



National Association for
Multicultural Education **2019**
29th Annual International Conference



NAME
National Association for Multicultural Education
NAMEorg.org

**Decolonizing Minds: Forging a New Future through
Multicultural Education**

Conference Co-Sponsors:

**Teaching Tolerance • Tennessee Tech • Tucson Unified School District
Teachers College Press • Taylor & Francis • Western Ed Equity Assistance Center**

NAME CONFERENCE at a GLANCE (CAAG)

Wed., Nov. 6	Thur., Nov. 7	Fri., Nov. 8	Sat., Nov. 9	Sun., Nov. 10
<p>7am-6pm Registration</p> <p>7:30a-5pm Special Border Visit</p> <p>11am-6pm Special Title IX Coordinator Training Intensive Institute</p> <p>12pm-6pm Bill Howe Institute on Developing a MCE Curriculum Writing for Publication Institute</p>	<p>7:30am-6:30pm Registration</p> <p>8-8:45am NAME Board meeting w/continental breakfast</p> <p>9-10:15am GENERAL SESSION — Special local panel Facilitator - Raul Aguirre</p> <p>10:30-11:20am* 11:30am-12:20pm** breakout sessions roundtables posters</p> <p>MC Film Festival Conversations With... Marketplace</p> <p>*1st timers orientation **Mentor-Mentee Connection</p>	<p>7:30am-5pm Registration</p> <p>8-8:45am Regional meetings w/continental breakfast</p> <p>9-10:15am GENERAL SESSION — JEREMY GARCIA</p> <p>10:30-11:20am 11:30am-12:20pm breakout sessions Marketplace posters</p> <p>MC Film Festival Conversations With...</p>	<p>7:30am-12noon Registration</p> <p>8-8:45am Chapter meetings w/lite continent</p> <p>9-9:50 am GENERAL SESSION — MANDY MANNING</p> <p>10-10:50am 11am-11:50pm breakout sessions Marketplace posters</p> <p>MC Film Festival Conversations... 11:50am -12:20pm Grab & Go Lunch on your own</p>	<p>9am-11am Sankofa Sunday</p>
<p>3:00-6:00pm Intensive Institutes</p> <p>2:00-5:00pm Marketplace set-up</p>	<p>12:30-1:50pm Dine & Dialogue Luncheon</p> <p>2-2:50pm 3-3:50pm 4-4:50pm 5-5:50pm 5-6:20pm* breakout sessions roundtables posters</p> <p>MC Film Festival Conversations With... Marketplace</p>	<p>12:30- 1:30pm Founders Luncheon</p> <p>1:40-2:50 Rose Duhon-Sells Lecture — KHOI NGUYEN</p> <p>3-3:50pm 4-4:50pm 5-5:50pm breakout sessions posters</p> <p>MC Film Festival Conversations With... Marketplace</p> <p>3-6pm Ann Lopez Institute on Leadership 5-6:30pm Founder's Forum</p>	<p>12:30pm - 12:50pm GENERAL SES- SION PREVIEW — NAME 2020 1-1:50pm GENERAL SESSION — DJANGO PARIS</p> <p>2-2:50pm 3-3:50pm 4-4:50pm breakout sessions roundtables posters</p> <p>Carl Grant Insti- tute MC Film Festival Conversations With... Marketplace closes at 3p 3:00-5:00pm Marketplace tear down</p>	
<p>5pm Marketplace opens</p> <p>7pm MC Special Film & Keynote Special Event- Introduction - Cherry Banks Film - America, I Too Keynote - ANGELA BANKS</p>	<p>7-8:30pm Evening Welcome & General Session — The Banks Special Panel Facilitator-James Banks, Discussant-Geneva Gay 8:30 - 9:30pm Welcome Reception all Marketplace exhibits open</p>	<p>7pm Local Arts Event</p>	<p>6-6:50pm President's Reception w/ Special Book Signing & NAME-Connect drawing</p> <p>7pm Awards Banquet</p>	<p>* schedule subject to change</p>

29th Annual International Conference • Tucson AZ



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NAME 2019 Conference Theme:

**Decolonizing Minds: Forging a New Future through
Multicultural Education**

Social inequities have a long history in the United States and beyond, impacting our social, historical, and cultural growth, and our ability to create a welcoming community. 2019 marks the 400th anniversary of 20 Africans delivered to Jamestown, Virginia, the first in this part of the “New World.” It represented the start of the holocaust against blacks and the continuing holocaust against Native Americans all in the interest of money, land, and creating the new nation rooted in inequitable structures that remain today. Continuing federal legislation institutionalized these inequities and reinforced exclusion and exploitation as part of the societal norms on which our nation is anchored. Education played a salient role in the reproduction of these norms through the ideology of the 19th Century common schools, wherein the idea of assimilation was streamlined to a national mindset. Multicultural education is a response to this literal and figurative colonization of bodies and minds.

In efforts to transform society and create communities where the multiplicity of human experiences are valued, the National Association for Multicultural Education (NAME) encourages conversations that explore societies’ inequities and provide solutions that move these ideas forward. Multicultural education stands as the transformative catalyst that challenges all forms of systemic, social colonization. In solidarity we share our work and contribute to the change that will lessen the destructive influence of oppressive social norms like white supremacy, xenophobia, nativism, nationalism, anti-brownness, violence, and inequitable distribution of resources.

NAME and 2019 NAME Conference Co-Chairs, Lisa Zagumny & Bette Tate-Beaver welcome change agents, working to decolonize minds, bodies, and space while striving for equity, to our 2019 annual conference where we come together and re-charge our dedication to multicultural education.



College of Education
Office of the Dean

TENNESSEE TECH

Welcome to Tucson!

Over the past 29 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, "Decolonizing minds: Forging a new future through multicultural education" speaks to the current context in the United States and beyond where volatile hate speech and xenophobia is on the rise. And, during this 400th anniversary of 20 Africans delivered to Jamestown, Virginia, 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, transformative change where all students can succeed and hardworking teachers are valued as professionals.

A special thanks to the local planning committee. 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 Tucson! Have a great conference and please take advantage of the engaging sessions and opportunities the conference has to offer as well as the Tucson community and Arizona!

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

Box 5046 / 11 William L. Jones Dr. / T.J. Farr 100 / Cookeville, TN 38505 / 931-372-3124 / 931-372-6319 / tntech.edu/education



It is my honour as President to welcome educators, community activists, researchers, academics and all those who are working towards greater equity in education to the 29th Annual International Conference of the National Association for Multicultural Education. We are indeed in challenging times, and NAME conference provides space for critical dialogue and ways that we can re-imagine and re-energize ourselves. NAME continues to be an important voice in challenging inequities in education and society.

The conference theme this year is “**Decolonizing Minds: Forging a New Future Through Multicultural Education**”. As we gather in Tucson, we are reminded of the struggles of generations of people who have been impacted by the vestiges of colonization. The theme of this year’s conference reminds us that true freedom begins in the consciousness. As Ngugi wa Thiong’o reminds us in *Decolonising Minds* it is an ever-continuing struggle to seize back our creative initiative and self-determination.

I hope this year’s conference will provide you with opportunities to engage in critical dialogue with others, meet colleagues and make new friends. As participants in this twenty-ninth conference of NAME, take time to interact and engage with as many conference participants as possible and get to know the local area. Take opportunities to visit local schools and meet with members of the local community.

Many thanks to the Conference planning committee. Have a wonderful conference experience!

“Emancipate yourselves from mental slavery, none but ourselves can free our minds”

*Marcus Mosiah Garvey
National Hero, Jamaica*

Ann Lopez

President of NAME

Reflections from Rose Duhon-Sells on the Founding of NAME

The National Association for Multicultural Education is celebrating 29 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 feeling 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 by frustration with trying to pull people together to start the organization that I had envisioned for many years. He encouraged me to call everyone and ask them to meet with me at 8am 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 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.

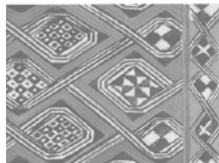
The organization that I envisioned would provide a forum so that people doing this work would not experience the cold isolation, mean comments and totally ignorant questions I received in my early years of introducing Multicultural Education concepts to people or education in Louisiana. Today, NAME is a safe haven for educators doing work to promote Multicultural Education concepts. At the NAME conference 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 in 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 the 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.

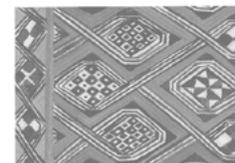
My vision for the future of this great organization is to see our members' research and activism improve the quality of education for all school-age children across the globe, by helping all educators to teach from a Multicultural perspective. I pray that we continue our strong commitment to research, 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, NAMEs Founding Mother



NAME
National Association for Multicultural Education

NAME.org



Hello NAME Family and Friends!

I am excited to once again welcome you to Tucson! NAME was last here in 2014 and had such a glorious and important conference, that we came back. This year's theme, "Decolonizing Minds: Forging a New Future Through Multicultural Education," recognizes that this year marks the 400th anniversary of about 20 Africans who were brought in 1619 as human cargo to what now is Jamestown, Va. It led to the beginning of slavery in the American colonies and the continuation of a holocaust of genocide of Indigenous People and the violent exploitation of Africans. NAME President-elect Lisa Zagumny selected great keynotes to inspire us to continue to undo colonization.

In a time of division and "othering" being encouraged by the current United States leadership, NAME remains committed to making and maintaining vital connections. NAME Founder Rose Duhon-Sells started us on this path 29 years ago. Her vision and determination to build important connections to move this work forward are vital today.

Lorenzo Lopez and our incredible local coordination team have made some special connections for us with a great panel, border and mural tours, plus some special school visits! I am thankful for these great connections.

We have some great intensive institutes for you lead by many great scholars including NAME Past-Presidents Carl Grant & Bill Howe and NAME President Ann Lopez.

It is exciting to have Django Paris with us for the first time. His wife, Rac Paris, will be here to share her wonderful book and impressive work. We are thrilled to have this new connection. Jeremy Garcia is also a new and exciting connection. Thanks to Django for making this connection.

Another amazing connection we have is with Khoi Nguyen, who was introduced to NAME, last year by our friend, actor & activist Donzaleigh Abernathy. To remind us of the many ways we can work toward decolonization, Khoi will share his story & extraordinary work. Mandy Manning is also a new & strong connection, reminding us of the importance of boots on the ground, to make true connections and work against "othering" and toward decolonization.

We are thrilled that James and Cherry Banks are with us again. This strong connection continues as The Banks Family Foundation is co-sponsoring a special panel on Global Migration, Structural Inclusion and Civic Education Across Nations. We are excited to also have the Banks' daughter, Angela Banks, an emerging scholar and immigration attorney, with us. For NAME, this is a new connection that I trust will be long lasting.

At this year's conference, we are honoring some great social justice programs, educators, advocates and scholars at the Awards Banquet, with a special award going to NAME Past-President Christine Sleeter, who is always working to decolonize minds, strengthen social justice connections and further multicultural education.

NAME recognizes with this year's conference the negative effect nationally and globally of the White House's leadership, and we stand determined to decolonize the thinking of people worldwide so they re-imagine life, learning, social justice and equity fueled by multicultural education. We must draw on our Sankofa spirit, fetch the experience from the past and move forward together with strength, positivity and determination.

So for this conference, take a lot of notes, collect lots of names, contact information and business cards. Be sure to participate in the NAME Connect activity to help make strong connections. Learn a lot, laugh a lot and even cry a bit. Recharge your social justice and multicultural education batteries at this NAME conference.

The connections you will make and revitalization you receive here will carry you through what promises to be another very challenging year.

Bette Tate-Beaver, NAME Executive Director



November 6, 2019

Welcome fellow educators,

On behalf of our local organizing committee and the great folks of Tucson, I would like to extend a heart-felt welcome to the attendees of the National Association of Multicultural Education (NAME) 2019 Conference.

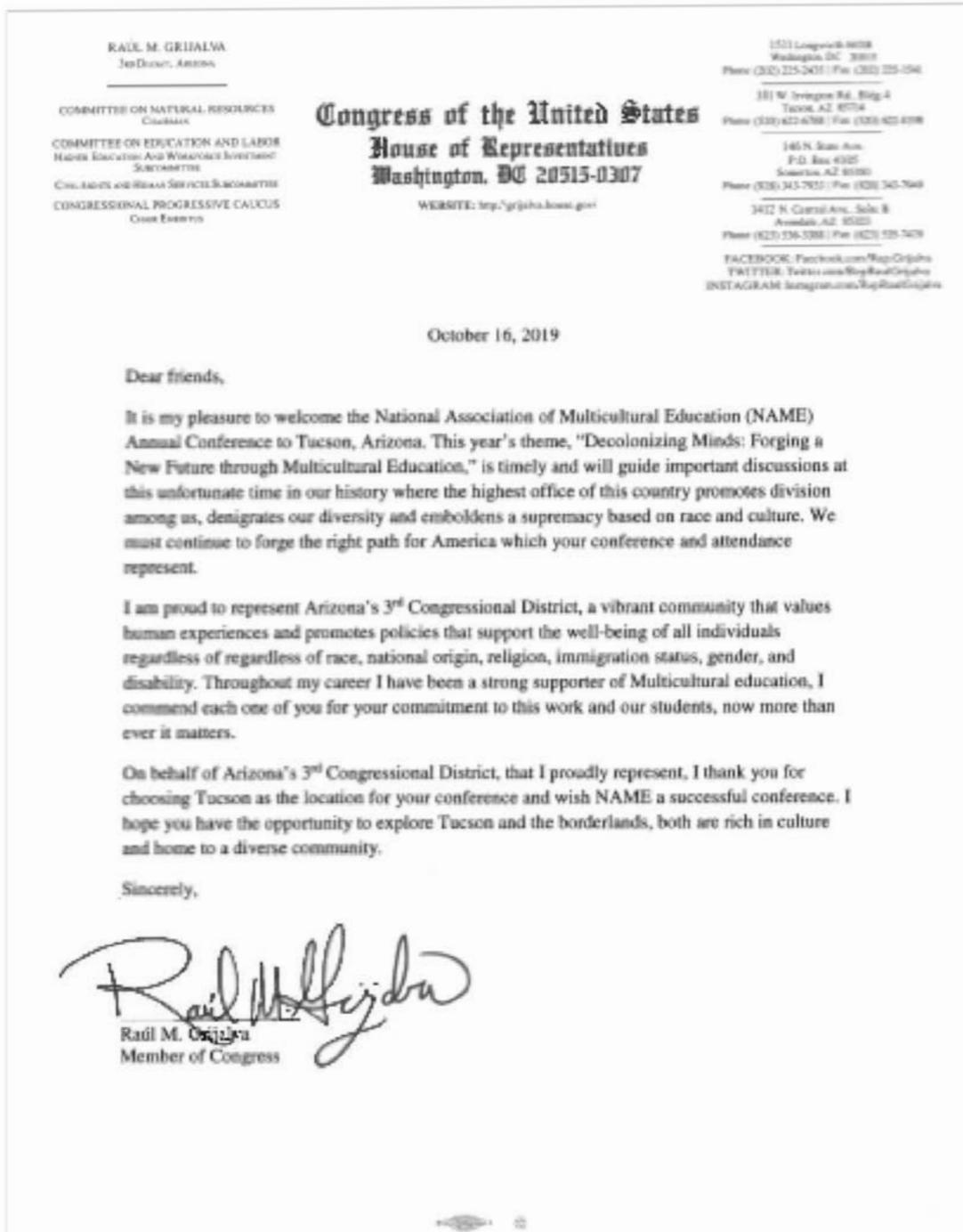
Our Tucson community revels in richness of beauty and culture. From its picturesque mountains, to its colorful sunsets, the *Old Pueblo* is a magical place of wonder. In addition to the natural beauty, Tucson is rich in history and culture. It is through the pedagogical practice of appreciation and inclusion of students' history and culture that centers Tucson in multicultural and culturally responsive education. Tucson has continuously made notable contributions to this work. This year's conference theme- Decolonizing Minds: Forging a New Future through Multicultural Education highlights the evolution of this work in Tucson and nationally.

I hope you join us in a tour of one of our local school sites to experience their offerings, immerse yourself in the transnational outing to engage with migrants in various stages of their journey on the border, or explore the Tucson mural art scene. In addition to the scholarly work presented, these type of experiences fuel our efforts toward educational equity.

Thank you for attending this conference and for your participation in NAME, where the seeds of innovation toward social justice are germinated.

Sincerely,

Lorenzo Lopez Jr.
Director- Culturally Responsive Pedagogy & Instruction
Tucson Unified School District





JONATHAN ROTHSCHILD
MAYOR

CITY OF TUCSON
OFFICE OF THE MAYOR

255 WEST ALAMEDA ST.
P.O. BOX 27210
TUCSON, ARIZONA 85726-7210
PHONE: (520) 791-4201

November 6, 2019

Greetings,

On behalf of the people of Tucson, it is my pleasure to welcome the National Association of Multicultural Education (NAME) Conference. The theme of this year's conference—Decolonizing Minds: Forging a New Future Through Multicultural Education—echoes Tucson's values, and our city is honored to host you.

Tucson is a community that celebrates diversity and equal opportunity, and one that recognizes the importance of these principles in education. We support the NAME mission of advancing and advocating for social justice and equity and applaud your commitment to be the voice for those who cannot speak for themselves. Thank you for once again choosing Tucson as the location for the NAME conference.

Your visit coincides with two yearly events in Tucson: The Loft Film Fest and the Dusk Music Festival—part of our vibrant arts and culture scene. I hope you will find time to enjoy our beautiful Sonoran Desert and mountains, fine shopping, dining and the many attractions here. Tucson is a welcoming city, and we are delighted to share it with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathan Rothschild".

Jonathan Rothschild
Mayor of Tucson



REGINA ROMERO, COUNCIL MEMBER
WARD 1 COUNCIL OFFICE

November 6th, 2019

Dear Friends,

¡Bienvenidos!!! On behalf of the City of Tucson, it is with great pleasure to welcome the 29th Annual National Association for Multicultural Education Conference.

This year's theme, **Decolonizing Minds: Forging a New Future through Multicultural Education** echoes Tucson's values, and our city is honored to host you.

Tucson is a community that celebrates diversity and equal opportunity, and one that recognizes the importance of these principles in education. We support the NAME mission of advancing and advocating a **New Future through Multicultural Education**, and we thank you for selecting Tucson as the location for your conference.

While you are in Tucson, I hope you will find time to enjoy our beautiful sunsets, and beautiful Sonoran Desert Mountains, our vibrant arts and culture, and our fine dining are one of our many attractions that Tucson has to offer. Tucson is a Welcoming City and we are delighted to share it with you. Please enjoy your conference and your stay in Tucson.

In Community,

A handwritten signature in black ink, appearing to read "Regina Romero".

Regina Romero
Council Member, Ward 1

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TUCSON UNIFIED

SCHOOL DISTRICT

Office of the Superintendent

November 6, 2019

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

Dear Colleagues,

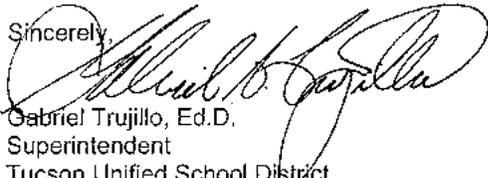
It is with great pride that I welcome you to the city of Tucson and the Tucson Unified community for this year's National Association for Multicultural Education Conference.

The Tucson Unified School District is Southern Arizona's largest school district and its most diverse. We are the proud home to students from around the world, with almost 100 languages represented in our district, we serve one of the state's largest refugee student populations and are proud to be the district of choice for the children of the Tohono O'odham and Pascua Yaqui nations.

In many ways, our district is a celebration and example of our nation's long history of being one of the world's most thriving multicultural and pluralistic societies. It is my hope that you will have an opportunity to explore some of our schools during your visit, as that is the best way to experience the power of our diversity. Whether you are able to see one of our nationally renowned Mariachi groups perform, visit one of our unique Two Way Dual Language schools, or are able to observe our award-winning Opening Minds Through the Arts classes, I have no doubt that these programs' ability to celebrate and promote culture through language and the arts will resonate with you long after your visit.

I want to thank you for your participation in this conference, and your unwavering belief in the crucial roles that the inclusion of multicultural perspectives in all aspects of the curriculum and the celebration of diversity play in strengthening and enhancing the educational experience for all children.

Sincerely,



Gabriel Trujillo, Ed.D.
Superintendent
Tucson Unified School District



Office of the Superintendent
2238 East Ginter Road
Tucson, Arizona 85706
Telephone No.: (520) 545-2025

November 6, 2019

Welcome colleagues!

On behalf of Sunnyside Unified School District, I would like to welcome you to Tucson and to this year's National Association of Multicultural Education (NAME) Conference.

As superintendent of the second largest school district in Southern Arizona, I am pleased that NAME has chosen our community for this important conference. This year's theme, *Decolonizing Minds: Forging a New Future through Multicultural Education* is a topic that is extremely relevant for districts like ours that are focused on ensuring equity and excellence for students. I am intrigued with the ideas that will be shared at the conference and look forward to discussing the implications of these concepts within our district.

I commended NAME's work in advocating for educational equity, multicultural education and social justice. This conference will provide our education community with an opportunity to come together as practitioners and learners to discuss these important topics in depth. For this reason, I challenge you to deeply engage in the critical conversations that will take place at the conference. Thank you for your dedication to the betterment of education for our children!

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Holmes", written over a horizontal line.

Steve Holmes
Superintendent

NAME Conference Special Features

CONTINUING EDUCATION CREDIT

CEUs are available through your participation at the 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.

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 380 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 Wednesday through Saturday. Pre-registration is required and additional fees apply. Find complete information on Intensive Institutes, beginning on page 25.

LOCAL SCHOOL 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 on-line in advance. Additional fees apply. See page 23 for details.

NAME's ANNUAL MULTICULTURAL FILM FESTIVAL: All screenings in White Dove.

This year we celebrate the 25th 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. We welcome filmmaker, Elizabeth Liang, who will discuss her film—*Alien Citizen*—immediately following the screening of the film. More information on page 30. For additional information, or to recommend new films for the NAME Festival, please contact Robin Brenneman on-site, who has chaired the committee for many years.

ON-SITE JOB BANK

If you are in the job market, or if you know of open positions that would be of interest to NAME people, please stop by the Job Bank table in the Marketplace. Remember, also that NAME has an on-line job bank as a regular feature of our website. Find diverse openings and/or recommend postings at: www.NAMEorg.org/name_job_Bank.php

Special Events**Wednesday Evening Event**

Opening of 25th NAME Multicultural Film Festiveal and Keynote speech with Angela Banks, immigration lawyer. See page XX for info.

NAME Board Meeting: Wednesday 8:00-8:45am

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: Thursday, 10:30-11:20am

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: Thursday 11:30-12:20pm

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.

Welcome Reception: Thursday 8:30–9:30pm in the Marketplace

Following the evening's General Session, join the reception that includes light appetizers, a cash bar and time to visit our exhibitors and connect with NAME members, both new and old friends.

President's Reception & Book Signing Saturday, 5:30-6:45pm

The Annual President's Reception is open to all conference attendees. Network with friends, colleagues and some of our prominent authors.

Social Justice Dine & Dialogue: Thursday 12:30-1:50pm

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 a facilitator 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: Friday & Saturday respectively, 8:00-8:45am

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 19 to find your region.

Annual NAME Awards Banquet: Saturday, 7:00pm

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 are presented at the annual banquet. 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 Thursday noon. Be sure to wear your dancing shoes! Congratulations to our award winners! Thank you for your great work.

Sankofa Session & Conference Closing: Sunday, 9:00-11:00am

This dynamic session provides another opportunity for the NAME family to talk together as we close the official conference. Facilitated by NAME leaders, Lisa Zagumny, Francisco Rios and Bette Tate-Beaver, it will fuel our spirits before we go back to our homes to continue our work. Our closing ceremony will send the NAME family off for a productive year.



Tucson Mural Project, San Miguel High School

NAME 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, 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' luncheons 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.

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.

The indicated affiliations refer to the time of NAME's founding.

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Regional Director: **Jasmine Jackman**, Peel School District, Ontario Canada

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**Welcome to NAME's 2019
Pre-Conference Day
Wednesday, November 6**

This day is full of optional school tours, Intensive Institutes and a special US-Mexico Border visit. Please pre-register for these events as space is limited and additional fees apply.

NAME Border Visit

Nogales, Sonora

Wednesday, November 6, 2019

NOTE: PASSPORTS ARE REQUIRED FOR THIS TOUR.

Time: 7:30am-5:00pm

Cost: Members: \$99; Non-members: \$89.

The purpose of this trip is to immerse participants in the social, political and historic realities of the US-Mexico Border. Participants will engage with representatives from the various entities that oversee this transnational community and how it is been affected by Trump era immigration and economic policies. These stake-holders will provide the context to the complex tapestry of *La Frontera*.

This experience will take participants across the US-Mexico border, to better understand the impact of immigration policy and militarization of the US-Mexico border. They will have the opportunity to briefly help migrants in various ways while visiting migrant support facilities. From exploring the physical space and proportions of the "wall", the use and re-purpose of concertina "razor wire," to assisting in shelters where asylum seekers idly wait, participants will experience *La Frontera* like few have before.

Tucson School Visits

Local planners have selected some of Tucson's most innovative schools for this year's School Visits. Space is limited so please register on-line early to participate. Additional fees apply.

IF YOU ARE GOING: Please meet your tour group in the Main Lobby of the hotel **15 minutes prior to the listed departure time.**

Wednesday School Visit

Davis Bilingual Elementary Magnet School | 8:00 a.m. – 12:30 p.m. (Cost: \$29)

Davis offers a Dual-Language Program that reflects and represents the community's unwavering commitment to bilingual education in general, literacy in English and Spanish in particular. The focus at Davis creates authentic learning environments where children are immersed in Spanish language development in all subject areas. The *Las Aguilitas de Davis Mariachi* group is an integral part of the second language learning process. *The Dolores Huerta Garden* is an outdoor classroom with math and science lessons in a real-life setting. Anita Fernandez, Prescott College; Norma Gonzalez, Tucson Unified School District

Website: <http://www.tusd1.org/dav>

To Make Donations to the Bosco Immigrant Shelter:

NAME folks can support the good work of the Boscos Immigrant Shelter. Donations can be mailed to the address below.

If you are attending the tour, the Shelter has requested that we bring "Care Packages", for example, small sizes of soap, shampoo, feminine products, wipes, etc. This will also be easy to cross at the Border. Do not wrap items. Place them in a shopping bag or pre-ship them to:

Mexican-American Student Services
3645 E. Pima St.
Tucson, Arizona 85719
C/O Maria Federico-Brummer:
NAME Migrant Supplies

Thursday School Visits

Manzo Elementary | 8:00 a.m. - 11:30 a.m. (Cost: \$29)

Manzo empowers children to be future leaders and stewards of the environment with hands-on STEAM (Science, Technology, Engineering, Art, and Math) initiatives implemented through growing vegetables, managing a chicken coop, an aquaponic system, observing a desert tortoise habitat and utilizing rainwater harvesting cisterns. Students at Manzo spend instructional time in the school's extensive outdoor classroom. Students are citizen scientists engaged in real-world scientific inquiry and investigations made possible through the ongoing support of community partners. Vegetables, eggs, and fish are grown on campus are sold to the community at monthly Manzo Markets. Steve LaTurco, Principal, Tucson Unified School District

Website: <http://www.tusd1.org/manzo>

Cholla High School | 12:00 p.m.- 3:30 p.m. (Cost: \$29)

Cholla's mission is to engage and prepare students for a global economy through a variety of programs. The school provides students with a well-rounded education through International Baccalaureate (IB), AVID, Foreign Languages, Fine Arts, JROTC and multiple CTE course offerings. Advanced Learning Experiences are provided through International Baccalaureate and AVID. Cholla's JROTC program is the only program of its kind in TUSD. The Cholla Arabic program is one of the premier high school Arabic language programs in the Western Hemisphere.

Website: <http://www.tusd1.org/Cholla>

Friday School Visit

Changemaker Campus | 8:00 a.m. - 1:30 p.m. (Cost: \$39)

Tucson's K-20 Changemaker Campus houses three educational institutions - Prescott College Tucson, Changemaker High School (9-12), and Mexicayotl Academy (K-8), offering an educational model focused on *decolonial and rehumanizing pedagogy*. Located in the Naylor neighborhood of Southeast Tucson, the student demographics of the K-20 campus are majority Latinx youth and offer dual language instruction, urban environmental justice curriculum, and community organizing praxis. The vision for the K-20 campus includes

developing a professional development site to train critically conscious educators and community organizers with the end goal of building power in Latinx communities and providing access to higher education. Anita Fernandez, Prescott College

Websites:

Prescott College <https://news.prescott.edu/news/prescott-college-tucson-presents-change-maker-partnership-corporate-board>

Changemaker High School <https://changemakerhighschool.org/>

Mexicayoti Academy <http://www.mexicayotlacademy.com/home.html>

Saturday Mural Tour

Time: 10:00-12:50pm (Cost: Members: \$29. Non-Members: \$49)

Muralism has been a tradition from our Indigenous forbearers to the radical social movement of the 50's & 60's. Epitomized by Rivera, Tamayo, and Siqueiros, a close study of local murals is a journey through the times, politics, and Chicano activism of any given era. Learn the different perspectives of what constitutes murals as opposed to big, pretty paintings on walls. Discussion of local muralists who have achieved international status such as Pazos, Mena, Tineo, Cardenas, Garza, and newer, up-and-coming artists will be included.

Website: <http://www.tucsonartsbrigade.org/tucson-mural-program>



Tucson, City of Peace

NAME Intensive Institutes

Registration is required for these extended sessions. Please go on line to register, or stop at registration. Space is limited. Participants who attend 6 hours or more pre-conference institutes will receive a certificate of completion. *NAME would like to extend a very special thank you to our friends and members who deliver the institutes for all of their work to make these amazing institutes possible!*

Wednesday Pre-Conference Institutes

W.1 Special NAME Institute--Training on Title IX.

