National Association for Multicultural Education

2020 Virtual Conference

October 8 – 10, 2020

NAME’s 30th ANNUAL Conference

Conference Co-Sponsors:

Conference Sponsor:

TEACHING TOLERANCE
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
NAME2020 Virtual Conference
Program Summary
TABLE OF CONTENTS

NAME2020 Conference Theme 2
NAME2020 Conference At A Glance (CAAG) 3
NAME2020 Conference Sponsor 4
NAME2020 Conference Co-Sponsors & Ally 5
Welcome from NAME’s Founding Mother, Roe Duhon-Sells 6
Founders Forum 8
Founding Members 9
Keynote Presentations 10
Live Conference Sessions 15
NAME’s Annual Multicultural Film Festival 21
Virtual Sessions by Strand 27
CODE STRAND
AN = Anti-racism/Critical Race Studies/Black Lives Matter 27
CR = Critical Race/Pedagogy Theory/Culturally Relevant Pedagogy 37
CU = Curriculum Studies 50
HE = Higher Education 51
ID = Identities/Intersectionality 52
IM = Immigration/Globalization/Postcoloniality 55
LA = Language/ESL/Bilingual 58
PL = Place-based Education 61
PO = Policy Studies/Policy and Politics 62
TE = Teacher Education/Teachers/Professional Development 64
INDEX of Virtual Sessions 69
NAME2020 Conference Committee 73
The 2020 NAME Theme

Living Multicultural Education: Peace & Justice thru the Ballot Box & Activism

2020 is the landmark anniversary of women in the United States going to the ballot box to vote for the first time thanks to the 19th Amendment to the U.S. Constitution. It took a near century-long struggle, much suffering, many arrests and the Women’s Rights Movement growing out of abolitionism. In the early 19th century fight against slavery, women organized, spread information and protest so that their demands would be heard. For women of color, the right to vote didn’t come until decades and a long struggle later. In each case, history shows that oppression and injustice are unsustainable. Once informed, people in groundswell movements strive for equity, social justice, and untethered growth. Once empowered by the success of their own activism, long-oppressed people, then as now, are empowered. It has enabled Africans brought to the Americas as slaves; Indigenous People, who suffered a holocaust of death, injury, and land loss; and women, who were treated as property, to organize and push back against the various forms of subjugation. Attempts to disenfranchise women, people of color and students continue and must be met with an even stronger, more determined effort to ensure that everyone can vote. Pooling the information of marginalized peoples’ struggles and triumphs form the foundation of multicultural education. Multicultural education in this pivotal election year must serve as the North Star, guiding people of conscience and goodwill to the ballot box, where their activism and voices can be heard. The National Association for Multicultural Education (NAME) and multicultural education form the strong hand and long arm of history pushing the nation and the world to a place of peace, social justice, and equity.

As we move toward living in places of peace and justice, through the ballot box and activism, NAME and our colleagues at Teaching Tolerance encourage conversations about possible ways to address the inequities and systems that stand in the way of progress. NAME, Teaching Tolerance and our 2020 Conference Committee invite change agents in education and beyond to participate in our 30th annual conference. We encourage you to contribute to the conversation!
<table>
<thead>
<tr>
<th>Thu, Oct 8</th>
<th>Fri, Oct 9</th>
<th>Sat, Oct 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Institutes</strong></td>
<td><strong>10 - 11:15</strong></td>
<td><strong>10 - 11:30</strong></td>
</tr>
<tr>
<td>10am</td>
<td>Call for Acknowledgement of the Sovereignty of Indigenous Lands</td>
<td>Libations-Honoring Elders &amp; Ancestors-Dr. K. Nyame</td>
</tr>
<tr>
<td>Ann Lopez</td>
<td>K. French, J. Haynes Writer, C. Lui</td>
<td>General Session-Special Panel: Facing Our History The fight for our right to vote</td>
</tr>
<tr>
<td>1pm</td>
<td>Welcome</td>
<td><strong>12:50 - 2pm</strong></td>
</tr>
<tr>
<td><strong>Teaching Tolerance</strong></td>
<td>Keynote Intro- Hoyt Phillips, Interim Co-Director, Teaching Tolerance Keynote- Margaret Huang, Pres/CEO, Southern Poverty Law Center</td>
<td>General Session Anti-Racism &amp; Critical MCE: Miguel Zavala, Ann Lopez, Patrick Camangian &amp; Angela Valenzula</td>
</tr>
<tr>
<td>3pm</td>
<td>Breakout Sessions</td>
<td><strong>11:40am - 12:40pm</strong> Breakout Sessions MC Film Festival</td>
</tr>
<tr>
<td>Writing for Publication w/ Kevin Roxas &amp; Alyssa Dunn</td>
<td>MC Film Festival</td>
<td><strong>12:45 PM-1:45 pm</strong></td>
</tr>
<tr>
<td><strong>$30 per institute (select when you register)</strong></td>
<td>General Session Welcome &amp; RBG Tribute Jan Perry Evanstad, WEEAC John Lewis Tribute-Donzaleigh Abernathy</td>
<td><strong>2:10-3:10pm</strong> Breakout Sessions MC Film Festival</td>
</tr>
<tr>
<td>(All times noted on CAAG are Eastern Time Zone)</td>
<td>Breakout Sessions</td>
<td><strong>3:20-4:20pm</strong> General Session-M Christopher Brown, III, President, KSU</td>
</tr>
<tr>
<td><strong>6:00-7:00pm</strong> Indigenous Opening- Cornel Pewewardy Celebrating NAME's 30th Anniversary Rose Duhon-Sells, NAME Founder Welcome—Ann Lopez, Lis Zagumny</td>
<td>Breakout Sessions</td>
<td><strong>4:30-5:30pm</strong> Breakout Sessions MC Film Festival</td>
</tr>
<tr>
<td>Thanks to Outgoing Board Members, Passing of the Mantle, Introduction of new NAME Board Members</td>
<td>MC Film Festival</td>
<td><strong>5:40-6:10pm</strong> Cultural Interlude</td>
</tr>
<tr>
<td><strong>7:00-8:45pm</strong> Founders' Forum Cherry Gooden H. Prentice Baptiste, Eminent NAME Scholars - Geneva Gay, Carl Grant, Francisco Rios Emerging Scholar-Danielle Corbie-Arche, Christopher Jones, Maigen Sullivan</td>
<td>Rose Duhon-Sells Session - NAME Book Panel Visioning Multicultural Education: Past, Present &amp; Future</td>
<td><strong>6:10-6:25pm</strong> Welcome-Courtney Bentley NAME Learn - Advancing Multicultural Learning and Resources</td>
</tr>
<tr>
<td>3:15-4:30pm</td>
<td><strong>4:40-5:40pm</strong> Breakout Sessions MC Film Festival</td>
<td><strong>8-8:15pm</strong> 2021 announcements Close</td>
</tr>
<tr>
<td><strong>2:10-3:10pm</strong> Breakout Sessions MC Film Festival</td>
<td>Cultural Interlude</td>
<td><strong>6:30-8:00pm</strong> Cultural Interlude</td>
</tr>
<tr>
<td><strong>3:20-4:20pm</strong> General Session-M Christopher Brown, III, President, KSU</td>
<td><strong>4:30-5:30pm</strong> Breakout Sessions MC Film Festival</td>
<td><strong>5:40-6:10pm</strong> Cultural Interlude</td>
</tr>
<tr>
<td><strong>4:40-5:40pm</strong> Breakout Sessions MC Film Festival</td>
<td><strong>5:50-6:30pm</strong> Cultural Interlude</td>
<td><strong>6:10-6:25pm</strong> Welcome-Courtney Bentley NAME Learn - Advancing Multicultural Learning and Resources</td>
</tr>
<tr>
<td>James Banks, Christine Sleeter</td>
<td></td>
<td><strong>8-8:15pm</strong> 2021 announcements Close</td>
</tr>
</tbody>
</table>
| 7:50-8pm | Close of Day Announcements | **all times noted are Eastern Time* **schedule & speakers are subject to change
NAME2020 Conference Sponsor

The depth and scope of the 30th annual international conference of the National Association for Multicultural Education owe a great deal of thanks to our conference sponsor Teaching Tolerance, a project of the Southern Poverty Law Center; and cosponsors Taylor & Francis; Teachers College Press; WEEAC in Colorado; and ally Syracuse Cultural Workers. NAME’s pivot to its first ever all-virtual gathering is indebted to these groups’ unwavering support in these times when diversity and inclusion are under siege. It is crucial for people doing this work to stand united and learn from each other.

Visit www.Tolerance.org/
Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. These resources include classroom lessons, webinars, grants, podcasts, policy guides and much more. Educators use our materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants.

A project of The Southern Poverty Law Center, the program emphasizes anti-bias and social justice. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. Our Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice and action.

Teaching Tolerance was founded in 1991 to prevent the growth of hate. We began by publishing Teaching Tolerance magazine and producing films chronicling the modern civil rights movement. Today, our community includes more than 500,000 educators who read our magazine, screen our films, visit our website, participate in our professional development workshops and webinars, use our curriculum or engage in our social media community.

NAME 2020 Conference Co-Sponsors

TAYLOR & FRANCIS
Visit: TaylorandFrancis.com
Taylor & Francis partners with world-class authors, from leading scientists and researchers, to scholars and professionals operating at the top of their fields. Together, we publish in all areas of the Humanities, Social Sciences, Behavioural Sciences, Science, Technology and Medicine sectors. We are one of the world’s leading publishers of scholarly journals, books, eBooks, text books and reference works.
NAME2020 Conference Co-Sponsors

TEACHERS COLLEGE PRESS
Visit: www.TCPress.org/
For over a century, Teachers College Press has been committed to addressing the ideas that matter most to educators. Today, our publishing program carries on this tradition and seeks to open and expand the dialogue between theory and practice by:

- Looking at education, learning, and teaching in diverse ways.
- Exploring the tension between the academy and the public school.
- Challenging assumptions that devalue the quality of the educational experience at all levels of schooling.

Providing substantive resources for all of the participants in the education process (teachers, teacher educators, researchers, academics, administrators, school board members, policy makers, parents and students). Our authors include seasoned practitioners and scholars as well as fresh new talent from around the world.

WESTERN EDUCATIONAL EQUITY ASSISTANCE CENTER – WEEAC
VISIT: www.msudenver.edu/weeac/
Western Educational Equity Assistance Center (WEEAC) at Metropolitan State University of Denver assists states, school districts, public schools (including charter and magnet schools), and Tribal Education Departments to plan and implement practices and policies that promote equity and high quality education for all students. WEEAC is one of four regional Equity Assistance Centers funded by the United States Department of Education under the Title IV of the Civil Rights Act of 1964. All centers provide training and technical assistance on educational issues related to race, sex, national origin, and religion. In addition, WEEAC has an emphasis on the prevention of bullying and harassment in schools within Region IV.

NAME 2020 Conference Ally

SYRACUSE CULTURAL WORKERS
VISIT: www.SyracuseCulturalWorkers.org/
Founded in 1982, SCW is a progressive publisher committed to peace, sustainability, social justice, feminism and multiculturalism. We create and publish visual materials, like calendars, posters, T-shirts, cards and postcards, and distribute them across North America. We also distribute selected products, like books, music and DVDs, to complement our offerings. Syracuse Cultural Workers’ mission is to nourish communities that honor diversity and creative expression, and inspire movements for justice, equality and liberation while respecting our Earth and all its beings.
Welcome to the 30th Anniversary NAME CONFERENCE from NAME's Founding Mother, Rose Duhon-Sells

Wow! As humanity grapples with the twin pandemics of the coronavirus and racism, I wonder how may I ever express my gratitude, adequately for 30 years of service, hard work, struggle and courage that you have all expressed to maintain the strength to continue the work of teaching people who pretend not to know the obstacles in our path as a culturally diverse population? And there have been other people who had a hidden agenda because in their minds they knew of a better way to do what we have been doing successful for three decades!

Thirty years ago, I said to anyone who would listen with an open mind that the National Association for Multicultural Education (NAME) has one mission, a mission that would evolve over the years. NAME knows and has always known that Black Lives Matter! We have always known the horrific oppression of Black, Indigenous and People of color (BIPOC) has always been a fact in this country. But because the cameras are now on, it is hard for people to turn their backs. Addressing these concerns, however, must change and evolve.

With your help and hard work we have created an organization with an awesome impact on teaching and learning and relationships across this culturally diverse society. We joined forces and helped individuals learn about more their culture, and they are strengthened by the knowledge they acquire about other cultures. Because of multiple global pandemics now, this is a critical time for NAME’s ongoing work.

Please join me in using NAME’s 30th anniversary as an incentive for our young members to aspire to assume leadership roles in the organization. Then we can all participate in moving the association to its highest heights. The magnitude of this organization was not created by one or two people. It was created by the participation and contribution of the entire NAME family.

I have a request for each person reading this letter—Please make a commitment to invite, encourage and even insist that at least five of your friends and colleagues, participate in NAME’s activities so they may benefit from and enjoy all that NAME has to offer.

Thirty years ago I had an idea for NAME, but no money. What I did have then was an unstoppable drive,
determination and commitment to create an organization in which people would have a forum to exchange ideas and learn about Multicultural Education. As a single parent, I used my credit card with a $5,000 limit and charged $20,000. Through the grace of God and with the help of G. Pritch Smith, we had our first conference, which was very successful. That’s when everything started coming together. The founding members joined forces. We built strong relationships, contributing, supporting and building the organization. NAME continues to function on the contributions of many outstanding hard-working volunteers.

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

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

Rose Duhon-Sells, NAME Founding Mother
The Founders’ Forum
October 8, 2020

The Founders’ Forum provides rich opportunities for emerging scholars to share their developing research agendas with notable research scholars of multicultural education. The panel consists of prominent scholars and three aspiring or emerging scholars. These emerging scholars have an opportunity to share their research perspectives and aspirations in their evolving research agendas.

PROGRAM OUTLINE

Convener
Cherry Ross Gooden, Chair, Founders’ Forum

Opening Remarks
H. Prentice Baptiste, Co-Chair, Founders’ Forum

Presentations
Emerging Scholar Danielle Corbie-Arche, Presenter
Eminent Scholar Geneva Gay, Responder
Emerging Scholar Christopher Jones, Presenter
Eminent Scholar Carl Grant, Responder
Emerging Scholar Maigen Sullivan, Presenter
Eminent Scholar Francisco Rios, Responder

Questions and Comments
Cherry Ross Gooden
Closing Comments
H. Prentice Baptiste

7 PM – 8:30 PM
NAME Founding Members

Sincere thanks to the founder and founding members of NAME, who had the courage and wisdom to take the bold step of establishing our multicultural community.
(Note: Affiliations refer to the time of NAME’s founding.

