NAME 2016 Conference Breakout Sessions

Schedule to date:

Thursday, November 10, 2016 10:00am - 10:50am

**Center Street A**

**Session Number: 1**

**Names as a cultural entry point: A critical analysis of immigrant acculturation in contemporary picture books**

Sabrina Sembiante  
*Florida Atlantic University*

Traci Baxley  
*Florida Atlantic University*

Christina Cavallaro

Drawing on critical literacy and discourse analysis, we examine immigrant contemporary picture books to reveal how language informs young readers’ understandings of immigrants and their acculturation experiences. We discuss how names are used to forge a cultural identity for immigrant children, generate cultural conflict, and stimulate others’ judgment and appraisal.

Thursday, November 10, 2016 10:00am - 10:50am

**Center Street C**

**Session Number: 2**

**“Marginalized by Their Culture”: Educational Experiences and Challenges of African Immigrant Youth in U.S. Schools**

Alex Kumi-Yeboah  
*University at Albany*

This paper presents findings from a study examining educational experiences and challenges of African immigrant youth. Findings show that African immigrant youth face cross-cultural obstacles such as language, communication, Stereotypes, and cultural challenges, as well as low expectations from teachers and problems adjusting to new classroom processes.

Thursday, November 10, 2016 10:00am - 10:50am

**Convention 7**

**Session Number: 3**
Contemporary educational administration: Rediscovering the transformative leadership framework

Linsay DeMartino  
The University of Arizona

In K-12 educational systems, in order to best serve the needs of a diverse student population, alternative approaches to educational leadership need to be considered. Therefore, the purpose of this critical ethnography is to explore and extend established and contemporary transformative leadership practices.

Thursday, November 10, 2016  10:00am - 10:50am

Convention 8  
Session Number: 4

The Partnership Model for Understanding the Student in Context: A Journey of the Heart and the Head

Jennifer Palmer  
Harford County Public Schools

Linda Frazer  
Wilmington University

Micah Humbert  
Howard County Public Schools

Anthony Bess  
Harford County Public Schools

Karen Petr  
Harford County Public Schools

In 2009, five school leaders and a professor embarked upon a journey of discovery to see the unseen. Through study, thoughtful reflection, dialogue, and immersion experiences, they connected their heads to their hearts. This continuous journey has become an ongoing commitment to social justice and a model for others.

Thursday, November 10, 2016  10:00am - 10:50am

Hope A  
Session Number: 5

Artistic Voice Portfolios: Empowering Students To Tell Visual Counterstories

Kyle Reyes  
Utah Valley University

This workshop foregrounds art as a vehicle for historically marginalized students to share their voices and counterstories. Participants will learn about innovative approaches to develop Artistic Voice and will engage in art exercises to learn the processes found effective in the presenter's research.

Thursday, November 10, 2016  10:00am - 10:50am
**Session Number: 6**

**Practicing What We Preach: Critical Engagement and Pedagogy for ALL**

Hyun Uk Kim  
*Barry University*

Stephanie Burrell Storms  
*Fairfield University*

In this presentation, two teacher educators in different disciplines describe how they implicitly and explicitly expose pre-service and in-service teachers to political and educational injustices in public schools, communities, and society through critical, meaningful dialogues and problem-based learning activities to create classrooms where ALL students feel welcomed.

Thursday, November 10, 2016  10:00am - 10:50am

**Hope B**

**Session Number: 7**

**Reflective inquiry deepens multicultural outcomes**

Gretchen Wilbur  
*DePaul University*

This interactive workshop will simulate and analyze reflective inquiry strategies that have been found to develop and deepen multicultural learning outcomes over time. During the session, participants will use and analyze these strategies by connecting to the presenter's practice-based research findings and applying them to participants' spheres of influence.

Thursday, November 10, 2016  10:00am - 10:50am

**Hope C**

**Session Number: 8**

**Confronting Michael Jackson: DOES it Matter if We’re Black or White in teaching a course on diversity?**

Scott Farver  
*Michigan State University*

Darius Johnson  
*Michigan State University*

Lorri Jenkins  
*Michigan State University*

Vy Dao  
*Michigan State University*

Tashal Brown  
*Michigan State University*
Our panel discussion will focus on how our individual & multiple identities interact with certain topics within a course centered on diversity for pre-service teachers. We highlight our experiences as to how these identities may help or hinder students' understanding of these topics for and with other teacher educators.

Thursday, November 10, 2016 10:00am - 10:50am

Superior A

Session Number: 9

A Celebration of Voices: Language Study as an Alternative to Grammar Study

Jen McCreight
Hiram College

Children are often taught through grammar study that there are “right” and “wrong” ways to speak, which silences and ignores many linguistic backgrounds. In this session, participants will learn strategies for inviting all students' home languages into classrooms, thus highlighting the rich and unique backgrounds from which they come.

Thursday, November 10, 2016 10:00am - 10:50am

Superior A2

Session Number: 10

Hair Histories and the Politics of Hair

Priscilla Wilson
Jacksonville State University

The purpose of this presentation is to examine how hair is portrayed in the media and regulated in institutional spaces. Media and institutional examples are given regarding how hair is policed. A “Hair History” will be demonstrated and participants will be given the opportunity to contribute. Group discussion will follow.

Thursday, November 10, 2016 10:00am - 10:50am

Veterans A1

Session Number: 11

Comfort in an Uncomfortable World: Finding Common Ground

Sandra Guzman Foster
University of the Incarnate Word

To prepare our students to live and work in a globally diverse world, environments that foster students' abilities to work and learn with other people who are different must be created. Finding common ground is critical when outside social forces can impact what is occurring inside of the classroom.

Thursday, November 10, 2016 10:00am - 10:50am

Veterans A2

Session Number: 12

Passionate Pursuits from an Emic Perspective: African American Female Doctoral Candidates Researching for Transformation
A group of African American female doctoral students, assume emic researcher positions (Lett, 1990) in order to highlight the narratives, honor the voices, and expose the possible selves of previously silenced participants while concurrently expanding the bounds of what counts as social science research.

Thursday, November 10, 2016  10:00am - 10:50am

Veterans A3

Session Number: 13

Understanding Christian Privilege: The Role of Teachers in Affirming and Promoting Religious Diversity in the Public Sc

Lee Montgomery
Southern Utah University

This round table provides a critical examination of Christian privilege and the treatment of religion in public schools. The intent is to help educators deliver equitable educational experiences for students with diverse religious/secular worldviews and to avoid the marginalization of faith-minority/secular students. Culturally Responsive Teaching will be addressed.

Thursday, November 10, 2016  10:00am - 10:50am

Veterans A4

Session Number: 14

Creating Spaces and Places for Student Voice: One District’s Journey to Provide Opportunity for Young People

Heather Cole
Olentangy Local School District

Mikela Thomas
Olentangy Local Schools

More than ever, it is crucial to create spaces that aim to increase the engagement and sense of connectedness for our students. In this session, dialogue with a predominantly white P-12 district that has provided a district-wide support structure whose focus is listening to the voices of our youth.

Thursday, November 10, 2016  10:00am - 10:50am

Veterans A5

Session Number: 15

iTeach ELLs: Engaging in a Culture of Change
In this session participants will expand their knowledge regarding issues and a college wide curriculum reform that surround preparing pre-service teachers to work with English Language Learners (ELLs). This presentation is designed for teacher educators, pre-service, and in-service educators.

Thursday, November 10, 2016  10:00am - 10:50am

Veterans A6

Session Number: 16

Racing Transformative Leadership/Transforming Leadership through Race

Tonya Walls
UNLV

This session is presented for those new to multicultural education, but committed to developing educational leaders for social justice. Using the poster presentation platform, this presentation provides participants with an opportunity to examine, critique and discuss current codifications of transformative leadership theory and praxis.

Thursday, November 10, 2016  10:00am - 10:50am

Veterans A7

Session Number: 17

Using a Culturally Relevant Pedagogy as a Means for Increasing STEM Resiliency in a Multicultural Classroom

Iris Minor
Florida Atlantic University

A culturally relevant pedagogical approach is one tool that supports minority students towards functioning successfully in STEM education. I propose to supplement the traditional curriculum with computer science and perform data mining and analytics to empower multicultural students beyond the classroom to hopefully embark in a STEM career.

Thursday, November 10, 2016  10:00am - 10:50am

Veterans C

Session Number: 18

Level the Field During Fieldwork: An analysis of the Preservice Teacher-Child Relationship
Sumi Hagiwara  
Montclair State University

Three case studies of preservice teacher-child partnerships are examined to explore how children are poised for proactive involvement in preservice teacher preparation, raising the question, who is the teacher in this partnership? This study examines how preservice teacher-child engagement can be framed to improve field experiences for participants.

Thursday, November 10, 2016 11:00am - 11:50am
Center Street A  
Session Number: 19

The Inclusiveness of ALL when 'All' Means 'Some': Potentialities of Minority-Serving Study Abroad Programs

Ashley Patterson  
The Pennsylvania State University

James Moore  
The Ohio State University/National Science Foundation

Robert Bennett  
The Ohio State University

Presenters share practical and theoretical components of a study abroad program conceived to provide a unique international experiential learning opportunity to historically underrepresented students. Content includes program planning details and research findings exploring experiences of diverse study abroad students traveling with traditional programs as compared to minority-serving programs.

Thursday, November 10, 2016 11:00am - 11:50am
Center Street C  
Session Number: 20

Reaping What We've Sowed: How Our Agents of Change Create Plans for the Future by Learning From the Past

Jon Yoshioka  
University of Hawaii at Manoa

Vail Matsumoto  
University of Hawaii at Manoa

Lori Fulton  
University of Hawaii at Manoa

Deborah Zuercher  
University of Hawaii at Manoa

Joseph Zilliox
This presentation will share how teacher candidates use equity as a lens to reflect on past experiences to build a successful future by working within a Professional Development School model where contextually relevant, student-led learning events are purposefully designed to build community between all stakeholders. Multiple perspectives will be

Thursday, November 10, 2016  11:00am - 11:50am

**Convention 7**

**Session Number: 21**

**An Experiential and Critical STEM Course for Latina/Latino Undergraduates**

Shireen Keyl  
*Utah State University*

I will present on a progressive pilot course for Latina/o undergraduates at an R1 institution in the U.S. Southwest. This course combines learning the scientific method with a culturally responsive, critical curriculum that includes social justice science and assists students get placed with research mentors in labs.

Thursday, November 10, 2016  11:00am - 11:50am

**Convention 8**

**Session Number: 22**

**Willing to be Disturbed: Tracing Educators' Development of Conscientization in a Critical Pedagogy Course**

April Fleetwood  
Shari Berga  
Corinne Duffy

During this session, doctoral students will present an analysis of discussions that occurred as educators from a variety of contexts engaged in an online Critical Pedagogy course. Presenters will trace these educators’ work toward developing greater understandings of social justice theory and practice.

Thursday, November 10, 2016  11:00am - 11:50am

**Hope A**

**Session Number: 23**

**LGBTQ picture and chapter books for the school curriculum**

Dee Knoblauch  
*Otterbein University*

Designed for teachers and teacher educators, this session features information about the school experiences of
LGBTQ youth, and share analysis of school-appropriate LGBTQ picture and chapter books for all grade levels. Strategies for introducing the books and generating productive conversation about same-sex parents and LGBTQ youth will be discussed.

Thursday, November 10, 2016  11:00am - 11:50am

**Hope A2**

**Session Number: 24**

**Making “tough stuff” typical: Using urban children’s literature to navigate the realities of modern life**

Jane Fleming  
*KIDS LIKE US*

Susan Catapano  
*University of North Carolina Wilmington*

Join us to explore a range of high-quality children's literature that can help initiate everyday conversations about the realities of children's lives, including family diversity, economic challenges, and separation or loss, and learn how culturally relevant texts like these can impact literacy learning.

Thursday, November 10, 2016  11:00am - 11:50am

**Hope B**

**Session Number: 25**

**Sowing seeds and Building Bridges through Equity Empathy and the Sociopolitical**

Courtney Bentley  
*University of Montevallo, College of Education*

Vera Stenhouse

This workshop challenges the ways that culturally responsive teaching has focused on individual transformation and practice rather than the sociopolitical context in which teachers teach. We posit two entry points to a framework for working with all teachers to see how sociopolitical situational inequities operate across classrooms and larger institutions.

Thursday, November 10, 2016  11:00am - 11:50am

**Hope C**

**Session Number: 26**

**A cultural bridge-building opportunity for ALL: Toward a critical approach in dual language education**

Sue Kasun  
*Georgia State University*
Anita Bright  
*Portland State University*

Dual-language immersion programs, wherein students learn content in two languages, have historically been tailored for white, English-speaking students, with little emphasis on culture. This interactive, solutions-focused panel highlights the need to privilege the perspectives, experiences and cultures of students from outside the mainstream, for the benefit ALL learners.

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**Superior A**  
**Session Number: 27**

**Beyond the Barriers: Cultural Proficient Classroom Management**

Laurie Namey  
*Harford County Public Schools*

Abstract: In this interactive workshop, educators will discover ways to transform school cultures and create learning environments that support and honor the diversity and individualism of our students, but also foster achievement. Participants will discuss the importance of culturally responsive practices and creating safe and respectful environments in our classrooms.

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**Superior A2**  
**Session Number: 28**

**An Equity Success Story in Two Illinois School Districts**

Bea Young  
*Bea Young Associates, LLC*

Carmen Ayala  
*Berwyn North School District 98*

This interactive workshop is intended for school leaders, teacher educators and teachers. It provides an overview of the systemic approach utilized to provide behavioral tools to overcome unintended racism perpetuating the achievement gap. Included are teacher training modules and suggested policy changes for consideration by school leaders.

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**Veterans A1**  
**Session Number: 29**

**I, too, am America: Critical Multiculturalism in Homeschool Education**

Aaliyah Baker  
*Cardinal Stritch University*

This presentation explores homeschooling as a revolutionary form of school choice. Due to race related concerns in traditional school systems, the parents in this research have chosen to homeschool, resist hegemonic practices, and
help raise a critical consciousness of the current struggles that exist in schools.

Thursday, November 10, 2016 11:00am - 11:50am

**Veterans A2**

Session Number: 30

### Navigating the Tenure-Track Process at Cal State University: One Latina's Autoethnography

Minerva Chavez  
*California State University, Fullerton*

I am an anomaly as a tenured professor: a working-class Latina. In light of universities touting the value of a diverse faculty, my research questions attempt to identify the factors of my successful navigation of the tenure-track process while exploring the experiences of belonging and marginalization within the university.