Time: 11:00 am – 6:00 pm

Title IX Expert Presenters for this special institute:

Marta Larson, Educational Equity Consultant;

Georgina Dodge, Vice President of Diversity and Inclusion, University of Maryland. 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;

Amy Zavadil, Amy Zavadil Consulting, Advisory Board Member of ATIXA

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs that receive federal funding, but it is under attack. Efforts have been made by the U.S. Department of Education to weaken enforcement. This intensive institute lead by experienced Title IX experts will provide attendees with the information needed to understand the law and the obligations of educational institutions as well as best practices for supporting gender equity in education. This institute should be of special interest to anyone functioning as a Title IX Coordinator.

Topics Covered

- Title IX and other relevant laws
- Requirements of Title IX
- Duties of a Title IX Coordinator
- Defining Sexual Harassment
- Pregnant & Parenting Students
- Transgender Students
- Athletics
- Single Sex Schools & Programs
- Conducting an Effective Title IX Investigation

- Writing a Title IX Investigation Report

Fee: Member rate - with conference registration \$79 / Non-member rate - with conference registration \$99

W.2 Developing a Multicultural Education Curriculum. Time: 12noon-6pm

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

Fees: Member rate - \$49 / Non-member rate - \$79

W.3. Writing for Publication. Time: 12noon-6pm

NAME MCP Presenters:

Kevin Roxas, Multicultural Perspectives Senior Editor; **Alyssa Dunn**, Multicultural Perspectives Associate Editor

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

Fee: Member rate - \$49 / Non-member rate - \$79

W.4. Responding to Discriminatory Incidents at School. Time: 3-6pm

Presenter: **Lee Mun Wah**, Executive Director of 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 Fees: Member rate - \$29; Non-member rate - \$49

Thursday Intensive Institute

T. 5. RE-Imaging the Brilliance of Black boys: Self-Identity, Agency & Voice in Cultivating School Success. Time: 3-6pm

Presenter: **Brian Wright**, Assistant Professor & Program Coordinator of Early Childhood Education University of Memphis

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. *Fee: Member rate - \$29 / Non-member rate - \$49*

Friday Intensive Institute

F. 6. School Leadership Matters: Strategies to Successfully Implement Culturally Responsive Leadership Approaches in Schools. Time: 3:00-6:00pm

Presenter: **Ann E. Lopez**, NAME President, 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. *Fee: Member rate - \$29 / Non-member rate - \$49*



Tucson Mural Project

Saturday Intensive Institutes

Special Institute by *Teaching Tolerance*--

S.7. Accomplish SEL and Academic Goals with The Teaching Tolerance Social Justice Standards

Presenter: **Hoyt Phillips**, Deputy Director of the Teaching and Learning group at Teaching Tolerance.

Time: 10:30am-1:15pm

Learn how to support social emotional learning alongside academic goals with the Teaching Tolerance Social Justice Standards. Participants in this interactive session will learn how to easily incorporate the Teaching Tolerance Social Justice Standards to create and sustain classroom and school environments that honor diversity, equity and justice. Free materials provided. This session is most appropriate for classroom teachers, administrators, and counselors.

Fees: *Member rate - \$29. Non-member rate - \$49*

S.8. "Go for Broke:" Using James Baldwin to Decolonize Teachers' Minds.

Presenters: **Carl Grant**, University of Wisconsin–Madison; Graduate students from UW-M: **Jalessa Bryant, Laura Roeker, Brittany Johnson and Emma Gorski**

Time: 10:30–1:20pm

To reconcile the moral debts brought on by white supremacy, decolonization of the mind is required to conceive of a future free of oppression. "We are living in a very dangerous time," James Baldwin cautioned teachers in New York City in 1963, speaking of the racism that plagued the country. Over fifty years later, Americans still find themselves in a very dangerous time. Today, we witness children living in migrant detention camps, racist rhetoric from politicians, and the growing education debt for Black children. Urgent attention must be given to the ways students of color are treated by the American educational system. To these teachers, Baldwin offered a solution - to "go for broke" in their quest to correct the injustices faced by their students. This institute seeks to re-imagine Baldwin's words by discussing the ways teachers can "go for broke" to improve educational outcomes for all students.

Fees: *Member rate - \$29. Non-member rate - \$49.*

NAME 25th Multicultural Film Festival



2019 Film Descriptions

This is NAME's 25th year of showcasing great multicultural film resources with this year's selections. Several of the filmmakers are offering discounts for our participants. Many thanks to Robin Brenneman, for her leadership in collecting and screening the entries in our annual film festival. **All films will be shown in White Dove.**

ALIEN CITIZEN. Written and produced by Elizabeth Liang. Directed by Sofie Calderon. 2017. www.aliencitizensoloshow.com. 50 minutes. **Filmmaker Elizabeth Liang joins us for a Conversation in the breakout session following the film. Screening: Friday, 3:00pm**

Who are you when you're from everywhere and nowhere? *Alien Citizen* is a funny and poignant one-woman show about growing up in the intersections of identity as a dual citizen of mixed heritage in Central America, North Africa, the Middle East, and New England. Elizabeth Liang, like President Obama, is a Third Culture Kid or a TCK. Third Culture Kids are the children of international business people, global educators, diplomats, missionaries, and the military -- anyone whose family has relocated overseas because of a job placement. Liang weaves humorous stories about growing up as an *Alien Citizen* abroad with American commercial jingles providing her soundtrack through language confusion, first love, culture shock, Clark Gable, and sandstorms. She deals with the decisions every global nomad has to make repeatedly: to adapt or to simply cope; to build a bridge or to just tolerate. From being a Guatemalan-American teen in North Africa to attending a women's college in the USA, *Alien Citizen* reflects her experience that neither one was necessarily easier than the other. She realizes that girls across the world are growing into womanhood in environments that can be hostile to females (including the USA). How does a young girl cope as a border/culture/language/religion straddler in country after country that feels "other" to her when **she** is the "other?" Where is the line between respecting others and betraying yourself?

AMERICA, I TOO. Director: Anike Tourse. Producers: Angelica Salas, Daniel Solinger. 2017. New Day Films. www.newday.com. 20 minutes. **Screening Wednesday 7:00pm**

Young muralist Manny Santiago is arrested after being wrongfully accused of tagging his very own mural. After being unduly locked up in a holding cell overnight he learns that he was ordered removed back in 2008 due to his undocumented immigration status and that his name came up in the "gang database." Manny insists that he was nine years old in 2008, unaware of any pending deportation, and certainly not a part of any gang. When he refuses to sign a

voluntary departure form, Manny is sent into detention. Meanwhile Korean elder, Myeong Kim, is just starting her shift at the garment factory, the same factory where young pizza delivery guy, Ahmed Omar, has arrived to deliver a pizza. Both discover in horror, however, that they have walked into a setup for an immigration raid. The two bewildered and undocumented immigrants are sent to the same detention center as Manny. Manny, Myeong and Ahmed each go on to make three distinctly different journeys to stave off deportation and stay in the country. While wrestling with criminalization, humiliation and limited resources, Manny, Myeong and Ahmed each dig for their unique option for legal relief, and for the courage to fight for it. "America; I Too" is based on actual testimonies and true experiences.



AND THEN THEY CAME FOR US. Directors Abby Ginzberg and Ken Schneider. Producer Abby Ginzberg. 2017. Good Docs. www.gooddocs.net 50 Minutes. Discount code for NAME members: NAME-TCFU-20%. **Screening Friday, 12:30pm**

This film is a cautionary and inspiring tale for all societies. Seventy-six years ago President Roosevelt signed Executive Order 9066, paving the way for the forced incarceration of 120,000 Japanese Americans. *And Then They Came for Us* educates audiences about the constitutional damage done in the name of national security. Thousands of American citizens lost their homes, their businesses and their families due to war hysteria and racism. Yet the validity of these actions was upheld by the US Supreme Court in 1944, based on governmental lies which were later uncovered. Featuring Japanese Americans who were incarcerated, rediscovered photos of Dorothea Lange and the story of Fred Korematsu's long journey to justice, the film brings history into the present, as it follows Japanese Americans speaking out against the current Muslim travel ban and other regressive immigration policies.

BIRTH ON THE BORDER. Director: Ellie Lobovits. 2018. Women Make Movies. www.wmm.com. 28 minutes. **Screening Thursday, 10:30am**

This intimate and personal documentary follows two women from Ciudad Juárez as they cross the U.S.-Mexico border legally to give birth in Texas, putting their hearts and bodies on the line as they confront harassment at the hands of U.S. border officials. One million people legally cross the U.S.-Mexico border every day in both directions. Among them are women who cross for the purposes of childbirth. With the threat of obstetrical violence in Mexican hospitals and the desire for natural birth with midwives, Gaby and Luisa make the difficult decision to cross the border to El Paso, seeking a safer future for their children. Even with papers, their journeys are uncertain.

THE CORRIDOR. Director & Producer Richard O'Connell and Annelise Wunderlich. Producer Linda Peckham. 2017. Good Docs. www.gooddocs.net. 55 Minutes. Special discount code



for NAME members: NAME-COR-20%. **Screening Saturday, 3:00pm**

This film shows the inner-workings and challenges of San Francisco's Five Keys Charter School – the first high school of its kind in the United States that provides incarcerated adults the opportunity to earn a high school diploma to prepare them for successful reintegration into their communities. Designed upon the premise that the key to reintegration is education, Five Keys Charter School strives to create alternatives to the revolving door of incarceration. Enrollment is mandatory for all incarcerated adults who never received a high school diploma. In addition to classes

that range from algebra to civics, the school also offers lessons in art and meditation. For many of the students, the experience validates their humanity. As these adults begin to think about turning their lives around, *The Corridor* invites viewers to ask: is education the first step along the pathway to restorative justice?

COUNCIL WOMAN. Director: Margo Guernsey. 2018. Women Make Movies. www.wmm.com. 57 minutes. **Screening Thursday, 5:00pm**

This film is the inspiring story of Carmen Castillo, an immigrant Dominican housekeeper in a Providence hotel who wins a seat in City Council, taking her advocacy for low-income workers from the margins to city politics. The film follows Castillo's first term as she balances her full-time day job as a housekeeper with her family life and the demands of public office. She faces skeptics who say she doesn't have the education to govern, the power of corporate interests who take a stand against her fight for a \$15 hourly wage, and a tough re-election against two contenders. As Castillo battles personal setbacks and deep-rooted notions of who is qualified to run for political office, she fiercely defends her vision of a society in which all people can earn enough to support themselves and their families.

DECADE OF FIRE. Directors & Producers Vivian Vázquez Irizarry & Gretchen Hildebran. Producers Julia Steele Allen & Neyda Martinez. 2018. Good Docs. www.gooddocs.net 75 minutes. Special discount for NAME members: NAME-DOF-20%. **Screening Thursday, 11:30am**

In the 1970s, the Bronx was on fire. Abandoned by city government, nearly a half-million people were displaced as their close-knit, multi-ethnic neighborhood burned, reducing the community to rubble. While insidious government policies caused the devastation, Black and Puerto Rican residents bore the blame. In this story of hope and resistance, Bronx-born Vivian Vázquez Irizarry exposes the truth about the borough's untold history and reveals how her embattled and maligned community chose to resist, remain and rebuild. *Decade of Fire* tells the story of the South Bronx that you've never heard before.

EXILED. Director, Producer & Cinematographer Mike Seely. Editor & Co-producer John Kane. Associate Producer Diya Guha. 2017. Good Docs. www.gooddocs.net. 30 minutes. Discount code for NAME members: NAME-EX-20%. **Screening Friday, 4:00pm**

This film tells the emotional and complicated stories of two deported U.S. military veterans living in Tijuana, Mexico. Although these soldiers had “lawful permanent resident” status in the U.S. and performed honorable military service, they have been sent back to their birth countries because of criminal convictions. Mauricio Hernandez struggles with severe PTSD as a result of his time as a U.S. combat soldier in Afghanistan, but in Mexico, he has no access to the mental healthcare that he is entitled to as a veteran. With sweat, tears and grassroots organizing, deported paratrooper Hector Barajas is on a mission to raise awareness about the deported veteran issue, and reunite with his 11-year-old daughter in Compton, California.



FOLLOWING THEIR LEAD: YOUTH IN ACTION. A series of short films. 2018. Brave New Films. www.bravenewfilms.org. 40 minutes. **Saturday 2:30pm**

Youth leaders have been instrumental in leading progressive movements throughout American history. During the Civil Rights Movement, young people played a pivotal role in ending segregation through nonviolent sit-ins and walk-outs. Youth organizers in the late sixties were responsible for lowering the voting age to 18. And more recently, Parkland students from Marjory Stoneman Douglas High School organized one of the largest youth-led protests to date, mobilizing over 1.2 million people for the March for Our Lives protest. Young people are still using their collective power to lead change-making movements. The series spotlights youth-led advocacy groups across the country who are creating positive change on critical social and political issues. Young people are experts on their lives and the change they want to see in the world; they also bear the consequences of today’s decision-making. Their voices are powerful and should be heard. The youth voice needs to be at the decision-making table for all issues. Their help is essential for an inclusive and responsive democracy.

NAILED IT. Director: Adele Free Pham. Co-Producer: Kelvin Saint Pham. 2018. Third World Newsreel. www.twn.org. 59 minutes. **Screening Thursday, 2:00pm**

Visit any strip mall in the United States, and there’s bound to be a Vietnamese nail salon. While ubiquitous in cities across the country, few Americans know the history behind the salons and the 20 Vietnamese refugee women, who in 1975, sparked a multibillion-dollar industry that supports their community to this day. Weaving powerful personal stories with insightful interviews, *Nailed It* captures an unforgettable and often hilarious saga born of tragedy, charting the rise, struggle, stereotypes, and steady hold Vietnamese Americans have on today’s multiethnic \$8 billion-dollar nail economy.

PERSONAL STATEMENT. Producer: Beth Levison. Director: Juliane Dresser and Edwin Martinez. 2018. Good Docs. www.gooddocs.net. 57 minutes. Special discount code for NAME members: NAME-PS-20%. **Screening Thursday, 3:00pm**



Three seniors at Brooklyn high schools are determined to get their entire classes to college, even though they aren't even sure they are going to make it there themselves. They are working as college counselors in their three schools because many of their friends have nowhere else to turn for support.

THE PUSHOUTS. Director Katie Galloway. Co-Director Dawn Valadez. Producers Katie Galloway, Dawn Valadez and Daniella Brower Sueuga.

2018. Good Docs. www.gooddocs.net. 56 Minutes. Discount code for NAME members: NAME-TPO-20%. **Screening Saturday 4:00pm**

"I was in prison before I was even born." So begins the story of Victor Rios - a high school dropout, gang member, and three-time felon by 15. But when a teacher's quiet persistence, a mentor's moral conviction, and his best friend's murder converge, Rios' path takes an unlikely turn. Two decades later Rios - by then a 36-year-old tenured UC professor, author and national thought leader on the school-to-prison pipeline - gets a call. "Hey Hotshot." It's Martín Flores, Rios' high school mentor, who he hasn't heard from in 15 years. "I know you're busy, but I need you to come down to Watts this summer and work with my kids." It's a make-it-or-break-it moment for these youth, warns Flores - who directs a program serving 16 to 24-year-olds who haven't finished high school. "We get them on the right path now, or we lose them to the system." Woven with archival material stretching back 25 years to Rios' own troubled adolescence and including the contemporary story of this fateful summer in Watts.

SOMEWHERE BETWEEN. Director Linda Goldstein Knowlton. 2012. Good Docs. www.gooddocs.net. 45 minutes *Recommended only for audiences 14 and up due to mature emotional content. Discount code for NAME members: NAME-SB-25%. **Screening Saturday, 10:00am**

While many adoption-focused documentaries give voice to adoptive parents, *Somewhere Between* explores the emotional and cultural impact of adoption from the point of view of four teenage girls, all adopted from China. This award-winning film shares their personal journeys as these adoptees convey the experiences of a generation of young people attempting to reconcile their multiple identities. A recent adoptive parent of her own Chinese baby, filmmaker Linda Goldstein Knowlton opens the film expressing her concerns for her daughter. How will she build a strong sense of identity as she grows older? Will she feel like an "outsider" living in a family with two Caucasian parents? How will she supplement the missing pieces of her early life? Goldstein Knowlton seeks these answers by chronicling the experiences over two years of Haley, Jenna, Ann, and Fang, all struggling to find their place in the world. Shedding stereotypes and a one-size-fits-all identity.

SUPPRESSED: THE FIGHT TO VOTE. Produced and Directed by Robert Greenwald. 2018. Brave New Films. www.bravenewfilms.org. 35 minutes. **Screening Saturday, 11:00am**

This documentary weaves together personal stories from voters across the state of Georgia to paint an undeniable picture of voter suppression in the 2018 midterm election where Stacey Abrams fought to become the first Black female governor in the U.S. The issues Georgians faced included polling place closures, voter purges, missing absentee ballots, extreme wait times and a host of voter ID issues – all of which disproportionately prevented many students and people of color from casting their ballots. *Suppressed: The Fight to Vote* features experts, poll watchers and everyday Georgians speaking to the reality of voter suppression and the threat it poses in 2020. In a race that was ultimately decided by 54,723 votes, the film exposes that the basic constitutional right to vote continues to be under siege in America.



THERE GOES THE NEIGHBORHOOD. Directed by Angelique Molina. 2016. Women Make Movies. www.wmm.com. 27 minutes. **Screening Thursday, 4:00pm**

This film intimately follows an extended Black family of View Park-Windsor Hills, CA as they experience changes due to gentrification and reflect on their shifting community. View Park-Windsor Hills is the largest Black middle-class neighborhood in the US. Adele Cadres is a longtime resident and mother of three who gives us insight into the history of the neighborhood. Her eldest daughter Ayana Cadres raises her biracial children with the hopes that they foster the utmost respect and reverence for the Black community she grew up in. As the family and other residents reflect on the history and culture of their neighborhood, they debate the issues of maintaining a changing community. With the national conversation about the housing crisis continues and more and more people are being priced out of the market, this is a timely film.

WARRIOR WOMEN. Directors Elizabeth A. Castle & Christina D. King. Producer Anna Marie Pitman. 2018. Good Docs. www.gooddocs.net 64 Minutes. Discount code for NAME members: NAME-WW-20%. **Screening Friday, 11:30am**

In the 1970s, with the swagger of unapologetic Indianness, organizers of the American Indian Movement (AIM) fought for Native liberation as a community of extended families. *Warrior Women* is the story of Madonna Thunder Hawk, one such AIM leader who shaped a kindred group of activists' children - including her daughter Marcy - into the "We Will Remember" Survival School as a Native alternative to government-run education. Together, Madonna and Marcy fought for Native rights in an environment that made them more comrades than mother-daughter. Today, with Marcy - now a mother herself - both women are still at the forefront of Native issues, fighting against the environmental devastation of the Dakota Access Pipeline and for indigenous cultural values.

Kinds of Breakout Sessions

During the breakout 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 filmmaker's session will immediately follow the screenings of their work in the film festival. For the list and schedules of this year's Conversations, see page XX. Conversations will be held in the **Joshua Tree 2**.

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. The Founder's Forum is scheduled for **Friday at 5:30pm** in **Joshua Tree**.

P Poster Sessions

Poster 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 **Presidio Ballroom Foyer**.

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. Roundtable will meet in **Presidio 5**.

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.

Conversations With Authors & Filmmakers

All Conversations with... will be held in Joshua Tree 2

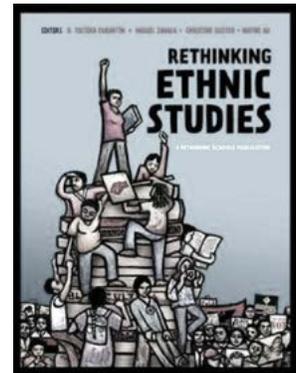
Friday 11am:

Conversation with Christine Sleeter and R. Tolteka Cuauhtin, authors of *Rethinking Ethnic Studies*, published by Rethinking Schools.

Using an interactive format, they will share their involvement in ethnic studies, how they see the relationship between ethnic studies and multicultural education, what led to the book, and unique features and contributions of the book.

R. Tolteka Cuauhtin is an interdisciplinary social justice-based educator, community scholar, organizer, and artist. He is a statewide lead liaison and spokesperson for the *Save CA Ethnic Studies Coalition*, composed of more than a hundred community of color-based organizations and institutions, and with 10,000+ individuals signed on in support. As a high school teacher Tolteka helped open and served in leadership roles at Social Justice Humanitas Academy in Los Angeles Unified School District from 2011-2018, helping take the school and its students to a 95%+ graduation rate in a socioeconomically disadvantaged community, proving it is possible.

Christine E. Sleeter, Ph.D is Professor Emerita in the College of Education at California State University Monterey Bay, where she was a founding faculty member. She is past President of NAME. Her research focuses on anti-racist multicultural education, ethnic studies and teach education.



3:00pm Friday

Conversation with Anni K. Reinking, author of *Not Just Black and White: A White Mother's Story of Raising a Black Son in Multiracial America*. Published by Read the Spirit Books an imprint of Front Edge Publishing, LLC

America is a racially divided nation. All of us are familiar with the headlines in recent years of white Americans anxiously calling police about innocent black Americans they encounter. Among the troubling news stories are incidents sparked by black young people simply napping in a dorm room, shopping for clothing, touring a campus or holding a business. Her roles as mother and researcher come together in this new book. She shares her family's life in the hope that these stories will foster learning, discussion and new places for reflection and growth. She is honest even



Conversations With Authors & Filmmakers

All Conversations will be held in Joshua Tree 2

about her own occasional stumbling as a mother through cross-racial experiences in which she discovered how much more she has to learn. In telling those true stories, she invites readers to open up their own lives. Anni K. Reinking is an Assistant Professor in the Early Childhood program at Southern Illinois University Edwardsville. Professionally, she dedicates her time to research and writing, specifically on the topics of play-based practice, teacher preparation techniques, effective coaching and mentoring strategies, and multicultural education.

Friday 4:00pm:

Conversation with Filmmaker Elizabeth Liang, filmmaker of *Alien Citizen*. Written and produced by Elizabeth Liang. Directed by Sofie Calderon. 2017. www.aliencitizensoloshow.com.

50 minutes. Screening: Friday, 3:00pm in White Dove/Convo with... at 4pm in Joshua Tree.

More information on page 30.

Saturday 10am:

Conversation with Kristina Valtierra and Marya Whitaker, authors of *Schooling Multicultural Teachers: A Guide to Program Assessment & Professional Development*. Emerald Points, Pub.



Marya C. Whitaker and Kristina M. Valtierra



Kristina Valtierra is an Assistant Professor of Education at Colorado College. A scholar-practitioner, she spent over 15 years as a classroom teacher, instructional coach, and educational consultant. Marya Whitaker is an Associate Professor of Education at Colorado College. She is a developmental educational psychologist with expertise in social and political issues in education.

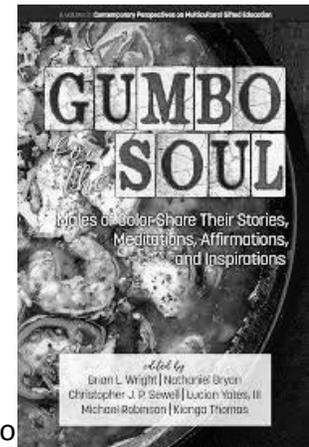
The cultural identities of teachers inevitably influence the interactions they have with their students. These relationships, in turn, impact teaching and learning processes. Supported by over 20 years of research on multicultural education, this book offers guidance for enhancing teachers' instructional practices by using the Dispositions for Culturally Responsive Teaching Scale (DCRPS). Developed by the authors, this is the only validated scale that measure the diversity-related beliefs, values, and attitudes that underpin multicultural teaching practices. *Schooling Multicultural Teachers* offers a historical overview of the multicultural education context, followed by practical examples of how the DCRPS can support program evaluation, as well as guide pre-service and in-service teacher development across diverse programs and demographic contexts. The authors share examples of how to interpret the DCRPS responses, how to combine the DCRPS with other resources, and how to customize professional development that builds on teachers' dispositional strengths while also addressing community-specific issues.

Conversations With Authors & Filmmakers

All Conversations will be held in Joshua Tree 2

Saturday 2:00pm:

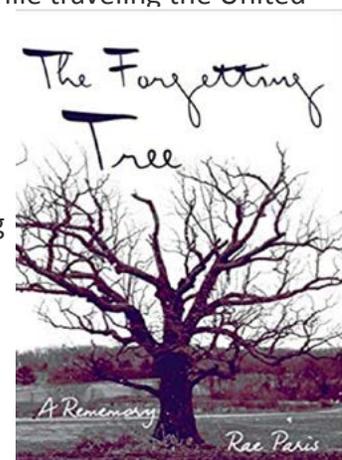
Conversation with Brian L. Wright, Associate Professor at the University of Memphis will discuss his publication, *Gumbo for the Soul III: Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations*. This book is for, about, and by Males of Color. It amplifies triumphs and successes while documenting trials and tribulations that are instructive, inspiring, and praiseworthy. These counter-stories challenge dominant narratives that too frequently racialize and frame the bodies of Males of Color as a suspect, threatening, and malevolent. Despite some progress, Black and Brown male bodies are seen “as larger, more threatening, more potentially harmful, and more likely to require force to sized White [male] bodies” (Kendi, 2019, p. 71). Challenging the legacy of the construction of the “dangerous” Black and Brown body, which seems to present these bodies as “armed,” even though they unarmed. This conversation with the lead co-editor of this book humanizes, contextualizes, and decolonizes the mind and the all too familiar pervasive negative view of Males of Color manufactured in the public’s imagination. Rather than continued preoccupation with what Males of Color are not, *Gumbo for the Soul III* accentuates the strengths, assets, gifts, and talents that reside in Males of Color.



Saturday 3:00pm

Conversation with Rae Paris, author of *The Forgetting Tree: A Rememory*.

Rae Paris began writing *The Forgetting Tree: A Rememory* in 2010, while traveling the United States, visiting sites of racial trauma, horror, and defiance. The desire to do this work came from being a child of parents born and raised in New Orleans during segregation, who ultimately left for California in the late 1950s. After the death of her father in 2011, the fiction Paris had been writing gave way to poetry and short prose, which were heavily influenced by the questions she’d long been considering about narrative, power, memory, and freedom. Rae Paris is faculty at the University of Washington.



Co-Sponsors of the 2019 NAME Conference



Wednesday November 6
NAME 2019 International Conference
Pre-Conference Events



NAME's Pre-Conference Day provides rich opportunities for special experiences. These events have limited space; pre-registration is required. Please register online. Additional fees are required.

NAME Visit to the Arizona/Mexico Border. See page 21 for complete information.

- **La Linea/The Other Side: Exploring the Social & Political Realities of Ambos Nogales.** 60 miles from Tucson.

Intensive Institutes:

See page 25 for information.

- W.1 Special NAME Institute--Training on Title IX.** 11:00 am – 6:00 pm
- W.2 Developing a Multicultural Education Curriculum.** 12noon-6:00pm
- W.3. Writing for Publication.** 12noon-6:00pm
- W.4. Responding to Discriminatory Incidents at School.** 3.00-6:00pm

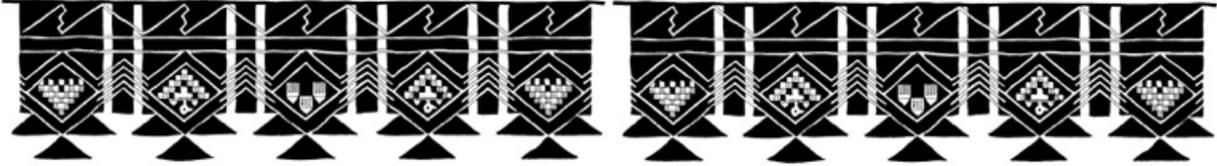
Tucson School Tour:

See page 22 for complete information.

- **Davis Bilingual Elementary Magnet School**



Welcome to the 29th Annual International Conference



Friday, Nov. 8 • 1:40 – 2:50pm

Turquoise Ballroom

29th Annual NAME International Conference

Kick-Off Film & Keynote

Convener:

Robin Brenneman

Film Festival Committee Chair

Welcome:

Bette Tate-Beaver

NAME Executive Director

Introduction:

Cherry A. Banks

University of Washington–Bothell

Keynote:

Angela M. Banks

Arizona State University

Immigration & Human Rights

Professor of Law

Film Screening:

AMERICA; I TOO.

Director: Anike Tourse. Producers: Angelica Salas, Daniel Solinger. 2017. New Day Films.

<http://www.newday.com/>. 20 minutes.

Three arrested and detained undocumented immigrants must navigate the system to fight impending deportation. America; I Too, stars Academy Award nominee Barkhad Abdi and features the music of Grammy winners Quetzal. While wrestling with criminalization, humiliation and limited resources, Manny, Myeong and Ahmed each dig for their unique option for legal relief, and for the courage to fight for it. Based on actual testimonies and true experiences. More information on page 30.

NOTE: The website for the film includes a downloadable powerpoint to assist undocumented immigrants with proper and legal ways to prevent or fight deportation.

Visit: <https://www.newday.com/film/america-i-too>



NAME

National Association for Multicultural Education

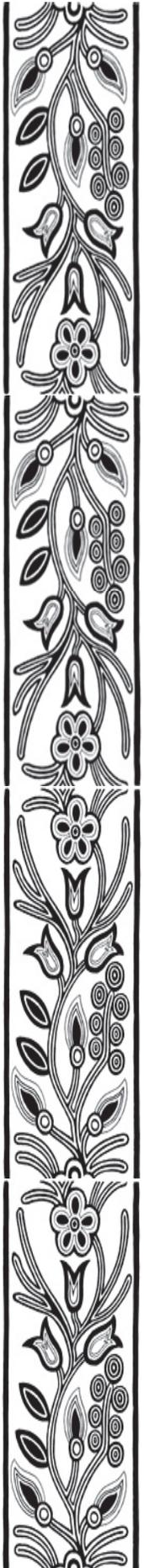
NAME.org

2019 International Conference • Tucson THURSDAY • AT • A • GLANCE

7:30am – 6:30pm	Registration Open	
8am – 8:45am	NAME Board Meeting	
9am – 10:15am	General Session: Local Panel	Turquoise Ballroom
10:30 – 11:20am	Breakout sessions (including 1 st Timers session)	
11:30am – 12:20pm	Breakout Sessions (including Mentor-Mentee Connection)	
12:30pm – 1:50pm	Dine & Dialogue	Turquoise Ballroom
2:00pm – 2:50pm	Breakout Sessions	
3:00pm – 3:50pm	Breakout Sessions	
4:00pm – 4:50pm	Breakout Sessions	
5:00pm – 6:20pm	Breakout Sessions	
7:00pm – 8:30pm	General Session: James Banks' Global Panel	Turquoise Ballroom
8:30pm – 9:30pm	Welcome Reception	Marketplace

Also during breakout sessions:

Special Session	Location
• Roundtables	Presidio 5
• Poster Sessions	Presidio Foyer
• MC Film Festival	White Dove
• Conversations With...	Joshua Tree 2



2019 NAME Conference

Thursday, Nov. 7

Pre-Conference Day Events



The following special activities require pre-registration as space is limited.
Please register on-line. Additional fees are required.

