of Embu, Kenya
Sang Hwan Seong, Seoul National University
Desiree Sylvestre, University of Toronto, Canada
Henry Heredia, Centro Juan Marinello, Havana, Cuba
Rodrigo Huaimachi, Proyecto Espiral Cuba
NAME 2018 Intensive Institutes

Engage in deeper conversations and connections in this year’s Institutes, which are scheduled so that participants do not miss the keynote general sessions. We are honored to have following organizations offer special institutes this year: The National Civil Rights Museum, housed at the Lorraine Motel, Facing History and Ourselves and The Highlander Center. Space is limited; pre-registration and additional fees required. You can for register for institutes on-line.

**Tuesday, Nov. 27 Pre-Conference Intensive Institutes**

**All Day Pre-Conference Institute: 11am - 6pm (w/lunch break)**

NAME Member Discounted Rate: $49; Non-member Rate: $69

T1. Developing a Multicultural Education Curriculum

Presenter: Bill Howe, Past-President of the National Association for Multicultural Education

Since 1995, over 20,000 people have attended the nationally recognized training program – Developing a Multicultural Curriculum (DMC). Developed originally in 1994 under a federal grant, DMC was created to meet the needs of teachers wishing to learn more effective strategies to teach minority students but also schools that wanted a curriculum that would prepare all students for a diverse workforce and a global economy. The institute follows a model based on four key steps— awareness, knowledge, skills and action. These steps include awareness of how culture affects teaching and learning, the knowledge we need to be culturally responsive, how to create multicultural lesson plans; and how to develop an individual and organizational action plan.

*Note: Those who complete this all-day institute will receive a certificate of completion*

T2. School Leadership Matters: Strategies to Successfully Implement Culturally Responsive Leadership Approaches in Schools

Presenter: Ann E. Lopez, NAME President-Elect, OISE Associate Professor, Teaching Stream Department of Leadership, Higher and Adult Education Provostial Advisor, Access Programs; Former Administrator, Peel District School Board

This institute is designed to engage school leaders (teacher leaders and administrators), leaders in higher education as well as aspiring leaders interested in embedding social justice and culturally responsive approaches in their practice. We know from research and practice that culturally responsive approaches increase student engagement and achievement, community and parental involvement, reduce disciplinary issues and improves retention rates in higher education. The purpose of this institute is to share culturally responsive leadership strategies and approaches that work, explicate the challenges of this type leadership, and envision ways to overcome these
challenges. This workshop will feature a select group of educational leaders who will share their experiences and coping methods as social justice leaders on their leadership journey.

**T3. Utilizing Young Adult Literature to examine diversity while deconstructing teachers' concerns with inequality, injustice, and language**

Presenter: *Elsie Lindy Olan*, Ph.D.-Curriculum & Instruction, Language & Literacy, Assistant Professor, Language Arts Secondary Education, School of Teacher Education, College of Community Innovation and Education, University of Central Florida

This institute is designed for teachers and teacher candidates wishing to engage in dialogic interactions, linguistic investigations and that help teachers, teacher candidates, and students analyze the political, economic, and social contexts of the characters' lives and their own. It takes preservice and inservice teachers through a series of critical discourse analysis activities that empowers them to deconstruct their concerns with inequality, power, and language. Teachers will be guided to ask tough questions that help their students to become engaged and develop practices that are socially conscientious. This institute aims to help educators engage in that resistance by using young adult literature to enact a culturally sustaining pedagogy. The facilitator invites participants to engage in textual analysis to help them reflect on normativity and identity in young adult literature. Young adult literature and research-based strategies shared can be used to disrupt notions of the status and dominant narratives in classrooms.

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**Tuesday, Nov. 27 Half-Day Afternoon Institutes: Sessions 3:00-6:00pm**

NAME Member Discounted Rate: $29/ Non-member Rate: $49

**T4. Writing for Publication**

Presenters: NAME Multicultural Perspectives Editorial Team: *Kevin Roxas*, Western Washington University; *Alyssa Dunn*, Michigan State University; *Francisco Rios*, Western Washington University; *Carl Grant*; University of Wisconsin–Madison, NAME Past President

This half-day workshop is designed to assist anyone interested in publishing in professional journals or other related publications in the field of multicultural education. Facilitated by experienced editors and writers, it is particularly beneficial for graduate students and junior faculty. During this interactive workshop, participants will learn about the process for publishing from both a writer's perspective as well as the editor's perspective. Topics to be covered include getting started (selecting appropriate journals, turning dissertations into articles, etc.), the submission and review process, and the relationship of publishing to tenure. Participants should be prepared to share their ideas for articles. Participants will receive an extensive package of materials to support their work towards becoming published authors.
**Special Institute offered by The Highlander Center**

**T5. Loving People First: The Radical Tradition of Popular Education**  
**Presenter:** Elizabeth Wright, Highlander Education Coordinator

The Highlander Center is a beacon of social justice in the South and Appalachia, sustaining movement and transforming communities through collective struggle. Join Education Team coordinator Elizabeth Wright to share in Highlander's history, methodologies and the important work facing the South today, from economic and environmental innovation in Appalachia's coalfields to fights to dismantle white supremacy.

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**Wednesday, Nov. 28 Morning Institutes**

**NAME Member Discounted Rate:** $29  
**Non-member Rate:** $49

**Half-Day Institutes: Morning Sessions 9:30am - 12:20pm**

**••Special Institute offered by Facing History and Ourselves ••**

**W6. Leading Whole-School Change to Impact School Climate**  
**Presenters:** Facing History and Ourselves: Steve Becton, Program Director for Equity and Inclusion, Sarah Stuart, Senior Program Associate

This Institute engages participants on understanding and applying the experiences of Facing History and Ourselves in working with schools to foster the type of environment needed for students to succeed academically and professionally and to also become engaged members of society. It will feature their work with teachers and students in becoming upstanders and not bystanders. They will call upon their bold work to work in schools using their unique to teaching, professional development, and coaching to equip teachers with the tools and strategies to help students become thoughtful, responsible citizens.

**W7. Responding to Discriminatory Incidents at School**  
**Presenter:** Lee Mun Wah, Executive Director, StirFry Seminars & Consulting

Often, discriminatory incidents and lawsuits emerge from environments where diversity issues are seldom discussed and where cultural differences are 'celebrated' but not practiced or represented. During this workshop, we will explore how to create a culturally competent and sensitive academic community that is able to embrace and respond to diversity. Participants will:  
* Understand how one's personal and community history affects one's self-esteem and sense of safety  
* Learn ways to respond with honesty and compassion when a conflict occurs that involves a diversity issue  
* Create a sense of community and understanding amongst a diverse culture of people  
* Learn how to ask meaningful and intimate questions of individuals from diverse cultures  
* Understand how differences (i.e. racial, gender) can affect relationships, communications & behaviors  
* Discover how to observe and make use of the intent and impact of all of our communications  
* Learn the art of listening and responding cross-culturally.
W8. Technology as a Tool to Support Multicultural Education in the 21st Century  
Presenter: Krista Ruggles, Assistant Professor, Utah Valley University

In order to prepare diverse students to be successful and rise up in a globally and technologically advanced 21st century environment, it is critical that educators develop a deep understanding of how technological tools can support student success. All students must be provided with equitable authentic opportunities to acquire advanced technological skills. Unfortunately, teachers are either unprepared to facilitate these learning experiences or feel as though they do not have adequate time or resources to accomplish the task. Workshop participants will be introduced to and practice using online digital tools, iPad apps, and coding to support content across curriculum areas. These tools can be utilized in K-20 classrooms to support culturally responsive teaching practices and interdisciplinary teaching. Technology tools will be provided, but participants are encouraged to bring their own laptop and/or iPad.

Thursday, Nov. 29 All-Day Institute Session: 9:30am-12:20 & 2pm-4:50pm  
NAME Member Discounted Rate: $49/ Non-member Rate: $69

All-Day Option = Both Institutes T9: Meanings and Implications of the #MeToo Movement in the morning AND T11. Effective Institutional Actions to the #MeToo Era in the afternoon.

In the heat of the #MeToo Movement, NAME offers two companion—T9 and T11—workshops focusing on the issues for gender equity professionals and other interested parties who are working to protect their students and staff from sexual harassment and assault. Both Institutes are designed to develop the skills, language, and resources for effective enforcement, especially critical in the DeVos’ era with rollbacks in Title IX protections and rights of trans people. Participants who attend both sessions will receive a certificate of completion.

Thursday, Nov. 29 Half-Day Institutes Morning Session: 9:30am—12:20pm  
NAME Member Discounted Rate: $29/ Non-member Rate: $49

T9. #MeToo Institute #A: Meanings and Implications of the #MeToo Movement  

Presenters: Georgina Dodge, Associate Provost for Diversity Equity and Inclusion, Bucknell University; Advisory Board Member of ATIXA (Association of Title IX Administrators); Jan Perry Evenstad, Director of Western Equity Assistance Center, Metropolitan State University of Denver; Advisory Board Member of ATIXA; Bill Howe, Past-President of NAME, Advisory Board Member of
ATIXA (ret); Marta Larson, Educational Equity Consultant; Amy Zavadil, Equity Compliance Officer at the University of Dayton, Advisory Board Member of ATIXA

Institute # A is especially designed for students, parents, guardians, people in enforcement or advocacy positions, and any other individuals wanting to learn more about legal protections against sexual harassment and assault. This 3-hour workshop will cover the foundational legal protections and the imperative for our institutions to activate effective policies, procedures and programs. We will examine the spectrums involved—including bullying to assault; hostile environment and school climate—while examining the intersectionality between race/gender/national origin issues. Primary to the workshop will be tools for advocacy related to policies and programs with support for survivors and strategies for parent and community engagement.

Morning Session 9:30am - 12:20pm

T10. Multicultural Science Education: What is it? Why do we need it? What does it look like?
Presenters: Katie Wade-Jaimes, Assistant Professor; Rachel Asker, Graduate Student; both from University of Memphis

This session will begin a discussion around the importance of multicultural science education in schools today. We will consider various perspectives on science, including Western and non-Western ways of knowing and doing science, and begin envisioning how we can teach science in ways that acknowledge, incorporate, and sustain students’ own cultures and backgrounds.

Thursday, Nov. 29 Half-Day Institutes -Afternoon Session: 2:00-4:50pm

NAME Member Discounted Rate: $29/ Non-member Rate: $49

T. 11 #MeToo Institute B: Institutional Action in the #MeToo Era
Note: This institute can be taken alone or with T.9 Institute A-#MeToo, for an All Day institute. Participants who attend both sessions will receive a certificate of completion.

Presenters: Georgina Dodge, Associate Provost for Diversity Equity and Inclusion, Bucknell University; Advisory Board Member of ATIXA (Association of Title IX Administrators); Jan Perry Evenstad, Director of Western Equity Assistance Center, Metropolitan State University of Denver; Advisory Board Member of ATIXA; Bill Howe, Past-President of NAME, Advisory Board Member of ATIXA (ret); Marta Larson, Educational Equity Consultant; Amy Zavadil, Equity Compliance Officer at the University of Dayton, Advisory Board Member of ATIXA

Institute # B is designed for people involved in program development and delivery. Building on the content of Institute # A we will delve into effective complaint investigation and resolution approaches, including appropriate recordkeeping and transparency/privacy issues. Examples of effective strategies for prevention and for supporting survivors during and following investigations will be discussed; as well as the rights of the accused and our responsibilities to them.
T.12 Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap
Presenter: Paul Gorski, Equity Literacy Institute
For too long the popular conversation about addressing educational outcome disparities across class have been focused on all the wrong things: fixing fictitious ‘mindsets of poverty,’ strength low-income students' grit, and a long list of other equity disasters. The equity literacy framework, the basis of this workshop, gives us another path, which focuses on deep, complex understandings of inequities and how to root them out of classrooms and schools. We will talk about the core causes of outcome disparities and how to confront them directly as educators and educational leaders. The workshop is designed to be highly interactive. Participants will receive resources including short articles and exercises they can replicate in their own spheres of influence.

Friday, Nov.30 Half-Day Institutes - Morning Session: 9:10am–12noon
NAME Member Discounted Rate: $29/ Non-member Rate: $49

F13. RE-Imaging the Brilliance of Black boys: Self-Identity, Agency & Voice in Cultivating School Success
Presenters: Brian Wright, Assistant Professor & Program Coordinator of Early Childhood Education University of Memphis; Nathaniel Bryan, Assistant Professor, Miami University (Ohio); Sam O’Bryant, The School Seed Foundation of Memphis; John Marshall, Chief Equity Officer, Jefferson County Public Schools
This institute is designed to challenge these patterns of educational inequity that have been shaped by race and gender. As research has revealed race and gender tend to circumscribe the academic achievement and schooling of this population-leaving Black boys to be defined by their relative lack--thus, ignoring the myriad of strengths and tremendous resilience that resides in this population. Challenging deficit views about Black boys this institute will provide an Anti-Deficit Achievement Framework (ADAF) to RE-imagine in the public domain of schools and society the brilliance that resides in Black boys. The presenters will share culturally responsive and responsible ways to recognize, value, and integrate the self-identities, agency, and voices of Black boys P-12 and beyond.

• Special Institute offered by the National Civil Rights Museum •

F14. Civil Rights As a Teaching Tool for Today's Teachers and Students
Presenter: Noelle Trent, the National Civil Rights Museum
In this institute the conference participants will learn about how to teach the struggle for freedom and justice as a means to understand current enduring human issues. Tools will be shared that guide teaching using enduring ideas, essential questions and contemporary issues will be shared. Several resources will be discussed and illustrated to engage students in learning.
Memphis School Visits

Take advantage of the opportunities to see inside some of Memphis’ most exciting schools. Space is limited, so register on-line early. Additional fees apply. Cost of tours: $29 NAME member discounted price/$49 Non-member rate.

IF YOU ARE GOING: Please meet the tour group 15 minutes prior to the departure time in the Reception Area, 3rd floor.

Tuesday 8:45–9:45am
Downtown Elementary School (www.SCSK12.org/DowntownElementary)
Using Downtown as a ‘living laboratory,’ the cutting-edge Optional program prepares students for the modern world. Students learn from local politicians, professors, doctors, architects and business leaders who work Downtown and partner with our schools. Students are using state-of-the-art technology every day in classrooms. The Optional curriculum is designed to maximize learning experiences, enhancing the academic and social development of our students. Partners include the University of Memphis Law School and UT Medical School. Students are able to explore law, engineering, economics and many other areas.

Tuesday 11:30am—2:00pm
Treadwell Elementary School (www.SCSK12.org/TreadwellElementary)
This dual language immersion school offers an academic program that promotes biliteracy and positive cross-cultural attitudes in an immersed multicultural environment. Treadwell Elementary inspires creativity and exploration through a celebration of cultures. Students learn in an ethnically, culturally and linguistically-rich atmosphere. Dual language inspires curiosity and develops higher cognitive and problem-solving abilities. Students engage daily with authentic Spanish-speaking teachers who provide rich learning opportunities to reinforce reading and language arts in both Spanish and English.

Wednesday 9:30am–12noon
Kingsbury High School (www.scsk12.org/kingsburyhigh)
Serving a diverse student population, their Global Health Studies Optional program offers the world class training students need to take on the complex challenges of 21st century healthcare. Focusing on Global Health Studies, applied health science and health science policy, they offer 9 Advanced Placement courses, several Dual Enrollment and Honors courses in all departments. By empowering our students to learn, Kingsbury High School hopes to instill in all students the ability to achieve their dreams, to work responsibly and ethically, to respect individual and cultural differences, and to adapt through continued learning, to the many occupational and technological challenges of the 21st century. Also offered are Pre-engineering courses through Project Lead the Way, Robotics/Automated Systems, German, French, Spanish, orchestra, athletics, many clubs and extra-curricular programs.

Thursday 9:30am–12noon
Kaleidoscope School of Memphis (www.ksmemphis.org)
Kaleidoscope School works to equip middle school students (in grades 6 – 8) with the knowledge, critical thinking skills and habits of mind necessary for excellence in academics and life, by integrating the arts into the curriculum. Supported through meaningful relationships with families and community organizations, highly-qualified staff will weave all forms of the arts (dance, visual art, drama, and music) and Artful Thinking routines through a rigorous academic curriculum, the school culture, and social and emotional development, so that all students attain key cognitive skills and the social/emotional strengths that are needed to achieve academic success and develop positive behaviors and relationships in the 21st century.
24th Annual NAME Multicultural Film Festival Selections

We proudly present the following films for the 24th NAME Multicultural Film Festival. There are films showing during each break-out session. We welcome a filmmaker of the film *Dawnland*, who will speak immediately following the film’s showing.

LOCATION: All films will be screened in the Hernando Desoto room

A single mother shows us the consequences of closing America’s doors to families fleeing war. With no answer to her application for resettlement in the US, and every other path to safety closed off, a smuggler’s raft to Europe was the only way out. *8 Borders, 8 Days* is her story; the intimate details of why a fiercely-determined mother is willing to risk her children’s lives for a better future and an immersive experience of their eight-day journey to safety. **PRESENTED Wednesday 5:30pm**

On October 22, 1963, more than 250,000 students boycotted the Chicago Public Schools to protest racial segregation. Many marched through the city calling for the resignation of School Superintendent Benjamin Willis, who placed trailers, dubbed ‘Willis Wagons,’ on playgrounds and parking lots of overcrowded black schools rather than let them enroll in nearby white schools. Combining unseen archival 16mm footage of the march shot by Kartemquin founder Gordon Quinn with the participants’ reflections today, *’63 Boycott* connects the forgotten story of one of the largest northern civil rights demonstrations to contemporary issues around race, education, school closings, and youth activism. **PRESENTED Wednesday 10:30am**

During the late 1960s, as Civil Rights and anti-Vietnam War demonstrations made national headlines, movements erupted for racial equity and meaningful education on college campuses throughout the United States. *Agents of Change* examines the conditions at these institutions that led to tumultuous protests at San Francisco State and Cornell University. Demands for Black and Ethnic studies programs became a clarion call across the country. The events come to life through extraordinary archival footage and the untold stories of the young men and women who were at the forefront of those transformative efforts. **PRESENTED Thursday 2:00pm**

*At the River I Stand* reconstructs the two eventful months in Memphis in 1968 leading to the tragic death of Dr. Martin Luther King, Jr. and the climax of the Civil rights Movement. It demonstrates the integral connection between the struggle for civic and economic rights. *At the River I Stand*
shows how Memphis’ Black community rallied behind a strike by grossly underpaid sanitation workers. Dr. King saw an opportunity to link this struggle to his growing, nationwide Poor People’s Campaign and challenge the economic power structure of the South. His non-violent strategy was sorely tested during the bitter 65 day strike and on April 4th, he was murdered.

PRESENTED Thursday 10:30am

Eight Muslim Americans living in Colorado with family histories from eight separate Muslim-majority countries, share their personal stories. They describe incidents of Islamophobia, as well as the healing processes they have experienced in their workplaces, in their neighborhoods, and through supportive organizations. **PRESENTED Wednesday 9:30am**

Jamshid and Huma Ebadi both came to the United States as young children with their families from Afghanistan under harrowing circumstances. As adults, with a young family of their own, they now live in a suburb of Denver, CO. Hear their stories of love, compassion and of hope.

**PRESENTED Thursday 9:30am**

**Cuba: Rhythm in Motion.**
Produced and Directed by Mike Davison, Ed Tillett and Peter Loman, University of Richmond
1 hour10 minutes.
Supported by University of Richmond. Distributed free on www.youtube.com
This entertaining documentary traces the evolution of Cuba’s rich musical forms and dance styles. The film surveys Cuba’s history, described as the clash and blending of African and Spanish cultures. The documentary surveys 500 years—including the development of *contradanzas*, *son*, *changui*, *rumba*, *mambo*, *descarga*—using archival images and musical clips. Modern Afro-Cuban jazz is showcased as a continuation of the centuries’ old “conversation between Cuba and the US”; they influence each other but both musical traditions are distinct as their histories. Filmmaker and musician, Davison—professor of jazz and Cuban music—extensively filmed musicians and dancers in the vibrant streets, rooftops and musical venues of Cuba. It is difficult to sit still while watching this film! **PRESENTED: Wednesday 2:30pm**

For decades, child welfare authorities have been removing Native American children from their homes to save them from being Indian. In Maine, the first official “truth and reconciliation commission” in the United States begins a historic investigation. *Dawnland* goes behind-the-scenes as this historic body grapples with difficult truths, redefines reconciliation, and charts a new course for state and tribal relations. **PRESENTED Friday 11:10-12:00am; immediately followed by a Conversation with the Filmmaker**
*Defiant Lives* is a triumphant film that traces the origins of the world-wide disability rights movement. It tells the stories of the individuals who bravely put their lives on the line to create a better world where everyone is valued and can participate. Featuring interviews and rarely seen archival footage, the film reveals how these activists fought to live outside of institutions, challenged the stigmas and negative image of disability portrayed by the media, demanded access to public transportation and battled to reframe disability rights as a social responsibility relevant to us all. **PRESENTED Friday 12:10pm**

Since the age of 4, Angy Rivera has lived in the U.S. with a secret that threatens to upend her life. She is undocumented. Angy arrived with her mother, fleeing violence, poverty, and civil war in their native Colombia. For 20 years they lived in the shadows, struggling to stay afloat financially, and avoid deportation while battling a complex and inequitable immigration system. Now 24, unable to pay tuition for college and facing an uncertain future, Angy joins the youth-led New York State Youth Leadership Council with whom she dons a bullhorn at pro-immigration rallies, telling all who will listen that she is undocumented and proud. **PRESENTED Thursday 11:30pm.**

*En el Séptimo Día (On the Seventh Day)* is a narrative feature about a group of undocumented immigrants from Puebla, Mexico who live in Sunset Park, Brooklyn. Bicycle delivery guys, construction workers, dishwashers, deli workers, and cotton candy vendors, they work long hours six days a week and then savor their day of rest on Sundays on the soccer fields of Sunset Park. **PRESENTED Thursday 5:00pm.**

*Faces of Harassment* is an experiment in storytelling about trauma. When the hashtag #MyFirstHarassment swept across Brazil, it showed not only the widespread experience of sexual harassment and assault, but a widespread hunger to bring it out of the shadows. The film amplifies this movement, by opening space for women to speak their own truth. The film was shot in a mobile storytelling van, parked in rich and poor neighborhoods alike across Sào Paulo and Rio de Janeiro and open to any woman. The van was a free, autonomous space, where women spoke to the camera directly, no interviewer or other influence present. **PRESENTED Wednesday 1:30pm.**

These six short films—Pursuing the Dream: What You Need to Know About DACA, Immigration, and Beyond; We Can’t Turn Our Backs Again on Refugees; The Call to Sanctuary: How to Create Safety in Our Community; Divided by Deportation; Immigrant Stories: Doctors and Nurses; and Immigrant Stories: Teachers—examine issues related to immigration in the U.S. that impact undocumented and refugee communities. The individual films are:

Pursuing the Dream looks at the protections provided to undocumented immigrants through the Deferred Action for Childhood Arrivals (DACA) and the threats they face from intensified deportation actions. We Can’t Turn Our Backs Again on Refugees tells the stories of everyday Syrians living amid a violent civil war and what has driven millions to flee their homeland. The Call to Sanctuary breaks down the ways that communities and individuals can support their undocumented neighbors through a how-to video guide. In Divided by Deportation, we hear directly from children whose lives are shadowed by constant fear and uncertainty due to our increasingly harsh immigration policies. Immigrant Stories: Doctors and Nurses exposes the inhumanity of our immigration policies which force people to choose between medical care or deportation, and Immigrant Stories: Teachers reveals how these policies are disrupting students' lives across the nation. 

PRESENTED Thursday 4:00pm


The United States has the biggest immigrant prison system in the world, yet most Americans are unaware of the conditions found in immigrant prisons, and the mistreatment many detained immigrants endure. Brave New Films has created this series—Immigrant Prisons—to change that. With the current surge of anti-immigrant rhetoric, stock in the immigrant prison industry is skyrocketing and more ICE agents are being hired to patrol communities and lock up immigrants. This means more people are being detained every day and forced to live for days, weeks, and even months at a time in unsustainable conditions, all while giant corporations turn a profit. The video series includes Immigrant Prisons, Immigrants for Sale, and No More Detention: Free Pastor Noe, for more about the immigrant prison industry and how it profits off the detention and suffering of people. 

PRESENTED Friday 9:10am


The Issue of Mr. O’Dell examines the lifelong work of a pioneering civil rights organizer Jack O’Dell, who was a close colleague and advisor of Dr. Martin Luther King Jr. in the years before the March on Washington. But after President John F. Kennedy named him the number five Communist in America, O’Dell was eventually forced out of King’s organization. In soft-spoken interviews, O’Dell discusses systemic racism, past and present, and dissect America's troubled history with racial discrimination. The wisdom of the 94-year-old activist speaks to the present as his experiences fighting alongside Dr. King resonate strongly with the Black Lives Matter movement. 