Rose Duhon-Sells, Founder
McNeese State University

H. Prentice Baptiste
New Mexico State University

Lesley McAvoys-Baptiste
Houston Public Schools

Samuel H. Bolden
Ohio University

James B. Boyer
Kansas State University

Glenn A. Doston
Ohio University

Cherry Ross Gooden
Texas Southern University

Tonya Huber-Warring
St. Cloud State University

Marjorie Kyle
Mesa Community College

Alfred G. Mouton
McNeese State University

Cornel Pewewardy
University of Kansas

G. Pritchy Smith
University of North Florida

Samuel E. Spaight
Wichita Public Schools

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

Doris C. Vaughn
Alabama A&M University
FRIDAY GENERAL SESSIONS

Friday, October 9, at 10am EST
KEYNOTE PRESENTATION:

MARGARET HUANG
Southern Poverty Law Center
President & CEO

GENERAL SESSION:
Friday, October 9, at 12:45pm EST

DONZALEIGH ABERNATHY
Activist, Actor & Daughter of the Civil Rights Movement
A SPECIAL TRIBUTE TO THE HONORABLE JOHN LEWIS

GENERAL SESSION:
Friday, October 9, at 3:15pm EST
THE ROSE DUHON-SELLS
LECTURE

NAME Book Panel:
Visioning Multicultural Education
Past, Present & Future

MODERATORS:
H. Prentice Baptiste
Jeanette Haynes Writer

PANELISTS:
Wayne Au
Kristin French
Geneva Gay
Carl Grant

www.NAMEorg.org
FRIDAY GENERAL SESSION

Friday, October 9, at 6:30pm EST
A CONVERSATION ABOUT CIVIC EDUCATION, RACE, JUSTICE & THE EPISTEMOLOGICAL JOURNEY OF A SCHOLAR

James Banks
University of Washington–Seattle
and
Christine Sleeter
California State University–Monterey Bay

SATURDAY GENERAL SESSIONS

Saturday, October 10 at 10am EST
KEYNOTE PRESENTATION

Special Panel:
FACING OUR HISTORY: THE FIGHT FOR OUR RIGHT TO VOTE
SATURDAY GENERAL SESSIONS

SATURDAY, October 10th, 12:50pm EST

PANEL:
ANTI-RACISM & CRITICAL MULTICULTURAL EDUCATION:
DISRUPTING & RE-ENVISIONING TOWARD MOVEMENT BUILDING

What does the present-anti-racist movement teach us about where critical multicultural education needs to go? While honoring the work over 50 years, how can research, policy making and curriculum development shift to a more activist and community based orientation? This panel brings BIPOC scholar-activists to dialogue on these vital pressing questions.
SATURDAY GENERAL SESSIONS

Saturday, October 10 at 3:20pm EST
KEYNOTE PRESENTATION:
M. CHRISTOPHER BROWN, III
President
Kentucky State University

Saturday, October 10 at 6:10pm EST
Courtney Bentley
NAME Learn—Advancing Multicultural Learning & Resources

Saturday, October 10th, 8pm EST
SUSTAINING VISION: A CLOSING PANEL TO FOSTER
MULTICULTURAL EDUCATION IN A TIME OF PANDEMIC

MODERATOR: Christopher Knaus
University of Washington—Tacoma

Monita Bell
Teaching Tolerance, a project of SPLC

Charlene Lui
Granite School District, Utah

Kiah Nyame
NAME of New York State

Running Grass
Three Circles Center

Hoyt Phillips
Teaching Tolerance, a project of SPLC

Maria Gabriel
Thompson School District, Colorado

M. Christopher Brown III
Kentucky State University
NAME 2020 Conference
Program for LIVE SESSIONS

Friday, October 9th Morning Live Sessions

Friday          11:30am
Anti-racism/Critical Race Studies/Black Lives Matter    Advanced
‘Teachers Don’t Really Encourage it’: A CRT Analysis of High School Students’ of Color Perceptions of Teaching. In seeking to enhance efforts to diversify the teaching profession, this session reviews, through a Critical Race Theory lens, the educational experiences of high school Students of Color, the negative impacts of these experiences on these students’ interest in teaching as a career, and the need for peace and justice-focused action to inspire durable change. Presenters: Christine Clark, University of Nevada, Las Vegas; Norma Marrun, University of Nevada, Las Vegas; Tara Plachowski, University of Nevada, Las Vegas; De’Ana Mauldin, University of Nevada, Las Vegas

Friday          11:30am
Policy Studies/Policy and Politics         Intermediate
Living Multicultural Education: Ballot Box Action to Re-Ignite Cultural & Professional Exchanges with Cuba. NAME is among organizations annually taking educators to Cuba to strengthen the diplomatic relationship that then-U.S. President Barack Obama established with then-Cuban President Raul Castro in December 2014. Current U.S. President Donald Trump continues to make such cultural and professional exchanges nearly impossible. The November 2020 vote is a way to fix the problem. Presenters: Lewis Diuguid, Author/Journalist; Bette Tate-Beaver, NAME; Brian Wright, University of Memphis; Beverly Cross, University of Memphis; Kate Camara, Tufts University

Friday          11:30am
Higher Education       Introductory
Taylor & Francis Special Presentation. This session is aimed at scholars and practitioners wishing to learn more about the process of publishing in books or journals. Presented by members of the Routledge/Taylor & Francis Editorial Team, the session will focus on publishing in the field of Education and will offer helpful tips and guidance on selecting a Publisher, preparing a successful book proposal or journal article, and more. Presenters: Mathew Friberg, Taylor & Francis/Routledge; Jennifer Paul, Taylor & Francis/Routledge
## Friday, October 9th Afternoon Live Sessions

### Friday

**Teacher Education/Teachers/Professional Development**

**2:00pm**


How do we teach democracy when participation was historically limited to certain groups, and when people are disenfranchised by the system designed to give them voice? Service-learning exposes students to the imperfections of our world and then guides them become change agents. Learn solutions through interactive strategies and classroom examples. **Presenter: Christen Clougherty, Nobis Project**

---

**Critical Pedagogy/Critical Theory/Culturally Relevant Pedagogy**

**2:00pm**

#### ‘Theatre is a Weapon’: A Workshop For Integrating Theatre into Multicultural Education.

Drawing from Augusto Boal’s Theatre of the Oppressed, this interactive workshop will use theatre as a tool for social change. The facilitator will guide participants through a series of theatre activities and games and lead thoughtful reflections on how performance art can support multicultural education, activism, and community engagement. **Presenter: Ashley Domínguez, Arizona State University**

---

**Anti-racism/Critical Race Studies/Black Lives Matter**

**2:00pm**

#### Starting young: Promoting social-emotional development among African American girls from Prek and beyond.

This interactive workshop will discuss the research about the preschool to prison pipeline, specifically focusing on African American girls, and the practices needed to promote positive social-emotional development starting in preschool. Research shows that Black girls represent 20 percent of female preschool enrollment, but 54 percent of female preschool children receiving one or more out-of-school. **Presenter: Bweikia Steen, George Mason University**

---

**Identities/Intersectionality**

**4:40pm**

#### Leveraging Sequential Images: Identity and Representation in Action through Digital Comics Creation.

Students collaboratively constructing digital sequential narratives (i.e. comics) using their own images is a rigorous learning activity that encourages depth of thought while empowering them to incorporate their identities and experiences. In this workshop, participants collaboratively construct such narratives and learn how to incorporate these activities into research and classrooms. **Presenter: Daryl Axelrod, Florida International University**
Increasing Faculty-Student Engagement: Uncovering Implicit Expectations and Perceptions, and Making Them Explicit.

There is a gap between theory and practice-between how faculty/students should be engaged in their teaching-learning experience and the reality of how engagement is often limited or even absent in many higher education contexts despite best intentions. This session offers practical suggestions to mitigate gaps between intention and reality to enable student success. Presenter: Divya Bheda, Independent Education Consultant

Anti-racism/Critical Race Studies/Black Lives Matter

Which Racist Should We Vote For? A Critical Race Theory Approach to the Educational Silencing of Blackness. This critical race theory framed panel engages participants in critical reflections about the role of schools and colleges in promoting anti-Blackness. Through personal narratives and panelist research projects, participants wrestle with the ironies of educating Black children to democratically engage in violently anti-Black global societies. Presenters: Christopher Knaus, University of Washington Tacoma; Johari Harris; Martin Smith; Trayvon Conrad Webster

Justice, Equity, and Empowerment: Fulfilling the Power of the Ballot Box with Transformative Multicultural Education. This interactive workshop explores how coursework and professional development grounded in transformative multicultural education can inspire educators to become change agents. Participants will discuss their own experiences as educational activists, examine a model Justice, Equity, and Empowerment framework, and consider methods for fulfilling the power of the ballot box. Presenter: Mae Chaplin, Sacramento State University

Being Whole: A Critical Reflection on the Nuance of Emotional Embodiment and Subjectivities within Intergroup Dialogues. This workshop is a dynamic introduction to the complexities of facilitating and engaging in Intergroup Dialogues on race and ethnicity. Led by collegiate IGD Program co-facilitators, we will explore the theoretical frameworks behind our unique approach to dialogic pedagogy and praxis, expanding our understanding of dialogue to be both a relational and internal process. Presenters: Jersey Cosantino, Syracuse University; Easton Davis, Syracuse University
### Saturday
#### 11:40am
**Teacher Education/Teachers/Professional Development**  
**Intermediate**

**Analyzing Teacher Education Candidates’ Experiences of Race.** Teacher education programs disproportionately attract White candidates with a range of experiences regarding racial justice activism. Participants in this workshop will examine and discuss data regarding race drawn from candidates’ cultural maps (using Google maps) and their reflections on their maps and on U.S. census data about their home communities.  
*Presenters: John Maddaus, University of Maine; Rebecca Buchanan, University of Maine*

#### 11:40am
**Policy Studies/Policy and Politics**  
**Introductory**

**Art. Writing. Advocacy: Preservice Teachers as Activist.** In our current political climate, we - three teacher educators - posture the need of our preservice teachers being civically engaged as a form of advocacy for self and their future students. We seek to exhibit our desire to embody transformative practices through various forms of activism.  
*Presenters: Martina McGhee, Auburn University; Sara Demoiny, Auburn University; Michael Cook, Auburn University*

### Saturday Afternoon Live Sessions
#### 2:10pm
**Anti-racism/Critical Race Studies/Black Lives Matter**  
**Intermediate**

**Accountable Solidarity: Reflection & Action for White Antiracist Educators.** What makes a teacher antiracist? And what do we mean when we say that white antiracist educators must be accountable? This session is an entry-level discussion of antiracism for white educators, including classroom strategies to foster a racial-justice-focused, non-punitive classroom environment, and ways to take antiracist practice into communities to organize in solidarity.  
*Presenter: Laura Coholan*

#### 2:10pm
**Anti-racism/Critical Race Studies/Black Lives Matter**  
**Intermediate**

**From Africa to America: A Social Justice Arts Experience.** From Africa to America Workshop is a participatory social justice arts workshop that highlights through storytelling, dramatization, music and dance, the history of the forced migration holocaust of Africans to the United States. The workshop will honor the resilience of African American people over centuries all the way to the ballot box of 2020.  
*Presenter: Karen Dade, Western Washington University*
Saturday          2:10pm
Critical Pedagogy/Critical Theory/Culturally Relevant Pedagogy
Activism in Education: PK-20 Educators Create a Movement of Change to Support Immigrant Students
Through Photovoice. In effort to live out multicultural education and to serve as change agents, this interactive workshop will engage and inspire an audience in the collaborative efforts of a PK-20 partnership toward creating a more peaceful and socially just learning environments for students and families through a community-based action research project utilizing Photovoice. Presenters: Kevin Roxas, Western Washington University; Maria Gabriel, Thomposon School District

Saturday 2:10pm
Identities/Intersectionality
Enacting Social Justice Teacher Identity. During this interactive workshop, participants will use tools to consider multiple components of their own identities. Then they will investigate how widely available curriculum resources treat identities, including how some are privileged while others are silenced. The discussion will focus on enacting a social justice teaching identity. Presenters: Kate Woodbridge, Georgia State University; Melissa Schellenberg, Georgia State University; Melissa Schellenberg, Georgia State University

Saturday 4:30pm
Teacher Education/Teachers/Professional Development
Mistakes We Have Made: Implications for Social Justice Educators. Mistakes We Have Made: Implications for Social Justice Educators is an edited collection with a wealth of experience teaching in K-12 schools and utilizing culturally relevant practices. It is current with social justice research and strategies, while connecting to the audience through personal vignettes in each chapter. The personal connection of research supported ideas to help new teachers avoid the authors’ early career mistakes in the classroom is at the center of this text. The editor and 3 co-authors will discuss the text in more detail. Presenters: Bre Evans-Santiago, CSU Bakersfield; Anni Reinking, Illinois State University; Jeanette Alacron, University of Houston; Kira Hamann, Southern Illinois State University, Edwardsville

Saturday 4:30pm
Teacher Education/Teachers/Professional Development
Seeking Cultural Humility in Justice-Based Service-Learning: Engaging Pre-Service Teachers with Youth in Community. This presentation highlights a community-driven university education program that seeks ‘cultural humility’ in pre-service teachers. The program works with agencies that serve diverse young people, including immigrant and refugee children, youth with disabilities, LGBTQ+ youth, and Native/Indigenous youth. Participants will be invited to share their own collaborative projects with justice-based community engagement. Presenter: Darren Lund, University of Calgary
Saturday 4:30pm
Policy Studies/Policy and Politics
Introductory
Adverse Childhood Experiences and Leadership in Urban Public Schools. Adverse childhood experiences (ACES) and childhood trauma impact learning outcomes of approximately fifty percent children nationwide and its related sequelae is intensified in underserved communities. We must harness the ACE and trauma related research to build the trauma sensitive environments needed to bring healing to students and maximize their academic potential. Presenter: Tyisha Noise, Green Dot Public Schools: Alain LeRoy Locke College Prep Academy

Saturday 4:30pm
Anti-racism/Critical Race Studies/Black Lives Matter
Intermediate
Using social justice education to evoke voice and activism! In a time when hate and intolerance towards diverse groups of people seems to be more and more the norm and accepted, it is imperative to teach young people to use their voices to become young activists willing to speak on behalf of those who are marginalized. Presenters: Nichelle Robinson, University of MS; Karen Smith; Shimikqua Ellis; Kanequa Willis
NAME 2020 Multicultural Film Festival Selections


Activized (2019, USA, 36 min.) follows the stories of seven ordinary Americans who, for the first time in their lives, have left their comfort zones and become involved in gun violence prevention, voting rights and immigrants’ rights. Interweaving their personal stories against the backdrop of the causes they fight for, we experience their motivations, successes and failures, their sacrifices, and victories. Above all, we celebrate these inspiring, courageous citizens for embracing one of the most basic of American traditions – dissent. To inquire about educational licensing for Activized and/or bring the film to your school, please contact Marga Varea, Impact Producer, at twinseasmedia@gmail.com or visit https://www.twinseasmedia.com/new-films.


Always In Season explores the lingering impact of more than a century of lynching African Americans and connects this form of historic racial terrorism to racial violence today. The film centers on the case of Lennon Lacy, an African American teen who was found hanging from a swing set in Bladenboro, North Carolina, on August 29, 2014. Despite inconsistencies in the case, local officials quickly ruled Lennon’s death a suicide, but his mother, Claudia, believes Lennon was lynched. Determined to find answers about what happened to her son, Claudia moves from paralyzing grief to leading the fight for justice.


Five Muslim Americans, each once an immigrant and now a naturalized citizen, are forced to contend with a changing world in the Age of Trump. American Muslim chronicles five diverse Muslims in New York City, telling the stories of an Indonesian Imam in Jamaica, a Bengali small business owner in Ozone Park, a Yemeni activist in Ditmas Park, a Palestinian community organizer in Bay Ridge, and an Algerian mosque director in Sunset Park. Together they create a composite portrait of Muslim life today. Firmly committed to the U.S., they find their presence here questioned in ways
never imagined, and each fights back against the Muslim Ban while continuing to explore a Muslim identity. Across the year and a half period from the President's Inauguration to the Supreme Court's decision on the Ban, Shamsi, Kobir, Debbie, Aber, and Mohamed navigate the constantly evolving reality of being an American Muslim.

This film guides educators to address bullying in schools. This film demonstrates some background on bullying, as well as some public documentation. Consider Me, Include Me documents the real-life stories from real-life students who have experienced bullying. The documentary gives insight as to why it happens and what educators can do about it. The individuals in this film have provided their consent. The students, parents, and teachers interviewed, provide their stories and voices to other educators, so that there may be change.

Crime + Punishment chronicles the real lives and struggles of a group of black and Latino whistleblower cops and the young minorities they are pressured to arrest and summons in New York City. A highly intimate and cinematic experience with unprecedented access, Crime + Punishment examines the United States' most powerful police department through the brave efforts of a group of active-duty officers and one unforgettable private investigator who risk their careers and safety to bring light to harmful policing practices which have plagued the precincts and streets of New York City for decades.

Following the stories of four politically engaged voters during the 2018 midterm elections, First Vote crafts an insightful look at Asian Americans' diverse experiences at the polls. Taking her camera on the road, Filmmaker Yi Chen introduces us to a diverse cross section of politically engaged Chinese Americans: an avid Trump supporter in Ohio; a Democratic podcaster whose views have alienated his wife’s conservative friends; a gun-toting, Tea Party-favorite in North Carolina; and a progressive University of North Carolina professor. Speaking with distinct political voices, they share the common goal of seeing Asian Americans take their rightful place in American political life.

Profiled knots the stories of mothers of Black and Latin youth murdered by the NYPD into a powerful indictment of racial profiling and police brutality, and places them within a historical context of the roots of racism in the U.S. Some of the victims, Eric Garner, Michael Brown, are now familiar the world over. Others, like Shantel Davis and Kimani Gray, are remembered mostly by family and friends in their New York neighborhoods. Profiled bears witness to the racist violence that remains an everyday reality for Black and Latin people in this country.


Inspired by the groundbreaking book of the same name by Monique W. Morris, Ed.D, Pushout: The Criminalization of Black Girls in Schools, takes a deep dive into the lives of Black girls and the practices, cultural beliefs and policies that disrupts one of the most important factors in their lives — education.

REFRAMING FAMILY ENGAGEMENT USING BLACK EPISTEMOLOGY: PERSPECTIVES FROM BLACK FAMILIES. Producers Natalie McKinney and Beverly Cross. Director and Co-Producer Lakethen Ma-
son. 60 minutes.

All across America, schools and school districts almost universally believe that family engagement is a priority. In fact, they often cite the lack of family engagement as reasons for their educational failures. Some struggle with how to assure their approaches are racially and culturally responsive, particularly in communities that serve Black families and children. This film depicts a documentary-in-progress on designing a new paradigm on family engagement based on the perspectives of Black families and on Black epistemology. The story starts with a team—non-profit organization executive director, CDC executive director, scholars, school board member, charter school found-
er, faith leader, and school district family and community engagement manager—listening to the community’s perspectives on what family engagement should be like. These voices led to a frame-
work that centers Black values, knowledge, and family practices to inform creative engagement approaches. The result is family engagement redefined as Family Centered Schools with the theme of Boa Me Na Me Mmoa Wo, which translates to “Help Me and Let me Help You.” The new com-
ponents of family engagement evolved are: Akoma--The Heart; Eban--Love, Safety, and Security; Aya--Endurance and resourcefulness; Nkonsonkonson-- Unity and human relations and Sankofa--Learn from the Past. Each of these components of the framework for family engagement move far beyond the old performance expectations to show up when asked, participate in parent-teacher conferences, and follow homework guides. Hear actual implementation experiences from several schools as they bring these new ideas to life with their families. *(This film is a documentary in process. This is not the final version.)*


_Suppressed: The Fight to Vote,_ weaves together personal stories from voters across the state of Georgia to paint an undeniable picture of voter suppression in the 2018 midterm election where Stacey Abrams fought to become the first Black female governor in the U.S. The issues Georgians faced included polling place closures, voter purges, missing absentee ballots, extreme wait times and a host of voter ID issues – all of which disproportionately prevented many students and people of color from casting their ballots.