Intensive Institute:

T.5. RE-Imagining the Brilliance of Black Boys: Self-Identity, Agency & Voice in Cultivating School Success. 3.00-6:00pm. Complete information on page 25.

Tucson School Tour:

Pre-registration is required; space is limited. Complete information on page 23.

- **Manzo Elementary School.** 8:00am-11:30am
- **Cholla High School.** 12:00noon-3:30pm



Thursday, Nov. 7 • 9:00am – 10:15am
Turquoise Ballroom

General Session

Convener:
Ann Lopez
NAME President

Welcome:
Lorenzo Lopez, Jr.
Local Planning Team, Tucson Unified
School District



Panel Moderator:
Raul Aguirre
NAME Local Planning Committee
REA Media Group, Inc.

Panelists:
Anna O'Leary
Director
Mexican American Studies Program
University of Arizona

Bill De La Rosa
Oxford University graduate

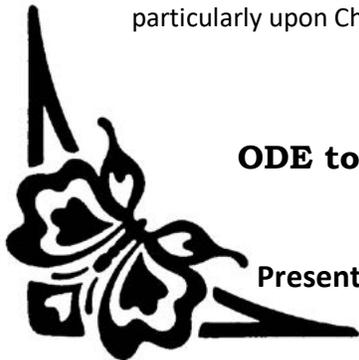
Imelda Cortez
Tucson Unified School District

This session provides opportunities for participants to engage in discussion, ask questions, and learn from colleagues and community members based in Tucson AZ, to further understanding and clarity between reality, rhetoric, and "fake news." Join the discussion regarding migration and the US southern borderlands within historical and contemporary contexts. Hear academic experts and personal accounts of the impact of US immigration policy and its impact on borderlands at the U. S./ Mexico border, particularly upon Chicano and Latino communities.

Following the Panel:

**ODE to an Invisible Hero of Social Justice
in American History**

Presentations by Mansfeld Magnet Middle School
Eighth Grade Students





Thursday Nov. 7 • 10:30 – 11:20am
Presidio-V

Special Roundtables
by
8th Grade Students from
Mansfeld Magnet Middle School

Ode to an Invisible Hero of Social Justice in American History

Eighth grade CR/Gate students at Mansfeld Magnet Middle School have been working on a unit entitled 'A Dream Deferred' in which they have examined Civil Disobedience through an American History lens; beginning with the American Revolutionary War and concluding with current LGBTQ issues. Students have selected individuals of history that have gone unnoticed in the dominant historical narrative that have worked for social justice in their communities. Students chose historical figures of interest to them, created poetic Odes, and elaborated them in multimodal representations.

Students will be showcasing their original scholarly work.

Mansfeld students will be presenting their work in
special rountable presentations
during both the 10:30am and 11:30am breakout sessions.

Come learn from our youngest social justice advocates.

Mansfeld Teachers:
Kevan Kiser-Chuc
Maria Balaguer

Thursday Morning Breakout Sessions 10:30 - 11:20am

- T10.30.01
Introductory
Emancipatory Education: Foundations for Multicultural Education in the Classroom. Essential to the attainment of equitable school outcomes for ethnically and linguistically diverse students is the foundational understanding of James A. Banks' (2019) multicultural education framework. This introductory presentation provides teachers with an engaging and informative insight into the necessary components in becoming effective educators for culturally and linguistically diverse students. **Presenter: Salandra Grice**, Conscious Education Consulting, LLC
- Agave I
Presentation
- T10.30.02
Introductory
Who, When, Where, Why, and How: Re-constructing Multicultural Educational Spaces. Multiculturalism is a dynamic, rich concept that includes a multitude of human differences. We strive to emphasize the importance of teaching and learning in the NAME of multicultural education. This presentation will center on decolonizing the embedded perceptions of official knowledge by promoting the importance of diversity, inclusion, and equity. **Presenters: Ashley Akenson**, Tennessee Technological University; **Dorota Silber-Furman**, Tennessee Technological University
- Agave II
Presentation
- T10.30.03
Introductory
Co-Teaching Diversity at a University that Really Needs It. This session will engage the attendees in our interactive approach to teaching a diversity segment in a required education course to predominantly Appalachian students. We use history, personal stories, and an exercise in making assumptions to expand their understanding to encompass types of marginalization they may not have experienced personally. **Presenters: Lola Aagaard**, Morehead State University; **Daryl Privott**, Morehead State University
- Agave III
Interactive Workshop
- T10.30.04
Intermediate
Are we there yet? Still Teaching Diversity after all these years. The challenge of teaching Gen Z in the age of Trump. The road to preparing new teachers for diverse classrooms is still long with no end in sight. Gen Z is experiencing young adulthood under the most oppressive admin-
- Coronado I
Interactive Workshop

istration in the history of our country. We will explore how to reach them and challenge the narrative of FOX news. **Presenters: Joy Cowdery**, Muskingum University; **Meri Linn McCollum**, Muskingum University

T10.30.05 Coronado II
Introductory Presentation
Educating the Next Generation of Culturally Responsive Educators to the Power of Stories. The human brain responds to social and cultural messages transmitted through the teaching practices of their educators. This presentation will share how the use of multicultural story-telling through literature serves to cultivate prior knowledge, to increase engagement, and to enlighten students to political realities and worldviews. **Presenters: Beryl Watnick**, Union Institute & University; **Dawn Bolton**, Decatur Public Schools

T10.30.06 Joshua I
Advanced Interactive Workshop
Decolonizing the Mind: Contemplating Race and the Power of the Narrative. Some historically marginalized groups have been narrated into the conception of a white identity, while others were ascribed a minoritized status or identity. Narratives holds the power of transformation. This workshop is designed to engage participants by actively confronting the ways colonization has unconsciously influenced thinking. Participants will, thoughtfully, decolonize and re-construct their own narratives. **Presenters: Daryl Thorne**, Trinity Washington University/2ruthTalk.org; **Lawana Brown**, 2ruthTalk

T10.30.07 Palo Verde I
Intermediate Presentation
Disrupting the Silence: Teaching about Racism and Social Inequities in Higher Education. This session explores opportunities and challenges in teaching about racism and social inequities in undergraduate and graduate programs. Presenters share experiences in conceptualizing and implementing pedagogical strategies and curricular materials to foster student-centered learning that challenges racism and inequities, explores counterstories, disrupts white supremacy, and promotes advocacy and allyship. **Presenters: Amy Samuels**, University of Montevallo; **Gregory Samuels**, University of Montevallo

T10.30.08 Palo Verde II
Intermediate Panel
Intersectionality of Race and Religion in the 'Utah Bubble': Pre-Service Teachers Examine Privilege and Identity. This panel of pre-service teachers and their professor will define and explain the 'Utah Bubble' phenomenon, and the causes and impacts on pre-service teachers. The student presenters will also share aspects of how they have developed beliefs about race and

social class during the course of their educational career. **Presenters: Abraham Daye**, Southern Utah University; **Dallin Tripp; Tess Oldroy; Brianne Kramer**, Southern Utah University

T10.30.09

Intermediate

Presidio IV

Presentation

Black Men, White Classrooms: A Critical Race Theoretical Analysis of the GC Call Me MiSTER Program. Black males account for a paltry two percent of the nation's teaching force. The Call Me MiSTER program at Georgia College has existed for four years to help decolonize classrooms by addressing this disparity. The presentation will explore the program's development via a critical race theoretical lens. **Presenter: C. Emmanuel Little**, Georgia College

Tucson Conference Planning Team

This conference is the culmination of many hours of planning and logistical details by a small group of dedicated people. Many thanks for your good work in preparation and delivery of this extraordinary experience for NAME people.

Lisa Zagumny, Conference Co-Chair
 Bette Tate-Beaver, Conference Co-Chair
 Lorenzo Lopez, Jr.
 Raul Aguirre
 Norma Gonzales

Bette's Crew

Lynne Aoki
 Tessa Bishop
 Robin Brenneman
 Aminah Cunningham
 Amirah Cunningham
 Jahri Cunningham
 Lewis Diuguid
 Tasha Lebow
 Krista McAtee
 Rebecca Russell
 Melba Venison
 Derrick Wolf
 Brian L. Wright
 Lisa Zagumny

T10.30.13

Rincon

Introductory

Presentation

Don't Push (Us) 'Cause We're Close to the Edge: Muted Screams from Black Doctoral Students at PWIs. The presenters offer a theoretical framework of intersectionality and of racialization to decipher marginalization of doctoral students who attend and/or work as staff and faculty in primarily white institutions (PWIs), in general, and resistance in PWI classrooms, in particular. Additionally, we articulate a Five-Tier Theory for Marginalized Doctoral Students as a practical typology. **Presenters:** **Donna Druery**, Texas A&M University; **Joel Berrien, Jr**, Texas A&M University; **Benita Kluttz-Drye**, Rowan University; **Camille Kluttz-Leach**, Winston-Salem State University

T10.30.14

Santa Rita

Advanced

Presentation

Kin Folks Ain't Always Skin Folks: A Chinese American Teacher Working with Mexican American Students. Drawing from Culturally Responsive Teaching and Borderlands Theory, this autoethnography explores a male Chinese American teacher's seven-year experiences of working with Mexican American students in a Southwestern urban charter school district. Specifically, it examines how this teacher manifested culturally responsive teaching and decolonized kinships with his students. **Presenter:** **Lin Wu**

10:30-11:20am

First Timers' Orientation & Welcome

Joshua Tree 2

If you are new to NAME this is an excellent way to meet people and get involved with this dynamic group of activist/educators. Come meet some of the NAME family and learn how to get the most out of the conference. It is a great way to get more involved both nationally and connect with NAME folks in your region.

Call for Chapter Proposals

to be published in a volume by
Rowan & Littlefield Education
 in conjunction with



English Language Learners: A Social Change Perspective

The recent increase in immigration patterns in the US has meant an increase in the number of children whose first language is not English entering American schools. Some reports indicate that as many as one in four students come from families where the language spoken in the home is not English. Therefore, it is imperative that all teachers have access to credible information that will assist them understand the English language learner (ELL), develop effective strategies to teach ELLs, create effective learning environments and use assessments to meet the needs of English language learners as well as garner community resources to support ELLs. This manuscript will be written from a practitioner's perspective and will be designed for practitioners. Social change will be a guiding theme throughout each chapter. Using a scholarly voice with a focus on elements such as cultural relevance, multiculturalism, learner centered, authentic assessment, and diversity, each chapter will be based on theory with a focus on practice.

- I. Characteristics of English Language Learners
- II. Effective Learning Environments for English Language Learners
- III. Curricular Materials for English Language Learners
- IV. Instructional Strategies for English Language Learners
- V. Assessing the English Language Learner
- VI. Garnering Community Resources to Support English Language Learners

The above suggested content is not exhaustive. Researchers and practitioners can suggest other suggested topics that fit the content of the book.

Target Audience

The primary target audience for this manuscript is education professionals who serve ELLs. This book will be of interest to classroom teachers, but it will also interest administrators, community activists, teacher educators and others who are working to ensure that ELLs receive a quality education.

Submission Procedure

Researchers and practitioners are invited to submit on or before **November 30, 2019**, a 750-word proposal clearly explaining the focus of their chapter.

Submissions are to be sent to Dr. Ashraf Esmail at ashesmail@aol.com

Authors will be notified by January 15, 2020 if their proposed proposals are approved to move forward with their chapters.

T10.30.15
Intermediate
Diversity as a Social Design Tool to Forge Equity in STEM Education. In this session, we will critically examine and discuss a social design research study that used diversity of interests and diversity of experiences as a design tool to forge equity in STEM education. (audience: researchers, teachers, teacher educators, community) **Presenter: Deena Gould**, Arizona State University

T10.30.16
Intermediate
Reimagining Teacher Education with The Hate You Give. In this interactive session, educators will discuss how the novel *The Hate You Give*, can be used as a text for multicultural teacher education courses. Participants will discover how the novel can help pre-service teachers explore implicit bias, double consciousness, code-switching, racism, white privilege, educational inequities, and evaluate their own practices. **Presenter: Shimikqua Ellis**, University of Mississippi

T10.30.17
Advanced
Millennial Preservice Teachers, Liberal Beliefs and Self-Assessment of Cultural Competence. How do millennial preservice teachers, characterized as globally-minded, receptive to diversity, and committed to social justice, assess and justify their cultural competency and cultural teaching competency? This presentation unpacks perspectives constructed about millennial preservice teachers' liberal attitudes and the gaps in their pre-post self-assessment of cultural competency and the implications. **Presenter: Omiunota Ukpokodu**, University of Missouri-Kansas City

Thursday Morning Breakout Sessions 11:30am - 12:20pm



Mansfield Middle School 8th grade students will be presenting their work in
SPECIAL ROUNDTABLE PRESENTATIONS
during both the 10:30am and 11:30am breakout sessions.
Come learn from our youngest social justice advocates.
Presidio V

Thursday Morning Breakout Sessions 11:30am - 12:20pm

T11.30.01

Intermediate

Agave I

Presentation

Beyond Sit and Get: Using Critical Professional Development to Encourage Racial Justice.

We explore a study that examined educational implications of race and racism and how civic education can promote racial justice. We examine educators' perspectives on how increased awareness of existing inequities, coupled with ongoing professional development, can better equip them to understand their identity, engage in meaningful dialogue, and teach in culturally responsive ways. **Presenters: Gregory Samuels**, University of Montevallo; **Amy Samuels**, University of Montevallo

T11.30.02

Intermediate

Agave II

Interactive Work-

shop

Challenging Hegemony Through Culturally Relevant, Culturally Responsive, and Culturally Sustaining Teaching. It has been said that the purpose of education is to assimilate students to hegemonic ways of being and doing and erase students' cultures and lived experience. This interactive workshop will create a space for educators to explore decolonizing the classroom through culturally relevant culturally responsive, and culturally sustaining teaching. **Presenter: Courtney Clausen**

T11.30.03

Advanced

Agave III

Interactive Work-

shop

Codifying Dispositions and Mindsets: Teacher/Leader Agency for Social Justice & Equity.

Measuring readiness to be culturally responsive advocates for social justice and equity demands common language and codification. Themes, competencies, and mindsets for creating inclusive and welcoming classroom cultures were synthesized from the literature. Weigh in, analyze findings, and inspire change with us as we develop common language together. Bring your disposition checklist and compare. **Presenters: Pamela Redmond**, Touro University California; **Rebekka Jez**, University of San Diego

-
- T11.30.04
Intermediate
Coronado II
Presentation
The Inclusion (or not) of LGBTQ+ Children and Families in Elementary Classrooms Part II: Continuing the Conversation! Teachers from four states were surveyed on their classroom/school inclusion of LGBTQ+ children and families. Last year we shared these results and then continued our work by conducting focus groups with teachers/administrators. To continue this important dialog, we will share focus group results, new materials and resources for elementary teachers. **Presenters: Bre Evans-Santiago**, California State University; **Anni Reinking**, Southern Illinois University, Edwardsville; **Theresa Bouley**, Eastern Connecticut University
- T11.30.05
Intermediate
Joshua I
Interactive Workshop
Beyond the Alaska Totem Pole Art Lesson; Multicultural Art Units with Depth and Respect. Place and culturally-based art units based on cultural values of Indigenous Alaska Native people will be shared in this interactive workshop. Participants will engage in visible thinking routines, explore how 'artist habits of mind' are integrated into the Indigenous curriculum and view a 10 minute video featuring local Indigenous artists. **Presenters: Joan Hornig**, University of Alaska-Fairbanks; **Stacey Paniptchuk**, Bering Strait School District; **Kaitlyn Piekarski**, Bering Strait School District; **Robin Child**, Bering Strait School District
- T11.30.06
Advanced
Oro Valley
Presentation
Students' perceptions of inclusive excellence and its impact on overall course satisfaction. What do students perceive to be an inclusive learning community? This presentation will present findings from a research study that identifies, analyzes and evaluates students' perceptions of inclusive excellence, the idea that academic excellence is best realized in a community that is diverse and inclusive (AAC&U, 2009). **Presenters: Amy Bergstrom**, The College of St. Scholastica; **Amy Watters**, The College of St Scholastica
- T11.30.07
Introductory
Palo Verde I
Presentation
Transforming ESL language struggles: Duoethnography of international students' language socialization in the U.S. Deconstructing what ESL/international/teacher education often consider ESL language struggles as errors of second language acquisition, this study utilizes the theory of second language socialization to reconceptualize these struggles as social identities. A duoethnography regarding 12 international Ph.D. students in the U.S. is employed, offering their counterstorytelling of how these struggles embody achievements. **Presenters: Hsiao-Ching Kirsten Lin**, Colorado State University; **Shuting Zhang**, Colorado State University
-

THU 11:30am

Mentee - Mentor Meet-Up

Joshua Tree 2

If you are interested in becoming a mentor, or would like to find one, this is the session for you. It will provide great networking opportunities and a chance to get to know more of the NAME community and the organization's work.

Connect with NAME-Connect

NAME-Connect is an opportunity to be extra intentional about engaging with your conference-going colleagues. You'll find a stamp book in your conference bag. When you're connecting with people at various sessions like the regional or chapter meetings, ask them to complete one panel of your stamp book. Once you've secured six signatures, bring your stamp book back to registration where you'll be entered into a raffle. You must be present at the President's Reception, 6:00pm Saturday, November 9. to win.

Why We Use the Red Triangle & Bird in the NAME 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.

T11.30.08
Intermediate

Palo Verde II
Panel

The Alaska Indigenous Teacher Corps Project: Efforts to De-colonize the Teacher Workforce.

Alaska Native students make up 21% of Alaska's K12 population, but only 5% of the teaching force. This session will present information on efforts to increase the number of certificated Indigenous teachers in Alaska, while also promoting opportunities for non-certificated Indigenous school workers to meaningfully contribute to the schooling processes in their communities. **Presenters:** **Amy Vinlove**, University of Alaska Fairbanks; **Olga Skinner**, University of Alaska Fairbanks; **Mary Huntington**, Bering Strait School District; **Carol Barnhardt**, University of Alaska Fairbanks

T11.30.09
Advanced

Presidio IV
Presentation

Decolonizing the Research Process at a Grassroots NGO in Amman, Jordan. In 2018-2019, I conducted fieldwork in Amman, Jordan at a grassroots non-governmental organization that serves Sudanese refugees by way of educational initiatives. While there, I often observed the Western-centric positionality of foreign researchers; this paper problematizes the research process for Western researchers in the Middle East region and offers a decolonizing approach. **Presenter:** **Shireen Keyl**, Utah State University

THU 11:30am



DECADE OF FIRE.

Directors & Producers Vivian Vázquez Irizarry & Gretchen Hildebran. 2018. Good Docs. www.gooddocs.net 75 minutes. In the 1970s, the Bronx was on fire. Abandoned by city government, nearly a half-million people were displaced as their close-knit, multi-ethnic neighborhood was reduced to rubble. See page 30 for information.

DINE & DIALOGUE

Nov.7 • 12:30 – 1:50pm

Turquoise Ballroom

Optional event; ticket required.

Convener:

Brandon Fox

NAME Region 5 Director

Welcome Mansfeld Middle School Students !

Thursday Breakout Sessions 2:00 - 2:50pm

T11.30.13

Intermediate

Sonoran

Presentation

Wisconsin Act 31, infusing American Indian Studies in a Rural Wisconsin Teacher Education Program. This presentation introduces Wisconsin's Act 31 legislation that requires teacher education programs to incorporate the history, culture, and tribal sovereignty of the 11 federally recognized tribes of the state. The focus will be on the implementation of this law in a teacher education program. **Presenters: Edina Haslauer**, University of Wisconsin-Platteville; **Peggy Marciniac**, University of Wisconsin-Platteville

T11.30.14

Intermediate

Tortolita

Presentation

Disrupting the narrative of fake news via a humanistic or decolonizing science education curriculum. President Donald Trump has made widespread use of the term 'fake news' to attack news outlets reporting unfavorable news about him and his administration. This narrative finds its way into classrooms contributing to the distortion of reality. I propose an alternative to the traditional science curriculum to decolonize minds and disrupt the fake news narrative. **Presenter: Paulo Oemig**, New Mexico State University

T2.01

Intermediate

Agave I

Presentation

Culturally Responsive Pedagogy in Teacher Education Programs: Bringing Equity to Education. Teacher education programs have failed to embed culturally relevant pedagogy into coursework (Ladson Billings, 1995). To improve the teacher candidates' ability to apply culturally responsive pedagogy they need to have the opportunity to observe, try out, and receive feedback on their teaching and see the connections to their coursework (Zeichner and Beir, 20115). **Presenter: Ann Martinelli**, Pennsylvania State University, Abington College

T2.02

Intermediate

Agave II

Interactive Workshop

Decolonizing Minds in Teacher Education Through Intersectional, Feminist Curriculum. Our

presentation explores the question, how can we actively 'decolonize' minds through the intersecting themes of gender, sexuality, & education? In this workshop, we will engage audience members in examining how to strategically use an intersectional feminist perspective in education courses that aim to prepare equity-focused practitioners. **Presenters: Katie Clonan-Roy**, Cleveland State University; **Charlotte Jacobs**, University of Pennsylvania

T2.03

Agave III

Intermediate

Interactive Workshop

Teacher-led Professional Development to Promote Culturally-Sustaining Teaching Practices in Rural Alaska. Over the last five years a group of teachers and teacher educators have developed a series of web-based professional development modules in place- and culturally sustaining teaching practices that form the foundation of a teacher-led professional development effort in rural Alaska. This interactive workshop will introduce the modules and facilitate exploration in small rotational groups. **Presenters: Robin Child**, Bering Strait School District; **Amy Vinlove**, University of Alaska Fairbanks; **Catera Gilmore**, Bering Strait School District

T2.04

Coronado I

Advanced

Interactive Workshop

Hidden in plain sight: Decolonizing the institutionalized power of whiteness in schools. In this presentation, we pursue a dialogue to address, 1) 'What is whiteness? 2) How and why did whiteness come to be hidden in plain sight? and 3) How can we decolonize self and school from the power of whiteness and intersecting ideologies, practices, and forms of identity and marginalization? **Presenters: Darren Lund**, University of Calgary; **Virginia Lea**, University of Wisconsin-Stout; **Paul Carr**, Université du Québec en Outaouais

T2.05

Joshua I

Introductory

Interactive Workshop

Telling their own stories: Immigrant youth and families forge their future through written narrative and photography. This interactive workshop is an invitation to engage in culturally responsive pedagogy addressing deeply rooted inequities through empowered voices of immigrant students and their families. Participants will examine the multiplicity of human experiences to place value on them and to lessen the destructive influence of oppressive social norms they uncovered in school communities. **Presenters: Maria Gabriel**, Thompson School District; **Kevin Roxas**, Western Washington University

T2.06

Oro Valley

Introductory

Presentation

Human Trafficking Education: Survivor and Educator Perspectives. The sex trafficking of minors is perpetuated by a variety of social inequities. The need for prevention education and activism is imperative. Through study results involving trafficking survivors and educators, participants will learn better practices on teaching about trafficking in a survivor-informed, sensitive way that reduces stereotypes and values survivors. **Presenter: Amy Bintliff**, University of Wisconsin-Madison

T2.07

Intermediate

Palo Verde I

Presentation

From the Inside Out: An Examination of Culturally Relevant and Sustaining Practices in a Teacher Preparation Program. Inspired by Django Paris' (2018) call to 'Think of your syllabus as an act of resistance...', four early childhood teacher educators pledged to examine their undergraduate course syllabi in an effort to embrace their commitment to culturally sustaining pedagogy. This session details their uniquely designed syllabi analysis tool, methodology and findings. **Presenters: Tenisha Powell**, Winthrop University; **Erin Hamel**; **Crystal Glover**; **Diana Murdock**

T2.08

Intermediate

Palo Verde II

Panel

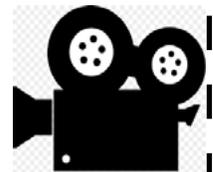
No Longer Confined: Decolonizing Contexts for Teaching and Learning by Centering Diversity.

THU 2:00pm

NAILED IT.

Director: Adele Free Pham. Co-Producer: Kelvin Saint Pham. 2018. Third World Newsreel. www.twn.org. 59 minutes.

Weaving powerful personal stories with insightful interviews, *Nailed It* captures an unforgettable and often hilarious saga born of tragedy, charting the rise, struggle, stereotypes, and steady hold Vietnamese Americans have on today's multiethnic \$8 billion-dollar nail economy. See page 30 for complete information.



The panel offers new avenues for integrating diversity into a variety of curricula. The presenters will share their scholarly experiences and research activities related to equity, social justice, and diversity in the field. The participants will be engaged in discussion and critical reflection that will lead to contextual applications. **Presenters: Dorota Silber-Furman**, Tennessee Technological University; **Andrea Arce-Trigatti**, Tennessee Technological University; **Jacob Kelley**, University of Tennessee, Knoxville

T2.09

Intermediate

Presidio III

Presentation

Hegemonic Whiteness and Teacher Education in the Trump Era: A Review of the Literature, 2016-2019. This literature review uses hegemonic Whiteness (Cabrera, 2018) as an analytical invitation to review teacher education research addressing the preparation of white teachers between 2016 and early 2019. Among other themes, white resistance, whiteness pedagogies, the experiences of Students and Faculty of Color, and structural changes to teacher education emerge as key areas of research. **Presenter: Andrew Matschiner**, University of California, San Diego

ROUNDTABLES

T2.10

Introductory

Presidio V-1

Roundtable

Heritage  **periential Learning Through Theatre, Creating a Heritage Classroom Play Library.** For teachers we seek to build a classroom play library which reflects our students' experiences including but not limited to; all languages our students speak and live in and from their respective countries of origin. We ask participants to share their knowledge of literature from around the world! **Presenters: Sunny Stubbs**, Houston Independent School District; **Jessica Hightower**, The University of St. Thomas

T2.11

Introductory

Presidio V-2

Roundtable

'¡Vencéremos!': Challenging Academic Barriers with Latinx Youth Participatory Action Research. The round table presentation intends to create a dialogue by challenging issues specific to Latinx youth through youth participatory action research (YPAR). Using Latina/o Critical Theory (LatCrit) as a theoretical lens, the presenter and participants will co-strategize a potential framework for advancing college access for Latinx students through YPAR principles and processes. **Presenter: Ashley Dominguez**, Arizona State University

T2.12

Introductory

Presidio V-3

Roundtable

Unfolding the Untold: revealing Saudi women artists stories. This study demonstrates Saudi women artists' narratives across spaces and time by relying on the theoretical framework of interactive narrative analysis. The researcher investigates Saudi artists' narratives to examine art education supported and challenged their artistic identity and suggests that there is depth and complexity in their narratives especially in relation to gender dynamics. **Presenter: Shaimaa Fatani**, Ohio State University



T2.13

Intermediate

Rincon

Presentation

Reframing the Deficit Lens: Disability Studies in (Special) Education. Presenting the tenets of DSE and sharing resources of personal counternarratives and fictional novels to reframe the deficit model of disability, two former special education teachers hope this presentation works to disrupt assumptions of ability and impairment to liberate teachers and students and move toward a more equitable and liberatory pedagogy. **Presenters: Rebecca Crowe**, University of Oregon; **Juan Mesa**, University of Oregon

T2.14

Intermediate

Santa Rita

Presentation

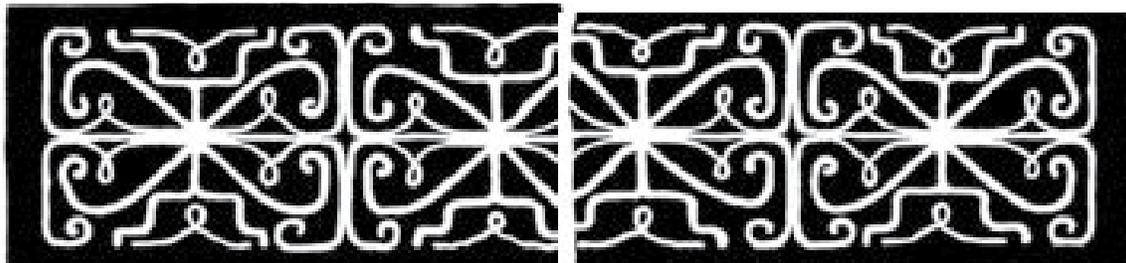
Decolonizing the University as Work of Indigenous Allies. Why is the work of allies of indigenous peoples necessary to decolonizing institutions of higher education? How can allies do this work effectively, in cooperation with indigenous people on and off campus? Presenters will share their experiences of decolonizing work. Discussion will identify effective strategies for decolonization in higher education. **Presenters: Rebecca Buchanan**, University of Maine; **John Maddaus**, University of Maine

T2.15

Intermediate

Sonoran

Presentation



Worthy and Complete: Disrupting the Colonizing Effects of PPE through Mindfulness and Basic Goodness. Program planning and evaluation (PPE) practices are commonplace in the data-driven world of education. PPE practices and practitioners can unintentionally perpetuate colonization of all those involved (staff, stakeholders, participants). Mindfulness and basic goodness can be used to disrupt this unintentional colonization, especially in multicultural contexts. **Presenters:** **Michael Littrell**, Tennessee Technological University; **Ashley Akenson**, Tennessee Technological University

T2.16

Advanced

Tortolita

Presentation

Developing Future Critical Multicultural Educators: The Use of Community-based Learning (CBL) in a Border City. The study describes the design of community-based learning that is initiated to develop pre-service teachers as future critical multicultural educators. It further discusses pre-service teachers' multiple engagement in a local borderland community and analyzes their critical reflections in terms of self-worth, funds of knowledge and culture values. **Presenters:** **Wenjie Wang**, New Mexico State University; **Xiaofei Rao**

Thursday Breakout Sessions 3:00 - 3:50pm

T3.01

Intermediate

Agave I

Presentation

When Best Intentions Are Not Enough: Implenting CRP During Under Graduate Literacy Coursework. Teacher educators must challenge the mono-cultural curriculum and develop programs that better prepare teachers for the realities of today's culturally and diverse classrooms. This session will examine the extent to which two teacher educators were able to teach culturally responsive (CR) practices to PreK-4 teacher candidates during literacy methods coursework. **Presenters:** **Dana Reisboard**, Widener University; **Katia Ciampa**, Widener University

T3.02

Introductory

Agave II

Interactive Workshop

What Will it Take to (re-)humanize STEM Education? Aligned with the Mayan, In Lak'Ech, rehumanizing is about all of us. In order to transform society we must position students and teachers as revolutionary agents for their own and our collective cultural transformation. Participants will define what rehumanizing STEM education looks and feels like and make public personal commitments to rehumanizing education. **Presenter:** **Krista McAtee**, Trellis Education

T3.03

Intermediate

Agave III

Interactive Workshop

The Art of Decolonization: Self-Reflection through Collage. This workshop provides a space

to investigate and reflect on understandings of decolonization introspectively and with others through the creation of visual collages. Participants will engage with a variety of materials to create visual representations related to conference themes and receive additional information to enable future utilization of this method. **Presenter: Melissa Schellenberg**, Georgia State University

T3.04

Coronado I

Intermediate

Interactive Workshop

Practice Awareness, Belonging & Conversations: Self-Educate, Collaborate & Activate MCE

2019. Awareness, students' belonging and developmental milestones anchor & promote conversations among participants today. Seminal new knowledge on Just Awareness (Kabat-Zinn 2018), on Belonging, Identity & Conversations (Daniel Tatum 2018) & on students' Development & the impact of MCEducators' Actions (Wallace/Kennedy Marx 2017) forge pathways to equitable, promising practices. We'll learn, interact, practice & plan actions. **Presenter: Susan Kennedy Marx**, Equity/Justice Trainer & School Administrator

T3.05

Coronado II

Intermediate

Presentation

Multicultural education in multiple spaces: Faculty share how their backgrounds influence their teaching. Who teaches multicultural education (MCE)? To address this question, we conducted a mixed methods study with faculty based in the USA who teach courses on diversity, social justice, and/or MCE. Our discussion-based presentation will share findings that stress the importance of learning about and teaching MCE in multiple spaces. Handouts will be provided. **Presenters: Peggy Shannon-Baker**, Georgia Southern University; **Clint Johnson**

T3.06

Foyer 1

Intermediate

Poster

Multicultural Aspects of Parental Involvement. An increase in interracial marriages has resulted

THU 3:00pm

PERSONAL STATEMENT.