PRESENTED Wednesday 4:30pm

Love the Sinner is a personal documentary exploring the connection between Christianity and homophobia in the wake of the 2016 shooting at Pulse nightclub in Orlando. Queer filmmaker Jessica Devaney grew up deeply immersed in Evangelical Christianity in Florida. After breaking with her youth as a nationally recognized activist and leader among conservative Evangelicals, Jessica left Florida and didn’t look back. She built a life that took her as far away from home as possible. Over time, her daily life became a progressive echo chamber. The mass shooting at Pulse was a wakeup call. By avoiding hard conversations with church leadership, had she missed opportunities to challenge homophobia? **PRESENTED Thursday 3:00pm**


Man on Fire investigates Charles Moore’s self-immolation in protest of racism in his hometown of Grand Saline, Texas and explores three major themes: the life and death of Charles Moore, the vestiges of racism in rural America, and the impact of Moore’s death on people in Grand Saline and surrounding areas. The film captures the authenticity of rural East Texas with engrossing interviews from members of Grand Saline, including a former mayor, a city administrator, business owners, elders, and young adults, to better understand their perspective on racism in their community. Outside of these interviews, the film explores communities of color near Grand Saline and investigates how these people fear the racism of their neighbors. Lastly, the film explores how Grand Saline and communities nearby dealt with Moore’s death through grappling with the complexity of self-immolation as an effective protest act. Many of the interviews in the film express their raw emotions regarding Moore’s death and Grand Saline’s racism, demonstrating their anger, pain, fear, and resolve. They also express the shortcomings of Moore’s protest, questioning what it means for a preacher to kill himself as dissent. Overall, Man on Fire encapsulates the racial climate in Grand Saline and chronicles Moore’s life and death, presenting Grand Saline and Moore as two pillars of the film’s narrative: one a disjointed man seeking truth and communal repentance and the other a community whose present is inextricably tied to their past. **PRESENTED Friday 10:10am**


A three-part series that explores the many ways black Americans face racial bias. These short films—Racism is Real, Black Protests vs. White Riots, and Prison System by the Numbers—explore the effects of racial bias on the lives of black Americans and the ways in which racism impacts American society as a whole. Racism is Real uses recent academic studies to juxtapose the life of an average black person with an average white person—demonstrating the unique discriminations that black Americans face on a daily basis. Black Protests vs. White Riots takes a hard look at how television news programs distort our perceptions of race in their coverage and analysis of protests and riots. Prison System by the Numbers exposes the racial disparities in America’s prison system in a compelling dissection of drug-related incarceration rates. By examining the pervasiveness of racial bias in black American life, this series seeks to highlight the lingering grip of racism on all Americans. **PRESENTED Thursday 3:00pm**

In this Emmy-winning documentary, acclaimed Muslim filmmaker Deeyah Khan meets U.S. neo-Nazis and white nationalists including Richard Spencer face to face and attends the now-infamous Unite the Right rally in Charlottesville as she seeks to understand the personal and political motivations behind the resurgence of far-right extremism in the U.S. Speaking with fascists, racists and proponents of alt-right ideologies, Deeyah, attempts to discover new possibilities for connection and solutions. As she tries to see beyond the headlines to the human beings, her own prejudices are challenged and her tolerance tested. When she finds herself in the middle of America’s biggest and most violent far-right rally in recent years, Deeyah’s safety is jeopardized. Can she find it within herself to try and befriend the fascists she meets? With a U.S. president propagating anti-Muslim propaganda, the far-right gaining ground in German elections, hate crime rising in the UK, and divisive populist rhetoric infecting political and public discourse across western democracies, White Right: Meeting the Enemy asks why. The film is an urgent, resonant and personal look at race wars in America. PRESENTED Wednesday 11:30am

Manos Cruceñas Artisan Store
Find unique fair-trade, hand-made products by indigenous women on Lake Atitlán in Guatemala through the US non-profit Amigos de Santa Cruz la Laguna—partners with CECAP vocational training center.
Beautiful work and a great organization!
www.store.amigosdesantacruz.org

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Personal Growth
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Social Justice
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National Association for Multicultural Education • www.NAMEorg.org
About Our Cultural Interludes

The series of Cultural Interludes that our local hosts coordinate for us are always memorable components of NAME conferences. Though always too brief, these sessions move us and energize our general sessions. NAME greatly appreciates the efforts the students, their parents and teachers make to come greet us and share their talents.

The following interludes will greatly enhance the NAME 2018 Conference:

**Wednesday, November 28th**

**During the Founder’s Luncheon @ 12:30 p.m. – 1:15 p.m.**

*Jaylon McCraven*, is a senior in the Department of Theatre & Dance under the College of Communications & Fine Arts, with a Musical Theatre major. He is also earning a minor in African and African American Studies. Jaylon is recognized as a student leader at the University of Memphis and participated in the Tiger Leadership Institute. He has performed on campus and in the community. Notably, he participated in Momentum Theatre Program that used dance genres to explore human and community issues and to experiment with the limits of the human body.

**During the Book Signing and Networking Reception @ 8:30 p.m. – 9:30 p.m.**

*Overton High School Jazz Orchestra*, Shelby County Schools, Under the direction of Brandon Doggett, the Overton Jazz Orchestra is part of the Creative & Performing Arts Program (CAPA) at Overton High School in Memphis, TN. In addition to the Jazz Orchestra, students also perform in Marching Band, Concert Band, Wind Ensemble, and full Symphonic Orchestra. Most students play second and/or third instruments. Students also take Music Theory classes and are highly competitive for both statewide competitions and college scholarships.

**Thursday, November 29th**

**During the Dine & Dialogue Luncheon @ 12:30 p.m. – 1:50 p.m.**

*Kaleidoscope School of Memphis – Ballet Troupe*

A relatively new school that integrates the arts into the curriculum, Kaleidoscope School of Memphis educates students in grades 6th through 8th with knowledge, critical thinking skills and habits of mind necessary for excellence in academics, the arts, and life. The Ballet Troupe one example of the integration of the arts, will perform.

**During the President’s Reception @ 6:30 p.m. 7:30 p.m.**

*International Club of Collierville High School*, Collierville Public Schools

International Club is open to all students with interest in world cultures. The organization provides an opportunity for students to discuss music, food, language, and other critical multi-cultural topics. We host a monthly World Language and Culture Night where students and community members may practice speaking various languages and enjoy mini-presentations. In April, the club hosts a World Language Festival.
**During the Awards Banquet** with Special Honor for James A. Banks @ 7:30 p.m. – 10:30 p.m.

**The Three Kings**
The Three Kings based in Memphis, Tennessee perform a conglomerate of gritty soul thought-provoking folk and pop music all packaged together behind stunning vocal displays that call to mind legendary vocal masters of days of old such as Otis Redding, and Sam Cooke to mention a few. Members include Kennard Farmer hailing from Monticello, FL, Melvin Turner from Memphis, TN and Yubu Kazungu from Nairobi, Kenya.

**Friday, November 30th**
**During the Sankofa Closing Session** with Ann Lopez & Christine Sleeter @ 1:10 – 2:00 p.m.

**Ja’Shun Mathews, Spoken Word -**

**Ja’Shun Mathews**, Memphis East High School, Shelby County Schools

Ja’Shun is a senior at Memphis East High School where he serves as Captain of the school’s Debate Team. Ja’Shun loves to write poetry and is a recipient of the Outstanding Teacher Cadet Award for the River City Partnership Summer Bridge Program at the University of Memphis. He plans to enroll next year at the University of Memphis as an Elementary Education major and will be part of the inaugural cohort of the River City Partnership Teacher-Scholars and the I AM A MAN… I Teach Fellowship Program.

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**Why We Use the Red Triangle & a Bird in the Logo**

During the Nazi Holocaust, people forced into ghettos and concentration camps were required to wear badges to indicate the reason, or reasons, for their persecution. Most people are aware that Jews were forced to wear yellow stars, and gay people were forced to wear pink triangles. But there was a long list of symbols of oppression and hate, including one for Catholics, Polish and Roma people.

The red triangle was required of “Wrong Thinkers,” political or religious dissidents who dared to speak out against the ruling regime, or who did not fit neatly into another category for persecution.

NAME uses this symbol to reaffirm our commitment to be the voice for those who cannot speak for themselves, to be advocates and to be allies to all who work for social justice and equity.

The Sankofa bird in NAME’s logo is borrowed from the West African Akan people of Ghana. The symbol describes learning from the past in order to effectively build for the future. Literally, it means “go back and fetch it.” We support the wisdom that we must not forget our past when moving ahead. Sankofa is the realization of Self and Spirit. It represents concepts of self-identity, redefinition and vision. It symbolizes an understanding that one’s personal destiny and collective identity is linked to that of the larger cultural group.
CONVERSATIONS WITH... ALL CONVERSATIONS WILL BE HELD IN THE VENETIAN ROOM

AUTHOR: JAMES A. BANKS
Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching. AERA Publication

James Banks, a primary architect of multicultural education, has published extensively and deeply. Here, he will discuss his new book that is published by AERA, Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching. This book describes theory, research, and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation-states, develop civic participation skills, and reflective cultural, national, and global identities. This book includes chapters that describe the problems that 16 nations around the world are experiencing trying to create and implement effective civic education programs for students from diverse racial, ethnic, cultural, and linguistic groups and case studies of effective ways that teachers and other educators are working to resolve these problems. CONVO Scheduled for Thursday 10:30am

CO-AUTHORS: ASHRAF ESMAIL, Dillard University; H. PRENTICE BAPTISTE, New Mexico State University; DARREN LUND, University of Calgary; GWEN DUHON, McNeese State University

The session will allow editors and contributors of the recent completed book entitled Research Studies on Educating for Diversity and Social Justice to meet and dialogue about the book outcomes. The book addresses some of the challenges around diversity and social justice that 21st-century schools are faced with. Issues around race, gender, sexual orientation, social class, language, and special needs, among other issues, highlight the need for more studies around diversity. Moreover, the contributors to this volume push the boundaries of exploring multicultural and social justice from the lens of intersectionality. CONVO Scheduled for Wednesday 9:30am
AUTHOR: PAUL GORSKI, Equity Literacy Institute and www.EdChange.org

Case Studies for Diversity and Social Justice Education. Routledge, 2018; and


Paul Gorski will discuss the 2nd edition of Case Studies for Diversity and Social Justice Education (Routledge, 2018), which he coauthored with Minnesota-NAME's president, Seema Pothini. The book is built around 40 real-life case scenarios from schools around the United States that depict complex equity- or inequity-related situations. Readers are challenged to apply transformative equity frameworks to examine the subtle and not-so-subtle ways inequities operate in classrooms and schools and to propose responses, both to the immediate issues depicted in the scenarios and to the conditions underlying those issues. In this book talk Paul will talk about the equity philosophy behind the book and his uses of the case analysis method. Participants will receive copies of sample cases, which we will read and discuss.

CONVO Scheduled for Thursday 11:30am

AUTHOR & EDITOR: ANN E. LOPEZ, University of Toronto, President-Elect of NAME


This is a critical moment for educators seeking to bring about greater equity in education. Public education is under attack, along with the rise of racism, xenophobia and other forms of exclusion and marginalization. Transformative Pedagogies for Teacher Education highlights ways that educators are responding to the challenges. Editors and authors will share the significance of their work in this book talk. People are on the move all across the globe and the student population is becoming increasingly more diverse. This has brought about new opportunities and challenges for educators, and teachers. In this series teacher educators deconstruct and problematize what it means to educate new teachers for increasingly diverse schools and classroom contexts, and highlight experiences of teacher educators as they attempt to bridge the theory to practice divide often encountered in teacher education. In these challenging times culturally responsive, antiracist, critical multicultural, social justice and all forms of teaching that are inclusive and equitable must be supported and encouraged. As schools continue to be spaces where ideas and values that promote equity and justice in society are contested, teachers must be proactive in engaging in pedagogies that respond to the needs of a diverse student population. This book brings together the work of teachers, scholars, and activists from different countries and contexts who are seeking to transform teacher education.

CONVO Scheduled for Wednesday 2:30PM
AUTHOR: CHRISTINE SLEETER, California State University, Past President of NAME

What is critical family history? Why would an academic scholar shift to writing fiction? In this session, Christine Sleeter will briefly describe how she got into family history research and what she means by Critical Family History. The Inheritance, her second novel, will be the focus of this session. She will share with the audience the backstory of the novel -- the research she did, what she uncovered and how she dealt with what she learned, and why she decided to write about it in the form of fiction. The Inheritance wrestles with the question: If you inherit something, do you also inherit responsibility for its history, even if you have no awareness of that history? It explores how someone who benefitted directly from the removal of an American Indian tribe from their lands comes to understand how that happened and what one can do about it. Christine E. Sleeter, PhD. is Professor Emerita in the College of Professional Studies at California State University Monterey Bay, where she was a founding faculty member. She is past President of NAME, and past Vice President of Division K of the AERA. Her research focuses on anti-racist multicultural education, ethnic studies, and teacher education. CONVO Scheduled for Wednesday 1:30pm

AUTHOR: BRIAN L. WRIGHT, University of Memphis

This much-needed book will help schools and, by extension, society to better understand and identify the promise, potential, and possibilities of Black boys. Drawing on Wright’s research, scholarship, and expertise this book presents an asset-and strengths-based view of educating Black boys. This positive approach enables practitioners and school leaders to recognize, understand, and cultivate the diversity of social skills of Black boys in the early grades (pre-K-3rd grade). Each chapter begins with a vignette to illustrate what is lost when Black boys are prevented from participating freely in boyhood, having to instead attend to adult and peer interactions and attitudes that view them as "bad boys" and "troublemakers." This accessible book provides teachers with classroom strategies to help young Black boys achieve their highest potential, along with other resources for supporting their social-emotional development. Brian L. Wright, Ph.D., is an assistant professor and program coordinator of early childhood education at the University of Memphis. His research focuses on high-achieving African American boys in urban schools pre-K-12, racial-ethnic identity development of boys and young men of color, African American males as early childhood teachers, and teacher identity development. CONVO scheduled for Wednesday 11:30am
Kinds of Break-out Sessions

During the Break-out Sessions, in addition to regular interactive presentations and NAME Film Festival screenings, look for these sessions of various sizes and designs.

C Conversations with...
The NAME Conference provides people with opportunities to have informal conversations with some of NAME’s leading authors, editors, journalists and filmmakers. The filmmakers’ sessions will immediately follow the screenings of their work in the film festival. For the list and schedules of this year’s Conversations, see page 35. Conversations will be held in the Venetian Room.

F Founder’s Forum
The Founder’s Forum provides opportunities for emerging scholars to share their developing research agendas with eminent research scholars of multicultural education. The panel will consist of prominent scholars and three aspiring doctoral student scholars. Audience members also join in the discussion. The Founder’s Forum is scheduled for Wednesday, Nov. 28 at 5:30pm in the Continental Ballroom.

P Poster Sessions
Posters sessions convey ideas using a blending of narrative and visual aids on large poster board and provide a forum for one-on-one and small group conversations. The Poster Sessions are held in a large meeting space with multiple posters on display simultaneously. Presenters are near their posters for dialogue with attendees. Poster sessions will be presented in the Marketplace.

R Roundtables
These sessions allow the presenter and audience members to engage in small group discussion about the presenter’s research or practice. A 10-15 minute presentation is typically followed by a discussion with audience members. The Roundtables are held in a large meeting room with multiple large tables for 10-12 people each. The roundtables will be held in the Continental Ballroom.

Defining the Levels of Break-out Sessions

Presentations are designated as most applicable to the following levels of content/experience:
- **Introductory** — Geared for newcomers to the field of multicultural education.
- **Intermediate** — Geared for those with some exposure to multicultural education.
- **Advanced** — Geared for mid-career practitioners in multicultural education.
- **Expert** — Geared for established leaders in the field of multicultural education.
28th Annual International Conference  
National Association for Multicultural Education  

Pre-Conference Events for Tuesday, Nov. 27, 2018  

Memphis School Visits  
Registration required; space is limited. Additional fees apply. See page 28 for details.  
1. Downtown Elementary School: 8:45–10:45am  
2. Treadwell Elementary: 11:45-2:00pm  

Tuesday Pre-Conference Intensive Institutes  
Registration required; space is limited. Additional fees apply. See page 22 for details.  

ALL DAY Institute: 11am - 6pm (w/lunch break)  
NAME Member Discounted Rate: $49; Non-member Rate: $69  

T1. Developing a Multicultural Education Curriculum.  
Presenter: Bill Howe, Past-President of the NAME  

HALF-DAY Pre-Conference Institutes: -  
NAME Member Discounted Rate: $29; Non-member Rate: $49  

Morning session: 11:00am–2:00pm  

T2. School Leadership Matters: Strategies to Successfully Implement Culturally Responsive Leadership Approaches in Schools  
Presenter: Ann E. Lopez, NAME President-Elect, OISE Associate Professor, University of Toronto  

T3. Utilizing Young Adult Literature To Examine Diversity While Deconstructing Teachers' Concerns With Inequality, Injustice, And Language  
Presenter: Elsie Lindy Olan, Curriculum & Instruction, Language & Literacy, Assistant Professor, Language Arts Secondary Education, University of Central Florida  

Afternoon Institutes: Sessions 3:00-6:00pm  
NAME Member Discounted Rate: $29/ Non-member Rate: $49  

T4. Writing for Publication  
Presenters: NAME Multicultural Perspectives Editorial Team: Kevin Roxas, Western Washington University; Alyssa Dunn, Michigan State University; Penny Lisi, Central Connecticut State University; Francisco Rios, Western Washington University; Carl Grant; University of Wisconsin-Madison  

** Special Institute offered by The Highlander Center **  

T5. Loving People First: The Radical Tradition of Popular Education  
Presenter: Elizabeth Wright, Highlander Education Coordinator
Welcome NAME Family & Friends!

Nov 27, 2018 • Schedule

Pre-Conference Events
TUESDAY at-a-Glance

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am</td>
<td>Registration Open for Tours &amp; Institutes only</td>
<td>3rd Floor Reception Area</td>
</tr>
<tr>
<td>8:45–10:45am</td>
<td>School Visit: Downtown Elementary School</td>
<td>Meet 15 minutes before departure time: 3rd Floor Lounge Area</td>
</tr>
<tr>
<td>11:00am–6:00pm</td>
<td>All Day Intensive Institute*: T1. Developing a MCE Curriculum</td>
<td>Presenter: 1. Howe</td>
</tr>
<tr>
<td>11:00am-2:00pm</td>
<td>Half Day Institutes*: T2. School Leadership Matters T3. Young Adult Lit.</td>
<td>Presenter: 2. Lopez 3. Lindy-Olan</td>
</tr>
<tr>
<td>11:30am-2:00pm</td>
<td>School Visit*: Treadwell Elementary</td>
<td>Meet 15 minutes before departure time: 3rd Floor Lounge Area</td>
</tr>
<tr>
<td>2:00pm</td>
<td>Marketplace Set-Up Begins</td>
<td>Peabody Foyer</td>
</tr>
<tr>
<td>3:00-6:00pm</td>
<td>Half Day Institutes*: T4. Writing for Publication T5. Loving People First</td>
<td>Presenters: 4. Roxas, Dunn, Grant, Rios 5. Wright</td>
</tr>
<tr>
<td>5:00pm</td>
<td>General Registration Opens Marketplace Opens</td>
<td>Registration Area</td>
</tr>
<tr>
<td>6:15pm</td>
<td>NAME March to The National Civil Rights Museum</td>
<td>Gather in Foyer to Peabody Ballroom</td>
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* Pre-Conference Institutes and School Visits have limited space. Pre-registration is required; additional fees apply.
National Association for Multicultural Education

2018 Conference—MEMPHIS

Notes & Networking
Tuesday Evening Special Event:

**NAME March for Educational Equity and Social Justice**

6:15pm • Gather in the Foyer to Peabody Ballroom

NAME March to the National Civil Rights Museum

With Donzaleigh Abernathy & Congressman Emanuel Cleaver II

Donzaleigh Abernathy is the youngest daughter of Civil Rights leader Reverend Ralph Abernathy. Dr. King is her Godfather. She is an activist, author, actress who continues the work to keep Dr. King’s Dream alive.

Emanuel Cleaver II is a member of the U.S. House of Representatives for Missouri’s 5th district, where he has served since 2005. He is also a United Methodist pastor.
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**WEDNESDAY at-a-Glance**

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<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
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</thead>
<tbody>
<tr>
<td>7:00am</td>
<td>Registration Open</td>
<td>Ballroom Foyer</td>
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<tr>
<td>7:15-7:50am</td>
<td>Public NAME Board Meeting</td>
<td>Venetian Ballroom</td>
</tr>
<tr>
<td>8:00-9:20am</td>
<td>General Session: <em>Bev Tatum</em></td>
<td>Peabody Ballroom</td>
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<tr>
<td>9:30-10:20am</td>
<td>Break-out Sessions</td>
<td>Various</td>
</tr>
<tr>
<td>10:30-11:20am</td>
<td>Break-out Sessions</td>
<td>Various</td>
</tr>
<tr>
<td></td>
<td>• Includes First Timers’ Orientation</td>
<td>Venetian</td>
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<tr>
<td>11:30-12:20pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
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<tr>
<td></td>
<td>• Includes Mentor-Mentee Connection</td>
<td>Venetian</td>
</tr>
<tr>
<td>12:30-1:15pm</td>
<td>Founder’s Luncheon (Optional; ticket required.)</td>
<td>Peabody Ballroom</td>
</tr>
<tr>
<td>1:30-2:20pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
</tr>
<tr>
<td>2:30-3:20pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
</tr>
<tr>
<td>3:30-4:20pm</td>
<td>General Session: The Rose Duhon Sells Lecture:</td>
<td>Peabody Ballroom</td>
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<tr>
<td></td>
<td>• Maureen Costello</td>
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<tr>
<td>4:30-5:20pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
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<tr>
<td>5:30-6:30pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
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<tr>
<td></td>
<td>• Includes The Founder’s Forum</td>
<td>Continental Ballroom</td>
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<tr>
<td>7:00-8:30pm</td>
<td>General Session: <em>Sharon W. Griffin</em></td>
<td>Peabody Ballroom</td>
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<tr>
<td>8:30-9:30pm</td>
<td>Book Signing &amp; Networking Reception</td>
<td>Marketplace</td>
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Notes & Networking
Wednesday NAME Conference

Wednesday Intensive Institutes

The following Intensive Institutes are available. Please see page 23 for complete details. Space is limited, pre-registration and additional fees required.

**Wednesday, Nov. 28 Half-Day Institutes Morning Session: 9:30am–12:20pm**
NAME Member Discounted Rate: $29/Non-member Rate: $49

- **Special Institute offered by Facing History and Ourselves ••**

  **W6. Leading Whole-School Change to Impact School Climate**
  Presenters: *Facing History and Ourselves: Steve Becton*, Program Director for Equity and Inclusion, *Sarah Stuart*, Senior Program Associate

  **W7. Responding to Discriminatory Incidents at School**
  Presenter: *Lee Mun Wah*, Executive Director, StirFry Seminars & Consulting

**Wednesday, Nov. 28th Afternoon Institutes: Session 4:30-6:50pm**
NAME Member Discounted Rate: $25/Non-member Rate: $45

**W8. Technology as a Tool to Support Multicultural Education in the 21st Century**
Presenter: *Krista Ruggles*, Assistant Professor, Utah Valley University

Wednesday School Visit

The following Memphis School Visit is available. Please see page 29 for complete details. Space is limited, pre-registration and additional fees required.

**Wednesday 9:30am–12noon: Kingsbury High School**

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**NAME Board Meeting**

7:15–7:50am  
Venetian Ballroom  

**H. Prentice Baptiste, NAME President**

**AGENDA**

I. Call to Order & Welcome  
II. Acknowledgement of Retiring Board Members  
III. Induction of New Board Members  
IV. Charter of New Chapters  
V. Announcements  
VI. Adjourn to Conference
Wednesday November 28 General Session

8:00–9:20am          Peabody Ballroom

Welcomes & Introductions

Lisa Zagumny
Dean, Tennessee Tech University
NAME Conference-Co Chair & Board Member

Ann E. Lopez
University of Toronto
NAME President-Elect

Lewis Diuguid
Journalist & Author
NAME PAC

Keynote Presentation:

A Fireside Chat with Beverly Daniel Tatum

President Emerita, Spelman University
Psychologist, Educator & Author
Morning Break-out Sessions: Weds. 9:30-10:20am

W9.30.01 Intermediate Ben Hollander
What if Children Become More Powerful Than Our Politicians?: Gun Reform and Teacher Education. In response to the mass shooting in Parkland, FL, legislators are advancing a bill that would allow teachers to carry guns in the classroom. In this presentation, I explore ways teacher education can engage critical pedagogical practices to help educators navigate their rights, their students' rights, and their role in gun reform advocacy. **Presenter: Brittney Beck**, California State University, Bakersfield

W9.30.02 Intermediate Bert Parker
A Framework for Teaching American Slavery by Teaching Tolerance. Learn how this framework helps you and your students understand the role of slavery in the development of our country and how its legacies influence us today. Free materials provided. After the workshop session participants will be able to: explain key concepts and summary objectives for teaching about American slavery, identify resources from the framework that they will apply to their teaching practice, and address common concerns and student resistance when teaching this hard history. **Presenter: Hoyt Phillips**, Teaching Tolerance

W9.30.03 Intermediate Brinkley
Understanding Activism: Past and Present. Participants in this session will examine leadership and activism during the American Civil Rights movement through readings and experiential activities designed to address essential questions: What makes a movement work? Do leaders of a movement need to agree with each other? Should there be one vision or shared strategy? **Presenters: Erika Henderson**, Facing history and ourselves; **Sharon Herbers**

Screening: 9:30am

**Being Muslim in America: Acts of Courage and Healing**
Eight Muslim Americans living in Colorado with family histories from eight separate Muslim-majority countries, share their personal stories. They describe incidents of Islamophobia, as well as the healing processes they have experienced in their workplaces, in their neighborhoods, and through supportive organizations.
W9.30.04  
Introductory  
Cockrell  
Interactive Workshop  
**Privilege? In Preschool?: What Teachers and Students Can (and Should) Do to Challenge Whiteness and Oppression.** Teachers and students at all levels must understand, confront, and challenge whiteness and oppression in their classrooms. This session will provide strategies and resources for teachers to gain comfort with their own identities. Session-goers will be introduced to anti-bias practices, strategies, and literature utilized within an early childhood classroom. **Presenter: Erin Donn,** University of Maryland, Center for Young Children

W9.30.05  
Intermediate  
Forest  
Interactive Workshop  
**Beyond Thoughts and Prayers: How Can We Support Students and Practice Self-Care When Tragedy Strikes?** Students have the right to a safe and supportive school. Yet educators today must deal with the trauma of the outside world from immigration status concerns, to racism, school violence, bullying, and natural disasters. We will highlight strategies and resources to help create classrooms of safety, caring, and sanctuary in these turbulent times. **Presenters:** Eileen Kugler, Embrace Diverse Schools; Jioanna Carjuzaa, Montana State University Dept of Education; Jan Evenstad, Metropolitan State University of Denver

W9.30.06  
Advanced  
Galaxie  
Presentation  
**Mississippi Freedom Schools are Still in Session: A Historical View of Assessment Practices.** Although much work has been done on how the Mississippi Freedom Schools inform contemporary educational spaces, the role of assessment practices remains undeveloped. I investigate this gap through a review of secondary sources that discuss Freedom Schools as relating to present-day schooling and endeavor to shape a more critical understanding of assessment. **Presenter: James Hollar,** Alverno College