**THEY SAY I’M YOUR TEACHER.** Directors Lucy Massie Phenix and Catherine Murphy. 9 minutes. 2020. Documentary

Bernice Robinson, a Black beautician from South Carolina, was the first teacher in the Citizenship Education Schools that taught literacy in order to pass voter registration requirements in the South during the mid-1950s and 1960s. She taught adults to read and write as part of Citizenship, understanding that registering to vote and engaging people in the issues that affect their lives was a key step toward changing the system. This helped to set the stage for the Civil Rights Movement of the 1960s.


_Unsettled_ is a feature documentary that traces the untold stories of LGBTQ+ refugees and asylum seekers who have fled intense persecution in Africa and the Middle East and are trying to reset-
tle in the United States. Having escaped Islamic terrorist death threats in Syria, beatings by a homophobic father, and a nation devastated by war, Subhi finds his voice as a leader for refugee rights in the U.S. Lesbian couple Cheyenne and Mari flee brutal harassment in their native Angola to face uncertain asylum through the American immigration courts while pursuing their dreams of becoming musicians. Junior, a gender non-conforming gay man from the Congo, struggles to create a livelihood and secure basic housing while exploring a more fluid gender identity.

The military, NASA, elected officials and ordinary citizens have been voting by mail for decades. Voting should be safe and secure for everyone during a pandemic. No one should have to choose between their health and their right to vote.

These are two short films dealing with the current political situation.
• Police Riots: Protests over the murder of George Floyd are sweeping the country. These protests are peaceful. These protests are what makes America great. But what are they met with? Tear gas, rubber bullets, press freedom violations, and bibles used as props. Trump has declared war on the people. Trump has incited violence.
• Indivisible: The 2020 election is around the corner. Let's remember this: REAL leaders take responsibility. Trump has failed our country and his failures have led to the deaths of thousands. Trump has lied about the coronavirus. He's spread disinformation about the coronavirus and he's tried to slow down coronavirus testing to protect his fragile ego. With the 2020 election coming up, let's remember that our votes are a matter of life and death.

In this revealing documentary, eleven people with a range of backgrounds discuss what it is like being of mixed racial heritage within the context of North America. Each of the participants presents their unique outlook on growing up mixed and the challenges they've faced in their lives.
What happens to your spiritual and religious beliefs over time? Seventeen years after the 2002 documentary What Do You Believe? in which six diverse American teenagers shared their spiritual struggles and aspirations, we revisit them to reveal how their beliefs have changed. In this new “before and after” film What Do You Believe Now? a Catholic, Pagan, Jew, Muslim, Lakota, and Buddhist offer their deeply personal faith journeys, life challenges, and evolving ideas about higher powers, life purpose, the nature of suffering, religious intolerance and death.

What does it mean to be young, Black, and a Democrat in the American South? While I Breathe, I Hope follows South Carolina politician Bakari Sellers as he runs to become the first African American candidate elected statewide in over a century. The film begins by following Sellers as he makes his 2014 bid for Lieutenant Governor, through the Charleston Shootings, and during the removal of the Confederate flag in 2015. Through his experiences, this timely film offers audiences a window into the legacy of race in politics in the United States today.

Without A Whisper - Konnon:Kwe uncovers the hidden history of the profound influence Indigenous women had on the beginnings of the women’s rights movement in the United States. Before the first women’s rights convention in Seneca Falls in 1848, European colonial women lacked even the most basic rights, while Haudenosaunee women had a potent political and spiritual voice and authority in all aspects of their lives. The contact that the early suffragists had with Haudenosaunee women in New York state shaped their thinking and had a vital impact on their struggle for equality that is taken for granted today.
NAME2020 Virtual Breakout Sessions by Strands

Virtual Sessions are organized by strand initials, then number of the session within that strand. See the Index to find your session’s number.

<table>
<thead>
<tr>
<th>PAGE</th>
<th>CODE</th>
<th>STRAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>AN</td>
<td>Anti-racism/Critical Race Studies/Black Lives Matter</td>
</tr>
<tr>
<td>37</td>
<td>CR</td>
<td>Critical Pedagogy/Critical Theory/Culturally Relevant Pedagogy</td>
</tr>
<tr>
<td>50</td>
<td>CU</td>
<td>Curriculum Studies</td>
</tr>
<tr>
<td>51</td>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>52</td>
<td>ID</td>
<td>Identities/Intersectionality</td>
</tr>
<tr>
<td>55</td>
<td>IM</td>
<td>Immigration/Globalization/Postcoloniality</td>
</tr>
<tr>
<td>58</td>
<td>LA</td>
<td>Language/ESL/Bilingual</td>
</tr>
<tr>
<td>61</td>
<td>PL</td>
<td>Place-based Education</td>
</tr>
<tr>
<td>62</td>
<td>PO</td>
<td>Policy Studies/Policy and Politics</td>
</tr>
<tr>
<td>64</td>
<td>TE</td>
<td>Teacher Education/Teachers/Professional Development</td>
</tr>
</tbody>
</table>

INDEX of Virtual Breakout Sessions

STRAND AN: Anti-racism/Critical Race Studies/Black Lives Matter

AN1v Intermediate

A Justice-Oriented Campaign: Centering the Black Church in STEM Education for Access and Cultural Competence. In this presentation, we share a research-practice partnership between a faith-based institution and university to better equip pre-service science teachers with the cultural competence needed to construct civic engagement within the classroom. We highlight a summer program designed to provide access to high-quality STEM learning experiences for students of color. Presenters: Vanessa Grady, Georgia State University; Natalie King, Georgia State University

AN2v Advanced

A Midwest Model of Community Collaboration for Racial Justice and Reconciliation. This workshop will describe a collaboration between City Government, NAACP, Urban League, Black Votes Matter, Universities, Public Schools, and social justice oriented agencies to help undo the effects of historic racial violence and systemic injustice in Omaha, NE. It demonstrates the potential for positive change when everyone takes joint ownership of the problem of racism. Presenter: Franklin Thompson, Omaha Community Council for Racial Justice & Reconciliation
AN3v Intermediate

**A solution from within: How creating a parent coalition against racism in one school district is changing community cult.** Using CulturallySustaining approaches, Parents Against Racism (PAR) advocates for marginalized students, racial-justice, and equity. The group used civic, women-centered, and transformative models of community organizing to create opportunities for neighbors to meet in safe, nurturing supportive spaces, to problem-solve and lead efforts to shift the community's ideological foundations and champion generational social change. Pre-senter: Karen Thomas-Brown, University of Michigan-Dearborn

AN4v Intermediate

**Addressing the Elephant in the Graduate Classroom: Tools for Teaching Multicultural Education in Tumultuous Times.** The presenter will share her experiences with dialoguing about race in a graduate multicultural classroom in a time where diversity, activism, and social justice are being weaponized and used against those of us who continue to do social education activist work in hope of sustaining social justice educational movements. Presenter: Sandra Guzman Foster, University of the Incarnate Word

AN5v Intermediate

**And The Winner Is...: Women Navigating Educational Spaces for Their Children.** This proposal sheds light on perspectives from women of color who are navigating the educational system in efforts to make the best choices for their children. These women, African American and Latina, bypass public schools and choosing charter schools for their children's education. Their voices have been largely ignored, muted, seen as a deficit. Presenters: Donna Druery, Texas A&M University; Vicki Mokuria, Stephen F. Austin State University

AN6v Intermediate

**Bravery Against Silence.** Bravery Against Silence seeks to examine the existence of racism and discrimination in the education system, through the use of composite counterstory, a tenant in Critical Race Theory (CRT). The authors seek to challenge the dominant narrative in the education system which fails to acknowledge the voices of minority students to promote bravery against silence. Presenters: Tameka Parenti; Jennifer Perez
AN7v  Intermediate
Committed the Time to Teach Quality Science: Counterstories of Effective Black Elementary Teachers. The elementary years are a critical time for all students to learn about science. Despite such importance, research consistently documents that students of color have less access to STEM opportunities and receive lower quality K-12 STEM education (Prime, 2019). This study presents the voices and practices of socially just, effective Black elementary elementary science teachers. Presenters: Mario Pickens, University of North Florida; Sarah Mia Obiwo, University of Memphis

AN8v  Intermediate
Creating Community in the Classroom: Combating microaggressions to empower students. Underrepresented minority students experience microaggressions on a daily basis. Such microaggressions contribute to the inequities in schooling that prevents marginalized groups from making progress and becoming educationally successful. Educators, as change agents, should function as allies rather than fractures in the school to build community and support inclusivity in the classroom. Presenter: Lisa Jones, University of Houston-Clear Lake

AN9v  Intermediate
Death by a 1000 cuts: The experiences of faculty of color at predominately white universities. The purpose of this round table is to assemble together faculty of color who work at predominately white institutions to discuss the struggles of navigating between expectations from the institution, their colleagues and their students. Over time, micro aggressions, tensions and minor incidents have a negative impact. It is like a slow death. Presenters: C Sheldon Woods, Northern Illinois University; Karen Powell Sears, Denison University

AN10v  Intermediate
Developing Transformative Curriculum for Black Students in Challenging Institutional Contexts. This presentation will highlight how the use of Rethinking School's Teaching for Black Lives was used as a foundational text to transform curriculum and instruction in three middle school classes. This work will consist of three strands: a description of key lessons, activities and critical reflections on the insights gained. Presenters: Kimberly Foster, Crystal Lake Middle School; Dilys Schoorman, Florida Atlantic University; Iris Minor, Florida Atlantic University
AN11v  Intermediate
Doing the Work as Faculty to Become Ourselves as People. The session presents a critical intervention directed primarily at White faculty as a consciousness raising critical intervention effort. Monthly PD sessions provide a context for faculty to engage in conversations about race and racism, to challenge and dismantle assumptions. This presentation illustrates a process by which White faculty can develop a sense of racial consciousness. Presenters: Dana Reisboard, Widener University; Katia Ciampa, Widener University; Patricia Newman, Widener University; Nadine Mchenry, Widener University

AN12v  Advanced
Ethnic Studies: Today's Groundswell Movement in Schools. This workshop reviews the movement for ethnic studies, then lessons from the movement's supporters. We review research on the impact of ethnic studies on students, delineate Hallmarks of Ethnic Studies, and summarize themes from interviews with teachers, researchers, and activists. Participants will engage in dialogue circles around curriculum/pedagogy and advocacy. Presenters: Christine Sleeter, CSU Monterey Bay; Miguel Zavala, CSU Los Angeles; James Banks, University of Washington Seattle

AN13v  Advanced
Hair Discrimination in Schools. As new laws are passed banning hair discrimination in schools, it is increasingly important to understand the cultural issues related to school grooming codes. Using knowledge of existing and proposed school dress codes, this presentation examines the ways that black hair bans in schools are organized around race and gender. Presenter: Patricia A. Banks, Mount Holyoke College

AN14v  Introductory
International Students' Experiences with Microaggressions in a Predominantly White Institution in Southwest Florida. Thousands of international students seek to continue their education in the United States annually. This presentation shares international students' experiences in a predominantly White institution in Southwest Florida, narrating episodes of microaggressions, segregation, and feelings of inferiority, emphasizing the value of diversity and global education in higher education. Presenters: Clarisse Halpern, Florida Gulf Coast University; Hasan Aydin, Florida Gulf Coast University
AN15v Expert
Living Multicultural Education Through a Community-Based Social Justice Education Course for Leaders. Learn how educators in Hawai‘i collaborated with funders, a public university, an independent progressive school, the nationally renowned Teaching Tolerance program, and locally-based community organizations to design and carry out a Leaders of Social Justice in Education: Theory to Practice course for public, private, and charter school educators in the state. Presenters: Ger Thao, University of Hawaii at Mnoa; Patricia Halagao, University of Hawaii at Mnoa; Amber Makaiau, University of Hawaii at Mnoa

AN16v Introductory
Mobilizing the Community to Promote Social Action for Black Women In STEM. The purpose of this presentation is to discuss how the movement of black females along the STEM pipeline can be supported by community social action. Research shows that efforts are being made to support Black women obtaining STEM careers however they only make up less than 3 percent of the STEM workforce. Presenter: Teresa Massey, Georgia State University

AN17v Introductory
My Hair is Against the Rules. There has been increasing concern regarding anti-black hair policies, which has caused many black children and their families to decide between altering the child's appearance or being excluded from the academic program. This mixed methods study focused on ways to foster agency in students to create inclusive dress code policies. Presenters: Alana Harte; Dannica Kenner

AN18v Intermediate
'No Prior Knowledge of These Events': Dismantling a White Hegemonic Narrative of American History in TEACHING RACE. This presentation discusses the successes and challenges of teaching a historical education course to 16 White-identified undergraduates. The aims of the course were to help the students reframe their understanding of American history while unpacking and dismantling their own White fragility in recognition of the legacies of White supremacy. Presenter: Kathryn Slater, University of New Hampshire
AN19v Intermediate
**Nurturing Racial Literacy in Teacher Education.** In this workshop participants will engage with some of the pedagogical methods that we use in our teacher education courses to introduce students to the concept of racial literacy and to promote their growth as racially literate educators. Specifically, participants will have the opportunity to engage with a dialogue tool called Cards on Race. Presenters: Charlotte Jacobs, University of Pennsylvania Graduate School of Education; Katie Clonan-Roy, Cleveland State University

AN20v Intermediate
**Power in Our Voices: Empowering Classroom Teachers for Activism.** This presentation will highlight the experiences of Black teachers and the practices implemented to empower them to make change. Using a cohort model for support as the foundation, this presentation seeks to share the steps that can be taken to support and retain Black teachers, while empowering them to use their voices inside and outside. Presenters: Tamara Dias, African American Teaching Fellows; Jaime Hawkins, African American Teaching Fellows

AN21v Intermediate
**Reflect, Rethink, Reimagine: In-Service Professional Development to Address Teacher Bias and Inspire Pedagogical Shifts.** The presenter will share their experiences with leading professional development for in-service teachers focused on: engaging in reflection of personal beliefs, attitudes, and abilities in modeling and effectively implementing CRT practices, rethinking their understandings of multicultural education and the inequities that inhibit progress, and reimagining their current practices and structures to demonstrate cultural competence. Presenter: Shannon Griffin, Olentangy Local Schools/ Heritage Elementary

AN22v Introductory
**Rising STEMinists: Community activism, civic engagement, and radical leadership.** Like the historical women of color who organized and lifted their voices for equity and social justice, this presentation shares the story of Black and Latina girls at an all-girls public middle and high school and their journey as engaged community activists leveraging their STEM education to become local and global problem solvers. Presenters: Laura Peña, Coretta Scott King Young Women's Leadership Academy; Natalie King, Georgia State University
AN23v  Intermediate
School Discipline and Disruption: Promoting Activism Amongst Educational Stakeholders in Alabama and Beyond. School discipline policies and practices in Alabama, like in many places in the U.S., are egregious, wherein students of Color and students with disabilities are disciplined with harsh and exclusionary consequences. In this presentation, we highlight data from Montgomery Public Schools as a call to action for educational stakeholders. Presenters: Hannah Baggett, Auburn University; Carey Andrzejewski, Auburn University; Nanyamka Shukura, Southern Poverty Law Center - Legal - AL Children's Rights; Michael Tafelski, Southern Poverty Law Center - Legal - AL Children's Rights

AN24v  Intermediate
Seat at the Table: Deconstructing Implications of Racism in K-12 Schools. To deconstruct institutional and systemic racism, it is critical that teachers of Color have a seat at the table. We explore teachers’ perceptions regarding how their voices are valued and visible to deepen conceptualizations of the implications of racism and examine how schools can better support and empower diverse faculty. Presenters: Gregory Samuels, University of Montevallo; Amy Samuels, University of Montevallo

AN25v  Intermediate
Stories of Preservice Teachers of Color in a Teacher Preparation Program. This presentation aims to share stories of former preservice teachers of color within a teacher preparation program. Through the use of counterstory, a tool used by critical race theory scholars, we will discuss themes revealed through the stories of former preservice teachers of color and discuss how institutions of higher education perpetuate their marginalization. Presenters: Jennifer Perez, University of South Florida; Jennifer Jacobs, University of South Florida

AN26v  Introductory
Strong, Black Girl: Disciplinary Disproportionalities that Affect Black Girls in Education. This presentation will provide the participants with a more inclusive understanding of the disciplinary disproportionalities that affect African American female students in education. The presenter will discuss the lack of research pertaining to Black girls and discipline and the necessity for creating interventions that reduce bias and racial disparities. Presenter: Kimberly Burks, Texas Southern University
AN27v Intermediate
**Teachers as Activists in Shaping Strong Mathematics Identities in African American Girls.**
Education is a political act and this is especially the case for teachers who are committed to high-quality schooling in urban environments. This session details efforts and plans for a research study focused on promoting strong mathematics identities among African American adolescent females in urban, high-poverty school settings. Presenters: Brittany L. Marshall, Rutgers, The State University of New Jersey; Patricia L Marshall, NC State University