Thursday, November 10, 2016 11:00am - 11:50am

**Veterans A3**

Session Number: 31

### Critical Literacy and Writer’s Workshop: The potential and challenges of critical writing pedagogy in k-16 classrooms

Sunita Mayor  
*West Chester University*

This presentation will speak to 1) how critical curriculum can be part of writer’s workshop and 2) how a critical lens can be used to change the ways students write during writing workshop.

Thursday, November 10, 2016 11:00am - 11:50am

**Veterans A4**

Session Number: 32

### Muslim Students’ Experiences at an American University

Girija Shinde  
*VOLUNTEER STATE COMMUNITY COLLEGE*

The proposal is designed for educators in American Institutions. The tragic events of 9/11 continue to affect the Muslim community negatively. In order to accommodate individual needs of the Muslim students, this study examined the issues, and perceptions of the Muslim students in an American university. Inductive analysis was conducted.

Thursday, November 10, 2016 11:00am - 11:50am

**Veterans B**

Session Number: 33

### Positioning Identities in Newcomers’ Path to Citizenship: The Context of Community-Based U.S. Naturalization Classes
Ramona Fruja  
Bucknell University

This paper employs symbolic interactionism applied to educational contexts and positioning theory in order to examine the ways in which prospective citizen identities are enacted in community-based U.S. naturalization classes and the consequences these processes carry for the participants’ civic engagement as newcomers to the polity.

Thursday, November 10, 2016  11:00am - 11:50am

Veterans C  
Session Number: 34

Advising Afro-Caribbean student immigrants for success

Keiana Desmore  
Florida Gulf Coast University

There are some unique needs of the Afro-Caribbean student immigrant population at any educational level, but especially in higher education. In this presentation, issues and barriers experienced by Afro-Caribbean student immigrants will be discussed. Information for higher education professionals will be provided with a group discussion as a conclusion.

Thursday, November 10, 2016  2:00pm - 2:50pm

Center Street A  
Session Number: 35

Valuing the Experiences of Latina Students in the Culturally Responsive Service-Learning Classroom

Janessa Schilmoeller

This presentation explores the experiences of Latina students in a culturally responsive service-learning classroom in higher education. This study gives value to the experiences of students of color in service-learning classrooms and provides suggestions for universities to implement critical multicultural service-learning programs that meet the needs of marginalized students.

Thursday, November 10, 2016  2:00pm - 2:50pm

Center Street C  
Session Number: 36

Culturally Responsive Literacy Practices with Multicultural Literature, Name, and Identity

Susan V. Bennett  
University of South Florida St. Petersburg

AnnMarie Alberton Gunn  
University of South Florida St. Petersburg

This presentation includes: a) a 20 minute documentary clip, If The Halls Could Talk, b) a presentation on the power
and cultural relevance of a person's name to their identity, and c) an interactive workshop with children and young adult multicultural literature focused on students' name for grades K-12th.

Thursday, November 10, 2016 2:00pm - 2:50pm

Convention 7
Session Number: 37

**Who Am I? Exploration of Personal Identity on the Cultural Competency Journey**

Amy Samuels  
*University of Montevallo*

Critical consciousness is critical to fostering cultural competency, but how do we approach this in the classroom? The session explores an instructional approach that serves to facilitate personal reflection of students in relation to oppression, current inequities, injustice, and isms in an effort to promote critical consciousness and cultural competence.

Thursday, November 10, 2016 2:00pm - 2:50pm

Hope A
Session Number: 38

**Culturally Responsive Teaching and Closing Gaps in Urban Schools**

Matthew Okun  
*Seattle Public Schools*

This is a session in which participants will collaborate to create a template for culturally responsive teaching strategies for use in urban classrooms. The resulting document will specifically address the initiative from our District to…”improve educational experiences and learning outcomes for our traditionally underserved and underperforming students. “

Thursday, November 10, 2016 2:00pm - 2:50pm

Hope A2
Session Number: 39

**The House of Twisted Mirrors: The Impact of Critical Media Literacy on Black Adolescent’s Perceptions of Blackness**

Kalisha Waldon  
*Florida Atlantic University*

This presentation examines the role media plays in Black adolescent identity construction. Participants will engage in dialogue surrounding the creation of discursive spaces for Black adolescents to NAME or deconstruct media master narratives, CRITICALLY REFLECT or problematize the role of media in their lives, and ACT or counter master narratives.

Thursday, November 10, 2016 2:00pm - 2:50pm

Hope B
Session Number: 40
**Theory and practice of justice pedagogy in teacher education**

Elizabeth Bondy  
*University of Florida*

Brittney Beck  
*University of Florida*

Elyse Hambacher  
*University of New Hampshire*

Mario Worlds  
*University of Florida*

A five-point theory of justice pedagogy in initial teacher education is presented and illustrated with specific examples from two elementary teacher education programs. The five points, drawn from social justice scholars, include critical, restorative, liberatory, engaged, and inquiry-oriented.

**Thursday, November 10, 2016  2:00pm - 2:50pm**

**Hope C**  
Session Number: 41

**Re/Living Racialized Traumas in Spaces of Whiteness: Narratives from Scholars of Color in Teacher Education**

Rachel Endo  
*Hamline University*

Keitha-Gail Martin-Kerr  
*University of Minnesota*

Rebecca Neal  
*Hamline University*

Ezekiel Joubert  
*University of Minnesota*

Vichet Chhuon  
*University of Minnesota*

This session addresses the many ways by which scholars of color in education re/live racialized trauma in spaces of whiteness ranging from the classrooms to everyday interactions with white colleagues. The session also focuses on strategies for reclaiming and writing about narratives of trauma to fulfill scholarly goals.

**Thursday, November 10, 2016  2:00pm - 2:50pm**

**Superior A**  
Session Number: 42

**Educational Equity for Underrepresented (Non-Traditional) Undergraduate Students.**
Designed to engage mid-career post-secondary educators and administrators, this presentation confronts the politic that does not recognize poor education as an act of racism. Many post-secondary institutions purport to “educate” underrepresented students without providing them with quality or substantial academic experiences. Attendees actively participate in dialogue to remediate educational racism.

**Superior A2**
**Session Number: 43**

**Tableaux & Newspaper Theatre: Using Drama to Explore Multiple Lenses**

Laura Meyers  
*Georgia State University*

Participants will engage in a variety of drama-based, multi-modal explorations. Texts (e.g., picture books, current events) and strategies (e.g., tableaux, newspaper theatre) that support K-12 learners in grappling with social justice issues will be modeled and then discussed and explored by participants. Handouts available.

**Veterans A1**
**Session Number: 44**

**La Coyuntura Estudiantil: University Faculty and Student Activism in Quetzaltenango, Guatemala**

Chris Lemley

This paper documents the experiences of faculty and student participants in a protest movement in Quetzaltenango, Guatemala. Participants indicated that the autonomy granted to a local university, the faculty's embrace of critical pedagogy, and a tradition of student leadership were influential in the anti-corruption movement that arose in 2015.

**Veterans A2**
**Session Number: 45**

**The Culturally Competent Educator in a Predominantly White District**

LaShawn Hanes  
*Owosso Public Schools & Baker College*

This session will offer participants the opportunity to examine issues of diversity from a unique perspective often missing from the literature on culturally relevant pedagogy. The presenter will examine issues of race and culture from the perspective of a black teacher in a primarily white school.
Veterans A3

Session Number: 46

**Pursuing a Culturally Relevant Pedagogy for Evangelical Christian higher education**

David Humphrey  
*Ball State University*

Leveraging the historical realities impacting the lack of normativity towards diversity in Evangelical Christian higher education, this roundtable discussion offers a framework of cultural responsiveness that fosters healthy identity development and combats against the theological Whiteness that pervades the curricular and co-curricular experiences of Evangelical Christian higher education.

Veterans A4

Session Number: 47

**Experiencing Otherness through Art**

Ji Young Shim  
*Penn State University*

Eunjung Choi  
*Penn State University*

This presentation examines two museums as a space where pedagogical potentials are fostered by different spatio-temporal contexts. By so doing, we show how transformative knowledge is constructed through art and art interpretation and suggest theoretical and practical implications for museum professionals and art educators.

Veterans B

Session Number: 48

**Centering the Professional Development Needs of Social Justice Teachers & Teacher Educators of Color**

Oscar Navarro  
*California Polytechnic State University*

Nini Hayes  
*Saint Martin University*

Drawing from critical theoretical and methodological frameworks, the presenters examine two strands of inquiry: 1) the narratives of social justice teachers through a teacher led space; and 2) a critical social justice praxis using radical professional development to support teacher educators of color.

Veterans C

Session Number: 49
**Somali Parents' Interaction with Public Schools: Complicating Family Diversity in Educational Contexts**

**WANGARI GICHIRU**  
**CENTRAL CONNECTICUT STATE UNIVERSITY**

Using cultural capital in family-school relationships as a conceptual lens, this longitudinal study examines the experiences of recently immigrated Somali refugee families and complicates the notion of family diversity to include differences in family structures and processes. This study suggests that teachers acquire knowledge of the changing family structures and

**Thursday, November 10, 2016  2:00pm - 2:50pm**

**Veterans D**  
**Session Number: 50**

**Whiteness is the New South Africa: Conversations with the Author**

Christopher Knaus  
*University of Washington Tacoma*

In 1994, the world joined South Africa in celebration of the results of its first democratic election. Yet 22 years later, no matter how examined, education in South Africa remains steadfastly unequal, with many White children retaining the educational privileges associated with apartheid. Meanwhile, the vast majority of Black and Coloured children attend woefully under-resourced schools, maintaining the apartheid conditions long-since celebrated as having been eradicated. Based upon three sets of studies in schools, Whiteness is the New South Africa highlights drastic racial disparities, suggesting that educational apartheid continues unabated, potentially fostering future generations of impoverished Black and Coloured communities. This book suggests that South Africa remains committed to stifling the intellectual, emotional, and economic development of Black and Coloured youth, while simultaneously investing in White privilege.

**Thursday, November 10, 2016  3:00pm - 3:50pm**

**Center Street A**  
**Session Number: 51**

**Culturally Responsive Literature Recollected and Present for Practitioner Accountability**

Sabrina Brinson  
*Missouri State University*

Culturally responsive literature is demonstrated as curriculum to tap multiple intelligences, generate student-led projects, and increase knowledge about "more than a handful" of individuals from diverse populations in global history who ingeniously conquered adversity. Disseminated is a comprehensive bibliography, professional resources, and guiding tools to build libraries for practitioner use.

**Thursday, November 10, 2016  3:00pm - 3:50pm**

**Center Street C**  
**Session Number: 52**

**Acuity of Mind: Bringing into Focus Perceptions of Culturally Responsive Pedagogy**
This session investigates an instructional approach for facilitating learning about culturally responsive pedagogy, as well as findings from a study on students' perceptions and application of this inclusive framework. Additionally, participants will be given the opportunity to explore implications for and implementation of culturally responsive pedagogy in their individual contexts.

Thursday, November 10, 2016 3:00pm - 3:50pm

Convention 7

Session Number: 53

Refusing to be Silent: Redefining Controlling Images of Incarcerated Youth

Shiv Desai
University of New Mexico

Utilizing the concepts of Collin's (2009) controlling images and Critical Race Theory's counter-storytelling (Solorzano, 1997), formerly incarcerated youth will discuss how they counter controlling images through narratives, glogs (multi-media collages) and murals.

Thursday, November 10, 2016 3:00pm - 3:50pm

Convention 8

Session Number: 54

Critical Action Research: Creating Alternative Lenses for Social Justice

Renee Martin
The University of Toledo

This session describes action research that challenges students to reflect upon the inequitable distribution of resources and institutional systems that oppress those who are marginalized. It highlights how students probe value structures, and their positionalities; interrogate issues of inequality in society; and conceptualize culture and identity as complex and dynamic.

Thursday, November 10, 2016 3:00pm - 3:50pm

Hope A

Session Number: 55

Developing Equity Literacy through Children's and Young Adult Literature

Bola Delano-Oriaran
St. Norbert College
This presentation highlights application of the equity literacy framework as a curricular approach to infusing diverse and multiple perspectives in PK-12 schools and presents a rationale for developing PK-12 equity literacy. Text are provided in seven strands: race, social class, culture, global perspectives, power and privilege, gender/sexuality, and intersectionality.

Hope A2

Session Number: 56

Microaggression and You: Advocating for Equity in Society

Roy McCloud  
_Birmingham Public Schools_

Sheara Ferguson  
_Birmingham Public Schools_

Microaggressions: everyday verbal, nonverbal and environmental slights which communicate negative messages. This hands-on/minds-on workshop is designed to help teachers and teacher educators recognize Micro-aggression and its affect on equity in society. Participants leave with strategies to help advocate for persons affected by Micro-aggression and help create a more equitable

Hope B

Session Number: 57

One Student-teacher's Learning-to-Teach Experience in One Culturally and Linguistically Diverse Classroom

Jing Li  
_University of Houston-Main Campus_

Gang Zhu

This research narrates one student-teacher's learning-to-teach experience in one culturally and linguistically diverse classroom. During the process, the student-teacher not only (re)constructs her professional identities, but also develops her personal practical knowledge within multiple knowledge communities. Special attention is paid to the participants' inclusive teaching and teaching for equity.

Hope C

Session Number: 58

Equity Organizing in a School of Education: Developing Capacity for Critically
Conscious Action

Jennie McGarry  
*University of Connecticut*

Mark Kohan  
*University of Connecticut*

Susan Payne  
*University of Connecticut*

Dominique Battle-Lawson  
*University of Connecticut*

Mia Hines  
*University of Connecticut*

This panel, including discussion by Dr. Eliana D. Rojas, explores recent collaborative efforts of faculty and staff organizing for equity across departments in a school of education at a large public university in the Northeast to address its Whiteness. The panel examines programmatic, structural, and pedagogical shifts and future possibilities.

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Superior A  
**Session Number: 59**

Theatre Practices for the Culturally Responsive Educator

Charles Jabour  
*Somerville Arts for Youth*

Drawing from various studies related to the use of theatre as culturally relevant pedagogy, this interactive workshop utilizes theatre-based exercises to provide a model that can be applied universally across subject areas and disciplines to establish and maintain a culturally responsive classroom.