Producer: Beth Levison. Director: Juliane Dresser and Edwin Martinez. 2018. Good Docs. www.gooddocs.net. 57 minutes. Special discount code for NAME members: NAME-PS-20%.

Three seniors at Brooklyn high schools are determined to get their entire classes to college, even though they aren't even sure they are going to make it there themselves. See page 30 for complete information.





Poster Sessions

in an increase of multiracial students. It can be challenging for schools and their multicultural efforts to be truly inclusive. Multicultural education should be involved in parental involvement policy. Parents can assist schools with helping teachers incorporate their student's culture into the classroom. **Presenter: Amy Hutchinson**, University of Nevada at Las Vegas

T3.07

Foyer 2

Advanced

Poster

Elementary education: Dialects in writing. This presentation focuses on two studies that examine: 1) writing intervention with a group of African American students with a learning disability, and 2) textual analysis of Southern American English and African American English in elementary students' writing. **Presenters: Svjetlana Curcic**, University of Mississippi; **Sara Platt**, University of Mississippi

T3.08

Foyer 3

Introductory

Poster

Co-constructing Decolonizing Curriculum: Re-centering Indigenous Peoples by Re-visiting UN-DRIP. This poster addresses the conference theme explicitly by critically reviewing the literature on using a transformative lens to write decolonizing curriculum. I pose that a decolonized curriculum implemented in schools will act as the 'transformative catalyst' required to combat the systemic social colonization that education has played in continuing social inequities for Indigenous students. **Presenter: Nhung Luong**, University of Arizona

T3.09

Joshua I

Intermediate

Interactive Workshop

Standing Proud: LGBTQ Teachers as Role Models in Schools. This interactive workshop invites participants to explore questions related to celebrating the identities of LGBTQ educators in K-12 schools. Drawing on participatory action research with teachers, principals and school counselors, the workshop examines challenges LGBTQ+ 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)

T3.10

Oro Valley

Intermediate

Presentation

Reimagining Teacher Education at the Intersection of the PreK-12 Classroom & the Grassroots

Community for Social Change. This presentation proposes the reimagining of teacher education at the intersection of the PreK-12 and the grassroots community. The presentation will analyze the process of designing and implementing place-conscious and culturally sustaining pedagogies in social studies teacher education. This presentation will discuss the impact of local communities and community leaders as co-equal teacher educators. **Presenter: Kaitlin Popielarz**, Wayne State University

T3.11
Intermediate

Palo Verde I
Presentation

Portraits of Perceptual Change: Exploring the Possibility of Diversity Learning in a Service-Learning Course. The session will present on a study examining the learning that occurs in a service-learning course for undergraduate students. Findings indicate that decolonizing knowledge and learning about diversity/multiculturalism is not a simple and linear process, but instead a complex one where students begin deconstructing and questioning previously held perceptions. **Presenter: Raquel Wood**, University of Iowa

T3.12
Intermediate

Palo Verde II
Panel

American Indian ELLs: Misunderstood and Underserved. Recommendations for how to broaden policy perspectives to facilitate comprehensive educational support for the full range of culturally and linguistically diverse American Indian students in all classrooms across Montana, as well, as groundbreaking insights regarding the challenges and successes in preparing regular classroom teachers to meet ELLs' needs are shared. **Presenters: Jioanna Carjuzaa**, MSU, Center for Bilingual and Multicultural Education; **Bill Mendoza**, Montana State University; **Bill Ruff**, Montana State University

T3.13
Intermediate

Presidio III
Presentation

Decolonizing the bodies, hearts and minds of teacher-candidates of color via critical multiculturalism. This presentation will highlight the reactions and reflections of three teacher-candidates of color as they engaged in a theoretically informed, curriculum and instruction approach which took on the attributes of equity and pedagogy for the three teacher-candidates of color and ultimately functioned to decolonize their bodies, hearts and minds. **Presenter: Cassandra Drake**, California State University Stanislaus

T3.14
Intermediate

Presidio IV
Presentation



ROUNDTABLES

Teacher Educators' Transformative Learning through Critical Self-Reflection in order to Prepare Culturally Competent Tea. This session will examine how we as teacher educators can recharge our commitment to preparing culturally competent teacher candidates that will confront social injustices while advocating for students. Through personal reflection, the presenters will share their journeys toward this goal. Attendees will be invited to share their own experiences. **Presenters:** Winnifred Namatovu, University of North Georgia; Eugenia Johnson-Whitt, Walsh University; Danielle Johnson, Durham's Partnership for Children

T3.15 Presidio V-1
Introductory Roundtable

Valuing Cultural Wealth: Refugees and Immigrants in the U.S. classroom. Over the years, the immigrant and refugee population in the United States has increased with one child in every four having at least one parent who is an immigrant. The cultural wealth they bring make them contributors and beneficiaries of the U.S classroom. Their funds of knowledge, if realized, will aid their academic functionality. **Presenter:** Alfred Acquah, University of Nevada, Las Vegas

T3.16 Presidio V-2
Introductory Roundtable

Teachers' perceptions of children who struggle with behavioral challenges. This study draws on a large existing data source gathered during the preservice teachers' year-long student teaching field placements (a modified 'focal child' study). Grounded theory techniques were employed including Values Coding to understand how teacher perceptions of their 'closeness' to students influenced their response to challenging behaviors. **Presenters:** Christal Walker, Georgia State University; Diane Truscott

T3.17 Presidio V-3
Advanced Roundtable

Using an Asset-based Approach to Decolonizing Mexican American/Latinx Student Services. Through an interactive, small group roundtable, we will be discussing the Specialist's roles within MASSD. Specialist's will be discussing barriers/challenges that have historically impacted the Mexican American community and innovative asset based interventions implemented during this school year used to target these barriers. This workshop is geared towards advanced practitioners. **Presenter:** Maria Federico Brummer, Tucson Unified School District

T3.18 Rincon
Intermediate Presentation

Mexican and Mexican American Young Women’s Counter-narratives Disrupting Society’s Stereotypes. This presentation examines the counter-narratives of six Mexican and Mexican American young women in today’s sociopolitical climate that speak against society’s stereotypes about their communities in the United States. Their lived experiences serve as counter-narratives demonstrating the ways in which stories can disrupt society’s master narrative about minority communities. **Presenter: Stacy Saathoff**, University of Arizona

T3.19

Santa Rita

Intermediate

Presentation

Decolonizing Teacher Education: Imagining Possibilities for Alternative Designs. This presentation examines colonizing policies, practices, and spaces of teacher education and seeks to create spaces for imagining decolonial alternatives. The analysis of colonization that centers dominant cultural norms, neoliberal values, and technocratic solutions in teacher education will lead into a discussion of how teacher education can be decolonized. **Presenters: Elena Aydarova**, Auburn University; **Bevin Roue**, Auburn University

T3.20

Sonoran

Intermediate

Presentation

Collaboration as De-Colonizing Knowledge Construction: Lessons from an Undergraduate Level Course. This contribution explores how students enrolled in an undergraduate, cultural studies course interpret the link between collaboration and the purposeful exposure to diverse ideas and perspectives. In one semester, 106 student responses were collected through a cross-sectional qualitative survey design used to explore students’ perceptions of these concepts. **Presenter: Andrea Arce-Trigatti**, Tennessee Technological University

T3.21

Tortolita

Intermediate

Presentation

Decolonizing Multicultural Education through Participatory Action Research. Framed by a Participatory Action Research paradigm, this presentation is designed for college educators who want to engage in pedagogy that defies internalized colonialism, and that positions everyone as a learner and a teacher. **Presenter: Romina Pacheco**, Fairfield University

T4.01

Agave I

Intermediate

Presentation

Thursday Breakout Sessions 4:00 - 4:50pm

African American History and Culture, What White Teachers Should Know. This presentation shares content and conceptual knowledge relative to Black history and culture necessary for White teachers who work in schools with large numbers of African American students. Recommendations are provided for teacher educators charged with preparing culturally relevant teachers in order to support the enhanced content and conceptual understandings of White teachers. **Presenter: Stephanie Logan**, Springfield College

T4.02

Agave II

Intermediate

Interactive Workshop

Opening the Eyes of Pre-Service Teachers to Institutionalized Inequities Through Their Racial Identities. College instructors will identify the ways they guide pre-service teachers in examining their racial identities in order to construct non-deficit narratives that explain inequitable and racist institutionalized school-based policies. Instructors monitor student progress towards these narratives through surveys, guided reflections, and course assignments. We will discuss the findings of our three-year mixed methods study. **Presenters: Crystal Simmons**, SUNY Geneseo; **Susan Norman**, SUNY Geneseo

T4.03

Agave III

Intermediate

Interactive Workshop

Critical Constellations: A Tool to Support Beginning Teachers to Walk the Walk of Anti-Racist Practice. In this interactive workshop participants will use a non-evaluative framework to explore common constellations of teacher candidate knowledge, beliefs, and enactments while learning anti-racist teaching practice. We will explore common challenges in anti-racist teacher education and share approaches, questions, and insights to advance our shared teacher education work. **Presenters: Laura Jones**, University of Michigan; **Rebecca Gadd**, Boston University

T4.04

Coronado I

Introductory

Interactive Workshop

Preparing Teachers to Engage in Social Justice and Equity-Oriented Work in Today's Political Context. In this workshop, we will share activities that support novice and experienced teachers in developing or adapting lesson plans that address social justice and equity objectives using an established culturally relevant curriculum rubric. Participants will hear from current preservice teachers, engage in a lesson analysis, and be provided access to free lessons.

Presenter: Margarita Jimenez-Silva, University of California Davis

T4.05

Coronado II

Intermediate

Presentation

Decolonizing ‘Emotional Behavior Disorder’. To determine difference from disability, the main question IDEA (2004) asks, Is a student’s learning/behavior problem primarily due to: (1) language and cultural factors (external); or (2) true disabling condition (internal)? This presentation will address ways educators can de-colonize the special education category of Emotional Behavior Disorder by employing a culturally responsive lens. **Presenter: Megan Farnsworth**, Southern Oregon University

T4.06

Advanced

Joshua I

Interactive Workshop

When Curriculum Isn’t Enough: Restorative Practices as Transformative Catalysts in Schools.

In an era of the criminalization of student behavior and zero-tolerance policies, restorative practices provide a compelling, student-centered alternative to build more socially just schools. This workshop explores restorative justice philosophies and asks participants to consider ways to incorporate restorative practices into school discipline policies to address issues of exclusion, alienation, and inequity. **Presenter: Heather Batchelor**, Westminster College

T4.07

Intermediate

Palo Verde I

Presentation

Here to Stay: Using Culturally and Linguistically Sustaining Spaces to Discuss Immigration. The topic of immigration can no longer be covered in classrooms from a Eurocentric perspective. Culturally sustaining spaces must be created in classroom and discuss topics such as immigration. In this presentation, a classroom teacher/teacher educator will share classroom examples from first, second and third grades. **Presenter: Sandra L Osorio**, Illinois State University

T4.08

Introductory

Palo Verde II

Panel

Decolonizing the PhD through peer mentoring: Reflections of 1st-year PhD students in an online/distance learning program. This presentation examines how PhD students in a distance learning program develop community to foster encouragement and support persistence. Presenters will discuss the importance of mentorship, given limited proximity to the university and faculty. Panelists will discuss how technology/social media can help replicate peer mentorship at other institutions. **Presenters: Cynthia Wise**, New Mexico State University; **Jenee’ Higgins**, New Mexico State University; **Edgardo Castro**, New Mexico State University

T4.09

Intermediate

Presidio III

Interactive Workshop

THU 4:00

**THERE GOES THE NEIGHBORHOOD.**

Directed by Angelique Molina. 2016. Women Make Movies. www.wmm.com. 27 minutes.

This film intimately follows an extended Black family of View Park-Windsor Hills, California as they experience changes due to gentrification and reflect on their shifting community. See page 30 for complete information.

Learning to Develop a Race and Gender Conscious Teaching Practice. In this interactive workshop, I will present findings from the research I conducted with a group of teachers on developing a racial and gender conscious teaching practice in their classrooms. Following that, I will facilitate a mini-training session connected to racial literacy and gender consciousness teaching strategies and practices. **Presenter: Charlotte Jacobs**, University of Pennsylvania

T4.10

Intermediate

Presidio IV

Presentation

Bringing an equity lens to teacher education: A collaborative self study within a learning community. This collaborative self study shares the story of faculty and graduate students who came together in a professional learning community focused on bringing a lens of equity and culturally responsive pedagogy to our work as teacher educators. We will present our individual and collective learning about this challenging work. **Presenters: Stephanie Arthur**, University of South Florida; **Jennifer Jacobs**, University of South Florida; **Randi Lutzke**, University of South Florida; **Amber MacDonald**, University of South Florida; **Raven Robinson**, University of South Florida

T4.11

Advanced

Rincon

Presentation

Develop and Teach Ethnic Studies Courses Now! This session will describe how one school implemented Ethnic Studies US History as a core high school course. Teachers will share strategies for developing course content along with approaches to instruction that focus on ethnic studies themes. Participants will also discuss student perceptions of the course based on study findings. **Presenter: Zulema Naegele**, De La Salle North Catholic High School

T4.12

Advanced

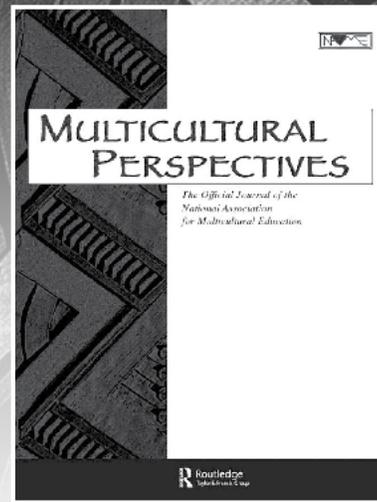
Santa Rita

Presentation

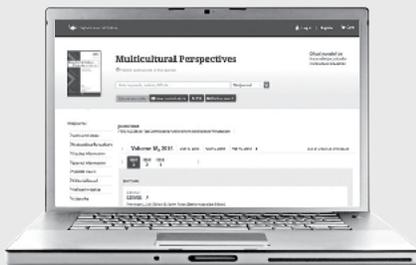
Learner Perspective of EAP Teachers in Students' Academic Achievements: Reflections of

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Culturally Responsive Teaching. Ten students learning English for Academic Purposes (EAP) in universities in China, Germany, and U.S. were interviewed. The purpose was to determine if the instructional pedagogies and classroom management strategies their EAP teachers used reflect the research on culturally responsive teaching, and to understand the roles these EAP teachers played in students' academic achievements. **Presenters: Xiaofei Rao**, East China University of Science and Technology; **Wenjie Wang**, New Mexico State University

T4.13

Sonoran

Intermediate

Presentation

Books, Art, and Praxis: Reflections on Teacher Educators' and a Pre-service Teacher's Teaching for Social Justice. The #weneeddiversebooks movement calls upon educators to disrupt the traditional literary canon of American schools. To provide a roadmap for social justice oriented literary discussion with children, we merged interactive justice-oriented read alouds and art-making in a project called Book to Art with preservice teachers. **Presenters: Elyse Hambacher**, University of New Hampshire; **Bethany Silva**, University of New Hampshire; **Grace Morelli**, University of New Hampshire

T4.14

Tortolita

Intermediate

Presentation

Decolonize, Reclaim, and Sustain the Indigenous Identity. This presentation discusses how a summer camp is geared for indigenous and brown kids; with the purposeful intent to create space to build community, language, and to sustain their cultures and identities. The camp's pedagogy is rooted in bringing cultural learning and experiences to children who may not have access to their indigenous communities. **Presenters: Melissa Mercado; Alex Silva**

T4.15

Tucson

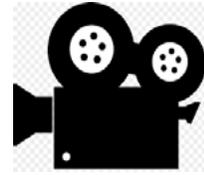
Introductory

Presentation

Analyzing PSTs Ability to Develop Equity Mindsets Through an ELA/SS Thematic Unit Using a Social Justice Continuum. Presenters will share data examining elementary education teacher candidates' perceptions, understanding, and needs related to multicultural and social justice education. Teacher candidates in the study were tasked with creating a social studies thematic unit, implement social justice standards, then assess their own growth and understanding using a social justice continuum. **Presenters: Annemarie Kaczmarczyk**, SUNY Cortland; **Karyn Allee-Herndon**, PhD Candidate; **Rebecca Buchanan**, University of Maine; **Sherron Killingsworth Roberts**, University of Central Florida

THU 5:00pm

COUNCIL WOMAN.



Director: Margo Guernsey. 2018. Women Make Movies. www.wmm.com.

57 minutes.

This film is the inspiring story of Carmen Castillo, an immigrant Dominican housekeeper in a Providence hotel who wins a seat in City Council, taking her advocacy for low-income workers from the margins to city politics. See page 30 for complete information.

Thursday Breakout Sessions 5:00 - 6:20pm

T5.01

Agave I

Intermediate

Presentation

Preparing Preservice Teachers for Cultural and Linguistic Diversity. This presentation informs the findings from data-based studies about preparing teacher candidates for cultural and linguistic diversity. The review of twenty-five studies carried out between 2007 and 2018 revealed that clinical experiences coupled with inquiry and reflection are essential to help prepare future teachers to work with diverse learners. **Presenter: Won Gyoung Kim**, Texas A&M International University

T5.02

Agave II

Intermediate

Interactive Workshop

Making the Invisible Visible: Using Intersectionality and DisCrit Frameworks to support Teacher Daily Practice. This workshop is designed to engage teacher educators and practitioners as thought partners in the use of intersectionality and Disability Critical Race Theory frameworks. We will critically analyze a scenario at the intersection of racism and ableism and reflect on how to apply these frameworks to our daily practice. **Presenter: Ebony Perouse-Harvey**

T5.03

Agave III

Intermediate

Interactive Workshop

Gender Identity/Expression: Why Inclusion, Affirmation, and Family Support are Necessary at the ECE/Elementary Level. Creating safe and inclusive climates for children who express their gender in non-normative ways or who identify as their non-biological gender is imperative. Together we will examine gender identity/expression in young children, discuss teacher/administrator survey results, and explore resources, materials and policies in place to support schools for positive inclusion. **Presenter: Theresa Bouley**, Eastern CT State University

-
- T5.04
Advanced
Decentering Curricular Whiteness - Considering Diverse Voices in Curriculum to Decolonize Teaching and Learning. American public schools continue to serve a diverse student population, while continuing to center a Whiteness curricular and instructional framework. The purpose of this interactive session is to raise multicultural curriculum voices (Au, 2012) and pedagogy to challenge the single story of Eurocentrism and advance a pathway to decolonize teaching and learning. **Presenter: Tanji Reed Marshall**, American University
- T5.05
Introductory
Listening to Voices of Doctoral Students: Eye-Opening Experiences in a Multicultural Education Course. Recently, a mid-sized public tertiary educational institution in Southwest Florida launched its first multicultural education course at the doctoral-level to students who had never before been exposed to its contents. This presentation shares the perceptions of these students regarding the value of having this course in a doctoral education program. **Presenters: Clarisse Halpern**, Florida Gulf Coast University; **Hasan Aydin**, Florida Gulf Coast University
- T5.06
Intermediate
Performing Action: Envisioning Racial and Gender Justice in Our Communities. Who am I? What is (in)justice? Through personal storytelling and embodied exploration, participants will reflect on these questions while interrogating their own experiences with white supremacy and the patriarchy. Working both individually and collaboratively, we will envision how we each might perform justice in our daily lives. **Presenters: Faith Hillis**, University of Texas at Austin; **Laura Epperson**, University of Texas at Austin
- T5.07
Introductory
A National Examination of Dual Language Programs and Policies: A Decolonizing Perspective. This interactive presentation highlights ways in which dual-language (DL) programs, originally designed to benefit English learners, were appropriated to benefit privileged students. Through breakout and group discussion, we deconstruct neoliberal rhetoric used to market DLI to privileged families and reimagine tools to decolonize policies and practices impacting all educational settings. **Presenters: Sue Kasun**, Georgia State University; **James Gambrell**, Kennesaw State University; **Juan Freire**, Brigham Young University; **Claudia Cervantes-Soon**, Arizona State University

T5.08

Introductory

Palo Verde I

Presentation

Racialized and Silenced Voices and Bodies in the Music Classroom: A Call to Decolonize Music Learning Spaces. To illuminate the ways in which normalized practices within the field of music education silence students' musical-cultural identities, data from student interviews will be discussed within the historical-socio context of coloniality within the field of music education. In light of this research, suggestions for decolonizing educational spaces will be presented. **Presenter: Emily Good-Perkins**, Indiana University

T5.09

Introductory

Palo Verde II

Panel

Minority and Urban Ed in Black and White: De-Mythifying and Decolonizing Urban Education Programs. With an increase of racist rhetoric in this country, researchers and educators must study and teach others about oppressive social structures that uphold inequities in education. The three panelists, doctoral students of diverse identities, discuss the advantages of researching multicultural education and preparing teachers in a Minority and Urban Education program. **Presenters: Nardos Ghebreab**, University of Maryland, College Park; **Cierra Kaler-Jones**, University of Maryland, College Park; **Jennifer Burris**, University of Maryland, College Park

T5.10

Introductory

Presidio IV

Presentation

Activating Youth Voices through Socially-Engaged Art. My research investigates possibilities for socially engaged art practice of North Korean refugee youth. In this presentation, I focus specifically on a series of socially engaged art activities that manifest youth voices who have migrated from the third countries and relocated to South Korea and how these social practices sought emancipatory praxis. **Presenter: Kihyun Nam**

T5.11

Advanced

Rincon

Presentation

Toward Tribal Sovereignty and Indigenous Futurities through Multicultural Education Action. Land acknowledgements are commonplace as ways to recognize the ancestral homelands of Indigenous Peoples. Less common is a localized understanding of tribal sovereignty, including Native education, history, and governance. In this presentation, participants will examine the complexities and possibilities of honoring tribal sovereignty and Indigenous futurities while creating opportunities for coalition building and institutional change. **Presenters: Kristen French**, Western Washington University; **Jeanette Haynes Writer**, New Mexico State University

T5.12

Advanced

Santa Rita

Presentation

Forging a New Future: Urban and Suburban Youth Exploring the Civil Rights Movement Together. This presentation presents research exploring the lived experiences of high school students from two different schools--a majority black public school and a majority white private school. The students engaged in a social justice study of the Civil Rights Movement and travelled together on an eight-day bus tour through the Deep South. **Presenters: Bradley Poos**, Avila University; **Jennifer Waddell**, UMKC

T5.13

Introductory

Sonoran

Presentation

Globalizing the Early Childhood Education Curriculum. Exposing pre-service educators to the many experiences of early c. This session is designed to explore and discuss the research on culturally responsive approaches, policies, and best practices in early childhood education. While also examining the process of one faculty's approach to globalizing an early childhood education course for pre-service educators (with a focus on Ghana and Kenya's early childhood programs). **Presenter: Danielle Johnson**, 1974

T5.14

Intermediate

Tortolita

Presentation

Humanizing Conservative Christian Education through Decolonization. This presentation analyzes the effects of colonization on Christian education in the United States of America which has resulted in the normalization of racial micro-aggressions in conservative Christian schools. The goal of this presentation is to equip teachers and administrators to address racism in their schools and curriculums. **Presenter: Evan Willis**, University of North Carolina Charlotte

T5.15

Intermediate

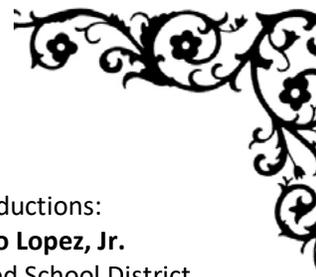
Tucson

Presentation

Becoming Text Detectives: Lessons Learned from Two Years of Teaching Preservice Educators to be Culturally Responsive. This presentation will share two years of qualitative data from a culturally responsive workshop with preservice teachers. The workshop focused on how elementary teachers can teach students to read critically, including asking whose voices are being heard and investigating text for hidden messages. Longitudinal data indicates positive impacts on teacher learning. **Presenter: Rebecca Smith**, University of Portland



Thursday, Nov. 7 • 7:00pm to 8:30pm
Turquoise Ballroom



General Session

Convener:
Lisa Zagumny
NAME President-Elect
Conference Co-Chair

Introductions:
Lorenzo Lopez, Jr.
Tucson United School District
Conference Co-Chair

Panel Discussion:

*Co-Sponsored by The Cherry A. McGee Banks and James A. Banks
Family Foundation*

**Global Migration, Structural Inclusion,
and
Citizenship Education Across Nations**

Moderator:

James A. Banks

Kerry and Linda Endowed Chair in Diversity Studies Emeritus
University of Washington–Seattle

Panelists:

Darren E. Lund
University of Calgary–Canada

Kyung-Hwan Mo
Seoul National University–Korea

Dafney Blanca Dabach
University of Washington–Seattle

Audrey Osler
University of Leeds, UK, and
University College of Southeast Norway

Discussant:

Geneva Gay
University of Washington–Seattle



**Join us for the Welcome Reception
in the Marketplace following the panel.
Sponsored by Teachers College Press
&
Taylor Francis**

About the Evening Panel....

Global migration, the quest by diverse groups for equality, and the rise of populist nationalism have complicated the development of citizenship and citizenship education in nations around the world. Many racial, ethnic, cultural, linguistic, and religious groups are denied structural inclusion into their nation-state. Consequently, they do not fully internalize the values and symbols of the nation-state, develop a strong identity with it, or acquire political efficacy. They focus primarily on particularistic group needs and goals rather than the overarching goals of the nation-state.

In this session, researchers from four different nations will describe how citizenship education courses and programs can be reimagined and changed so that they will help immigrant students from marginalized ethnic, cultural, racial, linguistic, and religious groups attain a sense of inclusion within their schools and nation-states, political efficacy, and clarified national identities. This session will focus on migration and citizenship education in Canada, the United States, Korea, and England.





NAME

National Association for Multicultural Education

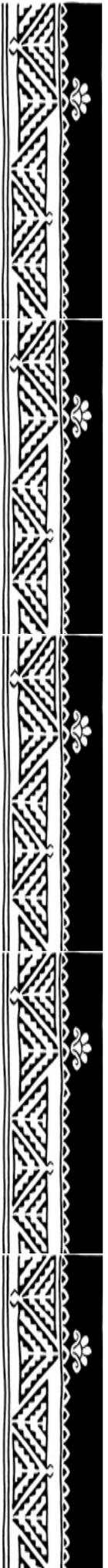
NAMEorg.org

2019 International Conference • Tucson FRIDAY • AT • A • GLANCE

7:30am – 5:00pm	Registration Open	
8:00am – 8:45am	Regional Meetings	
9:00am – 10:15am	General Session: Jeremy Garcia	Turquoise Ballroom
10:30 – 11:20am	Breakout Sessions	
11:30am – 12:20pm	Breakout Sessions	
12:30pm – 1:30pm	Founders Luncheon (optional)	Turquoise 3
1:40pm – 2:50pm	Rose Duhon-Sells Lecture: Khoi Nguyen	Turquoise Ballroom
3:00pm – 3:50pm	Breakout Sessions	
4:00pm – 4:50pm	Breakout Sessions	
5:00pm – 5:50pm	Breakout Sessions	
5:00pm – 6:30pm	Founder’s Forum	Joshua Tree 2
7:00pm – 8:30pm	Local Event	

Also during breakout sessions:

Special Session	Location
• Roundtables	Presidio 5
• Poster Sessions	Presidio Foyer
• MC Film Festival	White Dove
• Conversations With...	Joshua Tree 2



2019 NAME Conference

Friday, Nov. 8

Optional Day Events



The following special activities require pre-registration as space is limited.