AN28v Expert
**Teaching Race to White Students: Race Conscious Pedagogy and Disrupting Racism at Predominantly White High Schools.** Race conscious pedagogy is rooted in the civil rights movement of the 1960s. While broader changes to instruction have evolved since then, race-centered education has never been a point of emphasis, especially at schools predominated by teachers and students who are White. This presentation will offer a pedagogical approach to reshape instruction at majority-White schools. Presenter: Todd M. Mealy, Penn Manor School District

AN29v Intermediate
**The Intercultural Developmental Inventory: Cultural Hegemony or Counter-Hegemony?** The Intercultural Development Inventory (IDI) claims to be a tool for personal growth, insight and collective change, bridging cultural differences and strengthening human relations. Three professors of education from a largely white, Midwest Polytechnic compare the outcomes of implementing the IDI on their campus with theoretical and practical critical multicultural, counter-hegemonic, anti-racist activism. Presenters: Virginia Lea, University of Wisconsin-Stout; Emily Hines, University of Wisconsin-Stout; Sapna Thapa, University of Wisconsin-Stout

AN30v Intermediate
**The Myth of Objectivity: Moving Past Scientific Neutrality to Push Social Justice Upwards.**
The myth of objectivity as a tool of equality has long inhibited progress in many social justice movements. Challenging the myth of objectivity is no more important than in the classroom as we seek to help education and co-create informed citizens capable of the action and activism necessary for genuine and long-lasting social change. Presenter: Adam Foley, University of Delaware
AN31v Intermediate
The Perceptions of New Teachers of Color in Regard to Culturally Similar Mentoring. The majority of teachers in the United States are white and female. Teacher demographics do not match student demographics. Recruitment efforts to diversify the teacher workforce are negated by high attrition rates of teachers of color. This study examines how cultural capital may lead to stronger mentoring relationships and increase diversity in the teacher workforce. Presenter: Franchesca Ho Sang, NYC Dept of Education

AN32v Intermediate
The Work We Put In: Counterstories of Black Science Teachers. This presentation elevates the philosophies and epistemologies of the people who are often in the forefront of the action to demarginalize science and science education spaces - Black science teachers - through their counterstories of their positionings and identities. Presenter: Sonia Howard, Gwinnett County Public Schools

AN33v Intermediate
They Called Him the N-Word: A Community-University Partnership for Antiracist P-12 Schools. This poster explores a community-university partnership for social justice education initiated by a concerned parent whose son had been called the n-word at his predominately white, public intermediate school. A history of this partnership is explained and data from multiple sources, including surveys and partnership artifacts are explored. Presenters: Kevin McGowan, Bridgewater State University; Melissa Winchell, Bridgewater State University

AN34v Advanced
Towards the Abyss of Injustice: Locating Anti-Affirmative Action within the Anti-Civil Rights Crusade. The reemergence of anti-affirmative activism is a striking illustration that we have yet to fully account for our past educational sins: segregation and income inequality. This presentation explores the multiple consequences to our historical memory and politics when the anti-affirmative action narrative continues to dominate the public discourse on racism, diversity, and higher education. Presenter: Hoang Tran, Florida Atlantic University
AN35v Intermediate
‘We all dropped everything to do it’: Lessons from our #BlackLivesMatterAtSchool teach-in.
Instructors of a course focused on power and privilege share their experiences planning for and implementing a teach-in for Black Lives Matter At School in hopes of learning and building coalition with others interested in hosting similar events in their communities. Presenters: Christa Robinson, Michigan State University; Scott Farver, Michigan State University; Kyle Chong, Michigan State University; Tashal Brown, Michigan State University

AN36v Introductory
Where do we go from here? Is Dr. King’s dream a reality? We are reminded of Dr. King’s Dream speech every year, but is his dream a reality? What can educators do to fulfill the promises, hopes, and leadership Dr. Martin Luther King challenged America to behold? Where do we go from here? Presenter: Michelle Love-Day, Jordan School District, Language Services

AN37v Intermediate
White Savior Rhetoric in Teach for America: A Literature Review. This systematic review of literature on Teach for America uses critical race theory and critical whiteness studies to explore how white savior rhetoric arises in discourse about TFA, and the implications this has for teachers prepared via TFA, their students, and ultimately society’s view on the underresourced schools. Presenters: Ellie Fulmer, Ithaca College; Katja Krieger

AN38v Intermediate
Youth for Justice: YPAR for the Development of Critical Consciousness in Middle School Students and Preservice Teachers. A presentation around the experiences of eighth grade students and preservice teachers in the development of critical consciousness through Youth Participatory Action Research. Findings for youth participants discuss student agency for action and change in school/community spaces. Preservice teacher findings center on the development of an equity-oriented teacher identity. Presenters: Margaret Schauer, John Carroll University; Miranda Peck, John Carroll University; Margaret Rahill, John Carroll University
STRAND CR: Critical Pedagogy/Critical Theory/Culturally Relevant Pedagogy

CR1v Introductory
10 Years of a Diversity Summit. This presentation examines ways universities and academic institutions plan, implement, initiate, and sustain diversity, inclusion, and equity programs. The initial research was designed to promote cultural awareness. Ten years later, the program continues to develop and grow. Plan to interact with colleagues and develop a program aligned with diversity awareness goals at your own institutions. Presenter: Constance Argento-Smith, Walsh University

CR2v Introductory
A Call to Action: Using Multicultural Children's Literature to Engage Students in Critical Discourse and Social Agency. Educators will examine how they can use multicultural children’s literature to engage students in critical discourse regarding social justice and equity. They will explore ways to build students' critical consciousness and social agency. Educators will leave this session with teaching strategies and resources to teach for social justice and equity. Presenters: Felicia Baiden, Mercer University; Akua Appiagyei, DeKalb County School System

CR3v Intermediate
Activating Activism Through the Exploration of Equity, Power, and Privilege. During this interactive workshop, the audience will participate in activities to explore equity, power, and privilege in their classrooms and beyond. Participants will learn about practices that have the potential to impact educational settings meet the needs of culturally and linguistically diverse students while activating individual and collective activism. Presenters: Tawnya Lubbes, EOU, Center For Culturally Responsive Practices; Kristin Johnson, Eastern Oregon University

CR4v Intermediate
Activating Student Resistance Through Feminist and Culturally Responsive Pedagogies. Research into cognitive science and learning suggests that students learn best when pedagogy is filtered through their gendered, socio-economic, and cultural lenses. The presenters examine the uses of feminist and culturally responsive pedagogies in the language arts classroom as a means of attending to students’ unique experiences and needs. Presenters: Kelly Metz-Matthews, San Diego State University & University of San Diego; Lauren Ramers, University of San Diego
CR5v  
**Advanced**

**Activism through teacher preparation: How do we know we are preparing socially just teachers?** This presentation will describe how our large, clinically-rich undergraduate elementary teacher preparation program has intentionally included equity and social justice curriculum across our students' clinical experiences. This includes the scope and sequence of our revised curriculum and our findings from data collected about the influence of this work on teacher candidate learning and practice. Presenters: Randi Latzke, University of South Florida; Jennifer Jacobs; Nicholas Catania; Samantha Haraf; Jennifer McCorvey, University of South Florida

CR6v  
**Introductory**

**Addressing the Achievement Gap in Preclinical Education.** There is a disparity in academic performance between white and nonwhite students that precedes kindergarten and worsens as students progress through the educational system. Medical education is not immune from this disparity. Underrepresented medical students are more likely to experience delayed graduation and failure even after accounting for science GPA and MCAT performance. Presenter: Alana Nichols

CR7v  
**Intermediate**

**Advancing Peace and Justice Using Critical Consciousness Pedagogy: Creating a Muhammad Ali Centered Curriculum.** How can a curriculum inspire engagement in social justice action and activism? We describe the development of a Muhammad Ali curriculum by a transdisciplinary, faculty-practitioner team, using critical consciousness pedagogy and historical content from Ali’s activism. We invite participants to create their own social justice action plan using this framework. Presenters: Shelley Thomas, University of Louisville; Enid Trucios-Haynes, University of Louisville

CR8v  
**Introductory**

**Becoming Activist Educator/Researchers: A Shared Journey to Understanding The Roots of Multicultural Education.** Each presentation in this panel builds from the foundations of multicultural education to demonstrate moves toward activism in educator research and praxis. Our objective is to create a space to share new learning and re-engage established ideas with the goal of advancing equity pedagogy. Presenters: Jeannette Alarcón, University of Houston; Azizah Curry Iluore, University of Houston; Sunny Stubbs; Taslam Islam
Becoming Activists: 'Ah Ha!' Moments and Advocacy for Inclusion. This interactive session is meant for anyone wishing to better understand routes to activism, focusing on transformational experiences (e.g., 'Ah ha!' moments) and advocacy for inclusive education. These insights can be valuable when attempting to create systems and processes that are more inclusive and empowering for all. Presenter: Diana Lawrence-Brown, St. Bonaventure University

Beyond 'Toolkits': Addressing Emotional 'Bypassing' And Accountability Through Embodied Exploration. In this workshop, presenters engage with the question: What might it mean to truly act as a co-conspirator with communities rather than participate in developing tools about communities? Participants are invited to 'play' with practices of embodiment to move beyond 'emotional bypass' and towards greater accountability to communities. Presenters: Shareen Springer, University of Oregon; Allie Ivey, University of Oregon

Beyond the Classroom Walls: Empowering Diverse Learners through Civic Engagement. This interactive workshop presents strategies for developing elementary and secondary level civic engagement projects empowering diverse learners to become self-reliant contributors to our culturally diverse democracy. These projects amplify the power of student voice, promote engagement in political, economic and social interactions, and cultivate students as agents of change. Presenter: Mariola Krol, Molloy College

Chasing Monsters: Exploring the Unintended Outcomes of Our Educational Practices. Our proposal explains the potential of posthumanism as a means of addressing inequities in instructional practices. The panel will discuss how they came to understand the unintended consequences of four monsters in pedagogical practices and how such discoveries can lead to more equitable instructional practices. Presenters: Janet Isbell, Tennessee Tech University; Larissa Rector, Putnam County Schools; Jonathan Enix, Tennessee Tech University; Daniel Sukowski, Tennessee Tech University
CR13v  Introductory

**Confronting and Advocating: Using Problem-Based Learning as a Culturally Responsive Approach to Address Gender Inequity.** This session will explore the use of a Problem-Based Learning curriculum that supports students in their growth as agents of change within their own educational environment. Through hands-on, collaborative activities participants will be guided through culturally responsive teaching resources, problem-based learning framework, and scaffolding for students. Presenter: Aimee Myers, Texas Woman's University

CR14v  Intermediate

**Cougars for Educational Equity (CEE) - The creation of a campus organization for social justice advocacy.** Starting an organization can be daunting; however, advocacy for the community is important. Sharing the process, goals, and plans for Cougars for Educational Equity (CEE) will help other leaders to start their own organization with the goals to improve and advocate for social justice and equity in their community. Presenters: Abbey Bachmann, Cypress-Fairbanks ISD; University of Houston; Neha Anand, University of Houston; Keela Uzzell, University of Houston; Cameron White, University of Houston

CR15v  Introductory

**Creating, Where's Lupita? - What Students, Teachers, and Artists Learned.** During the fall of 2019, a class of advanced theatre students, a theatre teacher, and a teaching artist created a student written play. Over a seven-week period, the students wrote, Where's Lupita? - a story about a female struggling with relationship issues. This poster details their collective learning experience. Presenter: Sunny Stubbs, The University of Houston

CR16v  Intermediate

**Critical Multicultural Education through Urban Environmental Education.** Environmental activism often does not conjure images of people of color, yet many poor and urban youngsters of color live in communities and attend schools that scream for attention to environmental social injustice. This session details a framework for urban environmental education that is grounded in critical multicultural education concepts and principles. Presenters: Patricia L. Mar Marshall, NC State University; Tatiana Height, NC State University
CR17v

Critical Service Learning: When Activism Is the Curriculum. What happens when student activism IS the elementary or middle school curriculum? In this presentation, we will share a curricular framework developed by a Philadelphia-based non-profit agency that fosters student-led critical service learning and provide illustrative case-examples of four Philadelphia public school teachers who use the framework in grades 3-8. Presenters: Elizabeth Soslau, University of Delaware; Kathleen Riley, West Chester University

CR18v

Disrupting the Curriculum in Career and Technical Education through Equity Problem Solving. Integrating 'outside the box' curriculum in Career and Technical Education can seem like an insurmountable challenge when faced with teaching and learning built on over a century's worth of traditions. Participants will be asked to deconstruct curriculum and begin to integrate equity and disruptive problem solving into their curriculum. Presenter: Courtney Clausen, Utah State University

CR19v

Do You See What I See?: Uncovering Students' Perceptions of Course Syllabi in Teacher Preparation Programs. Striving towards culturally sustaining (Paris & Alim, 2017) pedagogy (CSP) we created and implemented a Syllabus Analysis Tool to identify elements of CSP in our course syllabi. Findings suggest revisions that 'address the inequities and systems that stand in the way of progress' (NAME, 2020) in teacher preparation programs. Presenters: Erin Hamel, Winthrop University; Crystal Glover, Winthrop University; Tenisha Powell, Winthrop University

CR20v

Empowering Middle School Agents of Change: The Tolerance Summit. In response to the nation's turbulent ideological landscape, a cohort of middle school teachers implemented the Tolerance Summit, project-based learning grounded in Paolo Freire's critical pedagogy, in which students engage in action civics learning and are empowered to become change agents. The summit has been transformational for students and teachers alike. Presenters: Elizabeth Peale Hind, Anaheim Union High School District; Marianne Stewart, Anaheim Union High School District; Kelly Cooley, Anaheim Union High School District; Jessica Naudin, Anaheim Union High School District
CR21v  Intermediate

**Exposing Whiteness: Transformative Actions for Educational Leaders.** In such challenging times, educators must prioritize social justice through direct actions regarding whiteness. This interactive workshop is designed for educators wanting to interrogate whiteness in four domains of schooling: school discipline, family engagement, teacher activism, and curriculum. Participants will gain a deeper understanding of actions and methods for exposing and repudiating systemic whiteness. Presenters: Kelly Cutler, Portland State University; Daniel Liou; Josh Bornstein; Leticia Rojas

CR22v  Intermediate

**Faith-Based Perspectives on Teaching for Justice: Challenges and Opportunities.** Understandings of what it means to teach for justice vary greatly, and disagreements are often exacerbated by religious influences. Reporting on a research study, this presentation contributes to our understanding of challenges and opportunities resulting from the intersection of faith and social justice pedagogy. Presenter: John Walcott, Calvin College

CR23v  Introductory

**Home Visits or Home Invasions and the Struggle for Advancing Equity in Early Childhood Education.** Home visits vary extensively. One continuity, however, is that home visits are overwhelmingly carried out by White early childhood practitioners on the homes of African Americans and other families of color living in poverty. Six tenets are presented to disrupt the unexamined whiteness and racial dominance that undermines the practice of home visits. Presenters: Brian Wright, University of Memphis; Beverly Cross, The University of Memphis

CR24v  Intermediate

**Hope as Resistance: Two Pedagogical Journeys.** What is the architecture of hope? Sharing our fight against a sense of hopelessness, we explore the different paths that have allowed us to use multicultural social justice teaching to nourish hope. We invite audience participation as we explore the creation of hope and its relationship to social justice and activism. Presenters: Carolyne Ali-Khan, University of North Florida; John W. White, University of North Florida
CR25v  Introductory
I Can’t Vote But You Should: Applying Critical Literacy to Evoke Students’ Civic Engagement.
Education can be used as a tool to promote social change. As such, researchers and practitioners have proposed justice-oriented pedagogical approaches to education that are inclusive to diverse groups and cultures. This presentation promotes the application of critical literacy toward curricula aiming to empower K-12 students toward civic engagement. Presenters: Erin Lewis, University of North Carolina Charlotte; Greg Wiggan, University of North Carolina Charlotte

CR26v  Introductory
Identification and Action: An Introduction to the Effects of Power and Control in Home Violence for Children. Even when students are not physically attacked, 'students witness 68-80% of domestic assaults' in the home which will undoubtedly affect the child's social emotional development (Edwards, 2019). From this session, the audience will be able to take away skills and understanding about how to identify and act on home violence. Presenter: Sarah Straub, Stephen F. Austin State University; Katharine Curtis, Stephen F. Austin State University

CR27v  Intermediate
Improving Communication, Reducing Health Disparities, Encouraging Advocacy: A Curriculum for Medical Students. Language discordance between patient and provider and limited understanding of health beliefs and practices are correlated with healthcare disparities. Healthcare professionals need cross-cultural communication skills and proficiency working with interpreters to meet the needs of all patients. UConn’s curriculum addresses these issues while emphasizing strategies and resources for advocating on behalf of vulnerable populations. Presenters: Stacey Brown, University of Connecticut Health; Karen Sears, Denison University