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Superior A2  
**Session Number: 60**

Presidential Stereotyping in Editorial Cartoons

Lewis Diuguid  
*The Kansas City Star*

Bette Tate-Beaver  
*NAME*

Barack Obama when he first ran for president in 2008 was depicted nationwide in newspaper editorial cartoons in a stereotypical fashion. Hillary Clinton received the same treatment, albeit biased against women. Fast forward to 2016, and not much has changed. This session will show PowerPoint examples for discussion.
Veterans A1  

**Intersectionality of Immigrant teachers: negotiation of professional and personal identities and the application to peda**

Jaekwan Yum  
*University of Wisconsin-Madison*

Research on how the personal identity, the intersection of race, nationality, class, and language, of immigrant teachers affects their recruitment to teach in the U. S. is under-examined. This study based upon a review of the relevant research literature reports on how immigrant teachers’ personal identity affects their recruitment and how once hired immigrant teachers negotiate their professional spaces.

Thursday, November 10, 2016  3:00pm - 3:50pm

Veterans A2

**Cyberbullying among today’s youth: Underlying causes among teens. What can be done to address it from a multicultural pe**

Ashraf Esmail  
*Dillard University*

This presentation will focus on cyberbullying (engaging in rumor spreading or mean behaviors through cell phones or online among teens) from ages 12-17 years old. It will explore underlying causes among teens with risk factors such as inappropriate classroom behavior, aggression and impulsivity, favorable attitudes toward problem behavior (e.g., violence, substance abuse), friends who engage in the problem behavior, early initiation of the problem behavior, peer rewards for antisocial behavior, peer rejection, and impulsiveness. This presentation will provide meaningful ways to address cyberbullying including lessons on empathy and communication (e.g., working in groups, disagreeing respectfully, being assertive), emotion regulation (e.g., coping with stress), problem solving, substance abuse prevention and assisting teens in finding more productive ways of resolving differences.

Thursday, November 10, 2016  3:00pm - 3:50pm

Veterans B

**Who Gets the Attention: A Critical Examination of Character Representation in Award-Winning Literature for Youth**

Christa Agiro  
*Wright State University*

This session will examine children's and young adult literature that has recently won major book awards (Newbery,
Printz, Cadlecott, Schneider, Stonewall, etc.) and critically examine implications of the representation and treatment of race, class, gender, sexual orientation, and physical and mental ability in characters.
Out of Their Comfort Zone: Service-Learning for Teacher Candidates

Michele Regalla  
*University of Central Florida*

Teacher education programs must prepare teacher candidates to work with culturally and linguistically diverse students. However, in-class discussions about diversity often lack appropriate context. This presentation will focus on a study of an international service-learning experience and the implementation of this experience in a teacher education program.

Real Life and Fantasy Collide: Graphic Novels as Seen Through the Eyes of Incarcerated Youth

Frederick Guy  
Marcella Kehus

Poor readers are often reluctant readers and many recidivistic youth fall into this category, yet reading is foundational to comprehension. The problem under investigation was an examination of the influence graphic novels had on the reading engagement of incarcerated youth and the impact that had on the reading attitude.

Intercultural Competence in Latino/a Pre-service Teachers

Diana Linn  
*Texas A& M International University*

This study examines the impact of a multicultural education course on the development of Latino/a preservice teachers’ intercultural competence as measured by the Intercultural Development Inventory. Results indicate substantial growth in preservice teachers’ intercultural competence after participating in a course in multicultural education.
Janet Knapp-Caporale  
*Wilbur Wright College*

Stemming from an AAC&U Action Project, our institution has embarked on a commitment to build equity-mindedness into the college culture. Our presentation will provide insights as to how to use data to drive equity-mindedness, while our purpose is to provide a framework for campus-wide discussions on equity.

**Hope C**  
*Session Number: 71*

**American Indian ELLs: Misunderstood and Under-served**

Jioanna Carjuzaa  
*Montana State University*

David Henderson  
*Montana State University*

William Ruff  
*Montana State University*

This panel presentation shares a project designed to increase the capacity of classroom teachers by improving their pedagogy, their relationship with students, and their partnership with families/community members to enhance the academic achievement and language proficiency of their English Language Learners in high-density American Indian schools in Montana.

**Superior A**  
*Session Number: 72*

**Why is Effective Multicultural Pedagogy Not Happening in U.S. P-12 Schools?**

Omiunota Ukpokodu  
*University of Missouri-Kansas City*

Despite the proliferation of scholarship on multicultural education, research suggests that effective multicultural pedagogy is not happening in U.S. P-12 schools. In this presentation, I identify and deconstruct the barriers that mitigate effective multicultural practice. I present a four-part, interrelated pedagogical framework that ensures effective enactment of multicultural teacher.

**Superior A2**  
*Session Number: 73*

**Internalized Oppression and Internalized Superiority Presented as a Multicultural Personality Theory**

Runae Wilson
A theoretical model based on established research of internalized oppression, internalized superiority, and their effect on personality formation and development will be presented. Including the basic precepts prevalent in the works of Freire, Fanon, Glaser, Poupart, and Tappan, David. Counselors, educators, and community workers should attend.

Thursday, November 10, 2016 4:00pm - 4:50pm

Veterans B

Session Number: 74

Relationality, Racial Reconciliation, and Indigenous Voice: A Tribal Critical Race Theory Ethnography

Micki Abercrombie-Donahue  
Point Loma Nazarene University

This tribal critical race theory (TribCrit) ethnographic study explored educators’ perceptions of Indian Education for All (IEFA), the latest in a series of educational reforms designed to preserve the heritages of the Montana Tribal Nations and transform Montana school curricula and teaching.

Thursday, November 10, 2016 4:00pm - 4:50pm

Veterans C

Session Number: 75

Creating Communities of Culturally Relevant Critical Teacher Care

Elyse Hambacher  
University of New Hampshire

Elizabeth Bondy  
University of Florida

This paper draws on the literature on effective black teachers of black students to investigate the enactments of culturally relevant critical teacher care in two teachers’ classrooms in one urban elementary school. The findings illustrate their enactment of a particular kind of care designed to help students cultivate flourishing lives.

Thursday, November 10, 2016 5:00pm - 6:20pm

Center Street A

Session Number: 76

Studying the local: Using oral histories to learn about community change

Shameem Rakha  
Washington State University Vancouver

In this presentation I will discuss an on-going research project which aims to uncover the impacts of gentrification on one community and K-8 school in Portland, Oregon. Using oral history and place-based methods, 5-6th grade students will learn the story of this once predominantly Black community from their elders.
Coalition Building and Mentorship among Teachers of Color: Using Sustainable Models to Address Recruitment and Retention

Justin Grinage  
*University of Minnesota*

Natasha Brown-Guhin

Meng Yang

Vanhtha Rasavong

Verna Wong

Presenters will focus on a mentorship program created by a coalition of teachers of color which seeks to match student teachers of color with cooperating teachers of color in order to establish relationships that honor the unique experiences of teaching within majority white workplaces.

Thursday, November 10, 2016  5:00pm - 6:20pm

Gender, Mourning Practices and the Marginalization of Women in a Rural African Society: The Esan People of Nigeria

Genevieve Dibua  
*Baltimore City community College*

This presentation seeks to provide participants with an insight into the extent to which widows’ and widowers’ taboos shape mourning practices in Rural Esan society of Nigeria, and how taboos foster gender inequalities and women marginalization. An ethnographic approach involving participant observation was employed in this study.

Thursday, November 10, 2016  5:00pm - 6:20pm

Enacting Culturally Responsive Practices: Can Commitments to Social Justice Prevail in Teaching?

Vicki Vescio  
*University of Florida*

This presentation explores whether preservice teachers continued to enact commitments made during a graduate
level culturally responsive classroom management course in their teaching once the class ended. Determining if novice teachers can live out their commitments will support an overall goal of developing a lens of equity for all.

Thursday, November 10, 2016  5:00pm - 6:20pm

Hope C

Session Number: 80

The Possibilities of (Multi)cultural Lived Experiences: A Educere Model

Eugenia Johnson-Whitt  
*Walsh University*

Sheri Leafgren  
*Miami University*

Francis Broadway  
*The University of Akron*

Nidaa Makki  
*The University of Akron*

With lived experiences stories authored by African American and white teacher candidates about African American male mentoring, four diverse teacher educators explore and expose the possibilities of creating learning experiences that will generate autobiographical educere lived experiences that enable teacher candidates to teach those who are disadvantaged, marginalized and disinherited.

Thursday, November 10, 2016  5:00pm - 6:20pm

Veterans B

Session Number: 81

Community history in Southwest Detroit: Youth changing the narrative

Enid Rosario-Ramos

Jenny Sawada

Alexis Zavala

Corinthia Ortiz

Rosa Guerrero

This project resides at the intersection of youth civic engagement, participatory action research, and community history. We will share our experience of creating a youth program where youth from Detroit are using tools from PAR and historical inquiry to document the histories of the Latina/o community in Southwest Detroit.
Navigating the “Space Between” for Jewish Multicultural Inclusion

Daniel Rubin  
Jacksonville State University

Despite over 4000 years of persecution, Jews and antisemitism continue to be ignored in university multicultural classroom discussions. In order to validate the experiences of Jewish people in the US, there must be discussions about antisemitism, Jews and Whiteness, Christian privilege, and the “who has it worse” multicultural competition.

Denying or Applying Race? Teachers’ Perspectives on the Role of Race, Culture, and Ethnicity in the Classroom

Courtney Jean  
Central Connecticut State University

Penelope Lisi  
Central Connecticut State University

This presentation provides a framework for understanding the role of race in three domains of teachers’ lives: self, society, and classroom practice. Survey results from over 1000 teachers reveal ways teachers both consider and discount race in the classroom. The target audience includes teachers, K-12 administrators, and teacher educators.

The Myth of Colorblindness: Helping Educators Recognize the Role of Race in PreK-12th Grade Classrooms

Stephanie Logan

This presentation will of use to teacher educators who are tasked with preparing culturally competent teachers for increasingly multicultural classrooms. By sharing an instructional framework utilized in a graduate education course, participants gather strategies for how to challenge the colorblindness discourse many educators engage in.

Valuing ALL Voices: Embracing Students' Cultures Through Family Stories
Preparing new teachers for diversity in schools is an on-going challenge. In this presentation, we share research and present the Family Stories strategy as a tool for valuing and honoring the voices in classrooms which are often silenced and marginalized.

Friday, November 11, 2016 10:00am - 10:50am

Hope A

Session Number: 86

Countering Marginalization: Literary Representations of the Americas

Katrina Dillon
University of New Mexico

This presentation advocates for teaching diverse literature that highlights the voices of those who are often left out of classroom texts and curricula. Focusing on two Américas Award winning books, participants will be introduced to lessons created to embed historical narratives in the classroom and teach agency and activism.

Friday, November 11, 2016 10:00am - 10:50am

Hope A2

Session Number: 87

Critical Dialogue on the Inclusion, or not, of LGBTQ Children and Families in Multicultural Education.

Theresa Bouley
Eastern Connecticut State University

Children, teachers and parents alike have made significant progress towards understanding, accepting, and supporting gender and sexual diversity. It's time to move this conversation forward and engage in critical dialogue regarding the inclusion, or not, of LGBTQ individuals and issues in multicultural education, and NAME.

Friday, November 11, 2016 10:00am - 10:50am

Hope B

Session Number: 88

Diverse Learners Speak: A Teacher Repositions Herself and Learns from Her Students

Beth Herman-Davis
Mind the Gaps, Collaborative Educational Partners

Participants will glimpse into a student-centered classroom where the voices of diverse students are embraced and honored. The presentation allows participants to learn more about culturally relevant texts, culturally responsive pedagogy, and the inclusion of student voice to guide curriculum planning. Designed for teachers, teacher educators,
and administrators.

Friday, November 11, 2016 10:00am - 10:50am

**Hope C**

Session Number: 89

**Silenced No More: Amplifying the Voices of Students of Color in a Predominantly White Teacher Preparation Program**

Tracey-Ann Lafayette  
*East Hartford Public Schools*

Symone James  
*University of Connecticut*

Kaitlin Jenkins  
*University of Connecticut*

Anne Denerville  
*University of Connecticut*

This panel explores the experiences of students of color and the efforts of a student led organization in a School of Education at a large public university in the Northeast to construct a support system for students of color in or applying to teacher preparation program.

Friday, November 11, 2016 10:00am - 10:50am

**Superior A**

Session Number: 90

**Luminating the Critical Role of African-American Fathers as Home Teachers of Their Preschool Children**

Andrea Farenga  
*Lake Erie College*

Cheri Reaves

This presentation will explore how African-American fathers strengthen the language centers of the brain and promote social-emotional development as they engage in literacy activity with their young children, specifically ages birth through kindergarten. Participants will learn and engage in culturally responsive, relevant teaching strategies for fathers to build literacy skills.

Friday, November 11, 2016 10:00am - 10:50am

**Superior A2**

Session Number: 91

**Unity, Diversity, and the Oneness of Humankind**
Imagine a classroom where teaching unity is critical to your core curriculum. Join our interactive workshop designed for K-12 educators, parents, Diversity professionals, faith groups and communities. Adapted to the questions of those present, this workshop includes demos, discussion and take-home tools, skills and practical ideas for immediate use.

**Veterans A1**

Session Number: 92

**Examining and Understanding One’s Cultural Identity: A Precursor to Becoming a Culturally Responsive Teacher**

Winston Vaughan  
*Xavier University*

Abstract: This presentation will highlight strategies used in a cultural diversity course to help pre-service teachers critically self-reflect in order to examine and gain a better understanding of their racial/culturally identities as they prepare to become culturally responsive educators.

**Veterans A2**

Session Number: 93

**Promoting Multicultural Teacher Education in China: A Pathway to Educational Equity and Excellence**

Huanshu Yuan  
*University of Washington*

With the process of industrialization and urbanization, schools in China are experiencing the large influx of ethnic minority students. This study addressed the critical question of what educational practices are in place to enhance educational quality and equity for multicultural students faced by the dominant Han teachers in China.

**Veterans A3**

Session Number: 94

**Multicultural Competence in a Deaf Environment**

Barbara Gerner de Garcia  
*Gallaudet University*

How is multicultural competence defined and what does it look like in a Deaf education environment which describes itself as bilingual and bicultural? Does the label exclude other cultures and languages or include them? How can we make sure that the diversity of our students is part of the curriculum?
**Reading, Beading, and Eating: Decolonizing and Indigenizing the Academy**

Kristen French  
*Western Washington University*

Anna Lees  
*Western Washington University*

This roundtable discussion illustrates the efforts of Indigenous students and faculty to decolonize and Indigenize a predominantly white higher education institution. Engaging in a Reading, Beading, and Eating group, students and faculty reclaimed Indigenous ways of being as a method to find healing in historically oppressive spaces.