Please register on-line. Additional fees are required.

Intensive Institutes:

School Leadership Matters: Strategies to Successfully Implement Culturally Responsive Leadership in Schools. 3:00 – 6:00pm.

Tucson Mural Tour:

Changemaker K-20 Campus. 8:00am – 1:30pm.

Friday 8:00–8:45am • Executive Suites

Regional Meetings

Join your fellow NAME colleagues as we meet in regional groups facilitated by our Regional Directors. A great opportunity to form relationships in your local region with like-minded members as we share a light continental breakfast.

NAME's REGIONAL DIRECTORS

Region 1 - CT, ME, MA, NH, NJ, NY, Puerto Rico, RI, VT

Regional Director: Stephanie Burrell Storms, Fairfield University, CT

Email: sstorms@fairfield.edu

Region 2 - DE, DC, MD, PA, VA, WV

Regional Director: Rebecca Russell, Retired Educator, WV

Email: rssr32@hotmail.com

Region 3 - AL, FL, GA, KY, MS, NC, SC, TN

Regional Director: Susan V. Bennett, University of South Florida St. Petersburg, FL

Email: siouxsan99@yahoo.com

Region 4 - IL, IN, MI, MN, MT, ND, OH, SD, WS

Regional Director: Robin Brenneman, Hilliard Ohio Arts Council

Email: kenrob@columbus.rr.com

Region 5 - AR, CO, IA, KS, LA, MO, NE, NM, OK, TX

Regional Director: Brandon Fox, Stephen F. Austin State University, TX

Email: foxbrand@sfasu.edu

Region 6 - AZ, CA, NV, UT, WY

Regional Director: Krista McAtee, Teacher and Adjunct Professor, Sonoma, Ca

Email: maestrakrista@yahoo.com

Region 7 - AK, HI, ID, OR, WA

Regional Director: DaVerne Bell, Director of Equity and Inclusion, St Mary's Academy, Portland, OR

Email: DaVernespeaks@comcast.net

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



NAME 2019 International Conference

Friday Nov. 9

Friday Nov. 8 • 8:00 – 8:45am
NAME Regional Meetings
 Turquoise Ballroom

Friday Nov. 8 • 9:00 – 10:15am
 Turquoise Ballroom

General Session

Welcome:

Jeanette Haynes Writer
 New Mexico State University

Introduction:

Valerie Shirley
 University of Arizona

Jeremy Garcia

Assistant Professor of Teaching & Learning
 Sociocultural Studies, American Indian Studies
 University of Arizona

Decolonial Praxis in Indigenous Education

Indigenous education is intricately and deeply connected to a decolonizing and restorative process that is both personal and structural—rooted in relations to place, land, ancestors, and stories of emergence/existence. If Indigenous educators are informed by Indigenous critical theories and Indigenous relationships to land, how might this generate an intellectual space that is transformative, sustainable, justice-centered, and leads to social change in Indigenous communities? Indigenous educators are working to conceptualize what it means to activate a decolonial consciousness that is grounded in Indigenous values and knowledge and centers Indigenous issues, goals, and sovereignty.



Friday Morning Breakout Sessions 10:30 - 11:20am

F10.30.01
Intermediate

Agave I
Presentation

Decolonizing Teacher Education Experiences: Multicultural Considerations for Both Sides of the Desk. To decolonize our impact on K-12 students, we must start with decolonizing Teacher Education. In this presentation, we share results and implications for research and practice from our study on preservice teachers of color through their experiences their teacher education program and situate our work in a national and local context. **Presenter: Brittany Smotherson**, University of Missouri

F10.30.02
Intermediate
shop

Agave II
Interactive Work-

Civil Conversations: A Framework for Decolonizing Minds and Hearts. Decolonizing minds and hearts begins with the process of listening for understanding. The Civil Conversations Project, as designed by Krista Tippett, provides a much-needed framework for thinking our world together in times when the prevailing narrative is one of divisiveness and domination. This workshop is for educational leaders interested in institutional change through sustained dialogue. **Presenters: T. Anil Oommen**, Pacific University; **Jon Talebreza-May**, Pacific University

F10.30.03
Intermediate
shop

Agave III
Interactive Work-

A Time for Truth: Forced Removal of Indigenous Children as Genocide. Come learn about the origins of white supremacy in the U.S., the relationship between settler colonialism and genocide, and how the state's forced removal and coerced assimilation of Indigenous children connects to the occupation of the land by European settlers. Free film and lessons for teachers who want to unpack genocide and decolonization. **Presenters: Mishy Lesser**, Upstander Project; **Tracy Rector**, Longhouse Media

F10.30.04

Intermediate

Coronado I

Interactive Workshop

Decolonizing Bodies: A Bilingual Embodied Workshop. Drawing on Anzaldúa's work on border crossing and Boals' Theater of the Oppressed, this bilingual participatory workshop explores strategies for decolonizing our bodies. Using movement, we will put our bodies on the line in order to explore safety, borders, marginalization, exclusion, resistance and allyship and to strategize change and liberation. **Presenter: Mara Sapon-Shevin, Syracuse University,**

F10.30.05

Introductory

Coronado II

Presentation

U.S. Chinese-immigrant families' efforts to decolonize dominant language ideologies through Chinese language maintenance. This session examines how Chinese family language policies are instantiated and negotiated in U.S. Chinese-immigrant families. Taking a decolonizing perspective, findings reveal how they decolonized dominant language ideologies using relevant strategies to help their children maintain Chinese as a heritage language. Implications for educators are reviewed. **Presenters: Nuo Xu; Pablo Ramirez; Verónica Valdez**

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THE REAL**



WITH 

The Spring, 2020 NAME educational & cultural exchange to Cuba is being planned now. We will visit Santa Clara, Havana and beyond.

Interested? Email: Cuba@NAMEorg.org

Poster Sessions



F10.30.06

Foyer 1

Introductory

Poster

Shifting Communication Paradigms to Address Social Class Inequities in PreK-12 Education. A multidisciplinary review of research literature examines inequalities and challenges in preK-12 education based on social class. Analyzing research in communication and multicultural education can help reveal paradigm shifts needed to improve class-based educational outcomes. **Presenter: Tess Cameron**, University of Kansas

F10.30.07

Foyer 2

Introductory

Poster

Infusing Multicultural Education into College Freshman English Curriculum: A College Curriculum Reform in Taiwan. This paper presents the results of a curriculum reform that integrating multicultural education and English language learning in Taiwan, a setting where English is a foreign language (EFL). Within a school year, the multicultural awareness and English language ability of the 858 college students improved significantly. The implementation and implication will be discussed. **Presenter: Amber Wang**, National Taichung University of Education

F10.30.08

Foyer 3

Intermediate

Poster

Gatekeepers of Our Stories: White Voices on Black Lives. The reconceptualization of multicultural literature was launched in the 20th century. Attention was given to the issue of cultural representation in children's literature, because as cultural and linguistic diversity became more apparent in American schools, so did the need for teachers to offer and make available literary experiences to honor the diverse groups in their classrooms. The market for multicultural literature has grown exponentially, not as result of a literary movement but a political one designed to claim space in literature and education for marginalized peoples. However, despite all the consideration and effort to center others' stories, especially for Black girls, authors of color do not principally control the distribution of these narratives. White authors still predominantly tell the lived experiences of the children of color in children's literature. **Presenter: Marquita Foster**, University of North Texas

F10.30.08b
Intermediate

Joshua Tree 2
Panel

Creating Space and Transforming Structures: The Complexities of Working for Justice within Educational Institutions. This panel explores efforts to transform secondary and higher education by considering what it means to push for social justice within the colonizing institutions of schools. Using empirical examples, we highlight how efforts to engage in critical work can create important possibilities and spaces, while leaving larger institutional cultures and policies unchanged. **Presenters:** **Jia-Hui Stefanie Wong**, Trinity College; **Alexandra Allweiss**, Michigan State University; **Diamond Howell**, University of Wisconsin-Madison; **Carl Grant**, University of Wisconsin-Madison

F10.30.09
Introductory

Joshua I
Interactive Workshop

Cultivating Youth Allyship Through Critical Literacy. Identifying with another's lived experience is a powerful way to develop altruistic moral reasoning among adolescent youth. This presentation summarizes a critical literacy approach that utilizes the study of Jewish rescuers during the Holocaust to nurture the development of critical consciousness and active solidarity with those suffering from community intolerance. **Presenters:** **Cheryl Bowen**, Santa Clara University; **Karen Green**, San Francisco Unified School District

F10.30.10
Introductory

Oro Valley
Presentation

The language that binds us: Decolonizing language for LGBTQIA+ students. Our language choices cause LGBTQIA+ children and youth to feel the sting of colonized minds and bodies. These scholars facilitate an activity to prompt critical questions, expand on current research and look at ways educators can develop language that is inclusive of LGBTQIA+ students and families in P-12 classrooms. **Presenters:** **Edmund Buscho**, Minnesota State University Moorhead; **Hannah Edwards**, Minnesota State University; **Sheila Marquardt**, Minnesota State University Moorhead

F10.30.11
Introductory

Palo Verde I
Presentation

Moving Students from Critique to Action. What can I do to help create a more just and equitable society? This presentation describes a seminar course that challenged students to define and explore their role as an activist. Through case studies of grassroots organizing and a service-learning project, students learned about the possibilities and challenges of making social change. **Presenters:** **Amy Ballin**, Simmons College; **Meghan Doran**, Simmons University

F10.30.12

Advanced

Palo Verde II

Panel

Developing Teacher Critical Awareness: Towards the Decolonization of Marginalized Spaces in Schooling. Decolonizing classrooms is the charge of multicultural education, specifically humanization. The tenets of multicultural education provide the foundation towards the humanization process, the challenge remains in operationalizing it. Tucson Unified School District is advancing a multi-year plan for job-embedded professional development in culturally responsive pedagogies towards educational excellence and equity. **Presenters: Norma Gonzalez**, Tucson Unified School District; **Lorenzo Lopez**, Tucson Unified School District; **Rosario Hutchings**

F10.30.13

Introductory

Presidio III

Presentation

Many faces, many voices: Learning to work with English Language Learners by exploring children's books about immigrants. This presentation will examine an action research project of using multicultural books about immigrant children to help teacher candidates understand the diversity of ELLs. Participants will be involved in exploring multiple books used for the project. **Presenter: Yong Yu**, State University of New York at Plattsburgh

F10.30.14

Intermediate

Presidio IV

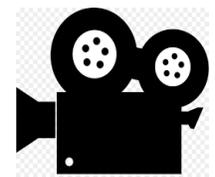
Interactive Workshop

Decolonizing Self-Care as Resistance and Activism in Our Historical-Cultural Contexts. In the United States, self-care is positioned as privilege. We need to decolonize this belief and position self-care as resistance and activism. Join a licensed clinical social worker and a professor of multicultural education for opportunities to identify and practice self-care strategies for multicultural work. **Presenters: Deborah McMakin**, Framingham State University; **Melissa Winchell**, Bridgewater State University

FRI 10:30am

BIRTH ON THE BORDER.

Director: Ellie Lobovits. 2018. Women Make Movies. www.wmm.com. 28 minutes. This intimate and personal documentary follows two women from Ciudad Juárez as they cross the U.S.-Mexico border legally to give birth in Texas, putting their hearts and bodies on the line as they confront harassment at the hands of U.S. border officials. See page 30 for complete information.



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ROUNDTABLES



F10.30.15

Introductory

Presidio V-2

Roundtable

What is on the syllabus? Teaching Multicultural Education at a Rural, Midwestern Teacher Preparation Program. This presentation explores teaching a multicultural education within a rural setting where almost all preservice teachers recognize as white. The presenter will discuss a current multicultural education syllabus and curriculum materials. Participants may share their syllabi, discuss strategies and curriculum, and foster conversation on how to overcome societies' inequities through inspiring preservice teachers. **Presenter: Jessamay Pesek**, Bemidji State University

F10.30.16

Intermediate

Presidio V-3

Roundtable

The village boy's rude awakening: My academic curerre. Utilizing Pinar's method of curerre, the paper foreground the experiences of the author as a student in colonial Zimbabwe to reconceptualize and decolonize the curriculum. It narrates the author's encounter with western epistemology and ontology. The autobiographical reflections of the author's educational experiences expose the harmful effects of the colonial curriculum and leverage these reflections as the impetus for curriculum transformation. **Presenter: Lovemore Sibanda**, University of North Texas

F10.30.17

Intermediate

Presidio V-4

Roundtable

Breaking the Silence, Removing the Stain: Dutch antiracism in US classrooms.

WARNING: This session will include disturbing examples of pertinent racist photos and writings. The Netherlands is experiencing an emerging civil rights movement. Its leaders, with family histories in the (former) Dutch 'East Indies' and 'West Indies', are decolonizing the national narrative. They face hate crimes and criminalization in their challenges to a stubborn national image of liberalism, and exposure of a long list of inconvenient truths. Among them, the fact that the kingdom continued slavery into the 20th century and has three times the disproportionality of arrest by race of the U.S. The main battleground of the movement are two sacred white spaces: the #1 family tradition of Saint Nicholas Day with blackface helpers for elves, and Dutch Memorial Day. The U-M Dutch program has become an activist partner in the movement, exploiting its position abroad to give a voice to marginalized people at home. Its students are given the opportunity to examine their own assumptions of race through an alternate cultural lens.

Presenter: Annemarie Toebosch, University of Michigan

F10.30.18

Intermediate

Rincon

Presentation

Cultivating Visions of Possibility in Multilingual Classrooms. In this presentation, we will present vignettes of three fifth-grade teachers' work with emergent bilingual learners. We will explore how language ideologies and classroom practices influenced the cultivation of multilingual learning opportunities. We will then lead a discussion on strategies and recommendations for working with multilingual learners. **Presenters: Evelyn Baca**, Bucknell University; **Sarah Alvarado**

F10.30.19

Intermediate

Santa Rita

Presentation

Decolonizing the minds of preservice teachers and making a change in teacher preparation. Based on the social inequities that exist in both our schools, there is a need for teacher preparation courses to address decolonizing the minds of preservice teachers. This presentation will highlight how three teacher educators at different institutions do the work of decolonizing the minds of preservice teachers. **Presenters: Shamaine Bazemore-Bertrand**, Illinois State University; **Tiffany Mitchell Patterson**; **Kisha Porcher**

F10.30.20

Intermediate

Sonoran

Presentation

Decolonizing Bilingual Minds: Latinx Bilingual Teachers Enacting Anti-Racist Culturally Responsive Teaching Practices. This presentation highlights the decolonizing and culturally responsive practices of three bilingual Latinx elementary teachers from three different school settings. Each bilingual teacher approaches teaching and learning with bilingual learners in unique ways that we can all learn from. **Presenters: Carrie Larson**, Pacific University; **Kelly Cutler**, Portland State University

F10.30.21

Intermediate

Tortolita

Presentation

Voices from the Margin: De/Colonizing the Perception of Dis/Ability in Urban Education. The voices of the economically disadvantaged, Black children most commonly affected by the systemic devaluation of Black culture is often omitted from scholarly discourse. This session will be framed by provocative statements on the state of education made by students who have been labeled as disabled due to their rejection of White, Middle Class culture. **Presenter: Nadine Duncan**, Kennesaw State University

F10.30.22

Intermediate

Tucson

Presentation

Help! This is NOT What I Envisioned Equity Work Would Be! With a passionate commitment to marginalized students in K12 schools, this presenter never imagined she would end up teaching mostly the privileged students instead. However, that's exactly what happened, and she shares why this type of equity work is essential in our journey toward decolonizing minds. **Presenter: Lauren Goff**, Nelson County Schools

Friday Morning Breakout Sessions | 11:30 - 12:20am

F11.30.01

Introductory

Agave I

Presentation

Planting the Seed: Culturally Relevant Pedagogy as a Framework for Understanding Teachers' Beliefs and Practice. This session presents two qualitative studies that explore the utilization of Culturally Relevant Pedagogy (CRP) as an analytic tool. Building from Ladson-Billing's work, the Pedagogical Garden Framework emerged as a valuable organization schema for understanding teacher's practices and expressed beliefs relative to the major constructs of CRP. **Presenters: Kelly Barber-Lester; Chanelle Wilson-Poe**

F11.30.02

Intermediate

Agave II

Interactive Workshop

Can Teachers Decolonize Their Favorite Narratives? A Case Study Analysis of White Teachers and Black History Month. Is it possible to decolonize narratives of heroes and saviors? To move beyond slavery and civil rights? This interactive workshop will engage case studies of white teachers teaching during Black History Month. Using CRT in education and critical literacy methods, participants will review methods, discuss implications, and offer suggestions for teaching Black History while white. **Presenter: Brianne Pitts**, Creekside Elementary

F11.30.03

Introductory

Agave III

Interactive Workshop

Multicultural Story Drama with Children and Preservice Teachers. In this interactive session, facilitators will lead participants through multicultural story drama lessons based on children's books. The facilitators will speak to how they teach story drama to pre-service theatre teachers and how those students develop and facilitate their own culturally specific story drama lessons with children. **Presenters: Sara Simons**, University of Texas at Austin; **Roxanne Schroeder-Arce**, University of Texas at Austin

F11.30.04

Intermediate

Coronado I

Interactive Workshop

Critical Orientations: Indigenous Studies and Outdoor Education. This workshop introduces the incorporation of indigenous studies concepts into elementary outdoor education in a culturally sustaining way. The workshop was created to help white educators, both formal and non-formal, respectfully incorporate indigenous studies concepts into their outdoor school curriculum. The focus is incorporating issues of colonization, Indigeneity, self-determination, and sovereignty into outdoor education curriculum. **Presenter: Spirit Brooks**, Oregon State University

F11.30.05

Intermediate

Coronado II

Presentation

A Warning Rather Than a Model: Education Reform in New Orleans. The 'reform' efforts in New Orleans are often hailed as a resounding success. However, this presentation counters that narrative and demonstrates how inequities are being reproduced. It includes a group discussion about similar reform efforts elsewhere and the research and advocacy that are needed to effect meaningful change. **Presenters: Kristin Kibler**, University of Miami; **Estilla Lightfoot**, Tulane University

FRI 11:30



WARRIOR WOMEN.

Directors Elizabeth A. Castle & Christina D. King. Producer Anna Marie Pitman. 2018. Good Docs. www.gooddocs.net 64 Minutes. Discount code for NAME members: NAME-WW-20%. In the 1970s, with the swagger of unapologetic Indianness, organizers of the American Indian Movement (AIM) fought for Native liberation as a community of extended families. *Warrior Women* is the story of Madonna Thunder Hawk, one such AIM leader who shaped a kindred group of activists' children. See page 30 for complete information.



Conversation with Christine Sleeter & Cuauhtin Tolteka

Join Christine Sleeter and Tolteka Cuauhtin in a discussion of their recent book, *Rethinking Ethnic Studies*. See page 37 for complete information.

FRI 11:30

Poster Sessions



F11.30.06

Introductory

Foyer 1

Poster

Culturally Relevant Pedagogy as an Intervention for Quantitative Student Level Academic Outcomes: A Systematic Review. This systematic review sought to answer the following research question: What is the effect of culturally relevant teaching approaches on student academic outcomes? This review identified quantitative studies with culturally relevant instruction delivered to k-12 students. Studies needed to include academic outcomes. **Presenter: Taryn Robertson**

F11.30.07

Introductory

Foyer 2

Poster

Tackling the Dilemma of Diversity in Higher Education. This session will explore how to tackle the dilemma of diversity in higher education, that individuals at the most diverse institutions often encounter the most glaring conflicts, hostilities, and discrimination within campus life. Ways to evaluate diversity will be explored. Participants will be encouraged to share their experiences and solutions. **Presenter: LaDonna Morris**, University of St. Augustine for Health Sciences

F11.30.08

Intermediate

Foyer 3

Poster

The Role of Modern Segregation in Cognitive Colonization. For decolonized education to transpire, the existing systems of inequity that influence students' education achievement and attainment must be eradicated. When educators present the true histories and present conditions individuals, students begin to better understand the wider world and their own role as global citizens, thereby fostering within students a desire to challenge the colonizing practices that have influenced education in the past and continue plague it today. One such practice in the US is segregation. This presentation will illuminate systemic policies and practices of modern segregation that perpetuate cognitive colonization, hoping that the awareness will initiate the process of intellectual decolonization. **Presenters Diana Wandix-White**, Texas A&M University

F11.30.09

Intermediate

Foyer 4

Poster

Constructing Spaces of Identity, Agency, and Scholarship through a Critical Integration Approach. A Critical Integration Approach combines the theoretical lens of Multiple Intelligences(MI), Funds of Knowledge, Culturally Relevant Pedagogy(CRP) Culturally Responsive Instruction (CRI), Critical Pedagogy, Gifted Pedagogy, Multimodal Arts and Emancipatory Education. I examine the interplay between all of these pedagogical approaches within a original thematic curriculum in a public school enrichment pull-out program. **Presenter: Kevan Kiser-Chuc**, TUSD1 and University of Arizona

F11.30.10

Intermediate

Joshua I

Interactive Workshop

Teaching for Transformation: Multicultural Education and the Decolonization of Social Studies Curriculum. This interactive workshop explores transformative multicultural education as a means to decolonize K-12 Social Studies curriculum. Participants will unpack their own experiences as Social Studies students and educators, examine sample 'Hidden History' lessons, and map out ideas related to the creation of their own 'Hidden History' lessons. **Presenter: Mae Chaplin**, Sacramento State University

F11.30.11

Intermediate

Oro Valley

Presentation

Teachers in Culturally and Linguistically Diverse Classrooms. Recognizing the scarcity of equitable opportunities wherein cultural growth has a unique impact, a need for culturally and linguistically responsive teaching has arisen. This presentation addresses how South Carolina is attempting to confront the ghost of past anti-brownness and redefine cultural care in early childhood classrooms to demonstrate value to all humans. **Presenter: Lydia Carnesale**, University of South Carolina

F11.30.12

Advanced

Palo Verde I

Presentation

Decolonizing Global Education TK-12: Using Changemaking to Ignite Teacher Education in the United States and South Africa. TK-12 educators from the United States and South Africa worked collaboratively using the Changemaking process to address inequities in education. Educators framed ideas to ignite innovative inclusive practices to support diverse learners around the world. Join us to discuss ways to build cultural competencies through empathy and reflective processes. **Presenters: Rebekka Jez**, University of San Diego; **Clara Hauth**, Marymount University; **Lauren Ramers**, University of San Diego

F11.30.13

Intermediate

Palo Verde II

Panel

The Price of Entry: Exploring the Experiences of Emerging and Early Career Critical Teacher Educators. This interactive panel discussion will explore the experiences of emerging and early career teacher educators (TEs) learning to navigate the pedagogical, personal, scholarly, and professional challenges of critical multicultural teacher education. Panelists will engage with the audience to consider how TEs' positionalities shape the questions, challenges, decisions, and trade-offs we face. **Presenters: Rebecca Gadd**, Boston University; **Ebony Perouse-Harvey**, University of Michigan; **Amber Willis**, University of Michigan; **Naomi Jessup**, Georgia State University; **Simona Goldin**, TeachingWorks

F11.30.14

Intermediate

Presidio III

Presentation

De-colonizing Language; Making Room for Dual Language in an English-Only State. This session highlights the experiences of pre-service bilingual teachers in Arizona. Despite restrictive language policies in AZ these pre-service teachers document their journey to advocate and promote bilingualism for native Spanish speakers. **Presenter: Alex Silva**, Arizona State University

F11.30.15

Introductory

ROUNDTABLES

Presidio V-1

Roundtable



Pedagogical Strategies for Teaching Multicultural Education: Creating Safe Spaces and Brave Spaces for Learners. This roundtable discussion focuses on pedagogical strategies for a multicultural education course, with an emphasis on creating safe spaces and brave spaces for a community of learners. The study explores how to design and implement effective practices in creating safe spaces and brave spaces that are vital to a multicultural education course. **Presenter: Shihua Brazill**, Education

F11.30.16

Intermediate

Presidio V-2

Roundtable

Harnessing the Transformational Power of Education in Sub-Saharan Africa, to Meet Local and Global Needs. The story of Africa is hardly ever told from the beginning; but rather, begins with the unspoken 'Finally.' '[Finally], Africa is poor, disease-ridden, war-stricken and corrupt.' However, these labels do not highlight the causative role that colonialists educational models played in destroying indigenous educational systems, and maintaining western cultural hegemony in Sub-Saharan Africa. **Presenter: Elizabeth Bifuh-Ambe**, University of Massachusetts, Lowell

F11.30.17

Intermediate

Presidio V-3

Roundtable

But, Am I Modeling Culturally Responsive Instruction to my Teacher Candidates? A Black Feminist Theory Self-Study. Teacher educators understand the importance of preparing pre-service teachers to become culturally responsive (CR) practitioners. However, there is very little research examining their instruction of CR practices. This session will provide outcomes from a qualitative self-study of one Black Female's use of CR practices in a special education assessment course. **Presenter: Benikia Kressler**, California State University Fullerton



ROUNDTABLES

F11.30.18

Intermediate

Presidio V-4

Roundtable

Localizing international education agendas: Unintended consequences of global policies in Jamaica's secondary education. Using globalization and basic education as the main conceptual lens, this paper explores the underachievement of boys within the contexts of international education policies at the domestic/national scale in Jamaica. In this paper, I will address two questions: What contributes to the suboptimal performance of boys in Jamaica's education system? How can the state's response to the underachievement of boys be characterized? The paper/presentation raises issues relating to gender equity, patriarchy, and class in the educational system. Drawing on data obtained from interviews with teachers two rural secondary school in Jamaica, the paper seeks to shed light on the changing role of the state as it seeks to 'localize' international education policies or objectives. The data also suggests that boys' underachievement also results from the contextual difficulty experienced by poorer countries that attempt to 'localize' or translate the objectives of the Education for All movement (EFA). **Presenter: Everton Ellis**, OISE, University of Toronto

F11.30.18b

Intermediate

Presidio V-5

Roundtable

Questioning the Ties that Bind Us: Using Young Adult Literature to explore Latina Teachers' Latinidad. There is a dearth of research regarding how to build solidarity among Latinx teachers in order to yield empathy and intra-cultural understanding. It is imperative to encourage transformative dialogue aimed at generating unity among Latina teachers. This presentation focuses on sharing the aims of a qualitative study, YAL and ways to generate dialogue. **Presenter: Vanessa Vega**, University of Alabama–Birmingham

F11.30.19

Intermediate

Rincon

Presentation

Reenvisioning multicultural education in South Korea: Voices from teachers of linguistically, culturally diverse students. South Korea has become a new multicultural society with significant recent demographic changes. Using a narrative inquiry, this study explores the distinct features of multicultural and multilingual classrooms/schools in South Korea and the challenges and opportunities that Korean preschool teachers face as they work with linguistically and culturally diverse students. **Presenters: Shim Lew**, The University of West Florida; **Jayoung Choi**, Kennesaw State University

F11.30.20
Intermediate

Santa Rita
Presentation

Empowering teachers to look beyond poverty in the classroom. The purpose of this presentation, Empowering Teachers to Look Beyond Poverty, is to provide participants opportunities to consider the challenges that children living in poverty face. By engaging in a mini-simulation/discussion activity, teachers will consider poverty from multiple viewpoints and reflect on ways to effectively engage students from diverse backgrounds. **Presenters: Queen Ogbomo**, Tennessee Technological University; **Kristen Pennycuff Trent**, Tennessee Technological University; **Kathy Brashears**, Tennessee Technological University; **Marilyn Bruckman**, Tennessee Technological University

F11.30.21
Advanced

Sonoran
Presentation

Minority College Students' Perceptions of Lecture Instruction Supplemented with Visual and Kinesthetic Instructional Met. This presentation focuses on minority college students' perceptions of the value of audio (lecture) instruction when supplemented with visual and kinesthetic instructional strategies. Analysis of mixed method data for this presentation examines the perspectives of undergraduate students enrolled in a College of Health and Human Sciences exercise science course. **Presenters: T J Exford**, North Carolina A&T State University; **Ashraf Esmail**, Dillard University; **Alice Duhon Ross**, Walden University; **Gwendolyn Duhon**, McNeese University; **Michael Ross**

F11.30.22
Intermediate

Tortolita
Presentation

Black Teacher Sustainability: A Holistic Model for Recruiting, Preparing, and Retaining Black Teachers. After the passing of Brown v. Board of Education, there has been a consistent shortage of Black teachers, which has had detrimental impacts on Black students. Thus, I offer a model for Black teacher sustainability, for the use of education reformers and policy makers to improve the quantity, quality, and longevity of Black educators. **Presenter: Shanique Lee**, University of North Carolina at Charlotte

F11.30.23
Intermediate

Tucson
Presentation

Creating Space and Freeing Voices: A Window for Preservice Teachers. Memoirs are powerful tools for understanding perspectives that are different from our own or to see our lived experiences reflected in others' lives. This presentation describes the use of memoir as an instructional strategy in developing teacher candidates' dispositions for multicultural education. **Presenters: Sarah Cannon**, North Carolina State University; **Charlotte Roberts**

FRI 12:30pm



AND THEN THEY CAME FOR US.

Directors Abby Ginzberg and Ken Schneider. Producer Abby Ginzberg. 2017. Good Docs. www.gooddocs.net 50 Minutes. Discount code for NAME members: NAME-TCFU-20%.

This film is a cautionary and inspiring tale for all societies. Seventy-six years ago President Roosevelt signed Executive Order 9066, paving the way for the forced incarceration of 120,000 Japanese Americans. See page 30 for complete information.