W9.30.07  
Advanced  
Hawthorne  
Presentation  
**Examining Critical Multicultural Perspectives on Whiteness.** This presentation continues a critical multicultural dialogue on the complexities of power, identity, and Whiteness. Key questions include: 1.) How do we engage in these critical discussions when many multicultural frameworks dissuade us from doing so? and 2.) How can we connect Whiteness to other intersecting forms of marginalization and identity without re-centering it? **Presenters: Darren Lund,** University of Calgary; Paul Carr, Université du Québec en Outaouais; Virginia Lea, University of Wisconsin-Stout
W9.30.08  Intermediate  International
*Let Freedom Ring for Black Excellence and Equity in STEM Education.* This panel presentation elevates the voices of parents, students, teachers, and church leaders involved in the establishment and continued support of STARS, a community-supported, comprehensive STEM-focused educational program. Panel members will share their roles in providing high-quality and culturally relevant programs that promote Black excellence within communities of color. **Presenters:** Sonia Howard; Natalie King, Georgia State University

W9.30.09  Introductory  Jackson
*It is time to Empower our Students: Identifying and Erasing Microaggressions embedded in Elementary Classrooms.* Microaggression, verbal and nonverbal language that is hostile, derogatory, and negative, can happen anywhere. Specifically, in this study, a professor and elementary teacher candidate coded elementary lesson plans for various microaggressions. Common themes of microaggressions included sexuality, gender, and skin color. **Presenter:** Anni Reinking, Southern Illinois University Edwardsville

W9.30.10  Intermediate  Kentshire
*Challenging Islamophobia in U.S. Public Schools: Testimonios of American Muslim Mothers.* American Muslim parents advocate for their children in U.S. public schools, but often experience incidents of discriminatory treatment while doing so. This session will discuss their experiences what educators can do to create more inclusive educational spaces for American Muslim students and their families and caregivers. **Presenter:** Yvonne Mesa El Ashmawi, Loyola University Chicago

W9.30.11  Intermediate  Lansdowne
*The Criminality of Standardized Testing.* This presentation is concerned with the use of standardized testing to evaluate, stigmatize, and penalize black and brown students and their schools further reinforcing societal inequalities and disenfranchising minority youth. Ultimately, this presentation will synthesize the problem and examine a more holistic approach to evaluate students and schools. **Presenter:** Evan Willis, University of North Carolina at Charlotte

W9.30.12  Advanced  Louis XVI
*Using a community of inquiry approach to investigate ‘teaching for social justice’.* This paper presentation and accompanying discussion explores the potential for a ‘community of philosophical inquiry’ approach to advance the field of multicultural education. The session shares insights from a cross-cultural collaborative self-study in which US and New Zealand educators critically reflect of meanings and practices of ‘teaching for social justice’. **Presenters:** Ashley Lucas, Towson University; Andrea Milligan, Victoria University Wellington
Conversation with the Co-Authors
Research Studies on Educating for Diversity and Social Justice.
The session will allow editors and contributors of the recent completed book entitled Research Studies on Educating for Diversity and Social Justice to meet and dialogue about the book outcomes. The book addresses some of the challenges around diversity and social justice that 21st-century schools are faced with. Issues around race, gender, sexual orientation, social class, language, and special needs, among other issues, highlight the need for more studies around diversity. Moreover, the contributors to this volume push the boundaries of exploring multicultural and social justice from the lens of intersectionality. **Presenter:** Ashraf Esmail, Dillard University; H. Prentice Baptiste, New Mexico State University; Darren Lund, University of Calgary; Gwen Duhon, McNeese State University

Morning Break-out Sessions: Weds. 10:30 – 11:20am

W10.30.01 Intermediate
**The New Sputnik? STEM for Equal Access.** STEM education has the potential to alter the social and political culture. Rather than focus STEM education on financial gain and global competition, issues of justice should be situated at the forefront. We must challenge the status quo of STEM education in terms of who has access and for what purpose. **Presenters:** Stacey Britton, University of West Georgia; Rebecca Gault

W10.30.02 Introductory
**Closing the Achievement/Opportunity Gaps in Our Schools: The Right to Say Yes-The Courage to Say No!** This session will focus on the positive impact that the Civil Rights Movement had on changes in curricula throughout the United States. The audience will understand how multicultural education and specific resources will help close the achievement/opportunity gaps in our schools. Strategies for Differentiating instruction will also be discussed. **Presenter:** Judylynn Mitchell, Wicomico County Public Schools

W10.30.03 Introductory
**Creating Transformative Experiences and Moving our Dreams to our Realities in Educational Settings.** Or perhaps better said, 'Social Justice on a small or absent budget' or perhaps, 'creating meaningful experiences within cold, isolated institutions of steel!' Whatever we call the session doesn't matter as much as that those who do social justice work have an opportunity to get together to share how, where, and with whom we find allies, funds and help in moving mountains. Dr. Sanelli will share both successes and failures as Frederick Douglass
Institute Director at her university and the creation of a National Park Service program partnering universities, public schools and park sites. **Presenter: Maria Sanelli**, Kutztown University

**W10:30am**  
**First Timers Orientation**  
New to NAME? Come meet and greet members of the NAME family. You’ll learn how to make the most out of the conference and meet NAME members from your region.

**W10.30.04**  
Cockrell  
Intermediate  
**Interactive Workshop**  
**Living in the Shadows.** Asian Americans who are LGBTQ have been facing triple exclusions in current democratic U.S. society. That is, social exclusion, attitude exclusions, and curriculum exclusion, in both field of education and society. Educators must light up the shadows for Asian Americans who are LGBTQ for their just and equity. **Presenters: Bin Zhang; Amy Crouch**

**ROUNDTABLES**

**W10.30.05**  
Continental 1  
Intermediate  
**Roundtable**  
**Education for Equity in an Age of Fake News: How Must Our Teaching Evolve?** How can equity and social justice content be taught most effectively to students who have come of age in an era of fake news and a disdain for critical thinking? Bring your ideas and join in a discussion of practical methods to foster student critical thinking skills and multicultural thinking in college-level diversity courses. **Presenters: Emily Suh, Texas State University; Lisa Hoffman, Indiana University Southeast**

**W10.30.06**  
Continental 2  
Introductory  
**Roundtable**  
**Designing an Effective Online/Hybrid Multicultural Education Teacher Preparation Course.** This presentation focuses on teaching a multicultural education course required for all teacher candidates in an online or hybrid setting. Relevant to individuals teaching (or planning to teach) a social justice, anti-racist pedagogy in an online setting, this presentation will discuss pedagogical strategies and curriculum materials to teach within a supportive, student-centered online classroom environment. **Presenter: Jessamay Pesek, Bemidji State University**

**W10.30.07**  
Continental 3  
Introductory  
**Roundtable**  
**Rural School Principals’ Perceptions Regarding Multicultural Education.** This roundtable discussion focuses on rural school principals and multicultural education. Rural schools are often mono-cultural. How do principals promote engagement of all cultures, promote social justice, and instill civic pride? Dr. King’s leadership message focused on change and social
justice; how do rural principals embrace that responsibility as well? **Presenters: Sara Wehrmann, Tennessee Technological University; Leann Taylor, Tennessee Technological University**

**W10.30.12**
Introductory
**Contintenal 4**
Roundtable

**Say the Word: Teaching and Omitting the N-word in Schools.** This presentation is a literature review surveying curriculum on teaching about the N-word in schools. Themes derived from published K-16 curriculum centered around teaching the 'N-word.' Interest in reviewing this literature stemmed from the lead author's first-hand experience. This study's core impact speaks to assist educators, administrators and even parents/caregivers. **Presenters: Raquel Jacobs, Ithaca College; Ellie Fitts Fulmer, Ithaca College**

**W10.30.08**
Intermediate
**Continental 5**
Roundtable

**The Pipeline is Real: Disability, Race, and the Juvenile System Meet at School.** Minoritized youth (i.e., racial/ethnic groups) experience disproportionate contact with the juvenile justice system. Specifically, culturally and linguistically diverse youth with learning and emotional disabilities are overrepresented in the juvenile justice system. Due to long-standing polices and practices in the schools this places disparate impact on families and communities. **Presenter: Monica Brown, UNLV**

**W10.30.09**
Intermediate
**Continental 6**
Roundtable

**Black Male Behaviors and the Culture Clash of White Teachers Misconceptions.** This presentation addresses the disproportionate representation of Black males in special education, Black male behaviors that contribute to their disproportionate representation, the functional behavior assessment (FBA) and its reconceptualization as a culturally responsive tool, and the implementation of culturally relevant strategies in the classroom. **Presenters: Monique Matute, University of Nevada Las Vegas; Alex Caston, University of Nevada, Las Vegas**

**W10.30.10**
Intermediate
**Continental 7**
Roundtable

**Teaching History with Public Issues: Honoring the Legacy of Social Justice Activists in a Social Studies Methods Course.** Social studies classrooms must be spaces where history and the present-day are examined concurrently for their manifestations of both oppression and activism. A new framework for a methods course integrates these goals with the 'standard' social studies curriculum to support pre-service teachers in pedagogical decision-making. **Presenters: Emilie Camp, University of Cincinnati; Amy Bottomley, University of Cincinnati**
W10.30.11  
Intermediate  
Continental 8  
Roundtable  

**Standing Proud: Can K-12 Educators Be LGBTQ Role-Models in Schools?** This roundtable invites participants to explore questions related to celebrating the LGBTQ+ identities of educators in schools (K-12). Drawing on participatory research with LGBTQ+ teachers, principals and school counselors, the roundtable examines challenges practitioners face in becoming role models in schools. A grassroots initiative to support LGBTQ+ educators is presented and discussed.  
**Presenter:** Wayne Reed, Brooklyn College (CUNY)

W10.30.13  
Intermediate  
Forest  
Presentation  

**Developing Culturally Responsive, Equity-oriented Teacher Leaders through Job-Embedded Professional Development.** The purpose of this presentation is to share findings from a collaborative inquiry into the development of equity-oriented, culturally responsive teacher leaders within a job-embedded professional learning opportunity. This collaborative research group will share activities, readings, and key concepts. In addition, we will share findings in relation to teacher learning and challenges. **Presenters:** Jennifer Jacobs, University of South Florida; Samantha Haraf

W10.30.14  
Intermediate  
Galaxie  
Presentation  

**Embracing the radical notion of love in the classroom in a neoliberal age.** This presentation uses qualitative data from a case study of an after-school success program to describe ways high school students of color experience caring in school and in the after-school program. The syncopated nature of caring and framing relations with womanist caring in order to more effectively utilize culturally relevant pedagogy will be discussed. **Presenter:** Shameem Rakha, Washington State University Vancouver

W10.30.15  
Expert  
Hawthorne  
Presentation  

**The influence of culture in preservice teachers' cultural and linguistic self-efficacy beliefs.** This presentation's goal is to help teacher educators improve course design to better prepare preservice teachers to teach in just and equitable ways. The findings from this mixed-methods study inform how ESL, generalist, and bilingual preservice teachers define culture and how it influences their cultural and linguistic self-efficacy beliefs. **Presenter:** Daniela Silva, University of Texas at San Antonio

W10.30.16  
Introductory  
International  
Presentation  

**Liberty, Justice, and Art for All: A Study about the Unequal Access to Arts Education in the United States.** This presentation discusses the social-emotional benefits of arts education - music, visual arts, dance, and drama/theater - for all students as well as the inequities that currently exist within arts education in the United States. Research findings will be shared and
ideas for educational advocacy will also be offered. **Presenter:** Danielle Trollinger, University of Portland

W10.30.17  Jackson  Presentation  
**Resilience, Resilience and Critical Consciousness: Tracking the Development of Key Competencies in Girls of Color.** In 2016, we created an intersectional, feminist model of positive youth for girls of color. Three key competencies that we identify in this model are: resistance, resilience and critical consciousness. In this presentation, we explore how these competencies are fostered and how they support girls' abilities to engage in activism for social justice. **Presenters:** Charlotte Jacobs, University of Pennsylvania; Katie Clonan-Roy, Cleveland State University

Screening: 10:30am  Hernando Desoto  ’63 Boycott.


On October 22, 1963, more than 250,000 students boycotted the Chicago Public Schools to protest racial segregation. Many marched through the city calling for the resignation of School Superintendent Benjamin Willis, who placed trailers, dubbed ‘Willis Wagons,’ on playgrounds and parking lots of overcrowded black schools rather than let them enroll in nearby white schools. Combining unseen archival 16mm footage of the march shot by Kartemquin founder Gordon Quinn with the participants’ reflections today, ’63 Boycott connects the forgotten story of one of the largest northern civil rights demonstrations to contemporary issues around race, education, school closings, and youth activism.

W10.30.18  Kentshire  Presentation  
**Instructional Strategies Implementing Peace and Anti-Violence Education.** This presentation will provide instructional strategies and provide information pertaining to resources to support teachers and faculty in their efforts to infuse Peace and Non-Violence Education into the curriculum. Learning outcomes will be provided on how basic social and emotional learning and conflict resolution education maybe infused into our basic school curriculum. **Presenters:** Alice Duhon-Ross, Walden University; Gwen Duhon, McNeese State University; Ashraf Esmail, Dillard University

W10.30.19  Lansdowne  Presentation  
**Defining, Confining, and Marginalizing Students: Very Oppressive.** How can we eradicate biases that define (label negatively),confine (restrict), and marginalize (relegate) students to secondary positions? Demonstrated are strategies (K-6) for culturally responsive pedagogy, culturally significant instruction styles, and student-led investigations to maximize students'
 strengths and passions, along with advancing their learning. Also, disseminated are professional resources and a comprehensive bibliography. **Presenter: Sabrina Brinson**, Missouri State University

**W10.30.20**
**Intermediate**
**Panel**

**Sustaining Indigenous and Local Knowledge, Arts and Teaching in Western Alaska.** The Sustaining Indigenous and Local Knowledge, Arts and Teaching grant project is a K12/university partnership that seeks to increase the number of Alaska Natives who become certificated teachers, while simultaneously providing professional development to non-Indigenous teaching staff to increase their competence and confidence in teaching in and through local arts and culture. **Presenters: Amy Vinlove**, University of Alaska Fairbanks; **Joan Hornig**, University of Alaska-Fairbanks; **Robin Child**, Bering Strait School District; **Carol Barnhardt**, University of Alaska-Fairbanks

**Morning Break-out Sessions: Weds. 11:30am – 12:20pm**

**W11.30.01**
**Introductory**
**Presentation**

**Black Boys Matter: Cultivating Their Identity, Agency, and Voice.** Black boys tend to be viewed as troublemakers from a very young age. Adults often see Black boys as older and less innocent than their White peers (a practice called adulitification), and their play is perceived as more dangerous, violent, and not developmentally age appropriate. They are disproportionately suspended and expelled from preschool, and they often get the message that school is a place where they are watched—not welcomed. This kind of environment creates barriers to school success and undermines Black boys' developing senses of identity, agency, and voice. The presenter takes a culturally responsive, strengths-based approach that focuses on what Black boys know, understand, and can do (as opposed to what they cannot do or what they do not know and understand). This approach does not engage Black boys from a deficit perspective (i.e., having 'problems to fix' or being 'at risk'). **Presenter: Brian Wright**, The University of Memphis

**W11.30.02**
**Intermediate**
**Interactive Workshop**

**Kindness is Gangster.** This interactive workshop details my kindness campaign in response to the heated 2016 US presidential campaign. In 1967, Dr. King asked an SCLC audience, Where do we go from here? After highlighting Black people's negative experiences with education, employment, housing, and the police, Dr. King affirmed the need to move toward love. **Presenter: Danne Davis**, Montclair State University
W11:30am

Mentors–Mentees Connection
If you signed up for a mentor or to be one, this is the best place to meet up. It is a great networking opportunity with old and new members. Come and meet some new NAME friends.

W11.30.03 Brinkley
Introduction
Interactive Workshop
Bringing Project-Based Learning to a Multicultural, Multilingual Classroom: Challenges, Pitfalls, and Celebrations. This interactive workshop will share products from a project-based learning unit exploring the question 'What Is Home?' with a high school class of newcomer adolescents from immigrant and refugee backgrounds. Attendees will participate in some project activities themselves. We will also discuss project risks, including ensuring rigor and retraumatizing students. Presenters: Lisa Hoffman, Indiana University Southeast; Emily Suh, Indiana University Southeast

W11.30.04 Cockrell
Intermediate Panel
Social Justice Education Deans Leading the Way to Equity. This session spotlights education deans and how their leadership features dismantling injustice in educational access and opportunities. They will describe how they work with their faculties, students, communities, and colleges to create collaborative approaches to advancing an equity strategic approach to education. The panel will provide a glance into the actual practices and paradigms the Deans employ to move their colleges in this unified direction. Presenters: Wanda Blanchett, Rutgers University; Kandi Hill-Clarke, University of Memphis; Monika Shealey, Rowan University

W11.30.07 Forest
Introduction
Interactive Workshop
Using Digital Literacy to Combat Asian American Stereotypes. The pervasive model minority myth negatively impacts Asian Americans in areas such as industry, representation, and education. This session demonstrates the use of popular media in the form of sitcom 'Fresh off the Boat' to initiate discussion and critical thinking about race to combat stereotypes and promote equity. Presenters: Rosa Nam, The University of Houston; Lana Kharabi-Yamato

W11.30.08 Galaxie
Intermediate Presentation
Rising up! Bilingual Education in Times of change. This presentation discusses the experiences of teacher candidates (TCs) in a Bilingual and English as Second language (BLE/ESL) program within a restrictive language state. The presentation examines how teacher preparations programs address changing linguistic needs and access to bilingual programs. TCs critically reflect on their experiences and address the mismatch they face in schools. Presenter: Alex Silva, Arizona State University
W11.30.09 Intermediate Hawthorne Presentation

**Students of Color as a 'Problem' at an Elite Boarding School.** Elite boarding schools can be isolating for students outside of upper-class and White backgrounds. Students of color believed sacrificing one's comfort is an investment in their educational trajectory. This study problematizes 'whose' kids are forced to make sacrifices and provides implications for how to decrease the impact of racial disparities both socially and academically. **Presenter: Diamond Howell,** University of Wisconsin-Madison

W11.30.10 Intermediate International Presentation

**The Arc of the Moral Universe: Bending Toward Justice and the Dialogical Imperative.** The vision, mission, pedagogical approaches, and impact of an annual Social Justice Dialogue Series organized by our College of Education Diversity Committee in partnership with stakeholders is summarized. The 2017 event inspired dialogue and learning about the Economic Divide, Selma, Black Men's Lives Matter, and Affirming Diversity. **Presenters: Jane Hinson,** Georgia College & State University; **Yeprem Mehranian,** Georgia College & State University; **Paulette Cross,** Georgia College & State University; **Rui Kang,** Georgia College & State University

W11.30.11 Advanced Jackson Presentation

**Using a community of inquiry approach to investigate 'teaching for social justice'.** This paper presentation and accompanying discussion explores the potential for a 'community of philosophical inquiry' approach to advance the field of multicultural education. The session shares insights from a cross-cultural collaborative self-study in which US and New Zealand educators critically reflect of meanings and practices of 'teaching for social justice'. **Presenters: Andrea Milligan,** Victoria University Wellington; **Ashley Lucas,** Towson University

W11.30.12 Introductory Kentshire Presentation

**Community scan field experiences- analyzing communities for resources and support of multicultural education.** As we prepare our future educators and leaders to become more culturally responsive and relevant, understanding the community in which they work in is essential to understanding the culture, climate, as well as building relationships with educators and community members. **Presenter: Kimberly Warfield,** Jacksonville State University

W11.30.13 Advanced Lansdowne Presentation

**The Hate You Give, Employing Fiction in Multicultural Teacher Education.** This presentation introduces how the genre fiction can be used in multicultural teacher education courses to help students relate complex theories about systemic inequities in society and educational setting to the lived experiences of people from marginalized groups. Attendees are invited to share their practices in working with fictions in their courses. **Presenter: Edina Haslauer,** University of Wisconsin-Platteville
W11.30.14  
Advanced  
**Black Women Educators: Exploring Pipelines, Pedagogies, and Policies.** Public school student demographics are becoming increasingly racially and ethnically diverse. Amidst this backdrop, Black women educators are disproportionately underrepresented in the U.S. teacher workforce. Considering Black women's contributions toward the academic achievement of all students, this panel explores their pedagogies, pipelines influencing their recruitment and retention, and policy implications. **Presenters: Abiola Farinde-Wu,** University of Massachusetts Boston; **Ayana Allen-Handy; Ayana Campoli; Eugenia Hopper; Valerie Hill-Jackson**

W11.30.15  
Introductory  
**Legalized Segregation: Sociological Perspectives of 'Special Education'.** With attempts to overhaul education, encouraging social justice pedagogies, there seems to be a lack of awareness of the dehumanization of disabled students. This paper analyzes the ways in which disabled students are dehumanized through the education process and are absent from the discussion of social justice pedagogy. **Presenter: Charlene Holkenbrink-Monk**

**Screening: 11:30am**  
**White Right: Meeting the Enemy.**

Produced and Directed by Deeyah Khan. Women Make Movies. [www.wmm.com](http://www.wmm.com).

In this Emmy-winning documentary, acclaimed Muslim filmmaker Deeyah Khan meets U.S. neo-Nazis and white nationalists including Richard Spencer face to face and attends the now-infamous Unite the Right rally in Charlottesville as she seeks to understand the personal and political motivations behind the resurgence of far-right extremism in the U.S. Speaking with fascists, racists and proponents of alt-right ideologies, Deeyah, attempts to discover new possibilities for connection and solutions…. See page 35 for additional information.

W11.30.16  
Advanced  
**International Education through a Critical Lens.** This poster will present information connected to a case study (critical theory used), in which I interviewed 10 culturally and linguistically diverse (CLD) international graduate students in order to understand how they navigated the pursuit of an advanced degree, and if the United States' postsecondary university settings are equitable, welcoming, and multicultural. **Presenter: Dorota Silber-Furman,** Tennessee Technological University

W11.30.17  
Advanced  
**Black Boys in the 'Burbs.** While there is an abundance of research about black males in urban environments, there is a lack of inquiry into their counterparts from the suburbs. Though they share similar characteristics, many various factors—like space—contribute to black boys'
differences and suggest distinct findings between the two, including how they are instructed, mentored, and perceived. Presenter: Crystal Jabiros, West Bloomfield School District

12:30–1:15pm
Continental Ballroom

**FOUNDER’S LUNCHEON**
Greetings from Founding Members:

*Cherry Ross Gooden*
NAME Board Member

*H. Prentice Baptiste*
NAME President

*Rose Duhon-Sells*
NAME’s Founding Mother

**Afternoon Break-out Sessions: Weds. 1:30 – 2:20pm**

W1.30.01
Ben Hollander
Intermediate Panel

**Radical and Relevant Work: Using Primary & Secondary Sources to Guide High School Students’ Understanding of the History of Labor Struggles.** Labor history is a key part of social studies state standards in Tennessee and in other states. States also require teachers to utilize primary and secondary sources in guiding students toward critical inquiry in social studies classrooms. This presentation aims to point participants to primary and secondary sources for use in teaching labor history in middle and high school classrooms. Participants will be shown ways to locate and access primary sources related to labor struggles on the web. Presenters also will share with participants a website built by the presenters for sharing primary and secondary resources on U.S. labor history. A lists of books and other materials, both for teachers and for their students, on social studies practices and U.S. labor history will be given. Presenter: Janet Kesterson Isbell, Tennessee Technological University

W1.30.03
Brinkley Interactive Workshop

**Picture Books About Advocates Fighting For Justice and Human Dignity.** This workshop introduces picture books about individuals who advocate for justice, human dignity, and the right of every individual to better their lives. Liston's Character Taxonomy (2014) provides the framework to identify character discussions within children's literature, to develop character and cognition in the classroom. Presenter: Dana Reisboard, Widener University

W1.30.04
Cockrell Interactive Workshop

**Collaborating across disciplines to promote multicultural education through technology.** In this workshop, the presenters will describe a collaboration between a social justice education and educational technology course that led to an assignment for graduate teacher education candidates: a 1-minute public service announcement (PSA) promoting multicultural education.
Participants will learn how the PSA was created using a free app. **Presenter: Stephanie Burrell Storms**, Fairfield University

**W1.30.05**

**Introductory**

**Forest Presentation**

**Moments Shaping Memphis Education and Lessons for Other Education Communities.** From origins in segregation to recent acts of secession, Memphis education has been plagued by division and inequity. This session will examine a series of moments in that history to reveal common themes, identify important lessons, and explore potential strategies for change. **Presenter: Daniel Kiel**, University of Memphis

**W1.30.06**

**Intermediate**

**Galaxie Presentation**

**Breaking the Silence of Colorblindness: Moving Veteran Teachers Toward Cultural Competence.** Are teachers friends or enemies? The concept of teacher, as friend, connotes a strong advocate who creates a culturally responsive learning environment. This presentation will provide the structure, content, and outcomes of a year-long inservice program designed to transform teaching practices to meet the needs of ALL students. **Presenters: Sherrie Fairchild-Keyes**, Oak Ridge Schools; **Michael Carvella**, Oak Ridge Schools

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**Screening: 1:30pm**

**Faces of Harassment.**


*Faces of Harassment* is an experiment in storytelling about trauma. When the hashtag #MyFirstHarassment swept across Brazil, it showed not only the widespread experience of sexual harassment and assault, but a widespread hunger to bring it out of the shadows. The film amplifies this movement, by opening space for women to speak their own truth. The film was shot in a mobile storytelling van, parked in rich and poor neighborhoods alike across São Paulo and Rio de Janeiro and open to any woman. The van was a free, autonomous space, where women spoke to the camera directly, no interviewer or other influence present.

