NATIONAL ASSOCIATION FOR MULTICULTURAL EDUCATION’S
27th Annual International Conference
Hilton Salt Lake City Center
November 1-5, 2017 | Salt Lake City, Utah

RE-IMAGINING MULTICULTURAL EDUCATION IN CHANGING TIMES

Co-Sponsors:
Taylor & Francis | Teachers College Press
Utah Education Association | Utah Valley University
WWW.NAMEORG.ORG
### 2017 Conference at a glance*

<table>
<thead>
<tr>
<th><strong>Wed., Nov. 1</strong></th>
<th><strong>Thur., Nov. 2</strong></th>
<th><strong>Fri., Nov. 3</strong></th>
<th><strong>Sat., Nov. 4</strong></th>
<th><strong>Sun., Nov. 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am registration for tours &amp; institutes open school tour</td>
<td>7am-7pm registration opens</td>
<td>7am-7pm registration</td>
<td>7am-12noon registration</td>
<td>9am-11am Sankofa Sunday w/ ANN LOPEZ &amp; CHRISTINE SLEETER</td>
</tr>
<tr>
<td>11am-6pm full day Intensive Institute</td>
<td>8-8:50am NAME Board meeting</td>
<td>7-7:50am Regional meetings</td>
<td>7-7:50am Chapter meetings</td>
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<tr>
<td>11:30am-2:30pm Intensive Institutes</td>
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<td>10-10:50am</td>
<td>9-10:15am MARYLIN COCHRAN-SMITH</td>
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<td>11-11:50am* 1st timers orientation Marketplace breakout sessions posters MC Film Festival Conversations With...</td>
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<td><strong>R.Duhon-Sells Lecture:</strong> MARCIA SELLS</td>
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<td>12noon- 12:50pm Founder's Luncheon</td>
<td>12:30- 1:50pm Dine &amp; Dialogue Luncheon</td>
<td>12 noon- 12:30pm lunch on your own Marketplace</td>
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<td>1:1-1:50pm</td>
<td>2-2:50pm</td>
<td>12:30-1:50pm Global Ed. Panel w/Gaëtane Jean-Marie, Njoki Wane, Peter Rugano, Yun-Kyung Cha, Henry Heredia, Darren Lund,</td>
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<td>6:30-7:30pm President's Reception</td>
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<td>7:30pm Awards Banquet</td>
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<tr>
<td>5pm registration open Marketplace opens</td>
<td>7:30-7:30pm Book Signing Reception w/Sonia Nieto, Wayne Au, Ann Lopez, Natasha Warikoo &amp; more</td>
<td>6:30-7:30pm President’s Reception</td>
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<td>7pm</td>
<td>7:30-10:30pm Intertribal Social Pow Wow</td>
<td>7:30pm Awards Banquet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MC Film Festival Kick Off— “CUBA: In the NAME of Social Justice” And a discussion with the filmmaker &amp; a Cuban educator</td>
<td>Evening Welcome &amp; General Session DONNA DEYHLE</td>
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<td>8:30 - 9:30pm Networking Reception all Marketplace exhibits open</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*schedule, events and details subject to change
# TABLE OF CONTENTS

## 27th Annual International Conference

### National Association for Multicultural Education

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 NAME Conference Theme</td>
</tr>
<tr>
<td>Welcome Letters</td>
</tr>
<tr>
<td>Founding Members</td>
</tr>
<tr>
<td>NAME Board of Directors</td>
</tr>
<tr>
<td>2017 Conference Planning Committees</td>
</tr>
<tr>
<td>Conference Features</td>
</tr>
<tr>
<td>Conference Policies</td>
</tr>
<tr>
<td>27 Years of NAME Conferences</td>
</tr>
<tr>
<td>2017 Intensive Institutes</td>
</tr>
<tr>
<td>Salt Lake City School Tours</td>
</tr>
<tr>
<td>23rd Annual NAME Multicultural Film Festival Schedule</td>
</tr>
<tr>
<td>Conversations with ...</td>
</tr>
<tr>
<td>Kinds of Break-out Sessions</td>
</tr>
</tbody>
</table>

**WEDNESDAY November 1 Conference Program** | 39 |
- Day Events: Tours & Institutes | 39 |
- Evenings Events: MCFF Film Premier | 41 |

**THURSDAY November 2 Conference Program** | 43 |
- Annual Public NAME Board Meeting: 7:30am | 43 |
- General Session: 9:00-9:50am: *Gloria Ladson-Billings* | 45 |
- Reflections from Penelope Lisi | 46 |
- Morning Break-out Sessions | 47 |
- First Timers’ Orientation, 11am | 53 |
- Founder’s Luncheon | 55 |
- Afternoon Break-out Sessions | 55 |
- Mentee-Mentors Connection, 2pm | 61 |
- General Session: 3:30pm: *Duham-Sells Lecture: Marcia Sells* | 64 |
- Afternoon Break-out Sessions | 65 |
- Founders Forum, 5:00-6:30pm | 71 |
- General Session: 7:00-8:30pm: *Donna Deyhle* | 72 |
- Networking Reception, 8:30-9:30pm | 72 |

**FRIDAY November 3 Conference Program** | 73 |
- Regional Meetings | 75 |
- Morning Break-out Sessions | 76 |
- General Session: 9:00-10:15am: *Marilyn Cochran-Smith* | 79 |
- Morning Break-out Sessions | 80 |
- Social Justice Dine & Dialogue Luncheon | 88 |
- Afternoon Break-out Sessions | 88 |
- Book Signing Reception | 102 |
- Inter-Tribal Pow Wow | 102 |

**SATURDAY November 4 Conference Program** | 103 |
- Chapter Meetings | 105 |
- Morning Break-out Sessions | 105 |
- General Session: 9:00-9:50am: *Wayne Au* | 108 |
- Morning Break-out Sessions | 109 |
- General Session: 12:30-1:50pm: *Global Education Panel* | 116 |
- Saturday Afternoon Concurrent Sessions | 118 |
- President’s Reception 6:30pm & Awards Banquet/ 7:30-10:30pm | 125 |

**SUNDAY, November 5 Conference Program** | 126 |
- Sankoka Sunday: 9:00-11:00am | 126 |
- NAME 2017 Proposal Review Committee | 127 |
- Exhibitors (to date) | 128 |
- Presenters’ Index | 129 |
- 2018 NAME Conference Information | 138 |
2017 NAME Conference Theme:
Re-Imagining Multicultural Education in Changing Times

In these times of change locally and globally those who advocate for and work toward greater equity and social justice in education must strengthen their resolve to act on behalf of students. We are forced to ask what is the role of Multicultural Education and its educators in times of great challenge?

The 27th Annual International Conference of the National Association for Multicultural Education (NAME) will provide a forum for practitioners, researchers, community activists, and policymakers to engage in dialogue, share research, and offer workable solutions to the issues we face in education. It is vital for everyone to participate in this important work in K-12 schools, universities, communities and every space where learning occurs to ensure that we build a better world where all children can thrive. The NAME 2017 conference provides an opportunity for thought provoking exchange, renewed vision and taking action on issues affecting all aspects of diversity and social inequities experienced by students in their learning contexts. We remain hopeful, inspired, and engaged as we recommit ourselves to the cause of justice and equity in education and society at large.

Many Thanks to Our Co-Sponsors for NAME 2017’s Conference

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FROM THE PRESIDENT-ELECT

Welcome to Salt Lake City! It is my honour to welcome students, teachers, teacher educators, community activists, researchers, academics and all those who are working toward greater equity and social justice in education from across the globe to the twenty seventh Annual Conference of the National Association for Multicultural Education (NAME). Over the last twenty seven years NAME has been an important voice in challenging systems and practices in education and society that oppress and marginalize some, while at the same time creating space where meaningful dialogue and action can occur.

The theme of the 27th Annual International Conference of NAME is “Re-Imagining Multicultural Education in Changing Times”. This theme acknowledges not only the challenges we face as educators today, but the possibilities for action through collective efforts and activism as we take on these new struggles. In the face of current attacks on public education, the trampling on the rights of some members of society, attempts to re-write history and the rise of bigotry, we must double our efforts in defending the gains that have been made and continue to offer solutions that will make schools more accountable to youths and their communities.

As we take on these challenges together and forge new paths of action, we hope that this year’s conference will provide you with opportunities to engage in dialogue, hear new ideas, renew your vision, gather resources, challenge your thinking, imagine new possibilities, affirm your commitment to social justice and equity, and most importantly meet new friends and colleagues. We encourage you to be engaged and interact with other conference participants.

NAME encourages conference participants to get to know the local area. So take some time to explore the diversity, historic sites, national parks, and monuments of Salt Lake City. Utah is home to five distinct Native American (Aboriginal) cultures, each with a unique heritage.

Thanks to Kyle Reyes and Utah NAME planning committee for their assistance in organizing this year’s conference. Have a wonderful conference experience as we recommit ourselves to the cause of justice and equity in education and society at large.

_A people without the knowledge of their past history, origin and culture is like a tree without roots._
_Marcus Mosiah Garvey, Jamaican National Hero_

Ann E. Lopez

President-Elect, NAME
Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.

-Margaret Mead

As President of NAME, it is indeed my pleasure and honor to welcome you to this twenty seventh national/international conference of the National Association for Multicultural Education (NAME). The theme for this year’s NAME conference, “Re-Imagining Multicultural Education in Changing Times”, highlights the importance of viewing this tumultuous world with a new multicultural education lens to bring opportunity to all—especially to those who are negatively impacted by the changes.

Our charge is to acknowledge the transformations around us and fight for equality for all through a multicultural education lens. Through this time of uncertainty, compounded by natural catastrophes, many are in need, and have been pushed to a place where life becomes uncertain and opportunities seem to vanish. NAME stands to bring hope to those who are marginalized and promote a new world of ideas and opportunities. We are excited to welcome all of you to our yearly conference and to be enlightened by your ideas and perspectives. Let us come together in unity to strengthen our community for improvement of our world through multicultural education.

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

There is no fundamental social change by being simply of individual and interpersonal actions. You have to have organizations and institutions that make a fundamental difference.

Cornel West

You are also invited to take advantage of all that Salt Lake City has to offer!

Yours in NAME,

H. Prentice Baptiste
President, Founding Member,
National Association for Multicultural Education (NAME)
Reflections: Rose Duhon-Sells, NAME’s Founding Mother

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

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

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

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

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

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

My vision for the future of this great organization is to see our members’ research and activism improve the quality of education for all school-age children across the globe, by helping all educators to teach from a Multicultural 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-Sell, NAME Founding Mother
Welcome to Salt Lake City and the 27th International conference of the National Association for Multicultural Education. We begin this important gathering with the theme: “Re-Imagining Multicultural Education in Changing Times.” NAME members only have to look back to last year to see how times had changed. At the annual conference in Cleveland, NAME members were certain that Democratic presidential nominee Hillary Clinton would win the White House and become the first woman president. Only in the dark, early morning hours of November 9, 2016, did we learn that Republican presidential nominee Donald Trump would be the 45th president of the United States, following the gifted leadership that Barack Obama provided. It was good to be with our NAME family and friends when we received the news that has changed our world so much!

That was the beginning of a difficult year for the nation, the world and certainly NAME folks who are doing the hard, often thankless, work to further multicultural education. But, the good news is that a year ago we enjoyed the networking and embrace of each other as we tried to imagine what might lie ahead. Little could have prepared us for the changes that have taken place, from Betsy DeVos becoming secretary of the U.S. Department of Education to the continuing efforts to undo the Affordable Care Act to the U.S. retreat from the Paris accord on climate change.

I think this quote from LL Cool J explains how NAME and its members must respond to the adversity that the nation and education face with the Trump administration; “When adversity strikes, that’s when you have to be the most calm. Take a step back, stay strong, stay grounded and press on.” NAME has pressed on with more public statements on multicultural education and social justice. We have grown and expanded our reach. We are planning our 4th educational and cultural exchange in Cuba. This summer the first Cuban chapter of NAME was founded. Our stand and strength as an organization are needed more than ever.

NAME also with this year’s conference recognizes the changing times but insists on multicultural education and social justice being re-imagined and re-invigorated to meet the needs of the changing demographics in the United States and the world. Doing things the way we have always done them, falls far short in these challenging times. We must draw on our Sankofa spirit, fetch the experience from the past and move forward, with strength and determination.

So for this conference, take a lot of notes, collect a lot of names, contact information and business cards. Learn a lot, laugh a lot and even cry a bit. Recharge your social justice and multicultural education batteries at this NAME conference. The juice you get here will carry you through what promises to be another very long year.

Bette

Bette Tate-Beaver, NAME Executive Director
Dear Conference Participants,

Our Utah NAME family welcomes you to Salt Lake City. We are excited to host the 27th Annual NAME Conference bringing together hundreds of educators, students, and community members who care about Re-imagining Multicultural Education in Changing Times. From our nationally recognized programs and partnerships with our growing Latinx, Native American, African American, and Pacific Islander populations to our groundbreaking work with low-income communities; and from our inspiring on-boarding programs for refugee families and students to our growing reputation as an LGBTQ-friendly state, Utah is re-framing and re-imagining how such work gets done in a historically and traditionally red state.

We are excited to showcase the tremendous work that is happening in the Beehive State on issues of multicultural education, diversity, equity, access, opportunity, and social justice. We have planned for engaging and culturally diverse school tours, indigenous protocols, cultural performances, and pre-conference intensive institutes that are sure to be full of critical dialogue and learning. On Friday evening, we will honor the first peoples of the land of Utah by hosting an exhibition intertribal pow wow celebrating the original tribes and nations that took care of the land now known as Utah.

As multicultural educators in the state of Utah, we recognize and wrestle with the history of this state in relation to Native Americans (colonization), Japanese Americans (Topaz Internment Camp), Native Hawaiians and Samoans (Iosepa land), African Americans, other people of color, and LGBTQ+ community (LDS church stances)—to name a few. It is because of these histories that we advocate passionately for culturally responsible education, development of critical consciousness, and equitable opportunities for all students through asset-based lenses. In other words, we don’t hide from the past, but re-imagine our work in these changing times to ensure that we don’t repeat the past.

In addition to the official programming, we have provided an “Our City, Your City” Cultural Engagement Guide that will allow you to enjoy all that Salt Lake City and surrounding areas have to offer. The guide includes information on “night life,” outdoor activities, restaurants, music, dancing, sporting events, and cultural sites.

We hope you enjoy your stay and find some meaningful connection and learning experience here. Perhaps you will return to your state, city, and organization with new lenses about the work happening in Utah and the work that needs to happen throughout this country. Enjoy the conference and mahalo for joining our Utah NAME family for a few days.

Sincerely,

Kyle A. Reyes, Ph.D.
President, Utah Chapter of NAME
Chief Diversity Officer, Utah Valley University
STATE OF UTAH
OFFICE OF THE ATTORNEY GENERAL

SEAN D. REYES
ATTORNEY GENERAL

Dear Conference Attendee:

On behalf of the great state of Utah, I warmly welcome you to the land of stunning red rock vistas, majestic mountains and the greatest snow on earth. Utah is proud to welcome you to the 27th Annual International Conference for the National Association for Multicultural Education (NAME).

In Utah, we appreciate the innovation, inspiration and dedication of educators in our state and throughout the country. On a more personal note, I am in awe of leaders like my mother who sacrificed and gave all she could of herself for nearly forty years as an educator, often in multicultural school environments.

As a state, our diversity is becoming more reflective of a globally connected community, and I appreciate the efforts of organizations like NAME to bring together individuals and groups with an interest in multicultural education. Education is truly one of the great equalizers in our nation when it comes to opportunities for success. We have seen how diversity can strengthen the institution of education and enrich participants, just as it can in business, politics and other fields.

As a Utah statewide officeholder of Asian, Hispanic and Pacific Island descent, I know first hand the critical importance of allowing disparate cultural voices a seat at the education table. I am particularly proud of the hard work and success of local members of NAME, including Utah’s current Chapter Chair, and my brother, Dr. Kyle A. Reyes.

Thank you for demonstrating your interest in improving multicultural education by attending this important event. I hope you have a wonderful conference and enjoy visiting Utah and all it has to offer.

Respectfully,

Sean D. Reyes
Utah Attorney General
Dear Conference Participants,

As Mayor of Salt Lake County, I extend a gracious welcome to each of you during this 27th Annual International Conference for the National Association for Multicultural Education.

Salt Lake County is a hub of diversity and inclusion. We feel that it is fitting that the NAME Conference is taking place here in Salt Lake, one of the most diverse cities in the country.

While you are here, I hope that you will visit the many attractions that this county has to offer. May the diversity that surrounds you in Salt Lake County enhance your conference experience.

Respectfully,

[Signature]

Ben McAdams
Salt Lake County Mayor
Greetings:

As president of the University of Utah, it is my pleasure to welcome The National Association for Multicultural Education to Salt Lake City for the 2017 Annual Conference.

It is an honor to host members of a national organization who are passionate about multicultural education, diversity and inclusion. The University of Utah’s core values reflect a deep commitment to these same standards. The U celebrates the rich diversity of people as well as creative and intellectual traditions by being inclusive in every respect. Our Office for Equity and Diversity is at the heart of efforts to continue to build a diverse campus, promote understanding, and facilitate opportunity, but inclusion is central to our overall mission. The Office of Engagement also extends that message, beyond our campus, by connecting underrepresented and first-generation K-12 students to the college experience and encouraging them to pursue their dreams.

I applaud your efforts as educators, students, and community members to proactively advance multicultural education. It is my hope that you will find this conference productive and that you will broadly share your innovative ideas.

While in Utah, I encourage you to familiarize yourself with our campus. Visit the acclaimed Natural History Museum of Utah, enjoy a walk through Red Butte Garden, or stop by Lassonde Entrepreneur Institute, which was recently named among the “best new university buildings” by Architectural Digest. The entire lower floor is dedicated to student entrepreneurship.

It is our hope that you will also enjoy your stay in Utah. With five national parks, breathtaking mountains, and warm, welcoming people, this state is a great place to work and play.

On behalf of the University of Utah, I wish all of the participants of this conference a valuable and enjoyable event.

David W. Pershing, Ph.D.
President
Distinguished Professor of Chemical Engineering
November 1, 2017

Dear Conference Participant,

Welcome to Salt Lake City and to the National Association for Multicultural Education’s 2017 Conference! I trust this conference, focusing on “Imagining Multicultural Education in Changing Times” will be a great benefit to you as you attend and participate in the conference sessions, the site visits and network with fellow educators. On a personal note, a hat I formerly wore took me to several NAME conferences many years ago. I still value both the people I met and what I learned through my attendance.

Individuals from many locations around the world now call Utah home. You will have opportunity throughout the conference, to see first-hand the programs, services and educational opportunities available to help all students succeed.

I applaud the NAME’s mission to “advance and advocate for equity and social justice through multicultural education” and by your attendance at this year’s conference events you are contributing to reaching the goals and objectives of the NAME organization.

Enjoy your time in Salt Lake City and have a wonderful conference!

Sincerely,

Martin W. Bates, Superintendent
Granite School District
September 2017

Dear NAME Conference Participants,

Welcome to Salt Lake City and the 2017 National Association for Multicultural Education (NAME) Conference! I am pleased to welcome you to our great city and I hope that you have a wonderful conference experience. During the course of the conference you will have multiple opportunities for Re-Imagining Multicultural Education in Changing Times. At the conclusion of your conference experience I hope that you will leave Salt Lake City with a renewed energy and dedication to educating students for a changing world.

Many of you will have the opportunity to visit several of our schools while attending the conference. You will meet our amazing administrators, teachers, staff, parents, community, and students. While visiting our schools you will learn about our vision of Excellence and Equity: Every Student, Every Classroom, Every Day and observe our efforts to ensure that our vision becomes a reality.

Our vision is to ensure that ALL Salt Lake City School District students receive a rigorous, engaging education and graduate ready for college and a career. Our 40 schools are each unique and offer a variety of program opportunities for our 24,000+ students. At the heart of each of our schools is a dedicated teaching team that challenges our students to believe in themselves and believe in their potential. Each teacher and each classroom has their own identity, but they share the vision of Salt Lake City School District.

As a diverse city and a diverse school district it is exciting to host the 2017 NAME Conference. Just as NAME works to advance and advocate for social justice and educational equity through multicultural education, so does the Salt Lake City School District. It is work that we believe will help us accomplish our vision. Multicultural education is critical in our school district and I am pleased to have teacher-leaders in Salt Lake City School District involved in NAME at both the state and national levels. I commend our teacher-leaders and NAME for their steadfast commitment to multicultural education.

As you begin your conference experience, I hope you enjoy your visit to Salt Lake City and the Salt Lake City School District. We are pleased to have you in our city and district.

Yours in education,

[Signature]

Lexi Cunningham, Ed.D.
Superintendent, Salt Lake City School District
NAME Founding Members

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

Rose Duhon-Sells, Founder
McNeese State University

H. Prentice Baptiste
New Mexico State University

Lesley McAvoy-Baptiste
Houston Public Schools

Samuel H. Bolden
Ohio University

James B. Boyer
Kansas State University

Glenn A. Doston
Ohio University

Cherry Ross Gooden
Texas Southern University

Tonya Huber-Warring
St. Cloud State University

Marjorie Kyle
Mesa Community College

Alfred G. Mouton
McNeese State University

Cornel Pewewardy
University of Kansas

G. Pritchcy Smith
University of North Florida

Samuel E. Spaight
Wichita Public Schools

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

Doris C. Vaughn
Alabama A&M University

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

Founder
Rose Duhon-Sells
Green Legacy Publishing
Vice-Chancellor for Academic Affairs (retired)
Southern University at New Orleans & Union Institute
Duplichain University-Founder
6305 Elysian Fields Avenue, Suite 300
Lake Charles LA
Email: rose@nameorg.org

Executive Director
Bette Tate-Beaver
2100 M Street, Suite 170-245
Washington DC, 20037
Phone: 202.679.NAME (202.679.6263)
Email: bette@nameorg.org

President
H. Prentice Baptiste
New Mexico State University
Curriculum & Instruction
O’Donnell Hall Room 122E
MSC 3CUR
P.O. Box 30001
Las Cruces, NM 88003-8001
Office Phone: (575) 646-2616
Email: baptiste@nmsu.edu

President-elect
Ann E. Lopez
University of Toronto
OISE: Ontario Institute for Studies in Education
Toronto ON M5S 1V6
Office Phone: (416) 978-8922
e-mail: ANN.LOPEZ@UTORONTO.CA

Immediate Past President
Francisco Rios
Woodring College of Education
Western Washington University
MS 9088,516 High Street
Bellingham, WA 98225-9088
Email: francisco.rios@wwu.edu

Treasurer
Charlene Lui
Granite School District (UT)
Director, Educational Equity
Granite School District
2500 South State Street
Salt Lake City, Utah 84115
Phone: 801-646-5000
Email: clui@graniteschools.org

Secretary
DaVerne Bell
Director of Equity & Inclusion
St. Mary’s Academy
Portland OR
Email: DaVernespeaks@comcast.net

Parliamentarian
Brandon Fox
Stephen F. Austin State University
Phone: 936-468-2409
Email: foxbrand@sfasu.edu

Member At-Large
Maria Gabriel
Thompson School District R2-J
Email: mgabriel@psdschools.org

Continued…
### Founding Members' Representatives:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Cherry Ross Gooden</td>
<td><a href="mailto:drcrgood@gmail.com">drcrgood@gmail.com</a></td>
<td>Texas Southern University Curriculum and Instruction</td>
</tr>
<tr>
<td>Marjorie Kyle</td>
<td><a href="mailto:mykylemail@yahoo.com">mykylemail@yahoo.com</a></td>
<td>Mesa Community College</td>
</tr>
<tr>
<td>Cornel Pewewardy</td>
<td><a href="mailto:cornelp@pdx.edu">cornelp@pdx.edu</a></td>
<td>Portland State University</td>
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### REGIONAL DIRECTORS:

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<tr>
<th>Region 1</th>
<th>Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont</th>
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<tbody>
<tr>
<td>Regional Director</td>
<td>Stephanie Burrell Storms, Fairfield University</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:sstorms@fairfield.edu">sstorms@fairfield.edu</a></td>
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<th>Region 2</th>
<th>Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia</th>
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<tr>
<td>Regional Director</td>
<td>Melba Venison, Educational Consultant</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:mveni4921@yahoo.com">mveni4921@yahoo.com</a></td>
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<th>Region 3</th>
<th>Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee</th>
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<tr>
<td>Regional Director</td>
<td>Lisa Zagumny, Tennessee Technological University</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:lzagumny@tntech.edu">lzagumny@tntech.edu</a></td>
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<th>Region 4</th>
<th>Illinois, Indiana, Michigan, Minnesota, Montana, North Dakota, Ohio, South Dakota, Wisconsin</th>
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<tr>
<td>Regional Director</td>
<td>Robin Brenneman, Hilliard Ohio Arts Council</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:kenrob@columbus.rr.com">kenrob@columbus.rr.com</a></td>
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<th>Region 5</th>
<th>Arkansas, Colorado, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas</th>
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<tr>
<td>Regional Director</td>
<td>Alice Duhon-Ross, Walden University</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:myal7583@suddenlink.net">myal7583@suddenlink.net</a></td>
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<th>Region 6</th>
<th>Arizona, California, Nevada, Utah, Wyoming</th>
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<tr>
<td>Regional Director</td>
<td>Krista McAtee, Teacher and Adjunct Professor, Sonoma, Ca</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:maestrakrista@yahoo.com">maestrakrista@yahoo.com</a></td>
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<th>Region 7</th>
<th>Alaska, Hawaii, Idaho, Oregon, Washington</th>
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<tr>
<td>Regional Director</td>
<td>Chris Knaus, University of Washington, Tacoma</td>
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<tr>
<td>Email</td>
<td><a href="mailto:Activeeducation@yahoo.com">Activeeducation@yahoo.com</a></td>
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<th>Region 8</th>
<th>American Samoa, Guam, Northern Mariana Islands, Virgin Islands, Sovereign Nations within the U.S., International Members, and Indigenous Peoples</th>
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<tr>
<td>Regional Director</td>
<td>Jasmine Jackman, Peel School District, Ontario Canada</td>
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<tr>
<td>Email</td>
<td><a href="mailto:jasminejackman@gmail.com">jasminejackman@gmail.com</a></td>
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27th Annual Conference Committees

We greatly appreciate the hours of energy the following people have dedicated to make the NAME Conference planning and organizing done by our good members in Utah, this year’s host committee.

2017 NAME Conference Local Committee

Local Co-Chair — Kyle Reyes
Committee Members:
Chelsie Acosta          Pilar Hays          Angelica Ramos
Cassidy Bell           Alex Hildebrand     Krista Ruggles
Thomas Boynton         Sandy Jensen        Belinda Talonia
Eric Bybee             Charlene Lui         Denece Taylor-Begay
Josephine Clark        Shauna McClendon    Jackie Thompson
Kahea Clark            Jennifer Newell       Bernardo Villar
Andrea Garavito-Martinez Jenny Nicholas   Bryan Waite
Jeanie Groves          David Parker         Brian Yazzie

Pow Wow Sub-Committee
Chair — Denece Taylor Begay
Committee Members:
Jeanie Groves
Brian Yazzie

National Planning Committee
Conference Co-Chair—Anne Lopez, NAME President—Elect
Proposal Review Chair—Lisa Zagumny
National Conference Coordinator NAME ED—Bette Tate-Beaver, NAME ED

Committee Members:
Mitchele Anderson       Brandon Fox
Susan Bennett           Tasha Lebow
Tessa Bishop            Rebecca Russell
Robin Brenneman         Derrick Wolf
Lewis Diuguid

International Planning Committee
Jasmine Jackman, NAME Region  OISE/University of Toronto, Canada
Kyung-Hwan Mo, KAME President, Seoul National University MCE Research Center, Korea
Sinae Lee, Seoul National University, Korea
Hojung Kim, Korean Seoul National University, Korea
Peter Rugano, University of Embu, Kenya
Osholene Oshobugie, Graduate Student OISE, University, Nigeria/Canada
Desiree Sylvestre, Graduate Student, OISE, University of Toronto, St. Lucia/Canada
Henry N. Heredia, Institute for Cultural Reseach Juan Marinello, Cuba
NAME Conference Features

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

Intensive Institutes
These longer programs allow for deeper work and more interaction. Institute participants do NOT miss the general sessions. There are selections Wednesday and a keynote Institute on Friday. Pre-registration is required and additional fees apply. Find complete info on Intensive Institutes, beginning on page 22.

Local Schools Tours
The local committee has organized wonderful tours of high interest to NAME people. Transportation is provided on these guided tours. Space is limited, so please register online early. Additional fees apply. Tours will meet in the Granite Foyer, 20 minutes prior to listed departure time. Please be On Time! Details on page 25.

Annual Multicultural Film Festival
Screenings in Seminar Theater.
This year marks the 23rd anniversary of the Annual NAME MC Film Festival. It provides opportunities throughout the conference to preview DVDs related to social justice for use in classrooms, meetings, or training events. The selected videos address a wide variety of equity topics—and, if time allows—participants will share their impressions during each set of Break-out Sessions. Several filmmakers will join us for discussion of their films during the break-out session immediately following the screening of their work. More information on page 28. For additional information, or to recommend new videos for the MC Festival, please contact Robin Brenneman, who has chaired the committee for many years at: mcfilms@nameorg.org

Silent Auction
You are encouraged to donate and bid on the unique items donated to this year’s Silent Auction. Bidding will close at the end of the Friday night Pow Wow. Please plan to collect items you have won by the end of conference on Sunday so you can carry them home with you. Thank you to all donors and bidders!

Special Sessions
Opening Event: Weds. 7:00pm in Grand Ballroom—Premier of ‘CUBA-In the NAME of Justice.’ NAME MC Film Festival Premier, followed by A Conversation with the Filmmaker and NAME Cuba travelers: See page 41 for details.

NAME Board Meeting
Thursday, 8am in Alpine West.
Participate in this annual Board Meeting forum and continental breakfast with the leadership of NAME.

Networking Events
NAME offers great networking opportunities while enjoying food and drink, exploring the offerings of our exhibitors and meeting NAME scholars and writers, as well as our fascinating members. Many significant professional and personal friendships have begun at NAME networking events.