**Exploring Technology Through the Integration of Culturally Relevant Pedagogy and Issues of Social Justice**

Courtney Clausen  
*University of Northern Iowa*

This poster presentation focuses on an action research project in which the teacher/principal investigator integrated culturally relevant pedagogy and cultural responsive teaching into the planning and teaching of a secondary, computer science course focused on issues of social justice. The project's successes, challenges, and areas for growth are discussed.

**Motivational Intervention for Students of Poverty: A Case Study**

Natalie Duvall  
*Johns Hopkins University*

This poster presents the case study of one student participating in an intervention geared toward increasing motivation and developing strategies for overcoming obstacles. The pilot program utilized change-oriented teacher feedback on students’ writing about possible future selves to increase college and career readiness.

**Understanding global partnerships: collaborating with African teachers and students**
Denise Dallmer  
*Indiana University East*

Trying to teach about global issues and language up close and personal but don't know how? This project describes a creative partnership between American high school students/teachers and teachers/students from Senegal. Teacher educators can collaborate with teachers to develop cultural competency skills and intercultural sensitivity with their students.

**Veterans A8**

Session Number: 99

**Do not Judge a Book by its Cover: Empowering the families in Poverty through Literacy Instruction**

Dorota Silber-Furman  
*Tennessee Technological University*

Abir Eldaba

Perihan Fidan

We will focus on poverty issues and the concept of deficit thinking present in the U.S. classrooms (Gorski, 2013). Problems such as hunger, homelessness, and stereotypes will be exposed. We will center our work on presenting texts that empower students and create classroom environments of equity and success.

**Veterans B**

Session Number: 100

**Pre-Service Teachers' Belief in Student Success in the Student Teaching Experience: Context Matters**

Deborah McMakin  
*Framingham State University*

Michaela Wyman-Colombo  
*University of Massachusetts Lowell*

Upholding and communicating the belief that all students can succeed are integral components of culturally responsive teaching and providing equitable opportunities for learning. The purpose of this case study was to examine how pre-service teachers' belief in academic success changed or was maintained during their culminating student teaching experience.

**Veterans C**

Session Number: 101

**Re-directing My Equity Lens As A Multicultural Education Researcher**
The notion of equity for all has implications for research subject selection. In this session the presenter will share findings from a self-study multi-year project and explore implications the auto-ethnographic method presents for facilitating critical reflection to sustain professional and personal commitments to the broad goals of multicultural education.

Friday, November 11, 2016 10:00am - 10:50am

Veterans D  
Session Number: 102

Conversations with the Author: K. Fellers

Rhonda Talford Knight

Join author, K. Fetters, in analyzing the concepts and illustrations in her recent book, Will I Ever Find a Best Friend?.

Will I Ever Find a Best Friend? includes core values such as: sympathy, empathy, courage, trust, and perseverance. The reader follows the main character who is feeling excluded and her attempts in trying to make new friends. The book also gives the reader the opportunity to reflect on how s/he might solve the problem if experiencing the same situation.

Friday, November 11, 2016 11:00am - 11:50am

Center Street A1  
Session Number: 103

Increasing Ethnic Studies Courses in Schools

Zulema Naegele  
University of Portland

In this interactive session, teachers and administrators will gain better understanding of the complex nature of incorporating ethnic studies courses in schools. The national political climate around ethnic studies and current course implementation will be examined. Instructional strategies will be shared, and participants will devise an implementation plan.

Friday, November 11, 2016 11:00am - 11:50am

Center Street C1  
Session Number: 104

A College's Response to Promoting Culturally Responsive Pedagogy in schools of a 'new America'

Kelly Jennings-Towle  
University of Central Florida

Annemarie Kaczmarczyk@ucf.edu
University of Central Florida

Constance Goodman  
University of Central Florida

Martha Stewart  
University of Central Florida

How can college and universities cultivate knowledge applicable to teaching in urban settings? Instructors share strategies and techniques to develop teacher candidates who better understand the cultural, socio-economic, and historical traditions of the students they serve. Ideas for recruitment and retention through service learning are discussed.

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Friday, November 11, 2016  11:00am - 11:50am

Convention 7  
Session Number: 105

**Decolonizing Academic Spaces: Indigenous Student Experiences in Higher Education**

Stephanie Masta  
Purdue University

This presentation will present results of a qualitative study that explores the relationship between colonial practices in higher education and the experiences of Indigenous students. The results from this research will allow us to better understand how to disrupt the colonial narrative present in higher education to support Indigenous students.

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Friday, November 11, 2016  11:00am - 11:50am

Convention 8  
Session Number: 106

**Street Cred and Well Read: Demystifying the culture of success in the context of multicultural education.**

Michael Corral  
University of Connecticut

Sian Charles-Harris  
University of Connecticut

Two teacher-researchers of color reflect upon their own acquisition of cultural capital, positioning them to mediate between their homes, communities, and schools. They present a critical yet constructive analysis of the disparity between students’ existing social and cultural capital and the capital that is traditionally privileged in educational settings.

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Friday, November 11, 2016  11:00am - 11:50am

Hope A1  
Session Number: 107

**Reflections on “Othering”: Assessing Intentions and Behaviors during Immersive Experiential Learning Encounters.**
This workshop focuses on the question: “How do we best facilitate experiential learning opportunities for predominately white, middle class students in multi-cultural settings that not only inform their practice, but also preserve the humanity of the students they encounter and serve?” Teacher Educators.

Friday, November 11, 2016 11:00am - 11:50am
Hope A2

Session Number: 108

Back to the future: Using the HBCU mission and service learning pedagogy to resurrect teacher education

Gerrelyn Patterson
NC Central University

Cheresa Clemons
North Carolina Central University

Teacher education is under intense scrutiny for not preparing teachers for the diversities in today's classrooms. HBCUs, the largest producers of minority teachers, must share effective strategies to inform preparation programs. Aligning their historic missions with service learning allows HBCUs to prepare pre-service teachers for culturally/racially diverse classrooms.

Friday, November 11, 2016 11:00am - 11:50am
Hope B1

Session Number: 109

Using Youth Participatory Action Research (YPAR) as a Multicultural, Emancipatory Tool in the Classroom

Rachel Radina
Miami University

Tammy Schwartz
Miami University

Janet Albright-Willis

Through this workshop participants will gain knowledge about Youth Participatory Action Research and how to use it in the classroom. This is an important tool that educators can use in the classroom to help youth understand their own power and to help them take action on issues impacting their communities.
**Hope C1**

**Session Number: 110**

**Sincere Ignorance and Conscientious Stupidity: Educating Teachers About Difference**

Marcia Peck  
*Georgia College & State University*

Yeprem Mehranian  
*Georgia College & State University*

Ruthie Bosch  
*James Madison University*

This panel presentation troubles the pedagogy of traditional diversity courses designed for initial and advanced teacher certification. Presenters will delineate what is problematic about diversity courses organized around categories of difference. They will then provide more effective practices for ensuring equity for all children in the classroom.

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**Superior A1**

**Session Number: 111**

**Creating a Multicultural Lens for All: Using Photovoice to Empower Newcomer Immigrant Students and their Families**

Kevin Roxas  
*Western Washington University*

Maria Gabriel  
*Poudre School District*

Participants will be engaged in a hands-on multi-media experience to learn about the Photovoice qualitative research method used as a form of community engagement and empowerment with immigrant families designed to break down and barriers to access to equitable learning opportunities.

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**Superior A2**

**Session Number: 112**

**Vocalizing Silent Students' Voices in the Struggle for Racial, Socioeconomic, and Cultural Justice**

Virginia Lea  
*University of Wisconsin-Stout*

Sapna Thapa
This presentation introduces the work of The Hegemony Project, an organized group of students, staff and faculty at a midwest university, dedicated to amplifying the voices of marginalized students as they actively explore how cultural hegemony, in the form of “race,” racism and whiteness, works on their campus and beyond.

Friday, November 11, 2016 11:00am - 11:50am
Veterans A1
Session Number: 113
“It Depends on the Type of Program”: Student Perceptions of Service-Learning
JUDITH MONSEUR
University of Dayton
This presentation explores a research study that examined the effects of service learning experiences on TESOL candidates in community-based organizations in which they volunteered. Analysis of candidates’ data, including surveys, journals, and focus group discussions revealed unexpected effects on candidates and new insights into the value of service learning.

Friday, November 11, 2016 11:00am - 11:50am
Veterans A2
Session Number: 114
Road to Racial Justice: A Free, Downloadable Board Game for Classrooms and Community Groups That Addresses Racism and Wh
Kesa Kivel
Independent
 Teens and adults will become aware that racism exists in many everyday kinds of situations (interpersonal and institutional), learn why each situation is racist (stereotyping, tokenism, cultural appropriation, etc.), and acquire tools to interrupt these situations. For ELA, social studies, etc.; staff meetings; trainings. Played in teams. Free CCSS-aligned curriculum.

Friday, November 11, 2016 11:00am - 11:50am
Veterans A3
Session Number: 115
Summer Travel Camp: Lessons from a Migrant Education Enrichment Project
Claudia Nickolson
University of North Carolina at Pembroke
This presentation highlights lessons learned from a summer enrichment program that serves migrant children in their own homes. Summer travel camps serve to reduce schooling disruptions for the most educationally vulnerable children and provide teachers and teacher educators with lessons for improving learning opportunities that foster equity, respect, and awareness.

**Veterans A4**

**Session Number: 116**

**Closing the Achievement Gap: Responsibilities for Low Income Students' Equitable Access to Instructional Technology**

Pallavi Chhabra  
*UW Madison*

Bharati Holtzman  
*UW Madison*

The digital divide represents a difficult social challenge to computer-based learning for low income students in K-12 settings. In a democratic society, an inequitable access and socially divided purposes for which technology is used conveys a daunting challenge for the educators and to the proponents of social justice.

**Veterans B1**

**Session Number: 117**

**Expressing Realities: Negotiating Educational Minefields within a Surveilled Space**

Brandon Fox  
*Stephen F. Austin State University*

Brooke Taylor-Johnson  
*Stephen F. Austin State University*

Patrick De Walt  
*Stephen F. Austin State University*

The purpose of this presentation is to report on a research study examining the lived experiences of students in a rural context. It is with hope that the voices from this study will positively impact the consciousness of classroom teachers, school administrators, school board officials, and the local community.

**Veterans C1**

**Session Number: 118**

**“Bad inquiry:” The challenges and pitfalls of practitioner inquiry in preservice teacher education**
Stephanie Schroeder  
*University of Florida*

This presentation, designed for teacher educators, analyzes 30 practitioner inquiry papers written by elementary preservice teachers for elements of “bad inquiry,” moments in which preservice teachers could have chosen to problematize their practice but instead relied on status quo, deficit and meritocratic ideologies that privileged some children over others.

**Friday, November 11, 2016  2:00pm - 2:50pm**

**Center Street A**  
Session Number: 119

**Learning Social Theory to Challenge Alienation and Support First-Generation College Students at an Elite College**

Heather Curl  
*Bryn Mawr College*

One “bridge” program meant to expose first generation college students to academic and social life at an elite college includes the explicit teaching of social theories which describe social reproduction and social mobility. Students' descriptions of the impact of the course on their first years of college are explored.

**Friday, November 11, 2016  2:00pm - 2:50pm**

**Center Street C**  
Session Number: 120

**Peace Be Still: Supporting Work/Life Balance Among Adult International Students**

Alice Duhon-Ross  
*Walden University*

A high proportion of graduate students fail to persist to degree completion. Adult students often have higher attrition levels than their traditional aged colleagues (Jais, et. al., 2015). The literature indicates that international professionals who engage in graduate study at American institution face additional challenges relative to language, culture, and environmental constraints (Adebayo, 2006). This presentation will discuss characteristics of the international adult professional, environmental ramifications (internal and external to the institution), and strategies for retaining international students by addressing mindfulness as a cognitive–emotional segmentation strategy (Michel, et. al., 2014). Specific issues relating to family responsibility, excessive work hours, poor assignment planning and lack of organization among international graduate students will be discussed.

**Friday, November 11, 2016  2:00pm - 2:50pm**

**Convention 7**  
Session Number: 121

**How Culturally Relevant Pedagogy Equates to Equity in the Classroom**
This presentation examines how doing culturally relevant pedagogy will lead to equity pedagogy. The debate between equity vs equality in the classroom will be discussed with an emphasis on the role culturally relevant pedagogy plays in determining what each student needs for success. This presentation is for K-16 educators.

**Convention 8**

### Session Number: 122

**Designing a Survey to Measure Teachers’ Perceptions of School-Based Racial & Ethnic Microaggressions**

Tracey Kumar  
*Southeastern Louisiana University*

Given the changing student population, it is more important than ever that teachers understand the experiences of students from diverse backgrounds. As such, this presentation, suited for teachers and teacher educators, highlights the development of a survey which aims to measure teachers' perceptions of school-based racial and ethnic microaggressions.

**Hope A**

### Session Number: 123

**Modern Racism: Teaching Equity to Allied Health Science Students Through the Cultural Competency Continuum**

Claudia Leiras  
*Grand Valley State University*

Alisha Davis  
*Grand Valley State University*

If we view health as a basic human right, we must educate our students on issues surrounding health equity. This session will focus on the six phases of the cultural competency continuum. Each phase will be explored with health care related examples to highlight it's impacting on health equity.

**Hope A2**

### Session Number: 124

**Taking LGBTQ Inclusivity to the Next Level: Lessons Learned & Best Practices in Teacher Education**

Emily Greytak  
*GLSEN*
Lesbian, gay, bisexual, transgender, and queer (LGBTQ) topics remain often marginalized, even within multicultural education. Relevant to anyone in teacher education, this workshop will discuss new research findings, offer opportunities to interrogate practices and problematize conventional notions of inclusion, and share best practices for authentic inclusion in curriculum and pedagogy.

Friday, November 11, 2016  2:00pm - 2:50pm

Hope B  
Session Number: 125

I Can See Clearly Now: Using Archival Photographs and Picture Books as Lenses of Equity for All

Barbara Ward  
Washington State University

This interactive workshop provides participants with opportunities to explore how visual images in children's trade books depict the struggle for social change and equity globally. Participants will view and critique photographs and illustrations from selected trade books while learning how these materials can empower students and encourage social advocacy.