CR28v  Intermediate
Justice-Oriented Citizenship and Activism through CDF Freedom Schools: A Case Study of Two Social Action Projects. The CDF Freedom School model incorporates citizenship values in its six-week literacy enrichment summer programming. This presentation will share the findings of two social action projects where middle school students demonstrated what Westheimer and Kahne (2004) would define as justice-oriented citizenship. Implications for facilitating civic engagement amongst students will also be provided in the session. Presenter: Lakia Scott, Baylor University
Living Art, Activism, and Education through Poetry. Poetry has power—albeit often unrecognized. This presentation will center on poetry as a vehicle to share lived experiences and multicultural perspectives in the classroom and beyond. Poetry and the conversations that arise from sharing it can be forms of activism, promoting decolonization and movement toward peace and empowerment. Presenters: Dorota Silber-Furman, Tennessee Tech University; Ashley Akenson, Tennessee Tech University; Andrea Arce-Trigatti, Tennessee Tech University

Living Multicultural Education Through Identity-Sustaining Pedagogies. This session shares an emergent theoretical framework for supporting teachers of color. We seek vigorous dialogue and feedback on the framework’s key features, especially around our original concept of identity-sustaining pedagogies. Attendees are encouraged to reflect upon how the session supports or challenges their professional context and/or scholarly expertise. Presenters: A Longoria, Western Washington University; Francisco Rios, Western Washington University

Living Multicultural Education through Spiritual Activism: Impacting Consciousness and Facilitating Healing. Let us plan and create spaces for the following work: identifying and releasing trauma (personal, collective, transgenerational, epigenetic); creating redemptive coherent narratives; cultivating love for self and others; and regaining strength to walk powerfully in self-determined purposes with the support of a caring micro community. Presenters: Jill Tanis, California State University, Sacramento; Porfirio Loeza, California State University, Sacramento

Living Multicultural Education: Teaching and Working with Diverse Students. The goal of this presentation is to systematically assess teaching pedagogical materials, theoretical grounding, and highlight the ways in which theory on teaching and student learning and development were implemented as part of the classroom instruction when teaching and working with diverse students. Presenter: Shihua Brazill
CR33v Intermediate

Middle Grades Classrooms as Spaces of Peace, Justice, and Activism. Using the Association for Middle Level Education (AMLE) framework, this session will focus on preparing middle level teacher candidates to create spaces that support student success through peace, justice, and activism. Presenters will share their experiences of working toward this goal and examples that they use with their teacher candidates. Presenters: Winnifred Namatovu, University of North Georgia; Romola Bernard, University of North Georgia; Chantelle Renaud-Grant, University of North Georgia

CR34v Advanced

Multicultural Education's Power to Transform Other Professions: Explorations of a Veteran Educator & Aspiring Paralegal. Multicultural educators know that the field has the potential to transform individuals and systems. This presentation explores how the power of multicultural education teacher preparation curricula might be used to inform and redesign paralegal studies program curricula to help aspiring paralegals develop cultural competency skills and encourage them to become advocates for access to justice. Presenter: Judith Monseur, University of Cincinnati

CR35v Intermediate

Preparing Equity Literate PK-12 Educators to Promote Peace, Justice, and Activism. This session focuses on teacher educators who are preparing teacher candidates to be equity literate so that they can advocate for their students while confronting injustices that exist within schooling systems. Presenters will share experiences toward achieving this goal as well as strategies that they use with their teacher candidates. Presenters: Eugenia Johnson-Whitt, Walsh University; Winnifred Namatovu, University of North Georgia; Danielle Johnson, Durham’s Partnership for Children

CR36v Advanced

Preparing Preservice Teachers for Diversity: The Power of Service-Learning in Promoting Multiculturalism & Social Justice. Drawing on the Authentic and Culturally Engaging Service-learning framework, this presentation provides an overview of a qualitative study that examined the effects one course-based service-learning experience had on preservice teachers’ perceptions of diversity. This study provides a foundation for using service-learning as a tool for promoting multiculturalism in the classroom. Handouts will be provided. Presenter: Hamsa Mahafza, The University of Alabama in Huntsville
CR37v  Introductory
Reclaiming Voices in Learning: The Possibilities When Learning Moves From the Classroom. This panel envisions how moving learning into the hands of the diverse communities involved opens possibilities for civic engagement and liberation. Each presenter explores different environments (a service-learning course, bilingual radio show, and Jewish summer camp) where learners rewrote dominant narratives to incorporate the different ways multiculturalism is lived and to reclaim their voices. Presenters: Raquel Wood, University of Iowa; Michael Goldberg, University of Iowa; Claudia Potratz, University of Iowa

CR38v  Advanced
STEM Education for good: Weaving ecojustice and mindfulness to challenge power and privilege in the science classroom. Mindfulness is embodied being and emotions with an ethical component that begins within and spreads to Others. In this paper we argue that mindfulness is a natural way to enact ecojustice principles in education, but also beyond into everyday life, cultivating a democratic ethos and fostering activism for ecojustice. Presenters: Rachel Gisewhite, The University of Southern Mississippi; Stacey Britton, University of West Georgia; Kimberly Haverkos, Thomas More University

CR39v  Introductory
Student activist or difficult student?: How the misreading of student activism leads to inequitable educational outcome. This workshop invites participants to challenge conventional perspectives on student misbehavior. Using the Disability Critical Race Theory (DisCrit) framework, students seen as difficult may instead be viewed as student activists. These students are fighting back against a system that degrades them, places blame on them, and categorizes them against their diversity. Presenters: Amy Ballin, Simmons College; Hyun Uk Kim

CR40v  Introductory
Teaching and Teacher Preparation *as* Activism for Peace and Justice. This interactive workshop mirrors events and activities in our own learning as teacher candidates who are exploring teaching *as* activism and a means for peace, social justice, and change. Presenter: Lisa Dembouski, Gustavus Adolphus College
CR41v  
**Advanced**  
**Teaching for Activism and Social Justice: The Evolution of a Multicultural Teacher Education Course.** It is imperative that teacher educators prepare teacher candidates to meet the needs of students from culturally and linguistically diverse backgrounds. This presentation will advance knowledge about the impact of self study and reflection, as well as pedagogy and instructional formats needed to encourage dialogue about equity, diversity, and social justice.  
Presenters: Stanley Trent, University of Virginia; Katie VanEss, University of Virginia

CR42v  
**Intermediate**  
**Teaching Practices Promoting Asian-American Students’ Academic and Social Success in the Classrooms.** The presenter will help educators understand the educational needs and issues of Asian American students in the classroom while discussing Asian American's cultural and linguistic characteristics and their potential school-related problems. Practical ideas and effective ways to ensure Asian American's well-being and academic and social success in schools will be explored. Presenter: Guang Lea Lee, Old Dominion University

CR43v  
**Intermediate**  
**The Challenges and Possibilities of Building a Community-Engaged Teacher Preparation Program at a Regional Public.** Presenters will first share the theories undergirding community-engaged teacher preparation, which centers the wisdom of historically marginalized communities as a source of knowledge for teaching. Then, they will share challenges and possibilities of building each part of their program: The university curriculum; community mentoring; critical service-learning; and classroom-based field work. Presenters: Kathleen Riley, West Chester University; Katherine Norris, West Chester University; Dana Morrison, West Chester University

CR44v  
**Intermediate**  
**The Role of Critical Reflection on the Path to Culturally Sustaining Pedagogy and Social Justice.** A promising approach to responsive practice by teachers to improve access to content and engagement for CLD students is a focus on teacher reflection in the development of culturally sustaining pedagogies (McCarty & Lee, 2014). This study examined the perspectives of 23 teachers related to perceptions of their development of culturally responsive and sustaining pedagogies. Presenters: Wendy Cavendish, University of Miami; Ayanna Young, University of Miami; Ignacio Barrenechea, University of Miami
Toward a Culturally Responsive Art Museum. As the country nears the end of a polarizing election year, art museums are once again asked to evaluate their commitment to reflect community values. This presentation engages art educators and art museum professionals in an honest conversation about current practice and the need for improvement. Presenter: Andrea Allen, University of Houston

Urban Teacher Dispositions: Critical Consciousness and Humanistic Perspectives on Teaching. As we move towards living in places of peace and justice, all teachers, especially those in urban schools, need a high level of critical consciousness along with humanistic perspectives on teaching. This presentation seeks to identify and shed light on the teacher dispositions necessary for teaching in urban contexts. Presenters: Sarah Mia Obiwo, University of Memphis; Mario Pickens, University of North Florida

Using Critical Histories and Developmental Science to Develop K-12 students Into Justice-Orientated Citizens. Active citizenship is crucial to our democracy and a central aim of education. The Educating for Democracy K-12 civics curriculum is focused on developing students into justice-orientated citizens by merging developmental science with critical histories. This session will discuss theoretical perspectives, review curriculum resources, and discuss challenges and possible solutions to doing this work. Presenter: Johari Harris, University of Virginia

Using Transformational Leadership to Create Brave Space in Teaching Multicultural Education. The purpose of this qualitative study is to understand how to apply brave space, transformational teaching, and transformational leadership in teaching a multicultural education course. We examine how best to teach multicultural education since it is a frequently taught course that covers many sensitive but timely topics in teacher education. Presenters: William Ruff; Shihua Brazill
CR49v Intermediate
Visibility and voice: Cultivating connectedness, inclusion and balance in multicultural learning communities. This presentation brings awareness to the importance of three major premises of holistic education and recognizes their significance in fostering equity, social justice and change in teaching/learning environments. These premises - inclusion, connectedness and balance - are fundamental in ensuring that the voices and well-being of teachers/students remain front and centre in education. Presenter: Merlin Charles, University of Toronto

CR50v Intermediate
Voices from the past, agency in the present, action in the future: Archaeology and Native and Latinx Youth. We will share the evolution and impacts of an outreach program focusing on Archaeology for Latinx and Native highschool students. Through digital stories and interactive activities, we demonstrate the shift from a disciplinary focused program to a liberatory pedagogy where youth explore and interrogate heritage, history, and the stories we tell. Presenters: Knox Corey, University of Arizona; Tony Viola, University of Arizona; Sara Chavarria, University of Arizona

CR51v Introductory
What is the role of the activist scholar? What is the responsibility of the social justice oriented educator? In this abbreviated critical autoethnography, I reflect on my experiences teaching at a public school on the outskirts of a major city in the South. I detail the struggles faced to recognize Black History Month and institute a Multi-Cultural celebration. Presenter: Laquan (Danie) Marshall, Georgia State University

CR52v Intermediate
When in Amreeka: Chaldean/Iraqi Immigrants and American Citizenship. For Chaldean/Iraqi immigrants, their social and cultural capital are critical components of their literacy. Reading and writing are essential to satisfying naturalization requirements, but analyzing and reflecting on their learning are also important to understanding their new environment. For them, the ability to vote is one of the main motivators for gaining citizenship. Presenter: Crystal Jabiro, West Bloomfield School District
CR53v  Introductory

**Window into Multicultural Literacy.** Multicultural literacy is an important concept that needs to be included in every classroom. By promoting the importance of diversity, students have a chance to understand differences and build on similarities creating a more pluralistic society. We will provide educators with criteria to select multicultural picture books that represent diverse cultures. Presenters: Perihan Fidan, Tennessee Tech University; Dorota Silber-Furman, Tennessee Tech University; Abir Eldaba, Putnam County Schools

**STRAND CU: Curriculum Studies**

CU1v  Introductory

**Climate Pedagogy: Interdisciplinary Approaches to Fostering Climate and Social Justice.** Climate pedagogy is a new field that is developing fast, prompted in part by the urgency of the climate crisis. This interactive presentation will focus on affective and collaborative aspects of climate pedagogy. Presenters will share interdisciplinary approaches to climate pedagogy including physics demonstrations, poetry and emotions analyses. Presenter: Deborah McMakin, Framingham State University

CU2v  Intermediate

**Cuba, Complexities and Curriculum: Re-learning content to teach inclusive social studies in elementary grades.** Presenters will describe their experience as delegates of the NAME 2019 Cuba research/cultural exchange trip. Examples of how this trip influenced social studies instruction at one dual language elementary school will be shared. In particular, unit plans regarding an inclusive women’s suffrage unit taught in an elementary classroom will be shared. Presenters: Jessica Ferreras-Stone, Western Washington University; Melissa VanStraten, Madison Elementary Dual Language School

CU3v  Intermediate

**From A to Zinn: Helping Elementary Preservice Teachers Rethink History.** This presentation shares how one social studies teacher educator sought to engage students with new, challenging, critical, and complex topics. The presentation addresses analyses of critical and challenging sociological issues of race/ethnicity, economic status, and gender in the development of the United States coupled with methods for making the teaching of elementary social studies. Presenter: Stephanie Logan, Springfield College
CU4v  Introductory
**Music’s the Thing! An Urban School, Two Colleges, Many Students Have a Notable Experience!** The 'Music Thing' experience includes so far: a brass quintet, a jazz trio and African drumming and singing. Collaboration is key to this music experience for children that includes: two colleges, one urban school, and many students and faculty. Amazing synergy and enthusiasm came from both the students and musicians as a byproduct. Fun! Presenter: Jennifer Kagan, Oswego State University

CU5v  Intermediate
**Talking Heads: The Pre-Columbus African Presence in the Americas, Early Democracy, and Implications for Social Studies.** Considerable research addresses the pre-Columbus presence of the Olmecs in Mexico. As such, this study explores the educational implications of 're-mem-bering' the Olmecs, the oldest civilization in America [800 BCE]. It expands Social Studies discourse to include their contributions which could potentially promote culturally responsive pedagogy and curriculum development. Presenters: Annette Teasdell, University of North Carolina Charlotte; Greg Wiggan, UNC Charlotte

CU6v  Intermediate
**Using Current Events to Address Inequities and Ignite Activism Beyond the Ballot Box.** Current events serve as windows to our communities, cities, states, nation, and world. In order to expound inequities and systems of oppression, educators must utilize current events as avenues to dismantle a comfortable narrative of our nation's history, disrupt inequities, invoke justice, and ignite activism beyond the ballot box. Presenters: Charlotte Roberts, University of Wisconsin La Crosse; Sarah Cannon, North Carolina State University

**Strand HE: Higher Education**

HE1v  Expert
**Activism in the Academy: Building, Sustaining, & Re-Organizing Diversity Committees.** Four professors discuss a structure for sustaining activism in the university--a college-wide diversity committee. Comparing and contrasting the committees on two different campuses (one Southeast, one Northeast), the workshop will focus on best practices for encouraging faculty in their academies to 'live multicultural education' in--and out--of their classrooms. Presenters: Melissa Winchell, Bridgewater State University; Kevin McGowan, Bridgewater State University; Amy Samuels, University of Montevallo; Gregory Samuels, University of Montevallo
Inclusion of students with disabilities in the graduate school: Changing the culture of higher education institutions. College bound disabled students face institutionalized biases that for centuries have acted as gatekeepers to those deemed lesser beings. Using a case study and John Rawls' (1971) Theory of Justice, I analyze the impact of disability on education of disabled students through cultural imperialism. The dialogue will expose everyday ableism and rally audience into action. Presenter: Theodoto Ressa, Wayne State University

Othermothering as Mentorship in the Academy. Interactions that women of color in the academy facilitate for students often involve othermothering, including an effort to uplift through communal care, social activism and institutional change (Wilson, 2010). This session explores how the concept of othermothering can be applied to the mentor relationships between women of color faculty. Presenters: Eugenia Hopper, Coastal Carolina University; Adriane Sheffield, Coastal Carolina University

Perspectives of Doctorate Students on the Impact of an online Ed.D. on their professions. Under the framework of multicultural education and culturally responsive pedagogy, this qualitative case study explored doctorate students' perspectives of the impact of an online Ed.D. on their professional practice and development. The results will highlight the valuable effects of the degree on several aspects of the future educators' lives. Presenters: Marwa Elshafie, University of Houston; Cameron White, University of Houston

Adaptive Competencies of Girls of Color in Predominantly White Institutions. In this presentation, we will first present our findings from a qualitative study which examines the academic, social, and emotional experiences of Asian, Black, and Latina girls who attend elite, predominantly White, all-girls, independent schools. Second, we will engage participants in developing action plans for supporting the girls of color with whom they work. Presenters: Katie Clonan-Roy, Cleveland State University; Charlotte Jacobs
**ID2v**  Intermediate  
**Bringing the Umbrella of Intersectionality to the Ballot Box: An Advocacy/Social Justice Model for R.** Dominant forces opposing African-Americans and women's right to vote are still active today. Voter suppression, Gerrymandering, ID's are some of the weapons. We offer a social action model that is a paradigm shift useful across professional disciplines, positing strategies and activities participants can apply in their specific contexts. Presenters: David Stone; Jean Ann Hunt; Caroline O'Quinn

**ID3v**  Introductory  
**Can Decolonization Replace Social Justice?** Using Tuck & Yang's (2012) article 'Decolonization is Not a Metaphor' this presentation seeks to understand if social justice stems from settler-colonialism and if decolonization can move beyond metaphor if it replaces social justice. The presentation seeks to present ways in which decolonization moves beyond metaphor and into the form of action and activism. Presenter: Rosie Ojeda, University of Utah