First Timers’ Orientation
Thursday, 11am in Alpine West
If you are new to NAME conferences, this session will help acquaint you with many of the unique aspects of NAME and its members. It is a great way to get welcomed into the NAME Family.
Mentor/Mentee Connection
Thursday, 2pm in Alpine West.
This session will link Mentors and Mentees. It is a special aspect of our conferences that often creates immediate “old friends” and lasting professional relationships.

Networking Receptions
Thursday 8:30–9:30 pm in the Exhibit Area, Grand Ballroom Foyer
Following the evening’s General Session, the evening includes light appetizers and a cash bar and time to visit our exhibitors and bid in the Silent Auction.

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

Regional Meetings
Friday 7am in Alpine West.
Meet with NAME members in your region and extend your local network. It is a great chance to discuss common issues, share regional resources and connect with more NAME people in your area. Facilitated by our Regional Directors.

Book Signing Reception
Friday, 6-7:15pm, Grand Ballroom Foyer.
Here is great opportunity to visit with numerous NAME authors, purchase their books and have them signed. Cash bar will be available.

Inter-tribal Pow Wow
Friday 7:30-10:30pm, Grand Ballroom-
Join us for inter-tribal dancing, singing and native arts and crafts. We are honored to welcome the following leaders: Host Drum: Rocking Horse, M.C.: Nino Reyes, Arena Director: Orrenzo Snyder, Head Man Dancer: James Reeder, Head Lady Dancer: Laverna Benally. Our thanks to Denece Taylor-Begay and the local planners for bringing this special event to NAME!

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

President’s Reception & Awards Banquet
Saturday 6:30-7:45pm in Trofi’s Restaurant; Banquet to follow.
Please join for the 27th Annual President’s Reception, Banquet and Awards ceremony in Trofi’s Restaurant, with the Banquet following at 7:45pm. One ticket to this event is included with meal package A. Additional tickets are also available for guests; check at registration. And be sure to wear your dancing shoes!

Sankofa Sunday
Sunday 9-11am in Alpine East and West.
This dynamic session always provides participants an opportunity to expand and advance how we view Multicultural Education. A light continental breakfast will be offered.

Conference Artwork
We greatly appreciate Omarthan Clarke for providing his wonderful artwork for NAME’s 2017 Conference. Omar also serves on the Conference Logistics committee. Some of Omar’s art will be available in the Silent Auction. More of Omar’s art can be seen at www.Omarthan.com.
NAME Conference Policies

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

Conference Evaluation
All participants will receive an electronic survey link shortly after the conference to provide feedback on the conference. Watch your email, and give us your insights so we can make the next NAME conference even better. Presenters who wish to do so may circulate their own evaluation form for their breakout sessions.

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

Meal Tickets
Meal tickets are required for the Thursday and Friday’s Dine & Dialogue luncheons, and for the Saturday Reception/Banquet. **People who did not purchase meal tickets will NOT miss the general sessions;** please join the general sessions at the posted times. Some individual luncheon and banquet tickets are available, but tickets are limited. Check at the registration desk for availability.

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

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

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

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

Engage in deeper conversations and contact with NAME scholars without missing any conference breakouts or sessions. Space is limited and registration is required; additional fees apply. To add an Institute, please stop at registration, or go on-line.

Fees: NAME Member Discounted Rate for Half-Day Institutes: $29/Non-Member: $49
*Full Day Institute: Member Discounted Rate: $49/Non-Member: $69.

PRE-CONFERENCE INSTITUTES - WED, NOV 1

11am - 6pm FULL-Day Institute*

W1. Developing a Multicultural Education Curriculum
Presenter: Bill Howe, Past-President of NAME; Multicultural Dimensions
Date: Weds, Nov 1; 11am-6pm (with lunch break)

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

Half-Day Institutes:
11:30am - 2:30pm Intensive Institutes, Early Afternoon Sessions

W2. School Leadership Matters: Strategies to Successfully Implement Culturally Responsive Leadership Approaches in Schools
Presenter: Ann E. Lopez, President-Elect of NAME, Associate Professor, Teaching Stream OISE/University of Toronto, former school administrator Peel District School Board and former Academic Director of Initial Teacher Education at the Ontario Institute for Studies in Education, University of Toronto.

This institute is designed to engage school leaders (teacher leaders and administrators), leaders in higher education as well as aspiring leaders interested in embedding social justice and culturally responsive approaches in their practice. We know from research and practice that culturally responsive approaches increase student engagement and achievement, community and parental involvement, reduce disciplinary issues and improves retention rates in higher education. The purpose of this institute is to share culturally responsive leadership strategies and approaches that work, explicate the challenges of this type leadership, and envision ways to overcome these challenges. This workshop will feature a select group of educational leaders who will share their experiences and coping methods as social justice leaders on their leadership journey.
Presenter: David Parker, Center for Creating Community
Date: Weds, Nov 1; 11:30am-2:30pm

There are many steps to creating an intentional classroom culture and climate that is inclusive and safe for all students. Attention needs to address issues of acceptance, identity as well as confront stereotyping. This interactive institute will focus on how to use multicultural children’s literature as a method to help create a positive culture and climate for learning and the development of positive character traits. Participants will explore how children’s literature can be used to introduce and reinforce the development and creation of an environment that is caring and respectful to everyone. Through presentation, discussions, and activities, participants will identify books to establish the foundation for their classroom (or school) climate. Participants will be able to:

- Understand the importance of creating an authentically inclusive classroom culture/climate.
- Identify authentic multicultural books
- Design a foundation of their anticipated class culture with the multicultural books as a foundation

W4. If You Don’t Have Something Nice To Say...
Presenter: Danné E. Davis
Date: Weds Nov 1; 11:30am-2:30pm

At some point during our youth adults admonished, if you don’t have anything nice to say, don’t say anything. Yet, for many of today’s adults and youth, rudeness presents as the rule rather than the exception. This intensive institute focuses on compliments—affirming speech that recognizes favor in people. Compliments are paramount for civil societies. Kind words lift our spirits; they unite people; praise fosters community. Ultimately, when a person feels good, they "do good.” Multicultural education compels us to know and respect members of our community. Words of praise can facilitate familiarity. The current climate of global cultural insensitivity warrants a conversation about compliments. After discussing compliments, this intensive institute invites attendees to adopt an action plan. Desired outcomes include comparing individual lived experiences with the literature on compliments; analyzing impolite scenarios; developing compliment sharing action plans. Because practicing kindness helps to counter tyranny and oppression, this intensive institute resonates with all organizing levels.

W5. Not in my school! How White Supremacy, White Privilege, And Other Forms of Oppression Undermine Best Intentions
Presenter: Eddie Moore, Jr., The Privilege Institute
Date: Weds, Nov 1; 11:30am -2:30pm

How can events like Dallas, Ferguson, Chicago, Norman, Baltimore, Cleveland, McKinney and others drive our school communities apart? Consequently, how can they be used as teachable, community-building moments? As the recent surge in highly visible racial incidents/police shootings impacts students differentially along racial lines. All schools/organizations have a unique opportunity to deepen the dialogue, understanding, and community engagement. This is an interactive and challenging session designed to explore how these headline stories impact and effect issues related to family engagement, oppression, teacher preparation, whiteness, diversity, power, privilege, oppression, leadership curriculum development, and more. While exploring history, white supremacy, and the manifestation of oppression in recent events,
participants will develop skills and insights for effective personal and institutional transformation.

3-6pm Intensive Institutes, Late Afternoon Sessions:

W6. How To Use A Writing Workshop To Enhance And Develop Literacies, Voice And Identity: Conversations About Social Justice And Equity
Presenter: Elsie Lindy Olan, University of Central Florida, Assistant Professor, President Central Florida Literacy Council
Date: Weds, Nov 1; 3 - 6pm

This institute is designed for those individuals wishing to develop a writing workshop that enhances and develops literacies, voice and identity while fostering conversations about social justice and equity. This institute covers examples of teachers and teacher candidates (different content areas) engaging in purposeful writing on topics of interest and of relevance to their communities. The facilitator will demonstrate how a writing workshop in a third space utilizes critical artmaking to frame how educators and teacher candidates co-construct writing that depicts educational spaces of literacies, voice and identity while disrupting notions about social justice and equity. The facilitator will introduce writing workshop writing samples/projects that will guide participants in a series of activities where they will identify and interpret the emphasis on developing strong writing skills via dialogue with artists and participants, art appreciation and real life experiences as a means of culturally responsive learning and teaching. This institute provides a framework for understanding how teachers and teacher candidates view, write and use social justice, culture and equity in the development of their literacies, professional identity and classroom practices.

W7. Bridging Technology and Multicultural Education
Presenter: Krista Ruggles, Assistant Professor at Utah Valley University
Date: Weds, Nov 1; 3 - 6pm

In order to prepare diverse students to be successful in the 21st century, it is critical that they develop a deep understanding and are provided with authentic opportunities to acquire advanced technological skills. Unfortunately, teachers are either unprepared to facilitate these learning experiences or feel as though they do not have adequate time or resources to accomplish the task. This interactive institute will highlight specific tools that can be used in pre-service teacher preparation programs and in schools to engage diverse learners while providing them with an opportunity to strengthen their ability to utilize technology in powerful and engaging ways.

W8. Disciplined Too Young & Too Often: Understanding the School-To-Prison Pipeline
Presenter: Nubia Peña & David Domínguez
Date: Weds, Nov 1; 3 - 6pm

Across the country, school systems are shutting the doors of academic opportunity and funneling children into the juvenile and criminal justice systems by using overly harsh discipline practices to address student misbehavior. Advocates, educators, law enforcement and community partners must be aware of current issues that increase a youth’s vulnerability to perpetration in order to create innovative and relevant ways of engaging with targeted youth. This presentation will provide a brief overview of the pipeline and the various intersections of vulnerability that increase a child’s risk of victimization. In addition, advocates will be
encouraged to get involved in mitigating STPP issues to increase protective factors within schools by addressing policy change and reform.

W9. NAME’s Writing for Publication
Presenters: Penny Lisi, MC Perspectives Editor; Kevin Roxas, MC Perspectives Associate Editor
Day: Weds Nov 1; 3-6pm

This institute is designed to assist anyone interested in publishing in professional journals or other related publications, in the field of multicultural education. The session is particularly beneficial to graduate students and junior faculty. During this interactive workshop, participants will learn about the process of writing for publishing from both a writer’s perspective, as well as the editor’s perspective. Topics to be covered include getting started (selecting appropriate journals, turning dissertations into articles, etc.), the submission and review process, and the relationship of publishing to tenure. Participants should be prepared to share and discuss their article ideas. Participants will receive an extensive package of materials to support their work towards becoming published authors.

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<th>Special Scholar Institute – Fri. Nov 3: 10:30am-12:20pm</th>
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<tr>
<td>With</td>
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<tr>
<td>MARILYN COCHRAN-SMITH</td>
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<tr>
<td>Cawthorne Professor of Teacher Education for Urban Schools;</td>
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<tr>
<td>Director, Doctoral Programs, Lynch School of Education, Boston College</td>
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**Reclaiming Teacher Education Accountability for the Democratic Project: An Interactive Workshop**

*Note: Space is limited; pre-registration is required. Please go on-line to register.*

For increasing numbers of people involved in the preparation of teachers, the term “accountability” is almost always coupled with modifiers such as “tighter,” “tougher,” or “with more teeth.” For people with this viewpoint, accountability is almost a magic word that conjures up images of fixing teacher preparation once and for all through the uniform implementation of rigorous outcomes assessments and public reporting schemes. For other participants in the teacher education community, however, accountability is decidedly not a magic word. In fact, it is more like a dirty word that implies a deep mistrust of teacher educators and reflects the profound misunderstanding that teaching and teacher education are predictable and linear activities rather than embedded in shifting social relationships and the experience of diverse local communities. For people with the latter viewpoint, the assumption is that more accountability will not only not fix teacher education, but will instead exacerbate the deprofessionalization of teaching, perpetuate social and educational inequities, and undermine the democratic project. This workshop addresses questions about the dominant approach to accountability in teacher education, how it came to be central to teacher education reform, its impact on teaching and teacher education, and what it would take for the teacher education community to learn from critiques and promising practices to try to get accountability “right” for the next generation and in support of democracy. The workshop will provide participants with a new, 8-dimensional framework for analyzing teacher education assessments and accountability initiatives at any level—local, state, national, or federal. Working with the framework, the session will feature small and larger group analysis of: obstacles to democratic accountability, promising practices or “cases” of democratic accountability, and ways to move toward democratic accountability in one’s own region, state, institution, and/or program.
Salt Lake City School Tours

Local conference planners have chosen the following schools for NAME People to visit in the Salt Lake City area. Space is limited. Preregistration and additional fees apply. Please go online to add a tour to your conference plans. Fees: NAME Member Discounted Rate: $29; Non-Member Rate: $49

IF YOU ARE GOING: Tours will gather in the GRANITE FOYER, 20 minutes prior to the listed departure time. Please be On Time!!

Pre-conference visits – Wednesday School Tours

WT1. Serving Students on the Autism Spectrum: Carmen B. Pingree Autism Center of Learning. Time: 8:30 - 11:00am
Operated by Valley Behavioral Health, the Pingree Center is a successful example of a private/public partnership. It provides behavioral and educational services to students, conducting and supporting research into the causes of autism and effective interventions. The center assists families in coping with the challenges presented by autism, and trains current and future teachers and professionals in best practices and procedures. Three levels of instruction are provided at the Pingree Center: preschool, elementary school and the adolescent program. Additionally, an at home program empowers families to become important members of their child’s treatment team by being taught strategies to use with their children at home. Participants in this Pre-Conference Institute will visit the Pingree Center, where they will have the opportunity to tour the building, experience classroom observations, and listen to a presentation of services provided and the population served at the school.

WT2. Trauma-informed Schooling Practices: Rose Park Elementary & Community School
Wed, Nov 1; 12:00 - 2:30pm
Rose Park Elementary School has undergone dramatic institutional change over the past five years being the public school in Utah to open and sustain: a social justice early childhood Montessori Program, a student wellness center; focusing on trauma-informed schooling practices; as well as myriad programs to support educational equity for youth in an urban public school. The tour will highlight our school culture and climate discussing how our move to community-centric practices has allowed us to adopt school values that embody our neighborhood and community as a whole while also supporting and developing teachers to engage in practices that reduce educational inequity in the classroom; using home visits to expand our commitment to family-school partnerships. Finally, we will highlight classroom teachers that are taking equity and multicultural education to the next level by developing inquiry and project-based learning to meet ever-changing student needs while building on family assets.
TT3. Culturally Relevant Schooling: Mana Academy
Thu, Nov 2; 9 - 11:30am
Utah houses the second largest population (per capita) of Pacific Islanders in the United States and the 4th largest in total population. Utah hosts the fastest growing Tongan and Samoan populations in the U.S. and has been working to address the needs of Pacific Islander students in culturally responsible ways. Mana Academy has a mission to develop scholars who are rooted in their native cultures and are prepared to be the leaders of tomorrow. Mana Academy Charter School is a community and family centered school committed to educational excellence and cultural sustainability. We provide a learning environment that is culturally relevant and inclusive. We strive to meet the needs of all learners by designing academically challenging work that is meaningful, engaging and inspire innovation, exploration, discovery and creativity. We empower all students to access, enroll and graduate from college. While the majority of Mana Academy students self-identify as Pacific Islander, there are students from a number of other cultural backgrounds and communities. Visitors will be treated to a meeting with Mana administrators and teachers, a classroom observation, and a cultural performance.

Special Two-Schools-for-One Tour:
TT4a. International High School AND Tumaini Welcome & Transition Center
Thu, Nov 1; 12:00 - 2:50pm
Utah International Charter School
This school is a public charter junior high and high school that opened in August 2013. First, they only accepted students in grades 7 to 10, but now offer grade levels 7 – 12. Their mission is to provide a rigorous and relevant education for secondary students interested in global perspectives, including recently arriving immigrants, refugees, and native English speakers. Their vision is to honor and celebrate each student’s culture and identity while empowering him or her with language, global literacy, collaboration, leadership, and critical thinking skills. A vast amount of educational and cognitive research indicates that these four factors increase student learning and keep kids in school: 1) a small school setting, 2) meaningful relationships between teachers and students, 3) mixed-ability grouping; no tracking, and 4) teachers who collaborate. They also focus on student learning through project-based interdisciplinary instruction that engages students with hands-on learning that is applicable to the real world...

TT4b. Tumaini Welcome and Transition Center (Granite School District)
The Tumaini Welcome and Transition Center is a special school in Granite School District that helps newcomer students successfully transition into their home schools. Participants receive an intensive two-week instructional program focusing on academic and social skills in English. The curriculum includes oral language, school culture, literacy, numeracy, computers, and collaborative learning. As students transition to home schools, parent navigators and multilingual refugee support staff will continue to conduct school and home visits. To facilitate family involvement, parents will participate in ESL, computer skills, and school navigation classes. Other services include: language support and translation, school acculturation, social skills, academic skills, health awareness, ESL placement, lunch, ongoing monitoring & support, and family engagement. The Granite School District, located in the Salt Lake Valley, operates 63 elementary schools, 16 junior high schools, 8 high schools, as well as other special schools and programs. With more than 67,000 students, Granite is the third largest district in Utah and is among the largest public school districts in the nation.
Friday School Tours

FT5. Latinos in Action: West High School
Fri, Nov 3; 9 - 11:30am
The Mission of Latinos in Action (LIA) is “Empowering Latino youth to lead and strengthen their communities through college and career readiness.” Rather than focusing on student deficits, LIA develops the assets students bring to the table, including their culture, bilingualism, drive and individual talents and abilities. Since its inception, LIA students have maintained a 96% graduation rate. The four pillars of LIA are 1) Personal Assets: All LIA students identify and leverage their cultural, social, and personal assets, 2) Excellence in Education: All LIA students graduate high school, college and career ready, 3) Service: All LIA students participate in weekly literacy tutoring to young students, and 4) Leadership: All LIA students take on leadership positions in LIA committees and perceive themselves as leaders. The LIA classroom model is implemented as an elective course for Middle School, Junior High and High Schools. Class time is split between a rigorous college/career readiness curriculum and literacy tutoring at local elementary schools. Outside of this, LIA students serve in their communities, are involved in extracurricular activities, and participate in college preparatory coursework such as AP, Concurrent Enrollment and Honors classes. Utah is one of 5 states to offer the LIA program. It is available in 25 Utah school districts, and is offered to students in 58 Utah high schools and 38 Junior High Schools. This program tour will offer participants to view LIA at West High School, Utah’s oldest high school and only urban/downtown high school. The school’s Latino population is the largest segment of the student body, approximately 44% (total population is over 2500 students). The school is home to Utah’s first IB program, offers the only IBCP program in the state, and is consistently ranked as one of the top schools in Utah.

Fri, Nov 3; 12:30 - 2:50pm
Mountain View Elementary Dual Immersion program and Community Learning Center (CLC) raise the achievement of all students by building on the knowledge and assets of the youth and community, developing authentic school, family and community relationships and providing access to opportunities that lead to healthier communities. It provides educational equity by focusing on social & emotional wellness for students and families and providing high-quality programming designed to increase the achievement of all learners. On this tour, you will see equity in action in the dual immersion classrooms and the community learning center.

Add our NAME to your Social Media!

Tag us in your conference photos and share highlights using
#NAME2017 / @NAME_AdvanceMCE
NAME’s 2017 Multicultural Film Festival

We proudly present the following films in our 23rd Annual Multicultural Film Festival. Films are screened during all break-out blocks. We are pleased to welcome several of this year’s filmmakers (*), who will discuss their work in the break-out immediately following the screening of their film. Screening times follow the description below. All screenings will be held in the Seminar Theater (except for Wednesday evening, which will be held in Grand Ballroom.)

American DREAMers.
This film tells the story behind the Campaign for an American DREAM (CAD), a group of six undocumented youth and an ally who risk their freedom when they publicly come out as undocumented and walk 3,000 miles to the nation’s capital to organize for immigrant rights. These are college students, young professionals, activists, and community leaders. Follow their journey as they come out of the shadows, share their stories, empower communities, and put everything on the line to fight in what they believe is their civil rights movement. They are undocumented and unafraid. And some are UndocuQueer, too. PRESENTED: Friday, 5:00-5:30pm

Black Girl in Suburbia.
For many Black girls raised in the suburbs, the experiences of going to school, playing on the playground and living day-to-day life can be uniquely alienating. Black Girl in Suburbia looks at the suburbs of America from the perspective of women of color. Filmmaker Melissa Lowery shares her own childhood memories of navigating racial expectations both subtle and over-including questions like, “Hey, I just saw a Black guy walking down the street; is that your cousin?” Through conversations with her own daughters, with teachers and scholars who are experts in the personal impacts of growing up a person of color in a predominately white place, this film explores the conflicts that many Black girls in homogeneous hometowns have in relating to both white and Black communities. PRESENTED: Friday, 4:00-4:50pm

Beyond Standing Rock.
Beyond Standing Rock is a timely new documentary that shines a spotlight on the conflict surrounding the Dakota Access pipeline and the struggle for Native American rights against the backdrop of a new Trump administration. Over the course of this past fall thousands of tribal and non-Indian protesters traveled from all corners of the country and the globe to push back against the pipeline project. Dramatic confrontations between Native American protesters and riot-clad law enforcement became an international symbol for Native Americans’ fight for sovereignty and self-determination over their own lands. PRESENTED: Saturday, 11:00-11:50am
CUBA - In the NAME of Social Justice®.
Produced and directed by Mary Parks for TV series American Spirit/PBS. 2017.
For a third consecutive year, NAME has led a group of nearly two dozen educators on a cultural and professional exchange to Cuba. This summer's trip was captured on film for an American Spirit documentary. It shows NAME members traveling deep inside a biosphere community, dining with Cubans in their home, and engaging with students, educators, artists and musicians to experience culture, cuisine, and sustainability. This important documentary is airing on PBS and at this year's NAME conference. It will make you laugh, cry, enjoy and above all understand how NAME educators are collaborating with Cuba to advance mutual understanding and help bring down the blockade that has separated the two nations for more than half a century. PRESENTED: Wednesday, 7:00—8:30pm. Followed by a Conversation with the Filmmaker.

El Canto Del Colibrí.
Much like the seldom-heard song of the hummingbird, the voices of Latino fathers are rarely heard addressing LGBTQ issues. But in Marco Castro-Bojorquez's El Canto del Colibrí, made in participation with Somos Familia and BAYCAT, these voices are amplified in a groundbreaking documentary—the first of its kind. Through raw, heartfelt testimonies, El Canto del Colibrí delves deeply into issues of immigration, prejudice, and isolation, while thoughtfully asking questions of these men's communities, culture, and even their religious beliefs. The result is a powerful lesson on solidarity and humility in a film that both heals and inspires, ultimately building bridges of hope and solidarity among Latino fathers, their families, and community activists. PRESENTED: Saturday, 10:00-10:50am

Dalya's Other Country.
In 2012 Dalya and her mother Rudayna fled Aleppo for Los Angeles as war took over. Months before, Rudayna learns a secret that destroys her marriage, leaving her single at midlife. Arriving in LA, Dalya enrolls as the only Muslim at Holy Family Catholic High School. Can mother and daughter remake themselves while holding on to their Islamic traditions? PRESENTED: Friday, 11:30am-12:20pm

Gaucho del Norte.
In the quiet, bucolic Patagonian countryside in the town of Bahia Murta with 587 inhabitants we meet Eraldo Pacheco, a thoughtful man who has recently arrived at a momentous decision. “Things are worse here than ever,” Eraldo tells his father as he announces his plan to move to the United States to fulfill a three-year contract tending sheep almost 6,000 miles away in rural Idaho. In this observational documentary, the imbalance of economic forces is seen in high relief. Once in the U.S., Eraldo encounters Johnny from Peru, a young man who has also made the difficult decision to leave his family behind. Both face the struggles ahead with characteristic strength, as well as moments of deep uncertainty. Did they make the right decision? Ultimately, their paths
diverge as each faces the tension between being providers for their families and being present in their lives. **PRESENTED: Thursday, 2:00-2:50pm**

**Gaysians.**
This film explores family, immigration and language through the voices of five queer and trans Asian-Americans from New York City. The subjects share stories about their families, and in doing so, shed light on the complicated histories that have shaped these intimate and personal relationships. This moving short is an illuminating patchwork documentary exploring family and culture through the personal stories of a diverse panoply of LGBTQ individuals. **PRESENTED: Saturday, 4:00-4:50pm**

**Heather Booth: Changing the World.**
Heather Booth is the most influential person you have never heard of. The film profiles the renowned organizer and activist, whose remarkable career helped to impact the most pivotal moments in progressive movements over the last fifty years: from her involvement with Fannie Lou Hamer and the Freedom Summer Project, to her founding of the JANE Underground in 1964 to her personal relationships with respected leaders such as Julian Bond and Senator Elizabeth Warren. This documentary is a compelling look at how social change happens. **PRESENTED: Friday, 8:00-8:50am**

**I Know a Man ... Ashley Bryan.**
Produced and Directed by Richard Kane and Robert Shetterly. www.ashleybryanfilms.org. 2016. 73 minutes
Meet this amazing 93-year-old creative wonder who skips and jumps in his heart like a child. He served in a World War II all-Black battalion and experienced the racism of a separatist Army and the carnage of D-Day. As a result he dedicated his life to creating beauty and joy, spreading love and awe through his art. He's a poet/illustrator of over 50 children's books, makes magical puppets and sea glass windows from found objects inspired by his African heritage. Ashley lives on the remote Cranberry Islands, Maine and has been using art his entire life to celebrate joy, mediate the darkness of war and racism, explore the mysteries of faith, and create loving community. He spreads beauty through his linocut prints exhorting “Let My People Go”. His life story and the art he makes are an inspiration to people of all ages. **PRESENTED: Thursday, 10-10:50am**

**Inside the Chinese Closet.**
In a nondescript lounge somewhere in Shanghai, men and women giggle, eyeing prospective partners, visibly nervous about making the first move. This isn’t your average matchmaking event—it’s a “fake-marriage fair,” where gay men and women meet to make matrimonial deals with members of the opposite sex in order to satisfy social and familial expectations of heterosexual unions. Inside the Chinese Closet is the intricate tale of Andy and Cherry looking for love and happiness in vibrant Shanghai. They are both homosexual but their families demand a (heterosexual) marriage and a baby from them. Because being single and childless would mean an
unacceptable loss of face for their rural families. Will Andy and Cherry deny their happiness and sexual orientation to satisfy their parents' wishes? The stories of Andy and Cherry mirror the legal and cultural progress that is happening in China against the backdrop of a nation coming to terms with new moral values.

**PRESENTED: Saturday, 5:00-5:50pm**

**My So-Called Enemy.**

Follow six courageous Palestinian and Israeli teenage girls who participated in a 10-day cross-cultural young women’s leadership program in the US. The film then documents how the transformative experience of knowing their “enemies” as human beings meets with the realities of their lives back home in the Middle East over the next seven years. Through the coming-of-age narratives of Adi, Gal, Hanin, Inas, Rawan and Rezan, audiences see how creating relationships across political, religious, cultural and physical divides are first steps towards resolving conflict. “My So-Called Enemy” presents the complexities of the Israeli/Palestinian conflict through a human lens – and the possibility and hope that come from listening to each other’s stories. Celebrating diversity and inclusion, while addressing issues of identity and “othering,” this film provides a platform for multi-faith and multicultural understanding. **PRESENTED: Saturday, 2:00-2:50pm. Followed by A Conversation with the Filmmaker at 3:00pm.**

**Never Give Up: Minoru Yasui and the Fight for Justice.**

This film relates the life history of an American hero. Minoru (Min) Yasui was born in Hood River, Oregon in 1916. He was the first Japanese American attorney in Oregon and during World War II, he initiated a legal test case by deliberately violating military orders that lead to the incarceration of over 110,000 persons of Japanese ancestry in U.S. concentration camps. He spent 9 months in solitary confinement awaiting his appeal to the U.S. Supreme Court, which ruled against him. After the war, he moved to Denver and continued to defend the human and civil rights not only of Japanese Americans but for Blacks, Latinos, Native Americans, religious minorities, children and youth, the aged, low income people, etc. In the 1970s and 80s, he spearheaded the movement to win reparations and a formal apology from the government for the injustices against Japanese Americans during World War II. **PRESENTED: Friday, 2:00-2:50pm. Followed by A Conversation with the Filmmaker at 3:00pm.**

**Ohero:kon Under the Husk.**

Kaienkwinehtha and Kasennakohe are childhood friends on a journey to womanhood. From traditional families living in the Mohawk community of Akwesasne that straddles the US/Canada border, they choose to take part in an adolescent rites of passage ceremony called Ohero:kon, or Under the Husk. The girls prepare for a year in advance, learning necessary teachings and survival skills. The “Under the Husk” ceremony can be an arduous one, and once the spring arrives, the girls must face the
spiritual, emotional and physical challenges that will shape the women they will become. **PRESENTED: Saturday, 4:00-4:50pm**

**The Revival: Women and the Word.**
*The Revival: Women and the Word* chronicles the US tour of a group of Black lesbian poets and musicians who become present-day stewards of a historical movement to build community among queer women of color. As the group tours the country, the film reveals their aspirations and triumphs, as well as the unique identity challenges they face encompassing gender, race and sexuality. **PRESENTED: Saturday, 8:00-8:50am**

**¡Revolución!: Five Visions.**
**Produced and Directed by Nicole Cattell.** El Sueno Pictures. nicolecattell@gmail.com. 2006. 53 minutes.
Through their own words and images, this film frames the Cuban revolution through the art of photography, telling the personal stories of five photographers whose lives span nearly five decades of Cuban history. *REVOLUCION* offers a multi-faceted vision of the rise and fall of the revolutionary dream in Cuba. The beautiful film also offers a study in the role of artists in revolutions. Since the triumph of Fidel Castro’s revolution, Cuba has dared to dream of realizing a utopian society. Yet despite the revolution’s many achievements, (including health care, food, housing and education to nearly all Cubans) the cost has been severe—a matter of exile, life and death for thousands of Cubans. Those who remain on the island have suffered limits to their individual freedoms and effects of crippling economic sanctions. To some, the revolution is a celebrated success. To others, it is a dictatorship. And to many more, it falls somewhere in between. With Cuba on the brink of transformation and the clearly outdated U.S., it is necessary to form a new way of understanding the Cuban revolution which transcends the overly simplistic pro-Castro versus anti-Castro dialogue. **PRESENTED: Thursday, 1:00-1:50pm**

**Salaam Neighbor.**
Two Americans deliberately head to the edge of war, just seven miles from the Syrian border, to live among 80,000 uprooted refugees in Jordan’s Za’atari refugee camp. As the first filmmakers allowed by the United Nations to register and set-up a tent inside a refugee camp, Zach and Chris plunge into the heart of the world’s most pressing humanitarian crisis. From meeting Um Ali, a woman struggling to overcome personal loss and cultural barriers, to the street smart, 10-year-old Raouf, whose trauma hides just beneath his everpresent smile, Zach and Chris uncover inspiring stories of individuals rallying, against all odds, to rebuild their lives and those of their neighbors. **PRESENTED: Thursday, 11:00-11:50am**
70 Acres in Chicago: Cabrini Green.
For 70 years, on 70 acres stood a Chicago public housing community known as Cabrini Green. Home to thousands, misunderstood by millions, Cabrini Green once towered over Chicago’s most valuable neighborhoods. A looming reminder of inequality and poverty, Cabrini’s high rises were demolished and an African-American community cleared to make room for another social experiment: mixed-income neighborhoods. The film documents this upheaval: from the razing of the first buildings in 1996, through the mixed-income clashes, to a rally the night before the last high rise was demolished in 2011. PRESENTED: Friday, 10:30-11:20am

The Uncomfortable Truth®.
Loki Mulholland, the son of famous Civil Rights Activist, Joan Trumpauer Mulholland, grapples with his family’s deep roots in racism as he unearths his family’s history and the truth behind their slave-owning past. Together with Luvaghn Brown, a Freedom Rider, Loki explores, through his very personal history, the United States’ institutions of racism that continue to haunt our country today. It is an unapologetic film that lays bare what we all need to understand about each other with an open and honest dialogue on race and society. PRESENTED: Thursday, 4:00-4:50pm. Followed by A Conversation with the Filmmaker at 5:00pm.
Conversations with...:

This year we are honored to offer the following series of Conversations With.... that include the following distinguished authors, editors, journalists and filmmakers. All Conversations will be held in Alpine West, except those with Filmmakers, which will be held in the Film Festival Room immediately following the screening (see Filmmakers’ info below.)