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



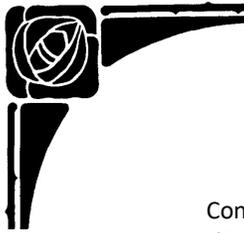
Friday 12:30 – 1:20pm • Turquoise 3

Founders Luncheon

Greetings:

H. Prentice Baptiste
NAME Immediate Past-President

Rose Duhon-Sells
NAME Founding Mother



Friday, Nov. 8 • 1:40 – 2:50pm
Turquoise Ballroom

General Session

Rose Duhon-Sells Lecture

Convener:
Alice Duhon
Walden University

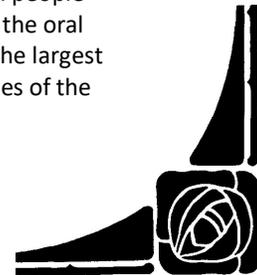
Welcome:
Rose Duhon-Sells
NAME Founding Mother



Introduction:
Donzaleigh Abernathy
Civil Rights Activist, Actress

Keynote Presentation:
Khoi Nguyen

Dr. Khoi Nguyen is an interactive artist that is creating two art installations that integrates technology, arts and oral history about the Civil Rights Movement and the LGBTQ Movement. These installations use over 80,000 fingerprints to form the paintings of Obama and Harvey Milk from people across the United States. Attached to thousands of fingerprints is the oral history of the struggles to be equal. These installations will form the largest collection of fingerprints from civil rights leaders, activists and allies of the largest rights-movements of our time.



Friday Afternoon Breakout Sessions

3:00 - 3:50pm

- F3.01
Intermediate
Enhancing Children's Literacy, Learning, and Civic Engagement through a Summer Enrichment Program. In this presentation, we will describe how a summer literacy and cultural enrichment program fostered elementary students' love of reading and learning, empowering them to make a difference in themselves, their families, schools, communities, country, and world. We will share how the program encouraged children to forge their own futures. **Presenters: Amber Spears**, Tennessee Tech University; **Janet Isbell**, Tennessee Tech University
- Agave I
Presentation
- F3.02
Intermediate
Barriers to Success for Diverse Rural Teachers. This session describes a satellite teacher education program for place-based, diverse, non-traditional students residing in rural and remote communities. We will share how critical pedagogy and focused culturally responsive practices have helped us address educational and institutional barriers to student success. **Presenters: Roni Adams**, Southern Oregon University; **Megan Farnsworth**, Southern Oregon University; **Erin Wilder**, Southern Oregon University
- Agave II
Interactive Workshop
- F3.03
Advanced
Dismantling Dominant Narratives: Decolonizing Teacher Education Courses. This workshop is designed as a collaborative space to source and discuss resources for multicultural teacher education, and think critically about how best curate resources into impactful curricula. Participants will both contribute their own knowledge and gain new ideas from peers from across the field of multicultural teacher education. **Presenters: Olivia Murphy**, University of Maryland, College Park; **Nardos Ghebreab**, University of Maryland at College Park; **Jennifer Burris**, University of Maryland at College Park
- Agave III
Interactive Workshop
- F3.04
Introductory
Talking About Racial, Ethnic, and National Identities in the Classroom: Building Empathy Through Student Narratives. This interactive workshop models an innovative approach to structuring dialogue on racial, ethnic, and national identities using students' personal narratives. Participants learn the steps to implement this lesson, reflect upon its impact by listening to actual student stories, and explore how narratives create inclusive spaces that foster empathy in the classroom. **Presenter: Noga Shemer**, University of Connecticut
- Coronado I
Interactive Workshop

F3.05

Intermediate

Coronado II

Presentation

Pathway to Multicultural & Multilingual Education in Teacher Preparation: From Prerequisite Courses to Graduate Level. Session presents objectives, assignments and assessments in a Multilingual and Multicultural Education program for teacher preparation developed to counteract biases against minoritized bilingual candidates and communities they serve. Program examines language status, identities and cultural heritage. It focuses on parents/families and diverse populations through a critical pedagogy centered on social justice and equity. **Presenters: Ana Hernandez**, California State University San Marcos; **Annette Daoud**, CA State University San Marcos

Poster Sessions



F3.06

Introductory

Foyer 1

Poster

Literacy Challenges of International Students as a Marginalized Group in the Predominated White Classroom. This study explores how students' writing skills can be improved through participatory and multicultural pedagogies. By using various sensory, visual, and auditory modes of learning and participation, international students will be able to draw upon their cross-linguistic and cultural knowledge and make significant contributions to their new learning environment. **Presenters: fnu dawayangzong**, University of Florida; **Huameng Chen**, University of Florida

F3.07

Introductory

Foyer 2

Poster

Reflections on Teenage Students' Fabrication of a Normative Identity as a Thug. In this paper, I reflect upon teenage students' fabrication of a normative identity as a Thug associated with inner-city neighborhoods. I argue that this fabricated identity provides self-empowering strength, and is a mechanism for navigating non-personal contexts, for gaining respect from others, and for protecting oneself emotionally and physically within a White hegemonic school culture. **Presenter: John D McGinty**, University of Wisconsin - Madison

F3.08

Introductory

Foyer 3

Poster

Decolonizing Higher Education: Racial Representation Among Educators in Higher Education Matters. This study examines the perceptions, attitudes and sense of belonging on the part of Latinx students in relationship to the lack of Latinx faculty at a four-year university. A central focus will be on triangulating between these relationships and pursuing graduate education **Presenters: Kirsten Covarrubias**, California State University, Sacramento; **Porfirio Loeza**

F3.09

Intermediate

Foyer 4

Poster

Decolonizing Social Studies: Integrating History and Public Issues with Diverse Curricular Standpoints. Two social studies teacher educators share findings from a new methods course framework that applies native feminist curricular standpoints and critical media literacy to support pre-service teachers in teaching the historical roots of public issues. **Presenters: Emilie Camp**, University of Cincinnati; **Amy Bottomley**, University of Cincinnati

F3.10

Intermediate

Joshua I

Interactive Workshop

Empowering Students to Lead through Equity, Diversity, Justice and Inclusion (EDJI) Practices. This workshop highlights a student-led curriculum focused on Equity, Diversity, Justice and Inclusion (EDJI). By leading an activity on identities, intersectionality, and various forms of oppression and a follow up discussion of the planning process and design, this will challenge and support participants to develop similar activities at their schools. **Presenters: Joslyn Hunscher-Young**, Washtenaw International High School; **Kyrsten Persells**, Washtenaw International High School & Middle Academy

F3.11

Advanced

Oro Valley

Presentation

You're a Diversity Officer: Now What? This presentation will explore the process of creating a diversity office with a commitment to implementing culturally responsive practices into program course work while also assisting faculty and staff in understanding their implicit biases. Strategies and ideas for implementation will be shared. **Presenters: Nichelle Robinson**, University of MS; **Susan McClelland**

F3.12

Intermediate

Palo Verde I

Presentation

Social Justice Leadership and Family Engagement in Culturally and Linguistically Diverse Urban Schools. Established 'best practices' for parent engagement cannot be assumed to be effective when serving culturally and linguistically diverse families. Drawing on Furman's (2012) framework of social justice leadership, our research explores the practices of educational leaders in an urban school district to engage multilingual families in their school communities. **Presenters: Vera Lee**, Drexel University; **Kristine Grant**, Drexel University

F3.13

Advanced

Palo Verde II

Panel

Decolonizing the curriculum in Title 1 schools: Early steps in a university-school partnership.

A panel presentation of teachers and university faculty members who report on their learning from a multi-year university-school district partnership to transform curriculum in Title 1 schools. We discuss the successes and the struggles in these decolonizing efforts including lessons learned and 'unlearned' through three professional development modules. **Presenters: Dilys Schoorman**, Florida Atlantic University; **Iris Minor**; **Kimberly Foster**; **Jay Sohn**

F3.14

Intermediate

Presidio III

Interactive Workshop

Examining the Colonized Mind using Critical Analyses. Using a qualitative critical methodological tool adapted by the presenters, participants will examine structural inequities in case studies. Our tool can be used in any classroom to deconstruct the underlying meanings of narratives in order to achieve deeper levels of understanding. **Presenters: Jennifer Chandler**, Arizona State University; **Jessica Hirshorn**, Arizona State University; **Sarah Carranza**, Arizona State University

F3.15

Intermediate

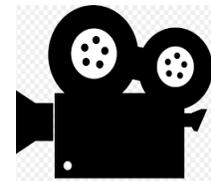
Presidio IV

Interactive Workshop

They said what?! A Black instructor and white instructor's experiences problematize equity literacy assessments. After experiencing students' racial bias towards a Black instructor, two instructor-researchers found that students' biases were undetected in coursework assignments aimed at assessing equity literacy. Attendees are invited to examine their own course attempts to assess equity literacy. Problematizing attempts to assess equity will drive conversation to rethink assessments. **Presenters: Chanelle Wilson**, Bryn Mawr College; **Elizabeth Soslau**

FRI 3:00pm**ALIEN CITIZEN.**

Written and produced by Elizabeth Liang. Directed by Sofie Calderon. 2017. www.aliencitizensoloshow.com. 50 minutes. Who are you when you're from everywhere and nowhere? Alien Citizen is a funny and poignant one-woman show about growing up in the intersections of identity as a dual citizen of mixed heritage in Central America, North Africa, the Middle East, and New England. Elizabeth Liang, like President Obama, is a Third Culture Kid or a TCK. See page 30 for complete information.



Followed by a Conversation with Filmmaker Elizabeth Liang in Joshua Tree 2



ROUNDTABLES

F3.16

Introductory

Presidio V-1

Roundtable

Examining Quality of Life: The Underrepresentation of African American Girls in Gifted Education. There is limited current research addressing the needs of African American girls. Even more limiting is the research with a focus on gifted African American girls. Examining quality of life in the classroom and a sense of belonging are pivotal in the advancement of gifted African American girls. **Presenters: Deneen Dixon-Payne**, University of North Carolina at Charlotte

F3.17

Intermediate

Presidio V-2

Roundtable

Creating spaces in teacher education to decolonize the mind: Jabulani School Simulation. The purpose of this session is to share the JASS© digital platform prototype which was designed as a curricular safe space for our candidates to build efficacy, skills and consciousness prior to classroom practicum. We seek your feedback as we move this project forward. **Presenters: Gretchen McAllister**, Northern Arizona University; **Muna Al-Shawafi**, Northern Arizona University

F3.18

Introductory

Presidio V-3

Roundtable

Identity Development and Racial Microaggression Experiences of International Chinese Students. When we recognize common racial microaggressions, we can reduce acts of prejudice and discrimination.

The roundtable discussion will begin by discussing microaggressions using Dr. Derald Wing Sue's theory and framework. We will present and discuss identity development and racial microaggression experiences of international Chinese students. **Presenters: Catherine Johnson**, Washington State University; **Shihua Brazill**, Education

F3.19

Introductory

Presidio V-4

Roundtable

Decolonizing LGBTQIA+ experience, language and representation in P-12 classrooms.

LGBTQIA+ children and youth feel the sting of colonized minds in their classrooms and schools daily. These scholars share experiences, ask critical questions, expand on current research and look at ways we can use multicultural education to develop strong and inclusive P-12 classrooms for LGBTQIA+ students and families. **Presenters: Hannah Edwards**, Minnesota State University Moorhead; **Edmund Buscho**, Minnesota State University Moorhead; **Sheila K Marquardt**, Minnesota State University Moorhead

FRI 3:00pm



Conversation with Author **Anni Reinking**

Joshua Tree 2

Join Anni Reinking in this discussion of her book, *Not Just Black and White*.

See page 37 for complete information.

F3.20

Intermediate

Rincon

Presentation

Translanguaging as a Tool for Social Justice. Embedded within the institution of education and its modes of functioning is the role of language, which is shaped by beliefs, morals, and political interests. The purpose of this presentation is to explain how translanguaging can be utilized as an avenue for social justice for those who face language marginalization. **Presenters: Marta Carvajal**, University of Kansas; **Leah Mortenson**, St. John's University

F3.21

Advanced

Santa Rita

Presentation

'That's such a harsh term!': Moving forward when the word 'race' is considered a 4-letter word by school administrators. The issue of race is difficult for White teachers to discuss-it is even more challenging when school administrators view the term 'race' as problematic. Through discussion and collaboration, this session will help multicultural educators think about how we might decolonize mindsets steeped in Whiteness that view merely saying the word 'race' as controversial. **Presenter: Scott Farver**, Michigan State University

F3.22

Advanced

Sonoran

Presentation

Teacher Beliefs Related to Culturally Sustaining Pedagogies. This presentation will provide information on urban secondary education teacher perspectives of their beliefs related to needs and challenges for supporting culturally and linguistically diverse students. We examine teachers' perceptions from reflections on beliefs for culturally relevant supports on a continuum from deficit based beliefs to culturally sustaining pedagogical beliefs. **Presenters: Wendy Cavendish**, University of Miami; **Ignacio Barrenechea**, University of Miami; **Ayanna Young**, University of Miami

F3.23

Intermediate

Tortolita

Presentation

I Am Enough: The Power of Culturally Relevant Text. Children from marginalized backgrounds are introduced to various examples of ethnocentric monoculturalism in educational settings. An example includes book choices that ignore cultural diversity. Educators can empower children by providing them culturally-relatable literature. I explored how culturally-relevant books can affect children's self-concept. Interviews and test-retest were conducted with parents and children to explore their impact. **Presenter: Priscilla Wilson**, Jacksonville State University

F3.24

Tucson

Introductory

Presentation

Brown Students and White Teachers: Preparing Pre-service Teachers to Teach Students of Color Using In-field Experiences. This presentation highlights a diversity program offered through our university. The program is a hands-on, in-field experiences for pre-service teachers providing them an opportunity to practice learned course skills inside a majority-minority classroom setting. Pre-service teachers work directly with our partner school in an underserved community on the outskirts of Chicago. **Presenter: Natalie Young**, Northern Illinois University

Friday Afternoon Breakout Sessions 4:00 - 4:50pm

F4.01

Agave I

Intermediate

Presentation

Teachers who Cross Borders. This presentation focuses on teachers who, in their youth, crossed the U.S./Mexico border to attend California schools. My objective is to show how this experience has affected their desire to become teachers, as well as how this has prepared them to teach their current students who cross the border everyday. **Presenter: Jennifer Lee O'Donnell**, San Diego State University

F4.02

Agave II

Intermediate

Interactive Workshop

Educational Journeys: Youth Voices & Experiences as the Impetus for Social Justice Curriculum. This session will focus on the use of Educational Journeys-cultural narratives with socio-political analysis-as a pedagogical and curricular approach to literacy instruction and student learning. Participants will learn about the Educational Journey process, create and share their own Educational Journeys, and learn about curricular and classroom implications for K-12 classrooms. **Presenters: Rubén González**, Florin High School; **Margarita Berta-Avila**, Sacramento State University

F4.03

Agave III

Introductory

Interactive Workshop

Decolonizing Text within the Curriculum. The purpose of this introductory level workshop is to allow teachers to take an inventory of their curriculum to work toward decolonizing their curriculum and centering counternarratives. By the end of this workshop, we hope teachers will have resources to make changes in their curriculum to center marginalized and oppressed voices. **Presenters: Kyrsten Persells**, Washtenaw International High School; **Joslyn Hunscher-Young**, Washtenaw International High School

F4.04

Advanced

Coronado I

Interactive Workshop

Praxis of ‘working with’: Anti-colonial practices in an urban public school from school leadership to the classroom. This interactive session explores the dynamics of ‘working with’ from the perspective of a teacher and administrator of color. Drawing on our experiences with students and adult learners, attendees will implement the concept of ‘working with’ in school contexts and discuss the challenges of disrupting colonial power in schools. **Presenters: Ryan Oto**, ISD 286; **Silvy Lafayette**, ISD 286

F4.05

Intermediate

Coronado II

Presentation

Counterstories of Black Parent Activists in Urban Schools. Close inspection of the research on parent involvement reveals competing conceptualizations of what it means to be an ‘active parent.’ Findings from this qualitative study complicate popular notions of what it means to be an active parent by exploring the counterstories of members of a predominantly Black parent empowerment group. **Presenters: Kristine Grant**, Drexel University; **Stephanie Budhai**, Neumann University

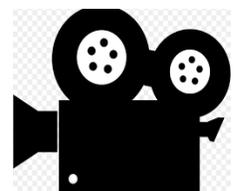
FRI 4:00pm

EXILED.

Director, Producer & Cinematographer Mike Seely. Editor & Co-producer John Kane. Associate Producer Diya Guha. 2017. Good Docs. www.gooddocs.net. 30 minutes. Discount code for NAME members: NAME-EX-20%.

This film tells the emotional and complicated stories of two deported U.S. military veterans

living in Tijuana, Mexico. Although these soldiers had “lawful permanent resident” status in the U.S. and performed honorable military service, they have been sent back to their birth countries because of criminal convictions. See page 30 for complete information.



- F4.06
Intermediate
Joshua I
Interactive Workshop
Promoting youth civic action through a critical exploration of incarceration practices in the U.S. Each year Philadelphia high school students lead a public, city-wide Mass Incarceration Symposium. During a time when civics education is in a decline, this work serves as a model for youth civic action. Using this project as an example, workshop participants will develop their own curriculum ideas for incorporating youth civic action into their classrooms. **Presenter: Rebecca Coven**, School District of Philadelphia
- F4.07
Introductory
Oro Valley
Presentation
Facilitating Conversations About Race Using Multicultural Literature. This presentation uses findings from a 2018 study on the use of multicultural texts in two third-grade classrooms as a means to describe and understand the impact of a teacher's racial identity and awareness on students, teaching methods, and classroom environment. **Presenter: Linda Riley**, Woburn Public Schools
- F4.08
Advanced
Palo Verde I
Presentation
Black Community Members' Advocacy to a School Board as Decolonial Education. This paper presentation examines the advocacy of Black parents and community members as a form of decolonial and multicultural education. We examine a case in the Southwestern US in which Black parents and community members challenged white supremacy a school district, seeking to educate the school board through their advocacy. **Presenter: Melanie Bertrand**, Arizona State University
- F4.09
Advanced
Palo Verde II
Panel
College Students of Color Speak their Truth: A Critical Race Theory Analysis of the PK-12 Teacher-Student 'Demographic D. Utilizing a Critical Race Theory framework and qualitative data; this panel examines perceptions of college Students of Color about the teaching profession. **Presenters: Christine Clark**, University of Nevada, Las Vegas; **Norma Marrun**, UNLV; **Tara Plachowski**, UNLV

-
- F4.10
Intermediate
Presidio III
Presentation
'When privilege silences oppression and oppression upholds privilege: Anti-Semitism in higher education'. This case study illuminates the relative invisibility of anti-Semitism in anti-oppressive education (Short, 1991); and the oppression and internalized oppression (Kohli, 2014) of Jewish teacher candidates. We highlight the ways in which some Jewish students internalize anti-Semitism noting that White privilege constrains their ability to voice their oppression (Reed, 1994). **Presenters: Simona Goldin**, University of Michigan; **Debi Khasnabis**, University of Michigan
- F4.11
Intermediate
Presidio IV
Interactive Workshop
The Impact of Promoting Social Justice in Classrooms of Minorities and Students with Disabilities. Literature findings suggest minorities and students with disabilities are those most impacted by disproportionate and exclusionary discipline practices. However, if teachers are willing to embrace promoting social justice by modeling and teaching the importance of honesty, respect, and unity, positive relationships among teachers and students can be formed. **Presenters: Alina Harges**, The University of Mississippi; **Thea Williams-Black**, Tougaloo College; **Chrytal Hodges**, Mississippi University for Women
- F4.12
Introductory
Presidio V-1
Presentation
Students of Color Finding Power in Collectivity in a Teacher Preparation Program Through a Student-Led Organization. This presentation explores the experiences of students of color and the efforts of a student led org in a school of ed at a predominately white public university in the Northeast. The purpose of this organization is to construct a support system for students of color currently enrolled/interested in the teacher preparation program. **Presenters: Kimberly Duhart**, University of Connecticut; **Kiana Foster-Mauro**, University of Connecticut; **Kyre McBroom**, University of Connecticut
- F4.13
Intermediate
Presidio V-2
Presentation
Critical Self-Reflection Spaces in Family Storytelling with Large-Scale Datasets. The Family Alignment of data Models and Stories (FAMS) process is a new framework for employing large-scale datasets and data visualization tools in multicultural, interdisciplinary learning. FAMS creates a space in which practitioners of multicultural education can inject a critical component into narrative practices that can bring forth honest, self-reflexive, family histories and intergenerational understandings. **Presenters: Daryl Axelrod**, University of Miami; **Jennifer Kahn**, University of Miami
-

F4.14
Expert

Presidio V-3
Roundtable

Diversity as an opportunity or a challenge? Ethnic diversity and generalized trust of students in 15 European countries. This study examines the relationship between ethnic diversity and students' perceptions of generalized trust in 15 European countries. The results show that students have higher generalized trust in more ethnically heterogeneous countries and when they have good relationships with peers and teachers. It provides insights into understanding students' interpersonal trust and social cohesion in multicultural. **Presenter: Soobin Choi**, University of Missouri

F4.15
Introductory

Rincon
Presentation

Assessing Student Learning and Transfer of Knowledge about Institutional Discrimination using Virtual Reality technology. This presentation is an overview of a study examining students' ability to transfer knowledge about multicultural education concepts. The goal was to determine if a virtual reality simulation helped students better understand the concepts of institutional ableism and discrimination. Ideas about how innovative technologies can be used in the classroom will be discussed. **Presenters: Shalyse Iseminger**, Purdue University; **Pamala Morris**, Purdue University

F4.16
Introductory

Santa Rita
Presentation

LGBTQ Inclusion in The Elementary Setting: A Case Study of Youth Experiences and Perspectives. This presentation will highlight the methodology of a current case study of LGBTQ youth regarding their early school experiences of inclusion. The goal of the research is to equip teacher educators with these perspectives to assist in providing safe and equitable learning environments for LGBTQ youth in schools. **Presenter: Nicholas Catania**, University of South Florida

F4.17
Intermediate

Sonoran
Presentation

From Advocacy in Concept to Advocacy in Practice: A Case Study of a Highly Engaging Undergraduate Course. In this presentation, presenters will share findings from a longitudinal study inquiring into the impacts of participation in a highly-engaged, student-centered undergraduate course on students' academic, personal and social-justice identities. It will also feature insights into organizing such a course and an opportunity for discussing similar implementations. **Presenter: Ashley Patterson**, Pennsylvania State University

F4.18

Advanced

Tortolita

Presentation

Interrupting re-colonization: Dialectical struggles in becoming a Hispanic Serving Institution.

The designation as a Hispanic Serving Institution offers an opportunity to serve Latinx students in culturally appropriate ways. This presentation highlights the struggles encountered when the designation is colonized as a means for institutional funding rather than for academic service for historically marginalized populations. **Presenters: Andres Ramirez**, Florida Atlantic University; **Dilys Schoorman**, Florida Atlantic University

F4.19

Intermediate

Tucson

Presentation

When White Teachers Get Honest about Teaching Slavery. It is impossible to teach American history without discussing white supremacy and the enslavement of black people over the course of 400 years. District leaders and a classroom teacher will share their efforts to incorporate a comprehensive and accurate portrayal of the black experience throughout early United States history. **Presenters: Jacqueline Merkle**, Olentangy Local School District; **Justin Emerich**, Olentangy Local Schools

Friday Afternoon Breakout Sessions 5:00 - 6:20pm

F5.01

Intermediate

Agave I

Presentation

Disrupting White Fragility Using A Multicultural Self-Assessment with Pre-Service Teachers.

Teacher preparation programs can risk perpetuating social inequities; critical reflection is necessary to confront white fragility as an obstacle to change. Using the results of a multicultural self-assessment, participants will be invited to discuss white fragility in teacher education and future efforts to promote anti-racist pedagogy for pre-service teachers. **Presenter: Joshua Tolbert**, Indiana University East

F5.02

Introductory

Agave II

Interactive Workshop

It's OK to Say Hi: Using Art to Build Relationships Across Difference. This interactive workshop highlights a curriculum for pre-service and current teachers that uses the arts to help us understand our own biases, analyze the ideologies that inform those biases, and how we can, through genuine connections with people across socio-cultural differences begin to transform those biases. **Presenter: Marit Dewhurst**, City College of New York

- F5.03
Intermediate
Autoethnographic Critical Incidents and Queer Theory: Countering Narratives of Heteronormativity. This interactive workshop centers on critical incidents and subsequent reflections of three queer faculty members. Utilizing queer theory, the presenters aim to challenge and act against heteronormative systems and spaces. The presenters and audience members will participate in intentional conversations centered on navigating these critical incidents and countering hegemonic structures. **Presenters:** **Gage Jeter**, University of Florida; **Vicki Vescio**, University of Florida; **Timothy Vetere**, University of Florida
- Agave III
Interactive Workshop
- F5.04
Intermediate
Neoliberalism's claim on public education: Strategies for prospective and practicing K-12 teachers. In this workshop, we explore pedagogical strategies used with K-12 teachers that introduce them to the concept of neoliberalism and its impact on public education. Because education can be a transformative catalyst that challenges systemic and social colonization, it is imperative that neoliberalism is understood beyond a distant theoretical space. **Presenters:** **Marilee Coles-Ritchie**, Westminster College; **Jamie Joanou**, Westminster College
- Coronado I
Interactive Workshop
- F5.05
Expert
Racial Equity Policy: The Need to Address the Critical Neglect of Students of Color. A Midwest school district has taken bold steps to embrace and approve a Racial Equity Policy to ensure that race is a guiding factor in all decision making. The work associated with implementing, monitoring, and evaluating the policy is enormous and requires a level of commitment that is clear, concise and unapologetic. **Presenter:** **Geneva Stark**, GASP Consulting Services, LLC
- Coronado II
Presentation
- F5.06
Intermediate
Decolonizing whiteness and other deep-seated prior knowledge in teacher education. Today's teachers are disproportionately white, middle class, and grew up in segregated ethnic communities, where many developed neo-colonial, deficit stereotypes about, for example, students of color. This presentation shares research and encourages dialogue into decolonizing the minds of pre-service teachers and confronting the structural flaws in the teacher education system. **Presenters:** **Virginia Lea**, University of Wisconsin-Stout; **Sapna Thapa**, University of Wisconsin-Stout; **Emily Hines**, University of Wisconsin-Stout
- Joshua I
Interactive Workshop

Friday • 5:00 – 6:20pm • Joshua Tree 2



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 three aspiring or emerging scholars. These emerging scholars have an opportunity to share their research perspectives and aspirations in their evolving research agendas.

Convener

Cherry Ross Gooden, *Chair, Founder's Forum Task Force*

Opening Remarks

H. Prentice Baptiste, *Immediate Past President of NAME*

Emerging Scholars Research Presentations:

A Chicana Feminist Multicultural Curriculum.

Presenter: Vanessa Martinez

Vanessa is a Ph.D. candidate in the Department of Curriculum and Instruction at New Mexico State University with a major in multicultural education. Her paper will explain the theoretical grounding for her own Chicana Feminist Curriculum which uses concepts from Chicana feminist theory and pedagogy to encourage and empower students to transcend borderlands and equip them to become active agents for social change.

Answering the Call: Interrogating Multicultural Education to Promote Indigenous Education Sovereignty.

Presenter: Nhung Luong

Nhung is a Ph.D. student at the University of Arizona in the Department of Teaching, Learning, and Sociocultural Studies. Her paper explores approaches such as antiracist education; Indigenous social justice pedagogy; and other state implemented initiatives, as possible transformative possibilities for educators teaching diverse students while simultaneously upholding Indigenous education sovereignty principles.

Beadwork and Indigenous Education: A Literature Review.

Presenter: Amanda LeClair-Diaz

Amanda is a doctoral candidate in the Teaching, Learning, and Sociocultural Studies Department at the University of Arizona, majoring in Indigenous Education. Her paper serves as a literature review for future research that will focus on identity, Indigenous educators, and how being members of tribal and classroom communities influences designs of education.



Founders Forum

Responding to Research Presentations:

Dr. Geneva Gay

Professor of Education, University of Washington-Seattle

Dr. Gay is nationally and internationally known for her scholarship in multicultural education, particularly as it relates to classroom instruction and intersections of culture, race, ethnicity, teaching and learning. She has published numerous articles and book chapters, including *Culturally Responsive Teaching: Theory, Practice, & Research* (Teachers College Press, 2000) which received the 2001 Outstanding Writing Award from AACTE.

Dr. Christine E. Sleeter

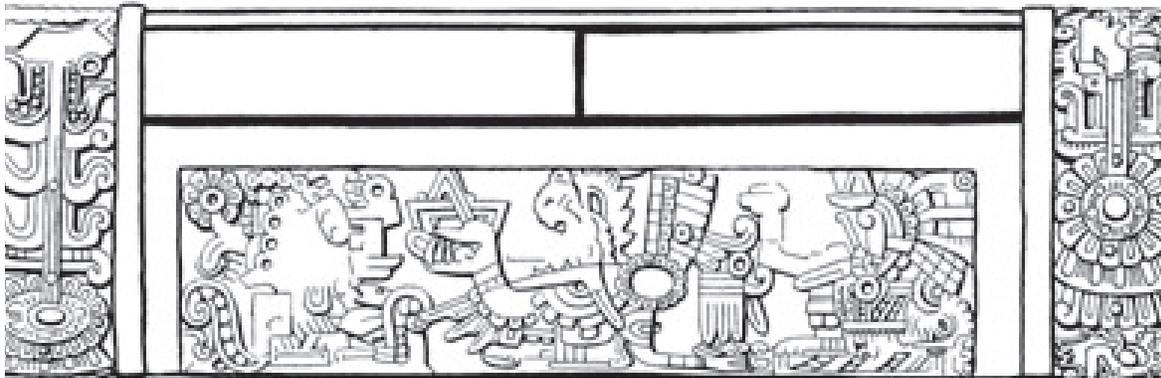
Professor Emerita, College of Professional Studies, California State University, Monterey Bay

Dr. Sleeter's research focuses on anti-racist multicultural education, ethnic studies and teacher education. She has published over 140 articles in edited books and in prestigious journals such as *Educational Researcher and Multicultural Education Review*. Her two works of fiction include *White Bread* and *The Inheritance*. Dr. Sleeter is also a past president of NAME.