**ID4v**  Introductory  
**Community Activism: Writing Multicultural Lifestories In Communities - A Method Introducing Communities to M.E.** The poster presentation summarizes how a university course assignment empowers community residents and culminates in the production of a family history book while it: 1) deepens understandings of other cultures, 2) assists residents' understanding of how cultures become part of the complex American cultural landscape, and 3) introduces research and genealogical tools. Presenter: Paulette Cross, GCSU

**ID5v**  Intermediate  
**'Don't be racist towards white people': Confronting Pre-service Teacher Resistance to Anti-Racist Education.** The presenters examine the ways in which pre-service teachers at a primarily white institution resist topics presented in Sleeter and Grant's text, Five Approaches to Multicultural Education. Using a specific event during a class session, we reflect on the students' resistance and discuss how we responded. Presenters: Maeve Wall, University of Utah; Cynthia Benally, University of Utah

**ID6v**  Intermediate  
**Engaging Activism Through Literature.** This workshop aims to empower educators to analyze and use literature as a practical way of engaging students in activism through identity work. Students' analysis of literature, as a reflection of the world, leads them to grapple with and engage in the intentional dismantling of injustices, through dialogue and activism. Presenters: Katherine VanEss, University of Virginia; Jaime Hawkins, Charlottesville Day School
**Experiences of Latino and Black LGBTQ+ Teachers.** This study reports on experiences of three male secondary LGBTQ+ teachers as they navigate identities and space. Using a grounded theory approach, findings show LGBTQ+ teachers dip in and out of their respective identities when navigating non-inclusive schools and instances of homophobia. Presenter: Edgar Díaz, University of Miami

**Learning about Social Justice through Social Media.** This presentation examines how pre-service teachers (PSTs) connect with social justice through social media. Analysis reveals that some PSTs engage in online activism and others passively observe the activism of others. Discussion will include how social media might be integrated in classrooms and coursework to support activist development. Presenter: Rebecca Buchanan, University of Maine

**'Making our Voices heard' at a Hispanic Serving Institution: Three Latinx women navigating Whiteness at their HSI.** This poster will document the narratives of self identified Latinx women who navigated Whiteness at their Hispanic Serving Institution. Their stories parallel the plight of oppressed people in this country who through activism strive for justice by making their voices heard and their narratives matter. It will conclude with tangible recommendations. Presenter: Izamar Ortiz-Gonzalez, California State University, Sacramento

**Navigating Binaries & Borders of Identity.** The Alta-Baja border is a binary that has historically divided Mexican and Mexican-American students from their schools, families, and friends. As such, what roles does the border play in identity exploration, curriculum development for these youths? How do Central American and Haitian students, a growing population in the region, navigate these unfamiliar binaries? Presenter: Michael Angel Vazquez, Harvard University

**Teaching Dynamics of Privilege and Oppression in the Age of White Nationalism.** Justice and activism are core tenets of multicultural education. Dynamics of diversity, privilege and oppression content is often a requirement of most disciplines. This workshop shares preliminary findings of a study exploring the experiences of a cross-racial faculty dyad teaching a social justice course in the age of white nationalism. Presenters: Wendy Champagnie Williams, Bridgewater
State University; Judith Willison, Bridgewater State University

**ID12v**
**Introductory**

**The Art of The Rainbow: A Study of LGBTQ Youth Early School Experiences.** This presentation highlights perspectives of LGBTQ youth regarding their early school experiences to equip educators and policy-makers at all levels with information to assist in providing safe and equitable learning environments for LGBTQ youth. By examining student perspectives, the intent is to uncover the ways schools may marginalize or be inclusive of LGBTQ youth. Present-er: Nicholas Catania, University of South Florida

**ID13v**
**Introductory**

**Third Culture Kids: Nurturing through multicultural education and transition programs.** This round table discussion raises awareness regarding Third Culture Kids, who live in a culture different from the one in which his or her parents were raised. After an introduction, a discussion will follow regarding how we can respond to the challenges of facilitating rich intercultural dialogue in the classroom. Presenter: Amy Hutchinson, College of Southern Nevada

**STRAND IM: Immigration/Globalization/Postcoloniality**

**IM1v**
**Intermediate**

**At the edge of Europe: The cost and challenges of economic mobility for circular labor migrants in the European Union.** Examining the case of low-skilled, circular labor migrants from Eastern Europe's newest European Union members, this paper highlights the continued need to formalize the rights and access of marginalized people in light of global political and economic shifts that continue to corrode rights other groups take for granted. Presenter: Ramona Fruja, Bucknell University

**IM2v**
**Intermediate**

**Complexities of dual citizenship: An autoethnographic exploration.** Dual citizens face many challenges in relation to identity and belonging. In an era of global migration, it is crucial for multicultural educators to understand and discuss issues related to dual citizenship. We will explore the constant tug-of-war struggles dual citizens face with complex issues of identity, expectations, loyalty, allegiance, and even guilt. Presenter: Mika Leck, New Mexico State University
IM3v

**Expert**

**Conceptions and perspectives of teacher educators about critical multiculturalism in South Africa.** Across the world, many national and local education systems are concerned about how best to meet the changing needs and demands they face. Preparing teachers for our postmodern world has become a major challenge (Banks, 2017; Darling-Hammond, 2018). This presentation highlights perspectives of teacher educators' conceptions and enactment of critical multiculturalism in South Africa. Presenter: Omiunota Ukpokodu, University of Missouri-Kansas City

IM4v

**Intermediate**

**Creating global education bridges to foster reflective practice spaces for educators that honor peace, justice and advocacy.** A doctoral student shares their independent study, which examines culturally responsive approaches, policies, and best practices in early childhood education. While also examining the process of globalizing early childhood education for pre and in-service educators in Durham, North Carolina with a focus on Ghana's early childhood programs. Presenter: Danielle Johnson, Durham's Partnership for Children

IM5v

**Intermediate**

**Developing Vietnamese Immigrant Youths' Multicultural Identities through Programs that Improve Self-esteem and Agency.** Extant research shows that immigrant youths encounter many socio-cultural challenges while adapting to American culture. This qualitative study examines the role of a youth program in helping second-generation Vietnamese students navigate such challenges, embrace their biculturalism, and feel empowered to contribute to peace, justice and social harmony in their various civic spaces. Presenters: Tham Tran, University of Massachusetts Lowell; Elizabeth Bifuh-Ambe, University of Massachusetts Lowell

IM6v

**Advanced**

**Epistemologies of Resistance: Education, Empowerment, and Activism among Sudanese Refugees.** The aim of this anthropological, 10-month study is to examine the knowledge production of refugees and other stakeholders within an EFL classroom, which is undergirded by decolonizing and feminist ideologies and pedagogies at a non-government organization located in Amman, Jordan. Presenter: Shireen Keyl, Utah State University
IM7v  Introductory
Identity and Culture Shock: Cultural Adaptation and Its Impact on Identity on Muslim International Students in American. This presentation will discuss the preliminary findings of a study which is investigating the cultural and educational adjustment process of international students from predominately-Muslim Arabic-speaking countries enrolled in American universities. Drawing upon cultural adaptation theories, this research will present the participants' experiences of adjustment to cultural and educational norms of university study in the US. Presenter: Amira Shourbaji, University of Michigan-Dearborn

IM8v  Intermediate
Immigration Law for Educators: A Scenario-Based Primer. This presentation is intended to provide educators with a basic understanding of immigration status in the United States and how it impacts their non-citizen students and their families. It is also intended to provide general information on what resources are available for non-citizens in the community. Pre-senter: Gregory Cunningham, Quiroga Law Office, PLLC

IM9v  Intermediate
Immigration, Critical Media Literacy, Counter Story-Telling, and Activism: Re-imagining High School Curriculum. This panel discussion presents a critical media literacy curriculum that utilizes facts and counter-storytelling to challenge myths and misconceptions about immigrants. This curriculum culminates in an activism project displaying students' ability to utilize a combination of authoritative facts and immigrant narratives to debunk media propaganda and promote an increased awareness of the. Presenter: Eric Junco, Northern Illinois University; Corrine Wickens, Northern Illinois University; Oliver Camacho, Northern Illinois University; Sally Blake, Northern Illinois University

IM10v  Introductory
Othering Practices in the Film 'Lone Star' and in Trump's Immigration Policy. This presentation attempts to expose the Trump administration's immigration policy as a practice of othering, and to explain the concept of other/s through concrete examples represented in a fictional film about relationships between Mexican, Mexican-American, African-American, and White-Americans living in and near a U.S. border town. Presenter: John D McGinty, University of Wisconsin Madison.
IM11v  
Advanced  
Peace, Activism, and the Possibility of Minority Interracial Solidarity. Informed by the activism of W.E.B. Du Bois and Grace Lee Boggs, this presentation builds upon Eric Yamamoto's legal justice framework and offers a conceptual framework for minority interracial solidarity. Specifically, it theorizes how multicultural education can help deconstruct inter-minority racial discrimination and facilitate Asian-Black coalition building to advance peace and justice. Pre-senter: Lin Wu, University of Washington-Seattle

IM12v  
Introductory  
Undocumented immigrants, Refugees and Asylum seekers: The Truth and its implications in schools and society. There is a tremendous amount of misinformation in the political sphere, which has both political and academic implications in schools across the country. This presentation sets the record straight providing definitions, facts, and recommendations for school employees with the purpose of advocating for students and families who fit in these categories. Presenters: James Cohen, Northern Illinois University; John Evar Strid, Northern Illinois University

STRAND LA: Language/ESL/Bilingual Education

LA1v  
Advanced  
I am an English Language Learner!: American Indian Teachers Share Their Revelations. American Indian secondary teachers participated in a professional development project designed to prepare them to adapt their curricula to address the unique linguistic needs of their American Indian English Language Learners (ELLs). While helping their ELLs improve their academic literacy skills and content mastery, the American Indian teachers discovered they, themselves, were ELLs. Presenter: Jioanna Carjuzaa, MSU

LA2v  
Intermediate  
Multilingualism Leading to Multicultural Education Despite Monolingual Mandates! A Matter of Teacher Ideology. Top-down language policies and teachers' interpretation of those policies impact classroom practices. In this poster session, I will discuss the ways K-12 teachers attempt to value everyone's languages and cultures despite monolingual mandates. Based on the findings, I will offer recommendations for K-12 teachers who work with English learner students in mainstream classrooms. Presenter: Hamed Shafiei Rezvani Nejad, University of Florida
LA3v Intermediate

My White Face and Our Asian Labor: Critical Autoethnography in Teaching English as a Second/Foreign Language. This presentation utilizes co-presenters' critical auto-ethnographic studies to address whiteness in the education of English as a foreign/second language, specifically compare and contrast the intricate narratives from three EFL/ESL educators as a Chinese woman, Taiwanese woman, and a U.S. White man regarding how the hiring industry prefers White teachers than the non-White. Presenters: Hsiao-Ching Lin, Colorado State University; Fengjuan Sun; Matt Hehn

LA4v Intermediate

Preparing culturally responsive and socially just teachers through multicultural literature to support English learners. This presentation discusses the curriculum reform that incorporates culturally responsive pedagogy through multicultural literature into an ELL Teaching Methods course in a K-6 teacher preparation program. Presenters highlight the benefits and challenges of faculty-librarian collaboration for pre-service teachers' culturally relevant and socially just teaching. Participants will hear from pre-service teachers and be provided practical recommendations. Presenters: Sunyung Song, Athens State University; Jennifer Wolfe, Athens State University

LA5v Introductory

Professional Development Opportunities for Indigenous Language and Culture Teachers: Responding to Community Needs. This collaborative project highlights language revitalization efforts to support Indigenous students and their instructors in K-12 public schools by better preparing these heritage language and culture teachers. Presenters will share lesson planning, curriculum materials design, classroom management, and assessment of language proficiency workshops which were offered to Indigenous language instructors. Presenters: Jan Perry Evens-tad, Metropolitan State College of Denver; Jioanna Carjuzaa, Montana State University

LA6v Intermediate

Promoting culturally responsive and socially just teaching through multicultural literature to support English learners. This presentation discusses the curriculum reform that incorporates culturally responsive pedagogy through multicultural literature into an ELL Teaching Methods course in a K-6 teacher preparation program. Presenters highlight the benefits and challenges of faculty-librarian collaboration for pre-service teachers' culturally relevant and socially just teaching. Participants will hear from pre-service teachers and be provided practical recommendations. Presenters: Jennifer Wolfe, Athens State University; Sunyung Song, Athens State University
LA7v  Advanced

**Roadblocks to bilingualism: The experiences of ESL/bilingual teacher candidates with heritage language exposure.** Teacher candidates with heritage language exposure experience significant roadblocks to becoming bilingual. Presenting data from one year of classes in which candidates wrote about their language learning argues that transforming education at all levels toward multilingualism will permit fundamental change in society toward multiculturalism. Presenters: Autumn Evans, Northern Illinois University; Jessica Znamenski, Northern Illinois University; James Cohen, Northern Illinois University; John Evar Strid, Northern Illinois University

LA8v  Intermediate

**The Reading/Writing Workshop: Providing Critical Space for Conscientization and Resistance.** This presentation examines the free voluntary reading/writing workshop as a site of resistance, positing that critical literacy instructors provide space for resistance through emancipatory classroom practices, critical theoretical considerations, and liberatory pedagogical approaches, especially where freedom of choice in reading material comes into play. Presenters: Lauren Ramers, University of San Diego; Kelly Metz-Matthews, San Diego State University/University of San Diego

LA9v  Intermediate

**University-school partnerships: unlocking the potential empowerment of student voice and civic engagement.** As we launch a university-school partnership embracing the values of student voice and civic engagement, we are aware of the powerful potential and the inevitable pitfalls of such a collaboration. We invite participants to share their experiences and ideas for a culturally sustaining partnership that can survive and thrive. Presenters: Caroline O’Quinn, Texas A&M University - San Antonio; Karen Burgard, Texas A&M University - San Antonio; Michael Boucher, Texas A&M University - San Antonio; Melissa Jozwiak, Texas A&M San Antonio
LA10v Intermediate
When Students are Heard: Restorative Justice, Abolitionist Teaching, and the 9th Grade Language Arts Classroom. Learn how to incorporate a restorative justice framework to your curriculum and an abolitionist teaching philosophy to your daily teaching practice. We will be collectively examining a 9th grade Language Arts unit, however, the essential understandings of this presentation will help guide any secondary Anti-Bias/Anti-Racist educator. Presenter: Nicole Wilson Steffes, Salt Lake City School District/ University of Utah

LA11v Intermediate
White Privilege in Bilingual Education: A Duoethnography of Taiwanese Indigenous and U.S. White Educators. To raise awareness of how disenfranchisement is produced by language education, this study offers a duoethnography of two experienced educators (one U.S. White man and one Taiwanese Indigenous immigrant woman to the U.S.) of teaching English as a second language (ESL), illustrating how whiteness in ESL education in Taiwan and the U.S. Presenters: Matt Hehn, Colorado State University; Hsiao-Ching Lin

STRAND PL: Place-based Education
PL1v Advanced
Cultivating Peace & Justice in Rural Spaces: Delivering Critical, Collaborative Equity-Based Professional Development. In this interactive session, we will share insights into the strategic planning and execution of professional development sessions on race and academic achievement for high school teachers in a rural district led by an interracial (Black and White) pair of facilitators, opening opportunity for attendees to share and develop additional ideas. Presenter: Ashley Patterson, The Pennsylvania State University
PL2v Introductory

**Cultural Competence & Activism: Lessons Learned from Soka Educational Philosophy.** Teaching is about being and doing, with most teacher education focusing on what teachers do. To be culturally competent, teachers need to develop dispositions that honor and respect all students; this presentation focuses on educators’ way of being. Ideas based on Soka educational philosophy will be presented to support educators in expanding their cultural. Presenters: Vicki Mokuria, Stephen F. Austin State University; Donna Druery, Texas A&M University

PL3v Intermediate

**Economic Shaming: Children, Poverty, and Schools.** Almost one-fourth of American children live in poverty, that number nearly doubles when based on a family’s ability to cover basic expenses. Poverty does not discriminate, increases with single-parent homes, and has increased the most in rural areas. We will discuss ways schools and teachers can support families and children living in poverty. Presenters: Theresa Bouley, Eastern CT State University; Anni Reinking

PL4v Intermediate

**Exploring the Potential of Informal Community Mentorships for Rural, Latinx Youth.** This study situates themes of racism, poverty, and barriers affecting Latinx gang-affiliated youth in a rural area devoid of social and educational resources. Informal mentoring relationships fill this resource gap and offer educators an opportunity to work alongside their community and embrace forms of cultural wealth which benefits students. Presenter: Robin Brandehoff, University of Colorado Denver

**STRAND PO: Policy Studies/Policy and Politics**

PO1v Intermediate

**Diversity Resolution: Civic Engagement for Education and Activism.** Civic engagement and political participation are vital to harnessing equity and justice to progress community. This session will focus on how education can move people to respond and act when the need arises and to invoke their agency through activism to be change agents in their communities. Presenters: Charria Campbell, Tennessee Tech University; Lisa Zagumny, Tennessee Tech University; Robert Owens, Tennessee Tech University; Jasen Knight, IMPACT Cookeville; Harry Ingle, Tennessee Tech University
PO2v  Intermediate