AUTHOR & JOURNALIST: Wayne Au

Author Wayne Au will discuss his book, Reclaiming the Multicultural Roots of U.S. Curriculum, which recounts and reframes how communities of color advocated for the education of their children during what is commonly referred to as the "founding" period of U.S. curriculum—roughly the late 1800s to the late 1930s. Within curriculum studies, a "master narrative" has developed into a canon that is predominantly White, male, and associated with institutions of higher education. This canon has systematically neglected communities of color, all of which were engaged in their own critical conversations about the type of education that would best benefit their children. Building upon earlier work that reviewed curriculum texts, this book serves to correct the glaring gaps in U.S. curriculum history. Chapters focus on the curriculum discourses of African Americans, Native Americans, Asian Americans, and Latinos, reclaiming their historical legacy and recovering the multicultural history of educational foundations in the United States. Wayne Au is a Professor in the School of Educational Studies at the University of Washington Bothell, and he is an editor for the social justice magazine and publisher, Rethinking Schools. Conversation with Wayne: Friday, 2:00-2:50pm.

EDITOR: Karen Dade
Title: The 25th Hour. by Christopher Donaldson, Jr.; illustrated by Devin Marie Donaldson. Self-published; available during the Book Signing Reception.

With one out of 100 people who are incarcerated in the United States, it is likely that many of us on the outside are connected in some way to those imprisoned. The 25th Hour builds on that connectedness in sharing the poetry of a young incarcerated black male who beckons readers of his poetry to recognize the human connection between us all, thus the need for those on the outside to work for greater justice for those on the inside. Chris’ poems take us to him—into his cell, through his passing of time, and into his weary but still-resilient heart, mind, spirit, and soul—and with him on his writing journey. He writes about
love of family, and life, dreams of ancient worlds, consciousness of place and time, coping mechanisms that keep him going, and spiritual development. During the “Conversation with the Author” presentation, Dr. McLean Dade will read and interpret some of this poetry that covers aspects of love, coping, and consciousness. The foreword was written by Christine Clark who will join the conversation. Conversation with Karen: Thursday, 10:00-10:50am.

AUTHOR & JOURNALIST: Lewis Diuguid

Lewis Diuguid’s newest book focuses on one city block in St. Louis in the mid-20th century where black businessmen pulled kids off the street, gave them jobs, taught them an unshakable work ethic, got them to see the value of their education, and then helped them into jobs and careers. The block was anchored by Du-Good Chemical Laboratories & Manufacturers founded in 1947 during the Great Migration by Lincoln I. Diuguid, a PhD Cornell University graduate, and his Lynchburg, Va., family. Like many African Americans, Doc Diuguid was fleeing racism, discrimination, oppression and violence in the South for opportunity and a better life up North. But like many migrants, he also imported to the North exceptional black Southern values. Through mentoring black youths in the North while living the American Dream, Doc Diuguid and other black businessmen, shaped black boys into good, productive men. In the wake of the Black Lives Matter Movement, Our Fathers: Making Black Men is a must read for people wondering what to do to reverse urban despair, blow up the school to prison pipeline, improve schools, get involved and have a positive effect on urban youths. Conversation with Lewis: Friday, 3:00-3:50pm.

EDITOR: Ashraf Esmail, Dillard University

 Perspectives on Diversity, Equity and Social Justice in Educational Leadership provides educational leaders with practical steps for implementing multicultural education into schools. Drawing from multicultural scholars like James Banks, it equips educational leaders with knowledge, skills and dispositions to ensure that schools provide all students with equal educational opportunities. Concepts such as culturally responsive leadership, transformative leadership, and restorative justice are discussed throughout the book. Conversation with Ashraf: Friday, 10:30-11:30am
AUTHOR: Ann E. Lopez, University of Toronto.

This book offers workable frameworks and theory that school leaders can use to guide their work and engage in critical reflection. The book reconceptualizes student engagement from an equity and diversity perspective. This book is a much-needed resource for educators and leaders who recognize the need to do something about the persistent and ever-encroaching inequities. Drawing on research and, as well as her own research and experience, this book provides readers with insights into how students, parents, and educators continue to be marginalized in educational institutions. This book is an essential resource for all practitioners. **Conversation with Ann: Thursday, 4:00-4:50pm**

EDITOR: Georgeos Sikkaros, Kutztown University
Title: Between the World and the Urban Classroom

Borrowing from the ideas of John Dewey, schools and classrooms are a reflection of the world; therefore, in order to make sense of the urban classroom, we need to make sense of the world. In this book, the editors have compiled a collection of nine critical essays, or chapters, each examining a particular contemporary national and/or international event. The essays each undertake an explicit approach to naming oppression and addressing it in the context of urban schooling. Each essay has a two-fold purpose. The first purpose is to help readers see the world unveiled, through a more critical lens, and to problematize long held beliefs about urban classrooms, with regard to race, gender, social class, equity, and access. Second, as each author draws parallels between an event and urban classrooms, a better understanding of the microstructures that exist in urban classrooms emerges. **Conversation with Georges: Friday, 11:00-11:50am.**

AUTHOR: Natasha K. Warikoo
Title: The Diversity Bargain, and Other Dilemmas of Race, Admissions and Meritocracy at Elite Universities. 2016.

In this book, Natasha K. Warikoo deeply explores how students themselves think about merit and race at a uniquely pivotal moment: after winning the most competitive game of their lives, having gained admittance to a top university. What Warikoo uncovers—talking with both white students and students of color at Harvard, Brown, and
Oxford—is that many elite white students understand the value of diversity abstractly, but they ignore the real problems that racial inequality causes and that diversity programs are meant to solve. They stand in fear of being labeled a racist, but they are quick to call foul should a diversity program appear at all to hamper their own chances for advancement. The most troubling result of this ambivalence is what she calls the “diversity bargain,” in which white students reluctantly agree with affirmative action as long as it benefits them by providing a diverse learning environment. Racial diversity, in this way, is a commodity, a selling point on a brochure. This book demonstrates just how slippery the notions of race, merit, and privilege can be. It asks important questions about college admissions and what ‘successful’, elite students will do with the social inequalities of the wider world. Conversation with Natasha: Friday, 4:00-4:50pm.

Conversations With Filmmakers

We are honored to welcome the following filmmakers to discuss their works in the break-out session immediately following the screening of their film. For complete descriptions of the films, please see the 2017 Film Festival list on page 28.

- Filmmaker of CUBA—In the NAME of Justice. Produced and Directed by Mary E. Parks. Film screens Wednesday at 7pm, Convo to follow.

- Filmmaker of My So-Called Enemy. Directed by Lisa Gossels. Produced by Lisa Gossels & Eden Wurmfeld. Film screens at Saturday at 2pm, Convo at 3pm.

- Filmmaker of Never Give Up: Minoru Yasui and the Fight for Justice. Produced and Directed by Holly Yasui and Will Doolittle. Film screens Friday at 2pm, Convo at 3pm.

- Filmmaker of The Uncomfortable Truth. Produced and Directed by Loki Mulholland. Film screens Thursday at 4pm, Convo at 5pm.
Kinds of Break-out Sessions

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

Conversations with...

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

Founder’s Forum

The Founder’s Forum provides opportunities for emerging scholars to share their developing research agendas with eminent research scholars of multicultural education. The panel will consist of prominent scholars and three aspiring doctoral student scholars. Audience members also join in the discussion. The Founder’s Forum is scheduled for Thursday, 5-6:20pm, Alpine West.

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

Roundtables

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

Defining the Levels of Break-out Sessions

Presentations are designated as most applicable to the following levels of content/experience:

• Introductory — Geared for newcomers to the field of multicultural education.
• Intermediate — Geared for those with some exposure to multicultural education.
• Advanced — Geared for mid-career practitioners in multicultural education.
• Expert — Geared for established leaders in the field of multicultural education.
NAME 2017 Conference Events

Wednesday Nov. 1

Pre-Conference Intensive Institutes
There is one full day Institute on November 1. Most Wednesday Institutes are scheduled for either of two time blocks, 11:30am-2:30pm and 3–6:00pm. Registration and additional fees apply. Please see page 22 for complete information.

11am - 6pm FULL-Day Institute. (with lunch break)

W1. Developing a Multicultural Education Curriculum
Presenter: Bill Howe, Past-President of NAME; Multicultural Dimensions

11:30am–2:30pm Intensive Institutes: Early Afternoon Sessions

W2. School Leadership Matters: Strategies to Successfully Implement Culturally Responsive Leadership Approaches in Schools
Presenter: Ann E. Lopez, President-Elect of NAME, Associate Professor, Teaching Stream OISE/University of Toronto, University of Toronto.

Presenter: David Parker, Center for Creating Community

W4. If You Don’t Have Something Nice To Say… Presenter: Danné E. Davis.

3-6pm Intensive Institutes, Late Afternoon Sessions:

W6. How To Use A Writing Workshop To Enhance And Develop Literacies, Voice And Identity: Conversations About Social Justice And Equity
Presenter: Elsie Lindy Olan, University of Central Florida; President Central Florida Literacy Council.

W7. Bridging Technology and Multicultural Education
Krista Ruggles, Assistant Professor, Utah Valley University.

W8. Disciplined Too Young & Too Often: Understanding The School-To-Prison Pipeline
Nubia Peña & David Dominguez.

W9. NAME’s Writing for Publication
Presenters: MC Perspectives Editors; Penny Lisi and Kevin Roxas

Wednesday Pre-Conference School Tours

Registration and additional fees apply. Space is limited. See page 24 for complete information. Meet tour mates in Granite Foyer 20 minutes prior to departure. Timeliness appreciated!

WT1. Serving Students on the Autism Spectrum: Pingree Elementary School. 8:30 - 11:00am

WT2. Trauma-informed Schooling Practices: Rose Parks Elementary. 12:00 - 2:30pm
WEDNESDAY Evening Opening Event
7:00–8:30PM Nov 1 Grand Ballroom
NAME's 23RD Annual Film Festival Opening

Convener: Robin Brenneman
NAME Board, Film Festival Chair

Introducer: Bette Tate-Beaver
NAME Executive Director

Blessing: Chairman Virgil Johnson

Premier Screening of:

CUBA - IN THE NAME OF SOCIAL JUSTICE
Produced and Directed by Mary Parks for PBS' TV series American Spirit. 2017.
For a third consecutive year, NAME has led a group of nearly two dozen educators on a cultural and professional exchange to Cuba. This summer's trip was captured on film for an American Spirit documentary. It shows NAME members traveling deep inside a biosphere community, dining with Cubans in their home, and engaging with students, educators, artists and musicians to experience culture, cuisine, and sustainability. This documentary will air on PBS. You will laugh, cry, reflect and understand how NAME educators are collaborating with Cuba to advance mutual understanding and help bring down the blockade separating the two nations for more than half a century. Followed by a Conversation with the Filmmaker, members of NAME's delegation to Cuba, and NAME members visiting from Cuba.

WHEN THEY WERE YOUNG

A PHOTOGRAPHIC RETROSPECTIVE OF CHILDHOOD
FROM THE ARCHIVES OF THE LIBRARY OF CONGRESS
TEXT BY ROBERT COLES

Visit the NAME Booth for details.
View images: www.loc.gov/exhibits/young/

SPECIAL FUNDRAISING PRICE
$20 (pub price: $40)
50% goes directly to NAME
The National Association of Multicultural Education would like to recognize our 2017 Conference Co-Sponsors.

We also greatly appreciate the underwriting of these supporters of the Inter-Tribal Pow Wow.
NAME Board Meeting
8:00–8:50am  
Alpine West

H. Prentice Baptiste, NAME President
AGENDA

I. Call to Order & Welcome
II. Acknowledgement of Retiring Board Members
III. Induction of New Board Members
IV. Charter of New Chapters
V. Announcements
VI. Adjourn to Conference
THURSDAY CONFERENCE SCHEDULE

Thursday School Tours

Registration and additional fees apply. Space is limited. Please go online to add a tour, select “add-on package.” See page 25 for complete information. Meet tour mates in Granite Foyer 20 minutes prior to departure. Please be On Time!!

TT3. Culturally Relevant Schooling: Mana Academy
Thu, Nov 2; 9 - 11:30am

TT4. International High School and Tumaini Welcome & Transition Center
Thu, Nov 2; 12:00 - 2:50pm

THURSDAY MORNING GENERAL SESSION

Convener & Welcome:
Ann E. Lopez
NAME President-Elect
OISE/University of Toronto

Introducer:
Carl A. Grant
NAME Past President
University of Wisconsin-Madison

Speaker:
Gloria Ladson-Billings
University of Wisconsin-Madison
Thank You

for 20 Years of Outstanding Service as Editor of NAME’s Journal Multicultural Perspectives.

Penny Lisi & Husband, Peter

Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action

Second Edition

William A. Howe and Penelope L. Lisi
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Reflections from Penelope L. Lisi
Editor, Multicultural Perspectives, 1998-2018

Early activity
I had the privilege of joining NAME in 1995. The first conference that I attended was in 1995 in Washington, DC, and I was hooked! Being part of this group of wonderful, talented, dedicated educators made me feel as though I was home! I’ve attended 23 conferences since then. My first service to NAME was as Regional Co-director for New England from 1996-1998 with Bill Howe. I was able to present peer reviewed papers at early NAME annual conferences (e.g. 1996, 1998, 1999) and reviewed proposals for several conferences.

Multicultural Perspectives
In 1998, I was asked by President Carl Grant to serve as Co-editor, along with Dr. Phil Chinn, of Multicultural Perspectives (the new incarnation of the association’s journal). Following in the footsteps of Priscilla Walton, first editor of a NAME journal (Multicultural Education), Phil and I began our work collaboratively with Volume 1. When Phil “retired” from the co-editor position after two years, I was asked to serve as editor, working with a team of associate editors. We are now organizing Volume 20#1! So that makes 20 years!

In that time, I’ve had the privilege of reviewing countless manuscripts, preparing 4 issues per volume, and interacting with authors and potential authors around the world.

I have organized and co-facilitated 20 annual Writing for Publication half-day workshops. I’ve had the privilege to work with several Senior Associate Editors, including Dr. Francisco Rios, Dr. Patricia Marshall, Dr. Ozlem Sensoy, and Dr. Kevin Roxas. And I’ve had the privilege of working with many talented and dedicated associate editors, including Pritchy Smith, Bernard Beck, Paul Gorski, Ming Fang He, Francescina Jackson, and Robin Brenneman.

In this time, the journal has benefitted from the expertise and support provided by nine presidents, numerous editorial board members, reviewers, and especially the association’s directors (now Bette Tate-Beaver). The journal has moved from a hard copy print review system to an electronic review and submission system, changed publishers twice (currently Taylor and Francis), and undergone several visual transformations, from a primary blue background to the use of diverse handprints, to the current use of the NAME Sankofa logo. I’ve participated in searches for a new publisher and new associate editors.

Working with Taylor and Francis has been a good decision! Our accept rate has improved steadily, and our impact factor has also improved to the journal being included in Quartile 1 (the highest of 4 quartiles) for the SCImago Journal and Country Rank. Online usage continues to increase. The total number of articles downloaded per year has gone from approximately 4,000 in 2007 to over 20,000 in 2016. Taylor and Francis has focused efforts on both print and electronic marketing. And Multicultural Perspectives and associated promotional materials are displayed at more than 25 national and international conferences. This is all good news!! The journal is in a good place. But there is work to be done. And there is no better team to take this work on at this time than incoming editor Kevin Roxas, and Senior Associate Editor Alyssa Hadley-Dunn. They represent such strong and effective voices for social justice and equity in education. I have no doubt we will see even greater work in the years ahead under their leadership.

This sounds like a cliche, but the work over these twenty years has truly been a labor of love. I have appreciated the support and input of so many people. This is a team effort. I am immensely grateful for the opportunity to have served NAME as editor of Multicultural Perspectives and will continue to support the work of NAME as best I can.
Break-out Sessions: Thursday 10:00-10:50am

T10.01 Intermediate Alpine East Post 1
Make it so: Creating avenues within the globalized education system for cultural responsiveness in three ways. With the increase of standardized assessments, educators have to choose between teaching prescribed curriculum and providing outlets for students to share their culture. This presentation will promote cultural responsiveness through craft, online learning, and themes from Star Trek while working within the confines of the current global educational system. Presenters: Lindsay Joele Russell, University of Nevada, Las Vegas; Erica Kristina Reid, Touro University of Nevada; Eddie Boucher, University of Nevada, Las Vegas

T10.02 Intermediate Alpine East Post 2
Understanding Academic Alienation in Iranian Adolescents in Higher Education. Academic alienation is a phenomenon that has impacted many students across the globe. Because the US accepts students from around the world into its higher education institutions, it is important to understand the factors that may impact international students’ levels of academic alienation. This presentation will address those factors. Presenter: Monica Brown, University of Nevada, Las Vegas

T10.03 Intermediate Alpine East Post 3
Ethnic Identity and Belonging Among Pacific Islander High School Students. This study looks at the relationship between ethnic identity, self-esteem, and feeling of belonging in school among Pacific Islander high school students at two high schools in the intermountain west. Preliminary findings will be discussed as well as implications for educators who work with Pacific Islander and other minoritized students. Presenter: Mari Oto, Brigham Young University

T10.04 Intermediate Alpine East Rnd 1
Reimagining Research: Informing Multicultural Strategies Through Trusting Relationships. In this interpretive qualitative study, I built a relationship with teacher participants in order to strengthen trust. Such trust was developed through dialogic interviews. Preliminary results show how a teacher who adheres to a colorblind ideology became open to informing praxis through the implementation of multicultural teaching strategies. Presenter: Jacob Bennett, University of Virginia

T10.05 Introductory Alpine East Rnd 2
Teaching about White Privilege in an Online Teacher Education Course. This presentation will focus on teaching white privilege in an online multicultural teacher education course. Relevant to individuals teaching (or planning to teach) an anti-racist pedagogy in an online setting, this presentation will review pedagogical strategies and curriculum to teach about racial inequalities within a supportive, student-centered classroom environment. Presenter: Jessamay Pesek, Bemidji State University
T10.06  Alpine East Rnd 3  Introductory  Roundtable

**Critically Responsive Transformative Multicultural Leadership as Praxis: A Culturally Relevant Examination of the Leade.** The research presented examines how PK-12 African American female school leaders (AAFSL) committed to social justice navigate race, gender, leadership identity, and education policy when making critical leadership decisions. **Presenter:** Tonya Walls, Touro University Nevada

T10.07  Alpine East Rnd 4  Intermediate  Roundtable

**Creating space for ‘global’ within multicultural education.** Global is often marginalized in teacher preparation courses, though issues of privilege, power and oppression at both the domestic and global level are inextricably linked. Educators will consider integrating explicit preparation of social justice teachers for both a domestic and global focused world, using the framework of Critical Cosmopolitanism. **Presenters:** Abigail Bremer, Minnesota State University Moorhead; Sheila Marquardt, Minnesota State University Moorhead

T10.08  Alpine East Rnd 4  Introductory  Roundtable

**Teaching Diversity to Social Work Students to Impact Practice.** Social Work Educators are preparing students to advocate for diverse populations. Students must develop high levels of reflexivity, knowledge and skills around the diverse populations for whom they serve. Requiring educators to identify and join students ?where they are? in their understanding of power, privilege and positionalities. **Presenters:** Tasha Seneca Keyes, University of Utah; Jerry Buie, University of Utah- College of Social Work

10:00-10:50am  Alpine West

**Conversation with Karen McLean Dade.**
Editor of The 25th Hour.
by Christopher Donaldson, Jr.; illustrated by Devin Marie Donaldson. Self-published; available at the NAME Marketplace and during the Book Signing Reception, Friday 6pm. See page 34.

T10.10  Canyon A  Intermediate  Presentation

**Politics of the Praxis Subject Assessments Designed to Fail Elementary Teachers of Color.** Based on the interview data with eight Praxis workshop participants of color along with their pre-post Praxis scores, this presentation aims to analyze the hidden politics of the Praxis Subject Assessments that are systemically designed to filter and fail teachers of color. Target audiences may be teacher educators and researchers. **Presenter:** Mi Ok Kang, Utah Valley University
T10.11  Introductory  Canyon B  Presentation

Implicit Invisibility: Premium Fuel for School-to-Prison Pipelines. How can we preempt school-to-prison-pipelines impairing students? Strategies are demonstrated for K-6 practitioners to address issues like Implicit Invisibility that fuel pipelines and subject students to criminal justice systems. Resources are showcased to create Human Rights Friendly Schools inclusive of all students, and a comprehensive bibliography is disseminated. Presenter: Sabrina Brinson, Missouri State University

T10.12  Intermediate  Canyon C  Presentation

I have to prove I am not just a number*: Latino/a Students Narratives of their Schooling Experiences. This presentation examines Latino/a students' narratives about their schooling. It illuminates the role of policies and practices in student's perceptions of teachers and peers, their distrust of adults and schools, and their perceptions of care. Implications for Latino/a students are drawn from a year long Culturally Relevant curriculum. Presenter: Daniel Morales, UMASS Amherst

T10.13  Intermediate  Conf Center  Interactive Workshop

Lessons on Resistance: A New Revolution in the Elementary Classroom. Within an urban elementary school in Utah, lessons on race, class, and gender served as guideposts of critical thought and inquiry with students. Students' ability to critically question their lived and educational realities was an immense lesson from the work; highlighting critical resistance and micro-revolutions in classroom facilitation and pedagogy. Presenters: Joel Arviz, Rose Park Elementary; Karen Tao, University of Utah; Kritzia Merced, University of Utah; James Hernandez, University of Utah/Granite School District; Angelica Ramos, Rose Park Elementary

T10.14  Intermediate  Salon 1  Presentation

The Dialogue of Denial: Exploring Implications of Thoughtful Inaction. How do we shift the paradigm to explore inequities and injustice in relation to self as opposed to 'the other'? This session introduces the concept of thoughtful inaction and how it can be facilitated to examine dispositions and (in)actions. Presenters: Amy Samuels, University of Montevallo

T10.15  Intermediate  Salon 2  Presentation

Narcissism vs. Altruism: Trump and the Increased Need for Empathy Education in Schools. The negativity and intolerance in today's political climate has trickled down to schools in unprecedented ways. Children are hearing that it's okay to criticize, belittle and intimidate others. As a result, bullying has increased in schools across the country. Teaching empathy education explicitly is essential during these times. Presenters: Theresa Bouley, Eastern Connecticut State University; Leah Slawinowski, Eastern Connecticut State University

T10.16  Intermediate  Salon 3  Panel

Multilingualism for Equitable Education: Research, Policy and Practice. This panel of multiple stakeholders traces the journey of two language in education policies ‘the Seal of Biliteracy and Multilingualism for Equitable Education’ from engaged policy-making to beginning implementation in Hawaii's single educational system comprised of one school district and one board of education. Presenters: E. Brook Chapman de Sousa, University of Hawaii; Patricia Halagao, University of Hawaii; Emily Lam; Corinn Mulcahy
T10.17
Advanced
Interactive Workshop
Teaching as a Political Act: Re-Imagining Multicultural Education and Resistance in the Age of Trumpism. During this interactive workshop facilitators will share how multicultural education can be re-imagined to resist and defeat Trumpism. Participants will dialogue and reflect on their own practice. Further discussion will include the power of social media as a means to teach critical/media literacy and inspire student activism. Presenter: Mae Chaplin, California State University, Sacramento

T10.18
Intermediate
Interactive Workshop
Re-Imagining dual language instruction in anxious times: Examining supports for English learners. In response to the rhetoric of crisis perpetuated by the educational community at large, this interactive workshop examines three states' educational supports for English learners, their families, and their communities. Participants will re-imagine, disrupt, and reframe curricular, instructional, and programmatic responses in their own contexts. Presenters: Juan A. Freire, Brigham Young University; Gail Sue Kasun, Georgia State University; James Gambrell, Kennesaw State University

10:00-10:50am  Seminar Theater

I Know a Man... Ashley Bryan.
Meet this amazing 93-year-old creative wonder who skips and jumps in his heart like a child. He served in a World War II all-Black battalion and experienced the racism of a separatist Army and the carnage of D-Day. As a result he dedicated his life to creating beauty and joy, spreading love and awe through his art. He's a poet/illustrator of over 50 children's books, makes magical puppets and sea glass windows from found objects inspired by his African heritage. Ashley lives on the remote Cranberry Islands, Maine and has been using art his entire life to celebrate joy, mediate the darkness of war and racism, explore the mysteries of faith, and create loving community. He spreads beauty through his linocut prints exhorting “Let My People Go”. His life story and the art he makes are an inspiration to people of all ages.