Friday, November 11, 2016  2:00pm - 2:50pm

Superior A  
Session Number: 126

Teaching Life: A Personal Learning Communities Drive to Make a Difference

Sharonda Eggleton  
North Carolina State University

With a student body representing an 80% low-socioeconomic status, this presentation explores the practices of four biology teachers. At varying stages within their professional careers, this personal learning community attempt to teach both the curriculum and beyond. (teacher educators, community, curriculum and instruction)

Friday, November 11, 2016  2:00pm - 2:50pm

Superior A2  
Session Number: 127

Social Identity, Intergroup Dialogue, and Student Agency in Higher Education

Judith Toure  
Carlow University

The presenters explore the importance of social identity in higher education and the value of learning about oppression, privilege, and student agency. Intergroup Dialogues increases our ability to communicate across race, class, gender, sexual orientation, and other identities that historically confer privilege or disadvantage.
The Challenge of Culturally Relevant Teaching: How Do We Know They Know

R. Deborah Davis  
*SUNY at Oswego*

How do we teach pre-service teachers about the experience of others who suffer from oppression? How do we engage them in breaking personal and social barriers so that they can become enlightened citizen-teachers, committed to interrupting oppression manifest in school settings. We ask ourselves "How do we know they know".

Friday, November 11, 2016  2:00pm - 2:50pm

Creating An Academic Space for the Mixed Race (Multiracial/Multiethnic) Experience

Marissa Yenpasook  
*Claremont Graduate University/San Diego State University*

This presentation is based on a study that explored the experiences of multiracial and/or multiethnic identified alumni of an emotionally intensive, multicultural and social justice focused graduate program in Counseling. Audience members will be encouraged to engage in discussions about the intersection of multicultural competence and racial/ethnic identity.

Friday, November 11, 2016  2:00pm - 2:50pm

Secularization as Marginalization

Angela Cartwright  
*Midwestern State University*

Multicultural education must interrogate assumptions as new voices are included; scholars must acknowledge competing agendas and underlying assumptions. Increased religious diversity challenges the US's commitment to religious freedom; it must be interrogated and re(form)ed in light of non-Western conceptions of the role of religion in individual and community life.

Friday, November 11, 2016  2:00pm - 2:50pm

Dance's Knowing Passion: Badiou, Bharatanatyam, and Embodied Cognition

Deepti Kharod  
*The University of Texas at San Antonio*
Marcos de R. Antuna  
*The University of Texas at San Antonio*

An overweening attention to verbal expression in the Western philosophical tradition has prevented the establishment and corroboration of alternative epistemological frameworks. This presentation reveals the utility of embodied cognition, specifically through the lens of South Asian Bharatanatyam dance, and employs philosopher Alain Badiou's ontological and aesthetic concepts. Teacher educators.

Friday, November 11, 2016  2:00pm - 2:50pm

**Veterans B**  
Session Number: 132

**Critical Collaboration: Elementary Teachers' Movements Toward Multicultural Science Within a Teacher-Inquiry Community**

Hannah Kye  
*Teachers College, Columbia University*

To highlight the impact that teacher-inquiry communities can have on multicultural science teaching, this study articulates themes that emerge in an inquiry-community of four teachers. I share their words and work in order to build understanding about how teachers negotiate and enact their critical beliefs in an elementary science classroom.

Friday, November 11, 2016  2:00pm - 2:50pm

**Veterans C**  
Session Number: 133

**Push-Out? Special Education Discipline and Mobility in Metropolitan Detroit**

Joshua Tolbert  
*Indiana University East*

This presentation summarizes a recent study on special education discipline and related student mobility in 10 schools/districts in and adjacent to Detroit. Educators and community members will gain insights from Detroit, with recommendations for advocacy to promote an equitable educational system for some of our most vulnerable students.

Friday, November 11, 2016  2:00pm - 2:50pm

**Veterans D**  
Session Number: 134

**Confronting Racial Battle Fatigue through Art and Art Education**

Joni Boyd Acuff  
*The Ohio State University*

Omarthan Clarke  
*The Ohio State University*

Racial battle fatigue is a response to the distressing mental/emotional conditions that result from daily struggles with racism. The presenters share their experiences with RBF and how art and art education have helped them confront
Friday, November 11, 2016  3:00pm - 3:50pm

**Center Street A**

Session Number: 135

**Journey to College: Home, School, and Community Factors Impacting Achievement of Low-Income Vietnamese American Students**

Annie Nguyen  
*San Diego State and Claremont Graduate University*

Drawing on social capital literature, this pilot study examines the factors within homes, schools, and communities that affect the academic experiences of 2nd generation Vietnamese American college students. Results from the qualitative data analyses reveal parental expectation, positive institutional structures, and peer influence among the major influences in educational achievement.

Friday, November 11, 2016  3:00pm - 3:50pm

**Center Street C**

Session Number: 136

**Racism and Classism in the Implementation of Ohio's New School Policy**

Brianne Kramer  
*Ohio Northern University*

The Youngstown City School district was taken over by the state in October 2015 through the use of Ohio House Bill 70. This new statewide policy foreshadows a wave of privatization infiltrating Ohio's educational system, disenfranchising primarily low-income students of color.

Friday, November 11, 2016  3:00pm - 3:50pm

**Convention 7**

Session Number: 137

**Paradigm shifting: Can it happen in a one-semester diversity class?**

John Evar Strid  
*Northern Illinois University*

James Cohen  
*Northern Illinois University*

A study of undergraduates enrolled in a multicultural class during pre-service elementary teaching education examines if their perceptions changed over the semester. Reflection papers and follow-up interview results clarified what shifts occurred in their thinking after self-reflection, studying various privileges (race, gender, linguistic, etc.), and learning multicultural curricular methods.

Friday, November 11, 2016  3:00pm - 3:50pm

**Convention 8**
Session Number: 138

Focusing Our Lens: Developing Critical Justice Teaching Practices

Suzanne Cruz  
*University of Florida*

Jennifer Baughman  
*University of Florida*

Elizabeth Dunn  
*University of Florida*

This presentation describes the experiences of practitioners confronting issues of social justice for the first time in an online critical pedagogy course. Practitioners tried a new strategy in their setting and reflected on the experience. Attendees will leave with ideas to try in their own context.

Friday, November 11, 2016  3:00pm - 3:50pm

Hope A

Session Number: 139

Advancing and advocating a disposition to teach during hard times: Influences of ed reforms on teacher dispositions

Vera Stenhouse

Diane Truscott  
*Georgia State University*

We examine the nature of preservice teacher dispositions prior to and after state education reform initiatives became consequential in one teacher preparation program that develops teachers as change agents. Relevant to teachers/teacher educators, we discuss the significance of dispositions and implications for teacher preparation for justice in urban education.

Friday, November 11, 2016  3:00pm - 3:50pm

Hope A2

Session Number: 140

Reshuffling the Deck: Re-conceptualizing Student Engagement Within a Culturally Responsive Leadership Framework

Ann Lopez  
*University of Toronto*

This presentation examines student engagement from a culturally responsive perspective. Students most likely to be disengaged are students of color, poor, gay, lesbian or transgendered, ELLs, and immigrant students. The presentation will posit alternative approaches to student engagement and examine structures that cause marginalized students to be pushed out.

Friday, November 11, 2016  3:00pm - 3:50pm
“His Story Could Have Been Mine”: Using Dramatic Inquiry to Explore Race, Justice and Equity in The Other Wes Moore

Allison Volz  
_Columbus City Schools_

Lorraine Gaughenbaugh  
_Reynoldsburg City Schools_

Sandra Guinto  
_Reynoldsburg City Schools_

Jessica Sharp  
_Buckeye Valley Local Shools_

A border wall, #blacklivesmatter, the school-to-prison pipeline - issues of race, justice and equity populate our newsfeeds. But how do teachers talk about these in classrooms? Dramatic inquiry is a way teachers and teacher-educators can critically engage students in these discussions. Participants will be engaged in active/dramatic strategies.

Friday, November 11, 2016  3:00pm - 3:50pm

Cuba at a Crossroads 2016: Reflecting on a Cultural Experience

Bette Tate-Beaver  
_NAME_

Panelists will reflect on their observations from the 2016 educational and cultural experience in Cuba. The 2016 Cuba Cultural and Professional Exchange included a structured educational trip that allowed NAME members to engage with Cuban art, history, and various communities within Havana, Cienfuegos, Santa Clara and Trinidad, Cuba. Panelists will speak to their experiences in Cuba and the influences that continue to influence their daily lives.
Panelists include a diverse group of community members, journalists, and educators.

Presenters: Joy Cowdrey, Muskingum University; Rhonda Talford Knight, Knight Consulting; Charles Ellenbogen, Cleveland Metro Schools; Rebecca Russell, Retired Teacher; Gwen Grant, Kansas City Metro Urban League; Clinton Adams, Jr. Clinton Adams Jr. Law Firm; Lewis Diuguid, Journalist, Aminah Cunningham; Bellevue College, Bette Tate-Beaver, NAME Executive Director

Friday, November 11, 2016 3:00pm - 3:50pm
Superior A
Session Number: 143

Looking at books through a multicultural lens of equity: Fostering an Understanding of Others

Kathy Brashears  
Tennessee Technological University (TTU)

Queen Ogbomo  
Tennessee Technology University (TTU)

Participants will use literacy strategies with specific multicultural books to foster an understanding of other cultures and perspectives as well as to focus on how teachers can use the books/strategies to combat bullying behaviors. Using think-pair-shares, participants will discuss the integration of this information within the elementary level curriculum.

Friday, November 11, 2016 3:00pm - 3:50pm
Superior A2
Session Number: 144

Our Poetic World: Why the Social Studies Needs Her Poets

Lauren Bagwell  
Baylor University

Spoken word poetry as a pedagogical tool has potential to engage students while providing them with opportunities to develop a taste for social agendas, democracy, and citizenship. Through the power of words, poetry offers a means for alternative voices, voices manipulated or excluded from the textbooks to reenter the classroom.

Friday, November 11, 2016 3:00pm - 3:50pm
Veterans A
Session Number: 145

Parent Study Groups – Connecting School, Home and Community

Jane Harris  
Link Education Consulting

Parents want their children to succeed, and schools value parent involvement. But there is often a disconnect
between what schools expect and what parents need. In this session, we will share practices for engaging parents. Participants will leave with a plan for promoting parent engagement in their schools.

**Veterans A2**

Session Number: 146

**Promoting social justice, scientific literacy, and skepticism through science education**

Michelle Knaier  
*Purdue University*

Teaching the nature of science—and skepticism at its core—with an expectation of socially just outcomes could increase the equitable treatment of others; the valuing of diversity within populations; support for human rights; equal access to liberties, rights, and opportunities; and fairness in the distribution of wealth.

**Veterans A3**

Session Number: 147

**Action Research in Action: Increasing the Academic Achievement and Community Engagement of Marginalized Students**

Jessica Mejia  
Raul Gonzalez  
Jesus Orduno

Abstract. The Action Research Project—conducted by Pueblo Magnet High School through the Culturally Relevant Pedagogy & Instruction (CPRI) Department of Tucson Unified School District in Arizona—adopts the Youth Participatory Action Research model to improve academic achievement and strengthen at-risk and marginalized students' connection with local issues. Designed for teacher-educators.

**Veterans A4**

Session Number: 148

**Social Studies Curriculum and Chinese American Students' Cultural Identity**

Jing An

This qualitative case study explores how the K-12 social studies curriculum affects Chinese American students' cultural identity in a Midwestern rural town and discusses the implications for meaningful curriculum change that will
empower Chinese American students as well as other minority students.

**Veterans B**

**Session Number: 149**

**Conducting School Equity Audits: Teachers' Actions and Perceptions**

Elizabeth DeMulder  
*Transformative Teaching, George Mason University*

Laura Dallman  
*George Mason University*

Equity audits are tools with potential to help identify school inequities, uncover the causes, and take action to remedy them. In this study, we interviewed teachers a year after they completed an equity audit project in an advanced professional development program to understand how they translated their learning into schools.

**Veterans C**

**Session Number: 150**

**The Youth Coalition for Change: Fostering Positive Interracial/Intercultural Relations through Action Research**

Cherese Childers-McKee  
*UNC Charlotte*

In this project, I engaged a group of Black and Latino/a youth in a school-based action research group. As students participated in critical, social justice-oriented activities, I explored how critical dialogue influenced and shaped their interracial/intercultural relations. This presentation is intended for teachers, teacher educators, and community activists.

**Center Street A**

**Session Number: 151**

**Diversifying the Teaching Force: Voices of Latina/o Math and Science Teacher Candidates**

Susana Flores  
*Central Washington University*

Using Latina Critical Race Theory eight Latina/o Math and Science Teacher candidates describe their experiences on their road to becoming teachers including obstacles, cultural assets and sources of motivation. Secondary Math and Science teacher candidates discuss their educational trajectories as immigrants and daughters of immigrants.
Shifting paradigms of 'those children': Pre-service teachers narratives of community involvement

Jane Cooper  
University of Houston

Christine Beaudry  
University of Houston

Narratives of pre-service teachers' experience in a community assignment at a local community center is investigated. Pre-assignment themes of safety concerns, fear and anxiety are contrasted to these students changing perceptions after the experience. Constraints and opportunities of community service-like projects will be analyzed.

Friday, November 11, 2016  4:00pm - 4:50pm

Missing Out while Opting Out: Homogeneity and Internalized Dominance in the Opt Out Movement

Elizabeth Currin  
University of Florida

Stephanie Schroeder

Todd McCardle

This presentation examines statewide demographic data on the Opt Out movement, a parent-led protest of high-stakes accountability measures with controversial implications for families of color. Participants will leave the presentation with insight into the complex nature of parental activism and its relevance for multicultural educators.