**Education is Not Apolitical: One School's Efforts to Foster Engaged Citizens.** This presentation highlights how our school supports young people as engaged citizens. From voter registration drives to lessons on the history of disenfranchisement to engagement of local government officials, participants will leave with tangible ideas of how to leverage local resources to support the civic engagement of youth. Presenters: Joslyn Hunscher-Young, Washtenaw International High School; Kyrsten Persells, Washtenaw International High School

PO3v  Introductory

**ERA All the Way!** The still unratified Equal Rights Amendment (ERA) is a simple, yet apparently controversial, statement: Equality of rights under the law shall not be abridged by the United States or by any State on account of sex. This poster session will provide a brief history, update, and call to political action! Presenter: LaDonna Morris, University of St. Augustine

PO4v  Advanced

**Living Multicultural Education: Leading a Movement for Equity Through Policy Development in a PK-12 School District.** In effort to live out multicultural education and to serve as change agents, this panel presentation will engage a conversation through the storytelling of one PK-12 school district's journey toward a place of peace, social justice, and equity through the development and Board of Education approval of a robust Equity Policy. Presenters: María Gabriela, Thompson School District; Melissa Schneider, Thompson School District; Stephanie Sirio, Thompson School District; Tracy Stegall, Thompson School District

PO5v  Intermediate

**Shifting out of Neutral: Promoting a Social Justice Orientation and Critical Awareness Among Teacher Candidates.** This presentation shares findings from a year-long ethnographic case study that explored how teacher candidates interacted with pedagogies of discomfort throughout their practicum experiences. We share insights from our work engaging teacher candidates in a social justice curriculum that sought to challenge deficit perspectives and critically engage with equity concerns. Presenters: Leah Mortenson, St. John’s University; Bilge Cerezci, St. John’s University; Liz Chase, St. John’s University
PO6v Introductory

**Story Time: Unraveling the Narrative of Georgia's Opportunity School District.** Georgia's 2016 Opportunity School District bill is an example of how neoliberal language can be utilized to control a narrative and persuade voters. How can voters remain critical leading up to the ballot box when faced with political rhetoric designed to invoke an emotional, rather than rationale, response? Presenter: Erin Scussel, Georgia State University

PO7v Intermediate

**Using the inquiry cycle to engage students in critical, timely, and empowering social activism.** This presentation seeks to introduce and expose participants to one method for engaging youth in social activism. Through iterative participatory inquiry cycles, students explore pertinent social issues, determine a course of action, inquire into this form of activism, plan and participate in the chosen action, then ask what's next. Presenter: Shameem Rakha, Washington State University Vancouver

**STRAND TE: Teacher Education**

TE1Av

**Teaching with Courage and Solidarity.** For K-12 teacher preparation programs, helping preservice teachers move from adopting a multicultural lens during preservice instruction to enacting equity-based best practices once in the field can be a challenge. This presentation reflects on the preparation of teachers whose practice through work that is grounded in peace and justice and act as a bulwark against institutional oppression. Presenters: Xoxhitl Archey, Cal State-San Marcos, Suzanne Van Steenbergen, Cal State-San Marcos.

TE1v Intermediate

**Becoming a Social Justice Educator: Lessons Learned From Migrant Education.** Teachers can make a difference in the lives of their students by standing on the side of social justice. This presentation explores my own personal and professional pathways in migrant education to becoming a social justice educator and invites others to imagine and create learning opportunities that foster equity, collaboration, respect, cultural responsiveness and awareness. Presenter: Claudia Nickolson, University of North Carolina at Pembroke
TE2v Intermediate
Centering Racial Literacy in Teacher Preparation: A Faculty Learning Community Inquiry

Process. This presentation explores a Faculty Learning Community's inquiry into the development of a teacher preparation curriculum focused on racial literacy. We share ways in which we aim to support students' developing racial literacy. We also share affordances and challenges gleaned from a full-faculty survey and interviews. Presenters: Janine de Novais; Rosalie Rolon Dow, University of Delaware; Jill Ewing Flynn, University of Delaware; Erica Lit-ke, University of Delaware; Elizabeth Soslau, University of Delaware

TE3v Intermediate
Critical Reflections of a Reflective Practitioner. Critical reflection has led me to more intimately examine my own white male-ness and its significance throughout a societal paradigm shift within Teacher Education spaces. I have also considered the process of guiding preservice teachers through the same critically reflective tendencies. Presenter: Kyle Harrison, University of Wisconsin-Madison

TE4v Introductory
Diversifying the Teacher Workforce: You Want Teachers of Color: Then Grow Your Own. In an effort to respond to a critical nationwide need, a call was made to Teacher Educator Institutions to create partnerships with the local School District in an effort to identify potential teacher educator candidates with a goal of Diversifying the Teacher Workforce. This presentation will discuss the start of one such program. Presenter: Katherine Norris, West Chester University

TE5v Advanced
Enhancing Peaceful Student Interactions: A Look at Leadership in Motion. This presentation workshop highlights the findings of an exploratory study in which school leaders leveraged community partnership to encourage positive student interactions, while engraining the merits of cultural pedagogy in a K-6 leadership program. Top level associations, tips, and research will be provided to support participants in drafting ideas to incorporate in their initiatives. Present-er: RiChari Sancho, Sancho Education

TE6v Intermediate
Equipping Historically Underserved Students to Advance, Reach Their Potential & Become Social Justice Leaders. Many school leaders feel largely unprepared to help diverse populations to thrive. This hands-on session will explore common educational practices that prevent advancement by historically underserved students and will illustrate how schools can develop the kinds of social capital needed by students to actively stand up for equity and systemic change. 
Presenter: Deirdra Preis, Sacred Heart University

Intermediate
Multicultural Education: Creating Culturally Informed and Responsive Educators. Teacher candidates need to identify and resolve inequity issues in their classrooms. However, solutions are usually developed from experience. Our presentation will show how our work-in-progress Jabulani Simulation School project (JASS) can give new teachers the tools of an experienced educator to combat inequities in the classroom. Presenter: Gretchen McAllister, Northern Arizona University

Intermediate
Multicultural High School Student Perceptions and Experiences in a Pre-Educator Recruitment and Preparation Program. This presentation reported a pre-educator pathway resulting from a partnership between a university teacher education program and local school districts in Louisiana to support high school students from culturally diverse communities who were interested in pursuing a teaching career to successfully transition to college, obtain teacher certification, and become and remain as community teachers. Presenters: Yiting Chu, University of Louisiana Monroe; Amy Weems, University of Louisiana Monroe

Intermediate
Negotiating Interdisciplinary Online STEM Education for Social Justice. The objective of this presentation is to share our experiences with developing a justice-oriented STEM Endorsement, particularly the development of two co-taught online courses. We will discuss how we negotiated teaching strategies and content for two different teaching styles while attempting to represent equity, a justice-centered design, and cooperation in STEM. Presenters: Rebecca Gault, University of West Georgia; Stacey Britton, University of West Georgia
TE10v Advanced

**Our profession is political: Advancing equity and democratic activism through culturally responsive teacher dispositions.** Teachers/leaders must develop dispositions that lead to culturally responsive practices of social justice and equity in and out of the classroom. Research-based disposition competencies and mindsets for creating inclusive welcoming classroom cultures will be explored. Attendees will leave with ideas for disrupting current systems and an action plan for effecting change. Presenters: Pamela Redmond, Touro University California; Rebekka Jez

TE11v Intermediate

**Radical Reimaginings: Visionary Pedagogy as Praxis for Teacher Development.** This session is aimed at disrupting traditional methods of teacher professional development and teacher learning as didactic and linear by reimagining learning as visionary storytelling. Participants will be provided with an overview of the study that this learning is drawn from as well as have the opportunity to engage in their own visionary. Presenter: Allison Ivey, University of Oregon

TE12v Advanced

**Teacher Licensure: Innovations, Activism and Equity.** State teacher licensure programs, including alternative routes, often privilege wealthier, whiter candidates and create barriers for candidates of color. Come learn about the activism, through local and state government, to change the licensure requirements, secure funding and revise policies to offer an alternative pathway for women of color to earn state teacher licenses. Presenters: Catherine Main, University of IL at Chicago; Sarah Dennis, University of IL at Chicago

TE13v Intermediate

**Teacher Retention in Urban Schools.** The teacher burnout and attrition rate in rampart in many public schools throughout the nation due to a variety of reasons including certification issues and lack of administrative support. Improving teacher quality is the key to providing our students with the best education to produce the best results for our society and the future. Presenters: Neha Anand, University of Houston; Abbey Bachmann, University of Houston
TE14v  Advanced

Teachers as agents of democratic professional practice: Outcomes of a multicultural professional development partnership. A panel discussion with four teachers from Title I schools in the 6th largest school district in the nation report on the impact of a three-year experience in equity-oriented professional development on their professional practice, critical consciousness and agency. Presenters: Dilys Schoorman, Florida Atlantic University; Dilys Schoorman, Florida Atlantic University; Matthew Burton, Oakland Park Elementary; Amy Stramanak, Charles Drew Elementary; Seilarine Samuels-Pink, William Dandy Middle School

TE15v  Intermediate

Teaching Beyond the Hashtags: Introducing Social Justice to Pre-Service teachers at Predominantly White Institutions. This workshop will demonstrate how Social Justice Standards were integrated into a required Inclusive Education course for teacher candidates at a predominately white institution (PWI). Pre-service teachers were challenged to move beyond the notion of social justice solely based on what was trending and moved towards examining their identity, community, biases and the implications for pedagogy. Presenter: Keita Wilson, University of Louisiana Lafayette

TE16v  Intermediate

'There's got to be a better way:' Successes, Tensions, & Opportunities in Pre-Service Teacher Education. This panel presents multiple teacher educators' perspectives of working with pre-service teachers towards cultivating knowledge, skills, and dispositions that help candidates center equity, justice, and activism in their teaching approaches. We share various successes, tensions, and opportunities, focused on engaging attendees in critical reflection on their individual practices for improvement in teacher education. Presenters: Kelly Barber-Lester, University of Delaware; Chanelle Wilson, Bryn Mawr College; Elizabeth Soslau, University of Delaware

TE17Av  Intermediate

Student and Faculty Activism to Promote Bilingual Education in a Rural Public University. In this session, researchers share details regarding impetus for systemic change and inclusion of a bilingual teacher preparation option at one rural Texas university. Specifically, the perceptions of teacher candidates in the program will be examined in preparedness to teach in a bilingual classroom and self-identification as bilingual/bicultural/ and/or biliterate. Presenter: Tracey Covington Hasbun, Sarah Straub
## INDEX of Virtual Breakout Sessions

Virtual Session Index is organized by strand initials, then number of the session within that strand.

| AN = Anti-racism | IM = Immigration/Globalization/Postcoloniality |
| CP = Critical Pedagogy/Critical Theory/Culturally Relevant Pedagogy | PL = Place-based Education |
| CU = Curriculum Studies | PO = Policy Studies/Policy and Politics |
| HE = Higher Education | TE = Teacher Education/Teachers/Professional Development |
| ID = Identities/Intersectionality | |

### A

<table>
<thead>
<tr>
<th>Name</th>
<th>Session Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akenson, Ashley</td>
<td>CR29v</td>
</tr>
<tr>
<td>Alarcón, Jeannette</td>
<td>CR8v</td>
</tr>
<tr>
<td>Ali-Khan, Carolyne</td>
<td>CR24v</td>
</tr>
<tr>
<td>Allen, Andrea</td>
<td>CR45v</td>
</tr>
<tr>
<td>Anand, Neha</td>
<td>CR14v, TE13v</td>
</tr>
<tr>
<td>Andrzejewski, Carey</td>
<td>AN23v</td>
</tr>
<tr>
<td>Appiagyei, Akua</td>
<td>CR2v</td>
</tr>
<tr>
<td>Arce-Trigatti, Andrea</td>
<td>CR29v</td>
</tr>
<tr>
<td>Arcey, Xochitl</td>
<td>TE1Av</td>
</tr>
<tr>
<td>Argento-Smith, Constance</td>
<td>CR1v</td>
</tr>
<tr>
<td>Aydin, Hasan</td>
<td>AN14v</td>
</tr>
</tbody>
</table>

### B

<table>
<thead>
<tr>
<th>Name</th>
<th>Session Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachmann, Abbey</td>
<td>CR14v, TE13v</td>
</tr>
<tr>
<td>Baggett, Hannah</td>
<td>AN23v</td>
</tr>
<tr>
<td>Baiden, Felicia</td>
<td>CR2v</td>
</tr>
<tr>
<td>Ballin, Amy</td>
<td>CR39v</td>
</tr>
<tr>
<td>Banks, James</td>
<td>AN12v</td>
</tr>
<tr>
<td>Banks, Patricia A.</td>
<td>AN13v</td>
</tr>
<tr>
<td>Barber-Lester, Kelly</td>
<td>TE16v</td>
</tr>
<tr>
<td>Barrenechea, Ignacio</td>
<td>CR44v</td>
</tr>
<tr>
<td>Benally, Cynthia</td>
<td>ID5v</td>
</tr>
<tr>
<td>Bernard, Romola</td>
<td>CR33v</td>
</tr>
<tr>
<td>Bifuh-Ambe, Elizabeth</td>
<td>IM5v</td>
</tr>
<tr>
<td>Blake, Sally</td>
<td>IM9v</td>
</tr>
<tr>
<td>Bornstein, Josh</td>
<td>CR21v</td>
</tr>
<tr>
<td>Boucher, Michael</td>
<td>LA9v</td>
</tr>
<tr>
<td>Bouley, Theresa</td>
<td>PL3v</td>
</tr>
<tr>
<td>Brandehoff, Robin</td>
<td>PL4v</td>
</tr>
<tr>
<td>Brazill, Shihua</td>
<td>CR32v, CR48v</td>
</tr>
<tr>
<td>Britton, Stacey</td>
<td>CR38v, TE9v</td>
</tr>
<tr>
<td>Brown, Stacey</td>
<td>CR27v</td>
</tr>
<tr>
<td>Brown, Tashal</td>
<td>AN35v</td>
</tr>
<tr>
<td>Buchanan, Rebecca</td>
<td>ID8v</td>
</tr>
<tr>
<td>Burgard, Karen</td>
<td>LA9v</td>
</tr>
<tr>
<td>Burks, Kimberly</td>
<td>AN26v</td>
</tr>
<tr>
<td>Burton, Matthew</td>
<td>TE14v</td>
</tr>
</tbody>
</table>

### C

<table>
<thead>
<tr>
<th>Name</th>
<th>Session Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camacho, Oliver</td>
<td>IM9v</td>
</tr>
<tr>
<td>Campbell, Charria</td>
<td>PO1v</td>
</tr>
<tr>
<td>Cannon, Sarah</td>
<td>CU6v</td>
</tr>
<tr>
<td>Carjuza, Jioanna</td>
<td>LA1v</td>
</tr>
<tr>
<td>Catania, Nicholas</td>
<td>CR5v, ID12v</td>
</tr>
<tr>
<td>Cavendish, Wendy</td>
<td>CR44v</td>
</tr>
<tr>
<td>Cerezi, Bilge</td>
<td>PO5v</td>
</tr>
<tr>
<td>Champagnie Williams, Wendy</td>
<td>ID11v</td>
</tr>
<tr>
<td>Charles, Merlin</td>
<td>CR49v</td>
</tr>
<tr>
<td>Chase, Liz</td>
<td>PO5v</td>
</tr>
<tr>
<td>Chavarria, Sara</td>
<td>CR50v</td>
</tr>
<tr>
<td>Chong, Kyle</td>
<td>AN35v</td>
</tr>
<tr>
<td>Chu, Yiting</td>
<td>TE8v</td>
</tr>
<tr>
<td>Ciampa, Kati</td>
<td>AN11v</td>
</tr>
<tr>
<td>Clausen, Courtney</td>
<td>CR18v</td>
</tr>
<tr>
<td>Clonan-Roy, Katie</td>
<td>AN19v, ID1v</td>
</tr>
<tr>
<td>Cohen, James</td>
<td>IM12v, LA7v</td>
</tr>
<tr>
<td>Cooley, Kelly</td>
<td>CR20v</td>
</tr>
<tr>
<td>Corey, Knox</td>
<td>CR50v</td>
</tr>
<tr>
<td>Cross, Beverly</td>
<td>CR23v</td>
</tr>
<tr>
<td>Cross, Paulette</td>
<td>ID4v</td>
</tr>
<tr>
<td>Cunningham, Gregory</td>
<td>IM8v</td>
</tr>
<tr>
<td>Curry Iluore, Azizah</td>
<td>CR8v</td>
</tr>
<tr>
<td>Curtis, Katharine</td>
<td>CR26v</td>
</tr>
<tr>
<td>Cutler, Kelly</td>
<td>CR21v</td>
</tr>
</tbody>
</table>

### D

<table>
<thead>
<tr>
<th>Name</th>
<th>Session Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>de Novais, Janine</td>
<td>TE2v</td>
</tr>
<tr>
<td>Dembouski, Lisa</td>
<td>CR40v</td>
</tr>
<tr>
<td>Dennis, Sarah</td>
<td>TE12v</td>
</tr>
<tr>
<td>Dias, Tamara</td>
<td>AN20v</td>
</tr>
<tr>
<td>Diaz, Edgar</td>
<td>ID7v</td>
</tr>
<tr>
<td>Druery, Donna</td>
<td>AN5v, PL2v</td>
</tr>
</tbody>
</table>