Break-out Sessions: Thursday 11:00-11:50am

T11.01
Intermediate
Alpine East Post 1
Poster
A Comparative Study of the Educational Systems of the United States and Iran.
Globalization has affected almost all aspects of our daily lives; education, one of the most important aspects of human life, not excepted. A comparative study of the educational systems of the United States and Iran helps educators and teachers to understand some of the impacts of globalization on education. Presenter: Fereshteh Rezaeian, University of Nevada - Las Vegas
T11.02 Alpine East Post 2
Introductory
Post
Social Distance and Positioning of the Arabic Student in an Elementary ESL Classroom. In this classroom, four Korean students and one male Arabic student are learning ESL; this demographic situation creates a particular learning environment for them. While the Korean students are learning ESL efficiently and socializing using their L1, he feels social distance and takes different positioning from them due to language. **Presenter: Hyona Park**, Indiana University

T11.03 Alpine East Post 3
Introductory
Post
Let's hear their voice! What Parents Expect in the Early Childhood Education: Learning from Korean and Japanese immigrant. This report shares voices of immigrant (Japanese and Korean) parents' diverse perspectives on their relationship with teachers and parental roles to support children's learning. This session will guide teachers how to establish healthy relationships with those immigrant parents as well as to understand those parents' value and beliefs. **Presenter: Akane Shirata**, George Mason University

T11.04 Alpine East Rnd 1
Intermediate
Roundtable
Re-thinking 'Tolerance' as a Goal of Democratic Discussion: A New Framework for Teaching Controversial Issues. Integrating principles of social studies, critical media literacy, and multicultural education, a framework for re-envisioning how teacher educators can engage students in discussions of controversial issues is explored. Problematizing ?tolerance? as an adequate goal of democratic discussion, the framework fosters deep understandings of structural oppression through diverse student perspectives. **Presenters: Emilie Camp**, University of Cincinnati; **Amy Bottomley**, University of Cincinnati

T11.05 Alpine East Rnd 2
Introductory
Roundtable
The Story Of A Mural Project: How grade 8 students learned about First Nations culture through stories and painting. How does a mural teach students about another culture? The story of how one elementary school learned about First Nations culture through stories and visual art is presented through storytelling and pictures documenting the learning. Educators and community members will find this journey interesting. **Presenter: Yvonne Chan**, York Region District School Board

T11.06 Alpine East Rnd 3
Introductory
Roundtable
Re-Valuing Learners Strengths and Needs: Service Learning Partnerships in Action. The goal of this session is to explore growth experienced by both pre-service teachers and developing readers as they engage in a literacy enrichment partnership through a service learning course. In this session we will explore ways that reading enrichment partnerships can foster success with under-resourced students. **Presenter: Claudia Nickolson**, UNC Pembroke

T11.07 Alpine East Rnd 4
Intermediate
Roundtable
Think Your Way through It: Promoting Equity and Social Justice. Cultural attitudes and beliefs are always present, often problematic, and profoundly significant in shaping teaching conceptions and teacher actions. This session will engage pre-service teacher educators in the reflective thinking and writing process to help promote equity and social justice among pre-service teachers. **Presenter: JaDora Sailes**, Indiana State University
11:00-11:50am Alpine West

**FIRST TIMER’S ORIENTATION**

New to NAME? Come meet and great members of the NAME family and learn how to make the most of the conference and your NAME community, both here and back home. Facilitators: **Cherry Ross Gooden**, NAME Founding Member; **Brandon Fox**, NAME Board Member

**T11.08**

**Canyon A**

**Advanced Presentation**

**An Infusion Approach: Weaving Multicultural Education throughout a Rural, Midwestern Teacher Education Program.** This presentation explores how a rural, public university is attempting to systematically expand its current 'one-course' approach with infusing multicultural education themes throughout the entirety of the students' required coursework. Teacher educators are invited to share their experiences, efforts, successes, and challenges in revitalizing multicultural education in their own programs. **Presenters:** **Edina Haslauer**, University of Wisconsin-Platteville; **Jennifer Collins**, University of Wisconsin-Platteville

**T11.09**

**Canyon B**

**Advanced Presentation**

**Looking Back While Moving Forward: Using Critical Incidences to Examine Cultural Identity.** Cultural identity is deeply rooted in one's experiences, actions, upbringing, and personal relationships (Jenkins, 2013). In this presentation, four preservice teacher educators recommit themselves to social action by sharing their processes for reflecting upon critical incidences that shape their cultural identities and ultimately impacts their work in multicultural education. **Presenters:** **Crystal Glover**, Winthrop University; **Erin Hamel**, Winthrop University; **Diana Murdock**, Winthrop University; **Tenisha Powell**, Winthrop University

**T11.10**

**Canyon C**

**Intermediate Presentation**

**Starting Where You Are: How Race and Gender Constrain Researchers within the Research Setting.** Two women, reflect on their graduate training’s influence on how they conducted themselves in the research process by considering how mainstream research pedagogical approaches work to marginalize researchers of color throughout the research process. They offer a discussion of the implications for teaching qualitative methods to students of color. **Presenter:** **Wangari Gichiru**, Central Connecticut State University

**T11.11**

**Gran Conf Center**

**Intermediate Interactive Workshop**

**Scholarship Remix: A Collaborative Poetry Experience to Re-Imagine Multicultural Education.** This unique workshop invites participants into the seminal works of predominant scholars toward defining and re-imagining multicultural education. Teams will collect, manipulate, and thus remix snippets of tenets and texts while engaged in playful collaborative activity. Found definitions of multicultural education will generate important discussion and take-home insights. **Presenter:** **Sue Ringler Pet**, Sacred Heart University

**T11.12**

**Salon 1**

**Advanced Presentation**

**Re-Calibrating Multicultural Education: A Critique of Teacher Training in MCE.** The appointment of a non-teacher as US Secretary of Education is symptomatic of an education system that has failed to adhere to the original need for multicultural education. Insufficient attention is paid to how and what is taught in courses on multicultural education and who teaches them. Join the discussion. **Presenter:** **William Howe**, Multicultural Dimensions
T11.13  Salon 2  Presentation
Introductory  Cultivating Teaching Presence: The Root of Holistic Education. This interactive presentation focuses on ways in which a holistic approach to education can foster greater equality and social justice while creating a beloved community in the classroom and beyond by cultivating teaching presence. This presentation is designed primarily for K-12 and post-secondary educators, language teachers, curriculum specialists and researchers. Presenter: Merlin Charles

T11.14  Salon 3  Panel
Throwing Out the Syllabus: Responding to current events in a pre-service teacher critical multicultural education course. These presenters along with Tashal Brown and Terry Flennaugh are instructors of a MCE course focused on power and privilege in which they often adapt syllabi to engage with relevant current events. While risky, these decisions are of particular importance in these times. They highlight the benefits and challenges of these pedagogical moves. Presenters: Effat Id-deen Braxton; Scott Farver; Rebecca Ellis

T11.15  Suite 326  Interactive Workshop
Culturally responsive pedagogy in physical education: Where do we go from here? Multiculturalism in PE is expressed in a limited number of ways. This workshop will a) examine curricular models that attempt to promote multiculturalism through exercise, games, sport and b) solicit critical comment on how education ‘through the physical’ might lead to more just experiences for all students. Audience: Teachers/Community. Presenters: Paul Brawdy, St. Bonaventure University; Willy Rotich, St. Bonaventure University

T11.16  Topaz
Using Multicultural Strategies to teach in Inner-city Schools: A First Year Candidate’s Experience. This presentation will discuss the experience of first-year teacher education candidates in a multicultural education course teaching economics education to diverse students in P-12 inner-city schools in Southwest Louisiana. Experiences with multicultural curriculum and teaching strategies, economics education curriculum, differentiation of instruction and management of behavior will be discussed. Presenters: Gwendolyn Duhon, McNeese State University; Ashraf Esmail, Dillard University; Alice Duhon-Ross, Walden University

11:00-11:50am  Seminar Theater

Salaam Neighbor.
Produced and Directed by Zach Iggrasci and Chris Temple. Living On One. 1001 Media. Livingonone.org/Salaam neighbor. 2015. 75 minutes. Two Americans deliberately head to the edge of war, just seven miles from the Syrian border, to live among 80,000 uprooted refugees in Jordan’s Za’atari refugee camp. As the first filmmakers allowed by the United Nations to register and set-up a tent inside a refugee camp, Zach and Chris plunge into the heart of the world’s most pressing humanitarian crisis. Zach and Chris uncover inspiring stories of individuals rallying, against all odds, to rebuild their lives and those of their neighbors.
The Founder’s Luncheon

Welcomes:
NAME FOUNDING MEMBERS

Convener:
H. PRETICE BAPTISTE
NAME President
New Mexico State University

Poem:
CHERRY ROSS GOODEN
NAME Board and Founding Member

Greetings:
ROSE DUHON-SELLS
NAME Founder

Cultural Interlude:
WEST SIDE DANCERS
Ballet Folklorico

Thursday Break-out Sessions: 1:00–1:50pm

T1.01
Introductory
Canyon A
Presentation
Tackling Controversial and Uncomfortable Topics in our Schools: Strategies to Take Action Against Oppression. The purpose of this session is to provide a space where educators can feel empowered to tackle difficult conversations with colleagues, students, and administrators. This session will provide strategies to help facilitate planned lessons and conversations around equity and justice, as well as opportunities to practice with unplanned scenarios. Presenters: Jacqueline Powers, Olentangy Local Schools; Heather Cole, Olentangy Local Schools

T1.02
Intermediate
Canyon B
Presentation
Baby Hair: A Child’s Socialization into Ethnocentric Monoculturalism through Hair. The results of a qualitative study involving parent interviews about their child’s first experience with discrimination (in school or other area) due to hair texture or hairstyle will be discussed. Parents also discussed how they handled the situation, how it was resolved, and the impact on their child. Presenter: Priscilla Wilson, Jacksonville State University

T1.03
Introductory
Canyon C
Presentation
Staircases and Bridges: The Promise of Culturally-Responsive Pedagogy in an Undergraduate Hospitality Management Program. The impact of student employment on academic performance calls for new strategies among hospitality educators. This presentation...
will explore culturally-responsive strategies initiated in a hospitality management program at a university in the United States. Findings of the research reveals that the application of culturally responsive approaches yields positive learning outcomes. **Presenter: Ruth Smith, Bethune-Cookman University**

**T1.04**  
**Granite Conf Center**  
**Interactive Workshop**  
**Re-Imagining Multicultural Assessment through a Critical Service Learning Course.** This interactive workshop invites participants into the teaching of a critical service learning course that leverages film study and production to address issues of educational inequity and to consider the possibilities of film-based multicultural assessments that center personal education histories. **Presenters: Susan Payne, UConn; Mark Kohan, UConn**

**T1.05**  
**Salon 1**  
**Presentation**  
**Race Matters! Cultivating equity literacy and racial literacy through critical inquiry with pre-service teachers.** As the approach toward diversity evolves from tolerance to celebration, the multicultural proficiency of future educators must be addressed. Critical race inquiry is necessary to the national discourse on teacher preparation as teacher educators need to rethink, reimagine, and reconceptualize teaching and learning in America, for social justice and equity. **Presenter: Chanelle Wilson-Poe, University of Delaware**

**T1.06**  
**Salon 2**  
**Presentation**  
**Coaching University Faculty to Support English Language Learner Instruction.** Ultimately our ability to effectively prepare teachers to work with English language learners will determine the success of those students. This session will examine one approach to coaching faculty members as they implement key principles for ELL instruction in methods courses using Knight et al.'s (2015) instructional coaching impact cycle. **Presenters: Malissa Chavez-Thibault, Arizona State University; Sarah Saltmarsh, Arizona State University; Stephanie Lund, Arizona State University; Wendy Farr, Arizona State University**

**T1.07**  
**Salon 3**  
**Presentation**  
**Re-Imagining the development of pipeline programs for diversifying the Teacher Workforce using the 3 Cs- commitment.** Many pipeline programs for diversifying the teacher workforce have been fraught with the ‘proverbial pipeline leakages.’ This session presents ‘Together We'll Grow’ a model program for developing a result-oriented and collaborative pipeline program based on ‘the 3 Cs- commitment, comprehensive intervention and closing the loop.’ **Presenter: Doyin Coker-Kolo, Indiana University Southeast**

**T1.08**  
**Suite 326**  
**Interactive Workshop**  
**Choose Actions for Equity, Inclusivity & Diversity: Commit to Justice.** 2017 requires a renewed commitment to educational actions. Will we choose to critically reflect and engage in 'Dialogue Across Differences?' Educators, paraeducators and school leaders strive to positively transform students' learning and opportunities each day. Equitable change requires that our lenses are mindful, focused, persistent and measured by just actions. **Presenter: Susan Kennedy Marx, Educator/Administrator for Equity**
Deconstructing the Wall: Teaching Bilingual Chicanx and Latinx Children's Literature to All Children. What bilingual picture books can we use to affirm diversity and challenge racist depictions of immigrants and refugees? Teachers, teacher educators and community members join together for a hands on workshop designed to explore strategies and bilingual texts sets with social justice themes. Leave with handouts, strategies and inspiration! Presenter: Sara Young, Worcester State University

1:00-1:50pm
Seminar Theater

¡REVOLUCION! Five Visions.
Produced and Directed by Nicole Cattell. El Sueno Pictures. nicolecattell@gmail.com. 2006. 53 minutes.
Through their own words and images, this film frames the Cuban revolution through the art of photography, telling the personal stories of five photographers whose lives span nearly five decades of Cuban history. REVOLUCION offers a multi-faceted vision of the rise and fall of the revolutionary dream in Cuba. The beautiful film also offers a study in the role of artists in revolutions. Since the triumph of Fidel Castro's revolution, Cuba has dared to dream of realizing a utopian society. Yet despite the revolution's many achievements, (including health care, food, housing and education to nearly all Cubans) the cost has been severe—a matter of exile, life and death for thousands of Cubans. Those who remain on the island have suffered limits to their individual freedoms and effects of crippling economic sanctions. To some, the revolution is a celebrated success. To others, it is a dictatorship. And to many more, it falls somewhere in between. With Cuba on the brink of transformation and the clearly outdated U.S., it is necessary to form a new way of understanding the Cuban revolution which transcends the overly simplistic pro-Castro versus anti-Castro dialogue.

Thursday Break-out Sessions: 2:00-2:50pm

T2.01
Introductory
Alpine East Post 1
Poster
Exploring diverse needs one community at a time. Preservice teacher education candidates participated in a community mapping exercise that involved finding out the needs of the communities in which they will be doing their student teaching/ Residency. In this presentation, appreciation and understanding of the cultural and community needs of their future students and reflections will be shared. Presenter: Queen Ogbomo, Tennessee Technological University

T2.02
Advanced
Alpine East Post 2
Poster
Exploring Afro-Latinidad and Global Anti-Black Racism in the Elementary Classroom. Homogenous representations of Latinidad fail to portray the complex, dynamic histories of Afro-Latin@s. This paper illustrates how bilingual third grader students grappled with their own views of Blackness and broadened their conceptions of Latinidad during a month-long curricular unit on Afro-Latin@ identity and anti-Black racism in Latin America. Presenters: Christopher Busey, University of Florida; Megan Coupe; Melissa Adams, Ohio State University
T2.03 Alpine East Post 3
Introductory
Poster
The Hidden Curriculum: Identifying Implications of Pedagogical Practices and the Role of Pop Culture in Urban Education. This literature review examines the hidden curriculum and media in relation to African American urban students, specifically, I seek to connect the covert influences encouraged through the hidden curriculum, pop culture/media, and the indirect implications on urban student's education aspirations as well as the furthering of scholastic inequality. Presenters: Kurtis McCoin, Ball State University

T2.04 Alpine East Post 4
Intermediate
Poster
ZOOMing Your Way Around Essential Questions of Science via Activa tu Speaking: A Bilingual/Bi-cultural Approach to Langu. This session welcomes high school educators, university faculty and others interested in re-imaging multi-cultural education through international exchanges. Attendees will learn how students took on a multi-layered approach to learning a new language capitalizing on face-face virtual conversations and culminating with a week’s exchange between host high schools. Presenter: William McCorkle

T2.05 Alpine East Rnd 1
Introductory
Roundtable
Creating Belonging, Building Connection: The Experiences of Minority Students in a Pre-College Summer Bridge Program. For some students from underrepresented populations, pre-college summer bridge programs are a key piece of their academic and social success in college. We aim to explore the lived experiences of students in these programs; how did their participation in a pre-college bridge program impact their college experience holistically? Presenter: Kathryn Slater, University of New Hampshire

T2.06 Alpine East Rnd 2
Intermediate
Roundtable
A Comparison of Taiwanese and White Parenting Styles and Academic Achievement. Culture influences parenting styles. Research focuses on Blacks & Whites, ignoring other races. This presentation compares Taiwanese/White parents, testing Baumrind’s framework, to understand influence on children's academic achievement. Themes include distinguishing philosophies, backgrounds, and expectations. Results indicates Taiwanese adopt Confucianism and authoritarian style; while Whites take Socratic and authoritative approach. Presenter: Shufang Yang, Louisiana State University

T2.07 Alpine East Rnd 3
Introductory
Roundtable
Preparing Culturally Responsive Teachers: Eliminating Fears and Resistance to Multicultural Education. This presentation highlights various strategies used in a multicultural education course to help preservice teachers examine their fears, biases, and resistance to multicultural education from a cultural, racial, and ethnic perspective to see and value the importance of multicultural education, and to help them become more culturally responsive teachers. Presenter: Winston Vaughan, Xavier University
CLASSROOM RESOURCES FOR EQUITY AND JUSTICE

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Reading, Writing, and Rising Up
By Linda Christensen

For more than a decade, teachers have looked to Reading, Writing, and Rising Up as a trusted text to integrate social justice teaching in language arts classrooms. This accessible, encouraging book has been called “a profound work of emancipatory pedagogy” and “an inspiring example of tenacious and transformative teaching.”

Now, Linda Christensen is back with a fully revised, updated version. Offering essays, teaching models, and a remarkable collection of student writing, Christensen builds on her catalog of social justice scholarship with a breathtaking set of tools and wisdom for teachers in the new millennium.

April 2017 • Paperback
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T2.08  
**Advanced**  
Alpine East Rnd 4 Roundtable  
**What's in a Name? Understanding the Significance of Culturally Sustaining Pedagogy.** Our study examines the significance of the term culturally sustaining pedagogy in the broader context of multicultural education by identifying the uptake of certain approaches in practice and in noting which remain marginalized. We posit fundamental tenets necessary to fully realize multicultural education in this challenging sociopolitical climate. **Presenter: Iesha Jackson**

T2.09  
**Intermediate**  
Alpine East Rnd 4 Roundtable  
**Resisting the dominant narrative: Latina educational leaders in Florida schools.** This presentation highlights findings of a dissertation study which examined the roles of race and gender on leadership ascension and practice from the perspective of K-12 Latina public school administrators. Several suggestions are made for increasing Latina representation in leadership positions. **Presenter: Lisandra Tayloe,** Florida Southwestern State College

T2.10  
**Advanced**  
Alpine East Rnd 5 Panel  
**Wait! I thought you were a security guard: Teachers of color, microinvalidations in white work environments.** This presentation consists of a panel of four veteran teachers of color currently working in K-12 settings who will share their experiences with microinvalidations, which made their workplaces hostile environments. The panel will explain how they co-founded a grassroots organization that became a space for collective empowerment and healing. **Presenters: Justin Grinage,** University of Minnesota; **Vanhtha Rasavong; Angie Fitzgibbons; Meng Yang**

T2.12  
**Intermediate**  
Canyon A Presentation  
**Equipping Teachers to Understand and Pursue Educational Equity and Justice.** This session for teacher educators provides a framework for understanding the multi-faceted nature of educational inequity and discusses the role of multicultural education in providing teacher candidates with a rigorous and compelling vision of equity and justice. Participants will also discuss and engage in activities designed for teacher preparation. **Presenter: John Walcott,** Calvin College

T2.13  
**Intermediate**  
Canyon B Presentation  
**From Blankies to Bibles: Re-Imagining Multicultural Education through Cultural Artifacts.** Honoring the cultural backgrounds of students is critical to providing an equitable and socially just education. In this presentation, two preservice teacher educators describe their experiences learning from the cultural artifacts shared by university laboratory preschool children and early childhood education preservice teachers. **Presenters: Diana Murdock,** Winthrop University; **Erin Hamel,** Winthrop University

T2.14  
**Advanced**  
Canyon C Presentation  
**No Indians Allowed: School Admission Policies as Settler-Colonial Strategy.** Reservation bordertowns provide an important context for studying relationships between schools and communities of color, particularly amidst calls for expanded school choice. This study demonstrates the tendency for bordertown policies to reinforce settler-colonialism, use deficit-oriented language, and demand assimilation. Implications for efforts to advance equity will be shared. **Presenter: Christine Stanton,** Montana State University
T2.15  Intermediate  Gran Conf Center  Interactive Workshop
Hidden prejudice and inequity: Employing big data to substantiate and evaluate collective racial and gender bias. Big Data sources (e.g., Google Trends) can be utilized to uncover and address collective prejudices and inequities. Attendees will be introduced to multiple Big Data sources, provided instructions on utilizing sources, and challenged to use sources in innovative ways. Data in plain sight will be re-imagined with. Presenters: Jeremy Tost, Valdosta State University; James Martinez, Valdosta State University

T2.16  Granite Board Rm  After the course has ended: Working for justice in the real world. We report on a study of 25 people who completed a critical pedagogy course between 2 and 15 years ago. In their current roles as doctoral students, university faculty, K-12 educators, and leaders in educational agencies—in national and international settings—the course completers work for justice in a variety of ways. Presenters: Brittney Castanheira

T2.17  Salon 1  Intermediate  Presentation
Intersectionality and Education in the Black Belt Region. This session will explore a qualitative study focused on educational access and opportunities in secondary schools throughout the Black Belt Region. Interactive discussions for educators of all levels will be facilitated to examine implications of identity and intersectionality of race, SES, and rural geographic location. Presenter: Gregory Samuels, University of Montevallo

2:00-2:50pm  Alpine West
MENTOR-MENTEE CONNECTION
If you signed up to be a mentor, or to get the support of a NAME mentor, this the place to meet up. This is a great time to network with old and new NAME members. Facilitators: Cherry Ross Gooden, NAME Founding Member and Brandox Fox, NAME Board Member

T2.18  Salon 2  Advanced  Presentation
Making the Case: Lessons Learned from Implementation of a Campus-wide Multicultural Education Action Plan. This presentation focuses on the findings of four years of development and implementation of a campus-wide, strategic multicultural education action plan. The presenter will address phases of the planning process as well as substance of the plan. Participants will be led through an initial planning process. Presenter: Kyle Reyes, Utah Valley University

T2.19  Salon 3  Intermediate  Panel
Refugee Students Navigating Through Higher Education. This paper explores the idea of higher education as a vital tool for refugees in the United States, which provides a path for an integration, leads to self-sufficiency and enables refugees to contribute to society and their communities as New Americans. Presenters: Claudia Peralta, Boise State University; Belma Sadikovic, Boise State University
T2.20
Introductory
Interactive Workshop
**Integrating Multicultural Perspectives into Educational Psychology Curriculum for Pre-Service Teachers.** This interactive workshop will give teacher educators a chance to examine current approaches to teaching multicultural content in educational psychology courses. Multiple strategies for incorporating the voices of those often left out of educational psychology coursework for pre-service teachers will be discussed and demonstrated. **Presenter: Erin Harmeyer**, Louisiana State University

T2.21
Intermediate
Presentation
**You're Gonna Have to Support me!' The Family-Based College-Going Dilemmas of Boys of Color in Urban Schools.** By investigating the voices of Black and Latino adolescent boys from an urban high school, as they maneuvered their college preparation process given internal (e.g. fearing leaving family) and external dilemmas (e.g. familial responsibilities), audience members will learn multicultural tools to support marginalized youth navigating family-based college-going dilemmas. **Presenter: Roderick Carey**, University of Pittsburgh

2:00-2:50pm

**GAUCHO DEL NORTÉ.**

In the quiet, bucolic Patagonian countryside in the town of Bahia Murta with 587 inhabitants we meet Eraldo Pacheco, a thoughtful man who has recently arrived at a momentous decision. “Things are worse here than ever,” Eraldo tells his father as he announces his plan to move to the United States to fulfill a three-year contract tending sheep almost 6,000 miles away in rural Idaho. In this observational documentary, the imbalance of economic forces is seen in high relief. Once in the U.S., Eraldo encounters Johnny from Peru, a young man who has also made the difficult decision to leave his family behind. Both face the struggles ahead with characteristic strength, as well as moments of deep uncertainty. Did they make the right decision? Ultimately, their paths diverge as each faces the tension between being providers for their families and being present in their lives.

Announcing...

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Find unique fair-trade, hand-made products by indigenous women on Lake Atitlán in Guatemala through the US non-profit Amigos de Santa Cruz la Laguna–partners with CECAP vocational training center (the makers of NAME’s ‘wrong-thinkers’ bracelets dual fund-raiser).

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greenlegacypublishing.com

Announcing the publications of

**Give God the Glory:**
For the Culture of Cancer Survivorship

*Rose Unpickle Donald-Salls, Ph.D.*

**Dark Denials and Despicable Damage**

Edited by: Asifrat Esmail and Lisa A. Ragsdale

Alice Duhon-Ross, Ph.D. Senior Editor
greenlegacypublishing@suddenlink.net
Phone or Text: 337-309-2300
Thursday Afternoon General Session:

The Rose Duhon-Sells Lecture

Convener:
Alice Duhon Ross
Walden University

Rose Duhon-Sells
NAME Founder

Introducer:
Gwen Duhon
McNeese State University

Lecturer:
Marcia Sells
Dean of Students & Associate Dean
Harvard Law School

Title:
What’s in A NAME?

This organization and the educators who have shaped it are responsible for potent conversations about diversity, inclusion and belonging taking place in 2017. Behind the educational focus today on inclusion were the early steps of multicultural educators. They were calling out for multicultural education and “naming” it as a need. It was an educational revelation. NAME what’s next.
Break-Out Sessions: Thursday 4:00-4:50pm

T4.01  Alpine East Rnd 1  Advanced  Roundtable
ICIE, ICIE, Baby: Measuring the Influence of Longitudinal Faculty Dev. on Fac. Self-Efficacy, Perspectives, and Praxis. The Intensive Colloquium on Inclusive Education (ICIE), is a longitudinal (5-year), faculty development program that builds community to drive personal, organizational, and societal change toward greater equity and diversity. This roundtable examines the tools being used to measure faculty self-efficacy, perspectives, and praxis over the course of the program. **Presenter: Mari Ann Banks**, Clayton State University

T4.02  Alpine East Rnd 2  Intermediate  Roundtable
Fostering Safety or Discomfort?: Facilitating Courageous Conversations in the Multicultural Classroom. We may think we’ve created a classroom that is ‘safe’ for discussions of controversial topics. Yet students often express resentment when dialogue becomes charged. Join a discussion led by experienced multiracial teacher educators, who will share effective strategies, & a theoretical framework, for leading anti-bias classes on predominantly white campuses. **Presenters: John Raible**, University of Nebraska; **Amanda R. Morales**, University of Nebraska

T4.03  Alpine East Rnd 3  Intermediate  Roundtable
Focus on the Microcultures: Building Value in Diversity with White Pre-service Teachers in a Homogeneous Setting. The conversation around multicultural education continues to center on communities in which diversity is growing or already established. This presentation looks at the challenges and successes of incorporating the concepts and values of multicultural education within an almost racially homogeneous teacher education program. **Presenter: Dyanis Conrad-Popova**, University of South Dakota

T4.04  Alpine East Rnd 4  Intermediate  Roundtable
Contested Territory: Teaching teachers-in-training about race, racism and identity privilege in a charged racial climate. In this session, participants will explore the ways in which schools of education teach these critical issues. The presenter will use a required university course that she teaches as a point of entry. Participants will discuss content, delivery methods, successes and challenges of teaching these topics to educators in training. **Presenter: Susan Naimark**, University of Massachusetts Boston

T4.05  Alpine East Rnd 5  Introductory  Roundtable
Race Disproportionality in Special Education: Who are we referring for services? Representation of Asian American Pacific Islander students and African American male students for special education services is a continual concern for educators. This presentation will highlight the significance of transforming teacher perceptions of these student populations for appropriate assessment for special education services to facilitate positive educational outcomes. **Presenters: June Talamoni**, CCSD/Univ. of Nevada, Las Vegas (UNLV); **Monique Matute**, University of Nevada, Las Vegas (UNLV)
T4.06 Canyon A
Advanced Presentation
Whitening bilingual education: ‘Liberal multicultural’ education while speaking in Spanish. I studied the race and language ideologies undergirding the policies/practices of a Spanish-English dual language immersion (bilingual education) program. I present how these policies/practices perpetuated, exacerbated, and/or challenged white supremacy, and provide implications for Latinx and multicultural education. Session’s designed for those interested in research and CRT. **Presenter: Laura Chavez-Moreno**, University of Wisconsin-Madison

4:00-4:50pm Alpine West

**CONVERSATION**
**AUTHOR ANN LOPEZ.**


T4.07 Canyon B
Intermediate Presentation
Toward more inclusive and transformational content in multicultural education courses for preservice teachers. Although multicultural education courses are mandatory, equity issues remain. The approaches largely aim at white teacher candidates. How can multicultural education courses become more inclusive? What kind of transformational approach is needed? This study recommends that multicultural education courses need more ethnic studies and perspectives from people of color. **Presenter: Naomi Ono LeBeau**, University of St. Thomas

T4.08 Canyon C
Intermediate Presentation
Using Gender as a Gateway: Engaging White Teacher Candidates in Multicultural Education. In this presentation, I will discuss the use of a critical gender unit to generate meaningful dialog with white teacher candidates about multicultural education, social justice, and bias within educative practices. **Presenter: Jennifer Myler**, Penn State University Erie

T4.09 Granite Conf Center
Intermediate Interactive Workshop
Fake News, Protests, Executive Orders: Defining the teacher’s role in a polarized society. This workshop takes a critical look at the teacher’s role in the classroom by analyzing the socio-political climate in relation to its mirrored image in class. Participants will deconstruct headline news to understand class dynamics and teacher/learner needs, to address social justice and equity as reflected in the classroom. **Presenters: Margot Margarones; Bill Howe**

T4.10 Salon 1
Introductory Presentation
Advocacy for New Americans: Helping Youth from Refugee Backgrounds. This presentation is designed for teacher educators. It will detail the path refugee youth experience between first fleeing their homes and finally being resettled in America. The presentation will include best practices locally and nationally as well as resources for working with refugee youth and their families. **Presenter: Alexx Goeller**, Department of Workforce Services/Refugee Services Office
Developing Dispositions for Culturally Responsive Pedagogy: Practices and findings from one teacher preparation program. Attention to teacher dispositions is essential to preparing multicultural educators who enact CRP. Findings from a mixed-method investigation into our teacher candidate dispositions included dispositions for: community dialogue, praxis, and social justice. A discussion of findings is followed with practical tools for teacher educators to cultivate teacher dispositions for CRP. Presenter: Kristina Valtierra, Colorado College;

Teaching our youth for changing times: The role of language, culture and literacy. High quality equity instruction to support bi/multilingual learners, their families and communities requires pedagogy driven by the use of culturally relevant materials, critical perspectives about literacy development and intentional planning for identity investment. Key literature is highlighted by presenters with implications for designing K-12 reading and writing instruction. Presenters: Maria Franquiz, University of Utah; Adeli Ynostroza, University of Utah; Tracey Flores, Arizona State University

How Do We Talk About That? Addressing Controversial Subjects in a Traditional Environment. This presentation would address how to discuss sexual orientation/gender identity/queer studies in a traditional setting. Issues for educators will be presented, and participants will leave having a better understanding of the issues, effects, and having learned ways to address these issues in an informed, equitable way. Presenter: Numsi Kunakevornakorn, Utah Valley University

Re-Imaging Our Practice: Recognizing and Utilizing Students' Assets in Teaching. Identifying and utilizing students’ assets supports student success and serves as a bridge between community, family, and school cultures. This interactive workshop will provide participants with an opportunity to re-imagine how assets are defined; learn about asset-based teaching strategies; and make connections to their own practice. Presenter: Krista Ruggles, Utah Valley University

The Uncomfortable Truth*. Followed by A Conversation with the Filmmaker at 5pm. Produced and Directed by Loki Mulholland. Taylor St. Films. Uncomfortabletruthmovie.com. 2017. 1 hour 25 minutes. Loki Mulholland, the son of famous Civil Rights Activist, Joan Trumpauer Mulholland, grapples with his family's deep roots in racism as he unearths his family's history and the truth behind their slave-owning past. Together with Luvaghn Brown, a Freedom Rider, Loki explores, through his very personal history, the United States’ institutions of racism that continue to haunt our country today. It is an unapologetic film that lays bare what we all need to understand about each other with an open and honest dialogue on race and society. Followed by A Conversation with the Filmmaker at 5pm.
T5.01  Intermediate  Canyon A
Presentation
The Intersections of Intersectionality. Intersectionality, a key tool for examining multiple layers of power/oppression, is defined differently across academia. This presentation examines how Intersectionality is defined and employed as a paradigm and epistemology across various academic disciplines such as Sociology, Critical Race Theory, and Women's and Gender Studies. **Presenter: Rebecca Weissman**, University of South Carolina