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**W1.30.07**

**Introductory**

**Hawthorne Presentation**

**Breaking the Cycle of Past Generations: Empowering Students of Color in a Predominantly White Teacher Preparation Progra.** This combination of a presentation followed by a questionnaire panel explores the experiences of students of color and the efforts of a student led organization in a School of Education at a large public university in the Northeast. The purpose of this organization is to construct a support system for students of color in or. **Presenters: Anne Denerville**, UConn; **Kimberly Duhart**, UConn
W1.30.08 Intermediate  International Presentation

Service Learning and Cultural Reflections of Education Majors to Rise Up. The study will share the changes in the dispositions of teacher education majors as a result of their service learning experiences tutoring English Learners using technology via cultural reflections and pre- & post-survey data. In an interactive discussion, we will present recommendations for teacher educators and teacher education programs. Presenters: Anita Rao Mysore; Kristina Howlett, University of Arkansas

W1.30.09 Intermediate  Jackson Presentation

Reviewing the Literature on Race-Focused Teacher Education and Professional Development. We present a review of the literature on race-focused teacher education, particularly the use of critical pedagogies with white teachers and teacher candidates. The presentation highlights the challenges of calling upon teachers to explore racism, white identity, and the role of intergenerational white advantage in the maintenance of racial injustice. Presenters: Elyse Hambacher, University of New Hampshire; Katherine Ginn, University of New Hampshire

W1.30.10 Introductory  Kentshire Presentation

Re-Imagining Computer Science as Social Justice Oriented in a Multicultural Educational Setting. Drawing on social justice and critical multicultural education, we present a computer science curriculum developed in response to our own pervasive racialized experiences surrounding STEM. Engaging students, historically marginalized from STEM, in this curriculum, allows students to encounter new perspectives on what constitutes STEM and combat prevalent deficit ideologies. Presenters: Iris Minor, Florida Atlantic University; Christina Cavallaro, Florida Atlantic University

W1.30.11 Intermediate  Lansdowne Presentation

Umasking the Illusion: Educators' Perceptions of Advocating for Racially Just Schools. Equity and advocacy are critical to fostering racial justice, but how do we apply these concepts to educational practice? This session explores a qualitative study on educators' perceptions of race and racism in K-12 schools and how to advocate for racial justice in educational settings. Presenters: Amy Samuels, University of Montevallo; Gregory Samuels, University of Montevallo

W1.30.12 Intermediate  Louis XVI Panel

Lived Experiences of Diverse Women in Doctoral Programs and After. The numbers of doctoral degrees awarded to students from diverse backgrounds are increasing. However, their
experiences do not mirror those of their White peers. Therefore, we must do a better job understanding their experiences of these doctoral students, particularly those that might contribute to or hinder their persistence and graduation. **Presenters:** June Dennis, UNLV/CCSD; Monique Chavarria-Matute, UNLV; Pricella Brown, UNLV; Erica Reid, UNLV; Monica R. Brown, UNLV

### W1.30.13

**Venetian**

**Conversation with the Author: Christine Sleeter**

**Critical Family History and Fiction for Multicultural Education: The Inheritance.** What is critical family history? Why would an academic scholar shift to writing fiction? In this session, Christine Sleeter will briefly describe how she got into family history research and what she means by Critical Family History. The Inheritance, her second novel, will be the focus of this session. She will share with the audience the backstory of the novel -- the research she did, what she uncovered and how she dealt with what she learned, and why she decided to write about it in the form of fiction. **Presenter: Christine Sleeter, CSU Monterey Bay**

### Afternoon Break-out Sessions: Weds. 2:30 – 3:20pm

**W2.30.01**

**Advanced**

**Ben Hollander**

**Panel**

**A mirror and a lens: Reflections and insights from a Critical Whiteness Studies course at a PWI.** 4 doctoral students share their experiences taking a Critical Whiteness Studies course at a large, public PWI. They will share how this work informs their individual scholarship and pedagogy as teacher educators. Participants will engage in a discussion on how we might collectively confront Whiteness within teacher education. **Presenters:** Scott Farver, Michigan State University; Ashely Fuente; David Bowers; Cait Bergeon

**W2.30.02**

**Intermediate**

**Bert Parker**

**Interactive Workshop**

**A Workshop on Racism in the Higher Education Classroom: Identifying Problems and Exploring Solutions.** Based on qualitative data, presenters explore how racism in elite college classrooms can limit students’ participation and engagement. Presenters will then open up discussion to investigate as a group - in a workshop format - how we might challenge racism in the classroom. **Presenters:** Heather Curl, Bryn Mawr College; Chanelle Wilson-Poe

**W2.30.03**

**Intermediate**

**Brinkley**

**Interactive Workshop**

**Developing Critical Social-Justice Teaching Curricula in the Era of Trump.** Do you teach predominantly White or monolingual, pre-service, teacher education students? Do you find that exploring concepts for social justice teaching is particularly challenging for students in the current political context? This interactive workshop will engage participants in examining and
refining social justice-oriented curriculum models and syllabi for critical, multicultural, undergraduate teacher education. **Presenter: Morgan Faison**, University of Georgia

W2.30.04
Intermediate
Interactive Workshop
**Starting Small: Multicultural Literature for Young Children.** Multicultural education in the early years can create a strong and deep foundation of understanding, empathy, and commitment to justice that is needed to prepare children to 'rise up' and act for positive social change. This interactive session addresses the value of and strategies for using literature for multicultural education with children from birth-age eight. **Presenter: Linda Pickett,** Grand Valley State University

W2.30.05
Introductory
Interactive Workshop
**Collaborating to Disrupt Inequities: Multicultural Educators Illuminate Immigrant Student and Family Counterstories.** This workshop invites participants to interact with culturally responsive pedagogy addressing inequity through empowered voices of immigrant students and families. The workshop will demonstrate the use of community-based participatory action research in Northern Colorado. Participants will discuss ways to resist attacks to diminish public education disproportionately affecting vulnerable immigrant communities. **Presenters: Kevin Roxas,** Western Washington University; **Maria Gabriel,** Poudre School District

W2.30.06
Intermediate
Presentation
**White Fear and School Discipline Policy and Practice in Alabama.** The purpose of this presentation is to highlight the ways in which 'white fear' governs school discipline policy and practice in Alabama. Specifically, we explore manifestations of white fear in school discipline policy implementation, interpretation, and data reporting in Alabama public schools. **Presenters: Hannah Baggett**, Auburn University; **Carey Andrzejewski**, Auburn University

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### 2018 Conference Artwork

We greatly appreciate NAME member Omarthan Clarke for providing his wonderful artwork for NAME’s 2018 Conference. He is an educator, activist and artist who has provided art for the conference for the last 3 years. For more of Omar’s fine art, visit www.Omarthan.com.
Welcome to Memphis!
In the College of Education at the UofM, everything we do is driven by excellence. Like NAME, we are committed to equity, diversity and social justice.

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memphis.edu/coe
W2.30.07  Intermediate  Hawthorne  Presentation
**How School Expulsions and Suspensions Impact the Learning and Social Emotional Development of Children of Color.** This session is designed to explore and discuss the common themes in research on school suspensions and expulsions of children of color compared to their peers. Moreover, the presentation will explore the impact it has on the learning and social development of students. Attendees are encouraged to share their perspective and experiences. **Presenters:** Winnifred Namatovu, University of North Georgia; Danielle Johnson, Durham’s Partnership for Children

W2.30.08  Intermediate  International  Presentation
**Problematizing STEM with Ecojustice Philosophy.** This presentation introduces ecojustice as a framework emphasizing the need for STEM education to become more centered on opportunity and equity. Through a focus on ecojustice philosophy as an approach to STEM, students become engaged in real-world issues that they can see, feel and potentially experience within their own neighborhood. **Presenters:** Rebecca Gault, University of West Georgia; Stacey Britton, University of West Georgia

Screening: 2:30pm  Hernando Desoto
**Cuba: Rhythm in Motion.**
Produced and Directed by Mike Davison, Ed Tillett and Peter Loman, University of Richmond. 1 hour 10 minutes.
Supported by University of Richmond. Distributed free on www.youtube.com
This entertaining documentary traces the evolution of Cuba’s rich musical forms and dance styles. The film surveys Cuba’s history, described as the clash and blending of African and Spanish cultures. The documentary surveys 500 years— including the development of contradanzas, son, changui, rhumba, mambo, descarga— using archival images and musical clips. Modern Afro-Cuban jazz is showcased as a continuation of the centuries’ old “conversation between Cuba and the US”; they influence each other but both musical traditions are distinct as their histories. Filmmaker and musician, Davison— professor of jazz and Cuban music— extensively filmed musicians and dancers in the vibrant streets, rooftops and musical venues of Cuba. It is difficult to sit still while watching this film!

W2.30.09  Intermediate  Jackson  Presentation
**Educating for Change Now: Activate Awareness, Identity & Empathy.** Together we’ll focus the lens on just educational change. An enriched platform promotes Contemporary Conversations and renewed actions. We’ll draw on three significant, researched-based factors simultaneously. Educators’ conscious awareness of the persisting impacts of systemic bias in 2018, collective attention to students’ developing identities and learning relationships and new evidence regarding empathy offer transformational leverage. **Presenter:** Susan Kennedy Marx, Educator/Activist & School Administration
W2.30.10 Intermediate Kentshire Presentation

**A Wake: Black Women Resident Assistants Well-Being Architecturally Mediated.** Discussion of culture in education tends to address culture and climate as environmental conditions, but ignore how the physical and psychic spaces are related to cultural production. In a phenomenographic study to explore how Black women resident assistants navigated campus architecture in response to giving and receiving support related to their leadership and intersectional positionality. **Presenters: Ericka Roland,** University of South Florida; **Vonzell Agosto,** University of South Florida

W2.30.11 Intermediate Lansdowne Presentation

**Racial Literacy: Educators' Perceptions of How to Increase Understanding and Cultural Competence to (Un)Lear.** To deconstruct racism and promote sustainable change, an understanding of historical and current implications of race must be encouraged that allows for authentic learning and unlearning. The session explores a qualitative study on educators' perceptions of racial literacy and how cultural competence can be facilitated to encourage equity and justice. **Presenters: Gregory Samuels,** University of Montevallo; **Amy Samuels,** University of Montevallo

W2.30.12 Advanced Louis XVI Panel

**Where's the Love? Neoliberal Racism and the edTPA.** This presentation highlights findings of an edTPA inquiry group at a northeastern public university. Findings indicated that edTPA undermined teacher educators' ability to design curricula responsive to their theoretical and philosophical commitments; diminished students' opportunities to develop culturally sustaining practices; and exacerbated institutional constructs that marginalize minoritized K-12 students. **Presenters: Mark Kohan,** University of Connecticut; **Glenn Mitoma,** University of Connecticut; **Douglas Kaufman; Cara Bernard**

### POSTER SESSIONS

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<tr>
<th>W2.30.13</th>
<th>Introductory</th>
<th>Marketplace 1</th>
<th>Poster</th>
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<td><strong>Empowering Pre-Service Teachers through Multicultural Education: Promoting Teacher Self-Advocacy.</strong> The purpose of this proposed study is to explore ways in which to restructure and redesign multicultural curricula to empower pre-service teachers before they enter the real world. The aim of this new multicultural curriculum is to promote teacher self-advocacy. <strong>Presenter: Jennifer Nahlik,</strong> Ball State University</td>
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<tr>
<th>W2.30.14</th>
<th>Introductory</th>
<th>Marketplace 2</th>
<th>Poster</th>
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| **The effect of Solo Status and Group Salience on the Spotlight Effect in African Students.** There were two hypothetical scenarios in this study. The subjects were the only African student in the
classroom, and one of several African students in a diverse class. For each scenario, they imagined a typical day in class, and a day where the professor made a provocative statement that was group salient. **Presenter: Oluwaseun Otubanjo**

W2.30.15 Marketplace 3 Advanced Poster

**Does Money Make a Difference: Exploring the Relationship between Achievement and Status of African American Children.** This poster presentation examines the factors that attribute to the issue of poverty and the effect it has on the academic achievement of African American students. There is diverse literature that investigates the complexity of poverty and the impact it has on Early Childhood Education. **Presenter: Ariel Laws, University of Memphis**

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W2.30.16 Venetian

**Conversation with the Author: Ann Lopez**

**Transformative Pedagogies for Teacher Education: Moving Towards Critical Praxis in an Era of Change.** This is a critical moment for educators seeking to bring about greater equity in education. Public education is under attack, along with the rise of racism, xenophobia and other forms of exclusion and marginalization. Transformative Pedagogies for Teacher Education highlights ways that educators are responding to the challenges. Editors and authors will share the significance of their work in this book talk. All are invited! **Presenter: Ann Lopez, University of Toronto**

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**Wednesday November 28 General Session**

3:30-4:20pm Peabody Ballroom

**The Rose Duhon-Sells Lecture**

**Welcomes & Introductions**

**Stephanie Burrells Storms**
NAME Region 1; Fairfield University

**Courtney Bentley**
Dean, Montevallo University

**Cultural Interlude**

**Jaylon McCraven**
University of Memphis
College of Communication & Fine Arts

**Keynote Presentation**

**Maureen Costello**
Director, Teaching Tolerance, Southern Poverty Law Center
Afternoon Break-out Sessions: Weds. 4:30 – 5:20pm

W4.30.01  Intermediate  Ben Hollander  Presentation  
There's gotta be a school somewhere: Stories from the School to Prison Pipeline. The purpose of this study is to understand how young men of color living in low-income, urban communities, manage and understand their experiences with schools, the criminal justice system, and the labor market as well as how they perceive the relationships between these experiences. Presenter: Daniel Vivas, District of Columbia Public Schools

W4.30.02  Advanced  Bert Parker  Interactive Workshop  
To Teach is to Resist: Revitalizing the Multicultural Education Movement in Challenging Times. This interactive workshop will explore methods for revitalizing multicultural education as an active form of resistance and civil disobedience. Workshop participants will be encouraged to share personal resistance narratives. Further discussion will include ideas for the role multicultural education plays in the creation of sustained and widespread social justice movements. Presenter: Mae Chaplin, Sacramento State University

W4.30.03  Intermediate  Brinkley  Interactive Workshop  
Resurrecting Dr. Martin Luther King Jr.'s Beloved Community. Times have radically changed since Dr. Martin Luther King Jr. and others logged success in the Civil Rights Movement. Hate is enjoying a resurgence. To resurrect Dr. King's Dream this interactive workshop will boost educators' awareness, shaping them into 'multicultural teachers' to make Dr. King's Beloved Community a reality through multicultural education in our schools. Presenters: Lewis Diuguid; Charles Wurth

W4.30.04  Intermediate  Cockrell  Interactive Workshop  
Teaching Mathematics Methods as Agape: Moving Preservice Teachers From Instruments of Inequity Towards Agents of Change. The purpose of this interactive workshop is to share how agape, or unconditional love, can be used in the preparation of teachers of mathematics. The goal of the resulting module was to demonstrate how preservice teachers can challenge 'discrimination in schools and society through the promotion of democratic principles of social justice' within the classroom. Presenters: Joel Amidon, University of Mississippi; Anne Marie Marshall; Rebecca Smith
Screening: 4:30pm       Hernando Desoto

The Issue of Mr. O’Dell.
The Issue of Mr. O’Dell examines the lifelong work of a pioneering civil rights organizer Jack O’Dell, who was a close colleague and advisor of Dr. Martin Luther King Jr. in the years before the March on Washington. But after President John F. Kennedy named him the number five Communist in America, O’Dell was eventually forced out of King’s organization. In soft-spoken interviews, O’Dell discusses systemic racism, past and present, and dissects America’s troubled history with racial discrimination. The wisdom of the 94-year-old activist speaks to the present as his experiences fighting alongside Dr. King resonate strongly with the Black Lives Matter movement.
W4.30.08  Intermediate  International  Presentation

The Intersections of Race, Engagement, and Critical Consciousness in Student Teaching and Student Teachers. Drawing on Critical Race Theory, Critical Whiteness Studies, theories of engagement and critical consciousness, we share the story of two student teachers—one who was awarded for compliant engagement and another who engaged in more critically conscious ways throughout student teaching. Implications for student teacher engagement and urban teacher preparation programs as discussed. **Presenters: Stephanie Cross; Alyssa Dunn,** Michigan State

W4.30.09  Introductory  Jackson  Presentation

Changing the game: Mentoring as a culturally responsive approach to student engagement in Hospitality Management. Research continues to show that students of color are not graduating at the same rate from college as their counterparts. This presentation explores the use of mentoring within the context of a culturally responsive approach to support the engagement and retention of undergraduate students in a hospitality management program at an HBCU in southeastern USA. **Presenter: Ruth Smith,** Bethune-Cookman University

W4.30.10  Intermediate  Kentshire  Presentation

Feasibility of Equitable and Culturally Responsive Learning Assessment: A Global Education Perspective. This paper analyzes the feasibility of replacing standardized tests with equitable and culturally responsive learning assessment method that is accepted at global level. The endeavor is aimed at dismantling the stranglehold of oppressive neoliberal practices in education. Assessment methods in three countries are analyzed for feasibility. **Presenter: Rosnidar Arshad,** UNLV

W4.30.11  Intermediate  Lansdowne  Presentation

Beyond 'It's Just Hard': Unpacking Barriers to Supporting Latino Male Secondary Students' Sociopolitical Awareness. This presentation seeks to render visible the barriers that three White male teachers in one New York City public high school experience in developing their Latino male students' sociopolitical awareness in order to facilitate dialogue around how we, as multicultural, educators, can overcome such obstacles and better support the Latino young men in our care. **Presenter: Kelly Zuckerman,** Bryn Mawr College

W4.30.12  Intermediate  Louis XVI  Panel

Reimagining Schools as Sites of Freedom: The Impact of the Black Power Movement on Education. While pedagogical practices in schools often reflect patriarchal settler-colonial values within an assimilationist framework, revolutionary groups such as the Black Panthers, developed alternative means of education as an emancipatory process. Using radical
philosophical frameworks and primary source documentation, this presentation will reimagine schools as sites of empowerment and freedom. **Presenters:** Allie Ivey, University of Oregon; Rebecca Crowe, University of Oregon; Nicholette DeRosia, University of Oregon

### W4.30.13

**Conversation with the Author: Paul Gorski**

**Case Studies on Diversity and Social Justice Education.** Paul Gorski will discuss the 2nd edition of *Case Studies for Diversity and Social Justice Education* (Routledge, 2018), which he co-authored with Minnesota-NAME's president, Seema Pothini. The book is built around 40 real-life case scenarios from schools around the United States that depict complex equity- or inequity-related situations. Readers are challenged to apply transformative equity frameworks to examine the subtle and not-so-subtle ways inequities operate in classrooms and schools and to propose responses, both to the immediate issues depicted in the scenarios and to the conditions underlying those issues. In this book talk Paul will talk about the equity philosophy behind the book and his uses of the case analysis method. Participants will receive copies of sample cases, which we will read and discuss.

### Afternoon Break-out Sessions: Weds. 5:30 – 6:20pm

**W5.30.01**

**Advanced**

**Preparing Pre-Service Teachers To Meet the Needs of All Public Education Students.** We will discuss the development and use of Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) and analyze initial findings. There are implications for teacher educators as they prepare pre-service teachers for teaching in unpredictable times so that all public education students receive a fair and equitable education. **Presenters:** Denise Dallmer, Indiana University East; Josh Tolbert, Indiana University East

**W5.30.02**

**Introductory**

**Cultural Diversity: The Impact On Student Academic Growth and The Implementation of Culturally Appropriate Instruction.** Teachers often struggle with understanding students' cultural diversity in the classroom and therefore struggle with implementing culturally appropriate instructional strategies. Research supports that with increased intercultural competence for implementing culturally appropriate instructional practices, teachers are empowered with a means of improving student academic success that can lead to positive change. **Presenter:** Denise Mason, University of Memphis
5:30pm

THE FOUNDERS FORUM

The Founders’ Forum provides rich opportunities for emerging scholars to share their developing research agendas with notable research scholars of multicultural education. The panel consists of prominent scholars and four aspiring or emerging scholars. These emerging scholars have an opportunity to share their research perspectives and aspirations in their evolving research agendas. The multicultural research scholars will provide mentoring feedback concerning the presented research efforts. Constructive critiques of the research plans of the emerging scholars will also be provided by these research scholars/mentors. The audience will have opportunities to join the dialogue, as well.

Convener: Cherry Ross Gooden, NAME Founding Member
Chair, Founders’ Forum Task Force

Panelists: NAME 2018 Emerging Scholars
Nécole Huey Elizer
Doctoral Candidate in the Exceptional Learning Program
Tennessee Technological University

Paper: Defying Gravity: How Mothers Navigate the Academic Journey
Sam O'Bryant, III
Doctoral Student in Curriculum & Instruction, University of Memphis
Senior Director of Equity & Partnerships for School Seed Foundation
Shelby County Schools

Paper: Manifest Equity: A Dangerous Negro’s Disruption of Whiteness to Facilitate Uninterrupted Blackness for Black Student Achievement in the Mid-South
Vanessa E. Vega
Doctoral Student in Educational Studies in Diverse Populations, Pedagogical Concentration
Director of Clinical Experience
The University of Alabama at Birmingham (UAB)

Paper: African American Preservice Teacher Diversity Beliefs and Narratives of Latinx Youth

Panelists: Eminent Research Scholars
Cherry A. McGee Banks
Professor Emeritus, School of Educational Studies
University of Washington Bothell

Jeanette Haynes Writer
Professor, Curriculum & Instruction; College of Education
New Mexico State University

Francisco Rios
Professor, Secondary Education; Woodring College of Education
Western Washington University
W5.30.03  Brinkley
Introductory  Interactive Workshop
**Thinking Intensively and Critically, Exploring Multiculturalism through Theatre.** In this interactive session, facilitators will lead participants through story drama lessons in which participants will enact stories presented by facilitators. The leaders will speak to how they teach story drama to pre-service theatre teachers and how they, in turn, develop and facilitate their own story drama lessons with children. **Presenter: Sara Simons,** University of Texas at Austin

W5.30.04  Cockrell
Intermediate  Interactive Workshop
**Today’s Lesson: Black Students Matter—A Culturally Relevant Literary Activity for Pre-Service Teachers.** This interactive workshop will examine an instructional strategy used in development courses for pre-service teachers. This strategy incorporated a new novel and encouraged students to critically interogate common educational practices and reflect on their roles as future educators. Workshop participants will interact in small groups and receive handouts related to the original activity. **Presenter: Adriane Sheffield,** Coastal Carolina University

W5.30.05  Forest
Intermediate  Interactive Workshop
**Teacher Education Students’ Perceptions of Racial Diversity in Their Lives.** In addition to racial disparities between teachers and students, many White teachers view the world through the lens of White experience. This workshop will explore future teachers’ perceptions of diversity expressed through personal cultural maps that they have created, and consider ways to help them expand their social networks and historical understandings. **Presenters: Bryan Silverman,** University of Maine; **John Maddaus,** University of Maine

W5.30.06  Galaxie
Introductory  Presentation
**Girls with Voices: Developing Critical Literacies and Imagining Change.** Girls with Voices is an after-school program for adolescent girls of color in one Midwestern city. In this paper, I explore how members of the program learn to critically read texts and the social world, form a unique homeplace, and nurture one another’s abilities to enact resistance and promote social justice. **Presenter: Katie Clonan-Roy,** Cleveland State University

W5.30.07  Hawthorne
Intermediate  Presentation
**Re-creating MLK’s vision of the ‘Beloved Community’: In the classroom and beyond.** This interactive presentation focuses on Martin Luther King Jr’s vision of ‘the beloved community’ and how educators can implement this concept in their daily practice, in order to foster greater equality and social justice and love in the classroom and beyond. This presentation is designed primarily for K-12, post-secondary educators, curriculum specialists. **Presenter: Merlin Charles,** University of Toronto
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For the Culture of Cancer Survivorship

Rose Daphnecia Duhon-Sells, Ph.D.

*Dark Denials and Despicable Damage*

Edited by: Ashraf Esmail and Lisa A. Earle

Alice Duhon-Ross, Ph.D. Senior Editor
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Phone or Text; 337-309-2300
W5.30.08  Hawthorne  Presentation
Introductory  Social Justice Through PBIS Implementation in Schools. This panel aims to describe efforts made to reduce educational disparities of children with marginalized identities (e.g. race, ethnicity, learning and behavioral difficulties, SES), through school-wide implementation efforts with special considerations towards cultural and social contexts, student advocacy and communal resiliency. Presenters: Christina Omlie, University of Utah; Pamela Cornejo, University of Utah

W5.30.09  Jackson  Presentation
Intermediate  Developing critical practitioner scholars through a cross-class project based learning experience. This presentation explores the intersection of two co-designed graduate level courses in critical pedagogy and practitioner research to examine how a cross-class project-based learning experience influenced students' understandings of social justice and practitioner scholarship. The results can provide guidance on how to work across contexts to disrupt educators thinking about justice and equity in education. Presenters: Nancy Dana, University of Florida; Vicki Vescio, University of Florida; Vera Wei Ma, University of Florida; James Rigney, University of Florida

W5.30.10  Kentshire  Presentation
Expert  Reclaiming, Revitalizing & Radicalizing Multicultural Education: Experiences from an Undergraduate Course. A critical multicultural education professor and pre-service urban teacher present insights, assignments, promising themes and implications derived from a community-based undergraduate multicultural education course developed to revitalize and radicalize the work. The course syllabus, an exercise on critical cultural identity and a course-long project generated from a local school 'multicultural education audit' are shared. Presenters: Tina Valtierra, Colorado College; Chelsie Dang, Colorado College

W5.30.11  Louis XVI  Panel
Intermediate  Coping with Racial Battle Fatigue: A Critical Dialogue on 'Agitating' Historically White Spaces. This session seeks to engage students, teachers, and scholars in critical dialogue about how the experiences of People of Color in simply being, working, studying, etc., inevitably 'agitate' historically white spaces. The session will explore this 'agitation,' including what it looks and feels like, and the challenges and opportunities it presents. Presenters: Marcela Rodriguez-Campo, University of Nevada, Las Vegas; Lashaun Limbrick, University of Nevada, Las Vegas; Silvina Jover, University of Nevada, Las Vegas
Towards a Liberated Pedagogy in Low Resource Emerging Contexts: Educating Teacher Candidates for 21st Century Classrooms. Teachers are important in the development of students to become engaged citizens. In Kenya, teacher educators wrestle with minimal resource, large class sizes, few opportunities for field practice and abstract theoretical approach to pedagogy. These challenges have led to what scholars refer to the 'apprenticeship of observation model' (AOM). In this model teacher candidates are often passive learners in the teaching and learning process. Drawing on Paolo Friere's Pedagogy of the Oppressed this presentation examines the work of a teacher educator employing liberatory practices and pedagogy of letter writing with teacher candidates. Analysis of the letters written by teacher candidates to their former classroom teacher shows a cognitive dissonance about what it means to be an effective teacher, the importance of student engagement in the teaching and learning process, and is an effective tool in bridging the theory-practice gap in teacher preparation. **Presenter: Peter Rugano**, University of Embu Kenya

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8 Borders, 8 Days.