Dr. Cherry A. McGee Banks

Professor Emeritus, School of Educational Studies, University of Washington Bothell

Dr. Banks' current research focuses on teacher self-understanding and intergroup education. She has contributed to such journals as *Phi Delta Kappa, Social Studies and the Young Learner, Theory into Practice, and Social Education*. She is also associate editor of the *Handbook of Research on Multicultural Education* and co-editor of *Multicultural Education: Issues and Perspectives*.



F5.07

Intermediate

Oro Valley

Presentation

The Power of Service Learning for Pre-Service Teachers Within a MCE Course: Notes From the Field. This presentation will present preliminary findings from a study on the relationship between service learning and students' sensemaking of key concepts and principles behind multicultural education, within the context of an undergraduate/credential prerequisite course on the role of cultural diversity in schooling. Best practices for building community partnerships for service learning will be discussed. **Presenters: Suzanne Van Steenbergen**, Cal State San Marcos; **Xochitl Archey**, Cal State San Marcos; **M. Garrett Delavan**, Cal State San Marcos

F5.08

Advanced

Palo Verde I

Presentation

Identifying as Language Learners/Teachers: The Experience of Teacher Candidates. ESL teacher candidates' language experiences demonstrate overwhelming monolingualism. Presenting surveys of language knowledge and candidates' testimonials about their language learning argues for educational transformation toward multilingualism that will permit fundamental change toward multicultural understanding and break the assimilationist monolingual mindset that is a legacy of colonialism. **Presenters: James Cohen**, Northern Illinois University; **John Evar Strid**, Northern Illinois University; **Marissa Victoria**, Northern Illinois University; **Suzanne Heinlein**, Northern Illinois University

F5.09

Intermediate

Palo Verde II

Panel

From Compliance to Decolonization: Transforming the Treatment of American Indian Studies in Teacher Education. In this panel presentation, we will draw on multicultural education frameworks in order to share and analyze our teacher education programmatic shift from non-compliance to single group studies to transformational curriculum with regard to American Indian Studies. Participants will leave with concrete strategies for analyzing their own curriculum. **Presenters: Melissa Gibson**, Marquette University; **Terry Burant**, Marquette University; **Leigh van den Kieboom**, Marquette University; **Jacqueline Schram**, Marquette University; **Alexis Garcia**, Marquette University

F5.10

Intermediate

Presidio III

Presentation

Engaging educators in an equity dialogue: Thinking through ethical scenarios. This new book presents difficult, but much needed conversations about equity-based issues in North American public schools. Through 28 case studies, educators critically reflect and dialogue about ethical scenarios. We hope this book will be a transformative catalyst for school professionals. **Present-**

ers: **Manu Sharma**, UWRF; **Amanda Zbacnik**, UW-Superior

F5.11

Presidio IV

Intermediate

Interactive Workshop

Empower Language Minority Students Through A Culturally Relevant Social Justice Lens. This session will focus on one district's efforts to address the needs of Long Term English Learners. Participants will explore a Social Justice and Youth Empowerment course designed to meet the needs of this population of students which has also been extended to support other Language Minority students. Session includes strategies for immediate implementation. **Presenters: Lita Martinez**, Alameda Unified; **Jan Goodman**, Alameda Unified

F5.12

Rincon

Intermediate

Presentation

Creating a Translanguaging Space Through Art: Community Engagement Program for Bilingual Adults. This presentation shares a community engagement program, which is designed to create a translanguaging space through art for adult immigrants. It illustrates how a community program grounded in decolonial art and translanguaging theories can be a site of resistance against linguistic and cultural colonialism. **Presenter: Injeong Yoon**

F5.13

Santa Rita

Intermediate

Presentation

Coaching and confronting for decolonization: creating equity literate teachers. This presentation will describe how our large, clinically-rich undergraduate elementary teacher preparation program has moved from systematically embedding a strand of equity across the students' clinical experiences to intentionally coaching preservice and inservice teachers through a lens of equity. This includes the contexts where we have these critical conversations, preliminary research findings and challenges faced. **Presenters: Randi Latzke**, University of South Florida; **Jennifer Jacobs**, University of South Florida; **Jennifer McCorvey**, University of South Florida; **Jennifer Perez**, University of South Florida; **Amber MacDonald**, University of South Florida

F5.14

Sonoran

Intermediate

Presentation

De-Colonizing the Classroom: Teachers as Colonizers. This presentation is an in-depth look at how to de-colonize the mind of the teacher candidate in an educator preparation program. With the majority of teacher candidates being white females, an innovated approach to establishing awareness to the institutionalized discrimination within public education and empathy for marginalized students. **Presenter: Jennifer Hernandez**, Southern Illinois University Edwardsville

F5.15

Intermediate

Tortolita

Presentation

Social Justice Fakery and Other Serious Threats to the Multicultural Decolonization Project. Multicultural teacher educators have overcome many obstacles intended to undermine our advocacy for and protection of diversity, equity, and inclusion in schools and beyond. This session will expose how appropriation of and fakery around the social justice agenda in teacher education pose serious threats to the mind/body decolonization project. **Presenter: Patricia L. Marshall**, NC State University

F5.16

Advanced

Tucson

Presentation

How to Prepare Educational Leaders to Decolonize Schools: Supporting Authentic Collaboration in a Doctoral Program. Utilizing a collective autoethnography framework, this study makes visible efforts to transform one educational leadership course. Through a model of collaborative work, the researchers engage in challenging dialogue designed to do the deep work of decolonizing minds and spaces in efforts to advance multicultural educational practices. **Presenters: Jim Hollar**, Edgewood College; **Phyllis Esposito**, Edgewood College; **Becky Peterson**



Artist's Statement on 2019 Conference Art

"History and the Horizon"

By

Omarthan Clarke

Email: Omarthan85@gmail.com

Many thanks to NAME member, Omarthan Clarke, for his artwork for the 2019 NAME Conference. Here is his statement about the work:

"The bottom represents our distant past - industrial, a lack of diversity in representation, conflict and war ridden, and mechanic in nature. Worst of all, planning for preservation of future life on Earth was not a priority. These ideas are represented by the colonial and modern force figures, the chains, fire, and industrial building. This area lacks color because power did. It is decorated with a colonial motif because throughout history, the initiatives for war, domination, expansion, and industry were all sold through compelling forms of propaganda.

"The middle silhouettes represent the people - educators, researchers, artists, learners, advocates, conscientious businesses, and stakeholders who study our history and make decisions for a future which promotes a healthy Earth and inhabitants. The sugar skull represents the fact that we look to our ancestors for wisdom - this can be through prayer and/or reading about their actions throughout history; either way, through our collective reflection on our ancestors' successes, failures and documentation, we learn and grow. The skull also reminds us of our own mortality, and the responsibility we have to create a bright future for the next generation. The books represent scholarship, documentation, and the narratives that are preserved for enlightenment.

"Of course, the Sankofa is present because it is a mindset that is central in valuing our former leaders as readily as we value protecting and preparing our next generation for their lives and roles.

"The top portion is an ode to Tucson. With that, it represents that we take all present action while poised and ready for what rests on the horizon.

Also present is the understanding that, despite our ancestors' lack in morality, we still stand on what they left behind."



NAME

National Association for Multicultural Education

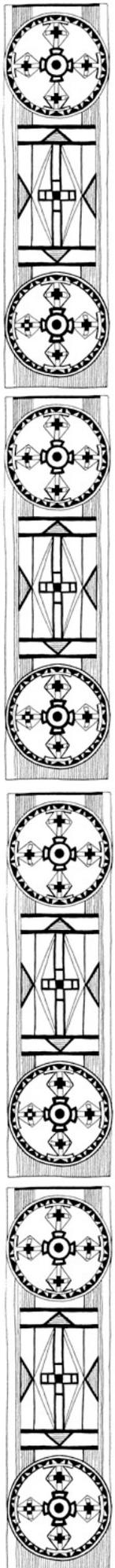
NAMEorg.org

2019 International Conference • Tucson SATURDAY • AT • A • GLANCE

TIME	EVENT	LOCATION
7:30am – 12:00noon	Registration Open	
8:00am – 8:45am	NAME Chapter Meetings	Executive Center
9:00am – 9:50am	General Session: Mandy Manning	Turquoise Ballroom
10:00am – 10:50am	Breakout sessions	
11:00am – 11:50pm	Breakout Sessions	
12:00n – 12:40pm	Grab-n-Go Lunch /on your own	
12:40 – 1:00pm	Preview of NAME 2020	Turquoise Ballroom
1:00pm – 1:50pm	General Session: Django Paris	Turquoise Ballroom
2:00pm – 2:50pm	Breakout Sessions	
3:00pm – 3:50pm	Breakout Sessions	
4:00pm – 4:50pm	Breakout Sessions	
6:00pm – 7:00pm	President's Reception & Book Signing	Presidio Foyer
7:00pm – 10:00pm	Annual NAME Awards Banquet	
SANKOFA SUNDAY		
9:00am – 11:00	Sankofa Sunday Discussion & continental breakfast	

Also during breakout sessions:

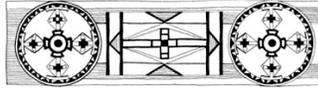
Special Session	Location
• Roundtables	Presidio 5
• Poster Sessions	Presidio Foyer
• MC Film Festival	White Dove
• Conversations	Joshua Tree 2



2019 NAME Conference

Saturday, Nov. 9

Optional Day Events



The following special activities require pre-registration as space is limited.
Please register on-line. Additional fees are required.

Saturday Intensive Institutes:

Complete information on page 25,

Special Institute by Teaching Tolerance:

- **Accomplish SEL and Academic Goals with Teaching Tolerance Social Justice Standards.**

10:30am – 1:15pm.

- **“Go for Broke:” Using James Baldwin to Decolonize Teachers’ Minds.** 3:00 – 6:00pm.

Saturday Tucson Mural Tour:

Complete information on page 24.

Saturday November 9

29th Annual NAME Conference



Saturday Nov. 9
NAME 2019 International Conference

Local Teachers Day
Co-Sponsored by

WESTERN EDUCATIONAL EQUITY ASSISTANCE CENTER

Saturday Nov. 9 • 9:00 – 9:50am
Turquoise Ballroom

General Session

Welcome:

Jan Perry Evenstad

Director, Western Ed Equity Assistance Center
Metro State University–Denver

Introduction:

Hoyt Phillips

Deputy Director, Teaching Tolerance

Mandy Manning

2018 National Teacher of the Year
Newcomer Center, Joel E. Ferris High School (WA)

Great Power, Great Responsibility

As educators we welcome each and every student into our classroom and believe in their potential. As such, we must advocate both inside and outside the classrooms to ensure each and every child is welcome in our schools, safe, feel they belong, that they matter and have what they need to grow.

Saturday Morning Breakout Sessions 10:00 - 10:50am

S10.01

Advanced

Agave I

Presentation

Race IS a Big Deal: White, Female Teachers and Early Childhood Development of Critical Consciousness. A presentation around the stories of five White, female teachers to understand ways that critical moments of consciousness around race in early childhood influenced their abilities to form strong relationships with minority students in their classrooms. Recommendations to create spaces for critical reflection in curriculums and professional development are explored and co-constructed with the audience. **Presenter: Margaret Schauer**, John Carroll University

S10.02

Introductory

Agave II

Interactive Workshop

LGBT-Themed Literature in the Classroom: Children's Reactions & Responses using the Language Experience Approach. Educators will learn strategies and techniques through interactive collaboration and review research presented in, 'Best Not Forget Lesbian, Gay, Bisexual, and Transgender Themed Children's Literature: A Teacher's Reflections of a More Inclusive Multicultural Education Literature Program.' The author will discuss personal classroom experiences when implementing LGBT literature and children's reactions and responses to literature. **Presenter: Gabriel Flores**, University of Phoenix

S10.03

Intermediate

Agave III

Interactive Workshop

'Comfort Women' curriculum for 10th Grade and up. The presenters will discuss the importance of teaching the little-known 'Comfort Women' issue, introduce the curriculum and the Teacher's Resources, and explore its relevance to current-day state-led sexual violence against women during war and human trafficking. **Presenters: Jimin Kim; Phyllis Kim**, Korean American Forum of California

S10.04

Introductory

Coronado I

Interactive Workshop

Making Elementary Mathematics Curriculum More Culturally Responsive: A Classroom Example with Folklorico. In this interactive workshop, we will share our experience designing and implementing a student-centered and culturally responsive mathematics lesson about designing a folklorico skirt. We will engage participants in portions of our lesson, lead a discussion around the artifacts from a related unit, and share a tool for adapting lessons. **Presenters: Maura Varley Gutierrez**, University of Arizona; **Grace Tapia Beltran**, Tucson Unified School District

SAT 10:00am

Conversation with Authors Kristina Valtierra & Manya Whitaker

Join authors Tina Valtierra and Whitaker in a discussion of their book, *Schooling Multicultural Teachers: A Guide to Program Development & Professional Development*.

See page 37 for complete information.



S10.05

Introductory

Coronado II

Presentation

Native Kindergarteners as Yogis: Teaching Yoga at a Native American School. I teach yoga to kindergarteners at a Native American school. We read multicultural books to begin our practice, and students are given the opportunity to create their own postures during 'Yogi Says'. We are a small community that has power and agency, and I hope to replicate this during my presentation. **Presenter: Jennifer Kagan**, Oswego State University

S10.06

Intermediate

Foyer 1

Poster

A Smaller Half: Women in High School U.S. History Textbooks. This poster shares the findings of a literature review on the representations of women in text and visuals contained in U.S. History textbooks over the past 50 years. Tetreault's Feminist Phase Theory is used to examine the role of women in our nation's story as portrayed in official U.S. history curriculum. **Presenter: Karen Caldwell**, University of Michigan

S10.07

Introductory

Foyer 2

Poster

20 Years of Drawing A Scientist doing Science: A changing Perception. this study examines 20 years of images of scientist drawn by students in a college science methods course. the perceptions of who scientist are and what they do remains almost unchanged. The stereotypical image remains with some slight changes. **Presenters: C Sheldon Woods**, Northern Illinois University; **Sally Blake**, Northern Illinois University

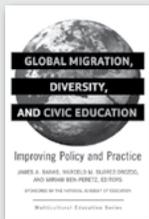


HOME OF THE **MULTICULTURAL EDUCATION SERIES**, Edited by James A. Banks
 AND THE **TEACHING FOR SOCIAL JUSTICE SERIES**, Edited by William Ayers

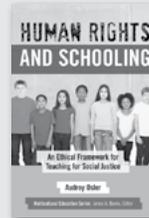
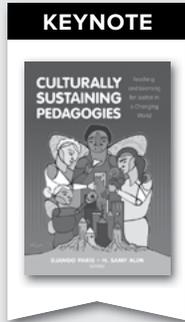
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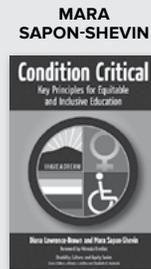
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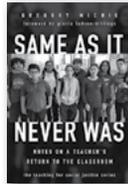
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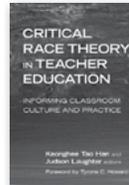
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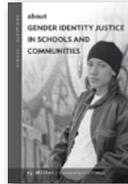
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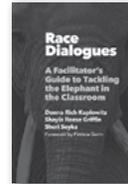
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 OLIVIA OSEI-TWUMASI**



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**CARLIN BORSHEIM-BLACK
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S10.08

Introductory

Foyer 3

Poster

Intentional Integration: Multiculturalism and multilingualism in K-8 classrooms, learning from Toronto's Success. This project presents the programs and strategies being used by Toronto educators to successfully close the achievement gap between English learners (ELs) and native English speakers. Through a series of interviews and classroom observations, the researcher explored the tools and methodologies used to support and empower ELs. Data, experiences and classroom strategies will be shared. **Presenter: Jeanne Ingle**, Bridgewater State University

S10.09

Introductory

Joshua I

Interactive Workshop

Decolonizing English Language Arts and History-Social Sciences through Critical Gender Studies in the 21st Century. In this interactive session, two early career teachers dedicated to culturally and linguistically sustaining pedagogy showcase secondary English Language Arts and Social Studies units of study which disrupt colonized and traditional understandings of gender, race, and class by centering intersectional feminism and the analysis of historical primary sources, current literature, and media. **Presenters: Jennifer Murphy**, California State University Fullerton; **Alison Dover**, California State University Fullerton; **Caralyn Fry**, California State University Fullerton

S10.10

Intermediate

Oro Valley

Presentation

A Theory of Social DNA: How Our Identities Impact Social Justice Discourse in Our Classrooms. The authors' emerging theory of Social DNA will be shared as a lens for discussion on ways that intersectionality and identities impact the direct confrontation of issues of racial and social justice and the ensuing potential for discourse in different spaces. **Presenters: Eric Bernstein**, University of Connecticut; **Wilbur Parker**, Bowie State University

S10.11

Intermediate

Palo Verde I

Presentation

Culturally Responsive Teaching Through the Lens of Dual Language Education. Students benefit from culturally responsive teaching (CRT). CRT is central to dual language (DL) education—'an additive approach that is effective for educating emergent bilinguals and closing the achievement gap. This session 1) explores DL teachers' self-efficacy beliefs, and 2) reveals CRT practices in strategies unique to DL. **Presenters: Alyson Lavigne**, Utah State University; **Tammy Oberg De La Garza**, Roosevelt University

S10.12

Palo Verde II

Intermediate

Panel

Hidden and Suppressed Narratives: A Feminist, Intersectional Look at Women's Experiences in Academia. Inviting audience responses throughout the presentations, this panel will explore the diversity of women's lives in academia, embracing Crenshaw's (1989) intersectional framework. Through their narratives, panelists will discuss the complexities of personal and professional relationships, emotionality as a perceived weakness, mental health concerns, and dis/ability power narratives within the academy. **Presenters:** **Jill Ewing Flynn**, University of Delaware; **Lisa Dembouski**, Gustavus Adolphus College; **Janine de Novais**, University of Delaware; **Sarah Hick**, Hamline University

S10.13

Presidio III

Advanced

Presentation

We are the work: Coaching white women toward racial justice. This presentation focuses on the emotionalities of whiteness and how they impact white educators' engagement in racially just work. Authors discuss their experience, as attendees and coach, in a semester-long coaching series designed to investigate their ways, families, and emotional commitment to whiteness while working towards racial justice and healing. **Presenters:** **Cheryl Matias**, University of Colorado Denver; **Sara Demoigny**, Auburn University; **Carey Andrzejewski**, Auburn University; **Hannah Baggett**, Auburn University

S10.14

Presidio IV

Intermediate

Presentation

People First Language – It's More than Just Semantics. Many people may just shrug it off: "I can't keep up with what is politically correct." Resistance often stems from lack of knowledge and a perceived inability to keep up with "trends." The Associated Press's style rules fill the news media with reports that favor word economy over "correctness." Both attitudes ignore the real purpose: using language to show respect for others. Language drives practice. The words we use, and how we use them, matter when referring to individuals with disabilities. We can either emphasize their disability, or we can emphasize their personhood. Which do we see, and value, more? It is not about being "politically" correct. It is not about a "term of the year." Our ability to refer to people as individuals, without needing to marry their identity to their identified disability, can bring them freedom. **Presenter:** **Amy Locke Callender**, Tennessee Technological University

ROUNDTABLES

S10.15

Intermediate

Presidio V-1

Roundtable

Decolonizing Minds & the Environment: School Communities' Vulnerability in Natural Disasters. This roundtable engages participants with research on the inequitable impact of crisis events on diverse school communities. Using Critical Pedagogy of Place and Crisis in Context Theory, this research explores displacement of school communities in the context of California wildfires through the lens of vulnerability. **Presenter: Susan Takami**, Sonoma County Office of Education

S10.16

Introductory

Presidio V-2

Roundtable

Voices of Korean-American Heritage Language Learners on Racialized Educational Experiences. Using Asian Critical Race Theory, this session will discuss racialized educational experiences of Korean-American college students. Although one may think racism against Asians has diminished with the popularity of Asian culture in the U.S., the stories of these students tell us that racism against Asian students is still prevalent. **Presenters: Koeun Park**, University of Utah; **Hyesun Kim**, University of Utah

S10.17

Intermediate

Presidio V-3

Roundtable

Listening Visually to Latino Male Youth in Urban Schools: A Project in Humanization. In support of efforts to decolonize educational research, this presentation invites consideration of the potential humanizing power of engaging in the creation of visual modes of representation such as collage with Latino male youth in urban areas as a way of 'listening visually' (Neilsen, 2002, p. 208) to their experiences. **Presenter: Kelly Zuckerman**, Bryn Mawr College

S10.18

Intermediate

Presidio V-4

Roundtable

Intercultural Competence at School: The Role of the Organizational Contexts. There is often a tendency to assume that the teacher and/or the school counselor is responsible for the development of intercultural competence at school; but is that really true? In order to offer real opportunities for the development of intercultural competence it is indeed necessary to adopt an interactional and ecological perspective (Bronfenbrenner, 1986), that seeks the global conditions favoring change as it is neither possible nor sufficient to provide an individual response to a systemic problem. The presentation aims to reflect on the urgent need to establish/implement adequate services, procedures and rules to help make school an environment in which the sense of belonging, the personal empowerment and the exercise of active citizenship are encouraged and incentivized. **Presenter: Marta Milani**, University of Verona, Italy

S10.19

Advanced

Rincon

Presentation

Decolonizing Problem-Based Learning for diverse classrooms: Fighting for the multicultural perspective. The purpose of this paper is to document a study where we problematized the practice of problem-based learning, and other student-centered pedagogies, for use with culturally and linguistically diverse learners. We evaluated 50 lessons using the Rubric for Culturally Responsive Lessons/Assignment and found that the majority of teachers defined 'relevant and meaningful' with Eurocentric dispositions. **Presenters: Jaclyn Caires-Hurley**, Western Oregon University; **Margarita Jimenez-Silva**, UC Davis

S10.20

Intermediate

Santa Rita

Presentation

Changing Pardigms of Thinking or Coopting Language?: Using CRT to Explore Educators Talk About Social Justice. This presentation uses critical race theory to explore students' talk about social justice after taking co-designed graduate level courses in critical pedagogy and practitioner research. Specifically, we examine the extent to which student talk demonstrates fundamental changes in thinking, and thus their commitments to engaging in the work of social justice **Presenters: Vicki Vescio**, University of Florida; **Nancy Fitchman Dana**, University of Florida; **Vera Wei Ma**, University of Florida

S10.21

Intermediate

Sonoran

Presentation

Do more than read the book: Beyond Empathy - Teaching for Social Justice. Using Critical Literacy and Powerful Literacy approaches we will discuss how to go beyond empathy in addressing social justice issues raised in books and materials in the classroom. We will look at theory and practice. **Presenter: Anne Fairbrother**, SUNY Oswego

SAT 10:00am



SOMEWHERE BETWEEN.

Director Linda Goldstein Knowlton. 2012. Good Docs. www.gooddocs.net. 45 minutes *Recommended only for audiences 14 and up due to mature emotional content. Discount code for NAME members: NAME-SB-25%.

While many adoption-focused documentaries give voice to adoptive parents, *Somewhere Between* explores the emotional and cultural impact of adoption from the point of view of four teenage girls, all adopted from China. See page 30 for complete information.

S10.22

Advanced

Tortolita

Presentation

Engaging Resistance: Developing Culturally Responsive Pedagogy of Relations at Two Schools.

Using a Culturally Responsive Pedagogy of Relationship, we work to collaboratively construct a cultural shift through initiatives in two public Southwestern North American schools -one elementary and one high school. We specifically focus on how to engage resistance from educators through discussion with participants in the session. **Presenters: Gerald Wood**, Northern Arizona University; **Christine Lemley**, Northern Arizona University

S10.23

Intermediate

Tucson

Interactive Workshop

Anti-Bias/Anti-Racism in EARLY CHILDHOOD Education. Young children form conclusions (often inaccurate) about various social constructs. Many early childhood educators believe that children are color-blind, have no bias, or are too young to understand systemic oppression. Come learn about strategies and resources for working with early childhood teachers to support anti-bias/anti-racist decolonializing education. **Presenter: Sarah Dennis**

Saturday Morning Breakout Sessions | 1:00 - 1:50am

S11.01

Intermediate

Agave I

Presentation

Developing a Critically Conscious, Teacher of Color Pipeline in High Schools. By specifically engaging students of color in an exploration of teaching as an act of social justice, this presentation highlights Pathways2Teaching, a grow your own teaching program, as a way decolonize the reproduction of marginalizing and oppressive structures and results of traditional schooling. **Presenter: Jenna C. Martin**, University of Colorado Denver

S11.02

Intermediate

Agave II

Interactive Workshop

Can Education Fight Back?: Using Immersive Experiences In and Out of the College Classroom to Transform Other-ing.

We will summarize two studies on immersive learning experiences-a study abroad trip and a community partnership-and the pedagogies that shaped them as a means for transforming Other-ing. We will describe how college students' public experiences must be combined with private opportunities for critical reflection. **Presenters: Melissa Winchell**, Bridgewater State University; **Sarah Thomas**, Bridgewater State University

S11.03

Intermediate

Agave III

Interactive Workshop

English is indispensable: How one single language serves to perpetuate social inequities and what can we do about it. Engage students, teachers, and scholars in critical dialogue through the experiences of two educators, immigrants to the United States, who inevitably understand that English, the colonizing language par excellence, has a demarcated path leading to a relationship between language and power, much present in the United States' education system. **Presenters: Silvina Jover**, Clark County School District|University of Nevada, Las Vegas; **Isel Venema**, University of Nevada, Las Vegas

S11.04

Intermediate

Coronado I

Interactive Workshop

Decolonizing Education in the Pacific through Place-Based and Culturally Responsive STEM Curriculum Design. Presenters will share an interactive model of place-based STEM curriculum designed to empower Pacific educators to solve climate-change problems in the Pacific. Equipping indigenous Pacific educators to design curriculum and implement culturally-responsive instructional strategies is a hopeful means of decolonizing education in USA Pacific territories and associated states. **Presenter: Deborah K Zuercher**, University of Hawaii

S11.05

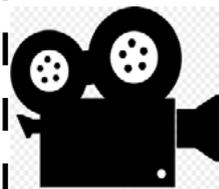
Intermediate

Coronado II

Presentation

At the Intersection of Past, Present & Future: Reclaiming Multicultural (Education and) Special Education. In order to forge a new future where the multiplicity of human experiences and variations are valued, the intricate relationship between multicultural education and special education must be acknowledged. This presentation explores how these two seemingly discrete disciplines are interrelated and what must be done to create welcoming schools and communities for all. **Presenter: Hyun Uk Kim**, Simmons University

SAT 11:00am



SUPPRESSED: THE FIGHT TO VOTE.

Produced and Directed by Robert Greenwald. 2018. Brave New Films. www.bravenewfilms.org. 35 minutes.

This documentary weaves together personal stories from voters across the state of Georgia to paint an undeniable picture of voter suppression in the 2018 midterm election where Stacey Abrams fought to become the first Black female governor in the U.S. See page 30 for complete information.

Poster Sessions



S11.06

Foyer 1

Intermediate

Poster

To Trust or not to Trust, that is the Question: Developing Innovative Multicultural Education Curricula to Address the I. This study examines physician trust and health seeking behavior among racially diverse LGBT respondents. Findings reveal differences in trust perceptions across age, race and sexual identity groups. Health implications of trust differences across populations are discussed. Recommendations are made for multicultural training models that consider the intersectional identities of racially and ethnically diverse LGBT communities. **Presenters: Stacey Brown**, University of Connecticut Health; **Karen Sears**, Denison University

S11.07

Foyer 2

Intermediate

Poster

Just a Test Score: Minority Students and Standardized Tests. The current American measure of student success is via standardized testing. These high-stakes tests have facilitated resegregation and inequalities among most minority students, beginning in elementary and continuing through high school. They have also unfairly converted biases into an objective science. Education policy should work to attain equality of resources and expectations for all students. **Presenter: Crystal Kassab Jabiro**, University of Michigan-Dearborn

S11.08

Foyer 3

Introductory

Poster

Stay Gold & Dazzle: Intergenerational Collaboration in a Queer Arts Workshop. Stay Gold is an intergenerational Queer arts workshop program that runs for 8-10 weeks twice annually at the Museum of Contemporary Art Tucson. This poster presentation offers a glimpse into the successes and challenges associated with collaborative efforts in the arts between individuals of varying ages, gender identities, and backgrounds. **Presenter: Harrison Orr**, University of Arizona

S11.09
Intermediate
Joshua I
Interactive Workshop
Multicultural Education, Equity, Culturally Responsive Teaching Strategies, and Socially Just Learning Environments. All teachers must be able to model social justice in their classrooms. Even those educators with the best of intentions need coaching and/or discreet strategies to achieve that goal. Participants will work with a planning tool to assist implementation (K-12; any discipline) of equitable, socially just, culturally responsive praxis. **Presenter: Matthew Okun,** Seattle Public Schools

S11.10
Intermediate
Oro Valley
Presentation
The White Hegemonic Alliance and Resistance to Multicultural Education. Conversations about multicultural education center around empowering the voices of marginalized communities. While necessary, these exchanges often allow White supremacy to go unchallenged. This presentation will seek to expose the undoing of multicultural education rooted in the White Hegemonic Alliance, and explore strategies of resistance necessary to combat White supremacy. **Presenters: Chris Corces-Zimmerman,** University of Arizona; **Nolan Cabrera,** University of Arizona, Center for the Study of Higher Educat; **Devon Thomas,** University of Arizona

S11.11
Intermediate
Palo Verde I
Presentation
Utilizing an examination of history and one's own culture to move teacher candidates towards an anti-racist pedagogy. This paper explores an approach being utilized within a teacher education program which combines critical analysis of American history alongside a personal investigation of teacher candidates' own culture and ideologies in order to prepare teachers that can recognize and dismantle systemic oppressions and provide transformative educational opportunities for all students. **Presenter: Shameem Rakha,** Washington State University Vancouver

S11.12
Intermediate
Palo Verde II
Panel
Decolonial Reimagination: Indigenous Philosophies as Challenges to Colonial Masculinities. Based on our collective reflection on working with indigenous men and learning about indigenous masculinities, we seek to address decolonization at the intersection of being indigenous peoples and gender identity. This is further underscored by our respective indigenous philosophies and complicated by the history of colonization. **Presenters: Benjamin Ramirez,** University of Arizona; **John Gallo; Nicholas Wilson**

S11.13

Introductory

Presidio IV

Presentation

The Embodiment of Social Inequity Issues Through Stories. Teacher candidates need to identify and resolve inequity issues in their classrooms. However, inequity issues are usually addressed in an abstract 'neutral' manner. Our presentation will show our work-in-progress of developing the Jabulani Simulation School project (JASS). It demonstrates how stories can help teacher candidates create a student-centered, culturally responsive, and diverse learning environment.