T5.02  Intermediate  Canyon B
Presentation
A Critical Lens of Cultural & Language Immersion Travel Study in Puerto Rico: Rethinking Cultural Responsive Practices. Historically, ethnically, linguistically and economically diverse students are not well served in U.S. schools (Bennett, 2013; Gay; 2010). Cultural immersion offers critical pathways for pre-service teachers to become culturally responsive. This paper addresses possibilities of travel-study to challenge the construct of self and 'others' through critical reflection. **Presenters: Robin Marion**, University of Massachusetts, Amherst; **Floris Wilma Ortiz**, Westfield State University

T5.03  Introductory  Canyon C
Presentation
Leading with Anti-bias Practices in Early Childhood Education. Successful anti-bias practices begin with an examination of perspectives. Starting with the child’s perceptions during time when teachers are listening during engagement, we explore the needs of educators as they identify dilemmas of bias and fears that children struggle with, and as professionals, what we grapple with as well. **Presenters: Marsha Hawley**, Ounce of Prevention Fund; **Allen Rosales**, YMCA of Metro Chicago

T5.04  Intermediate  Granite Conf Center
Interactive Workshop
Becoming an Ally to Colleagues and Students: From Conceptualization to Action. Multicultural higher education must include a commitment to diversity and addressing social inequities. However, implicit biases and institutional practices create barriers to the success of students and faculty from traditionally marginalized groups. This workshop enables participants to identify implicit biases and to create an action plan for cultivating. **Presenters: Wendy Champagnie Williams**, Bridgewater State University; **Judith Willison**, Bridgewater State University

T5.05  Intermediate  Salon 1
Presentation
I Am More Than What You See. I Am More Than What You See - Participants in this session will explore the othering of marginalized students in rural environments. Through discussion of a case study and reflection on their own contexts participants will identify effective strategies for dismantling the institutional structures that contribute to the othering. **Presenter: Laura Jackson**, MSD
T5.06  
Advanced  
Presentation  
**YPAR as pedagogy: A high school social justice course, the curriculum, and implications for teacher education.** The presentation will focus on YPAR as a pedagogical foundation for a high school class on social justice. It will include discussions of curriculum, student work, and implications for YPAR in teacher education programs, with attendance from current high school students enrolled in the course. **Presenter: Jacob Jobe,** University of Utah

T5.07  
Highlighted Session  
Salon 3  
**Situating Narrative & Writing Pedagogy within Culturally Responsive Teaching.** This paper presentation provides a framework for understanding how teachers situate and use narrative and writing pedagogy to develop writing activities where their students’ unique cultural strengths are nurtured while promoting students’ achievement and positionality. This presentation provides examples of assignments where students engage in narrative and writing pedagogy. In these assignments teachers engage with students as they create a space where students' cultural references are used to inform teaching, enrich classroom experiences, and engage students in culturally responsive learning. **Presenter: Elise Lindy Olan,** University of Central Florida

T5.08  
Intermediate  
Interactive Workshop  
**Exploring humanizing and restorative pedagogies in culturally relevant settings:** **Practices for K-12 educators.** The purpose of this presentation is to describe and illustrate humanizing and restorative pedagogical practices for teachers and teacher educators. These practices of humanity and restoration are for educators who teach within a culturally diverse student population. **Presenter: Karla Manning**

T5.09  
Introductory  
Interactive Workshop  
**Re-Imagining Immigrant Students and their Families - Using Photovoice as a Form of Community Engagement.** This interactive workshop highlights the conference theme as an invitation to multicultural educators to engage in culturally responsive pedagogy to raise issues of inequity through empowered voices of immigrant students and families. The workshop will describe and demonstrate a research project that investigates the use of community-based participatory action. **Presenter: Kevin Roxas,** Western Washington University

5:00-5:50pm  
Seminar Theater  
**Conversation with the Filmmaker of The Uncomfortable Truth.**  
Screened at 4pm.  
Produced and Directed by Loki Mulholland. Taylor St. Films.
Utah Education Association: Supporting Equity and Social Justice Since 1910

The Utah Education Association’s Ethnic Minority Affairs Committee (EMAC) is charged with educating school districts in the hiring of a diverse workforce, promoting inclusive civil rights programs for students and educators, and advocating ethnic minority viewpoints, concerns and issues.
The Founder’s Forum

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

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

Panelists: NAME 2017 Emerging Scholars

Alexandra Allweiss
Ph.D. Candidate, Curriculum and Instruction and Educational Policy Studies
University of Wisconsin-Madison
American Dissertation Fellowship, American Association of University Women
Paper: From Youth Organizing to Formal Schooling: Indigenous Youth Organizers as Educators

Brianne Pitts
Doctoral Student in Curriculum & Instruction, University of Wisconsin Madison
Instructional Coach, Grades K-5 Sun Prairie Area School District
University of Wisconsin Network Fellow 2016-17, 2017-18
Paper: Uncovering the Master Narrative: Black History in Predominantly White Suburban Schools

Tonya Walls
Doctoral Student in Curriculum and Instruction, University of Nevada, Las Vegas
Assistant Professor, College of Health and Human Services
Touro University Nevada
Paper: Rac(e)ing Educational Leadership: Engaging Critical Race Praxis to Prepare School Leaders for Social Justice

Panelists: Eminent Research Scholars

Maria Franquiz
Deputy Chief, Academic Officer for Faculty Development & Innovation
University of Utah

Maureen Gillette
Dean, College of Education
Seton Hall University

Patricia Marshall
Professor, College of Education
North Carolina State University
THURSDAY EVENING GENERAL SESSION

**Introducer:**
Chelsie Acosta
Salt Lake City Schools

**Welcomes:**
Kyle Reyes
UT-NAME President, UT Valley University

Sean Reyes
UT Attorney General

Heidi Matthews
UEA President

H. Prentice Baptiste
NAME President
New Mexico State University

**Cultural Interlude:**
Explorers
Salt Lake City Police Department
Traditional Indigenous Honor Song & Blessing

**Speaker:**
Donna Deyhle
American Indian Studies Program & Ethnic Studies, University of Utah

**Title:**
Re-Imagining Educational Sovereignty: Lessons from American Indian Youth

**Networking Reception**
Visit our exhibitors and your old and new NAME friends, immediately following the General Session.
# National Association for Multicultural Education
## 2017 Conference
### Salt Lake City
#### Nov 3, 2017 • Schedule
## FRIDAY at-a-glance

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am</td>
<td>Registration Open</td>
<td>Grand Ballroom Foyer</td>
</tr>
<tr>
<td>7:00am</td>
<td>Regional Meetings</td>
<td>Alpine West</td>
</tr>
<tr>
<td>8:00am</td>
<td>Break-out Sessions</td>
<td>Various</td>
</tr>
<tr>
<td>9:00-10:15am</td>
<td>General Session Keynote:  • MARILYN COCHRAN-SMITH</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>10:30am</td>
<td>Break-out Sessions</td>
<td>Various</td>
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<tr>
<td>11:30am</td>
<td>Break-out Sessions</td>
<td>Various</td>
</tr>
<tr>
<td>12:30-1:50pm</td>
<td>Social Justice DINE &amp; DIALOGUE  (Ticket required.)</td>
<td>Grand Ballroom C</td>
</tr>
<tr>
<td>2:00pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
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<td>4:00pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
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<tr>
<td>5:00pm</td>
<td>Break-out Sessions</td>
<td>Various</td>
</tr>
<tr>
<td>6:00-7:15pm</td>
<td>Book Signing Reception</td>
<td>Grand Ballroom Foyer</td>
</tr>
<tr>
<td>7:30-10:30pm</td>
<td>INTERTRIBAL SOCIAL POW WOW</td>
<td>Grand Ballroom</td>
</tr>
</tbody>
</table>
Did you know...

- Over 20% of CS&A’s active candidate pool self-identify as persons of color.

- CS&A has placed more candidates of color in independent schools worldwide than any other organization.

Mark Your Calendar!
We will be hosting our fourth-annual FORUM/Diversity, hiring conference and professional development event, in Philadelphia on January 26 & 27, 2018. NOW 2 DAYS!

Carney Sandoe & Associates
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FRIDAY CONFERENCE DAY

Friday School Tours
Registration and additional fees apply. Space is limited. Please go on-line, click on “add-on package” to add a tour. See page 25 for complete information. Meet tour mates in Granite Foyer 20 minutes prior to departure. Please be On Time!

FT5. Latinos in Action: West High School; 9 - 11:30am
FT6. Dual Language Immersion and Family and Community Engagement: Mountain View Community Center; 12:30 - 2:50pm

7-7:50AM  NOV 3  ALPINE EAST

Regional Meetings
Begin the day by connecting with NAME members in your region and your Regional Director. Expand your network!

Regions & NAME Regional Directors:

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

Region 2 - Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
Regional Director: Melba Venison, Educational Consultant
Email: mveni4921@yahoo.com

Region 3 - Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Regional Director: Lisa Zagumny, Tennessee Technological University
Email: Izagumny@tntech.edu

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

Region 5 - Arkansas, Colorado, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas
Regional Director: Alice Duhon-Ross, Walden University
Email: myal7583@suddenlink.net

Region 6 - Arizona, California, Nevada, Utah, Wyoming
Regional Director: Krista McAtee, Teacher and Adjunct Professor, Sonoma, Ca
Email: maestrakrista@yahoo.com

Region 7 - Alaska, Hawaii, Idaho, Oregon, Washington
Regional Director: Chris Knaus, University of Washington, Tacoma
Email: Activeeducation@yahoo.com

Region 8 - American Samoa, Guam, Northern Mariana Islands, Virgin Islands, Sovereign Nations within the U.S., International Members, and Indigenous Peoples
Regional Director: Jasmine Jackman, Peel School District, Ontario Canada
Email: jasminejackman@gmail.com
### Break out Sessions: Friday 8:00–8:50AM

<table>
<thead>
<tr>
<th>Session</th>
<th>Level</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F8.01</td>
<td>Intermediate</td>
<td>Canyon A</td>
<td>One Size Does Not Fit All in Advocacy for English or Multilingual Learners</td>
<td>Hanizah Zainuddin, Rashid Moore</td>
</tr>
<tr>
<td>F8.02</td>
<td>Intermediate</td>
<td>Canyon B</td>
<td>Highlighted Session</td>
<td>Andrea Garavito Martinez</td>
</tr>
<tr>
<td>F8.03</td>
<td>Advanced</td>
<td>Canyon C</td>
<td>Transforming white preservice teachers’ perceptions of students of color: Urban Teaching Internships</td>
<td>Connie Hargrave, Anita Rollins</td>
</tr>
<tr>
<td>F8.04</td>
<td>Introductory</td>
<td>Gran Conf Center</td>
<td>Working with Global Students: A Training Module</td>
<td></td>
</tr>
</tbody>
</table>
Talented Youth (CTY), for training school staff. Presenters: Pedro Lozada, Johns Hopkins Center for Talented Youth; Sean Watkins, Johns Hopkins Center for Talented Youth

F8.05  Intermediate  Salon 1  Interactive Workshop  
**Envisioned Futures: Urban Youth of Color’s Visual Counternarratives in an Era of #BlackLivesMatter.** Drawing on research from a summer program for future educators, this workshop presents counternarrative projects where students, (1) ‘hacked’ an object of social injustice for a museum exhibit, and (2) created a collaborative, spoken word video. We discuss how these creations combat stereotypes of urban youth of color. **Presenter: Alyssa Dunn**

F8.06  Advanced  Salon 2  Presentation  
**Transnational Critical Race Theory and the Dominican Body in the US Educational System.** Fusing Yosso’s (2005) model of community cultural wealth and Dominican scholar García Peña’s (2016) notions of border identity, the researchers argue that transnational perspectives on community cultural wealth involves a nuanced understanding of geographical borders, discourses within those borders, and their role in identity formation for Dominican students. **Presenter: Josue Lopez, University of Connecticut Storrs**

### Highlighted Session

F8.07  Salon 3  
**Equity in Our Multicultural Schools & the Politics of Meaning.**
This presentation examines the pedagogy of multiculturalism in schools using a systems discourse. A systems discourse enables us to explore interconnections between schools, students and society and examine the relationships between these three categories that I refer to as sub-systems. A systems discourse is a discursive framework that illustrates the functioning and relationships of sub-systems within larger society. It illustrates systematic power imbalances, as well as methodical barriers that are embedded within the various sub-systems of larger society. A systems discourse enables understanding of institutions and how they create and sustain interconnectedness and interdependency. This framework addresses the dilemmas, tensions, and fears that occupants of these institutions may experience as they come to grips with their roles in the systems discourse. By employing critical pedagogies and social theories it is possible to articulate a pedagogic discourse to understand the political organization and issues of equity or inequality in our schools. **Presenter: Njoki Wane, OISE/University of Toronto.**

F8.08  Intermediate  Suite 326  Interactive Workshop  
**Hip-Hop Pedagogy and Literacy.** Who says you can’t teach using hip-hop? This interactive workshop takes the participants through the hip-hop evolution journey, the purpose of hip-hop integration, and the misconceptions behind hip-hop. Thereafter, participants will explore and practice curriculum content pedagogies that can be utilized at their school settings. **Presenters: Bre Evans-Santiago, California State University, Bakersfield; Courtney Hoover, California State University, Bakersfield**
F8.09 Intermediate

Topaz Interactive Workshop

This Is Me: Exploring Black Adolescent Girls’ Perceived Identities through personalized avatars (Bitmojis) and Critical. This interactive workshop explores how Black adolescent girls define being Black and female. Through the historical lens of intraracial prejudice (colorism), the workshop will offer practical tools for challenging negative images of Black women in society and provides pedagogical practices for developing critical consciousness through ‘girl space’,

**Presenters:** Traci Baxley, Florida Atlantic University; Kalisha Waldon, Palm Beach State College; Allyson Hall, Florida Atlantic University

8:00-8:50am Seminar Theater

**Heather Booth: Changing the World.**


Heather Booth is the most influential person you have never heard of. The film profiles the renowned organizer and activist, whose remarkable career helped to impact the most pivotal moments in progressive movements over the last fifty years: from her involvement with Fannie Lou Hamer and the Freedom Summer Project, to her founding of the JANE Underground in 1964 to her personal relationships with respected leaders such as Julian Bond and Senator Elizabeth Warren.

This documentary is a compelling look at how social change happens.

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**Special Scholar Institute – Fri. Nov 3: 10:30am-12:20pm**

**With Marilyn Cochran-Smith**

(Immediately Following her Keynote)

Reclaiming Teacher Education Accountability for the Democratic Project: An Interactive Workshop

*Note: Space is limited; pre-registration is required. Please go on-line to register. See page 22.*

...This workshop addresses questions about the dominant approach to accountability in teacher education, how it came to be central to teacher education reform, its impact on teaching and teacher education, and what it would take for the teacher education community to learn from critiques and promising practices to try to get accountability “right” for the next generation and in support of democracy. The workshop will provide participants with a new, 8-dimensional framework for analyzing teacher education assessments and accountability initiatives at any level—local, state, national, or federal. Working with the framework, the session will feature small and larger group analysis of: obstacles to democratic accountability, promising practices or “cases” of democratic accountability, and ways to move toward democratic accountability in one’s own region, state, institution, and/or program.
Friday Morning General Session

Convener:

Ann E. Lopez
NAME President-Elect, Conference Co-Chair
University of Toronto

Introducer:

Sang Hwan Seong
Vice President of KAME
Seoul National University, Korea

Cultural Interlude:

Student Spoken Word

Speaker:

Marilyn Cochran-Smith
Cawthorne Professor of Teacher Education for Urban Schools;
Director, Doctoral Programs, Lynch School of Education, Boston College.
http://www.marilyncochransmith.com

Title:

Democratic Accountability in Teacher Education: Now More Than Ever

This keynote address will make a case that now more than ever, we need a new kind of teacher education accountability—an accountability that has been “reclaimed” in support of the democratic project. Democratic accountability emphasizes the obligation of teacher education programs and institutions in a democratic society to prepare teachers to work with others to enact deliberative democratic education. Democratic accountability for teacher education features intelligent professional responsibility for democratic education, challenges the structures and systems that reproduce inequity, and sustains multi-layered collaboration with diverse communities. This approach is built on the premise that in a democratic society, the work of teachers and teacher educators is a public enterprise for the common good rather than a market enterprise based on individual competition for private goods.
Break-out Sessions: Friday 10:30–11:20am

F10.30.01  Alpine East Post 1
Introductory
**Importance of Culturally Responsive Literacy Teaching to Diverse Learners.** In order to develop a better understanding of children's cultural experiences, it is imperative for teachers and students to be educated of different linguistic and cultural backgrounds. This poster will explore the importance of multicultural teaching and its impact on students, teachers, schools, and families. **Presenter: Perihan Fidan,** Tennessee Tech University

F10.30.02  Alpine East Post 2
Introductory
**Re-imagining Summer Youth Programming: Rigor, Relevance, and Cultural Competency.** Summer educational opportunities offered by schools are often remedial in nature. This poster describes two summer programs that create space for minoritized youth to be challenged academically, empowered to navigate the dominant educational culture, and to self-advocate, while preservice teachers develop cultural competence. **Presenters: Anita Rollins,** Iowa State University; **Connie Hargrave**

F10.30.03  Alpine East Post 3
Intermediate
**The Korean Comfort Women Case: Intersectional Analysis.** California educators debated on whether the topic of Korean ‘comfort women’ (sexual slaves of the Japanese military during World War II) should be included in world history textbooks. Through parallels to American history, the ‘comfort women’ illustrates that there are intersections between and across experiences, time, and geography. **Presenter: Amy Hutchinson,** University of Nevada, Las Vegas

F10.30.04  Alpine East Post 4
Advanced
**Multicultural Education for Therapists in Training: Student Experiences and Pedagogical Lessons.** Disparities in the quality of mental healthcare received by People of Color compared to White individuals highlight the importance of psychotherapists’ multicultural awareness and raises questions of how training programs develop trainee multicultural skills. We longitudinally examined how trainees in a predominantly White institution processed and learned multicultural material. **Presenters: Derek Caperton,** University of Utah; **Uma Dorn,** University of Utah; **Zac Imel,** University of Utah

F10.30.05  Alpine East Rnd 1
Intermediate
**Three Years Later: Central American Refugees in an Urban High School.** This pilot study explores what happened when an influx of refugees from Central America entered an urban high school. The findings will be presented prior to a discussion in which feedback will be welcomed and participants may talk about how this issue applies in other parts of the United States. **Presenter: Kristin Watson Kibler,** University of Miami

F10.30.06  Alpine East Rnd 2
Introductory
**Rap Music: Integrating Culturally-Relevant Social Stories for African American Males in the Classroom.** African American males with emotional behavioral disorders (EBD) have the lowest academic outcomes of any other ethnic group. This presentation explores the use of rap
music videos to integrate culturally-relevant social stories into the classroom to increase social skills and academic outcomes. **Presenters: Monique Matute**, University of Nevada, Las Vegas; **June Talamoni**, CCSD/University of Nevada, Las Vegas

F10.30.07
Intermediate
Alpine East Rnd 3
Roundtable
**Understanding the Transformation of Teacher Candidates Intentions, Attitudes and Perceptions of Teaching in Urban Commun**

To address the needs of all students teacher education programs must reflect the needs of our marginal populations (Greene, 1993). This roundtable presentation shares findings that examined how a semester long urban field experience impacted teacher candidates’ (n=19) intentions, attitudes and perceptions about teaching children in an urban environment. **Presenters: Ann Martinelli**, Widener University; **Dana Reisboard**, Widener University

F10.30.08
Intermediate
Alpine East Rnd 4
Roundtable
**Creating Cultural Competence through Multicultural Literature**. This interactive workshop is designed to give teacher educators strategies and examples of children's and adolescent multicultural literature useful in building cultural competence in future teachers. Cultural competence includes not only an awareness and appreciation of other cultures but specific behaviors that create spaces for diverse students in today's classrooms. **Presenters: Erin Hogan**, University of Maryland; **Colleen Gannon**, University of Maryland; **Melissa Landa**, University of Maryland

**Available in the NAME Booth. Get your copy signed during the Book Signing Reception Friday 6:00—7:15pm**

Released in 2015 for NAME's 25th Anniversary, this recent publication commemorates the accomplishments, endurance, and continuing existence of NAME. Over the years of their involvement, NAME has served as a national and international forum for examining dehumanizing issues affecting students of color and other marginalized groups while developing strategies and resources to bring multicultural education into practice.

**Contributing Authors include:**

- Bill Howe
- Maria Gabriel
- Carl Grant,
- Christine Sleeter
- Geneva Gay
- H. Prentice Baptiste, Editor
10:30-11:20am  Alpine West

CONVERSATION WITH ASHRAF ESMAIL.
Co-Editor of Perspectives on Diversity, Equity & Social Justice in
Educational Leadership, with eds. Abul Pitre & Antonette Aragon.
See page 34.

F10.30.10  Intermediate  Canyon A  Presentation

Challenging Myths: The Truth about Ethnic Studies as an Educational Benefit for All Students. In this interactive session, educators will better understand the perceptions students in ethnic studies courses assert of its impact on their education. Ethnic studies curriculum and approaches integrated by teachers will be examined. Instructional strategies will be shared, and participants will discuss issues relevant to their students. Presenter: Zulema Naegle, University of Portland

F10.30.11  Introductory  Canyon B  Presentation

The Culturally Responsive Higher Education Classroom: What does it Look Like? Documenting evidence of culturally responsive teaching and pedagogical (CRT/P) practices in higher education classrooms is crucial to advancing the claims of multicultural education. Presenting results of the development and validation a culturally responsive classroom climate scale. Implications connecting CRT/P practices to developing academic and global competencies are discussed. Presenter: Horane Holgate, Purdue University-Main Campus

F10.30.12  Intermediate  Canyon C  Presentation

What’s 'The Flood' Got To Do With It? Comparing Religious Texts and Beliefs in a Multicultural Studies Class. This session examines how ethnically and linguistically diverse high school students compared accounts of 'The Great Flood' from the Quran, the Bible, a Sumerian and a Native American text to cultivate their critical literacy skills. As students engaged in rich discussion, they corroborated truth claims, affirmed identities, and questioned assumptions. Presenter: Matthew Deroo, Michigan State University

F10.30.13  Intermediate  Executive Board Room  Interactive Workshop

Co-teaching as inclusive, culturally sustaining pedagogy: Parity, planning, and para-educators. Our research on co-teaching speculates that culturally sustaining pedagogy can transform the praxis of inclusion. By integrating multicultural discourses into team parity, planning, and collaborating with paraprofessionals, a culturally sustaining model can be actualized. Workshop participants will examine co-teaching discourses and critique where multiculturalism can be incorporated into inclusion frameworks. Presenters: Louise Covert, Saint Mary's University of Minnesota; Jill Leet-Otley, Luther College
Deconstructing our praxis on the teacher diversity gap: Resisting deficit narratives and hegemonic tendencies during coL. Even praxis engaged by exceptionally critically conscious scholars is susceptible to the influence of institutionalized hegemonic culture. Using critical auto-ethnographic inquiry, we examine ways in which dominant racialized norms and deficit narratives surface in our collaborative work on a large-scale research project and how we work to resist them. **Presenters:** Tara J. Plachowski, University of Las Vegas, Nevada; Monica Hernández-Johnson, University of Las Vegas, Nevada; Norma Marrun, University of Las Vegas, Nevada; Rosemary Q. Flores, University of Las Vegas, Nevada; Christine Clark, University of Las Vegas, Nevada.

Transforming Ourselves to Become Culturally Inclusive Educators & Leaders. This workshop will provide an opportunity to reflect, dialogue and act on our own biases and challenges so that we can move forward in creating a truly inclusive classroom experience where every student feels like they belong. Best for K20 educators, teacher educators, and educational leaders. **Presenters:** Dena Samuels, University of Colorado - Colorado Springs.

The Power of Advocacy: Social Justice for Teacher Candidates through University Partnerships. Social justice should be an organizing construct in teacher education programs. Teacher candidates must be cognizant of and present in communities around the schools in which they teach. Both university and cross-curricular partnerships to educate and retain highly effective teacher candidates will be discussed. **Presenters:** Kelly Jennings-Towle, University of Central Florida; Annemarie Kaczmarczyk.

STEM Friends in Action: Research To Invite, Enable, and Empower Underrepresented Students to Pursue STEM Interests. In this session, we will critically examine and discuss research of an after-school STEM Club designed to support children of color and females to pursue and develop their own STEM interests. **Presenters:** Deena Gould, Arizona State University; Margarita Jimenez-Silva, Arizona State University.

Re-Imagining Cross-Cultural Competence in Teacher Education: Multicultural Teacher Educators of Color Explore Challenges. Panelists examine issues they have encountered in trying to promote cross-cultural competence among teacher education students, how these issues parallel and/or contradict their own enactment of cross-cultural competence as teacher educators of color, and implications for re-imagining critical multicultural teacher education in times of great socio-political change and challenge. **Presenters:** Patricia Marshall, North Carolina State University; Jewell Cooper, University of North Carolina- Greensboro; Omiunota Ukpokodu, University of Missouri-Kansas City; Ye (Jane) He, University of North Carolina- Greensboro.
No One Sees My Pain. We live in a society where some elected officials have behaved in ways that have given individuals permission to bully others who are different from them or who do not agree with their opinions, mocking people openly or through the use of social media. Addressing bullying is a social imperative. Presenter: Jo Ann Jankoski, Penn State University, The Eberly Campus

70 Acres in Chicago: Cabrini Green.
For 70 years, on 70 acres stood a Chicago public housing community known as Cabrini Green. Home to thousands, misunderstood by millions, Cabrini Green once towered over Chicago's most valuable neighborhoods. A looming reminder of inequality and poverty, Cabrini’s high rises were demolished and an African-American community cleared to make room for another social experiment: mixed-income neighborhoods. The film documents this upheaval: from the razing of the first buildings in 1996, through the mixed-income clashes, to a rally the night before the last high rise was demolished in 2011.

Break-out Sessions: Friday 11:30AM–12:20PM

Discovering the Giftedness in Culturally Linguistically Diverse Students.
Underrepresentation of students who are culturally and linguistically diverse (CLD) in gifted programs may be the result of cultural bias during the identification process and limited opportunities to express knowledge that doesn't require English proficiency. In this session, culturally relevant gifted identification tools will be present to teachers. Presenter: Fatmana Deniz, UNLV

Charter schools: Creating A Safe Haven for The LGBTQ Movement Through Policy and Curriculum. LGBTQ students find themselves victimized and marginalized in public schools. Anti-discrimination laws are not enforced further creating feelings of inequality and prejudice toward the culture. The literature review will show how charter schools have utilized anti-oppressive pedagogies and policies to create safe haven schools that encourage equality and acceptance. Presenter: Amy Crouch, Ball State University

Guerrera fronteriza. The fights of a Mexican mother of a son with Intellectual Disabilities in a Mexican northern border. This poster illustrates the lived experiences of Lourdes, a Mexican working-class mother of a teenager who was born with hydrocephalus. Throughout her narrative, this guerrera (warrior) shares her ongoing fights against medical neglect, faulty transportation and infrastructure, academic exclusion towards her son, and other difficulties she
faces being single mother. **Presenters:** Ana Lopez, New Mexico State University; Loretta Salas, New Mexico State University

**F11.30.04**
Intermediate
Alpine East Post 4
**Poster**
**Reimagining High Impact Pedagogy: Lets Get Out There and Learn!** This civil rights cultural immersion trip enveloped a small group of college students in a culture and environment that differed substantially from the one they are accustomed to and included academic preparations, deep daily immersion through personal interaction, service alongside members of the culture, and daily reflections. **Presenter:** Dana Reisboard, Widener University

**F11.30.05**
Intermediate
Alpine East Rnd 1
**Roundtable**
**Towards an ecological understanding of microaggressions: Creating culturally responsive classrooms.** Existing literature on microaggressions has often focused on individual interactions. We propose using ecological theory to highlight the multi-layered nature and feedback processes of microaggressions that perpetuate structural inequality, as well as the need to intervene at multiple levels to create culturally responsive learning environments for all students. **Presenters:** Hyuny Clark-Shim, Portland State University; Gita Mehrotra, Portland State University

**F11.30.06**
Intermediate
Alpine East Rnd 2
**Roundtable**
**How to Talk: Facilitating Difficult Classroom Discussions.** Americans generally avoid discussing race, religion, or politics?but learning how to engage in respectful discussions of difficult topics is an important skill. Teaching the art of civil discourse is part of acting on behalf of our students and has never been more crucial than in these changing times. **Presenter:** Glori Smith, Timpview High School

**F11.30.07**
Introductory
Alpine East Rnd 3
**Roundtable**
**Intent, Impact, and Insight of Community Learning Groups in Multicultural Education.** Multicultural education at its core is about access and equal distribution of learning opportunities for all students. This symposium will present data from an ongoing research study using learning communities to engage counselors-in-training around multicultural issues to target growth from cognitive, relational, affective, and behavioral perspectives. **Presenters:** Uma Parameswaran Dorn, University Utah; Patty Kuo, University of Utah; Hope Andreason, University of Utah

**F11.30.08**
Intermediate
Alpine East Rnd 4
**Roundtable**
**Re-establishing the Teacher of Color Narrative.** To understand the current state of teacher preparation programs, we must examine the supports for teacher candidates of color. With increasing diversity in teacher education, we must attend to teacher retention and remain critical of necessary supports that programs have promised to ensure that teacher candidates of color thrive. **Presenter:** Leona Oliveros; Tahlia Natchu
11:30am-12:20pm
Alpine West

**CONVERSATION WITH GEORGEOS SIRRAKOS.**
EDITOR of *Between the World and the Urban Classroom*. Edited by Georgeos Sirrakos & Christopher Emdin. Sensepublishers.com. See page 34.