Friday, November 11, 2016  4:00pm - 4:50pm

Indigenous Innovations: Culturally Responsive Pedagogy in the Pacific

Teresa Rishel  
Ball State University

Deborah Zuercher  
University of Hawaii

Multicultural education can be seamlessly integrated with academic standards to effectively facilitate indigenous place-based and culturally relevant instruction. Curriculum created/facilitated in Hawai'i and Samoa utilizing culturally-responsive pedagogy revealed increases in: a) engagement, b) cooperative learning, c) parent involvement, d) classwork, and e) cultural identity. For teachers and teacher educators.
<table>
<thead>
<tr>
<th>Session Number: 155</th>
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<tbody>
<tr>
<td><strong>The Drama of Power: The Power of Drama</strong></td>
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<tr>
<td>Bethany Nelson</td>
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<tr>
<td><em>Emerson College</em></td>
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<td>Drama is an ideal vehicle for helping students explore their ideas about power and its relationship to social equity. Workshop participants experience approaches to working with these ideas with middle/high school students through hands-on theatre work and analysis/discussion. Integration of power-focused work with existing curricula will be addressed.</td>
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<tr>
<th>Session Number: 156</th>
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<tr>
<td><strong>Expanding Perceptions of Inclusion Through Disability Studies</strong></td>
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<tr>
<td>JoDell Heroux</td>
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<td><em>Central Michigan University</em></td>
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<td>This session will examine the impact of infusing a disability studies perspective within a teacher preparation course designed to prepare teacher candidates for teaching diverse students. Qualitative data and sample course syllabi and assignments will be shared.</td>
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<tr>
<th>Session Number: 157</th>
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<tbody>
<tr>
<td><strong>DISAPPEARING ACT: WHERE ARE OUR TEACHERS OF COLOR?</strong></td>
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<tr>
<td>Delisa Saunders</td>
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<tr>
<td><em>American Federation of Teachers, AFL-CIO</em></td>
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<td>America should be embarrassed by the dismal number of teachers of color in public schools. In five years, the U.S. Census predicts that the majority of students will be African American, Latino, Asian American, Pacific Islander and Native American, which is already the case in most urban school districts. Yet nationally only 7% of the teachers are African American, 6% Latino and in schools where the majority of students are Native, only 19% of the teachers are Native. Prior to the Brown decision nearly 17% of the teachers were African American. This workshop will explore the benefits of a diverse teacher workforce for all students, provide information on work taking place today that is making a difference, and urgently call on you to go home and demand change. Our children cannot wait.</td>
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<th>Session Number: 158</th>
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<tr>
<td><strong>Nurturing Young Activists Through Literature</strong></td>
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Paula Young Shelton  
*Georgetown Day School*

“It’s not fair” is a phrase heard often in early childhood classrooms, which makes it a perfect time to introduce the concept of civil rights. This interactive and informative workshop will provide quality literature and engaging activities that make the difficult topic of civil rights accessible to young children.

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**Superior A2**  
**Session Number: 159**  
**Test Refusal as Activism for Equity: Stories of Courageous Families of Color**

Nancy Schniedewind  
*SUNY-New Paltz*

This workshop will focus on the often-ignored experiences of families of color who through test refusal have resisted high-stakes testing policies that undermine multicultural education. Participants will share their stories and explore ways to build more diverse coalitions to expand the opt-out movement's challenge to inequitable test-and-punish policies.

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**Veterans B**  
**Session Number: 160**  
**"Like" if you support refugees: Benefits and challenges of utilizing social media in a social justice oriented class**

Matthew Deroo  
*Michigan State University*

Scott Farver  
*Michigan State University*

This session explores the goals, benefits, and challenges of using an online Facebook forum to shape undergraduate pre-service teachers' understandings of immigration. We discuss the affordances and constraints that engaging with difficult concepts and subject matter through Facebook discussions groups offers to both teachers and teacher educators.

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**Veterans C**  
**Session Number: 161**  
**Identifying and Using Critically Conscious Film to Address Educational Inequity**

Mark Kohan  
*University of Connecticut*
This workshop explores the teaching and production of critically conscious films as part of a new critical service learning course, Power, Privilege, and Public Education. The course engages pre-service teachers in video advocacy study and development to address educational inequity with school and community partners.

Friday, November 11, 2016  5:00pm - 6:20pm

**Center Street A**

**Session Number: 162**

**Community Connections: Incorporating Community-Based Learning into Teacher Education**

Christine Beaudry
*University of Houston*

This interactive presentation focuses on integrating community-based learning into teacher education through field experiences, semester-long ethnographic projects, multimedia presentations, and narrative reflections. Designed primarily for teacher educators, it reveals how students interpreted their community-based learning experiences and how their interpretations influenced their teaching and learning knowledge and practices.

Friday, November 11, 2016  5:00pm - 6:20pm

**Center Street C**

**Session Number: 163**


Libra Boyd
*The University of North Carolina at Greensboro*

Incorporating narratives of gospel singers in a prominent social movement, the presenter discusses Black sacred music's role in building collective identity among religious, nonreligious, and irreligious participants and educating for collective action toward change. The presentation is especially for K-12 and postsecondary educators, curriculum specialists, community activists, and researchers.

Friday, November 11, 2016  5:00pm - 6:20pm

**Convention 7**

**Session Number: 164**

**It All Started With A Picture**

Nichelle Robinson
*The University of Mississippi*

Thea Williams-Black
Alina Harges

This session will share how one picture from the University ticker set in motion a stream of events to explore and address how African American faculty and students were made to feel marginalized in their school of education. This session will be appropriate for higher education faculty and administrators.

Friday, November 11, 2016 5:00pm - 6:20pm

Convention 8
Session Number: 165

“Oh, you are too sensitive”: Danger of internalized racial microaggression

Chee Hye Lee
University of Arizona

En Hye Lee
University of Arizona

Through autoethnographic approach, this project explores personal experiences to unveil layered and unconscious racial microaggression and internalized practices of subtle racism within the larger discourse. This presentation invites multicultural educators to an emotional yet powerful dialogue to critically acknowledge white privilege in daily lives and within educational settings.

Friday, November 11, 2016 5:00pm - 6:20pm

Hope A
Session Number: 166

Rural and Food Insecure with a Child with a Disability: Families' Barriers to Equal Education

Tessa Bishop
Tennessee Tech University

This qualitative study uses a combination of document analysis and in-depth interviews with five rural families who have varying levels of food security in order to investigate the disparate power relations that shape their involvement in the education of their child with a disability.

Friday, November 11, 2016 5:00pm - 6:20pm

Hope A2
Session Number: 167

Undergraduate Poster Session 2016

Michelle Knotts
Hiram College, NAME Local Planning Committee

Please join us in support of our undergraduate student poster presentations. Students from Cleveland State University, Hiram College, Lake Erie College, Muskingum University, and Otterbein University will be presenting at their first national conference and attending their first NAME conference.
Hope B

Session Number: 168

Black Lives Matter: A Call for Intersectionality and Praxis

Christopher Knaus
*University of Washington Tacoma*

Venus Evans-Winters
*Illinois State University*

Heather Cherie Moore
*Allegheny College*

Tyson Marsh
*Seattle University*

In this interactive panel, four scholar-practitioners wrestle with how we maintain active community activism, educational resistance, and continual centering of racism within colonial educational settings. We discuss our own experiences with the silencing of Black Lives Matter movements, while modeling healthy resistance.

Hope C

Session Number: 169

Critical Consciousness Study Group: Dialogue for Transformational Indigenous Praxis

Cornel Pewewardy
*Portland State University*

Anna Lees
*Western Washington University*

Staci Martin
*Portland State University*

Hyuny Clark Shim
*Portland State University*

Melika Belhaj
*Portland State University*

Using Pewewardy's (2016) Transformational Indigenous Praxis, we share case studies to illustrate each stage of the critical thinking development process. The case studies are based on our dialogue and actions led by the Critical Consciousness Study Group, which was created to promote cultural engagement, intercultural communication, and social equity.
Uncredentialed: Examining high school leavers’ perspectives on competence and efficacy, and high school experiences

Alice Cook  
*University of Maryland*

Tara Brown  
*University of Maryland*

Uncredentialed, a participatory action research project, focuses on understanding 18-24 year old high school leavers' experiences through interviews and surveys. We will report initial findings from survey data, collected by a PAR team on the streets of several predominantly Latina/o communities in a midsize city in the Northeastern USA.

Preparng Teacher-Activists and Activist Teachers: Enacting Agency in Teacher Education

Alison Dover  
*California State University Fullerton*

Brian Schultz  
*Northeastern Illinois University*

This workshop examines strategies for fostering pre-service teachers' assumption of identities as teacher-activists/activist teachers, ready to engage in curricular, political, and community-driven change. Topics explored include community asset mapping, culturally-relevant curriculum design projects, justice-oriented curriculum and policy interventions, interdisciplinary social action curriculum projects, and responses to high-stakes mandates.

“Keep That in Mind ...You're Gonna go to College!”: Strengthening Family and Urban School Links for College Access

Roderick Carey  
*University of Pittsburgh School of Education*

Drawn from data collected with Black and Latino boys in an urban high school, this session will explore the multiple ways families from low-income communities support and assist their children in the college going process. Participants will learn tools to harness and build upon familial-based knowledge to support college access.
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<th>Session Number: 174</th>
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<tr>
<td><strong>Using Arts-Based Activities With Undergraduates to Facilitate Multicultural Identity Work</strong></td>
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<tr>
<td>Kathleen Goodyear</td>
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<td><em>Ohio State University</em></td>
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<td>Learn about how using arts-based activities with undergraduate students can help them explore the complexities of their own and each other’s identities as individuals and as members of cultural groups. These activities, involving both self-reflection and sharing, promote understanding, acceptance, and appreciation for others as well as oneself.</td>
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<tr>
<td><strong>“That’s not my experience”: Expanding Multicultural Literature in Secondary Language Arts Classrooms</strong></td>
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<tr>
<td>Henry &quot;Cody&quot; Miller</td>
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<td><em>University of Florida, P.K. Yonge Developmental Research Sch</em></td>
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<tr>
<td>Kathleen Colantonio-Yurko</td>
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<td><em>State University of New York, Brockport</em></td>
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<td>Jon Mundorf</td>
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<td><em>University of Florida, P.K. Yonge Developmental Research Sch</em></td>
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<td>Jennifer Cheveallier</td>
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<td><em>University of Florida, P.K. Yonge Developmental Research Sch</em></td>
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<tr>
<td>This presentation features teacher-researchers sharing a framework for implementing multicultural LGBTQ literature and disability literature in secondary language arts classrooms. The presentation will address valuable texts and how to implement them as well as discussing how to navigate potential pushback. Audience members will obtain the framework discussed in the presentation.</td>
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Ethnic Identity Development and Civic Engagement of Korean Immigrant Youth in the United States

Sunun Park  
*University of Washington*

This qualitative multiple case study examines the bidirectional relationship between ethnic identity and civic engagement of Korean immigrant youth. Findings will provide K-12 educators with meaningful insights about how to help immigrant adolescents develop their ethnic identity and become engaged in U.S. society.

Saturday, November 12, 2016 10:00am - 10:50am

**Convention 8**  
Session Number: 177

Preservice Teachers' Journeys Toward Recognizing and Utilizing Students' Assets in Teaching with Technology

Krista Ruggles  
*Utah Valley University*

This presentation provides an overview of a qualitative research case study that explores how four preservice teachers' (PSTs), working in pairs, develop an understanding of minoritized students' assets and how they use those understandings to develop and implement asset-based integrated technology lesson while participating in a technology field experience.

Saturday, November 12, 2016 10:00am - 10:50am

**Hope A**  
Session Number: 178

Including LGBTQ students in the TESOL/World Language Education Classroom

James Coda  
*University of Georgia*

Culture is an important aspect of language teaching, but are all students' cultures/backgrounds included in the classroom? LGBTQ students have often been excluded in the curriculum as a result of heteronormative discourses. Through understanding identity and queering the educational environment, educators can create multicultural learning spaces for all.

Saturday, November 12, 2016 10:00am - 10:50am

**Hope A2**  
Session Number: 179

Preparing STEM Faculty to Give Equitable Feedback to Historically Marginalized Students

Esther Enright  
*Boise State University*
Faculty need preparation to use equitable instructional practices and expand access to learning for marginalized students. This presentation will illustrate a model for giving students critical feedback. A practice-based approach will be modeled, which makes effective use of the limited time and resources for preparation of faculty for instruction.

Hope B
Session Number: 180
Urban Young Women Raise Voices Against Violence through Art Education that Magnifies the Lens of Equity

Patty Bode
Amherst Regional Middle School

This case study of curriculum illustrates how an art teacher and students explore inequities in society to demonstrate how discrimination can drive violence against women. Intersections of institutional and environmental racism, and sexism were investigated in student artwork and expanded beyond classroom walls into social action in communities.

Hope C
Session Number: 181
Rethinking “Teaching in a Pluralistic Society”

Scot Wilson
Indiana University

Molly Riddle
Indiana University

Crystal D. Howell
Indiana University

Alexandra M. Weiss
Indiana University

Join a panel of teacher educators working to reform their curriculum for a course, Teaching in a Pluralistic Society, designed to help pre-service teachers: grapple with systems of oppression and privilege; examine the role of schools in maintaining or combating oppression; and, commit to teaching for equity and social justice.

Superior A
Session Number: 182
And That’s She Wrote: An Examination of Culturally Responsive Literacy Exemplars for Black Girls

Jemimah Young
University of North Texas

Patricia Larke
Texas A&M University

This presentation will engage audience in a presentation followed by a group discussion concerning the implications of a lack of culturally responsive writing instruction. Participants will receive a handout that outlines the exemplars and activities to facilitate the exchange of scholarly discourse for culturally relevant praxis.

Saturday, November 12, 2016  10:00am - 10:50am

Superior A2

Session Number: 183

1-2-3-4, What you do not see could mean more: Critical media literacy in U.S. classrooms

Jennifer Shah
Loyola University Chicago

This presentation highlights the duality of awareness and action required to facilitate learning through the lens of critical media literacy. Participants will gain a better understanding of what critical media literacy encompasses, begin to view media through a critical lens, and acquire resources to incorporate critical media literacy into classrooms.

Saturday, November 12, 2016  10:00am - 10:50am

Veterans A1

Session Number: 184

Ethnic Studies as a Moral Obligation: Embedding Racial Awareness in School Curricula

Marcia Watson
Towson University

Using a case study design, this work explores the perceptions and experiences of students at a high performing school that infuses race into daily classroom practice. The findings reveal that implementing non-hegemonic curricula is socially and culturally beneficial for students, especially in the area of identity development.

Saturday, November 12, 2016  10:00am - 10:50am

Veterans A2

Session Number: 185

Teaching Indigenous Culture through Popular Arts and Storytelling: Sparking Solidarity through Video Gaming and YouTube

Deborah Seltzer-Kelly
Wabash College

This session describes an indigenous education curriculum that used popular arts and storytelling to move away from Eurocentric ways of knowing and classroom practice, and toward indigenous alternatives. It explores the tensions
and compromises involved in doing such work as a non-indigenous person. Suitable for: teacher educators, college educators, community.