### E

<table>
<thead>
<tr>
<th>Name</th>
<th>Session Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eldaba, Abir</td>
<td>CR53v</td>
</tr>
<tr>
<td>Elshafie, Marwa</td>
<td>HE4v</td>
</tr>
<tr>
<td>Enix, Jonathan</td>
<td>CR12v</td>
</tr>
<tr>
<td>Name</td>
<td>Session</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Evans, Autumn</td>
<td>LA7v</td>
</tr>
<tr>
<td>Ewing Flynn, Jill</td>
<td>TE2v</td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Farver, Scott</td>
<td>AN35v</td>
</tr>
<tr>
<td>Ferreras-Stone, Jessica</td>
<td>CU2v</td>
</tr>
<tr>
<td>Fidan, Perihan</td>
<td>CR53v</td>
</tr>
<tr>
<td>Foley, Adam</td>
<td>AN30v</td>
</tr>
<tr>
<td>Foster, Kimberly</td>
<td>AN10v</td>
</tr>
<tr>
<td>Fruja, Ramona</td>
<td>IM1v</td>
</tr>
<tr>
<td>Fulmer, Ellie</td>
<td>AN37v</td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>Gabriel, María</td>
<td>PO4v</td>
</tr>
<tr>
<td>Gault, Rebecca</td>
<td>TE9v</td>
</tr>
<tr>
<td>Gisewhite, Rachel</td>
<td>CR38v</td>
</tr>
<tr>
<td>Glover, Crystal</td>
<td>CR19v</td>
</tr>
<tr>
<td>Goldberg, Michael</td>
<td>CR37v</td>
</tr>
<tr>
<td>Grady, Vanessa</td>
<td>AN1v</td>
</tr>
<tr>
<td>Griffin, Shannon</td>
<td>AN21v</td>
</tr>
<tr>
<td>Guzman Foster, Sandra</td>
<td>AN4v</td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Halagao, Patricia</td>
<td>AN15v</td>
</tr>
<tr>
<td>Halpern, Clarisse</td>
<td>AN14v</td>
</tr>
<tr>
<td>Hamel, Erin</td>
<td>CR19v</td>
</tr>
<tr>
<td>Haraf, Samantha</td>
<td>CR5v</td>
</tr>
<tr>
<td>Harris, Johari</td>
<td>CR47v</td>
</tr>
<tr>
<td>Harrison, Kyle</td>
<td>TE3v</td>
</tr>
<tr>
<td>Harte, Alana</td>
<td>AN17v</td>
</tr>
<tr>
<td>Hasbun, Tracey Covington</td>
<td>TE17A v</td>
</tr>
<tr>
<td>Haverkos, Kimberly</td>
<td>CR38v</td>
</tr>
<tr>
<td>Hawkins, Jaime</td>
<td>AN20v, ID6v</td>
</tr>
<tr>
<td>Hehn, Matt</td>
<td>LA3v, LA11v</td>
</tr>
<tr>
<td>Height, Tatiana</td>
<td>CR16v</td>
</tr>
<tr>
<td>Hind, Elizabeth</td>
<td>CR20v</td>
</tr>
<tr>
<td>Hines, Emily</td>
<td>AN29v</td>
</tr>
<tr>
<td>Ho Sang, Francesca</td>
<td>AN31v</td>
</tr>
<tr>
<td>Hopper, Eugenia</td>
<td>HE3v</td>
</tr>
<tr>
<td>Howard, Sonia</td>
<td>AN32v</td>
</tr>
<tr>
<td>Hunscher-Young, Joslyn</td>
<td>PO2v</td>
</tr>
<tr>
<td>Hunt, Jean Ann</td>
<td>ID2v</td>
</tr>
<tr>
<td>Hutchinson, Amy</td>
<td>ID13v</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Ingle, Harry</td>
<td>PO1v</td>
</tr>
<tr>
<td>Isbell, Janet</td>
<td>CR12v</td>
</tr>
<tr>
<td>Islam, Taslam</td>
<td>CR8v</td>
</tr>
<tr>
<td>Ivey, Allison</td>
<td>CR10v, TE11v</td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>Jabiro, Crystal</td>
<td>CR52v</td>
</tr>
<tr>
<td>Jacobs, Charlotte</td>
<td>AN19v, ID1v</td>
</tr>
<tr>
<td>Jacobs, Jennifer</td>
<td>CR5v</td>
</tr>
<tr>
<td>Jez, Rebekka</td>
<td>TE10v</td>
</tr>
<tr>
<td>Johnson, Danielle</td>
<td>CR35v, IM4v</td>
</tr>
<tr>
<td>Johnson, Kristin</td>
<td>CR3v</td>
</tr>
<tr>
<td>Johnson-Whitt, Eugenia</td>
<td>CR35v</td>
</tr>
<tr>
<td>Jones, Lisa</td>
<td>AN8v</td>
</tr>
<tr>
<td>Jozwiak, Melissa</td>
<td>LA9v</td>
</tr>
<tr>
<td>Junco, Eric</td>
<td>IM9v</td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>Kagan, Jennifer</td>
<td>CU4v</td>
</tr>
<tr>
<td>Kenner, Dannica</td>
<td>AN17v</td>
</tr>
<tr>
<td>Keyl, Shireen</td>
<td>IM6v</td>
</tr>
<tr>
<td>Kim, Hyun Uk</td>
<td>CR39v</td>
</tr>
<tr>
<td>King, Natalie</td>
<td>AN1v, AN22v</td>
</tr>
<tr>
<td>Knight, Jasen</td>
<td>PO1v</td>
</tr>
<tr>
<td>Krieger, Katja</td>
<td>AN37v</td>
</tr>
<tr>
<td>Krol, Mariola</td>
<td>CR11v</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Latzke, Randi</td>
<td>CR5v</td>
</tr>
<tr>
<td>Lawrence-Brown, Diana</td>
<td>CR9v</td>
</tr>
<tr>
<td>Lea, Virginia</td>
<td>AN29v</td>
</tr>
<tr>
<td>Leck, Mika</td>
<td>IM2v</td>
</tr>
<tr>
<td>Lee, Guang Lea</td>
<td>CR42v</td>
</tr>
<tr>
<td>Lewis, Erin</td>
<td>CR25v</td>
</tr>
<tr>
<td>Lin, Hsiao-Ching</td>
<td>LA3v, LA11v</td>
</tr>
<tr>
<td>Liou, Daniel</td>
<td>CR21v</td>
</tr>
<tr>
<td>Litke, Erica</td>
<td>TE2v</td>
</tr>
<tr>
<td>Loeza, Porfirio</td>
<td>CR31v</td>
</tr>
<tr>
<td>Logan, Stephanie</td>
<td>CU3v</td>
</tr>
<tr>
<td>Longoria, A</td>
<td>CR30v</td>
</tr>
<tr>
<td>Love-Day, Michelle</td>
<td>AN36v</td>
</tr>
<tr>
<td>Name</td>
<td>Session Code</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Mahafza, Hamsa</td>
<td>CR36v</td>
</tr>
<tr>
<td>Main, Catherine</td>
<td>TE12v</td>
</tr>
<tr>
<td>Makalau, Amber</td>
<td>AN15v</td>
</tr>
<tr>
<td>Marshall, Brittany L.</td>
<td>AN27v</td>
</tr>
<tr>
<td>Marshall, Laquan (Danie)</td>
<td>CR51v</td>
</tr>
<tr>
<td>Marshall, Patricia L.</td>
<td>AN27v, CR16v</td>
</tr>
<tr>
<td>Massey, Teresa</td>
<td>AN16v</td>
</tr>
<tr>
<td>McAllister, Gretchen</td>
<td>TE7v</td>
</tr>
<tr>
<td>McCorvey, Jennifer</td>
<td>CR5v</td>
</tr>
<tr>
<td>McGinty, John D</td>
<td>IM10v</td>
</tr>
<tr>
<td>McGowan, Kevin</td>
<td>AN33v, HE1v</td>
</tr>
<tr>
<td>Mchenry, Nadine</td>
<td>AN11v</td>
</tr>
<tr>
<td>McMakin, Deborah</td>
<td>CU1v</td>
</tr>
<tr>
<td>Mealy, Todd M.</td>
<td>AN28v</td>
</tr>
<tr>
<td>Metz-Matthews, Kelly</td>
<td>CR4v, LA8v</td>
</tr>
<tr>
<td>Minor, Iris</td>
<td>AN10v</td>
</tr>
<tr>
<td>Mokuria, Vicki</td>
<td>AN5v, PL2v</td>
</tr>
<tr>
<td>Monseur, Judith</td>
<td>CR34v</td>
</tr>
<tr>
<td>Morris, LaDonna</td>
<td>PO3v</td>
</tr>
<tr>
<td>Morrison, Dana</td>
<td>CR43v</td>
</tr>
<tr>
<td>Mortenson, Leah</td>
<td>PO5v</td>
</tr>
<tr>
<td>Myers, Aimee</td>
<td>CR13v</td>
</tr>
<tr>
<td>Namatovu, Winnifred</td>
<td>CR33v, CR35v</td>
</tr>
<tr>
<td>Newman, Patricia</td>
<td>AN11v</td>
</tr>
<tr>
<td>Nichols, Alana</td>
<td>CR6v</td>
</tr>
<tr>
<td>Nickolson, Claudia</td>
<td>TE1v</td>
</tr>
<tr>
<td>Norris, Katherine</td>
<td>CR43v, TE4v</td>
</tr>
<tr>
<td>O’Quinn, Caroline</td>
<td>ID2v, LA9v</td>
</tr>
<tr>
<td>Obiwo, Sarah Mia</td>
<td>AN7v, CR46v</td>
</tr>
<tr>
<td>Ojeda, Rosie</td>
<td>ID3v</td>
</tr>
<tr>
<td>Ortiz-Gonzalez, Izamar</td>
<td>ID9v</td>
</tr>
<tr>
<td>Owens, Robert</td>
<td>PO1v</td>
</tr>
<tr>
<td>Parenti, Tameka</td>
<td>AN6v</td>
</tr>
<tr>
<td>Patterson, Ashley</td>
<td>PL1v</td>
</tr>
<tr>
<td>Peck, Miranda</td>
<td>AN38v</td>
</tr>
<tr>
<td>Peña, Laura</td>
<td>AN22v</td>
</tr>
<tr>
<td>Perez, Jennifer</td>
<td>AN6v, AN25v</td>
</tr>
<tr>
<td>Perry Evenstad, Jan</td>
<td>LA5v</td>
</tr>
<tr>
<td>Persells, Krysten</td>
<td>PO2v</td>
</tr>
<tr>
<td>Pickens, Mario</td>
<td>AN7v, CR46v</td>
</tr>
<tr>
<td>Potratz, Claudia</td>
<td>CR37v</td>
</tr>
<tr>
<td>Powell, Tenisha</td>
<td>CR19v</td>
</tr>
<tr>
<td>Powell Sears, Karen</td>
<td>AN9v</td>
</tr>
<tr>
<td>Preis, Deirdra</td>
<td>TE6v</td>
</tr>
<tr>
<td>Rahill, Margaret</td>
<td>AN38v</td>
</tr>
<tr>
<td>Rakha, Shameem</td>
<td>PO7v</td>
</tr>
<tr>
<td>Ramers, Lauren</td>
<td>CR4v, LA8v</td>
</tr>
<tr>
<td>Rector, Larissa</td>
<td>CR12v</td>
</tr>
<tr>
<td>Redmond, Pamela</td>
<td>TE10v</td>
</tr>
<tr>
<td>Reinking, Anni</td>
<td>PL3v</td>
</tr>
<tr>
<td>Reisboard, Dana</td>
<td>AN11v</td>
</tr>
<tr>
<td>Renaud-Grant, Chantelle</td>
<td>CR33v</td>
</tr>
<tr>
<td>Ressa, Theodoto</td>
<td>HE2v</td>
</tr>
<tr>
<td>Riley, Kathleen</td>
<td>CR17v, CR43v</td>
</tr>
<tr>
<td>Rios, Francisco</td>
<td>CR30v</td>
</tr>
<tr>
<td>Roberts, Charlotte</td>
<td>CU6v</td>
</tr>
<tr>
<td>Robinson, Christa</td>
<td>AN35v</td>
</tr>
<tr>
<td>Rojas, Leticia</td>
<td>CR21v</td>
</tr>
<tr>
<td>Rolon Dow, Rosalie</td>
<td>TE2v</td>
</tr>
<tr>
<td>Ruff, William</td>
<td>CR48v</td>
</tr>
<tr>
<td>Samuels, Amy</td>
<td>AN24v, HE1v</td>
</tr>
<tr>
<td>Samuels, Gregory</td>
<td>AN24v, HE1v</td>
</tr>
<tr>
<td>Samuels-Pink, Seilarine</td>
<td>TE14v</td>
</tr>
<tr>
<td>Sancho, RiChari</td>
<td>TE5v</td>
</tr>
<tr>
<td>Schauer, Margaret</td>
<td>AN38v</td>
</tr>
<tr>
<td>Schneider, Melissa</td>
<td>PO4v</td>
</tr>
<tr>
<td>Schoorman, Dilyse</td>
<td>AN10v, TE14v</td>
</tr>
<tr>
<td>Scott, Lakia</td>
<td>CR28v</td>
</tr>
<tr>
<td>Scussel, Erin</td>
<td>PO6v</td>
</tr>
<tr>
<td>Sears, Karen</td>
<td>CR27v</td>
</tr>
<tr>
<td>Shafiei Rezvani Nejad, Hamed</td>
<td>LA2v</td>
</tr>
<tr>
<td>Sheffield, Adriane</td>
<td>HE3v</td>
</tr>
<tr>
<td>Shourbaji, Amira</td>
<td>IM7v</td>
</tr>
<tr>
<td>Shukura, Nanyamka</td>
<td>AN23v</td>
</tr>
<tr>
<td>Silber-Furman, Dorota</td>
<td>CR29v, CR53v</td>
</tr>
</tbody>
</table>
Sirio, Stephanie  PO4v
Slater, Kathryn  AN18v
Sleeter, Christine  AN12v
Song, Sunyung  LA4v, LA6v
Soslau, Elizabeth  CR17v, TE16v
Springer, Shareen  CR10v
Stegall, Tracy  PO4v
Stone, David  ID2v
Stramanak, Amy  TE14v
Straub, Sarah  CR26v, TE17Av
Strid, John Evar  IM12v, LA7v
Stubbs, Sunny  CR8v, CR15v
Sukowski, Daniel  CR12v
Sun, Fengjuan  LA3v

T
Tafelski, Michael  AN23v
Tanis, Jill  CR31v
Teasdell, Annette  CU5v
Thao, Ger  AN15v
Thapa, Sapna  AN29v
Thomas, Shelley  CR7v
Thomas-Brown, Karen  AN3v
Thompson, Franklin  AN2v
Tran, Hoang  AN34v
Tran, Tham  IM5v
Trent, Stanley  CR41v
Trucios-Haynes, Enid  CR7v

U
Ukpokodu, Omiunota  IM3v
Uzzell, Keela  CR14v

V
VanEss, Katherine  ID6v, CR41v
VanSteenburgen, Suzanne  TE1Av
VanStraten, Melissa  CU2v
Vazquez, Michael Angel  ID10v
Viola, Tony  CR50v

W
Walcott, John  CR22v
Wall, Maeve  ID5v
Weems, Amy  TE8v
White, Cameron  CR14v, HE4v
White, John W.  CR24v
Wickens, Corrine  IM9v
Wiggan, Greg  CU5v
Wiggan, Gregory  CR25v
Willison, Judith  ID11v
Wilson, Chanelle  TE16v
Wilson, Keita  TE15v
Wilson Steffes, Nicole  LA10v
Winchell, Melissa  AN33v, HE1v
Wolfe, Jennifer  LA4v, LA6v
Wood, Raquel  CR37v
Woods, C Sheldon  AN9v
Wright, Brian  CR23v
Wu, Lin  IM11v

Y
Young, Ayanna  CR44v

Z
Zagumny, Lisa  PO1v
Zavala, Miguel  AN12v
Znamenski, Jessica  LA7v
Many Thanks to the NAME 2020 Conference Committee!

Your commitment and work on NAME’s 1st Virtual Conference is appreciated!

2020 NAME Conference Chairperson
Lisa Zagumny, NAME President-elect, Conference Chair

2020 NAME Virtual Conference Committee
Tessa Bishop, NAME Board of Directors Secretary
Steven Lysenko, NAME Chapter of New York State - President
Miquel Zavala, California NAME Chapter - Co-President
Tasha Lebow, NAME Past President
Christopher Knaus, NAME Member

NAME Multicultural Film Festival
Robin Brennenman, Film Festival Chair
Film Festival email: MCFilms@NAMEorg.org

Proposal Review Chairperson
Lisa Zagumny
email: Proposals@NAMEorg.org

Conference Logistics Coordinator
Bette Tate-Beaver, NAME Executive Director
email: Bette@NAMEorg.org

The NAME2020 CONFERENCE Could Not Have Happened Without The Support & Expertise of Chris Sneed and Prestige Audio Visual Technologies!

MANY THANKS!! Prestige Audio Visual Technologies

www.NAMEorg.org