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F11.30.10
Advanced
Canyon A
Presentation

**Re-Imagined Multicultural: The Launching of a Home-grown Culturally Responsive Educator Certification Program.** One increasingly diverse county sought answers to achievement disparities undermining its station as an award-winning school division. A department's effort was launched to train and certify teachers who influenced achievement results of traditionally marginalized students. Presentation chronicles these educators' efforts in producing a Culturally Responsive Educator Certification process. **Presenters: Lester Hairston,** Albemarle County Public Schools; **Leilani Keys,** Albemarle County Public Schools; **Leslie Wills-Taylor,** Albemarle County Public Schools; **Lars Holmstrom**

F11.30.11
Intermediate
Canyon B
Presentation

**Jamming: A Metaphor for Community Care.** Women faculty of color present a model for Cultivating Community-Based Critical Consciousness with Authentic Care to promote authentic care for ourselves to better support our students. We use the process of making jam (Cultivation, Harvesting, Organizing our Tools/Resource, Preparation, Collaboration, Processing, Preserving, Sharing) as a metaphor for community care. **Presenters: Anna Lees,** Western Washington University; **Kristen French,** Western Washington University; **Veronica Velez,** Western Washington University

F11.30.12
Intermediate
Canyon C
Presentation

**Just Making Sure that I am Always Positioning Myself': Experience of Preservice Teachers Involving in Home Visits.** Preparing preservice teachers working in an era of globalization is the focus of much research though approaches vary. This study investigates how preservice teachers negotiate many boundaries between them and marginalized families during home visits. The complexities of the navigating process and its relevance to multicultural teacher education are explored. **Presenter: Xin Zhang,** The University of Arizona

F11.30.13
Intermediate
Gran Board Room
Interactive Workshop

**It's not just a movie': Critical film literacy as an experimental social studies content course for elementary pres.** Stemming from an experimental social studies content course, this interactive workshop (re)envisions working with elementary education majors to develop critical film literacy. Participants will 'work through' an abbreviated class meeting, receive syllabi, readings, and film lists, and engage in critical conversation about the roll of film in teacher education. **Presenters: Sarah Shear,** Penn State University-Altoon; **Andrea Hawkman,** Utah State University
F11.30.14  
Intermediate  
Culturally Responsive Teacher Education for Rural Native Communities. This interactive workshop shares a university outreach program for providing teacher education to rural, non-traditional, place-based, low income, and Indigenous students. We will discuss innovations and accommodations needed to reach this unique population and improve culturally responsive education in these communities. **Presenters:** Roni Adams, Southern Oregon University; Megan Farnsworth, Southern Oregon University

F11.30.15  
Advanced  
The Convergence of International and Multicultural Education: Facilitating Teacher Development of Cultural Sensitivity. This presentation explores the nexus between international and multicultural education, specifically how overseas experiences can provide an opportunity for teachers to affectively learn what it feels like to be perceived as the 'other.' Awareness of one's cultural identity can lead to the development of more empathetic dispositions towards diverse students. **Presenter:** Ray Young, SIT Graduate Institute

F11.30.16  
Intermediate  
Re-imaging science education through a multicultural lens in the era of Common Core State Standards (CCSS). Through focus group interviews of Latina/o students and classroom observations, I describe how science is taught as silos. I propose an integrated STEM approach whereby via CCSS, a multicultural education understanding of STEM education can be reached and answer 'what does multicultural education mean for the science classroom'. **Presenter:** Paulo Oemig, New Mexico State University

F11.30.17  
Advanced  
We Teach Them What It Looks Like: Modeling Curricular, Pedagogical and Political Activism in Teacher Education. In this interactive panel, presenters frame critical case studies examining the dilemmas of social justice-oriented teacher education in a rapidly changing and increasingly hostile political climate. Participants will examine specific acts of curricular, pedagogical and political resistance, and think strategically about how to interrupt oppressive educational rhetoric and policy. **Presenters:** Alison Dover, California State University Fullerton; Erica Dotson, Clayton State University; Nick Henning, California State University, Fullerton; Ruchi Agarwal-Rangnath, University of San Francisco

F11.30.18  
Intermediate  
Three Viewpoints on Race Dismantle Oppressive Misconceptions for Students. Engage in an interdisciplinary unit titled: Is Race Real? Critically examine race from a historical, biological and literary standpoint. Our presentation offers an interdisciplinary approach to studying race and introduces a highly scaffolded yet rigorous curriculum in three content areas. The unit challenges racial confines and affirms all students'. **Presenters:** Elena Maker, Blackstone Academy Charter School; Emily Berman, Blackstone Academy Charter School
Dalya’s Other Country.
Produced and directed by Julia Meltzer. Good Docs.
In 2012 Dalya and her mother Rudayna fled Aleppo for Los Angeles as war took over. Months before, Rudayna learns a secret that destroys her marriage, leaving her single at midlife. Arriving in LA, Dalya enrolls as the only Muslim at Holy Family Catholic High School. Can mother and daughter remake themselves while holding on to their Islamic traditions?

Fri Nov 3 12:30pm–1:50pm Grand Ballroom
Dine & Dialogue Luncheon
Convener:
BRANDON FOX
NAME Board, Stephen F. Austin University

Cultural Interlude:
AILINE POLYNESIAN GROUP
This optional luncheon gets participants sharing ideas and strategies on topics of common interest while we break bread together. Tables will be labeled with critical topics for discussions led by facilitators. Package A includes a ticket for this event. Some individual tickets are available for purchase, but supplies are limited. Please check at Registration if you are interested in adding this event.

Break-out Sessions: Friday 2:00–2:50pm
F2.01 Alpine East Post 2
Intermediate
We’re more complex than you think! Applying intersectionality to research and practice with elementary school age youth. This poster discusses how pre-adolescent Latin@s think and talk about identities. By providing an intersectional framework that considers psychological and developmental dimensions, we can deepen our understanding of how children begin to think about their identities in multiple contexts. Practical implications for intersectional education and practice will be provided. Presenters: Halleh Hashtpari
F2.02 Alpine East Post 3
Introductory
Poster
**iTeach ELLs: Access for ALL Students for ALL Content.** In this session participants will expand their knowledge regarding issues and reform efforts that surround preparing pre-service teachers to work with English Language Learners (ELLs) and supporting mentor teachers in the field. This presentation is designed for teacher educators, pre-service, and in-service educators. **Presenter: Wendy Farr,** Arizona State University

F2.03 Alpine East Post 4
Intermediate
Poster
**Identify Yourself: a diverse approach to teaching diversity.** Traditional diversity courses directly confront issues of race, social class, sexual orientation, and poverty; this often leads to student resistance. This poster presentation offers a non-traditional approach to teaching diversity to teacher candidates with activities that examine individual identity, stereotypes and values in society and schools. **Presenter: Betta Vice,** Georgia College

F2.04 Alpine East Rnd 1
Intermediate
Roundtable
**Perspectives of Preparing Pre-service Teachers to Teach Diverse Learners as An Asian Graduate Assistant: A Self-Study.** This presentation shares my experience teaching primarily white, middle-class female pre-service teachers as an Asian graduate assistant at a research-intensive university in the southeast. The study presented focuses on how I navigate the tensions of identity between my students and myself. **Presenter: Vera Ma,** University of Florida

F2.05 Alpine East Rnd 2
Intermediate
Roundtable
**Pushing through White Fragility: Toward an Anti-Racist Teacher Self-Efficacy Scale.** This critical quantitative study examines the influence of whiteness and white fragility on enacting anti-racist pedagogy. Through the creation of an anti-racist teacher self-efficacy scale this study also seeks to better articulate the nuances of non-racist teaching in pursuit of moving the field toward an anti-racist stance in the classroom. **Presenter: Andrea Hawkman,** Utah State University

F2.06 Alpine East Rnd 3
Intermediate
Roundtable
**Supporting Central American Newcomer Youth in Destabilizing Times of Transition.** This session draws from a study of newcomer youth to help educators understand challenges these youth experience, what supports are effective for student transition, and to engage in dialogue about how supports can be maintained beyond newcomers’ first years in order to promote lasting success and ongoing sanctuary spaces. **Presenters: Betina Hsieh; Jacqueline Paredes**

F2.07 Alpine East Rnd 4
Introductory
Roundtable
**Promoting social justice: Developing a Korean-English bilingual literacy lesson plan for young learners.** The objective of our presentation is to encourage language teachers to adapt and develop their lesson plans based on social justice standards, which included identity, diversity, justice, and action. This example of Korean literacy lesson plan, designed for young Korean/English bilingual learners, promote critical thinking in social justice. **Presenters: Hye Shin,** American University; **Sehyun Yun,** George Mason University
2:00-2:50pm Alpine West

**CONVERSATION WITH WAYNE AU**

**AUTHOR of**

*Reclaiming the Multicultural Roots of U.S. Curriculum,* co-authored with Anthony Lamar Brown, Dolores Aramoni Calderón. 2016. See page 34.

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**F2.09**

**Canyon B**

**Advanced**

**Presentation**

**Brain-based learning and Technology in the Foreign Language Classroom.** This presentation will address the recent research in brain-based learning, will discuss best practices in designing brain-based instruction for the foreign language classroom, and will provide a review of technologies that facilitate second language learning using a brain-based learning approach. **Presenter: Diana Meza**, James Madison University

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**F2.10**

**Canyon C**

**Intermediate**

**Presentation**

**Teaching About Race in Elementary Social Studies Methods Courses.** Race is part of the human experience and influences individuals' attitudes and behaviors about others. Yet teaching about race can be challenging to address in educational spaces. This presentation will highlight an instructional framework, which infused diverse perspectives on matters of race and racism in elementary social studies methods courses. **Presenters: Stephanie Logan**, University of Northern Iowa; **Courtney Clausen**, University of Northern Iowa

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**F2.11**

**Gran Board Room**

**Intermediate**

**Presentation**

**The Power and Possibility of Pedagogy in Maker Spaces.** In this conceptual paper, I trouble the widespread assumption that simply creating a maker space democratizes science and engineering. Through a lens of culturally relevant pedagogy (Ladson-Billings, 2001), I explore how research on making has minimized the power of pedagogy and discuss implications for culturally relevant maker pedagogy. **Presenter: Hannah Kye**

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**F2.12**

**Gran Conf Center**

**Intermediate**

**Interactive Workshop**

**Stakeholder Commitments to Social Justice Teaching through a Montessori Curriculum for Multicultural Education.** Get REAL! Responsive Education for All Learners showcases collaboration between higher education, a private Montessori school, and a public, urban elementary school. This work embodies a commitment to multicultural education through Montessori principles as a venue for social justice teaching, teacher professional development, and success in diverse, PK-3 settings. **Presenters: Mary D. Burbank**, University of Utah; **Koeun Park**, University of Utah; **Jennifer Spikner**, Elizabeth Academy; **Joel Arvizo-Zavala**, Rose Park Elementary
F2.13  
Intermediate  
Presentation  
**How do we teach our young learners about social justice?: Words of wisdom from our K-2 teachers.** In this presentation, participants will learn how K-2 teachers are integrating social justice into their classroom. In particular, how are they conceptualizing social justice curriculum? What does social justice teaching look like in their classrooms? What resources do teachers lean on? What challenges do they face in enacting justice-oriented curriculum? 
**Presenter:** Ruchi Agarwal-Rangnath, University of San Francisco

F2.14  
Intermediate  
Presentation  
**Students as researchers: A co-teaching narrative from a social justice-oriented U.S. Government class.** Due to dominant society's perpetuation of stereotypes and prejudices, schools fail to provide integral educational equity through culturally-based, social justice-centered curriculum practices. Using the medium of narratives, two critical educators reflect on the implementation and execution of an inclusive, social justice-centered U.S. government class housed within an urban school. 
**Presenters:** Sara Rusk; Linsay DeMartino

F2.15  
Intermediate  
Panel  
**Voices of the Invisible: Advocating for International Students in Higher Education.** International students studying in the US experience challenges that often are invisible or ignored at institutions that reap substantial financial gain from international student populations. U.S. campuses need advocates who will insist on equity and social justice for international students. Panel researchers share studies that demonstrate this need. 
**Presenters:** Janet Isbell, Tennessee Technological University; Jayati Chaudhuri, California State University, Los Angeles; Dorota Silber-Furman, Tennessee Technological University; Abir Eldaba, FLS International; Jacob Kelley, Tennessee Technological University

F2.16  
Intermediate  
Interactive Workshop  
**Unjust access, inequitable outcomes: The ethics of accommodations to facilitate student success.** Using a disabilities studies lens, teachers will explore the ethics of the current special education system in terms of access both in public schools and colleges. We will examine how our teaching practices contribute to inequitable outcomes and what we can do to create an equitable teaching environment. 
**Presenters:** Amy Ballin, Simmons

F2.17  
Intermediate  
Interactive Workshop  
**Responsibilities of White Teachers and Teacher Educators in Fostering Racial Literacy.** Are you a White teacher? Or do you prepare White teacher candidates? Or both? Come discuss dilemmas faced by White teachers (and those who prepare them) in developing racial literacy. We will review some of the common problems, learn from relevant research, then generate contextual solutions in working groups. 
**Presenters:** Jill Flynn, University of Delaware; Lynn Worden, University of Delaware
**2:00-2:50pm**  
Seminar Theater

**Never Give Up: Minoru Yasui & the Fight for Justice***.  
Produced and Directed by Holly Yasui and Will Doolittle.  
*Followed by A Conversation with the Filmmaker at 3pm.*  
This film relates the life history of an American hero. Minoru (Min) Yasui was born in Hood River, Oregon in 1916. He was the first Japanese American attorney in Oregon and during World War II, he initiated a legal test case by deliberately violating military orders that lead to the incarceration of over 110,000 persons of Japanese ancestry in U.S. concentration camps. He spent 9 months in solitary confinement awaiting his appeal to the U.S. Supreme Court, which ruled against him. After the war, he moved to Denver and continued to defend the human and civil rights not only of Japanese Americans but for Blacks, Latinos, Native Americans, religious minorities, children and youth, the aged, low income people, etc. In the 1970s and 80s, he spearheaded the movement to win reparations and a formal apology from the government for the injustices against Japanese Americans during World War II.

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**Break-out Sessions: Friday 3:00–3:50pm**

F3.01  
Introductory  
Alpine East Post 1  
Poster  
**Are We Real Educators? Promoting Equal Educational Opportunities for Marginalized Students in K-12 and Higher Education.** As the number of marginalized students in K-12 even higher education has increased recently, it's time to re-imagine educational policy for creating equal education to students who are so-called different, like LGBT, HIV carriers, Physical Disabled, and War-Torn Suffered and to rise policymakers/educators’ cultural awareness to those students. **Presenter: Bin Zhang**, Ball State University

F3.02  
Introductory  
Alpine East Post 2  
Poster  
**Revisiting the Conversation on African American Males’ Participation in the Teaching Profession.** The absence of African American male teachers in America's public school classrooms continues to be a problem in education. This presentation will examine this issue and will explore the factors that continue to impede African American males' participation in the teaching profession. **Presenters: Samantha Strachan; Marsha Simon**, Alabama A&M University; **Annette Mohan**, Alabama A&M University

F3.03  
Introductory  
Alpine East Post 3  
Poster  
**Finding one's place: A participatory community-based art project for socially engaged multicultural education.** Socially engaged multicultural education addresses equity and social justice issues and benefits culturally marginalized students coping with forming their cultural self-identity. A participatory community-based art project was designed to help Asian American K-12 students discover their social connections and increase awareness of their social relationships in their community. **Presenter: Nara Kim**, University of Georgia
F3.04  Alpine East Post 4
Introductory  Poster
**Imagining Otherwise: Visual Culture as Disruptions to Racial Injustice.** Two art educators offer participatory jumping off points toward re-imagining anti-racist art pedagogy, engaging participants to visualize just society through image, shape and visual culture. Taking up both implicit and explicit visual culture, we explore the role of visuality in shaping reality, movement(s), and what we believe is possible. **Presenters: Anna Ramsey**, University of Arizona; **InJeong Yoon**, University of Arizona

F3.05  Alpine East Rnd 1
Intermediate  Roundtable
**Opening the Dialogue: A Commitment to Social Justice in Qualitative Research Design.** This paper explores early career scholars’ perceptions of the value and impact of research. A postmodern theoretical lens was used to examine theoretical perspectives of research that have a profound impact on achieving equity and social justice in education. This session is intended for all audiences. **Presenter: Aaliyah Baker**, Cardinal Stritch University

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**Call for Manuscripts & Presentations**

*Korea Association for Multicultural Education’s*

**2018 KAME International Conference**  
May 23-25, 2018  
Seoul National University, Seoul, Korea

Conference theme:  
“Working Together for a Better Multicultural Society.”

KAME invites submissions of manuscripts or 500-word abstracts. Any presentation pertaining to the conference theme or related topics exploring research agendas and policy issues in the field of multicultural education are welcome.

Please submit the manuscript/abstract and a short CV to the KAME office (kame2008@naver.com) by January 1, 2018.

Visit the NAME website for more information: www.NAMEorg.org

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F3.06  Alpine East Rnd 2
Introductory  Roundtable
**Building Trust with Homeless Youth through Visual and Dialogic Engagement as Projects in Humanization.** This youth participatory visual action research study with homeless youth uses art and dialogic engagement to build trust and develop relationships in order to talk back to deficit narratives. Visual storying as a critically sustainable practice enhances multi-literate and multicultural learning spaces. All educators are welcome. **Presenter: Madith Barton**, Ohio State University
F3.07 Intermediate Alpine East Rnd 3 Roundtable
Re-envisioning Anti-Bias Work in Early Childhood in 2017. Young children form conclusions (often inaccurate) about various social constructs early on. Early childhood programs and teachers bear an important responsibility to recognize and honor children’s home cultures (Derman-Sparks). Come learn and discuss strategies and resources for working with early childhood teachers to support multicultural, anti-bias and anti-racist education. **Presenter:** Sarah Dennis

F3.08 Intermediate Alpine East Rnd 4 Roundtable
**Who I am is How I Teach: The Influence of Values and Experiences on the Culturally Responsive Teacher Identity.** During this session participants will learn about how teacher identities changed from pre-service to in-service as a result of identity development and self reflection during their teacher preparation programs and how their experiences lead to their integration of culturally responsive practices in their classrooms. **Presenter:** Tawnya Lubbes, Eastern Oregon University

F3.10 Intermediate Canyon A Presentation
**Broken Promises: Black Deaths, Blue Ribbons, a New Framework of Community Engagement in Urban Centers.** This presentation looks at historic data and contemporary interviews of community members, educators, and law enforcement to understand eroding trust in urban communities that complicate educational engagement. The presentation offers a framework of community engagement that can be enacted by educators to robustly and actively engage constituents within urban settings. **Presenters:** Kenny Fasching-Varner, Louisiana State University; Christine Clark, University of Nevada, Las Vegas

F3.11 Expert Canyon B Presentation
**Preservice teachers’ cultural self-efficacy beliefs and praxis: Preparedness to teach diverse students.** This mixed-methods study investigates how ESL, generalist, and bilingual preservice teachers’ schooling and life experiences influence their cultural self-efficacy beliefs and praxis as clinical teachers. Implications are discussed in terms of understanding preservice teachers’ definitions of culture and how they operationalize their cultural self-efficacy beliefs in their clinical teaching. **Presenters:** Daniela Silva, University of Texas at San Antonio; Kristen Lindahl, University of Texas at San Antonio

3:00-3:50pm Alpine West

**CONVERSATION WITH LEWIS DIUGUID**
Journalist and Author of
Our Fathers: Making Black Men
See page 34.

National Association for Multicultural Education • www.NAMEorg.org
F3.12
Intermediate
Canyon C
Presentation
Listening to our Teachers of Color: Using Story to Reconsider the Design of Initial Teacher Preparation. Drawing on narrative inquiry, we share the experiences of three Black, female, first year teachers throughout K-16 schooling, including their experiences in university teacher preparation. Session participants explore common threads and uniqueness across stories in order to make better sense of how to support students of color in university spaces. Presenter: Stephanie Cross, Georgia State University

F3.13
Intermediate
Gran Board Room
Presentation
Integrating the Past, Living Theories, Practice: Teaching and Modeling a Multicultural Education Praxis. This discussion-oriented presentation for practitioners examines embodying multicultural education in practice. Based on a college-level, interdisciplinary course, we will discuss: connecting multicultural education to current and historic social movements, how theories can be embodied or decentered, and what it looks like in practice. Printed and electronic materials will be provided. Presenter: Peggy Shannon-Baker, Georgia Southern University

F3.14
Intermediate
Gran Conf Center
Interactive Workshop
‘Lifting as we climb’: Rising up through peer mentorship among students and faculty of color. This workshop invites participants to examine processes of mentorship for Women of Color students and faculty in graduate programs. We will present a framework inspired by three models - Psychosociocultural, Multicultural Orientation, and Community Cultural Wealth. Through interactive group work, participants will take away tools for reimagining their own models. Presenters: Karen Tao, University of Utah; Halleh Hashtpari; Kritzianel Merced; Pamela Cornejo; Carolina Corrales

F3.15
Intermediate
Salon 1
Presentation
Pushing in: Rethinking ESL Co-Teaching as a social justice issue. This presentation examines research on co-teaching for ELL students. Co-teaching can be one of the most effective ways to teach ELL populations. Co-teaching relationships can change perceptions, and increase ELL student achievement and acceptance. Suggestions for enhancing the co-teaching experience for teachers and students is disseminated and analyzed. Presenter: Joy Cowdery, Muskingum University

F3.16
Advanced
Salon 2
Presentation
Becoming Institutional Leaders in Multicultural Education: Perspectives of a Department Chair/Female of Color. Drawing on the presenter’s role as department chair and a female of color this presentation underscores the necessary role of multicultural educators as institutional leaders. It highlights success and challenges in advocating for multicultural curriculum and policy development within higher education institutions and in collaboration with schools and communities. Presenter: Diliys Schoorman, Florida Atlantic University
F3.17 Expert Panel
Enriching Multicultural Practices in Second Language Teacher Education Programs. Multicultural education is an essential component of second language (L2) teacher preparation, along with language pedagogy. L2 teacher preparation may be enriched via opportunities for pre- and in-service teachers to engage in diverse multicultural contexts. Presenters discuss innovative program collaborations which empower teachers through context-sensitive and location-specific multicultural education. **Presenters:** Kristen Lindahl, University of Texas at San Antonio; Raichle Farrelly, St. Michael's College; Zuzana Tomas, Eastern Michigan University.

F3.18 Interactive Workshop
Teaching Banned Books as a Tool for Resistance: Empowering Educators to be Activists. This hands-on workshop provides grade 5-12 educators with the confidence and resources necessary to advocate for and implement an anti-racist curriculum that turns the classroom into a space for activism. **Presenters:** Rasheeda Abdul-Musawwir, Boston Collegiate Charter School; Stephanie Cosantino, Boston Collegiate Charter School.

F3.19 Interactive Workshop
Building a White Affinity Group: Why and How it is Imperative in these Changing Times. As two white people, we find it vital to come together and explore the implications of our white identities, especially in these changing times. This workshop offers the nuts and bolts of starting a white affinity group in your community to actively address individual and structural racism. **Presenters:** Emily Affolter, Center for Research and Evaluation for STEM Equity; Suzie Hodges, Collective for the Revolution of Race, Equity and Whiteness.

3:00-3:50pm Seminar Theater
**Conversation with Filmmaker of Yasui and the Fight for Justice.**
Screened at 2pm.
Produced and Directed by Holly Yasui and Will Doolittle.

**Break-out Sessions: Friday 4:00–4:50PM**

F4.01 Alpine East Rnd 1
Introductory Roundtable
Multicultural Education During an Online Course: Exploring Virtual Community Through Dilemma. This proposed roundtable explores the dilemmas that arose in an online teacher education course: (1) Responding to educators who claim not to teach in a diverse context. (2)
Forming support communities outside their local and outside the online class. (3) Synthesizing and simulating culturally responsive instruction. **Presenter: Brian Rice**, University of Kansas

**F4.02**
Introductory
Alpine East Rnd 2
Roundtable

**Asian American teachers' cultural competence and its impact on their leadership in a cross-cultural classroom.** This qualitative study investigates how Asian American teachers' cultural competence differs among different racial and ethnic groups of students-African American, Asian American, Hispanic, and White in a cross-cultural classroom setting. Additionally, this study examines how Asian American teachers' cultural competence affects their leadership in a cross-cultural classroom setting. **Presenter: Bola Sohn**, The University of Texas at Austin

**F4.03**
Introductory
Alpine East Rnd 3
Roundtable

**From Testing to Teaching.** As a student of color and other marginalized identities navigating an education system that is not meant for you has been proven difficult time and time again. This presentation is based on reimagining education not based on whiteness and testing but on growth of student and community knowledge. **Presenter: Lauren Vasquez**, Western Washington University

**F4.04**
Intermediate
Alpine East Rnd 4
Roundtable

**Navigating Ontario Public Secondary Schools as Racialized Black Parents.** Low representation of ethnic minority parents in schooling has perpetuated a pervasive notion of apathy with their children's education amongst school personnel. This study examines barriers that minority parents experience in their interactions with schools. This presentation will share emerging themes and posit strategies that support minority parents navigating schools. **Presenter: Desiree Sylvestre**, OISE, University of Toronto

**4:00-4:50pm**
Alpine West

**CONVERSATION WITH NATASHA WARIKOO**
Author of
The Diversity Bargain, and Other Dilemmas of Race, Admissions and Meritocracy at Elite Universities. 2016. See page 34.

**F4.06**
Intermediate
Canyon A
Presentation

**Moving Beyond Appreciation: Developing and Evaluating Diversity Field Experiences for Rural Pre-Service Teachers.** This presentation will explore the process of developing diversity field experiences for pre-service teachers in a rural, predominantly White institution. Describing challenges and sharing initial research findings on effectiveness, we'll analyze critical factors to establishing meaningful field experiences. **Presenters: Amanda Winkelsas**, St. Bonaventure University; **Anne-Claire Fisher**, St. Bonaventure University
F4.07  Intermediate  Canyon B  Presentation  

**Envisioning art education to disrupt injustice: Teaching and learning for social justice with preservice art teachers.** A teacher educator and pre-service art teachers will discuss different approaches, emotional and intellectual challenges of teaching art for social justice. The presenters will discuss the vision of art education for diversity and equity as well as how educators can confront systems of oppression through visual art. **Presenters: InJeong Yoon; Adrian Meyer, University of Arizona; Chloe Kwiatkowski, University of Arizona; Elizabeth Denneau, University of Arizona**

F4.08  Intermediate  Grand Board Room  Presentation  

**Exploring Teacher Experiences in Implementing Mother Tongue-Based Education in a Multilingual Country.** Using a critical theory paradigm, the study explores the implications of implementing a national language policy, a mother tongue-based educational framework to the ideologies and practices of teachers in the local level and to the literacy development of indigenous primary-grade students in a multilingual country. **Presenters: Mark Preston Lopez; Annie Grail Ekid, Mt Province State Polytechnic College; Rexton Chakas, Mt Province State Polytechnic College**

F4.09  Expert  Gran Conf Center  Interactive Workshop  

**THIS LITTLE LIGHT OF MINE:Creating Space for School Children to Complicate the Scholarship on social Justice & Inequity.** In this auto-ethnographic study teacher and students complicate the struggle for social justice and equity, utilizing the characterization of Shelly Webb, the youngest civil rights activist of Selma 1965 (Webb, West & Sikora, 1980)), as a metaphor for student agency in disrupting the historical continuities of racism and discrimination. **Presenter: Marva McClean, City of Pembroke Pines Charter Schools**

F4.10  Introductory  Salon 1  Presentation  

**From Student Leaders to Classroom Teachers: Re-imagining the Professional Impact of Student Leadership Opportunities.** This session explores the professional experiences of graduates from a student led organization for pre-service teachers of color in a Teacher preparation program, at a predominantly white institution in the Northeast. We will examine the impact of those leadership opportunities on their professional lives. **Presenters: Tracey Lafayette, East Hartford Public Schools; Symone James**

**Highlighted Session**

F4.11  Salon 2  

**Student-Centered Pedagogy: Enhancing the Co-Construction of Knowledge in Kenyan Classrooms.**

Engaging diverse learners is important in all classrooms. Utilizing student centered-pedagogy informed by social constructivism and culturally responsive teaching this presentation examines strategies utilized in two Kenyan secondary schools in science education that
support students co-construct knowledge and become active participants in their own learning. Challenging teachers to examine their pedagogical approaches in Kenyan schools is important in encouraging students to be full participants in their own learning in a system that remains highly teacher-centered. In a multiethnic society like Kenya, it is important to nurture educational practices that support teachers developing agency in challenging practices that continue to exclude some learners. The findings of the study reveal that when teachers and students co-construct knowledge, teachers' self-efficacy improved prompting teachers to use more diverse instructional approaches. **Presenter: Peter Rugano, University of Embu, Kenya**

**F4.12**
Intermediate
**A Framework for Culturally Responsive Literacy Practices in an Early Childhood Setting.**
We will provide a framework for culturally responsive literacy practices that includes a classroom community, family engagement, critical literacy, multicultural literature, and print rich environments. In this interactive session, participants will engage in stations for each area followed by debriefing and discussion. **Presenters: Susan Bennett, University of South Florida St. Petersburg; AnnMarie Alberton Gunn, University of South Florida St. Petersburg**

**F4.13**
Intermediate
**Creating Sanctuary Classrooms.** Multicultural educators, our responsibility is to help students make sense of our changing world in these turbulent times; we need to know how to create a classroom of safety, security, and sanctuary. Through compassionate listening, we will highlight the critical role of self-care in addressing anxiety, fear, and post-election stress. **Presenters: Jioanna Carjuzaa, Montana State University; Jan Perry Evenstad, Metropolitan State University of Denver**

**4:00-4:50pm**
**Seminar Theater**
**Black Girl in Suburbia.**
For many Black girls raised in the suburbs, the experiences of going to school, and living day-to-day life can be uniquely alienating. Black Girl in Suburbia looks at the suburbs of America from the perspective of women of color. Filmmaker Melissa Lowery shares her own childhood memories of navigating racial expectations both subtle and shocking experiences. Through conversations with her own daughters, with teachers and experts in the personal impacts of growing up a person of color in a predominately white place, this film explores the conflicts that many Black girls in homogeneous hometowns have in relating to both white and Black communities.