A single mother shows us the consequences of closing America’s doors to families fleeing war. With no answer to her application for resettlement in the US, and every other path to safety closed off, a smuggler’s raft to Europe was the only way out. *8 Borders, 8 Days* is her story; the intimate details of why a fiercely-determined mother is willing to risk her children’s lives for a better future and an immersive experience of their eight-day journey to safety.
Are you a Critical Multicultural Educator
Preschool – University level?

Do you know someone who is?

We are looking for you to spotlight you

Critical Multicultural Educator Spotlight

NAME is looking for critical multicultural education teachers! We have developed a web resource that features the multicultural social justice, and culturally responsive teaching of critical educators. See https://nameorg.org/learn/

We welcome teachers who teach in preschool through university levels, across all subject areas, and across rural, suburban, and urban contexts. We invite NAME members to submit recommendations for a featured teacher. Teachers need not be a member of NAME at the time of the recommendation. You could recommend yourself or someone else, as long as the person doing the recommending is a current NAME member.

Required materials consist of:

⇒ Up to 5 minutes of video that demonstrates your teaching

⇒ A maximum of five-page single-space description of how your work develops the NAME Learn student outcomes developing positive social and academic identities, engaging respectfully with diverse people, developing social justice consciousness, and taking action for social justice. (See www.nameorg.org/learn for details of student outcomes)

⇒ Contact information

Recommendations will be accepted 12/05/18-1/12/19

For more information, email: AdvanceMC@nameorg.org

Advancing Multicultural Learning

Check out a NEW web resource: Multicultural Learning. Intended for use by teachers, teacher educators, and professional developers, this resource features a conceptualization of multicultural education in terms of student learning along with current research linking teacher practices with student outcomes, teacher classroom case studies based on Exemplary Multicultural Teacher Award winners and various tools and resources. www.nameorg.org/learn
Wednesday Evening November 28 General Session

7:00–8:30pm       Peabody Ballroom

Welcomes & Introductions

Kandi Hill–Clarke
Dean, College of Education
University of Memphis

Ann E. Lopez
NAME President-Elect
University of Toronto

H. Prentice Baptiste
NAME President
New Mexico State University

Brian L. Wright
University of Memphis

Keynote Lecture:

Sharon Griffin
Assistant Commissioner, Tennessee Department of Education’s Office of Turn-Around,
Chief of the Achievement School District

Book Signing & Networking Reception

8:30–10:30pm       Marketplace

Featuring NAME Authors:
James A. Banks
Paul Gorski
Bill Howe
Ann E. Lopez

Sonia Nieto
Christine Sleeter
Brian L. Wright

Entertainment
Overton High School Jazz Orchestra

National Association for Multicultural Education • www.NAMEorg.org
# 2018 Conference–Memphis TN

**THURSDAY at-a-Glance**

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<td>7:00am</td>
<td>Registration Open</td>
<td>Mezzanine Foyer</td>
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<tr>
<td>7:15-7:50am</td>
<td>Regional Meetings</td>
<td>Continental Ballroom</td>
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<tr>
<td>8:00-9:20am</td>
<td>General Session Keynote: <strong>Patrick Camangian</strong></td>
<td>Peabody Ballroom</td>
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<tr>
<td>9:30-10:20am</td>
<td>Break-out Sessions</td>
<td>Various</td>
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<td>10:30-11:20am</td>
<td>Break-out Sessions</td>
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<td>11:30-12:20pm</td>
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<tr>
<td>12:30-1:50pm</td>
<td>Social Justice DINE &amp; DIALOGUE (optional, ticket required)</td>
<td>Peabody Ballroom</td>
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<td>2:00-2:50pm</td>
<td>Break-out Sessions</td>
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<td>3:00-3:50pm</td>
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<td>4:00-4:50pm</td>
<td>Break-out Sessions</td>
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<td>5:00-6:00pm</td>
<td>Break-out Sessions</td>
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<tr>
<td>6:30-7:30pm</td>
<td>President’s Reception</td>
<td>Skyway Foyer</td>
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<tr>
<td>7:30-10:30pm</td>
<td>Annual Awards Banquet (optional, ticket required)</td>
<td>Skyway</td>
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Who Belongs to ATIXA?

- Title IX Coordinators and Deputies
- Title IX and Civil Rights Investigators
- K-12 Administrators and Educators
- ADA/504 Coordinators
- Victim/Survivor Advocates
- Prevention, Education, and Training Staff
- Legal Counsel
- Title IX Allies

We Invite You to Join ATIXA!

The Association of Title IX Administrators is the nation’s leading membership organization for Title IX professionals. We promote, develop, and safeguard the practice of Title IX Administration and those who work in this field. ATIXA also has a strong social justice role. The primary mission of Title IX is to enhance gender equity in education. ATIXA works to ensure that those who are tasked with implementing this worthy goal have the resources to execute their responsibilities with the necessary skills and authority.

To learn more about ATIXA and the benefits of membership, visit:
www.atixa.org/join
Call us at:
610-644-7858
Or email us at members@atixa.org

www.atixa.org
Thursday NAME Conference

Thursday Intensive Institutes

The following Intensive Institutes are available. Please see page 23 for complete details. Space is limited, pre-registration and additional fees required.

Thursday, Nov. 29  All-Day Institute  Session: 9:30-12:20 & 2pm-4:50pm
NAME Member Discounted Rate: $49/ Non-member Rate: $69

All-Day Option/Both Institutes T9: Meanings and Implications of the #MeToo Movement in the morning  AND  T11. Effective Institutional Actions to the #MeToo Era in the afternoon.
All Day institute includes both #MeToo-Institute A, and #MeToo-Institute B. Participants who attend both sessions will receive a certificate of completion. Presenters are listed below.

Thursday, Nov. 29 Half-Day Institutes Morning Session: 9:30am–12:20pm
NAME Member Discounted Rate: $29/ Non-member Rate: $49

T9. #MeToo Institute #A: Meanings and Implications of the #MeToo Movement
Note: This institute can be taken alone or with Institute A-#MeToo.
Presenters: Jan Perry Evenstad, Director of Western Equity Assistance Center; Georgina Dodge, Associate Provost for Diversity Equity Inclusion, Bucknell University; Bill Howe, Advisory Board Member of ATIXA, Past President of NAME; Marta Larson, Educational Consultant; Amy Zavadil, Equity Compliance Officer, University of Dayton

T10. Multicultural Science Education: What is it? Why do we need it? What does it look like?
Presenters: Katie Wade-Jaimes, Assistant Professor; Rachel Asker, Graduate Student; both from University of Memphis

Afternoon Institute Sessions 2:00 – 4:50pm

T. 11 #MeToo Institute B: Effective Institutional Action
Note: This institute can be taken alone or with Institute A-#MeToo. (All Day institute, above)
Participants who attend both sessions will receive a certificate of completion. The same presenters in institute T9 will continue in this session.

T.12 Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap
Presenter: Paul Gorski, Equity Literacy Institute

Thursday Memphis School Visit

The following Memphis School Visit is available. Please see page 29 for complete details. Space is limited, pre-registration and additional fees required.

Thursday 9:30am–12noon: Kaleidoscope School of Memphis
Thursday November 29 General Session

8:00–9:20am        Peabody Ballroom

Welcomes & Introductions

**Ann E. Lopez**  
University of Toronto  
NAME President-Elect

**Janet Isbell**  
Tennessee Tech University  
President, TN-NAME

**Keynote Lecture:**

Patrick Camangian

Associate Professor in Urban Education & Social Justice, Teacher Education Department, University of San Francisco; and English teacher, Los Angeles Unified School District
Break-out Sessions: Thursday Morning 9:30-10:20am

T9.30.01 Intermediate
Ben Hollander
Presentation
'It Takes a Village': University-School District-Community Partnerships on Diversity and Equity Initiatives. The adage, 'it takes a village' is attributed to an Igbo and Yoruba proverb, refers to the collective efforts of family and community to raise a whole child. This concept resonates in efforts to develop and sustain initiatives in response to increasing demographic shifts and educational disparities of school districts and more broadly across a Midwest state. Presenters share a vision and commitment to address critical issues that are impacting local schools and community. Partnering with the McElroy Trust and WCSD enhance the capacity of the College of Education at UNI to develop diversity and inclusion initiatives (e.g., UMETT, Teach Waterloo, Teaching/Research Connections, etc.). Reciprocally, these endeavors help to advance the university's mission and vision for diversity and inclusion, community engagement, and elevate teaching. **Presenter: Jean-Marie Gaëtane**, University of Northern Iowa

T9.30.02 Introductory
Bert Parker
Interactive Workshop
Counter-Narratives of the Civil Rights Movement: Teaching for Critical Multicultural Education in Elementary Contexts. This interactive workshop promotes critical multicultural education as participants examine how citizens during the Civil Rights Movement collectively transformed unjust policies and actions to further the progress of cultural pluralism and social equality in the United States. Includes discussion about implementation in elementary settings. **Presenters: Erin Vaughn**, University of North Alabama; **Trudy Abel**, University of North Alabama

T9.30.03 Intermediate
Brinkley
Interactive Workshop
Ujima: Re-envisioning Freedom in Schools. The Civil Rights Movement taught us the power of collective work and responsibility (UJIMA). This session introduces a change process for racial equity in educational institutions grounded in dialogue-to-change and social justice frameworks. Participants will engage in activities from a facilitator's guide designed for educators ready to ACT NOW! **Presenter: Rochelle Peterson-Ansari**, Perceptions Unlimited/LaSalle University

T9.30.04 Introductory
Cockrell
Interactive Workshop
Teaching Children About People Who Make a Difference. Experience an interactive teaching unit for 3rd/4th graders on African-American people who have made a difference! Learn ways to teach about non-violent direct actions that empower students to stand up for justice and to become change agents and social activists. Curriculum, resources, teaching strategies, examples, and lesson plans provided. **Presenter: Roni Adams**, Southern Oregon University
T9.30.05
Introductory
Forest
Interactive Workshop
Beyond Lesson Plans: Culturally and Socially Sensitive Behavioral Supports. This workshop aims to provide attendees with concrete concepts and strategies for implementation of Positive Behavior Interventions and Supports within classroom- and school- wide levels with special consideration to culturally sensitivity (e.g. intersectional identities), stakeholder resiliency, and addressing of potential barriers. Attendees will engage in critical discussion, receive concrete strategies and informational handouts. Presenters: Pamela Cornejo; Christina Omlie

T9.30.06
Intermediate
Galaxie
Presentation
A Critical Analysis: Race, Racism, and Mass Incarceration in Early Childhood and Play. This presentation explores race, racism, and mass incarceration in the United States, illustrating practices that support a school-to-prison-pipeline even in early childhood education. The authors suggest play as one method to disrupt systemic racism and posit teacher education programs have a responsibility in preparing teachers to do so. Presenters: Andrew Whalen, The Ohio State University; Anne Valauri, The Ohio State University; Binta Bah, The Ohio State University

T9.30.07
Advanced
Hawthorne
Presentation
Six Effective Strategies of Ethnic Studies Instruction. In this interactive session, educators will work together to discuss opportunities for incorporating ethnic studies approaches into practice. Six effective strategies will be examined, including, discussion-based instruction and de-centering Whiteness. Teachers and administrators will develop ethnic studies methods to create meaningful learning experiences for their student. Presenter: Zulema Naegele, De La Salle North Catholic High School

T9.30.08
Intermediate
International
Presentation
'We can do this ourselves!': Resisting neoliberal multicultural professional development through teacher led equity PLCs. This presentation describes the transformation of a group of secondary English/Language Arts teachers who resisted ineffective district mandated professional development espousing superficial theories of multiculturalism through the formation of their own social justice learning community. The framework, curriculum, and pedagogical approaches of the community will be discussed, alongside concrete takeaways. Presenters: Justin Grinage, University of Minnesota; Meng Yang; Chris Baker-Raivo
T9.30.09
Intermediate
Jackson
Presentation
**Danger of a Single Story: Pre-service teachers of color challenges to essentializing discourses.** This presentation will explore explores how students of color in a Diversity teacher education course articulate the complexities of their identity and how it relates to their future work as a teacher. The presenter will discuss themes of intersectionality, hybridity, and resisting essentializing discourses. **Presenter: Lauren Braunstein,** University of South Florida

T9.30.10
Advanced
Kentshire
Presentation
**Developing Multicultural Global Competencies and Capacities in two Teacher Education Programs.** In a world experiencing rapid change, where cultural, political, economic and social upheaval challenge traditional ways of life, education plays a major role in promoting equity, social understanding, peaceful interaction and positive coexistence at a global scale. Education programs that promote and encourage dialogue between students of different cultures, beliefs and religions make difference. **Presenter: Eric Torres,** University of Wisconsin - Eau Claire

T9.30.11
Intermediate
Lansdowne
Presentation
**Mino-Bimaadiziwin in classrooms: A Critical Indigenous Approach to Resistance.** This session will focus on Indigenous philosophies in education and the need to understand and explore its implications for social justice education. There are numerous connections to critical theory which are intended to challenge the hegemony that influences education. **Presenter: Benjamin Ramirez,** University of Arizona

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**DISCOVER THE REAL CUBA WITH NAME**

We are planning now for the next NAME-sponsored educational & cultural exchange to Cuba. We will visit Camagüey, Santa Clara, Matanzas & Havana

**April 24–May 5, 2019**

INTERESTED? Attend Info Session: Thu 10:30am in Venetian & Email: Cuba 2019@NAMEorg.org
T9.30.12  Advanced  Louis XVI
A Critical Race Theory Analysis of the PK-12 Teacher-Student 'Demographic Diversity' Gap. This panel examines perceptions of college Students of Color about the teaching profession. Findings reveal that students are not interested in pursuing careers in teaching because they feel that: 1) teachers are underpaid and undervalued by society; 2) teachers are negatively represented in media and popular culture; and 3) the cumulative negative impact of microaggressions. **Presenters:** Norma A. Marrun, University of Nevada, Las Vegas; Christine Clark, University of Nevada, Las Vegas (UNLV); Tara Plachowski, University of Nevada, Las Vegas

T9.30.13  Venetian
**Conversation w/ the Author: Brian L. Wright**

**The Brilliance of Black Boys: Cultivating School Success in the Early Grades.** This much-needed book will help schools and, by extension, society to better understand and identify the promise, potential, and possibilities of Black boys. Drawing on Dr. Brian L. Wright's research, scholarship, and expertise this book presents an asset-and strengths-based view of educating Black boys. This positive approach enables practitioners and school leaders to recognize, understand, and cultivate the diversity of social skills of Black boys in the early grades (pre-K-3rd grade). Each chapter begins with a vignette to illustrate what is lost when Black boys are prevented from participating freely in boyhood, having to instead attend to adult and peer interactions and attitudes that view them as 'bad boys' and 'troublemakers.' This accessible book provides teachers with classroom strategies to help young Black boys achieve their highest potential, along with other resources for supporting their social-emotional development.

**Break-out Sessions: Thursday Morning 10:30 – 11:20am**

T10.30.01  Intermediate  Ben Hollander
**Who are you calling lazy? Debunking the myths surrounding poverty; An interactive simulation.** This workshop will provide practical suggestions for how educators can support children and families living in poverty. Participants will examine their own bias, take part in a poverty simulation and learn suggestions for how teachers can work to create safe, loving and equitable classroom environments while advocating for systemic change. **Presenter:** Kenya Wolff, University of Mississippi
Towards an Anti-Essentialist Pedagogy When Working with English Language Learners (ELLs). In this interactive workshop, teachers who work with English Language Learners (ELLs) will be encouraged to reflect on their beliefs about their students, including latent or unexamined deficit frameworks that may inform how they talk about these learners' abilities with other instructors. Implications for best practices will be discussed. **Presenters:** Marta Carvajal, University of Kansas; Leah Mortenson, American University

Building a Classroom Library Based on Multicultural Principles: A Checklist for Future K-6 Teachers. This interactive workshop will engage participants in the process of critiquing literature for bias by using a checklist. Educators will have solid selection criteria to build a high quality multicultural classroom library and a way to design and plan for multicultural lessons focusing on multicultural goals. **Presenter:** Kristina Howlett, University of Arkansas

Global Activism in Children's Literature. This hands-on session critically explores global activism in picture books as a teaching tool for love, life and Dr. King's Dream. Leave with critical multicultural analysis strategies, guiding questions, and a bibliography of global children's literature with social justice themes. **Presenter:** Sara Young, Worcester State University

Zaatari Refugee Camp - A Call to Action. 43,450 children live in the Zaatari refugee camp. Join us in exploring this global crisis through a multi-disciplinary experience that incorporates exploration of the problem, in-depth inquiry into possible solutions, and appropriate scaffolds for meaningful academic discussions appropriate for ALL students. **Presenters:** Stephanie Lund, Arizona State University; Brad Bostick, Arizona State University; Silvia Aparicio, Arizona State University

Our Neck of the Woods: Toward a More Equitable Conception of Rural Schools and Communities. Rural schools and communities are often misunderstood or completely forgotten in the discourse surrounding multicultural education. Our presentation seeks to return human dignity to the individuals and families learning and living in rural contexts by dispelling myths that create deficit and stereotypical portraits by instead focusing on characteristics like resilience and community. **Presenters:** Jacob Kelley, Tennessee Tech University; Carey Wilson, Tennessee Tech University
T10.30.07 Hawthorne Presentation

**Does a Student Response System Create an Inclusive Learning Environment: Perceptions of Engagement Among Students of Color.** Student response systems have been utilized in higher education as a way to create an engaging and reflective learning environment for all students. The purpose of this study is to examine perceptions of classroom engagement among students of color and impact of the student response systems on understanding and learning.

**Presenters: Angela Nickoli, Ball State University; Cindy Cash**

10.30.08 Hawthorne Presentation

**Examining the Implications of Culturally Responsive Pedagogy for Teacher Education Using Critical Whiteness Perspectives.** This presentation examines ideologies of whiteness that pervade teaching to explore whether efforts in teacher preparation programs to develop culturally responsive teachers have been sufficient. The presenters and audience members will engage in conversations about teacher preparation programs with a goal of developing ways to successfully challenge inequitable educational outcomes. **Presenters: Vicki Vescio, University of Florida; Mark Lopez, University of Florida**

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**Screening: 10:30am Hernando Desoto**

**At the River I Stand.**


*At the River I Stand* reconstructs the two eventful months in Memphis in 1968 leading to the tragic death of Dr. Martin Luther King, Jr. and the climax of the Civil rights Movement. It demonstrates the integral connection between the struggle for civic and economic rights. *At the River I Stand* shows how Memphis’ Black community rallied behind a strike by grossly underpaid sanitation workers. Dr. King saw an opportunity to link this struggle to his growing, nationwide Poor People’s Campaign and challenge the economic power structure of the South. His non-violent strategy was sorely tested during the bitter 65 day strike and on April 4th, he was murdered.

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T10.30.09 International Presentation

**‘Choice’ as Yet Another Word for Segregation: Lessons Learned from School Desegregation.** Supporters of tuition vouchers, charter schools, and privatized education often couch their arguments for these measures in the rhetoric of 'choice,' 'parental rights,' and 'quality education.' These terms all have a troubling historical precedent in the school desegregation era in which pro-segregationists used these terms to perpetuate a dual system of segregated public schooling. **Presenters: Natalie Adams, University of Alabama; James Adams, Mississippi State University**
T10.30.10
Intermediate
Jackson

'This Is Touchy': Examining the Cultural Fears of Preservice Teachers. Teachers face the challenging task of teaching multicultural curriculum that can be rife with controversy and can expose socialized mindsets that reveal bias and stereotypical thinking. In this presentation, we share our research examining our preservice teachers' beliefs about the importance of and their comfort in teaching critical issues. **Presenters: Erin Hamel, Winthrop University; Diana Murdock, Winthrop University**

T10.30.11
Introductory
Kentshire

The Impact of a Cultural Immersion Program on Student Perceptions of the 'Other': A Pilot Study. We live in tumultuous times, especially for those who identify as Muslim and many people have preconceived notions about what it means to be Muslim and to practice Islam. This session will examine how a study tour to Jordan changed those preconceived notions and helped foster cultural empathy and cross-cultural awareness in university students. **Presenter: Sarah Thomas**, Bridgewater State University

T10.30.12
Intermediate
Lansdowne

Reflecting in and on Anti-racist Teaching Practice. We report on multicultural education coursework pedagogies in a practice-focused teacher education program that supports teacher candidates in enacting anti-racist teaching practice. We highlight the integration of practice with reflection as we link structured opportunities to practice the work of partnering with families with opportunities to reflect on this practice. **Presenters: Debi Khasnabis, University of Michigan; Simona Goldin; Ebony Perouse-Harvey; Margaret Hanna**

T10.30.13
Intermediate
Louis XVI

Distances between Disability Studies and Special Education: 'How many more 'till we rise up?'. Two educators expose inequalities in special education and share their vision about disrupting this inequity through Disability Studies. Special education, conceived on the heels of the civil rights movement, and touted as an equalizer in education, has instead supported a two-tiered education system and advanced the myth of 'normal.' **Presenters: Hyun Uk Kim, Simmons College; Amy Ballin, Simmons College**
Screening: 11:30

Don’t Tell Anyone (No Le Digas a Nadie).


Since the age of 4, Angy Rivera has lived in the U.S. with a secret that threatens to upend her life. She is undocumented. Angy arrived with her mother, fleeing violence, poverty, and civil war in their native Colombia. For 20 years they lived in the shadows, struggling to stay afloat financially, and avoid deportation while battling a complex and inequitable immigration system. Now 24, unable to pay tuition for college and facing an uncertain future, Angy joins the youth-led New York State Youth Leadership Council with whom she dons a bullhorn at pro-immigration rallies, telling all who will listen that she is undocumented and proud.
T11.30.02         Bert Parker
Intermediate       Interactive Workshop
**Empowering Marginalized Groups in the Pacific through Culturally Responsive Education.** Dr. King taught to shed light on injustice. Presenters will illuminate the hard history of U.S. colonization in the Pacific and demonstrate culturally responsive pedagogy as an instructional intervention that questions undemocratic practices that marginalize some while privileging others in U.S. Compact of Free Association Micronesia. **Presenters: Deborah Zuercher,** University of Hawaii at Manoa; **Teresa Rishel**

T11.30.03         Brinkley
Intermediate       Interactive Workshop
**Human Trafficking: A Multicultural Perspective.** We live in a society where we continue to devalue and exploit human begins, individuals who identify as members of the LGTBQI Community, African Americans, disabled individuals the list goes on. There is another population hidden throughout the United States, in factories and brothels, farms and private homes, thousands of victims of human trafficking. **Presenter: Jo Ann Jankoski,** Penn State Univ, Fayette Campus

T11.30.04         Cockrell
Intermediate       Interactive Workshop
**Disrupting the Hegemony of Vocation: How Self-Guided Retreats Can Sustain Our Work.** As multicultural educators, we care about our work, but our vocations can also result in burnout. While we participate together in three contemplative practices that will help us refresh and re-energize, we also will learn how to practice self-guided retreats throughout our year that can sustain us and our work. **Presenter: Melissa Winchell,** Bridgewater State University

T11.30.05         Forest
Intermediate       Presentation
**And That’s She Wrote: Understanding Culturally Responsive Literacy Exemplars for Black Girls.** This presentation will engage audience in a presentation followed by a group discussion concerning the implications of a lack of culturally responsive writing instruction. Participants will receive a handout that outlines the exemplars and activities to facilitate the exchange of scholarly discourse for culturally relevant praxis. **Presenter: Jemimah Young,** University of Iowa

T11.30.06         Galaxie
Expert             Presentation
**The Multicultural Dream of the Democratic Discourse Community.** In this session the presenter will detail findings from a study conducted in a graduate level multicultural education course designed to facilitate critical engagement with two ‘third rail’ issues at the core of schooling disparities in both the U.S. and a nation-state in the Global South. **Presenter: Patricia L. Marshall,** NC State University
**T11.30.07**

**International**

**Presentation**

**Families and Found Objects: Fostering Early Science Literacy in Urban Schools.** This presentation describes an innovative science program for preschool students and families in a high-poverty urban school district. Based on the tenets of culturally responsive pedagogy, the series of family nights engages participants in using simple and inexpensive found objects (items easily found in their homes and neighborhoods) to build excitement and literacy in science. **Presenter: Hannah Kye,** Rowan University

**T11.30.08**

**Jackson**

**Presentation**

**Honoring Native Leadership and Legacy in the Foundations of Multicultural Education.** We honor the resistance, advocacy and activism of Native American leaders Zitkala-Sa (1876-1938), Luther Standing Bear (1868-1939) and Henry Roe Cloud (1884:00-4:50:00-4:00-4:50:50-195:00-5:500). Contemporaries of W.E.B. DuBois and Carter G. Woodson (1875:00-5:50-195:00-5:500), these leaders were often viewed as 'radicals' because of the social justice they demanded for Native Peoples. **Presenters: Jeanette Haynes Writer,** New Mexico State University; **Kristen French,** Western Washington University; **Anna Lees,** Western Washington University

**T11.30.09**

**Kentshire**

**Presentation**

**Learning to Be a Threat to Inequity: An Equity Literacy Approach.** One principle of the 'equity literacy' framework is that the path to equity involves direct confrontations with inequity. Cultural competence and celebrating diversity don't get us there. This interactive session engages participants in discussions about how strengthening our equity literacy can make us a threat to the existence of inequity in schools and society. **Presenters: Paul Gorski,** Equity Literacy Institute

**T11.30.10**

**Lansdowne**

**Presentation**

**The 'Double-Whammy' of Being Black and a Woman in Higher Education Leadership.** This presentation will inform participants about specific challenges, issues, strategies, and solutions associated with the leadership of Black women in higher education. Participants will hear about the bifurcated experiences of two Black women administrators and be able to share their own observations and experiences related to navigating and challenging hegemonic ideologies that prevail in higher. **Presenters: Stephanie Logan,** Springfield College; **Harriette Dudley**

**T11.30.11**

**Louis XVI**

**Presentation**

**Social Justice Elementary Education.** This workshop aims to identify and share concrete practices for educators and school leaders in developing social justice and anti-bias practices with a culturally responsive lens that are aligned with Common Core State Standards. Attendees will participate in reflection exercises, and learn strategies to support students from a myriad of backgrounds. **Presenter: Elizabeth Kleinrock,** Citizens of the World Charter School/Teach and Transform
POSTER SESSIONS

T11.30.12  Marketplace 1  Poster
Enhancing STEM Identities of Underrepresented Female Students with Multicultural & Culturally Relevant Pedagogies. This poster presents the intersectional layers of inequity underrepresented minority female students commonly experience in STEM, leading to significant disproportionality between races and genders in higher education and the STEM workforce. Multicultural STEM curricula and culturally-relevant STEM pedagogy in K-8 are highlighted as the foundation of a reformed approach to STEM education. **Presenter: Amanda Casto**, University of North Carolina at Charlotte

T11.30.13  Marketplace 2  Poster
*Krathwolh's Affective Domain - Receiving through a Multicultural Lens.* We encourage the incorporation of Krathwolh's affective domain for educational objectives in the classrooms in order to raise awareness to the intangibles and value students' emotions and feelings in education. With the affective learning objectives, teachers have a framework to implement and assess the internalization of values of students. **Presenters: Mika Leck**, New Mexico State University; **Theophile Awana**, New Mexico State University

T11.30.14  Marketplace 3  Poster
Employment Discrimination: Empowering Marginalized Groups. This poster session will explore the issue of employment discrimination, including how to identify and prove it, how marginalized groups can be empowered to challenge it, and solutions and strategies for recourse. Participants will be encouraged to share their personal experiences with discrimination and receive feedback and support. **Presenter: LaDonna Morris**, University of St. Augustine for Health Sciences
Thursday November 29

Social Justice Dine & Dialogue
(optional event; ticket required)
12:30-1:50pm Peabody Ballroom

Convener
Brandon Fox
Stephen F. Austin University
NAME Board Member–Parliamentarian

Cultural Interlude
Kaleidoscope School of Memphis Ballet Troupe

T2:00pm General Mormon
Special Panel

Allies in Education & Social Justice
In keeping with the idea that we are stronger together, NAME has established a history of collaborating with other organizations that have related missions. This session will offer background and discussion of some of these collaborations. The session will elaborate on NAME’s working relationship with the Korean Association for Multicultural Education (KAME), the World Coalition for Equity and Diversity in Education (WCEDE), International Association for Intercultural Education (IAIE), Espiral-Cuba, Kappa Delta Pi, International Honor Society in Education (KDP).