Saturday, November 12, 2016 10:00am - 10:50am

**Veterans A3**

**Session Number: 186**

**Refocusing the Lens of Teacher Education: Are Colleges of Education Preparing Prospective Teachers to Teach ALL Students**

Shamaine Bertrand  
*George Mason University*

Tiffany Mitchell  
*George Mason University*

Andrea Boykin  
*George Mason University*

There is a need for colleges of education to refocus their lens on how prospective teachers are prepared to teach ALL students. This session will engage the audience around new ideas and dialogue to provide teacher educators and teachers with the tools they will need in order to be successful.

Saturday, November 12, 2016 10:00am - 10:50am

**Veterans A4**

**Session Number: 187**

**Bridge to Equity: Encouraging Discourse Among Young Adults Using A Black Feminist Reading of Award-Winning Literature**

Sharyn Turner  
*Kent State University*

Gumiko Monobe  
*Kent State University*

This study highlights content analysis results of mainstream literary awards, confirming the near absence of literature featuring non-white female protagonists; it asks, “How might we help an increasingly diverse young adult population address issues of race, gender, and class using a black feminist reading of books featuring non-white female protagonists?”

Saturday, November 12, 2016 10:00am - 10:50am

**Veterans A5**

**Session Number: 188**

**Early childhood perspectives on parent involvement: Learning from Korean and Japanese immigrants**
Sehyun Yun  
*George Mason University*

Akane Shirata  
*Washington Japanese Heritage Center*

This report, designed for ECE educators, gives knowledge of immigrant parents' diverse perspectives on their relationship with teachers and parental roles to support children's learning. This knowledge will encourage communication between teachers and immigrant parents as well as prevent misunderstanding each other by understanding those parents' value and beliefs.

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**Veterans A6**  
**Session Number: 189**

**Professional Development to Promote Culturally Responsive Teaching of English Learners (ELs)**

Christina Kozlowski  
*University of Michigan-Dearborn*

This proposal provides the theoretical perspectives and research design for a dissertation study focused on effective professional development that may increase teachers' awareness of culturally responsive teaching for English Learners. Literature researched includes: culturally responsive teaching, effective professional development, and constructivism as an approach to learning.

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**Veterans A7**  
**Session Number: 190**

**Facilitating Acculturation Through Cultural Socialization and Familism**

Daniela Amortegui  
*Benavides Research Support*

Aerin Benavides

With this poster demonstration, presenters will discuss results from a case study exploring a local heritage language program serving the Latino community. Results presented demonstrate how this heritage language program functions as an acculturation facilitator for immigrant-origin families through cultural socialization and by promoting familism.

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**Veterans A8**  
**Session Number: 191**

**Administrators of Color in Higher Education Administration: Where Are They?**
LaDonna Morris  
*University of North Florida*

Administrators of color continue to be underrepresented in higher education, particularly in Predominately White Institutions (PWIs). While progress has been made, it has been quite limited. This poster session will present current statistics, explore causes for this continued underrepresentation, and offer solutions and strategies to address this inequity.

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**Veterans B**

**Session Number: 192**

**The Me You See: Utilizing Culturally Relevant Pedagogy to UnMask Student Identity**

Marva McClean  
*City of Pembroke Pines Charter Schools*

This paper utilizes qualitative inquiry to break through the mask of academic identity that the system of standardization imposes on students labelled as failing. In relocating these students to a third space, the researcher demonstrates strategies to engage students as co-constructors of the curriculum and redefine them as successful.

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**Veterans C**

**Session Number: 193**

**Barriers, Strategies and Solutions for Teacher Education Curricular Transformation: Lessons Learned from One Institution**

Barbara Rose  
*Miami University*

Scott Sander  
*Miami University*

Sheri Leafgren  
*Miami University*

This session describes challenges and strategies of a curricular transformation process in a teacher education program. Areas of focus include identifying/dismantling departmental and institutional structural inequities, and pedagogy development for infusing educational equity throughout the curriculum, including examples from courses at introductory, intermediate and capstone levels. (Audience: Teacher Educators).

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**Veterans D**

**Session Number: 194**

**Conversation with Author Patricia L. Marshall**
Patricia Marshall
North Carolina State University


Saturday, November 12, 2016 11:00am - 11:50am
Center Street A1
Session Number: 195

Flipping the Class to Deconstruct Racism and Bridge the Socioeconomic and Racial Gaps between ESL teachers and Minority

Yin Lam Lee-Johnson
Webster University

This research study is about using a flipped class to help ESL teacher candidates (n=16) deconstruct colorblind racism, understand the implications of Ferguson Event, and acknowledge the socioeconomic and racial gaps between them and minority students.

Saturday, November 12, 2016 11:00am - 11:50am
Center Street C1
Session Number: 196

Exploring Multiple Frameworks to Understand Asian Americans' Experiences in Education

Hye Jung Choi
University of Delaware

The purpose of this study is to examine the multiple frameworks to understand Asian Americans’ experiences and challenges in education. Through reviewing the various literature, this presentation will give the audience an opportunity to understand the complex challenges that Asian Americans face in education.

Saturday, November 12, 2016 11:00am - 11:50am
Convention 7
Session Number: 197

Silenced and Suffering: Embracing Respect and Understanding for Muslim Students in Public School Classrooms

Seema Imam
National Louis University

This presentation introduces new research and authentic public school stories of Muslim experiences while focusing on equality and respect. It highlights safe classrooms, Islamic awareness, and social justice against the backdrop of murders in the news, accelerated media and political agendas, which disempower, marginalize and silence Muslims.
### Convention 8

**Session Number: 198**

**Co-Created Visual Storying through Community-Based Participatory Action Research**

Ahran Koo  
*The Ohio State University*

Explore the cross-cultural negotiation of Asian-American students through a community-based participatory action research. Learn how using visual art empowers minority groups to express their cultural identity in a community setting.

### Hope A1

**Session Number: 199**

**Creating a Classroom Culture for ALL Students**

Patrice Petroff  
*Queens University of Charlotte*

The interactive workshop will provide participants with activities and strategies to establish a K-6 classroom culture that is a safe and inclusive of ALL students. The discussion will focus on the research that supports the benefits of ensuring an environment where ALL voices are heard and acknowledged.

### Hope A2

**Session Number: 200**

**Guiding PK-12 Teachers along the LGBTQ Ally Spectrum**

Michelle Szpara  
*Cabrini College*

The "coming out" journey refers to experiences of LGBTQ individuals in self-disclosing sexual orientation/gender identity. Recently, coming out also refers to the growth process of allies, who stand in solidarity with the LGBT community. The workshop engages teachers and teacher educators in analyzing and advancing the ally development process.

### Hope B1

**Session Number: 201**

**Trends in Oppression**
“Isms” are often analyzed and combatted one at a time - e.g. anti-racism, OR anti-sexism. This divided approach has limitations, such as inadequately supporting individuals targeted by multiple “isms”. In this workshop, we’ll consider oppression broadly and explore patterns across “isms”, in order to better understand them all.

Saturday, November 12, 2016 11:00am - 11:50am

Superior A1

Session Number: 202

Restorative justice practices: effective strategies schools can take to implement S.E.L. & improve behavior management.

Malayka Neith (Barbara) Cornejo
University of Nevada Las Vegas

An interactive session intended to give general & special education teachers practical strategies to work with students with challenging behaviors. Restorative justice practices, Social Emotional Learning and multicultural literacy programs proven to be effective will be presented. Participants will leave with the understanding that "misbehavior is product of unmet need.

Saturday, November 12, 2016 11:00am - 11:50am

Superior A2

Session Number: 203

Coming Out Of The CURRICULAR CLOSET: Empowering LGBTQ Youth To S.E.E.K. Their Own History

Gerri Spinella
Walden University & Concordia-Portland University

Gabriel Gomez
Chicago State University

Victor Salvo
Legacy Project - Chicago

“Coming Out Of The Curricular Closet: Empowering LGBTQ Youth To S.E.E.K. Their Own History” presents a step-by-step approach for educators and youth to present the contributions of Lesbian, Gay, Bisexual, Transgender, and Questioning people. This curriculum promotes social change and discourse for educators, community, and gay-straight alliances.

Saturday, November 12, 2016 11:00am - 11:50am

Veterans A1
Countering Marginalization in STEM: Nanticoke Beliefs and Practices Involving Shape, Form, Structure, and Efficiency

Angela Stoltz
*University of Maryland*

Considering the STEM practices of the Nanticoke creates a space to counter Eurocentrism in STEM and provides opportunities for indigenous children, like my own, to identify with STEM. Including these practices in STEM curricula could provide all student with opportunities to make connections across cultural contributions in STEM.

Saturday, November 12, 2016 11:00am - 11:50am

**Veterans A2**

Shh! Just shut up and teach: Moving teacher voice from the margins to the educational center

Cathleen Weaver
*Potterville Public Schools*

Sheila Marquardt
*Minnesota State University Moorhead*

There is increased silencing of teacher voices as state governments continue to be swayed by corporate support. This dialogue engages the question: How do we help new teachers understand their work is not just in the classroom, but it is a commitment to advocate for the field as a whole?

Saturday, November 12, 2016 11:00am - 11:50am

**Veterans A3**

The Interpretation of Whiteness Within the Classroom

Dawn Mann
*Miami University*

This presentation will reveal the initial ideas and questions of the presenter's dissertation research. The research seeks to better understand the ways in which White teachers at a suburban, Midwestern school district interpret their Whiteness within their classrooms.

Saturday, November 12, 2016 11:00am - 11:50am

**Veterans A4**

Creating Culturally Responsive Classrooms Using 3S Pedagogy

Mohsine Bensaid
This session engages the audience to discuss what it means to create culturally inclusive and responsive classroom communities. The presenters share teaching strategies and discuss their implications based on a culturally responsive teaching pedagogy using “3S Understanding”. The discussion will focus on ESL learners and learners with developmental needs.

Saturday, November 12, 2016 11:00am - 11:50am

Veterans A5

Session Number: 208

African American Children and Science Instruction: Taking a Closer Look at the Black Cultural Ethos Theory

Samantha Strachan
Alabama A&M University

This presentation explores how the tenets of the Black Cultural Ethos theory can be used to improve how African American children are taught science.

Saturday, November 12, 2016 11:00am - 11:50am

Veterans A6

Session Number: 209

What Do Pre-Service Teachers Say They Learn About Intercultural Competence Through International Student Teaching?

Heather Cunningham
University of Pittsburgh

This presentation for teacher educators describes an ethnographic methods study examining what pre-service teachers (PSTs) say they learn about intercultural competence through a month-long international student teaching (IST) program in Mexico. A new conceptualization of intercultural competence is introduced, and connections to teaching in culturally diverse U.S. classrooms

Saturday, November 12, 2016 11:00am - 11:50am

Veterans A7

Session Number: 210

Co-navigating the U.S. educational system by immigrant parents and their children: Case Study of immigrants' socio-acade

Shahla Fayazpour
University of Nevada, Las Vegas
Ravijot Singh  
*Graduate student/University of Nevada, Las Vegas*

This Presentation uncovers issues that immigrant parents and their children face in the educational system in the United States. The goal is to inform teachers and policy makers how immigrant parents learn to bi-culturally/bilingually navigate between home and the host (U.S.) culture for successful acculturate without assimilation.

**Veterans A8**  
**Session Number: 211**

**Though She be little, She is fierce: An Examination of Black Girl's Academic Achievement in Early Childhood Education**

Inna Dolzhenko  
*University of North Texas*

Jemimah Young  
*University of North Texas*

This presentation will review the results of a multilevel analysis of Black girl achievement in early childhood settings using HLM. It provides a unique lens into the explanatory factors that influence the achievement of Black girls and factors that substantially impact their early achievement.

**Veterans B1**  
**Session Number: 212**

**Students' views on the climate of a college of education with respect to diversity**

Eleni Oikonomidoy  
*University of Nevada, Reno*

Lydia DeFlorio  
*University of Nevada, Reno*

This presentation will report quantitative and qualitative data on a study that aimed to explore how students in one College of Education of a public university in the Western U.S. perceive the academic and social climate with respect to diversity.

**Veterans C1**  
**Session Number: 213**

**Engaging Students with Critical Border and Migration Theories**

William McCorkle  
*Clemson University*
By introducing critical border and migration theories, teachers and teacher educators can help undermine xenophobic assumptions and empower immigrant and minority students. To alter the whole spectrum of the immigration debate, we need to challenge the "sanctity" of borders and the popular yet oppressive narratives regarding immigration.

**Center Street A**

**Session Number: 214**

**Battling the domestication of multicultural education: Insights from an institutional case study**

Dilys Schoorman  
*Florida Atlantic University*

This presentation highlights the insights from an effort to eliminate a course in multicultural education as a requirement in a teacher preparation program in South Florida. The case study highlights important implications for multicultural educators as they anticipate similar misguided efforts in their own states/programs.

**Center Street C**

**Session Number: 215**

**Justice-Oriented Civics: Global Practices for Global Change**

Melissa Gibson  
*Marquette University*

This presentation for teachers and youth practitioners will offer innovative approaches to justice-oriented civic education that have the potential to catalyze transnational work for global justice. By sharing cases of non-traditional civic education from Milwaukee, Lima, and Guadalajara, this session will examine what empowers youth globally as justice-oriented civic agents.

**Convention 7**

**Session Number: 216**

**Culturally Sustaining Music Education: Challenging Traditional Exclusionary Practices**

Emily Good-Perkins  
*Teachers College, Columbia University*

Music education in the United States is based upon a Eurocentric paradigm. This paper addresses the ways in which university and K-12 music education perpetuates racism and silences students for whom the Western classical tradition is irrelevant.

(teacher education, K-12 education)
Recognizing that children in rural areas who come from indigenous/Latino/Hispano backgrounds historically have been marginalized within the school system and their voices have been silenced, learn how multimedia and storytelling can be combined with culturally-relevant teaching to develop and strengthen students' voice.

Saturday, November 12, 2016 2:00pm - 2:50pm

This interactive workshop will help the audience examine the previously held perceptions about immigration and immigrant. Participants will explore different immigrant stories and engage in critical conversations throughout the session. They will walk away with increased awareness and knowledge, and skills of using children's literature in developing multicultural competencies.

Saturday, November 12, 2016 2:00pm - 2:50pm

The concept of rigor has become the word of the new reform with specific curricular and pedagogical consequences. This is especially acute in regards to culturally relevant, critically multicultural and decolonizing pedagogies. In an interactive format this session seeks to unpack and redefine the concept of rigor through classroom vignettes.