**Break-out Sessions: Friday 5:00–5:50pm**

**F5.01**
Introductory
**If I can do it, so can you! A science educator’s journey of incorporating multicultural education into her curriculum.** As a science educator, I did not consider multicultural
education and social justice to be essential components in my field. I now know otherwise. Learn about my journey of discovery and the changes in my teaching that have occurred. Presentation geared to K-12 teachers and teacher educators. **Presenter: Kalani Eggington**, Westminster College

**F5.02**
Intermediate
Presentation

**Such a sensitive topic that no one really talks about**: Teacher preparation for disparities in documentation status. This presentation invites teacher educators to reimagine teacher preparation for disparities in citizenship status. It argues for conscientiously breaking the silence around immigration status to prepare teachers for changes in the national political context. **Presenters: Jennifer Bondy; Lauren Braunstein**, University of South Florida; **Brent Johnson**, Forest Park High School/Gordon State College; **Altheria Caldera**, Texas A&M at Commerce

**F5.03**
Advanced
Presentation

**Creating a Global/Intercultural Distinction Program to Engage Students in Inclusive Professional Practices.** Utah Valley University has created a Global/Intercultural distinction program for students wanting to increase their competencies in issues of diversity, inclusion, and globalization. This session will explore this distinction program and the role self-cultural awareness and cultural relevancy play in developing strong globally and interculturally minded graduates. **Presenter: Bryan Waite**, Utah Valley University

**F5.04**
Intermediate
Presentation

**Preparing Pre-Service Teachers in Culture and Diversity.** This study is exploring how pre-service teachers are being taught about culture and diversity at several universities around the United States. It focuses on a sample of universities on the West coast, the Midwest, the East coast, and the South. **Presenter: Joy Anderson**, Arizona State University

**F5.05**
Intermediate
Interactive Workshop

**Breaking down race and social class barriers to critical multicultural wellness in regressive times.** This session invites dialogue about a project that supports students in breaking down barriers to critical multicultural equity and wellness in regressive socio-economic and educational times. Through narrative and deep analysis, students identify race and other cultural hegemonic barriers to equity and wellness, and visualize change strategies for social justice. **Presenters: Virginia Lea**, University of Wisconsin-Stout; **Emily Hines**, University of Wisconsin-Stout; **Sapna Thapa**, University of Wisconsin-Stout

**F5.06**
Intermediate
Presentation

**The Intersectionality of Education, Diversity & Inclusion: One School's Journey.** This presentation continues the narrative of Lowell Community Charter Public School, a global majority K1-8 school that has thrived after turnaround and, after conducting a diversity and inclusion self-study, is implementing initiatives, including cultural competency training,
embedding diversity and social justice content in the curriculum, and school parent alliance.  
**Presenters:** Kim Shanahan, Lowell Community Charter Public School; Sonya Patton, Lowell Community Charter Public School; Carol Arsenault, Lowell Community Charter Public School

F5.07 Intermediate  
**Salon 2** Presentation  
**Re-Imagining Multicultural Education with the Help of an Embodied Robot.** The authors discuss their re-imagination of multicultural education in changing times, focusing on using technology to enhance social justice and equity for English language learners (ELLs) in kindergarten. Our project is the design of an embodied robot that serves as a cultural broker for ELLs and native English speaking children. **Presenters:** Sherry Marx, Utah State University; Younghee Kim, Utah State University

F5.08 Introductory  
**Salon 3** Panel  
**Through Indigenous Eyes: Building Critical Pedagogy with Teacher Candidates.** Indigenous children’s educational experiences reflect the historical injustices and current inequities of schooling for American Indians. This panel discussion will share about how one clinical partnership is equipping teacher candidates to work with indigenous students through multiple school contexts. **Presenters:** Gretchen McAllister, Northern Arizona University; Vikki Tomas, STAR School; Shawn Thomas, Northern Arizona University; Cecelia Szymanski, Northern Arizona University

F5.09 Intermediate  
**Suite 326** Interactive Workshop  
**Who am I? Supporting the Development of Racial Identities of Teacher Candidates.** Intermediate presentation for teacher educators that focuses on racial identity development theories to examine multicultural seminars by: reflecting on the workshop’s constructivist approach; analyzing the ways that race and culture are discussed; and providing timely ‘next step’ strategies to students in their journey of becoming culturally competent and anti-racist educators. **Presenters:** Susan Norman, SUNY Geneseo; Diantha Watts, SUNY Geneseo

F5.10 Intermediate  
**Topaz** Interactive Workshop  
**Working Toward School Transformation: A Model of Community-based Restorative Justice.** To curb burgeoning suspension rates that disproportionately target Black youth, schools have adopted various tiers of Restorative Justice. This workshop draws upon existing theoretical frameworks of Restorative Justice to discuss new approaches and directions, as well as limitations of Restorative Justice’s hyper-individualized applications for Black youth in urban schools. **Presenters:** Georges Sirrakos, Kutztown University of Pennsylvania; Arash Daneshzadeh
Friday, 5:00-5:50pm
Seminar Theater

American DREAMers.
This film tells the story behind the Campaign for an American DREAM (CAD), a group of six undocumented youth and an ally who risk their freedom when they publicly come out as undocumented and walk 3,000 miles to the nation's capital to organize for immigrant rights. These are college students, young professionals, activists, and community leaders. Follow their journey as they come out of the shadows, share their stories, empower communities, and put everything on the line to fight in what they believe is their civil rights movement. They are undocumented and unafraid. And some are UndocuQueer, too.

6:00-7:15pm
Nov 3
Grand Ballroom

Book Signing Reception
Participating Authors Include:

Wayne Au
H. Prentice Baptiste
Karen Dade
Lewis Diuguid

Asraf Esmail
Brandon Fox
Bill Howe
Ann Lopez

Sonia Nieto
Georgeos Sirrakos
Natasha Warikoo

...And other NAME Authors & Scholars

INTER-TRIBAL
SOCIAL POW WOW
FRI. NOV 3RD. 7:30--10:30PM
HILTON SLC CENTER

ALL DANCERS & DRUMS WELCOME!

FREE ADMISSION--PUBLIC WELCOME!
Social & Special Dances
Tiny Tots Contest

Host Drum: Rocking Horse
MC: Nino Reyes
AD: Orrenzo Snyder
Head Man Dancer: James Reeder
Head Lady Dancer: Laverna Benally

For info Contact:
Denece.Begay@gmail.com

National Association for Multicultural Education • www.NAMEorg.org
# Nov 4, 2017 • Schedule

## SATURDAY at-a-Glance

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<th>TIME</th>
<th>EVENT</th>
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<td>Registration Opens</td>
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<td>7:00am</td>
<td>Chapter Meetings</td>
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<td>8:00am</td>
<td>Break-out Sessions</td>
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<td>9:00am</td>
<td>General Session: WAYNE AU</td>
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<td>11:00am</td>
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<td>12:30pm</td>
<td>General Session Panel: GLOBAL EDUCATION PANEL</td>
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<td>6:30pm</td>
<td>President’s Reception &amp; Awards Banquet</td>
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# Nov 5, 2017 • Schedule

## SUNDAY at-a-Glance

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<th>TIME</th>
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<tr>
<td>9:00am</td>
<td>Sankofa Sunday</td>
<td>Alpine West</td>
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<tr>
<td>11:00am</td>
<td>Conference Closing</td>
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Watch the website www.NAMEorg.org for details about NAME’s 2018 Conference!
Saturday & Sunday CONFERENCE DAYS

7:00-7:50am  NAME Chapter Meetings  Alpine West

Break-out Sessions: Saturday 8:00-8:50am

S8.01  Canyon A  Advanced  Presentation
The nuisance of neutrality: A critical look at student teachers in the field being ?neutral? after the 2016 election. Statements of neutrality from student teachers after the 2016 election are critically examined. Through discussion and collaboration, this session will help multicultural educators think about how to help future teachers realize the importance of taking stances in solidarity and support of students and families in the current political climate. Presenter: Scott Farver

S8.02  Canyon B  Intermediate  Presentation
Feeling a spectator or a witness: A critical analysis of pedagogy of discomfort in multicultural education classrooms. Drawing on positioning theories and discourse analysis, a teacher educator and a prospective teacher examine how pedagogy of discomfort affects their positionality to reveal the complexities of teaching and learning in a multicultural education course. We discuss the constant shifts of our positionality as promises and challenges of these pedagogical moves. Presenters: Vy Dao; Deanna Hart

S8.03  Canyon C  Introductory  Panel
Advancing Multicultural Learning: Resources for Multicultural Teaching and Learning on the NAME Learn website. NAME’s ‘Advancing Multicultural Learning’ Committee will introduce recently-developed resources accessible on the NAME Learn ‘Multicultural Learning’ webpage. Through facilitated discussion, participants will co-generate ideas about how to utilize existing resources, provide constructive criticism to improve the webpage, and expand possibilities for online sharing to support grassroots Multicultural Education practice. Presenters: Peggy Morrison, NAME LEARN; Courtney Bentley, University of Alabama at Birmingham; Christine Sleeter, California State University Monterey Bay; Sandra Guzman-Foster, The University of the Incarnate Word

S8.04  Gran Conf Center  Intermediate  Interactive Workshop
Singing Statues, Skipping Stones: Reaching Diverse Emergent English Language Learners through Arts Integration. This experiential session provides multicultural arts integrated repertoire for the teacher of English Language Learners. To meet the needs of busy educators, we will focus on techniques that can be put to use in a classroom with few resources, such as, using body percussion, improvised instruments, dramatic improvisation and song. Presenters: Rebecca Penerosa, Westminster College; Anneliese Cannon, Westminster College
S8.05
Advanced
Granite Board Rm
Presentation
We are Chicanx: Radical Counter Stories in Dangerous Times. Radical counterstories in dangerous times prepare youth to refute master narratives of indifference, even outright hostility, with critical democratic ideals of equitable education unsubmerged from the racialized rhetoric and threats against Latinx's. Two Chicanx's in the professorate, never 'American enough,' radically truth-tell, disrupting inequity through transformative social justice. Presenters: Antonette Aragon, Colorado State University; James Martinez, Valdosta State University

S8.06
Introductory
Salon 1
Presentation
Increasing Self-Awareness to Revolutionize Equitable Learning Environments. How do we teach to transform? This session examines how to use critical discourse and meaningful learning projects to interrogate assumptions, expose injustices, explore existing inequities, and imagine new possibilities for agency and advocacy. Presenters: Tammy Cook, University of Montevallo; Amy Samuels, University of Montevallo; Gregory Samuels, University of Montevallo

S8.07
Advanced
Salon 2
Presentation
Roadblocks to Bilingualism: Voices from Bilingual Teachers. Bilingual teacher candidates experience significant roadblocks in becoming bilingual and maintaining their bilingualism. Presenting data from the candidates' writing about their language learning from one year of classes argues that transforming education at all levels toward multilingualism will permit fundamental change in society toward multiculturalism. Presenters: John Evar Strid, Northern Illinois University; James Cohen, Northern Illinois University; Raven Stepter, Northern Illinois University; Autumn Gathings, Northern Illinois University; Amor Taylor, Northern Illinois University

DISCOVER
WITH THE NAME DELEGATION

We are planning now for a NAME-sponsored educational & cultural exchange to Cuba
March 3-16, 2018

Interested? Email: Cuba2018@NAMEorg.org
S8.08
Intermediate
Salon 3
Making Local Connections Through Global Experiences: How International Educational Experiences Help Pre-service Teachers. Strong cultural competence is a pedagogical imperative for teacher candidates. They will practice in communities with changing demographic and will need to actively address issues leading to cultural, linguistic, and academic disconnects for their students. The panel will advance discussions on strategic approaches to preparing teachers to serve all learners. Presenters: Mike Patch, Utah Valley University; Bryan Waite, Utah Valley University; Vessela Ilieva, Utah Valley University

S8.09
Intermediate
Suite 326
Strengthening Students' Multicultural Practice in Racist, Authoritarian Times: Disturbing Hegemonic Barriers to Equity. In this interactive session, we present, compare and open to dialogue critical multicultural foundational practices of pre-service teachers in two Schools of Education. We share the significant ways in which the students embraced and resisted efforts to question racism, white supremacy, and social caste in neoliberal, socio-economic and educational times. Presenters: Roberta Ahlquist, San Jose State University; Virginia Lea, University of Wisconsin-Stout

S8.10
Introductory
Topaz
Public Art as a Catalyst for Exploring Image, Identity, Stereotypes and Voice. This interactive workshop will model the components of a public art project conducted with students in South Salt Lake that explores identity, lived experience, stereotypes, and voice. Activities include small group discussions, role play and creating a template for a quilt square. Presenter: Heather Batchelor, Westminster College

8:00-8:50am
Seminar Theater

The Revival: Women and the Word.

The Revival: Women and the Word chronicles the US tour of a group of Black lesbian poets and musicians who become present-day stewards of a historical movement to build community among queer women of color. As the group tours the country, the film reveals their aspirations and triumphs, as well as the unique identity challenges they face encompassing gender, race and sexuality.
9:00-9:50AM Nov. 4 Grand Ballroom

Saturday Morning General Session

Convener:
GEORGEOS SIRRAKOS
Kutztown University

Introducer:
ALYSSA HADLEY-DUNN
Michigan State University

Cultural Interlude:
DEBRA BONNER & THE UNITY GOSPEL CHOIR

Speaker:

WAYNE AU
University of Washington, Bothell Campus
Editor, Rethinking Schools
https://www.uwb.edu/education/about/faculty/wayneau
https://www.rethinkingschools.org/about/contact.shtml

Title:
MULTICULTURAL EDUCATION IS NOT ENOUGH
(AND IT NEVER WAS)
A white supremacist president is in the White House, and our communities
are under attack. While multicultural education is important in connecting
with our students, in the face of the systemic racial, cultural, and religious
violence that we are facing, multicultural education is not enough. We
need to be activists, we need to be revolutionaries, and we need to be in
the streets, challenging racist, xenophobic, white-nationalist policies, just
as we need to be challenging the racist, neoliberal education
reforms taking over our schools.
Break-out Sessions: Saturday 10:00-10:50AM

S10.01 Intermediate Alpine East Post 1
**Poster**

Implementation of Culturally and Linguistically Responsive Teaching for Bilingual and Emergent Bilingual Students. This qualitative study describes how one teacher meets the needs of her bilingual and emergent bilingual students. Data included classroom observations and interviews. Preliminary results reveal the teacher develops cultural competency, academic success, and critical consciousness by modifying curriculum and instruction to match her students' language and linguistic needs. **Presenters: Abigail Kayser**, University of Virginia; **Stanley Trent**, University of Virginia

S10.02 Introductory Alpine East Rnd 1
**Presentation**

Early Childhood Teacher Education Course Design: An Investigation into Mindsets, Terminology, and Activities. This research focuses on the information textbook authors provide readers, specifically how future teachers are taught to work with diverse families and students. The findings indicated three, which were diversity definitions, mindsets, and activities or suggestions. The findings from this study have implications for many stakeholders. **Presenters: Anni Reinking**, Southern Illinois University-Edwardsville

S10.03 Intermediate Alpine East Rnd 2
**Presentation**

Multicultural Education and Core Reflection: Facilitating Asset-Based Perceptions of Service Learning. This discussion outlines some of the ways I used core reflection to facilitate an analysis of the service learning experienced by teacher candidates in a multicultural education course. We will discuss the elements of core reflection, its use in this course, and implications of its future use in multicultural. **Presenter: Thomas Browning**

S10.04 Intermediate Alpine East Rnd 5
**Presentation**

Orientalism in children's literature: A study of cultural representations of Korean culture in children's picture books. This presentation invites multicultural educators to explore the cultural representations of Koreanness within children's picture books. Using Orientalism or the Western imaginary representation of the East, this project unveils the issues of power structure embedded in illustrations, and raises questions on inequity and social injustices through critical literacy. **Presenters: EnHye Lee; CheeHye Lee**

S10.05 Advanced Canyon A
**Presentation**

Untold Stories of Raising Bilingual and Bicultural Children in Immigrant Korean-American Families. Participants will learn about the Korean parents' beliefs on bilingualism, and their heritage language instruction to raise bilingual and bicultural children. They will gain an awareness of Korean families' cultural, educational, familial, and language characteristics. Gained cultural sensitivity toward Korean immigrants will be useful when working with the diverse learners. **Presenters: Guang Lea Lee**, Old Dominion University; **SoYoung Kang**, Gwynedd Mercy University; **Alexander Yum**, Wissahickon High School
S10.06 Canyon B
Introductory Presentation

**Parents, Our Greatest Assets not Deficits: How home visits re-imagined our classroom experiences.** Home visits is a tool where teachers and families of all backgrounds can come together as equal partners to build trust and form a relationship built around the key focus being the student and their success. Presenters have conducted 150 visits and will speak to memorable experiences and barriers. **Presenters: Sheryl Ellsworth, Utah State Board of Education; Jadee Talbot, Granite Public Schools**

S10.07 Canyon C

**Highlighted Session**

**Student-Centered Pedagogy: Enhancing the Co-Construction of Knowledge in Kenyan Classrooms**

Engaging diverse learners is important in all classrooms. Utilizing student centered-pedagogy informed by social constructivism and culturally responsive teaching this presentation examines strategies utilized in two Kenyan secondary schools in science education that support students co-construct knowledge and become active participants in their own learning. Challenging teachers to examine their pedagogical approaches in Kenyan schools is important in encouraging students to be full participants in their own learning in a system that remains highly teacher-centered. In a multiethnic society like Kenya, it is important to nurture educational practices that support teachers developing agency in challenging practices that continue to exclude some learners. The findings of the study reveal that when teachers and students co-construct knowledge, teachers’ self-efficacy improved prompting teachers to use more diverse instructional approaches. **Presenter: Peter Rugano, University of Embu**

S10.08 Granite Conf Center

**Intermediate Interactive Workshop**

**Seeing Clearly Now: Using Archival Photographs and Picture Books to Re-Imagine Multicultural Education in Changing Times.** This interactive workshop allows participants to explore how visual images in children's trade books depict the struggle for social change and equity globally. Participants will view and critique photographs and illustrations from selected trade books while learning how these materials can empower students and encourage social advocacy. **Presenters: Barbara Ward, Washington State University; Terrell Young, Brigham Young University**

S10.09 Salon 1

**Intermediate Presentation**

**Un-Learning, Organizing, and Re-Imagining Leadership for Community-Capacity Building.** Learning from people of color organizing for immigrant rights, this presentation takes a hard look at our current context to find ways to move forward through cross-racial solidarity. The intersection of anti-racist education, community organizing and leadership development will be explored to re-imagining community-capacity building for our new times. **Presenters: Kiran Katira, University of New Mexico; Vanessa Apodaca, University of New Mexico; Magda Dathe, University of New Mexico**

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www.uvu.edu/inclusion

UVU’s 2017-2018 Inclusion & Diversity Committee
S10.10  
Intermediate  
Presentation  
Helping African American Males Navigate In-Class Racial Microaggressions. This comparative case study addresses racial microaggression experiences of six African American high school students. Navigation strategies were influenced by in-class interactions with White teachers. Three themes emerged: (1) monolithic targeting; (2) integrative fluidity; and (3) behavioral vacillation. Participants avoided monolithic targeting by creating meaningful alliances with other racialized populations. **Presenter: Bryan Hotchkins**, Texas Tech University

S10.11  
Intermediate  
Panel  
Changing the Social and Academic Culture of Elite Colleges through Student Led Activism: How Bridge Programs, Curriculum. This panel, which includes one faculty member and four undergraduates, explores the significant role first generation college students and students of color might play in creating multicultural, inclusive and dynamic communities. The curricular, pedagogical and institutional supports administrators, professors and bridge programs might provide are also considered. **Presenters: Heather Curl**, Bryn Mawr College; **Alex Berndt**, Bryn Mawr College; **Yeidaly Mejia**, Bryn Mawr College; **Sebastian Diones**, Haverford College; **Maurice Rippel**, Haverford College

S10.12  
Intermediate  
Interactive Workshop  
The Identity Project: Affirming Student Identities in the Second Grade Classroom. The Identity Project systematically teaches a multidimensional understanding of identity in a social, cultural context. Students explore Race, Gender, Religion, Ability, Appearance, Family Structure, and more. Studies provide mirrors to self and windows through which students encounter and honor difference. Begin your own project to counter stereotyping and build community. **Presenters: Danny Stock**, Georgetown Day School; **Githa Natarajan**, Georgetown Day School

S10.13  
Intermediate  
Interactive Workshop  
Early Childhood Activists: Social Justice in the Kindergarten Classroom. Social justice activism must begin in the early years of childhood development. In our kindergarten classroom, we create a justice-centered, pluralistic community in which each individual develops empathy, affirmation of multiple identities and common commitment to a vision of social justice for all populations. For all PK-12 educators. **Presenters: Angela Sandford**, Georgetown Day School; **Joanna Phinney**, Georgetown Day School

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**El Canto Del Colibrí.**  
Produced and Directed by Marco Castro-Bojorquez. Frameline Films.  

Much like the seldom-heard song of the hummingbird, the voices of Latino fathers are rarely heard addressing LGBTQ issues. But in Marco Castro-Bojorquez’s *El Canto del Colibrí*, made in participation with Somos Familia and BAYCAT, these voices are amplified in a groundbreaking documentary—the first of its kind. Through raw, heartfelt testimonies, *El Canto del Colibrí* delves deeply into issues of immigration, prejudice, and isolation, while thoughtfully asking questions of these men’s communities, culture, and even their religious beliefs.
**Break-out Sessions: Saturday 11:00-11:50am**

**S11.01**
*Advanced Presentation*

**Teacher Vision: A Window into Disposition and Culturally Relevant Mindsets**. The results of a qualitative case study demonstrate how teacher vision can be used as a tool to reveal teachers' underlying asset/deficit thinking as well as the extent to which they enact culturally relevant practices. Administrators and teacher educators will benefit from attending this session.

**Presenter: Laura Yee**, Georgetown Day School

**S11.02**
*Introductory Presentation*

**Reimagining Educational Justice for Black Girls: Using Humanizing Justice Practices to Reduce Discipline Disparities**. This presentation is a renewed call to action for schools to discuss how they can engage in Humanizing Justice practices to support Black girls that are disproportionately punished by school disciplinary policies. We use Critical Race Feminism as a framework for examining Black girls' experiences with punishment in school.

**Presenters:**
* Dorothy Hines-Datiri*, University of Kansas; *Elise Fast*, University of Kansas

**S11.03**
*Introductory Interactive Workshop*

**Part of the Problem or Part of the Solution: Teaching About Difference**. This presentation is an interactive session. Attendees will participate in 2-3 experiential exercises targeting diversity and equity. Afterword, they will discuss how to use such activities in their public school or college classrooms to teach their own students about such topics more effectively.

**Presenters:**
* Marcia Peck*, Georgia College & State University; *Betta Vice*, Georgia College & State University

**S11.04**
*Intermediate Presentation*

**Taking a critical look at ourselves: Uncovering practices, structures, and policies that minoritize teacher candidates**. This self-study by two teacher educators within a teacher education program examines how our program's practices, policies, and structures potentially lead to the minoritization of teacher candidates. Multiple forms of data collection helped us to reflect and reframe our views of the program and supported actions toward greater equity.

**Presenters:**
* Jennifer Jacobs*, University of South Florida; *Randi Latzke*, University of South Florida

**S11.05**
*Intermediate Interactive Workshop*

**Transform Challenges to Confidence through Acquiring Cultural Awareness of English Language Learners in Your Classroom**. English Language Learners experience challenges of a new culture and language. Having ELLs in the classroom can also be challenging for the teachers. The communication without having cultural awareness of the students could lead to misunderstandings. Learning and recognizing individual differences could help teachers to transform challenges to confidence.

**Presenters:**
* SoYoung Kang*, Gwynedd Mercy University; *G. Lea Lee*, Old Dominion University
Sat. 11:00-11:50am  Granite Board Room

**HIGHLIGHTED SESSION**

*Building Relationships: NAME and Cuba—Past and Future*

For several years, NAME members have cultivated knowledge and relationships in Cuba. The structured tours visited urban and rural communities, exploring the history, culture, arts and education in cities including Havana, Cienfuegos, Trinidad, and the Bay of Pigs. This session will share reflections from members of the NAME–Cuba Espira Chapter and NAME members who participated in the exchanges. Information about the 2018 NAME Cuba Cultural and Educational Exchange will be shared. **Presenters:** Bette Tate Beaver, NAME ED; H. Prentice Baptiste, NAME President, Brandon Fox, NAME Board and additional members of NAME-Cuba Exchanges.

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S11.06  Salon 3

Intermediate  Panel

**Museum-University Partnerships to Re-imagine Multicultural Education as a Human Right.** This panel, including Chris Newell, explores recent partnership efforts between museum educators and university faculty of teacher education and human rights programs at a large public university. We will examine partnership work in multicultural curriculum development, indigenous and human rights learning and advocacy, and the creation of multicultural learning communities. **Presenters:** Mark Kohan, UConn; Glenn Mitoma, UConn; Susan Payne, UConn; Katie Fuller; Richard Cooper

S11.07  Suite 326

Introductory  Interactive Workshop

**Keep Your Hands on The Plow! Hold On!: Planting Roots of Justice through Critical Pedagogy & Liberatory Praxis in the Southwest.** Keep Your Hands on The Plow! Hold On!: Planting Roots of Justice through Critical Pedagogy & Liberatory Praxis in the Southwest will engage participants in an examination and critique of the impact of the current educational policy context on the retention of a diverse teaching pool. **Presenters:** Erica Reid, University of Nevada Las Vegas; Tonya Walls; Malayka Neith Cornejo; Tara Plachowski

S11.08  Topaz

Advanced  Interactive Workshop

**Re-framing Implicit Bias: An Approach with Compassion and Empathy.** This interactive workshop engages participants in creating an authentically-inclusive culture by examining implicit bias through the lens of compassion and empathy. The learning is made more meaningful because it helps to connect the concept of implicit bias to improving relationships. Action plans will be created to sustain this culture. **Presenter:** David Parker, Center for Creating Community

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**Beyond Standing Rock.**

Produced and directed by Brian Malone. Fast Forward Films.  

Beyond Standing Rock is a timely new documentary that shines a spotlight on the conflict surrounding the Dakota Access pipeline and the struggle for Native American rights against the backdrop of a new Trump administration. Over the course of this past fall thousands of tribal and non-Indian protesters traveled from all corners of the country and the globe to push back against the pipeline project. Dramatic confrontations between Native American protesters and riot-clad law enforcement became an international symbol for Native Americans’ fight for sovereignty and self-determination over its own lands.
UNIVERSITY OF EMBU - KENYA
1st ANNUAL DECOLONIZING EDUCATION
CONFERENCE

Dates: June 6th - 8th 2018

Theme: “Transformative Education: Speaking for Africa”

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- Decolonizing education: Why does it really Matter
- Indigenous education.
- Science education and culturally responsive approaches.
- Impact of arts in education.
- Innovations for Africa.
- Re-envisioning the role of education in Africa.
- Quality of education in a changing world.
- Education for sustainability.
- Transformative pedagogies.
- Sustainable Development Goals in Education.
- Decolonizing the Mind for a transformative education.
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A.E. Lopez
Culturally Responsive and Socially Just Leadership in Diverse Contexts

From Theory to Action

➤ Identifies challenges faced by leaders engaged in culturally responsive practices
➤ Examines convergence and divergencies of various educational leadership theories that seek to respond to current educational realities in schools
➤ Provides support and resources for educational leaders moving from theory to action

This book offers workable frameworks and theory that school leaders can use to guide their work and engage in critical reflection. Lopez recontextualises student engagement from an equity and diversity perspective and looks at ways that leaders can be supported on their journey through collaborative mentorship, while bridging the theory to practice gap.
Saturday Afternoon General Session

Introducer:
JASMINE JACKMAN
NAME Region 8 Director,
University of Toronto & Peel District (ON) School Board

Global Panel:
Multicultural Education in a Time of Global Tensions

The Global Education Panel provides space for educators to discuss issues that impact education across the globe. Scholars from Canada, Kenya and Korea will tackle issues such as immigration, human rights, rights of women, language, and how these impact educational theorizing and practice. Issues of social justice and equity are local and global and interconnected. This dialogue is intended to collectively challenge some of the pressing issues we face today, not only in North America, but globally. Scholars will share some their experiences from their own contexts.

Moderator:
GAËTANE JEAN-MARIE
Dean, College of Education
University of Northern Iowa

Panelists:
YUN-KYUNG CHA
Hanyang University, Seoul, South Korea

HENRY N. HEREDIA
Relaciones Internacionales
Instituto Cubano de Investigación Cultural

DARREN E. LUND
University of Calgary, Canada

PETER RUGANO
University of Embu, Kenya

NJOKI WANE
OISE/University of Toronto
INFORMATION ON THE GLOBAL EDUCATION PANELISTS

Dr. Yun-Kyung Cha is a Professor at the College of Education, Hanyang University, in Seoul, Korea. He is the founder and immediate Past President of the Korean Association for Multicultural Education (KAME) and the Editor-in-Chief of its official journal Multicultural Education Review. He is currently serving as a member of Multicultural Family Policy Commission and of Foreigners’ Policy Committee (both Prime Minister’s Office of Korean Government). He graduated from Seoul National University and received his doctorate in the Sociology of Education at Stanford University (USA) and was awarded a National Academy of Education Spencer Fellowship (1991). He published several books including Multicultural Education in Global Perspectives: Policy and Institutionalization (Springer, 2017). His articles have also appeared in American Sociological Review, American Journal of Education, International Journal of Intercultural Education, Sociology of Education, Comparative Education Review, Research in the Sociology of Education and Socialization, and Journal of Curriculum Studies.

Henry Heredia holds a degree in Education from the Pedagogical University in Havana and has also studied at the Higher Institute of International Relations Raul Roa (ISRI). Henry has over fifteen years of experience with the environmental and community group Project Espíral, of which he is a founding member. His experience as a teacher of English as a Second language started since he was a student, teaching at all levels including elementary schools and university students, for almost a decade. Since 2011 he has managed academic exchange for the Cuban Institute for Cultural Research Juan Marinello and previously Henry was an International Relations Coordinator for the Cuban Writers and Artists Association (UNEAC). Henry speaks English fluently and has lectured at numerous prestigious institutions in the U.S since 2013. Henry is also a founding member of the Espiral Cuba-NAME Chapter, founded the summer of 2017.

Gaëtane Jean-Marie is dean of the College of Education and Richard 0. Jacobson Endowed Chair of Leadership in Education at the University of Northern Iowa. She is also the interim director of the Center for Educational Transformation, series editor of Studies in Educational Administration, Emerald Publishing, and former editor of the Journal of School Leadership. Dr. Jean-Marie’s research focuses on educational equity and social justice in K–12 schools, women and leadership in P-20 system, and leadership development and preparation in a global context. She has over 90 publications that include books, book chapters, and academic articles in peer-reviewed journals. Her most recent co-edited book is Comparative International Perspectives on Education and Social Change in Developing and Developed Nations (2015, Information Age). She is the recipient of the 2017 Distinguished Career Alumni Award from her alma mater.