H. Prentice Baptiste Facilitator:
Christine Sleeter, NAME Past President
Faye Snodgress, KDP Executive Director
Yun-Kyung Cha, KAME Founder
Leslie Bash, IAIE
Henry Heredia, Espiral Cuba, NAME-Cuba
Bette Tate-Beaver, NAME ED
Break-out Sessions: Thursday Afternoon 2:00 --2:50pm

T2.01  
Expert Panel  
Whiteness at the Table: Whiteness and White Racial Identities in Education. This panel will build nuanced descriptions of, and theoretical insights about, whiteness and white racial identities. We explore how this understanding of whiteness and white racial identity plays out in teaching and learning, with the ultimate goal of collaborating to disrupt white supremacy.  
Presenters: Zachary Casey, Rhodes College; Bryan Davis; Timothy Lensmire; Shannon McManimon; Mary Lee-Nichols

T2.02  
Intermediate Interactive Workshop  
Conversations about Religious Diversity in an Elementary Classroom. We will briefly present our research about four teachers from diverse religious backgrounds. We will then provide hands on and interactive experiences based on research and theory to create culturally responsive classrooms in a K-5:00-5:50 setting utilizing children's picture books about diverse religions.  
Presenters: Susan V. Bennett, University of South Florida St. Petersburg; AnnMarie Alberton Gunn, University of South Florida St. Petersburg; Mary Lou Morton, Walden University; Kaya van Beynen, University of South Florida St. Petersburg

T2.03  
Intermediate Interactive Workshop  
Empowering Young People in K12 Schools to Advocate for Equity. It is never too early to begin empowering our young people to become advocates for equity. Through this interactive workshop, K12 practitioners and stakeholders will learn how to effectively teach advocacy and resistance in various content areas while leading students to action on these issues without neglecting the mandated curriculum standards.  
Presenter: Lauren Goff, Drakes Creek Middle School

T2.04  
Intermediate Interactive Workshop  
Cultural Sustaining Connections: The implications of biases on interactions within an educational context. This workshop provides an opportunity to engage participants in active, collaborative, and experiential learning. The environment fosters a collaborative exploration of how cultural identities intersect in classrooms to impact relationships. The dance piece, 'Evidence,' explores presumptions of incompetence and stereotypes. The work asks the audience to consider how interpersonal experiences are impacted by expectations.  
Presenters: Gregory King, Kent State University; Abigail Recker, Kent State University
T2.05 Intermediate Galaxie Presentation

**Embodied minds: A radical approach to multicultural educator preparation.** The growing literature on the role of the body in learning yields implications for preparing educators to identify and disrupt inequity and injustice. We present key aspects of a literature review and illustrate an embodiment pedagogy for transformative educator preparation. **Presenters:** Elizabeth Bondy, University of Florida; Priscilla Bell; Elizabeth Burt

T2.06 Advanced Hawthorne Presentation

**Honoring Children through Cultural Competence.** This session presents activities, discussions, and lecture that introduce participants to our Cultural Competence for Teachers framework. We explain how the framework was used to facilitate pre-service teachers' cultural competence development in a re-designed Children's Literature course. We also explain why this work is vital for preparing teachers to respect, honor, and empower children. **Presenters:** Erin Hogan, University of Maryland; Melissa Landa

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**Screening 2:00pm Hernando Desoto**

**Agents of Change.**


During the late 1960s, as Civil Rights and anti-Vietnam War demonstrations made national headlines, movements erupted for racial equity and meaningful education on college campuses throughout the United States. **Agents of Change** examines the conditions at these institutions that led to tumultuous protests at San Francisco State and Cornell University. Demands for Black and Ethnic studies programs became a clarion call across the country. The events come to life through extraordinary archival footage and the untold stories of the young men and women who were at the forefront of those transformative efforts.

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T2.07 Advanced International Presentation

**Analysis of a university's exploitation of diversity to legitimize racial discrimination in hiring an administrator.** This research deconstructs covert racist practices of a university to dissuade legal action by an African American female professor the university 'disadvantaged' in her candidacy for associate dean. Critical race theory counter-storytelling voices the researcher's experiences- as a woman professor of color leading an outreach program for students of color and an associate dean candidate. **Presenter:** Constance Hargrave, Iowa State University

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National Association for Multicultural Education • www.NAMEorg.org
T2.08
Intermediate
Jackson
Presentation
**Martinez v. State of New Mexico: Rising up to the Dreams and Promises of our Forefathers.**
This presentation lays out the dreams, history and promises of our forefathers as written and fought for in our state constitution. Deemed the most comprehensive education law suit in the nation, Martinez v. State of New Mexico alleges violations against the promise of a sufficient education for all students, including the 76% students of color. **Presenters: Diane Torres-Velasques**, The University of New Mexico; **Christine Sleeter**

T2.09
Intermediate
Kentshire
Panel
**Othered: How We Speak Louder than Disability.**
Zora Neale-Hurston wrote, 'there is no greater agony than bearing an untold story.' Diverse students share stories illustrating their lived, often silenced, experiences as demonstrative examples of the need for greater visibility of those marginalized though disabilities. They challenge existing explanations and assumptions for inequalities based on identity, specifically identities based on visible ability. **Presenters: Natalie Ridgewell**, University of Florida; **Bradley Minotti**, University of Florida; **Kristina Hoy**, University of Florida; **Bobi Mason**, University of Florida; **Marti Stein**, University of Florida

T2.10
Introductory
Lansdowne
Presentation
**Negotiating Meaning: How Spanish-Speaking Mothers Make Sense of Parent Engagement.** In this presentation, the presenter will share results of a study that examined how three Spanish-speaking mothers view their role in their children's education. The presenter will provide a brief overview of the research process, followed by a discussion of the results, implications and ideas to take into the classroom. **Presenter: Stephanie Sebolt**, Mary Baldwin University

T2.11
Intermediate
Louis XVI
Panel
**What We Can Learn About African-American Education by Studying the South.** Researchers have recently asserted that it is important to study the American South to advance our understanding of educating African Americans. This session will demonstrate the importance of studying place as a powerful construct way to redesign education and illustrate the practical application of place through four stories of education and curriculum in the American South. **Presenters: Beverly Cross**, University of Memphis; **Cynthia Alexander-Mitchell**, Shelby County Schools; **Marshetta Marquetta**, Shelby County Schools; **Crystal Cook**, Shelby County Schools; **Marquetta Nebo**, St. Jude Children's Hospital; **Tisha White**, Achievement Network
### POSTER SESSIONS

**T2.12**

**Marketplace 1**

**Introductory**

**Poster**

**A Forced Repeat??** Issues in diversity can be understood as we look at them historically. Using a diversity timeline and connecting dates with significant primary source documents can help us understand challenges in today’s society. **Presenter: Jeanette Groth**, University of Kentucky

**T2.13**

**Marketplace 2**

**Introductory**

**Poster**

**Viewing the world through news media: Preservice teacher perspectives.** Abstract: During an instructional technology course, preservice teachers were given the task of critically examining online news resources. The result of this activity provided eye-opening experiences of how students consume, spread, and contribute to the vast amount of information that is available and how they perceive what is factual and biased. **Presenter: Lucretia Fraga**, University of the Incarnate Word

**T2.14**

**Marketplace 3**

**Intermediate**

**Poster**

**Preparing Supervising Teachers in Rural Schools to Promote Multicultural Confidence Among Preservice Teachers.** This poster presentation uses recent literature to suggest that supervising teachers in rural schools should participate in professional development opportunities to better prepare preservice teachers for multiculturalism in classroom. **Presenter: Sara Brookshire**, Ball State University

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### SAVE THE DATE: May 22, 2019

**Congress Meeting of the World Coalition for Equity & Diversity in Education**

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CALL for PAPERS
The 11th Korean Association for Multicultural Education (KAME) will provide a platform for researchers, policy makers and practitioners in the field of multicultural education from home and abroad to share ideas and research findings, and build up a network of scholarly discussions and friendship.

KAME invites submissions of manuscripts (or 500-word abstracts). Any presentation pertaining to the conference theme or related topics exploring research agendas and policy issues in the field of multicultural education is welcome. Please submit the manuscript/abstract and a short CV to the KAME office (kame2008@naver.com) by January 15, 2019. The KAME will inform the authors of acceptance in February, 2019.

CALL for TRAVEL AWARDS
Each year, KAME offers three to five travel awards to the authors of papers are accepted for the KAME conference. To be considered for the travel award, a full paper (approximately 6,000 –8,000 words) and a brief CV should be submitted to the KAME office (kame2008@naver.com) by January 15, 2019.

The travel award includes a round-trip airline ticket (maximum of US$1,000 reimbursement for scholars from North and South America, Europe, Oceania, Africa, and the Middle East; maximum of US$600 reimbursement for scholars from Asia); plus a hotel room for three nights during the KAME conference. Recipients of the award have an obligation to submit any research paper(s) produced under this award to Multicultural Education Review within a year after KAME conference.

Multicultural Education Review (MER) is a peer-reviewed journal for research about diversity and equity in education. As an official scholarly journal of KAME, MER welcomes original contributions exploring various aspects of multicultural education.

For More Information:
• Regarding the Call for Papers or Travel Awards: Prof. Kyung-Hwan Mo, President of KAME: khmo@snu.ac.kr or Prof. Seung-Hwan Ham, Associate Editor of MER: hamseunghwan@gmail.com
• Regarding the paper submission to MER: Prof. Moo-Sung Lee, Co-Editor of MER: MooSung.Lee@canberra.edu.au.
T2.15
Intermediate
Intersectionality of Race and Religion: Moving conversations of race in predominantly religious communities. Many believe ignoring racial differences is a solution to equality. This can be particularly true in religious communities when individuals pretend not to notice difference in an attempt to treat everyone as equals. This session will discuss why teachers in religious communities must talk about race, and strategies for how to do it effectively. Presenters: Bryan Waite, Utah Valley University; Kyle Reyes, Utah Valley University

Break-out Sessions: Thursday Afternoon 3:00 –3:50pm

T3.01
Intermediate
Teaching While Black: A Multicultural Perspective. Growing up in rural Kenya exposed me to African philosophy and psychology; African sociology and Indigenous ways of knowing; and African spirituality (without naming it); different African values and in particular the fundamental principles of life. These early teachings provided the basic foundation for my teaching while Black in Canadian Universities. In this paper, I focus on Black women's teachers' experiences within a multicultural Canadian paradigm. The women's lived experiences provided the entry point to our discussion of social justice and how they evoke their multicultural pedagogy in their teaching practices. Questions explored in this presentation: What does it mean to teach while Black in Canada? Is it a contradiction between critical engagement and being on the margin? What does it mean to be a Black, female and a teacher in a Canadian school? How does multiculturalism play out in these schools? Presenter: Njoki Wane, University of Toronto

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Screening 3:00pm

**Racial Injustice Series.**


A three-part series that explores the many ways black Americans face racial bias. These short films—Racism is Real, Black Protests vs. White Riots, and Prison System by the Numbers—explore the effects of racial bias on the lives of black Americans and the ways in which racism impacts American society as a whole. Racism is Real uses recent academic studies to juxtapose the life of an average black person with an average white person—demonstrating the unique discriminations that black Americans face on a daily basis. Black Protests vs. White Riots takes a hard look at how television news programs distort our perceptions of race in their coverage and analysis of protests and riots. Prison System by the Numbers exposes the racial disparities in America’s prison system in a compelling dissection of drug-related incarceration rates. By examining the pervasiveness of racial bias in black American life, this series seeks to highlight the lingering grip of racism on all Americans.

Screening: 3:00pm

**Love the Sinner.**


Love the Sinner is a personal documentary exploring the connection between Christianity and homophobia in the wake of the 2016 shooting at Pulse nightclub in Orlando. Queer filmmaker Jessica Devaney grew up deeply immersed in Evangelical Christianity in Florida. After breaking with her youth as a nationally recognized activist and leader among conservative Evangelicals, Jessica left Florida and didn’t look back. She built a life that took her as far away from home as possible. Over time, her daily life became a progressive echo chamber. The mass shooting at Pulse was a wakeup call. By avoiding hard conversations with church leadership, had she missed opportunities to challenge homophobia?

T3.02

Intermediate

**'Our nation was born in genocide' - Educating Native American allies.** Dr. Martin Luther King Jr. made a clear connection between the genocide of Native Americans and African slavery on formerly Native lands. We will highlight the uses of multicultural education in 'non-formal' (non-school) settings to educate non-Native adults for active engagement in social change supporting Native American rights and self-determination. **Presenters: John Maddaus,** University of Maine; **Andrea Mercado,** University of Maine
T3.03  Intermediate  Brinkley  Interactive Workshop  
**The Diversity Mosaic Experience: An Innovative Approach to Start Multicultural Conversations Using Video Narratives.** Learn about an innovative program for higher education that fosters dialogue about multicultural issues through videotaped narratives of students, staff, faculty, administrators, and alumni. View some of the videos and experience curricular connections as you engage in activities and discussion. Discover how to develop a similar program at your institution. **Presenters: Scott Bledsoe,** Azusa Pacific University; **Susan Warren,** Azusa Pacific University

T3.04  Introductory  Cockrell  Interactive Workshop  
**#BlackGirlMagic, Code-Switchin', & Walking Back In: How Black Girls and Female Educators 'Pushed Out' of U.S. Public Sc.** The research and exercises presented engage participants in an examination of how one university-school-community-philanthropic collaborative leveraged restorative theory, culturally sustaining and humanizing praxis, and the intersectional identities of Black girls and young women pushed out of U.S. P-12 educational settings, to disrupt inequities shaped by the school-to-prison pipeline in the Southwest. **Presenter: Tonya Walls,** Touro University Nevada

T3.05  Introductory  Forest  Interactive Workshop  
**Examining civil rights through DACA: Problem based learning and fostering civil rights.** This interactive session will provide an opportunity for participants to examine issues of DACA students through a problem based learning module. Participants will fully engage in the PBL and create solutions, as well as learn ways to support and advocate for DACA students. **Presenters: Gretchen McAllister,** Northern Arizona University; **Kelsey Morales,** Northern Arizona University

T3.06  Advanced  Galaxie  Interactive Workshop  
**Responding to Our Refugee Community while Combating Xenophobia and Nativism with Radical Love and C.A.R.E.** This interactive presentation describes a summer children's program developed in response to requests by local refugee parents. C.A.R.E. is a university, community agency, school partnership that integrates creativity, community, and literacy and is facilitated by education students enrolled in a 6-credit immersion. Participants will explore relevant centers and children's literature. **Presenters: Kara Kavanagh,** James Madison University; **Holly McCartney,** James Madison University

T3.07  Intermediate  Hawthorne  Presentation  
**From Martin Luther King to Colin Kapaenick and beyond.** This presentation explores the culture of protest over the past few generations. It probes the legacy of protest, particularly by
sportsmen and women, and how legacies rather than immediate action, seem to have a lasting impact and potential to bring change. Contemporary protest actions of Colin Kapaenick will be used to frame the conversation. **Presenters: Willy Rotich**, St. Bonaventure University; **Paul Brawdy**, St. Bonaventure University

T3.08 Intermediate International Presentation
**Placing equity at the center across preservice teacher clinical experiences.** This presentation will describe how our large, clinically-rich undergraduate elementary teacher preparation program has begun to systematically embed a strand of equity and cultural responsiveness across all five semesters of clinical experiences. This includes the concepts we emphasize, how they build upon each other, curriculum and pedagogical practices and preliminary research findings and challenges faced. **Presenters: Randi Latzke**, University of South Florida; **Jennifer Jacobs**, University of South Florida; **Amber MacDonald**, University of South Florida; **Samantha Haraf**, University of South Florida

T3.09 Intermediate Jackson Presentation
**Latinx Bilingual Students’ Translanguaging and Perseverance on a Mathematical Task.** For Latinx bilingual students, we posit translanguaging practice as a vital option by which collective perseverance during mathematical problem-solving can be sustained and leveraged for meaningful learning. This study examines the collaborative efforts of a group of Latinx twelfth-graders persevering to make meaning of an exponential relationship. **Presenters: Joseph DiNapoli**, Montclair State University; **Hector Morales, Jr.**, Northeastern Illinois University

T3.10 Intermediate Kentshire Presentation
**Exploring the Perceptions and Experience of International University Supervisors: A Cross-Cultural Journey.** This presentation aims to explore the perceptions and experiences of international doctoral students who supervise domestic pre-service teachers. Findings reveal key factors that benefit and challenge international university supervisors to work with domestic pre-service teachers in the U.S. elementary school context. Implications for effective supervision professional development are discussed. **Presenter: Feifei Fan**, University of Florida

T3.11 Introductory Lansdowne Presentation
**A Critical Literacy Approach to Multicultural Children's Literature.** Given changing demographics in schools toward larger numbers of culturally and linguistically diverse students, this presentation analyzes the importance of embedding quality multicultural children's literature throughout the curriculum to recognize and appreciate student sense of self, develop cultural understanding, and encourage development of literacy skills. Teacher professional development needs will be addressed. **Presenter: Kim Shanahan**, Lowell Community Charter Public School
Break-out Sessions: Thursday Afternoon 4:00 – 5:50pm

T4.01
Conversation w/ the Authors/Editor: Ann Lopez
Transformative Approaches to Teaching and School Leadership Within a Context of Diversity: Case Study.
This is a critical moment for educators seeking to bring about greater equity in education. Public education is under attack, along with the rise of racism, xenophobia and other forms of exclusion and marginalization. Transformative Pedagogies for Teacher Education highlights ways that educators are responding to the challenges. Editors and authors will share the significance of their work in this book talk. All are invited! Presenters include: Jackie Button, Halton District School Board; Tara Connor, Halton District School Board

T4.02
Healing the Circle: Historical Trauma and the Power of the Counter-Narrative. Reckoning with history can be painful, but it is a necessary endeavor for anyone committed to social change. This workshop will guide participants through a critical intergenerational understanding of historical trauma in Indigenous communities, provoke self-reflection, and will build counter-narratives to challenge the system and begin collective healing. Presenter: Jenny Flinders, University of Kansas

T4.03
African American History and Experiences across the Curriculum. Commonly, when students learn about African American history it enters the standard curriculum at the point of struggle (i.e. slavery, Civil Rights) and ends there. This session will focus on an African American curriculum exemplar from a strengths-based perspective that can be incorporated into the standard curriculum or implemented as an enrichment module. Presenter: Shannon Stanton Agboste, Whittier College

Pre-Service Teachers' Process of Identification of Privilege and Identity. This panel will feature pre-service teachers' documentaries discussing how examination of their identities and schooling processes is an important part of learning to teach in diverse communities. The panel members will also discuss how this process, coupled with their knowledge of diversity, has prepared them to teach in public schools. Presenters: Brianne Kramer, Southern Utah University; Tyler Barber, Southern Utah University; Hannah Dowse, Southern Utah University; Alex Curtis, Southern Utah University
T4.04 Intermediate Cockrell interactive Workshop

Let's Organize for Equity in Early Childhood Education! The NAEYC shared a draft of a new Equity Statement (Summer 2018) and will have a nearly final draft available in the Fall of 2018 open for public comment before consideration by the Governing Board for adoption. We will gather to share and plan for action toward greater equity in early childhood education.

Presenters: Sarah Dennis, Marsha Hawley, Ounce of Prevention Fund

ROUNDTABLES

T4.05 Intermediate Continental 1 Roundtable

Living and Teaching for Social Justice: Teacher Educators' Stories and Experiences. This research explores the lived experiences and identities influencing teacher educators to teach for social justice and the ways in which they integrate social justice education into their classrooms. Data revealed natural differences in teaching and learning for social justice in education influenced by teacher educators' lived experiences and identities. Presenter: Courtney Clausen, University of Northern Iowa

T4.06 Introductory Continental 2 Roundtable

Multicultural Literature Curriculum and the Enactment of Culturally Relevant Pedagogy. The case studies describe and examine the pedagogical practices of middle school literature teachers in executing the unit plans provided to them with students of color in an urban setting. Teacher pedagogy is analyzed for adaptations or modifications of a culturally relevant approach to the unit plan. Presenter: Tal Meirson Lessa, Temple University

T4.07 Intermediate Continental 3 Roundtable

Critical Professional Development: Meeting the Needs of Teachers and Students. The increased cultural and linguistic diversity of the student population in U.S. schools calls for critical professional development (CPD) to better support teachers and students. The purpose of this mixed-methods study was to investigate to what extent PD experiences of secondary educators (n = 223) exhibit characteristics of Freire's (1970) dialogical action framework. Presenter: Rebecca Smith, University of Portland

T4.08 Intermediate Continental 4 Roundtable

Theorizing Place and Spatial Justice as Tools for Sociopolitical Action. This presentation shares the findings of a literature review on place-based education to explore the potential for theories of place and spatial justice to develop students' transformative knowledge and capacities for sociopolitical action. It will engage participants in critical reflection on how place shapes and is shaped by their and their students' cultural identities. Presenter: Kristin Sinclair, University of Maryland, College Park
T4.09  Continental 5  Intermediate  Roundtable  
**Heritage not Hate?: Changes in Teacher Praxis from Colorblindness to Race-Consciousness.** A person's racial ideology can determine the sort of strategies they deem necessary to support students from marginalized backgrounds. In this presentation, I will provide a self-study using the concept of colorblindness to show how my past adherence to the ideology adversely affected my relationship with students of color. Implications aimed at teacher education.  
**Presenter: Jacob Bennett,** University of Virginia

T4.10  Continental 6  Introductory  Roundtable  
**Using a 'Diversity Awareness Week' to increase inclusivity on campus.** There is a lack of literature on educational programming for creating an inclusive campus climate targeted at faculty and staff. In this presentation, we will contribute to this small body of literature by describing the 'Diversity Awareness Week' program that we organize annually during Martin Luther King Jr. Week. **Presenters: Shalyse Iseminger,** Purdue University; **Myron McClure,** Purdue University

T4.11  Continental 7  Introductory  Roundtable  
**Fostering a Sense of Belonging for Black Students in Urban Schools.** Students of color continue to face punitive measures such as school suspension at disproportionate rates, which subsequently decrease their chances of school success. Therefore, it is imperative that we seek and implement measures such as restorative practices that allow educators to cultivate school communities where harm can be addressed without ostracizing students. **Presenter: Cierra Presberry,** Michigan State University

T4.12  Continental 8  Intermediate  Roundtable  
**Conceptualizing a Social Justice Continuum of Teacher Development.** This paper conceptualizes a developmental continuum for examining how teachers develop as social justice educators. Drawing from the literature and an empirical examination of teacher learning, it posits different levels of social justice pedagogy that teachers may engage in. Critiques of the model and a potential applications are sought during a roundtable discussion.  
**Presenter: Rebecca Buchanan,** University of Maine

T4.13  Continental 9  Intermediate  Roundtable  
**Remixing the curriculum: Hamilton, Hip-hop and Social Justice teacher education.** This session will explore how preservice teacher can be engaged in social justice pedagogies through the arts - specifically Hip-hop, Hamilton and The Hamilton Remix. This session explores aspects of teacher education, curriculum, coloniality, social justice, and social studies education.  
**Presenter: Matthew Green,** University of Louisiana at Lafayette
T4.14
Intermediate
Forest
Interactive Workshop
Active Allyship: Engaging the Cycle of Liberation in Teaching and Learning. In an ongoing commitment to multicultural education, allyship with marginalized groups requires conscious awareness to pervasive dynamics of power and privilege. This interactive workshop invites participants to acknowledge their own social identities that provoke present day activism, while maintaining staunch devotion to disrupting oppression through the cycle of liberation.

Presenters: Wendy Champagnie Williams, Bridgewater State University; Judith Willison; Castagna Lacet

T4.15
Intermediate
Galaxie
Presentation
Language diversity in picture books: Unpacking problematic portrayals through text-based instructional conversations. Drawing on critical literacy and systemic functional linguistics, we showcase how language is structured to portray messages surrounding language diversity within multicultural picture books. Additionally, we present a critical language approach that can empower teachers to navigate potentially controversial dialogue and address social issues in literature through a text-based approach.

Presenters: Christina Cavallaro, Florida Atlantic University; Sabrina Sembiante, Florida Atlantic University

Screening 4:00pm
Home is a Human Right (6 short films).
These six short films—Pursuing the Dream: What You Need to Know About DACA, Immigration, and Beyond; We Can’t Turn Our Backs Again on Refugees; The Call to Sanctuary: How to Create Safety in Our Community; Divided by Deportation; Immigrant Stories: Doctors and Nurses; and Immigrant Stories: Teachers—examine issues related to immigration in the U.S. that impact undocumented and refugee communities. For more information see page 30.