Saturday, November 12, 2016 2:00pm - 2:50pm
Using On-Demand Modules to Provide Training in Culturally Responsive Pedagogy

benjamin clark
Arizona State University

In this workshop, participants will be able to try out online learning modules designed to build knowledge and skill in culturally responsive pedagogy. These modules can be used to provide professional development for teachers at the school, district, or university level.

Saturday, November 12, 2016 2:00pm - 2:50pm

Superior A

Session Number: 221

“Sick of Reading About White Boys and Dogs”: Addressing Institutional Inequities & Oppression thru Representation

Kelly Cutler
Portland State University

Carrie Larson
Portland State University

Patrick Eagle Staff
Portland State University

Through literature, children can look into themselves and hear stories reflective of our global society, where they live, play, struggle, and achieve. Yet, the question remains, does current literature reflect ALL students? This session aims to disrupt inequitable representation of students of color in literature, designed for teacher educators.

Saturday, November 12, 2016 2:00pm - 2:50pm

Superior A2

Session Number: 222

Reforming Pedagogical Perceptions about Poverty: Striving for Social Justice with Multicultural Young Adult Literature

Colleen Ruggieri
OHIO University

Perceptions about poverty can create injustices that further oppression. This session will provide methods for teaching multicultural young adult literature as a vehicle for social change. Participants will examine how transactional reading experiences can turn students into reformers. Handouts will be provided.

Audience: Teachers and teacher educators

Saturday, November 12, 2016 2:00pm - 2:50pm

Veterans A1

Session Number: 223

The Educere of African American Male Mentors: Lived Experiences
African-American male teacher candidates mentored numerous African-American male students. Through storytelling by the students explicating elements for a meaningful mentor, the teacher candidates, wishing to be critical, autobiographically exposed and examined their lived experiences to describe the nature of the African American male mentor experience as an essentially human experience.

Veterans A2
Saturday, November 12, 2016 2:00pm - 2:50pm
Session Number: 224

Helping the hidden culture: how to make school better for our homeless and highly mobile students

Stephanie Delgado
Florida International University

This roundtable session is aimed to explore and discuss common factors impacting the academic experience of homeless/highly mobile students; factors which ultimately affect the opportunity for consistent access to formal schooling. Areas explored include social-emotional components (i.e. shame, self-regulation), actual vs. perceived obstacles, family support vs. academic support.

Veterans A3
Saturday, November 12, 2016 2:00pm - 2:50pm
Session Number: 225

Using Personal Literacies for Learning in K-16 Settings: Striving for Equal Opportunities for All Learners

Jennifer Toney
Kent State University

Lisa Hart
Kent State University

Presenters will discuss their 2015 research examining personal literacies in the K-16 setting. Focusing on one third grade language arts classroom and high school graduates participating in an Adult Basic and Literacy Education reading class at a public university, presenters will share the outcomes of their qualitative research studies.

Veterans B
Saturday, November 12, 2016 2:00pm - 2:50pm
Session Number: 226

Equity for ALL in Teacher Preparation: Using a Multicultural Lens in Preparing Future Teachers In and From A Community C

Margarita Jimenez-Silva
In this presentation, pre-service teachers will share their experiences as part of (program name). The purpose of the program is to recruit, prepare, and support students at a local community college with the goal of increasing the pool of effective teachers of culturally and linguistically diverse (CLD) students.

Veterans C
Session Number: 227
In Our Own Words: Becoming Appalachian and Culturally Responsive Educators
Gwen Jones
Fairmont State University
The session will offer attendees several specific tools aimed at improving the undergraduate teacher educator's ability to provide culturally responsive and engaging instruction using digital storytelling technology and a problem-based approach to learning. Session designed with teacher educators and high school classroom teachers in mind.

Center Street A
Session Number: 228
Impacts on Pre-service Teachers' Learning of Innovations in a Multicultural Education Course
John Maddaus
University of Maine
Tammy Mills
University of Maine
Bryan Silverman
University of Maine
The presenters will share three innovations (the novel "White Bread", cultural maps, and multicultural advocacy letters) in a multicultural education course, and an action research project to evaluate those innovations. Get a packet describing these innovations and the action research project in sufficient detail that you could implement them yourself!

Center Street C
Session Number: 229
Educating the Deaf & Hard-of-Hearing in Developing Countries—Examining the Inequities Faced by a Marginalized Group
Bernadette Tiapo
Disability issues are inadequately addressed in most developing countries. The inequities in the educational system especially as regards the education of the deaf and hard-of-hearing is an area of concern. This presentation will provide an opportunity for continued discussion and proposals to enhance policies, and practice in developing countries.

### Convention 7

**Session Number: 230**

**Making of Korean wives: Producing oppressive gender roles in a Korean Language class for female marriage immigrants**

Gilbert Park  
*Ball State University*

Ji Yeong Lee  
*Kongju National University*

This presentation explores at how a government sponsored Korean language class culturally produced oppressive gender relations for foreign born young wives and their Korean farmer husbands in rural Korea. Using ethnographic tools, it seeks to critique the assimilentialist approach towards cultural others and expand multicultural education beyond k-12 schools.

### Convention 8

**Session Number: 231**

**Experiencing Education in South Africa: An Opportunity for Pre-Service Teachers**

TABETHA Bernstein-Danis  
*Kutztown University*

Peter Njuguna  
*Stanford University*

This session explores a study abroad opportunity for pre-service teachers to tutor students in South Africa while getting to know students, their families, and their communities. As a result, the program aims to teach pre-service teachers the importance of learning about the students and the communities where they live.

### Hope A

**Session Number: 232**

**From Your Hand to the Landfill: The Impact of Your Trash from Environmental Racism to Disabilities**
Ecoliteracy, environmental racism, and disabilities intersect. It is necessary to educate teachers as well as students the effects of pollution on various groups of people. Through an interactive lesson, these effects will be examined. Connections to several content areas will be included for teacher educators and educators.

**Saturday, November 12, 2016  3:00pm - 3:50pm**

### Hope A2

**Session Number: 233**

**"Interactive Teaching Techniques for Multicultural Education"**

Franklin Thompson  
*University of Nebraska - omaha*

Sometimes the best multicultural learning is the type that does not come from a book, but rather from experiential learning. This session is for classroom teachers and community workshop leaders who wish to augment the traditional lecture style of teaching with interactive strategies that promote lifelong learning.

### Hope B

**Session Number: 234**

**Equity and Excellence for All: Addressing the Language and Academic Needs of Syrian and other Newcomer English Language**

Melinda Cowart  
*Texas Woman's University*

Ronald Cowart  
*Dallas Police Department*

Refugees ELLs resettled in the United States in 2016 and beyond will encounter new challenges in equity, acculturation and second language acquisition because of a wave of xenophobia that has swept the nation. Lessons learned from previous resettlement projects will be explored as guides for educator preparation.

### Superior A

**Session Number: 235**

**From Lynching Tree to Healing Circle**

Toni Battle  
*Saint Mary's College of CA*
Historical harm trauma gets passed down generationally within many families. Being descended from the Trail of Tears, enslavement, lynching and banishment histories, the presenter made a decision to begin healing from historical trauma and generational grief by creating a dissertation which explores healing through traditional cultural norms.

Saturday, November 12, 2016 3:00pm - 3:50pm

**Superior A2**  
**Session Number: 236**

**It's Like Lip Syncing: Examining Teacher Autonomy through Metaphors of Culturally Responsive Practice**

Ashley Woodson  
*University of Pittsburgh*

Ashley Woodson  
*University of Pittsburgh*

Roderick Carey  
*University of Pittsburgh*

This interactive workshop explores correspondence between teachers' self-reports of autonomy and metaphorical descriptions of implementing CRP. We present teacher metaphors and survey data assessing feelings of personal investment in the CRP implementation process. Metaphor analysis is discussed as a tool for understanding and meeting the needs of teachers implementing CRP.

Saturday, November 12, 2016 3:00pm - 3:50pm

**Veterans B**  
**Session Number: 237**

**Practicing What We Preach: Addressing the Marginalization of Equity in Meta-Analytic Research in Mathematics Education**

Jamaal Young  
*University of North Texas*

Meta-analytic research is used to make generalizations concerning teaching and learning for all children. A survey of research was conducted to investigate the representation of diverse populations of students in mathematics literature. A total of 53 studies were reviewed. Implications for the generalizability of research in mathematics education are provided.

Saturday, November 12, 2016 3:00pm - 3:50pm

**Veterans C**  
**Session Number: 238**

**Our Journey Continues: Social Justice Inequities and Resistance**

Wendy Walter-Bailey
Inequities in PreK-12 public schools have been exposed, critiqued, analyzed, and quantified, yet these inequities have persisted, become institutionalized, and have impacted teacher education programs. Whether we call it an education gap, opportunity gap, or education debt, marginalized student populations in public schools have continued to be marginalized.

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**Center Street A**

Session Number: 239

**The First Steps in a Thousand Mile Journey: A Private School's Process and Plans for Increased Diversity and Inclusion**

Betsy Esser  
*Columbus School for Girls*

Rhonda Talford Knight  
*Knight Consulting Group, LLC*

Embarking on the journey of diversity and inclusion in an independent school felt like looking at a thousand mile journey. Through specific examples, learn about the steps we took to help the school move forward in its mission to create a more diverse and inclusive environment.

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**Center Street C**

Session Number: 240

**#blacklivesmatter vs. #alllivesmatter: How can teachers shape civic discourses in the classroom through a multicultural**

Tiffany Mitchell  
*George Mason University*

Shamaine Bertrand  
*George Mason University*

Andrea Boykin  
*George Mason University*

This presentation will highlight ways in which teachers can analyze civic discourses around systemic racism in the classroom. Through a multicultural lens teachers can utilize current events to spark classroom discussions. This session will provide ideas for curriculum implementation and dialogue to promote a multicultural lens on racism.

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**Convention 7**

Session Number: 241
**Educating our Young Students: Ideas and Activities for Including Students of Color into Classroom Environments**

Anni Reinking  
*Monmouth College*

BreAnna Evans-Santiago

In this presentation, the two researchers will discuss how teachers can incorporate multicultural curriculum, specifically for students of color, into their classrooms. The researchers will provide hands on activities, research based approaches, technological resources, and books to incorporate into a classroom.

**Saturday, November 12, 2016  4:00pm - 4:50pm**

**Convention 8**  
Session Number: 242

**Expanding English Premier League Soccer fan base: Reverse drain of sports benefits in the wake of globalization**

WILLY ROTICH  
*ST. BONAVENTURE UNIVERSITY*

Globalization has led to an increased fan base for the English Premier League Soccer, especially in Third World. Inadvertently, this perpetuates inequitable distribution of resources, a result antithetical to ideals of globalization. Adverse impact of globalized sport will be highlighted.

**Saturday, November 12, 2016  4:00pm - 4:50pm**

**Hope A**  
Session Number: 243

**Beyond Diversity Awareness: Teaching Institutional Discrimination in the Secondary School Curriculum**

Shari Saunders  
*University of Michigan*

Susan Santone

This session introduces a field-tested approach to teaching secondary students about institutional discrimination via the formal curriculum. This approach helps students move beyond interpreting racism as individual acts, to analyzing oppressive systems. The session examines the necessary developmental progression and pedagogical skills needed to engage students in institutional change.

**Saturday, November 12, 2016  4:00pm - 4:50pm**

**Hope A2**  
Session Number: 244

**Critical Culturally Responsive Classroom Management**
James Hollar  
Alverno College

Susana Flores  
Central Washington University

We offer fellow instructors of classroom management courses ways to prepare preservice teachers to think critically when it comes to concepts like discipline and power in the classroom. Our discussion will be limited to the classroom management course we each teach as a part of a traditional teacher education program.

Saturday, November 12, 2016  4:00pm - 4:50pm

Hope C  
Session Number: 245

Who are we? Korean heritage school teachers' voice about their professional identities

Hye Young Shin  
George Mason University

A principal goal of this inquiry was to explore the professional identity of the Korean heritage school teachers, including how their identities are shaped, reproduced, and constructed through practices in place at heritage language schools. The data were collected from participatory observation, focus group interviews, and one-on-one interviews.

Saturday, November 12, 2016  4:00pm - 4:50pm

Veterans B  
Session Number: 246


Ravijot Singh  
UNIVERSITY OF NEVADA LAS VEGAS

Shahla Fayazpour  
University of Nevada, Las Vegas

This study uncovers neoliberal fundamentalisms as a covert language policy to sabotage linguistically diverse and provides a postcolonial standpoint that resists the homogenization of language needs of culturally diverse students. The goal is to subjectively locate mainstream teachers' language dispositions and examine how Multicultural Education fosters linguistic awareness among teachers.

Saturday, November 12, 2016  4:00pm - 4:50pm

Veterans C  
Session Number: 247

Latina immigrant mothers: A testimonio
Freyca Calderon

Latina immigrant women have personal lived experiences that inform and affect the ways they interact with the world on a daily basis and have shaped their personal and cultural identities. In this testimonio, they share their ways of knowing, being, and doing that inform and guide their ways of mothering.

Saturday, November 12, 2016  5:00pm - 6:20pm

**Center Street C**  
Session Number: 248

**Translating Culturally Relevant Pedagogy from Belief to Practice**

Brianna Kennedy-Lewis  
*University of Florida*

Natalie Hagler  
*University of Florida*

Mark Lopez  
*University of Florida*

In this interactive workshop, we present and distribute a project designed by one teacher educator to develop pre-service teachers' skills to teach underserved secondary students. After a discussion of the outcomes in relation to existing research, attendees discuss successes and challenges with promoting culturally relevant practices in schools.

Saturday, November 12, 2016  5:00pm - 6:20pm

**Center Street D**  
Session Number: 249

**Reimagining the Racial Project of Black Youth Activism**

Conra Gist  
*University of Arkansas*

This presentation situates Black youth activism to look through a prism of epistemologies and ideological perspectives, cultural legacies and traditions, and social and political practices as a type of intellectual activism.

Saturday, November 12, 2016  5:00pm - 6:20pm

**Veterans B**  
Session Number: 250

**Creating Teacher-Advocates: Building Competency in CRP through On-Demand Modules**

Valerie Simmons  
*Arizona State University*

Benjamin Clark
The presentation centers around discussing the use of On-Demand learning modules to orient teachers, both in-service and pre-service, to the foundations of culturally relevant pedagogy as a way of developing professionals who are adequately positioned to face and dispel the inequities and systems that disadvantage many of their students.