Presenter: Muna Al-Shawafi, Northern Arizona University

ROUNDTABLES



S11.14

Intermediate

Presidio V-1

Roundtable

Reflecting on and Challenging the Perception of Urban Education by Rural Communities. This presentation will provide insight about what the experience is like to student teach in a school that is considered failing, to consider how whiteness impacts a school that is high-poverty/minority, and to analyze the perceptions from others about urban settings. **Presenter: Dalton Miles**, University of Wisconsin-Platteville

S11.15

Introductory

Presidio V-2

Roundtable

Escaping Colorblindness: Decolonizing the Community College through Multicultural Education. This roundtable presentation will discuss the presenter's shift from receiving a colorblind education into teaching Mexican-American Studies at a rural west Texas community college. The discussion will highlight the importance of multicultural education in introductory college courses and the process of including the course as a core curriculum component option. **Presenter: Jenee' Higgins**, New Mexico State University

S11.16

Intermediate

Presidio V-3

Roundtable

Feminism Unfinished: A Historical Analysis of Indigenous Feminism & Reflections of a White Woman's Feminist Privilege. This presentation seeks to unearth 'othered' feminist histories in an effort to accurately understand the roots of feminism, while also decentering white women as the historical agents of our feminist histories. **Presenter: Nécole Elizer**, Tennessee Tech University



ROUNDTABLES

S11.17

Intermediate

Presidio V-4

Roundtable

Multicultural and Intercultural Education. Contrasting Frames in the USA and Europe. Today, as diversity becomes the norm rather than an exception, there is a growing need for educators to have competencies at the cognitive, emotional and relational levels that enable them to operate effectively in linguistically and culturally complex contexts. These competencies are conceptualized differently under 'Multicultural' and 'Intercultural' Education. Despite the vast amount of international research and scholarship on this subject, both concepts are still often confused and misunderstood. This paper reviews the history and current status of Multicultural and Intercultural Education in the USA and Europe. It highlights the need to understand the construction, history and meaning of these two fundamental models. The paper aims to promote international dialogue and understanding that will result in semantic and conceptual clarity and eliminate confusion. It aims to help develop a common shared terminology that enables the differentiation and comparison of these two approaches. **Presenter: Agostino Portera**, University of Verona, Italy

S11.18

Intermediate

Rincon

Presentation

Preparing Bilingual Education Teachers to Serve Culturally and Linguistically Diverse Students in a May-mester Session. As the medium of traditional education changes, from face to face in classrooms to online, what does this mean for multicultural education? Presenters will share their experiences in building and delivering an online multicultural education course in a bilingual education preservice teacher program and provide recommendations for practice. **Presenters: Denise Lara**, Texas A&M Corpus Christi; **Delia Carrizales**, Texas Tech University

S11.19

Intermediate

Santa Rita

Presentation

The Human Dimension: An Innovative Curriculum to Train Culturally Responsive Doctors. The Human Dimension is an Innovative curriculum at the newly established Hackensack Meridian School of Medicine at Seton Hall University. This seminal course which spans three years aims to create culturally responsive doctors steeped in cultural humility through community immersion in order to reduce existing inequities in healthcare. **Presenters: Ron Silvis**, Seton Hall University; **Michel'le Bryant**, Hackensack Meridian School of Medicine at Seton Hall

S11.20

Introductory

Sonoran

Presentation

Untangling and engaging four current models of social justice pedagogy. In 2019, state-sanctioned, nativism and xenophobia, threaten basic safety and civility in our communities. These threats to equity must be resisted and reversed throughout society. Educators seeking to resist have many pedagogical tools designed to promote social justice. This interactive presentation describes, compares and applies four current social justice pedagogies. **Presenter: Kelli Woodrow**, Regis University

S11.21

Intermediate

Tortolita

Presentation

Race-based affinity spaces: building capacity for multicultural education. Race-based affinity groups can build capacity for multicultural education by increasing the depth of reflection, healing, and agency among educators as they work toward social justice. Three pre-service teaching coordinators share their experiences with race-based affinity spaces: what works, what doesn't, and suggestions for those who want to utilize them. **Presenters: Rosa Nam**, University of Houston; **Kimani Mitchell**, The University of Texas at San Antonio; **Kristian Lenderman**, University of Houston

S11.22

Intermediate

Tucson

Presentation

How do Schools and Teacher Preparation Programs Prepare Teachers to Embody a Colonizer Mindset? The researchers of this presentation bring to light the colonized mentalities and teacher practices taught at teacher preparation programs nationwide and how it is supported in school buildings for in-service teachers. There is a deep history in the United States of the colonizer educating 'others' that still happens today. **Presenters: Anni Reinking**, Southern Illinois University Edwardsville; **Jennifer Hernandez**, Southern Illinois University Edwardsville



NAME's Local Teachers Day

Co-Sponsored by Western Ed Equity Assistance Center

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Turquoise Ballroom

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Bring your lunch to hear this presentation about the plans for next year.

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General Session

Convener:

Vanessa Vega

University of AL–Birmingham

Introduction:

James A. Banks

University of WA–Seattle

Keynote Presentation:

Django Paris

The Banks Scholar in Multicultural Education

University of Washington

Sustaining Futures:

Thoughts Toward Decolonization, Liberation, and Justice through Education

In this talk Django will share the ongoing project of culturally sustaining pedagogies, centering the collective work seeking to sustain communities, lifeways, lands through teaching and learning in the context of ongoing revitalization, reclamation, and transformation of what education is and must be...

Saturday Afternoon Breakout Sessions 2:00 - 2:50pm

- S2.01
Intermediate
Agave I
Presentation
Jovenes Hoy en Dia: Increasing Immigrant Youth Participation and Voice in School and Community using a YPEM Model. Youth engagement in community is vital to a healthy democracy. Using a Youth Participatory Empowerment Model (YPEM), undocumented Latinx youth in New Orleans identified and engaged in a community heritage/social justice need that enhanced their voice and directly affected their participation in school and public life. **Presenter: Jancarlos (J.C.) Wagner-Romero**
- S2.02
Intermediate
Agave II
Interactive Workshop
Voices Elevating Donald Trump/Hate into the White House: Is Decolonization Possible?' People wonder how Donald Trump got elected president of the United States in 2016 & after nearly three years and myriad investigations how he has maintained his base of support. This session will show how schools and the media have made Trump possible. For teachers, the session provides instruction on decolonizing minds through multiculturalism **Presenter: Lewis Diuguid**
- S2.03
Intermediate
Agave III
Interactive Workshop
Exploring the Process of Teacher Inquiry as a Pathway to More Equitable Classrooms and Schools. Leading professional learning focused on equity and social justice can be challenging. Come explore the ways coaching teachers and teacher candidates in an equity-focused inquiry cycle can become a powerful approach to job-embedded professional development in a school or district, or as a part of an initial teacher preparation program. **Presenter: Nancy Dana**, University of Florida
- S2.04
Intermediate
Coronado I
Interactive Workshop
Reflection and Lessons Learned: 'I Am From: Islanders of Cheerful, Thankful, and Grateful Origins'. This highly interactive session will focus on the lessons learned from a school principal's journey into the world of opportunity. All participants will be asked to stand up, hand up, and pair up as one of the interactive strategies to engage. The audience will create, 'I AM FROM,' poem as an exit ticket. **Presenters: Edgardo Castro**, New Mexico State University; **Cynthia Wise**, New Mexico State University; **Carlos Gonzales**, New Mexico State University; **Anna Nelson**, New Mexico State University

S2.05

Introductory

Coronado II

Presentation

Two thwarted steps into the future: Problematics and promises of Arizona's education policy and Native American history. Academic standards guide the instructional practices of teachers. What if those standards are based on colonial logics and therefore harmful for students? Recent research shows that is indeed the case in Arizona. The presenter examines Native American content in the state's social studies standards. **Presenter: Cynthia Benally**, University of Utah

S2.06

Advanced

Joshua I

Interactive Workshop

Examining Why Teachers of Color Leave the Teaching Profession. Authors share a qualitative study examining why teachers of Color leave the teaching profession. In this study, participants share their journeys into and out of teaching through discussion of drawings they have created of their journeys, better known as journey maps. Individuals stories and themes will be shared. **Presenters: Karen Washburn**, Utah State Univeristy; **Sarah Braden**, Utah State University; **Alyson Lavigne**, Utah State University; **Andrea Hawkman**, Utah State University; **Sherry Marx**, Utah State University

S2.07

Intermediate

Oro Valley

Presentation

Transforming the writing center: A translanguaging approach to tutoring. This presentation will offer ways in which an university writing center, informed by translanguaging theory and translingual writing practices, attempts to critically examine established tutoring and writing norms and become more inclusive and multicultural in its approaches to tutoring linguistically diverse students. **Presenter: Sharada Krishnamurthy**, Rowan University

S2.08

Intermediate

Palo Verde II

Interactive Workshop

It's The Little Things: Taking A Step Towards Building A More Inclusive Learning Environment. In this interactive workshop, we consider issues of privilege and explore the concept of micro-aggressions through activities and discussion. We share small but impactful tweaks to make classes more welcoming and inclusive for ALL students. Participants will leave with tools for facilitating inclusion in the workplace and access to a website repository. **Presenter: Celeste Atkins**, University of Arizona, Doctoral Student; **Christina Kalel**, University of Arizona, Instructional Applications Support Specialist

S2.09

Introductory

Presidio III

Presentation

Activists in the classroom: Initiating student-centered, content-based conversations regarding social justice issues. In this session, four early career teachers present strategies to decolonize education by engaging young people as co-creators of and co-participants in classroom conversations about contemporary issues of social justice. This session features culturally and linguistically sustaining curriculum for English language arts, social science, science, and mathematics. **Presenters: Alison Dover**, California State University Fullerton; **Juan Pablo Garcia**, California State University Fullerton; **Zachary Reardon**, California State University Fullerton; **Grace Shin**, California State University Fullerton

S2.10

Expert

Presidio IV

Presentation

Black Women's Fugitive Slave Narratives to the Academy: On Incompetence. Drawing from Black Feminist Autoethnography (Griffin, 2012), this paper discusses how two Black female tenure-track faculty at two PWIs (in the midwest and south) experienced racism, sexism, and motherhood during the Annual Review Process (pre-tenure). We contend that the Annual Review Process is racialized, gendered, and can be used as a tool at PWI. **Presenters: Jemimah Young**, University of Iowa; **Dorothy Hines**, University of Kansas

S2.11

Introductory

Rincon

Presentation

Transnational lessons from Mexican-origin border crossers: Decolonizing teacher practices. This interactive presentation describes research with 22 Mexican-origin transnationals in Mexico, where pre-service English teachers reflected on issues including identity and language usage. Session participants make sense of this phenomenon of returnees as well as draw connections to broader decolonizing border-crossing work all educators are called to do. **Presenters: Irasema Mora**, Universidad de Guanajuato; **Sue Kasun**, Georgia State University

S2.12

Introductory

Santa Rita

Presentation

Instructor-Evaluations in Higher Education: The Dilemma Between Ethical Grading, Student Evaluations, and Job Security. Using colonization as a framework, we investigate a perceived ethical dilemma between fair grading and student evaluation in facing with the job security. We suggest teaching professionals with intangible positions falling into the trap of colonization of bodies and minds. We discuss the impact of student evaluation and make recommendations. **Presenters: Xin Zhang**, University of Nevada Las Vegas; **Heike Ruedenauer-Plummer**, University of Nevada Las Vegas

S2.13

Advanced

Sonoran

Presentation

Race, Indigeneity, and Rights in a post-apartheid South Africa: Griquas and the politics of identity. Using critical race studies and postcolonial theory, I analyze interviews with members of Griqua community in Kwazulu Natal, South Africa. I examine the ways in which those interviewed signal particular aesthetics and politics of representation/identity, a result of the alienating effects of both colonial and apartheid racism and policies. **Presenter: Maureen Eke,** Central Michigan University

S2.14

Intermediate

Tortolita

Presentation

The Holocaust of Intellectual Freedom. This work's aim is to show how whiteness in teaching is enacted through the institutionalized education system of oppression through suppression of identity. Whiteness in teaching deprives African American students of their own ethnic cultural identity, promotes unequal racial bias in the classroom, and lowers expectation for students of color. **Presenters: Annette Teasdell,** University of North Carolina Charlotte; **Alexis Calloway,** University of North Carolina at Charlotte

S2.15

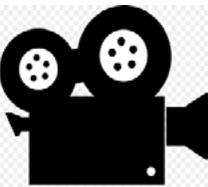
Intermediate

Tucson

Presentation

Reading Together: Intergenerational Reading Groups for Social Justice. Learn how to plan and lead an intergenerational social justice reading group by following practical recommendations for establishing a framework, inviting student input, and organizing a series of meetings during which children and adults in your community read, talk, teach and learn together. Free materials provided. **Presenter: Hoyt Phillips,** Teaching Tolerance

SAT 2:00pm



FOLLOWING THEIR LEAD: YOUTH IN ACTION.

A series of short films. 2018. Brave New Films. www.bravenewfilms.org. 40 minutes. Youth leaders have been instrumental in leading progressive movements throughout American history. During the Civil Rights Movement, young people played a pivotal role in ending segregation through nonviolent sit-ins and walk-outs. See page 30 for complete information.

Saturday Afternoon Breakout Sessions 3:00 - 3:50pm

S3.01

Agave I

Intermediate

Presentation

What Does it take to Re-Charge a College: Starting with a Faculty Advisory (FAC) Action Team?

A Faculty Advisory Committee (FAC) involved in a Participatory Action Research (PAR) project, will demonstrate a collective process to improve effectiveness in re-charging inclusive and culturally sustainable practices for educators in their college. This engagement may serve as a 'model' of a practice that could be used within specific programs, department, and/or colleges.

Presenter: Karen Dade, Western Washington University

S3.02

Agave II

Intermediate

Interactive Workshop

'Don't run and you won't be killed!' Unpacking generational and current trauma and its insidious impact on Black youth.

As a nation we are in a critical state of discourse between law enforcement, schools, and Black youth. The authentic experiences of Black youth will be explored in the context of generational and current trauma states that contribute to Black youth refusing authoritative directives from law enforcement and educators impacting safety and post-secondary outcomes. **Presenter: Darlene Sampson**, Western Educational Equity Assistance Center

S3.03

Agave III

Intermediate

Interactive Workshop

Recruiting and retaining a diverse faculty: Transforming systems through active allyship. This session focuses on individual and organizational changes necessary to recruit and retain faculty from diverse and under-represented backgrounds. Principles of allyship will be discussed along with concrete steps towards building supportive institutional structures in educational settings. Initiatives to help diverse faculty persist at your institution are introduced. **Presenters: Castagna Lacet**, Bridgewater State University; **Wendy Williams**, Bridgewater State University; **Judith Willison**, Bridgewater State University

S3.04

Coronado I

Introductory

Interactive Workshop

Shaping Identity, Personal Narratives and our Community Cultural Wealth: Memoirs in the Secondary ELA Classroom.

This workshop will share a memoir project that was implemented in a Secondary ELA classroom with ethnically and linguistically diverse students. It will highlight their stories and how they used their agency to challenge deficit narratives of their communities. Teachers will leave with a guide for creating the same unit project in their own classrooms

Presenter: Monica Baldonado-Ruiz, Arizona State University

S3.05

Intermediate

Coronado II

Presentation

Bridging the (Equity) Theory/Practice Gap: Teaching Equity Literacy in a Methods Course.

In this presentation, I describe how I promoted equity literacy in a methods course at a small rural college. An overview of strategies aimed at recognizing and responding to inequity will be given, followed by a discussion on the implications of these practices for teacher educators.

Presenter: Thomas Browning, Wayne State College

S3.06

Intermediate

Joshua I

Interactive Workshop

Strategically aligning multiculturalism in education with diversity and inclusion training. Despite the plethora of research in multiculturalism and diversity, and inclusion, only a few address measures for inclusion within educational workspaces. This research distinguishes between diversity and inclusion; it uses social inclusion theory to hypothesize and model institutional, management, and workgroup inclusion in education and proposes an objective measure to promote inclusive workspaces **Presenter: Karen Thomas-Brown**, University of Michigan-Dearborn

S3.07

Intermediate

Oro Valley

Presentation

Experience as knowledge: Centering the experiences and perspectives of teachers of color in mentoring programs. Grounded in a culturally sustaining framework, this study explores the ways that mentoring can counteract isolation and alienation and positively influence the professional identities of racially and culturally diverse teachers and teacher candidates. Findings underscore the need for practices that acknowledge the salience of racial identity in mentoring relationships. **Presenters: Carrie Rood**, SUNY Cortland; **Anne Burns Thomas**, SUNY Cortland

S3.08

Intermediate

Palo Verde II

Panel

zTO BE SNEED was Carl Grant

S3.09

Expert

Rincon

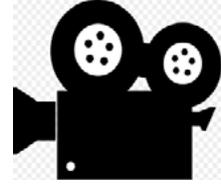
Presentation

Forging Cultural Competencies in the 'Super-Diverse': Hawaii Teacher Candidates and Local Cultural Simulations. This research shares how teacher educators in the state of Hawaii used local cultural simulations to forge prospective teachers' cultural competencies. Byram's (1997) intercultural communication competency (ICC) is used to discuss planning, experiences, and implications gleaned from 21 prospective teachers' visits to a Japanese tea house, Hawaii plantation village, and a Buddhist temple **Presenters: Brook Chapman de Sousa**, University of Hawaii

SAT 3:00pm

THE CORRIDOR.

Director & Producer Richard O'Connell and Annelise Wunderlich. Producer Linda Peckham. 2017. Good Docs. www.gooddocs.net. 55 Minutes. Special discount code for NAME members: NAME-COR-20%.



This film shows the inner-workings and challenges of San Francisco's Five Keys Charter School – the first high school of its kind in the United States that provides incarcerated adults the opportunity to earn a high school diploma to prepare them for successful reintegration into their communities. See page 30 for complete information.

at Manoa; **Priscila Leal**, University of Hawaii at Manoa

S3.10

Advanced

Santa Rita

Presentation

Aspirations and Autobiographies: Reflections of a White Teacher Educator Attempting to Embody Anti-Racist Pedagogy. Using autoethnography grounded in Critical Whiteness Studies, this study follows a semester-long attempt of a White female teacher educator attempting to embody anti-racist pedagogy in a diversity-related course at a PWI. Participants will engage in discussion grounded in the personal investigation needed to responsibly teach such White-majority courses. **Presenter: Ashley Fuente**, Michigan State University

S3.11

Intermediate

Sonoran

Presentation

SAT 3:00pm

Conversation with Rae Paris

Joshua Tree 2



Join the discussion with author Rae Paris will be discussing her book, *The Forgetting Tree: A Rememory*. See page 37 for complete information.

A Culturally Relevant Pedagogy for Black Girls: A Pedagogy of Love, Joy, Creativity, and Critical Consciousness. This presentation shares a culturally relevant pedagogical framework for educating and encouraging Black girls in K-12 classrooms. This framework includes re-imagined ideas of a pedagogy of love, joy, creativity, and critical consciousness. Participants will learn about an innovative curricular model and engage in discussion about culturally relevant and humanizing praxis. **Presenter: Cierra Kaler-Jones**, University of Maryland - College Park

S3.12

Intermediate

Tortolita

Presentation

Let's Keep the Faith: Forging A New Future in STEM Education. In this presentation, I share how church leaders seek to positively impact younger generations by working through the complex dynamics of STEM partnerships. In forging a new future through multicultural education, I center faith-based institutions as an underutilized resource in communities to foster intergenerational relationships, civic leadership, and activism for more purposeful STEM engagement. **Presenters: Natalie King**, Georgia State University; **Lauren Frazier**, Georgia State University

S3.13

Intermediate

Tucson

Presentation

Mindfulness that Binds: A Critical Co-Ethnography on Whiteness & Mindfulness. This paper discusses the reflexivity, collaboration, and subsequent action taken by two critical co-ethnographers when racial tensions and the prevailing ideology of whiteness was observed during their field research at a mindfulness training for urban educators.

Attendees will gain an understanding of collaborative critical ethnography and responses to fieldwork tensions. **Presenters: Camea Davis**, Georgia State University; **Stephanie Behm Cross**, Georgia State University



Saturday Afternoon Breakout Sessions 4:00 - 4:50pm

S4.01

Intermediate

Agave I

Presentation

The Freedom Schools Way: Caregiver-Driven Efficacy in Navigating Schools. This presentation will share research collected during a six-week Children's Defense Fund Freedom Schools located at a southern university. The program is a unique and intentional approach to engaging children in culturally relevant literacy pedagogy. Researchers will share data collected to understanding caregiver efficacy in navigating local school **Presenters: Dani Parker Moore**, Wake Forest University; **Alison LaGarry**, University of North Carolina at Chapel Hill

S4.02

Introductory
shop

Agave II

Interactive Work-

Beyond the Bookshelf: Discovering Human Rights Within Children's Literature. Children's literature fosters a capacity for readers to understand their own rights and to respect the rights of others. Drawing from the Convention on the Rights of the Child, this interactive workshop will highlight the potential of children's literature to make the rights of children 'widely known' to both children and adults. **Presenter: Jacob Kelley**, University of Tennessee, Knoxville

S4.03

Advanced
shop

Agave III

Interactive Work-

Get Down with AJC: Unveiling the Tools of Symbolic Segregation used to Imprison Black Girls in Schools. Over 100 years ago Anna Julia Cooper wrote extensively about her hopes and vision for a meaningful education. We contrast her ideals and philosophy with today's behavioral control mechanisms (i.e. discipline practices and high stakes testing), which create symbolic segregation in our classrooms further marginalizing students of color. **Presenters: Allison Ivey**, University of Oregon; **Deanna Chappell Belcher**, University of Oregon

S4.04

Introductory
shop

Coronado I

Interactive Work-

Examining the Impact of Teacher and Student Racial and Ethnic Identities in the Classroom. This introductory-level, interactive workshop provides participants three objectives: 1) time to reflect on their racial-ethnic identity and its impact on their classroom; 2) curricular examples of how to facilitate discussions on race and ethnicity with their students; and 3) time to discuss common dilemmas related to race and ethnicity. **Presenters: Phitsamay S. Uy**, University of Massachusetts Lowell; **Linda Riley**, Woburn Public School

- S4.05
Intermediate
Joshua I
Interactive Workshop
Implementing Restorative Circles: The First Step to Decolonizing Discipline Systems. Learn about restorative circles and how to implement them in your work. In this session, participants will use a Plan, Do, Study, Act (PDSA) approach to implementing restorative circles with your team to decolonize discipline systems. **Presenters: Kristian Lenderman; Rosa Nam**
- S4.06
Introductory
Oro Valley
Presentation
Forging Tools for Fostering Cultural Awareness in an Online Course. It is imperative that online educators understand the importance of incorporating the diverse perspectives of their students within the content of the course. It is of critical importance that courses are developed in such a way that opportunities for cross-cultural collaboration are included and emphasized to promote and foster cultural competence. **Presenters: Sara Carlisle**, Angelo State University; **Kimberly Livengood**, Angelo State University; **Jennifer Engle**, Angelo State University
- S4.07
Intermediate
Palo Verde I
Presentation
Spanish in the English-medium science classroom: Constraints and opportunities for decolonizing science education spaces. This presentation examines the benefits and drawbacks of Spanish language use as a tool for decolonizing science education spaces in traditional English-medium schools. We share the results of a comparative case study exploring the language brokering practices of bilingual students in two science classrooms. Recommendations for practice are offered. **Presenters: Sarah Braden**, Utah State University; **Taylor Dexter**
- S4.08
Advanced
Palo Verde II
Panel
Challenging Institutional Barriers to Culturally Sustaining Pedagogies: An Interdisciplinary Faculty Collaboration. This panel will describe how university faculty sought to perpetuate and foster linguistic, literate, and cultural pluralism as part of the democratic project of schooling. Through use of a critical friends' protocol, participants examined classroom practices with the aim of transforming their pedagogy and instantiating incipient transformation of institutional practices. **Presenters: Mark Sulzer**, University of Cincinnati; **Steve Kroeger**; **Emilie Camp**; **Connie Theado**

S4.09

Intermediate

Presidio IV

Presentation

Decolonizing Teacher Education Through Conscientization as a Conversion Experience. We often ask students, particularly those from conservative backgrounds, to alter the beliefs and worldviews they have known since childhood. This session addresses teaching strategies and the ethical implications related to ‘converting’ college students from colonizing ways of knowing/being to the unfamiliar pedagogies and epistemologies necessary for decolonization. **Presenters: John Raible**, University of Nebraska-Lincoln; **Amanda Morales**, University of Nebraska-Lincoln

S4.10

Advanced

Rincon

Presentation

Returning to the Source: The Role OF Spirituality in Decolonizing Education leadership.

This presentation centers on spiritual practices as pedagogical tools in decolonizing education leadership. The presentation highlights the importance of reconnecting the intellect with the spirit. Spirituality has been a contentious topic in education. Chavez points out, spirituality is a way ‘To see yourself as sacred and to have a sacred responsibility to serve others.’ **Presenter: Njoki Wane**

SAT 4:00pm

THE PUSHOUTS.

Director Katie Galloway. Co-Director Dawn Valadez. Producers Katie Galloway, Dawn Valadez and Daniella Brower Sueuga. 2018. Good Docs. www.gooddocs.net. 56 Minutes. Discount code for NAME members: NAME-TPO-20%.



“I was in prison before I was even born.” So begins the story of Victor Rios - a high school dropout, gang member, and three-time felon by 15. But when a teacher’s quiet persistence, a mentor’s moral conviction, and his best friend’s murder converge, Rios’ path takes an unlikely turn. See page 30 for complete information.

S4.11

Santa Rita

Introductory

Presentation

Coaching for Positive Change. This presentation highlights the story of one team of educators that worked together to better prepare all teachers to teach culturally and linguistically diverse learners working within the educational policies set in place. Learn how the team implemented an effective multicultural professional development and coaching approach. **Presenters: Wendy Farr**, Arizona State University/iTeachELLs; **Silvia Aparicio**, Arizona State University; **Malissa Chavez-Thibault**, Arizona State University

S4.12

Sonoran

Intermediate

Presentation

Decolonizing the University as Indigenous Visibility. How are indigenous peoples visible or invisible at your university? Are portrayals authentic, or stereotypical? Of contemporary people, or only people in the past? How are indigenous people marginalized by celebrations of colonization and white supremacy? We will explore these questions and discuss a case study of a state university. **Presenter: John Maddaus**, University of Maine

S4.13

Tortolita

Intermediate

Presentation

The Disc: A Panopticon pedagogic, postcolonial language acquisition tool and today's American assimilation context. This presentation explores the use of the Disc, a Panopticon pedagogical tool in postcolonial school systems in Commonwealth countries in Eastern Africa. This relic is used to frame discussion on colonial legacies which continue to exert immense Eurocentric influence on cultures post colonial societies. It compares this with current language policies in the USA. **Presenters: Willy Rotich**, St. Bonaventure University; **Anne-Claire Fischer**, St. Bonaventure University

S4.14

Tucson

Intermediate

Presentation

Positive Intentions, But Negative Outcomes: Understanding How Dysconscious Racism Informs Teacher Dispositions. Examinations of teachers' racial awareness is key to their development as cultural relevant teachers. Dysconscious racism is an uncritical and distorted way of thinking about race that implicitly accepts White norms. This presentation synthesizes the literature on teacher dispositions and dysconsciousness to provide implications towards a liberatory praxis for teacher education. **Presenter: Sarah Obiwo**, Georgia State University

Saturday, Nov. 9 • 6:00 – 6:50pm
Turquoise Foyer



**President's Reception
&
Book Signing**



Host:
Ann Lopez
University of Toronto
NAME President

Come to network, visit with NAME friends new and old and the conclusion of the NAME-Connect activity. Cash bar.

Saturday Nov. 9 • 7:00 – 10:00pm

Annual NAME Awards Banquet
(Optional event; ticket required.)

**Honoring Recipients of the 2019 NAME Awards
for
Outstanding Contributions in the field of Multicultural Education.**



Host:
Charlene Lui
NAME Awards Committee Chair,
NAME Board Treasurer



Sunday, Nov.10 • 9:00 – 11:00am
Coronado

Sankofa Sunday

Lisa Zagumny
NAME President-Elect

Francisco Rios
NAME Past-President

• **CONFERENCE CLOSING** •

Congratulations to the 2019 NAME AWARD WINNERS

Carl A. Grant Research Award

Kevin Roxas

Woodring College of Education Western Washington University

G. Pritchey Smith Multicultural Educators of the Year Award

Tchet Dereic Dorman (Posthumous)

Rita Robinson (Posthumous)

Multicultural Children's Publication Award

Guess What? I Was Adopted!

Author: June P. Murray

Rose Duhon-Sells Multicultural Program Awards

Science Bound

Constance P. Hargraves and Anita Rollins

Flowers and Bullets

Tito Romero and Jacob Robles

Philip C. Chinn Multicultural Book Award

***Wiley International Handbook of
Service Learning for Social Justice***

Author: Darren Lund

Agency/Institution/Corporate Award

Barbea Williams Performing Company

Equity & Social Justice Advocacy Award

Edith Sayre Auslander

Exceptional Service to NAME Award

Christine Sleeter

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Ballin, Amy	Higgins, Jenee'	Raffanti, Michael
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Bolton, Dawn	Jones, Jeannette	Schilmoeller, Janessa
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Carvajal, Marta	Kavanagh, Kara	Takami, Susan
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Chaplin, Mae	Kim, Hyun Uk	Tompkins, Chasity
Chaudhri, Amina	Kim, Yeji	Torrijos, Isabel
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Duncan, Nadine	McGarry, Karen	Windorf, Robert J.
Eldaba, Abir	McMakin, Deborah	Wise, Cynthia
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