T4.16
Intermediate
Hawthorne
Presentation
Neutrality and White Women Preservice Teachers: Maintaining White Supremacy.
Characteristics associated with white femininity (the importance of being liked and desire for neutrality) often maintain the status of whiteness by masking racism. For white women preservice teachers, neutrality is used to secure their likeability and their comfort particularly around topics that they deem problematic, like racism.

Presenters: Pamela Bettis, Washington State University; Natalie Adams, University of Alabama
T4.17
International
Presentation

'Fried, Denied, and Laid to the Side': Preservice Teachers' Perceptions of Culture in the Classroom. Despite attempts to integrate concepts of culture into classroom readings, activities and discussions, the researchers in this study found that when prompted, many of their preservice teachers were unable to provide complex and cohesive definitions of culture and its role in the classroom. Preservice teachers overwhelmingly relegated culture to celebrations of food, festivals, and flags. **Presenters: Crystal Glover, Winthrop University; Tenisha Powell, Winthrop University; Erin Hamel, Winthrop University; Diana Murdock, Winthrop University**

T4.18
Intermediate
Presentation

Developing Critically Conscious Teachers: Reflective Analysis of Student Writing in Dual Language Education. This session presents strategic and deliberate strategies and activities developed for a series of professional development workshops to guide bilingual teachers to take transformative actions. There is a need to strategically interrupt linguistic biases and advance knowledge of multicultural education to confront the sociopolitical threats impacting
dual language education. **Presenters: Annette Daoud**, California State University, San Marcos; **Ana Hernandez**, California State University San Marcos

T4.19  
Kentshire  
Advanced  
Presentation  
**Social Hierarchy Awareness: Can it happen in one-semester?** A goal of many education programs is for teachers to understand the social hierarchies and privileges in society. This study examined undergraduates’ initial perceptions towards hierarchies and privileges while enrolled in a multicultural class, if perceptions changed over the semester, and if they adopted multicultural principles in lesson planning. **Presenters: John Evar Strid**, Northern Illinois University; **James Cohen**, Northern Illinois University

T4.20  
Lansdowne  
Intermediate  
Presentation  
**Culturally Sustainable Preservice standards especially needed for Teachers going into urban and diverse school districts.** Culturally sustainable standards are needed given our diverse student population. Research shows that these programs could improve at training and retaining their teachers. Data also shows that most teachers are white and most students are not. Creating culturally sustainable preservice standards for all certification programs should be mandatory for teachers entering diverse classrooms. **Presenter: Stephanie Jones-Fosu**, University of North Carolina

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T4.21
Intermediate
Louis XVI
Panel
Teaching Through a Critical Lens: Embedding Disability Studies, Critical Race Studies, Critical Literacy Studies. Disproportionality of minority students in special education along with minority student drop-out rate are symptoms of a lack of support for students with disabilities from culturally and linguistically diverse backgrounds in our K-12 system. We attempt to address this lack of support by embedding a critical lens into courses for pre-service teachers. **Presenters: Ana Maria Menda; Kristin Kibler; Lydia Ocasio-Stoutenburg**

T4.22
Intermediate
Venetian
Presentation
Using The Black Panther as a teaching tool. “The Black Panther” presents educators with a timely and unique opportunity to inspire and assist students, particularly those who are African-American, in applying the values of Wakanda in a way that’s meaningful for this generation of young people. We will discuss and share ways to use the film to help students understand the impact of slavery and colonization. And see the potential power of a non-colonized community. Participants will leave equipped with useful teaching tools. **Presenters: Charles Wurth; Lewis Diuguid**

**Break-out Sessions: Thursday Afternoon 5:00 – 6:50pm**

T5.01
Introductory
Ben Hollander
Interactive Workshop
Cultural Connections: Teaching Race, Equity and Inclusion for Social Change. Interactive & simulated learning experiences will be used to teach about systems of power and privilege and its impact on education. Participants will began examine their own positions of power and privilege, both micro (individual) and macro (communal) levels as they negotiate ways to use their privilege to advocate for social change in the classroom. Five major themes will be addressed: cultural awareness, intersectionality, awareness of power systems, feelings of ‘otherness,’ and agency/application. **Presenter: Nicole R. Robinson**, Cultural Connections by Design

T5.02
Advanced
Bert Parker
Interactive Workshop
Maximizing STEM Outcomes for Diverse Children, Preservice Teacher Candidates, and Inservice Teachers in Urban Settings. This innovative, iterative approach to teacher preparation enables early childhood teacher candidates to modify, reteach, and reflect on a prepared STEM unit of study and STEM investigations with diverse groups of children in urban settings in order to further develop their skills as reflective practitioners. **Presenters: Shelly Counsell**, University of Memphis; **Mary Palmer**, Southwest Tennessee Community College; **Felicia Peat**
T5.03  Intermediate  Brinkley  Interactive Workshop
Making anti-racism academic in middle grade classrooms: A praxis journey in whitespace. This session addresses the opportunities and challenges of teaching the legacy of slavery and racism in a 7th grade classroom in the rural Inland Northwest. Presenters share their experiences facilitating a 3-month English Language Arts expeditionary unit which engaged the praxis of anti-racism in a mostly white community and school. Presenters: Vanessa Anthony-Stevens, University of Idaho; Rebekka Boysen-Taylor, Palouse Prairie Charter School; Benjamin Doucette, University of Idaho

T5.04  Intermediate  Cockrell  Interactive Workshop
It’s Our Time to Embolden Resistance: Collectivist Strategies for the Classroom. Drawing on the spirit of collective action that marked the success of the civil rights movement and principles of Social Justice Education (SJE) (Adams, 2016), the presenters are seeking to: increase students’ empathy, increase social consciousness, build their confidence to resist challenges to oppression they, their classmates, and the people they serve experience. Presenters: Erica Davila, Lewis University; Rochelle Peterson

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National Association for Multicultural Education Series
EDITED BY ASHRAF ESMAIL, ABUL PITRE, DARREN E. LUND, H. PRENTICE BAPTISTE, AND GWENDOLYN DUHON

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ROUNDTABLES

T5.05 Intermediate Continental 7 Roundtable
**Recognizing the Cultural and Language Identities of Emergent Bilingual Students in Mainstream Classrooms.** In this paper, I describe specific examples of how one mainstream teacher enacted the characteristics of culturally relevant pedagogy (Ladson-Billings, 1995) and linguistically responsive teaching (Lucas, Villegas, & Freedson-Gonzalez, 2008) to support the language and literacy development of her emergent bilingual fourth-grade students. **Presenter:** Abigail Kayser, University of Virginia

T5.06 Introductory Continental 1 Roundtable
**Policy, Ideology, Theory and Practice: The Plight of Segregated Schooling in America.** This research explores the theories, practices and dynamics of one unique Research-Practice Partnership (Coburn and Penuel, 2016) in a large urban and low income community. Factors that foster the academic success and emotional well-being of the students will be identified along with outcomes that can be achieved through innovative methods when research meets best practice. **Presenter:** Aaliyah Baker, Cardinal Stritch University

T5.07 Intermediate Continental 2 Roundtable
**'Where are you from? Your English is so good': An autoethnography of academic imperialism in U.S. higher education.** Drawing from Critical Race Theory (CRT), this autoethnographic study explores social/institutional factors and personal status as a foreign-born female Korean scholar influencing academic experiences in U.S. higher education. This session addresses academic imperialism as an embedded structure in academia and asserts that CRT has the potential to transform higher education institutions. **Presenter:** Hyunjin Jinna Kim, University of Florida

T5.08 Intermediate Continental 3 Roundtable
**Pink and Blue Barriers: Problematizing Gendered Pedagogy in Early Childhood Settings.** LGBTQ+ youth are still commonly marginalized by pedagogies and materials that foster the gender binary in elementary classrooms. This roundtable session aims to problematize these isolating practices. Discussion will foster an understanding of the differences between gender and sexual orientation, why gender-fluid pedagogy is appropriate, and how it can be enacted in an elementary context. **Presenter:** Abigail Recker, Kent State University
T5.09  Continental 4
Introductory  Roundtable
The Role of Black Church Leaders in the Empowerment of Black Male Students. Based on the doctoral research of a church leader, this presentation explores the role of contemporary Black church leaders as social justice advocates for the academic improvement of Black male students in public education. The possibilities for critical multicultural education emerging from the pulpits of the Black community are examined. Presenter: Deborah McEwan, Florida Atlantic University

T5.10  Continental 5
Intermediate  Roundtable
Education Abroad: Finding Hope in Local and Global Connections. Often, it's in the intersection between the local and global we find ethical and authentic practices granting us hope and the ability to march toward restoration. We ask critical questions, share ideas, expand on current research and look at ways we can develop strong connections between the local and global in multicultural teacher education classes. Presenters: Sheila K Marquardt, Minnesota State University Moorhead; Betty Okwako Riekkola, Albion College

T5.11  Continental 6
Introductory  Roundtable
Strategies to Counteract Fear and Anxiety in Developing a Positive Attitude Toward Multicultural Education. Abstract: This presentation will discuss a series of strategies used in a cultural diversity course to help preservice teachers examine their cultural identities, histories, and break down barriers of opposition in order to develop a positive attitude to multicultural education in their quest to become more culturally responsive teachers. Presenter: Winston Vaughan, Xavier University

T5.12  Forest
Introductory  Interactive Workshop
Visions of Ourselves: Analyzing Current African American Children's Literature. This workshop takes a critical look at the African American children's books represented in the Association for Library Service to Children's 2018 Notable Children's Book list. Participants will engage in a facilitated content and illustration analysis that aims to interpret the ways in which readers are expected to locate images of themselves and loved ones. Presenter: Sarah Mia Obiwo, Georgia State University

T5.13  Galaxie
Advanced  Presentation
Urgent, Insurgent, and Resurgent: Symbolisms of Indigenous Futurity in Multicultural Education. This session explores points of difference between multicultural education and Indigenous education. Presenters discuss frameworks of insurgent education due to the urgency that Native nations face in present political and cultural times, and identify everyday acts of cultural resurgence that reclaim traditional values and advance Indigenous futurities through educational sovereignty. Presenters: Anna Lees, Western Washington University;
Jeanette Haynes Writer, New Mexico State University; Kristen French, Western Washington University

Screening: 5:00pm

Hernando Desoto

**En El Septimo Dia (On the Seventh Day).**
*En el Séptimo Día (On the Seventh Day)* is a narrative feature about a group of undocumented immigrants from Puebla, Mexico who live in Sunset Park, Brooklyn. Bicycle delivery guys, construction workers, dishwashers, deli workers, and cotton candy vendors, they work long hours six days a week and then savor their day of rest on Sundays on the soccer fields of Sunset Park.

T5.14
Intermediate

*How Many More 'Til We Break the Silence? The Inclusion (or not) of LGBTQ+ Children and Families in Elementary Classrooms.* While the majority of Americans support gay marriage, LGBTQ+ children/families are still overwhelmingly silenced in elementary curriculum and classroom materials. In an effort to break the silence and rise up, elementary teachers in four states across the country were surveyed on their experience, comfort, and concerns regarding the inclusion of LGBTQ+ children and families. **Presenters:** BreAnna Evans, California State University-Bakersfield; Theresa Bouley; Anni Reinking; Brittnney Beck

T5.15
Intermediate

*Teachers' Experiences in Serving Late-Entering Central American Refugees with Limited or Interrupted Formal Education.* This dissertation study explores teachers’ experiences in serving late-entering Central American students with limited or interrupted formal education, their advocacy, and their perceptions of the students' strengths and languaging practices. Tentative findings and implications will be presented prior to a discussion on how they may apply elsewhere. **Presenter:** Kristin Kibler, University of Miami

T5.16
Intermediate

*White women pre-service teachers and unlearning documentation status blind ideologies.* This presentation describes three ideological underpinnings of White women pre-service teachers' documentation status blind rhetoric - apprenticeship models of learning to teach; abstract liberalism; and, inauthentic caring. The presentation concludes with discussion about how instructors might engage White women pre-service teachers to effectively teach in the context of documentation status disparities. **Presenter:** Jennifer Bondy, Virginia Tech
NAME acknowledges the contributions of the following to the success of the 2018 conference:

President M. David Rudd, University of Memphis  
Provost Karen Weddle-West, University of Memphis  
Dean Kandi Hill-Clarke, College of Education, University of Memphis  
Dr. Ladrica Menson-Furr, Director of African and African American Studies Program  
Dean Anne Hogan, Department of Theatre & Dance, University of Memphis  
Brian L. Wright, University of Memphis  
Schoolseed Foundation  
Shelby County Public Schools  
Highlander Center  
Tennessee Tech University

T5.17 Intermediate Kentshire Presentation
Psychological Inclusion: Considering Marginalized Students' Feelings of Belongingness and Academic Achievement Globally. This presentation will highlight the global value of conceptualizing the psychological dimension of inclusive education for researchers and practitioners by drawing upon research examining the buffering effect of marginalized students' psychological feelings of belongingness on academic achievement in low-resource countries. Presenter: Alisha Braun, University of South Florida

T5.18 Intermediate Lansdowne Presentation
Integrating Racial and Social Justice Curricula into English for Academic Purposes (EAP) Instruction. This presentation explores the experiences of three university ESOL educators who have incorporated racial and social justice pedagogy into their English for Academic Purposes (EAP) instruction at a private university in Washington D.C. The study illuminates the challenges and rewards of engaging English Language Learning students with these topics. Presenter: Leah Mortenson, American University

T5.19 Intermediate Louis XVI Panel
It Takes A Village to Train A Scientist: A Radical Response of Love. This panel presentation shares the development and implementation of a college course that engaged undergraduate students in multicultural education through community-engaged scholarship. A university professor, school administrator, and two undergraduate students will share the radical response of love to promote science education at an all-girls African American middle/high school. Presenters: Natalie King, Georgia State University; Laura Peña, Coretta Scott King Young Women's Leadership Academy; Kalil Garrett, Georgia State University; Ibukun Ige, Georgia State University
Thursday November 29

President’s Reception & Annual Awards Banquet
(Optional event; ticket required)
6:30-10:30pm  Skyway Foyer

The Changing of the Presidential Guard

Rose Duhon-Sells
NAME Founding Mother

H. Prentice Baptiste
NAME President
New Mexico State University

Ann E. Lopez
NAME President-Elect
University of Toronto

Francisco Rios
NAME Past President
Western Washington University

Lisa Zagumny
NAME Board Secretary
Dean, Tennessee Tech University

Cultural Interludes:
International Club of Collierville High School
The Three Kings Jazz Band

Annual NAME Awards Banquet
Honoring the Recipients of the 2019 NAME Awards
For Outstanding Contributions to the Field of Multicultural Education

Host:
Charlene Lui
Chair of Awards Committee
Granite City UT Schools

With Special Honors for James A. and Cherry M. Banks

James A. Banks & Cherry M. Banks

Scholars, Authors, Educators & Friends in NAME
## FRIDAY at-a-Glance

<table>
<thead>
<tr>
<th>TIME</th>
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<tr>
<td>7:00am</td>
<td>Registration</td>
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<tr>
<td>7:15-7:50am</td>
<td>NAME Chapter Meetings</td>
<td>Continental Ballroom</td>
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<td>8:00-9:00am</td>
<td>General Session:</td>
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<td>• Donzaleigh Abernathy</td>
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<td>9:10-10:00am</td>
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<td>2:00-2:30pm</td>
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Watch the website www.NAMEorg.org for details and start planning your participation in the NAME’s 2019 Conference in Tucson!!

November 6–10, 2019

Call for Presentations: January 14 — February 28, 2019
Friday Intensive Institutes

The following Intensive Institutes are available. Please see page 23 for complete details. Space is limited, pre-registration and additional fees required.

Friday, Nov. 30 Half-Day Institutes  Morning Session: 9:30am—12:20pm
NAME Member Discounted Rate: $29/ Non-member Rate: $49

F13. RE-Imaging the Brilliance of Black Boys: Self-Identity, Agency & Voice in Cultivating School Success
Presenters: Brian Wright, University of Memphis; Nathaniel Bryan, Miami University (Ohio); Sam O’Bryant, The School Seed Foundation of Memphis; John Marshall, Chief Equity Officer, Jefferson County Public Schools

••Special Institute offered by the National Civil Rights Museum••
F14. Civil Rights As a Teaching Tool for Today’s Teachers and Students
Presenter: Noelle Trent, the National Civil Rights Museum

*****

Friday November 30 General Session
8:00–9:00am  Continental Ballroom

Welcomes and Introductions

 Nichelle Robinson  
MS-NAME  
University of Mississippi

 Kevin Roxas  
Multicultural Perspectives, Co-Editor  
Western Washington University

Keynote Lecture:

Donzaleigh Abernathy
Activist, Actor and Author
Morning Break-Out Sessions  Fri. 9:10 – 10:00am

F9.10.01  Intermediate  Ben Hollander  Interactive Workshop

**U.S. immigration and citizenship: navigating policies and resistance.** Participants will navigate a multimodal timeline that highlights historical issues in U.S. immigration as well as examples of resistance to policies. Issues related to dispossession of Native Americans, settler colonialism, and forced immigration are also raised. Participants will engage in dialogue about how to teach what they have learned about immigration in their classrooms. **Presenter: Daniel Morales,** University of Massachusetts Amherst

F9.10.02  Intermediate  Bert Parker  Interactive Workshop

**Parent-scholar activism: Rising up in your own child's school.** This presentation examines how an African American parent negotiated her positionality as scholar-activist to insist upon and enact change in her daughters' school. Workshop will describe and provide materials for specific strategies for intentional justice-oriented engagement including activities for faculty training, creation of race unity afterschool program and ways to disrupt unjust school policies. **Presenter: Erica Dotson,** Clayton State University

Screening: 9:10am  Hernando  Desoto

**Immigrant Prison Series.**

The United States has the biggest immigrant prison system in the world, yet most Americans are unaware of the conditions found in immigrant prisons, and the mistreatment many detained immigrants endure. Brave New Films has created this series — *Immigrant Prisons*—to change that. With the current surge of anti-immigrant rhetoric, stock in the immigrant prison industry is skyrocketing and more ICE agents are being hired to patrol communities and lock up immigrants. This means more people are being detained every day and forced to live for days, weeks, and even months at a time in unsustainable conditions, all while giant corporations turn a profit. The video series includes *Immigrant Prisons, Immigrants for Sale, and No More Detention: Free Pastor Noe*, for more about the immigrant prison industry and how it profits off the detention and suffering of people.

F9.10.04  Introductory  Brinkley  Interactive Workshop

**Our students talk about race...can we?** What happens when our students bring up race in the classroom? How comfortable are we to speak about it with our students? This interactive session will focus on racial consciousness and equip educators with the tools needed to discuss race with students and engage in racially conscious dialogue. **Presenter: Claustina Mahon-Reynolds,** Salt Lake City School District
F9.10.05
Introductory
Cockrell
Interactive Workshop
**Culturally Sustaining Peace Education: A Proactive Approach to Conflict Resolution.** This workshop seeks to present strategies for educators to help secondary grade level students develop empathy and positive self-identity by encouraging them to value their own culture and embrace it as an asset, as well as respectfully recognize perspectives different from their own and find ways to approach them without causing conflict. **Presenters:** Mariola Krol, Molloy College; **Kelley Cordeiro,** Molloy College

F9.10.07
Intermediate
Hawthorne
Presentation
**Widening the Circle: Creating and Sustaining a Faculty Institute for Inclusive Excellence.** Faculty play an integral to meeting the needs of marginalized students and advocating for social change in public higher education. Panelists will describe an ongoing, institutionally supported faculty institute designed to support and guide faculty in develop culturally responsive teaching practices within the classroom and the campus community. **Presenter:** Deborah McMakin, Framingham State University

F9.10.08
Intermediate
International
Presentation
**Novel Pedagogies, Complex Theories: Using a Novel as Pedagogy in a Multicultural Education Course.** This presentation examines how a group of (mostly) white teachers in a predominantly white state develop understandings of whiteness, cultural identity, and diversity through interaction with a novel. It also demonstrates how CHAT, cultural historical activity theory, can be applied as an analytical framework of a complex phenomenon. **Presenters:** Tammy Mills, University of Maine; **Rebecca Buchanan,** University of Maine

F9.10.09
Intermediate
Jackson
Presentation
**Academic Kapo: High Stakes Educational leadership.** This auto-ethnography, mi testimonio, examines the personal, professional, and institutional challenges of being a Chicano post-secondary educator serving a predominately socioeconomically disadvantaged, Latina/o student base at a Hispanic Serving Institution in the Pacific Northwest. It encompasses participant observation, semi-structured interviews, personal memory, and hundreds of formal/informal conversations with Latina/o students. **Presenter:** Keith Reyes, Central Washington University

F9.10.10
Advanced
Kentshire
Presentation
**Exploring the campus experiences of underrepresented low-income college students through emotion mapping.** This interactive presentation will be based on a study with 35 low-income underrepresented college students, who are Latin@, Multiracial or Native American. The goal of the larger study was to explore the students' campus experiences. For the purposes of this presentation, data from the students' campus emotion mapping activity will be shared.
Presenters: Eleni Oikonomidoy, University of Nevada, Reno; Adrienne Edwards; Maria Sandra Jimenez; Matthew Aguirre; Tamara Steinmann

F9.10.11 Lansdowne
Advanced Presentation
Building Bridges to Challenge Deficit Thinking: The Case of One Community-Based Arts Partnership in the North Country. This paper explores one community-based arts partnership, which brought together university students, middle school students, school personnel, and community members, culminating in a traveling, student-led art exhibit shown in a rural New York village and an urban area in Canada. Data include reflective writings, semi-structured interviews, as well as artifacts from the exhibit. Presenter: Jessica Sierk, St. Lawrence University

Morning Break-Out Sessions Fri. 10:10 – 11:00am

F10.10.01 Ben Hollander
Introductory Interactive Workshop
Critical Race Theory and Capability Theory: Alignment with Social Work and Dr. King’s Dream. Radical responses to social injustices are consistently challenged. Providing alternative frameworks is key for educators as they advance social justice. This presentation seeks to educate emerging professionals in using critical race and capability theories to impact social change using case studies of health access, mass incarceration and gentrification. Presenters: Rachel John, Boston University; Kendall Johnson, Boston University; Catalina Tang, Boston University

F10.10.02 Bert Parker
Intermediate Interactive Workshop
Kuumba as Radical Pedagogy: What Black Queen Mothers of Art & Culture Bring to Education and Community. The guiding source for this Kuumba as Radical Pedagogy workshop is the Kuumba Learning Model. Kuumba is a Swahili word meaning 'creativity.' The workshop will examine creative modalities used by Black women educators to radically reform education. These women are considered queen mothers of art & culture. Presenters: Karen Dade, Western Washington University; Carlie Tartakov

F10.10.03 Brinkley
Intermediate Interactive Workshop
Community Learning Theory and Facilitation Strategies for Building Relationships. Community Learning Theory is a conceptual framework and way of interacting that nurtures respectful and equitable relationships among diverse individuals to build settings where community is felt, knowledge can be co-constructed, and collective action can begin. Presenter: Peggy Morrison

F10.10.04 Cockrell
Intermediate Panel
**Word and Deed: Fighting Racism in the Midst of Tragedy.** This panel will show how our program impacted racism in a very divided community, reeling after a citizen’s tragic death by police and a devastating flood. Coming from Baton Rouge, this group, since 2016, brings together people from across geographic, race, class and religious lines to hold very difficult conversations that have affected change in our lives. Through stories, we will share examples of amazing growth and show how trust is maintained and built even as the group remains open and inclusive. We will challenge the notion that outcomes can only be measured in numbers by showing that outcomes can also be measured in how growth occurs though changes in the heart of individuals and the impact of those inner changes to the community that surrounds us. We will show that creating change requires a diverse group at the table, collaborating on decision-making, and owning the process together. **Presenters: Melba Venison; Dianne Hadley**

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**Roundtables**

**F10.10.05**  
Intermediate  
Continental 8  
Roundtable  
**Exploring the Implementation of Restorative Justice in Schools among African American Students and Educators.** Schools with high percentages of African American students are less likely to implement practices on restorative justice. Current literature indicates African American students receive higher rates of suspensions, alternative school placements, and expulsions in schools. Schools could benefit from the use of restorative methods to proactively address discipline. **Presenters: Alina Harges, The University of Mississippi; Thea Black, Tougaloo**

**F10.10.06**  
Introductory  
Continental 1  
Roundtable  
**Rising up in the classroom (and beyond): Teacher education for educational equity and social justice.** This presentation reports on a study identifying how teacher education can promote educators to exercise their power as change agents for equitable systems of schooling. Five in-service teacher-participants enrolled in a graduate course were interviewed and findings suggest means of furthering educational equity and social justice beyond the walls of their classrooms. **Presenter: Adrian Martin**

**F10.10.07**  
Intermediate  
Continental 2  
Roundtable  
**Focusing on Agency: The Development of a Social-Justice Focused Course in Teacher Education.** This presentation will chronicle a multi-year collaborative effort to develop and implement a dynamic social justice-focused course for teacher candidates entering their credential programs. The voices of those who contributed will be prominently featured, as well as those of instructors and students who took part in the initial iterations of the course. **Presenter: Aja LaDuke, Sonoma State University**

**F10.10.08**  
Intermediate  
Continental 3  
Roundtable
Teaching Dr. King’s Principles through Community-Based Partnerships. Dr. King’s work culminated seeking justice for the poor, as he believed 'Love is really justice in calculation'. In this project, his social justice model is implemented in teacher education projects working with foster children to prepare teacher candidates to understand, accept, and reach all children through collaborative community partnerships. Presenters: Trudy Abel, University of North Alabama; Erin Vaughn, University of North Alabama

F10.10.09 Intermediate Continental 4 Roundtable

Promoting Agency for Refugee Students in Urban School Districts. Needing to increase enrollment, our principal reached out to refugee programs and found students - students we were not prepared to serve. We struggled until we partnered with an organization that specializes in providing educational support for refugee students across a city. Presenters: Marisela Martinez, Amaanah Refugee Services; Sarah Straub, Stephen F. Austin State University

F10.10.10 Introductory Continental 5 Roundtable

A Guide for Selecting Multicultural Picture Books in Content Areas. This session will provide educators with examples of multicultural picture books that can be used to accurately represent diverse cultures. Our goal is to provide attendees with a list of criteria to properly select multicultural books that reflect authentic multicultural perspectives in content area classrooms. Presenters: Perihan Fidan, Tennessee Technological University; Abir Eldaba, Tennessee Technological University; Stephanie Wendt, Tennessee Technological University

F10.10.11 Intermediate Continental 6 Roundtable

Anti-Racist Teacher Preparation: From Practice to Theory. This study examines the beliefs and practices of faculty in Teacher Education who are exemplary in their social justice pedagogy. Through phenomenographic interviews, I glean insights into how these faculty members conceptualize and enact anti-racist teacher preparation, and use those ideas and practices to theorize what social justice might look like at a programmatic level. Presenter: Ashley Fuente, Michigan State University

F10.10.12 Introductory Continental 7 Roundtable

The contemporary transformative leader: Multiculturalism and educational leadership. The U.S. education system too often fails to reach all students. In an effort to revive Dr. King’s dream, educational leaders must challenge traditional conceptions of leadership by using alternative, transformative practices. As such, administrative leadership plays an important role in shifting bureaucratic public schooling to a more equitable and diverse school community. Presenter: Linsay DeMartino, TUSD

F10.10.13 Continental 9
Intermediate

**Raising up leaders: Advocacy for an active teaching force.** As we contribute to the realization of Dr. King's dream, we must engage teacher candidates in the WHAT of social justice, but we also must lead them through the process of HOW to do the work. This dialogue includes critical questions about equipping teachers with skills to be strong advocates. **Presenters: Abigail Bremer, Minnesota State University Moorhead; Sheila Marquardt, Minnesota State University Moorhead**

F10.10.14

Advanced

(Re)framing Diversity Discourse: Applying Framing Theory to Culturally Responsive Teacher Preparation. Framing theory provides a schema for understanding how the figurative parameters around a discourse enables (or constrains) one's engagement with critical issues. In this session, participants are introduced to the major tenets of framing theory, consider implications for diversity course planning, and share lessons learned from implementing this framework. **Presenters: Tristan Glenn, Kennesaw State University; Michael Smith, State University of New York at New Paltz**

F10.10.15

Introductory

**Montgomery Bus Boycott and South Korea's Candlelight Rallies: Nonviolent Resistance in a Quest for Social Justice.** By juxtaposing the Montgomery Bus Boycott of 1955-1956 and South Korea's Candlelight Rallies of 2016-2017, this session will discuss the ways in which people resisted social injustice through collective nonviolent movements. The session will also explore critical ways to engage in discussions on nonviolent social resistance. **Presenters: Koeun Park, University of Utah; Amy Hutchinson, University of Nevada, Las Vegas**

F10.10.16

Intermediate

**Equity Classroom: Using restorative justice to ignite academic success with African American students.** African Americans are targeted and subsequently devastated by an unforgiving legal system. This pattern of harsh punitive action does not begin in adulthood for African Americans. Zero tolerance P-12 policies set the tone for the criminalization of African American students. A restorative model of correction allows educators to implement discipline with an equity mindset. **Presenter: Danielle Corbie-Archev, We SHINE ON!**

F10.10.17

Intermediate

**Building Bridges Across Boundaries: Listening, Learning, and Leading Together to Diversify Teacher Education.** This presentation will describe a 'grow-your-own' collaboration between a predominantly white public university and two diverse partner school districts to proactively promote education as a future profession and confront obstacles that perpetuate the shortage of teachers of color. **Presenters: Jennifer Beck, University of Northern Iowa; Becky Hawbaker,**
University of Northern Iowa; Terri Lasswell, University of Northern Iowa; Lori Dale, University of Northern Iowa, Center for Urban Education

Man On Fire.
Man on Fire investigates Charles Moore’s self-immolation in protest of racism in his hometown of Grand Saline, Texas and explores three major themes: the life and death of Charles Moore, the vestiges of racism in rural America, and the impact of Moore’s death on people in Grand Saline and surrounding areas. See page 34 for additional information.

F10.10.18
Intermediate
Forest
Interactive Workshop
A Conversation: Preparing Equity-Oriented Teachers for Emerging Bilingual Students. Join us for a conversation about what works in preparing teachers to approach their work with emerging bilingual students through an equity lens. We will share/model activities, readings, and viewings we have used with pre-service teachers. We invite you to contribute to the conversation by sharing your practices too. Presenters: Margarita Jimenez-Silva, University of California, Davis; Laura Kelly, Arizona State University; Melissa Mercado, Arizona State University; Jaclyn Hernandez, Arizona State University; Evelyn Baca, Arizona State University

F10.10.19
Intermediate
Kentshire
Presentation
Culturally Relevant Informal Art Education for Korean-American Students. This presentation concerns an ongoing research regarding culturally relevant informal, community-based art education that is aimed at empowering Korean-American children, through the development of their cultural competence and critical consciousness. A particular focus is on the identification of the sociocultural impact of such education with regard to their successful integration into the larger American society. Presenter: Youngaah Koh, The Ohio State University

F10.10.20
Intermediate
Lansdowne
Presentation
Slowing the Flow of the School-to-Prison Pipeline: Using Trauma Informed Practices to Create More Socially Just Schools. In an era of the criminalization of student behavior in schools, zero tolerance policies and one-size-fits-all punishments, trauma informed practices provide a compelling alternative for addressing challenging student behaviors. This workshop will explore the neuroscience behind complex childhood trauma and provide concrete strategies and practices for creating safe, inclusive, and equitable classrooms. Presenter: Heather Batchelor, Westminster College
Confronting Whiteness as Allies and Professors. Educational efforts in American Indian communities are not intended as colonizing acts; however, American Indians have good reason to skeptically view efforts which continue colonization and deculturalization. This panel examines the journeys of three professors and their work in American Indian communities and how those efforts have at times contributed to silencing voices. Presenters: Jioanna Carjuzaa, MSU, Department of Education; William Ruff, Montana State University; David Henderson, Montana State University

Posters

Using Emotion Mapping Data in Thematic Analysis: Collaborative Strategies of Faculty and Graduate Students. In this interactive presentation, we will present collaborative strategies that faculty and graduate students can use during the thematic coding process that promote students’ acquisition of research skills while, simultaneously, increasing their awareness of how underrepresented undergraduate students’ intersectional positions influence their campus experiences. Presenters: Adrienne Edwards, Winthrop University; Joseph Lykes, University of Nevada, Reno; Marluz Garcia, University of Nevada, Reno; Eleni Oikonomidoy, University of Nevada, Reno

The TPACK Model: Gateway to Transformative Education: Riding the Buses with the Freedom Riders. The TPACK model serves as a basis for the construction of authentic learning experiences in an immersive contextual setting. The integration of technological knowledge with content and pedagogical knowledge affords the opportunity to create a richer context for the teaching and learning of history ... in this case, the Freedom Rides. Presenter: Robert McElroy, Ball State University

Translation & Interpretation High School Academy: Rejecting the language deficit model through a practical solution. The audience will learn research leading to the creation of a Translation & Interpretation High School Academy as a CTE program. Recognizing language as an asset, training linguistically and culturally diverse students to develop language and business dexterities. Students will continue their to tertiary studies working as professionals in law, healthcare, and business. Presenter: Silvina Jover, University of Nevada, Las Vegas
Morning Break-Out Sessions  Fri. 11:10 – 12:00 noon

F11.10.01  Intermediate  Ben Hollander  Interactive Workshop
We Rise Together. This workshop highlights the work of the Peel District School Board in creating a comprehensive action plan designed to support the academic and social emotional success and well-being of Black students. The workshop will provide a detailed analysis of student narrative data which highlighted an explicit need within the system, needs which students felt were a direct result of systemic anti-Black racism. The 4-part action plan came about through community consultations. It addresses Community Engagement, Curriculum Re-Development & Enhancement, Bias Awareness and Anti-Black Racism Training, and Black Student Leadership Development. Participants will learn more about this comprehensive plan, structures to support its success, work being undertaken centrally and within Families of Schools and finally the accountability mechanisms in place to ensure ongoing refinement and success of the We Rise Together Action Plan supporting Black student success in PDSB. Presenters: Harjit S. Aujla, Peel District School Board; Ferrell Hall, Peel District School Board

F11.10.02  Advanced  Bert Parker  Interactive Workshop
Peer Equity Coaching to Increase Cultural Responsiveness in Teaching and Leading. Peer to peer equity coaching to increase racial consciousness and cultural responsiveness in teachers and administrators had a transformative impact on school culture and adult behavior in one Midwestern public school district. This presentation will include findings from the study and describe the peer equity coaching process. Presenter: Mary Bussman, East Metro Integration District dba Equity Alliance MN

F11.10.03  Intermediate  Brinkley  Interactive Workshop
Using Arts-Based Teaching as a Strategy to Promote Positive Identity Development for Adolescent African-American Girls. A critical piece of identity development theory that's lacking in literature is the process by which African-American girls resist the practices schools use to socialize students to conform to Eurocentric values. Art is a critical medium used to resist these norms. This interactive workshop will highlight arts-based strategies for positive identity development. Presenter: Cierra Kaler-Jones, University of Maryland - College Park

Roundtables

F11.10.05  Introductory  Continental 1 Roundtable
Summer Migrant Education Enrichment Fair: A School-University Collaboration. This presentation will highlight collaborative work between school, university and community partners in developing summer educational enrichment for students served by the Migrant Education Program. The goal for participants is to explore ways of decreasing some of the
effects of economic discrimination and isolation experienced by migrant students and their families during the summer months. **Presenter: Claudia Nickolson**, University of North Carolina at Pembroke

F11.10.06
Introductory
**Roundtable**
**African American Teachers' Views of Science and the Impact of Teaching and Learning in Urban Science Classrooms.** In this session, I share my research on interviewing African-American urban elementary science educators about their ideas of science as well as their science instruction. The focus of this discussion is to have more conversations around inclusivity for teachers of color when conducting research. Their voices are often unheard. **Presenter: Mario Pickens**, Georgia State University

F11.10.07
Intermediate
**Roundtable**
**The Intersectionality of Black Identity Development, Critical Literacy, and Islam Through a Restorative Lens.** While the School-to-Prison Pipeline remains a phenomenon scholars interrogate, a number of inmates will have access to education once funneled into the dismal prison industrial complex. My research explores the convergence of Critical Pedagogy and Critical Literacy and the prison education system, and the training of those responsible with teaching inmates. **Presenter: Kirk Talib-deen**, University of Nevada, Las Vegas

F11.10.08
Introductory
**Roundtable**
**Male Elementary Educators: Perceptions, Realities, and Untold Stories.** This roundtable focuses on the status of male elementary educators in the South, discussing male elementary educators' experiences and perceptions. Topics discussed will include: what specific difficulties and benefits men encounter, how those factors affect men's perceived status in the work environment, as well as what male elementary educators can bring to the classroom. **Presenter: Geoffrey Knight**, University of Mississippi

F11.10.09
Intermediate
**Roundtable**
**50 Years in Education: A Black University Professor and Administrator Reflects on His Journey and Legacy.** A series of qualitative interviews with a Black university professor sheds light on his career, addressing the historical and contemporary impact of shifting sociopolitical climates on public education in America. We trace his 50-year journey from segregation to become a pioneer and leader at a predominantly White institution, leaving a legacy for generations to come. **Presenter: Lydia Ocasio-Stoutenburg**, University of Miami

F11.10.10
Introductory
**Roundtable**
**Seven Steps for Selecting Multicultural Literature.** Given our current political climate, it is imperative that students learn about the diverse cultures in the United States to discover how
we are more alike than different. This session promotes the use of multicultural literature in classrooms and offers seven steps in selecting culturally responsive literature. **Presenters:** Lana Kharabi-Yamato, University of Houston; Rosa Nam

**F11.10.11**  
Intermediate  
Roundtable  
**Cultivating love and disrupting oppression in multicultural education.** The moment is right to rise up and resist the perpetuation of racism oppression, anti-blackness, marginalization, alieness that continue to plague societies. The need to take action by cultivation love through resistance and advocacy is now. This paper argues that cultivating love in resistance and advocacy in every context in multicultural education would disrupt challenges. **Presenter:** Charity Funfe Tatah Mentan, University of Minnesota

**F11.10.12**  
Introductory  
Roundtable  
**We are 'Other People's Children' Teaching Other People's Children: Autoethnographic Layered Accounts on Transculturaiton.** Grounded in the theory of Transcultural Repositioning, this autoethnography investigates valid ways of facilitating marginalized international graduate students proceeding through the American higher education by examining the process of becoming literate in the dominant tradition of writing in the U.S. society and culture. **Presenter:** Xin Zhang, University of Arizona at Tucson

**F11.10.13**  
Intermediate  
Interactive Workshop  
**Stories for liberation:Laying the Foundation for Ongoing Conversations on Race and Gender in Schools.** Participants will look inward at how they were schooled to deal with race and gender, as a necessary prelude to creating community and curricula that empower all children and families. They will experience structured group conversation designed to create a democratic discourse, includes all voices collaborate across contexts to take action locally. **Presenters:** Emmy Howe, National SEED Project; Gail Cruise-Roberson, Wellesley Centers for Women, Wellesley College

**Screening: 11:10-12:00noon**  
**Dawnland.**  
For decades, child welfare authorities have been removing Native American children from their homes to save them from being Indian. In Maine, the first official “truth and reconciliation commission” in the United States begins a historic investigation.  
*Dawnland* goes behind-the-scenes as this historic body grapples with difficult truths, redefines reconciliation, and charts a new course for state and tribal relations. **PRESENTED Friday 11:10-12:00noon; immediately followed by a Conversation with the Filmmaker**
F11.10.14
Intermediate
**Women's Leadership in Social Justice Movements.** A diverse group of global citizens, men and women, came together to study the work of women Nobel Peace Prize winners, organizers of human rights movements, and local leaders. The culmination experience, a Photovoice analysis of Women's Marches, elicited powerful personal and societal revelations. Participants may bring photographs of marches in their local communities. **Presenters: Sharon Herbers,** University of the Incarnate Word; **Lucrecia Fraga,** University of the Incarnate Word; **Marc Gilbert,** University of the Incarnate Word

F11.10.15
Intermediate
**Dialogues on Race in our Schools and Learning Communities.** In this presentation, attendees will hear from a group of educators who have worked alongside high school students to organize school-, community- and county-based conversations on race, diversity, equity and social justice. This session will be a 'How To' for organizing and continuing similar dialogues in attendees' own communities. **Presenter: Steven Lysenko,** Spencerport High School

F11.10.16
Intermediate
**Refugees With or Without Papers: Stories of Persecution, Flight, and Resettlement of Two Bilingual Educators.** Two individuals flee persecution for the US in the 1980s: One arrives from Southeast Asia with refugee status, one arrives from El Salvador undocumented. This presentation addresses the parallels of their experience, and the contrasts between United Nations agreements on human rights and U.S. immigration policies. **Presenter: Don Hones,** UW Oshkosh

F11.10.17
Introductory
**'She’s trying to teach us about racism again': Embedded Equity Literacy in a Graduate Special Education Course.** This study sought to determine if embedded practices about equity literacy and cultural competence in a graduate special education class were effective in changing attitudes about race, gender, and socioeconomic status. The results of which could help ameliorate the disproportionate numbers of students of color in special education. **Presenter: Donna Sayman,** Wichita State University

F11.10.18
Introductory
**Literacy Instruction to Address Racial Illiteracy.** In this session, participants will learn ways to create cultures of learning that support racial literacy, promote social justice activism, and equity. We will share ideas for learning experiences using developmentally appropriate resources that facilitate racial literacy across grade levels and explore the concepts of power and privilege. **Presenters: Karyn Allee-Herndon,** University of Central Florida; **Annemarie Kaczmarczyk,** University of Central Florida
F11.10.19
Intermediate
Gender Identity/Expression: Why Inclusion, Affirmation, and Family Support are Necessary at the ECE/Elementary Level. It is imperative that we create safe and inclusive early childhood/elementary school climates for children who express their gender in non-normative ways or who identify as their non-biological gender. While the topic of gender identity/expression may be new to many educators, there are numerous resources and policies already in place. Presenter: Theresa Bouley, Eastern Connecticut State University

F11.10.20
Advanced
Walking the Walk, Talking the Talk: Critical Methods for Advancing Social Justice in Teacher Education. This session presents critical, arts-based methods as necessary tools for teachers to engage in critical discussions around power and privilege. With an eye toward transforming theory and our classroom-based research into meaningful practice, we present an array of methods to help teachers transform classrooms into more equitable, discursive spaces. Presenters: Marilee Coles-Ritchie, Westminster College; Jamie Joanou, Westminster College; Anneliese Cannonon, Westminster College; Kristi Jones, Westminster College; Janet Dynak, Westminster College

Afternoon Break-Out Sessions Fri. 12:10 – 1:00pm

F12.10.01
Intermediate
Countering a Deficit Discourse of 'These Kids': Student Teacher Experiences of Core Reflection. In this presentation, I describe the ways in which core reflection may assist with surfacing and countering discourses that view students through a deficit lens. As an example of this change, I discuss a twelve-week qualitative study that explored student teachers experience of core reflection. Presenter: Thomas Browning, Wayne State College

F12.10.02
Advanced
Reclaiming the Radical Possibilities for Educational Equity through a University-School District Partnership. This presentation addresses the need for universities and school district partnerships that create professional development opportunities that are grounded in the voices of teacher-leaders and fosters transformative experiences. Presenters: Dily Freccia Schoorman, Florida Atlantic University; Traci Baxley; Kalisha Waldon

F12.10.03
Intermediate
The interactive classroom model based on Jazz. Dr. King wanted students to think quickly, resolutely and effectively. However, teachers need culturally competent skills to meet the needs of diverse students. This presentation introduces an instructional method to train teachers to become more effective by introducing 'Jam sessions,' interactive classroom sessions modeled on jazz structures and values. Presenter: Naomi LeBeau, Synapse Minnesota LLC
F12.10.04          Cockrell
Advanced           Interactive Workshop
Achieving Educational Equity by Decolonizing the Curriculum. Equity has become the newest buzzword in education. Unfortunately, much of the discussion has failed to reach the curricular level. This interactive workshop will engage participants in lesson reviews to demonstrate how taking a decolonized approach to curriculum and instruction challenges positivist paradigms and achieves curriculum equity. **Presenters:** Tanji Reed Marshall, The Education Trust; Chrystal Seawood

F12.10.05          Forest
Intermediate       Interactive Workshop
Women of Color in Higher Education: strategies for resistance, resilience, and healing in academia. This session utilizes digital counter-narrative storytelling, testimonios, problem-posing, critical race & radical feminist theories to explore healing strategies mediated by women of color (WOC) in academia. WOC resist racialized and gendered hierarchies, and instances of emotional violence and microaggressions, to co-construct cultural support systems for healing and loving radical self-transformation. **Presenters:** Malayka Neith Cornejo, UNLV; Claudia Chiang-Lopez, UNLV
F12.10.06
Intermediate

**Galaxie**
Presentation

**Keeping Dr. King's dream and legacy alive through culturally relevant field trips that rock!**
Through seven field trips taken over a course of four years, third, fourth, and fifth grade students participating in an after school mentoring group not only learned about Dr. King’s legacy and the power of his dream, but also learned why Dr. King’s dream was needed then and is still needed now. **Presenters: Nichelle Robinson,** The University of Mississippi; **Isaac Robinson III,** Shelby County Schools

F12.10.07
Intermediate

**Hawthorne**
Presentation

**The Dreamwork: Working to Achieve Social Change with Teacher Education Candidates.** Learn how a yearlong program utilized primary sources, field trips to historic locations of the Civil Rights Movement, and arts integration to facilitate teacher candidates’ deeper understanding of diverse student populations. **Presenters: Karen Smith,** University of Mississippi; **David Rock,** University of Mississippi; **Virginia Moore,** University of Mississippi; **Ellen Foster,** University of Mississippi; **Susan McClelland**

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**Screening 12:10pm**
Hernando Desoto

**Defiant Lives.**

*Defiant Lives* is a triumphant film that traces the origins of the world-wide disability rights movement. It tells the stories of the individuals who bravely put their lives on the line to create a better world where everyone is valued and can participate. Featuring interviews and rarely seen archival footage, the film reveals how these activists fought to live outside of institutions, challenged the stigmas and negative image of disability portrayed by the media, demanded access to public transportation and battled to reframe disability rights as a social responsibility relevant to us all.

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F12.10.08
Intermediate

**International**
Presentation

**Time for Change: Creating an Urban Teacher Education Program for Non-Traditional College Students at an HBCU.** In order for the program's mission to match the teacher candidate experience, it is critical that one particular teacher education program at a select HBCU restructures programming to include intentional insertion of urban education. With this restructuring, teacher educators consider the unique needs of their large non-traditional college student population. **Presenter: Wyletta Gamble-Lomax,** Coppin State University
F12.10.09  
Jackson  
Presentation  
**A Tale of Two Communities: Supporting International Students through Communities of Practice.** International students face unique challenges on their academic and social journeys in the United States that are too often unseen or unacknowledged by those in positions of power, including faculty and staff. Our presentation will highlight two communities of practice created to redress inequities that international students encounter at a regional university in the South.  
**Presenters:** Ashley Watson, Tennessee Tech University; Jacob Kelley, Tennessee Tech University

F12.10.10  
Kentshire  
Presentation  
**'Speak American': Exploring the Anti-Latinx Origins and Inequity of English-Only Education Policies in the United States.** English-only policies, as anti-Latinx backlash to the Chicano movement, severely restricted access to bilingual education. The resulting, subtractive forms of bilingual education have promoted Americanization while perpetuating anti-Latinx sentiment. Through LatCrit frameworks, this presentation will explore the inherent inequity of English-only policies that continue to marginalize Latinx students today.  
**Presenter:** Kevin Donley, University of Oregon

F12.10.11  
Lansdowne  
Presentation  
**Building Critical Interconnectivity through Pedagogy of Discomfort and Vulnerability.** This interactive session addresses the roles of emotions in education and explores how pedagogy of discomfort can, and should be, utilized when teaching racial issues. We facilitate discussions and an activity about how educational approach that acknowledges emotions can lead to stronger solidarity and critical awareness.  
**Presenters:** Injeong Yoon; Benjamin Ramirez, University of Arizona

F12.10.12  
Louis XVI  
Presentation  
**Supporting a Beloved Community: Extracurricular Programs and Under-Served Memphis Youth.** Three extracurricular programs that support the needs of under-served Memphis youth and the vision of a Beloved Community will be highlighted during this session. The director of Refugee Empowerment Program will describe their work to help meet the educational needs of over 250 refugee students in the Memphis area. The founder of Girls Epitomizing the Means for Success Program will discuss their work to empower under-served minority girls ages 12 to 18 by improving their social, educational, and personal development skills. The Latino Memphis CAMINOS Mentor Program Coordinator will describe the ways in which their program is striving to empower Latino high school students by connecting them with positive adult role models to help students achieve success in their college or career goals. They will provide suggestions for positive outcomes with under-served youth, describe the lessons learned and respond to questions.  
**Presenters:** Christina Comas, Latino Memphis; Cam Echols, Refugee Empowerment Program; Kanesha Moore, Girls Epitomizing the Means for Success, Incorporated (GEMS)
Friday Nov 30 General Session

Sankofa Session

1:10—2:00pm  
Convener

Liza Zagumny  
NAME Board Secretary  
Tennessee Tech University

Cultural Interlude  
Ja’Shun Mathews  
Memphis East High School

Facilitators:

Christine Sleeter  
NAME Past-President  
Cal State–Monterey Bay

Ann E. Lopez  
NAME President-Elect  
University of Toronto

Conference Closing

2:00—2:30pm  
Shabbat Service

Robin Brenneman  
NAME Region 4 Director
NAME 2018 Conference Proposal Reviewers

These NAME members contributed to the 2018 Memphis conference by reviewing presentation proposals through the blind-review process. They contribute significantly to the high quality of our conference. With thanks, we acknowledge the following proposal reviewers for 2018:

Abawi, Zuhra  
Adams, Brittany  
Alenuma-Nimoh, Sidonia  
Alexandrin, Julie  
Anderson, Joy  
Andrzejewski, Carey  
Avila, Joyce  
Aydin, Hasan  
Baker, J. Scott  
Ballin, Amy  
Bartolome, Lilia  
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Chiang-Lopez, Claudia  
Chu, Yiting  
Clark, Kahea  
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Coker-Kolo, Doyin  
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Cooper, Freddie  
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Cross, Paulette  
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Mertens, Gillian  
Morales, Daniel  
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Mortenson, Leah  
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Pickett, Linda  
Pikes, Theodore  
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Rotich, Willy  
Ruggles, Krista  
Samuels, Amy  
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Sayman, Donna  
Schoorman, Dily  
Shin, Hye Young  
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Will, Nancy
Williams, Ernise
Wilson, Priscilla
Windorf, Robert J.
Wyche, Emmitt
Yoon, Injeong
Young, Sara
Zhang, Bin
Zhang, Xin

Marketplace Exhibitors (to date)

Afrique Clothing Mojisola Afolabi mojafo@msn.com
AJA Aluminum Jewelry Stacy Wright Landrum Aja@ajajewelryArt.com
carlscottkz@gmail.com
Carl Scott, Artist Memphis Artist lynn_caldwell@charleston.k12.sc.us
Charleston Co. SD Lynn Caldwell jeven@css.edu
College of St. Scholastica Jordanne Even 1anthonyfrazier@gmail.com
Foundation International Art Anthony Frazier/Lyda Lewis jaycfowler@gmail.com
c.myers@myersedpress.com
Jayce’s Jewelry Jackie Begay
Myers Education Press Chris Myers omarthan85@gmail.com
Omarthan.com Omarthan Clarke faira@rhodes.edu
Rhodes College Arlinda Fair
Routledge Kayla Daniel
Skipping Stones Arun Toke
Something for Everyone Iffy Ogbuagu
X-QUISIT Jewelry Claudette Scipio

NAME Salutes the Good Work of St Jude Children’s Hospital

Please consider donating to their work online: www.StJude.org – or in the gold boxes in the hotel Lobby;
or supporting the St. Jude Memphis Marathon Weekend – Dec. 1, 2018
# 2018 NAME Presenters’ Index

This index includes the names of ALL presenters. Session numbers indicate the **DAY/TIME/Order** in that time slot. For example, T10.30.02 is the session that is Thursday at 10:30, and the second session listed under that time.

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