Darren E. Lund is a Professor in the Werklund School of Education at the University of Calgary, Canada, where his research examines social justice activism in schools, communities, and professional education programs. Darren was a high school teacher for 16 years, and formed the award-winning Students and Teachers Opposing Prejudice (STOP) program. Darren has published over 300 articles, books, and book chapters, and is creator of the popular on-line Diversity Toolkit project. Darren co-founded the Service-Learning Program for Pre-Service Teachers, winner of the national 2012 Award of Excellence in Education from the Canadian Race Relations Foundation. Darren has been recognized with a number of awards and honors, including the Alberta Teachers’ Association’s 2015 Educational Research Award; the 2013 Alberta Hate Crimes Awareness Award, the 2012 Scholar-Activist Award from the American Educational Research Association (Critical Educators for Social Justice), and he was named a Reader’s Digest National Leader in Education.
Peter Rugano is a Lecturer and teacher educator at the University of Embu, Kenya. He earned his Ph.D. in science education, and Masters in teaching and curriculum from the Syracuse University. He also has a Masters in organizational development from United States International University-Africa. Peter has over 17 years of experience as a high school Science teacher in Kenya. Dr. Rugano has developed several training tools for early grade mathematics achievement in Kenya, as well as Manuals for In-Service training of teachers in Science education. His research focuses on learner-centered pedagogies; advancement of inclusive practices in multiethnic environments using culturally responsive approaches, and authentic and indigenous approaches to Science and Math education. Dr. Rugano is the 2016 winner of the Berj Harootunian Award for research on Teacher Education.

Njoki Wane is a recognized scholar in the areas of Black feminisms in Canada & Africa, African indigenous knowledges, African women and spirituality. One of her most recent publications is Indigenous African Knowledge Production: Food Processing Practices Among Kenyan rural women. She has co-authored an Anti-racist training manual, Equity in Practice: Transformational Training Resource, with Larissa Cairncross, Ruptures: Anti-Colonial & Anti-Racist Feminist Theorizing with Jennifer Jagire & Zahra Murad, A Handbook on African Traditional Healing Approaches & Research Practices with Erica Neeganagwedin. She has also co-edited Spirituality, Education & Society: An Integrated Approach with Energy Manyimo & Eric Ritskes and The Politics of Cultural Knowledge with Arlo Kempf and Marlon Simmons. Prof. Wane headed the Office of Teaching Support in 2009-2012. She has been nominated TVO Best Lecturer, and is the recipient of the Harry Jerome Professional Excellence Award (2008) and of the African Women Achievement Award (2007). She is also a recipient of the prestigious David E. Hunt Award for Excellence in Graduate Education for 2016, University of Toronto and the President of Toronto Teaching Award, 2017.

**Break-out Sessions: Saturday 2:00–2:50pm**

- S2.01 Intermediate Canyon A Presentation
  **Addressing Religious Diversity in Public Schools.** We explain how the law on religious expression encourages religious diversity in public schools yet many schools are reluctant to discuss religion at all. Results of a recent superintendent survey showing limited awareness of the law and lack of compliance are discussed; opportunities for improved interpretation and application are offered. **Presenters:** Charles Abel, Stephen F. Austin State University; Carolyn Abel, Stephen F Austin State University

- S2.02 Intermediate Canyon B Presentation
  **Critical Family History as a strategy for reimagining multicultural history education.** Using critical family history (Sleeter, 2015) as a guide, I describe a summer enrichment Black history course I developed for ninety Black adolescents from the rural southeast. I argue that critical family histories can serve as an alternative curriculum and instruction for the traditional Eurocentric history taught in public schools. **Presenter:** LaGarrett King, University of Missouri

**Informational Session on NAME’s 2018 Conference in Memphis**

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118  NAME 2017 Conference – Salt Lake City  National Association for Multicultural Education • www.NAMEorg.org
**Highlighted Session**

**S2.03 Canyon C**

**Equity in Our Multi-cultural Schools & the Politics of Meaning.**
This presentation examines the pedagogy of multiculturalism in schools using a systems discourse. A systems discourse enables us to explore interconnections between schools, students and society and examine the relationships between these three categories that I refer to as sub-systems. A systems discourse is a discursive framework that illustrates the functioning and relationships of sub-systems within larger society. It illustrates systematic power imbalances, as well as methodical barriers that are embedded within the various sub-systems of larger society. A systems discourse enables understanding of institutions and how they create and sustain interconnectedness and interdependency. This framework addresses the dilemmas, tensions, and fears that occupants of these institutions may experience as they come to grips with their roles in the systems discourse. By employing critical pedagogies and social theories it is possible to articulate a pedagogic discourse to understand the political organization and issues of equity or inequality in our schools. **Presenter: Njoki Wane**, University of Toronto

**S2.04 Granite Conf Center Interactive Workshop**

**From White Fragility to Multicultural Teacher Efficacy: Preparing White Teachers to Teach in Urban Schools.** This year's conference theme challenges our understanding of the effectiveness of multicultural education in preparing future teachers. Often met with resistance by white preservice teachers, this interactive workshop presents a critical progressive framework of multicultural education that engages participants in activities and discussions about their own teaching/learning settings. **Presenter: Monica Medina**, Indiana University School of Education

**S2.05 Salon 2 Presentation**

**Adaptive Learning Systems: Do these systems account for cultural diversity?** This presentation sheds light on how adaptive learning systems in higher education account for cultural diversity of students. We argue that these systems abide to a new type of pedagogy that ignores cultural diversity and do not provide multicultural education. **Presenter: Rolando Robles**, Arizona State University

2:00-2:50pm **Highlighted Session Salon 1**

**Using Arts to Empower Voices Across the Curriculum**
By focusing on empowering students to tell their stories through various forms of art (including street art and cultural art), the Artistic Voice curriculum centers the process of connecting images, symbols, patterns, and colors to student narratives and stories. Such projects become visual counterstories or counternarratives that disrupt the acceptance and normalcy of mainstream or traditional stories as singular truths. Multicultural educators are constantly seeking new ways to empower underrepresented students to forefront their historically marginalized voices. The Artistic Voice approach is rooted in and builds upon multicultural philosophies including Critical Race Theory, Funds of Knowledge, Culturally Relevant Teaching, and Community Cultural Capital. The findings and pedagogical demonstrations that will be shared come from three separate Artistic Voice studies and projects. These approaches are not
meant solely for art educators but for any educators who wish to validate their underrepresented student voices. Students improved in and had greater desires to participate in creative writing, poetry, digital media (digital storytelling), public speaking, performances arts, and history. **Presenter: Kyle Reyes**, Utah Valley University

**S2.06**
Intermediate

**Salon 3**

**Panel**

**Separate and Un/equal: Women of Color Navigating and Negotiating the Tenure-Track 'Hidden Curriculum'**. This panel brings together four women of color faculty at various stages of their careers: a tenure-track assistant professor, two associate professors, and one professor. They reflect on how they have navigated the 'hidden curriculum' of professional colleges/schools of education throughout the tenure-and-promotion process with suggestions for up-and-coming scholars. **Presenters: Rachel Endo**, University of Washington Tacoma; **Rebecca Neal**, Hamline University; **Stephanie Storms**, Fairfield University; **Hyun Uk Kim**, Barry University; **Norma Marrun**, University of Nevada Las Vegas

**S2.07**
Intermediate

**Suite 326**

**Interactive Workshop**

**Examining Whiteness Norms**. Based on our study examining the Whiteness norms from 17 recent studies, we will share the colluding, colliding, and contending model. Participants will receive a handout of the model and practice identifying the Whiteness norms they are experiencing. **Presenters: Jennifer Chandler**, ASU; **Marie Wallace**, ASU

**S2.08**
Intermediate

**Topaz**

**Interactive Workshop**

**Building Bridges Not Walls: Rethinking Family-School Partnerships**. We highlight how powerful a critically engaged partnership can speak back to practices that build walls such as irrelevant curriculum, disciplinary policies and assessments. Instead, we outline practices that can help build bridges & rethink schooling across multiple stakeholders including families, educators and support staff. **Presenters: James Hernandez**, University of Utah/Granite School District; **Rose Yazzie**, University of Utah/Rose Park Elementary

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Sat 2:00-2:50pm

**Seminar Theater**

**MY SO-CALLED ENEMY.**

Followed by A Conversation with the Filmmaker at 3pm.


Follow six courageous Palestinian and Israeli teenage girls who participated in a 10-day cross-cultural young women's leadership program in the US. The film then documents how the transformative experience of knowing their “enemies” as human beings meets with the realities of their lives back home in the Middle East over the next seven years. Through the coming-of-age narratives of Adi, Gal, Hanin, Inas, Rawan and Rezan, audiences see how creating relationships across political, religious, cultural and physical divides are first steps towards resolving conflict. “My So-Called Enemy” presents the complexities of the Israeli/Palestinian conflict through a human lens - and the possibility and hope that come from listening to each other’s stories. Celebrating diversity and inclusion, while addressing issues of identity and “othering,” this film provides a platform for multi-faith and multicultural understanding.
**Break-Out Sessions: Saturday 3:00–3:50pm**

**S3.01 Intermediate Canyon A Presentation**

**Educational Justice as a Curriculum: Teaching College Freshmen to Protest Inequitable Structures of Higher Education.** My composition students struggle to graduate community college because they are unaware of the racist and classist structures of higher education. They blame themselves and not the system when they fail. I designed an educational justice curriculum to teach writing, engage students in advocacy, and further student success. **Presenter: Melissa Winchell**

**S3.02 Introductory Canyon B Presentation**

**Preparing Culturally Responsive Teachers for Diverse Classroom Settings.** Interacting through a compilation of student profiles within a diversity interface simulation, this presentation trains introductory teachers to become culturally responsive educators. The student profiles featured in the simulation, take into account cultural, racial, gender, familial and social class diversities to provide real world diversity training for teachers. **Presenter: Kelsey Morales, Northern Arizona University**

**S3.03 Advanced Canyon C Presentation**

**Re-Imagining Critical Bilingual Education in Teacher Education.** This presentation examines and discusses the role Critical Bilingual Education (CBE) has on primary/secondary teacher education programs and will serve to further advance the critical role pre-service teachers, teachers and teacher educators have, within a CBE lens, and in the lives of Culturally and Linguistically Diverse (CLD) youth. **Presenter: Pablo Ramirez**

**S3.04 Intermediate Granite Conf Center Interactive Workshop**

**Countering the denial of diversity in rural teacher education: Pre-service teacher self-study as a tool for developing c.** Challenging the overwhelming Whiteness of rural teacher preparation, one teacher educator and six pre-service teachers share ways collaborative self-study can cultivate cultural and sociopolitical consciousness about diversity and equity in education. This longitudinal experience explores ways pre-service teachers can develop skills to interrupt the denial of diversity across teacher preparation. **Presenters: Vanessa Anthony-Stevens, University of Idaho; Chelsea Jones, University of Idaho; Jaya Gundy, University of Idaho; Alexandra Lasure, University of Idaho; Breeanna Gibson, University of Idaho**

**S3.05 Intermediate Salon 1 Presentation**

**Helping Teachers in a High Poverty School Move From a Deficit to an Asset Orientation Through Professional Development.** What happens when an elementary school principal develops and facilitates professional development designed to create a shift from a deficits-based to an assets-based perspective of teachers in a high-poverty urban setting? The plan and resulting impact on the teachers’ beliefs and practices will be discussed. **Presenter: Randi Latzke, University of South Florida**
S3.06 Intermediate Salon 2 Presentation

**Uncredentialled: Examining high school leavers' perspectives on competence and efficacy, and high school experiences.** Uncredentialled, a participatory action research project, focuses on understanding 18-24 year old high school leavers' experiences through interviews and surveys. We will report initial findings from survey data, collected by a PAR team on the streets of several predominantly Latina/o communities in a midsize city in the Northeastern USA. **Presenters: Alice Cook, University of Maryland; Tara Brown, University of Maryland**

S3.07 Advanced Salon 3 Panel

**Recruiting and Retaining Teacher Candidates of Color at Predominantly White Institutions.** This panel focuses on teacher candidates of color at two four-year public university's teacher education program (TEP). The following were examined: 1) how TEPs recruit and retain teacher candidates of color; and 2) what role and impact do university-wide services and faculty mentoring affect these students throughout their educational career. **Presenters: Anjela Wong, University of Wisconsin-Eau Claire; Beth Leonard, University of Alaska Anchorage; Pang Kou Yang, University of Wisconsin-Eau Claire; Ameririta Chhunn, University of Wisconsin-Eau Claire; Jackson Yang, University of Wisconsin-Eau Claire**

S3.08 Intermediate Suite 326 Interactive Workshop

**Courageous Conversations about White Supremacy, White Privilege & Oppression.** How can recent events of racism be used as teachable moments for courageous conversations? As the recent surge in visible discriminatory incidents impacts students, schools have the opportunity to deepen the dialogue, and engagement. Learn conversational tactics to expand understanding and engagement, especially when viewpoints differ and tensions run high. **Presenters: Eddie Moore, Jr., The Privilege Institute; Marguerite Penick-Parks, UW Oshkosh**

S3.09 Intermediate Topaz Interactive Workshop

**Acknowledging the Elephant in the Classroom to Create Space and Honor the Voices of Future Teacher Educators.** Drawing upon intersectional Black feminist theology, critical race theory and the experiences of one aspiring scholar of color, we explore ways to navigate contentious conversations in teacher education and develop teacher educator agency while preparing to transition from graduate student to faculty member. **Presenter: Khalilah Arrington, University of Connecticut**

3:00-3:50pm Seminar Theater

**A Conversation with the Filmmaker My So-Called Enemy.** Directed by Lisa Gossels. Produced by Lisa Gossels & Eden Wurmfeld

S4.01 Introductory Canyon A Presentation

**Grassroots Organizing, Critical Pedagogy & Social Justice: Developing Critically Conscious Teachers through Critical Inquiry-Teacher Action Groups.** **Presenters: Malayka Neith Cornejo, University of Nevada, Las Vegas; Katie Smith,**
Andre Agassi College Preparatory Academy/UNLV; Julie Wilde, Touro University Nevada/Clark County School District, LV HS; Tova Fairshot, Andre Agassi College Preparatory Academy

S4.02 Advanced Canyon B
Presentation
Students Co-leading Their Transformations from Consumers of Knowledge to Engaged Citizens. Re-imagining multicultural education by allowing college students to actively lead their transformations is the focus of this study, which is grounded in the intersectionality of CRT, poverty, and disability. A description of the process, data analysis, results, and first person narratives will be shared. Participants will engage in the process. Presenter: Sandra Nichols, University of Alabama

S4.03 Introductory Granite Conf Center
Interactive Workshop
Yo Recuerdo: Bridging the Past and Present Through Oral History. This presentation focuses on oral history projects and their implications for expanding student perspectives, learning, and overall engagement in the social studies classroom. Presenters: Lauren Bagwell, Inter-American School; Chris Lemley, Baylor; Tony Talbert, Baylor

S4.04 Introductory Salon 1
Presentation
Sankofa, and the Mdw Ntr Educational System - for Black Students’ Success: Perspectives of Indigenous African Elders. The need to change the conditions and schooling outcomes for Black students in Toronto calls for new approaches that is embedded in the cultural ways of knowing, learning, teaching and leading for Black/African students. This presentation will share Emerging themes. Presenter: Osholene Oshobugie, University of Toronto

S4.05 Advanced Salon 2
Presentation
Soldiers in the Classroom: The Role of the Modern Day Educator in the Social Justice Movement. The author will present research study findings on how teachers engage in dialogue with students about diversity-related social issues and how these topics impact their classrooms. Further, teachers reflect on how teacher preparation programs have prepared them for this level of dialogue and how current school administrators support this dialogue. Presenter: Kimberly Underwood

S4.06 Intermediate Suite 326
Interactive Workshop
What is the purpose of protest? This intermediate level interactive workshop aims to help educators and community organizers push back against the developing narrative that criminalizes protest by using historical context to answer common questions about protest movements. Activities include large- and small-group discussions and document analysis. Presenter: Angela Cartwright, Midwestern State University

S4.07 Intermediate Topaz
Interactive Workshop
Ripped From the Headlines: The Conversations We MUST Have With Our Students. In these challenging times, educators must prioritize social justice through direct actions, including directly talking about current news headlines. This interactive workshop is designed for educators wanting to facilitate conversations with students about current events. Participants
will gain a deeper understanding of actions and methods for teaching seemingly taboo topics. 

**Presenters: Kelly Cutler**, Portland State University; **Carrie Larson**, Portland State University

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**4:00-4:50pm**  
**Seminar Theater**

**OHERO:KON UNDER THE HUSK.**

Produced and directed by Katisitsionni Fox. Women Make Movies.  

Kaienkwinehtha and Kasennakohe are childhood friends on a journey to womanhood. From traditional families living in the Mohawk community of Akwesasne that straddles the US/Canada border, they choose to take part in an adolescent rites of passage ceremony called Ohero:kon, or Under the Husk. The girls prepare for a year in advance, learning necessary teachings and survival skills. The “Under the Husk” ceremony can be an arduous one, and once the spring arrives, the girls must face the spiritual, emotional and physical challenges that will shape the women they will become.

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**5:00-5:50pm**  
**Seminar Theater**

**INSIDE THE CHINESE CLOSET.**

Produced and Directed by Sophia Luvara. Women Make Movies.  

In a nondescript lounge somewhere in Shanghai, men and women giggle, eyeing prospective partners, visibly nervous about making the first move. This isn’t your average matchmaking event—it’s a “fake-marriage fair,” where gay men and women meet to make matrimonial deals with members of the opposite sex in order to satisfy social and familial expectations of heterosexual unions. Inside the Chinese Closet is the intricate tale of Andy and Cherry looking for love and happiness in vibrant Shanghai. They are both homosexual but their families demand a (heterosexual) marriage and a baby from them. Because being single and childless would mean an unacceptable loss of face for their rural families. Will Andy and Cherry deny their happiness and sexual orientation to satisfy their parents’ wishes? The stories of Andy and Cherry mirror the legal and cultural progress that is happening in China against the backdrop of a nation coming to terms with new moral values.
6:30-7:30 Sat. Nov 4 Trofi’s Restaurant

**President’s Reception**
Convener: 
**H. Prentice Baptiste**

*Cultural Interlude:*
**Taiko Drummers**

7:30pm Grand Ballroom

**NAME Annual Awards Banquet**
Convener: 
**Charlene Lui**
NAME Treasurer & Awards Committee Chair

Followed by Dancing & Celebrating

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

During the Nazi Holocaust, people forced into ghettos and concentration camps were required to wear badges to indicate the reason, or reasons, for their persecution. Most people are aware that Jews were forced to wear yellow stars, and gay people were forced to wear pink triangles. But there was a long list of symbols of oppression and hate, including one for Catholics, Polish and Roma people. The red triangle was required of “Wrong Thinkers,” political or religious dissidents who dared to speak out against the ruling regime, or who did not fit neatly into another category for persecution.

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

The Sankofa bird in NAME’s logo is borrowed from the West African Akan people of Ghana. The symbol describes learning from the past in order to effectively build for the future. Literally, it means “go back and fetch it.” We support the wisdom that we must not forget our past when moving ahead. Sankofa is the realization of Self and Spirit. It represents concepts of self-identity, redefinition and vision. It symbolizes an understanding that one’s personal destiny and collective identity is linked to that of the larger cultural group.
9-11:00AM  Sun. Nov 5  Alpine West

Sankofa Sunday

Multicultural Education Beyond Curriculum Reform

Convener:
Kevin Roxas
*MC Perspectives*, Senior Editor
Western Washington University
*Facilitators:*

Ann Lopez
NAME President-Elect
University of Toronto

Christine Sleeter
NAME Past President, Cal State University–Monterey Bay

Sankofa Sunday will engage conference participants in dialogue on critical issues in education. The session will focus on the role of multicultural education in changing contexts and changing times. The aim is to examine critical issues that we face today as multicultural educators. The rise of white supremacy, nationalism, racism and other forms of bigotry in the US and elsewhere call for new responses. We hope conference participants will join the session as we look ahead to new possibilities and action.

Conference Closing
Native Hawaiian Aloha O’e

Kyle Reyes
Local Conference Co-chair
Utah Valley University

Charlene Lui
NAME Treasurer
Granite UT School District
NAME 2017 Proposal Reviewers

Many thanks to the following people for their time and energy reviewing proposals. The quality of the conference is largely dependent on their insights.

Carolyn Abel  
Yasemin Acar-Ciftci  
Joy Anderson  
Emily Aragon  
Khalilah Arrington  
Hasan Aydin  
J. Scott Baker  
Brittney Beck  
Susan Bennett  
Tabetha Bernstein-Danis  
Rebecca Beucher  
Brad Biggs  
Tessa Bishop  
Judith Blakely  
Jennifer Bondy  
Mary Boudreaux  
Paul Brawdy  
Monica Brown  
Roderick Carey  
Christina Cavallaro  
Yvonne Chan  
Jennifer Chandler  
Mae Chaplin  
Amina Chaudhri  
Pallavi Chhabra  
Yiting Chu  
Hyuny Clark-Shim  
Kathleen Colantonio-Yurko  
Emily Cole  
Alice Cook  
Louise Covert  
Marilyn Cuch  
Kelly Cutler  
Karen Dade  
Robert Daniel  
Vy Dao  
Linsay DeMartino  
Fatmana Deniz  
Matthew Deroo  
Alison Dover  
Gwendolyn Duhon  
Natalie Duvall  
Abir Eldaba  
Yahya Erbas  
Betse Esber  
Antonio Estudillo  
Bre Evans-Santiago  
Jill Ewing Flynn  
Anne Fairbrother  
Madjiguene Fall  
Scott Farver  
Erika Feinauer  
Miguel Fernandez  
Perihan Fidan  
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Mary Geiring  
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Brian Gibbs  
Deena Gould  
Meghan Gown  
Kristine Grant  
AnnMarie Gunn  
Sandra Guzman Foster  
Natalie Hagler  
LaMarcus Hall  
Halleh Hashtpari  
Fannie Haughton  
JoDell Heroux  
Alexander Hildebrand  
Erin Hogan  
Horane Holgate  
Cecil Holland  
William Howe  
Kristina Howlett  
G. Christopher Hunt  
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Shalyse Iseminger  
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Rhonda Jeffries  
Jeannette Jones  
Annmarie Kaczmarczyk  
Yun-Ju Kang  
Jacob Kelley  
Chopin Kiang  
Hyun Uk Kim  
Ahran Koo  
Kent Koppelmann  
Numsiri Kunakemakorn  
Konstantine Kyriacopoulos  
Rachida Labbas  
Melissa Landa  
Jennifer Lane-Myler  
Carrie Larson  
Seung-Yun Lee  
Young Ah Lee  
Jill Leet-Otley  
Ann Lopez  
Eric Lopez  
Vera Ma  
Margot Margarones  
Sheila K Marquardt  
Norma A. Marrun  
Adrian Martin  
Keitha-Gail Martin-Kerr  
Camille Martinez-Yaden  
Jennifer Matos  
Monique Matute  
Delois Maxwell  
Marva McClean  
Amber McCullough  
Kevin McGowan  
Deborah McMakin  
Iris Minor  
Daniel Morales  
Peggy Morrison  
Michael Ndemanu  
Sandra Nichols  
Katherine Norris  
Giselle Nunez  
Matthew Okun  
Deborah Orlowski  
Gilbert Park  
Mike Patch  
Ashley Patterson  
Rotha Perkins
Jessamay Pesek
Linda Pickett
Yvette Pierre
Elly Porter-Webb
Vanessa Prell
Daryl Privott
Shameem Rakha
Vishe Redmond
Erica Reid
Sue Ringler Pet
Raquel Rios
Nichelle Robinson
Raphael Rogers
Paul Ross
Willy Rotich
Catherine Ruggieri
Krista Ruggles
Belma Sadikovic
Nannaphat Saenghong

Amy Samuels
Gregory Samuels
Wynnetta Scott-Simmons
Patti Shaffer
Rachayita Shah
Peggy Shannon-Baker
Kathryn Slater
Glori Smith
Bola Sohn
Panagiota Sotiropoulou
John Evar Strid
Tadayuki Suzuki
David Tack
June Talamoni
Kirk Talib-deen
Kathleen Thimsen
Tina Valtierra
Betta Vice

John Walcott
Tonya Walls
Barbara Ward
Ida Warner
Diantha Watts
Alexandra Weiss
Jacob Werblow
Thea Williams-Black
Jennifer Wilmot
Priscilla Wilson
Robert J. Windorf
Amanda Winkelsas
Shufang Yang
Sara Young
Bin Zhang
Gang Zhu

Exhibitors (to date)

Afrique Clothing
Mojis Afolabi
W: 7133978523
F: 7133978523
mojafocom@msn.com

Taylor & Francis Group
Denisha Robinson
Jen Paul
Denisha.robinson@taylorandfrancis.com

Bia-marananatha
Bridget Anyaji
W: 2407629768
F: 2407629768
isiomaab8214@gmail.com

Skipping Stones Magazine
Arun N. Toké
W: 541-342-4956
ditor@skippingstones.org

Carney, Sandoe and Associates
Placement Associate
Ada McElroy
W: 6179333431
ada.mcelroy@carneysando.com

X-QUISIT JEWELRY &
ACCESSORIES
Claudette Scipio
W: 8327159882
claudetteweeks@yahoo.com

The Joan Trumpauer Mulholland Foundation
Loki Mulholland
W: 8013688418
F: 8013688418
loki@thejtmfoundation.org

X-QUISIT JEWELRY &
ACCESSORIES
Claudette Scipio
W: 8327159882
claudetteweeks@yahoo.com

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## INDEX OF PRESENTERS

**NOTE:** Session numbers indicate **DAY/Time/Order during that time (EX: T2.13 is Thursday/2:00/13th in that time block)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Session</th>
<th>Presenter/s</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul-Musawwir, Rasheeda</td>
<td>F3.18</td>
<td>Banks, Mari Ann</td>
<td>T4.01</td>
</tr>
<tr>
<td>Abel, Charles</td>
<td>S2.01</td>
<td>Barton, Madith</td>
<td>F3.06</td>
</tr>
<tr>
<td>Abel, Carolyn</td>
<td>S2.01</td>
<td>Batchelor, Heather</td>
<td>S8.10</td>
</tr>
<tr>
<td>Adams, Melissa</td>
<td>T2.02</td>
<td>Baxley, Traci</td>
<td>F8.09</td>
</tr>
<tr>
<td>Adams, Roni</td>
<td>F11.30.14</td>
<td>Bennett, Jacob</td>
<td>T10.04</td>
</tr>
<tr>
<td>Affolter, Emily</td>
<td>F3.19</td>
<td>Bennett, Susan</td>
<td>F4.12</td>
</tr>
<tr>
<td>Agarwal-Rangnath, Ruchi</td>
<td>F11.30.17</td>
<td>Bentley, Courtney</td>
<td>S8.03</td>
</tr>
<tr>
<td>Agarwal-Rangnath, Ruchi</td>
<td>F2.13</td>
<td>Berman, Emily</td>
<td>F11.30.18</td>
</tr>
<tr>
<td>Ahlquist, Roberta</td>
<td>S8.09</td>
<td>Berndt, Alex</td>
<td>S10.11</td>
</tr>
<tr>
<td>Alberton Gunn, AnnMarie</td>
<td>F4.12</td>
<td>Biskupske, Jackie</td>
<td>T5.10</td>
</tr>
<tr>
<td>Anderson, Joy</td>
<td>F5.04</td>
<td>Bondy, Jennifer</td>
<td>F5.02</td>
</tr>
<tr>
<td>Andreason, Hope</td>
<td>F11.30.07</td>
<td>Bottomley, Amy</td>
<td>T11.04</td>
</tr>
<tr>
<td>Anthony-Stevens, Vanessa</td>
<td>S3.04</td>
<td>Boucher, Eddie</td>
<td>T10.01</td>
</tr>
<tr>
<td>Apodaca, Vanessa</td>
<td>S10.09</td>
<td>Bouley, Theresa</td>
<td>T10.15</td>
</tr>
<tr>
<td>Aragon, Antonette</td>
<td>S8.05</td>
<td>Braunstein, Lauren</td>
<td>F5.02</td>
</tr>
<tr>
<td>Arrington, Khalilah</td>
<td>S3.09</td>
<td>Brawdy, Paul</td>
<td>T11.15</td>
</tr>
<tr>
<td>Arsenault, Carol</td>
<td>F5.06</td>
<td>Braxton, Effat Id-deen</td>
<td>T11.14</td>
</tr>
<tr>
<td>Arvizo, Joel</td>
<td>T10.13</td>
<td>Bremer, Abigail</td>
<td>T10.07</td>
</tr>
<tr>
<td>Arvizo-Zavala, Joel</td>
<td>F2.12</td>
<td>Brinson, Sabrina</td>
<td>T10.11</td>
</tr>
<tr>
<td>Au, Wayne</td>
<td>F2.08</td>
<td>Brown, Monica</td>
<td>T10.02</td>
</tr>
<tr>
<td>Bagwell, Lauren</td>
<td>S4.03</td>
<td>Brown, Tara</td>
<td>S3.06</td>
</tr>
<tr>
<td>Baker, Aaliyah</td>
<td>F3.05</td>
<td>Browning, Thomas</td>
<td>S10.03</td>
</tr>
<tr>
<td>Ballin, Amy</td>
<td>F2.16</td>
<td>Buie, Jerry</td>
<td>T10.08</td>
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<tr>
<td>Burbank, Mary D.</td>
<td>F2.12</td>
<td>Coker-Kolo, Doyin</td>
<td>T1.07</td>
</tr>
<tr>
<td>Busey, Christopher</td>
<td>T2.02</td>
<td>Cole, Heather</td>
<td>T1.01</td>
</tr>
<tr>
<td>Caldera, Altheria</td>
<td>F5.02</td>
<td>Collins, Jennifer</td>
<td>T11.08</td>
</tr>
<tr>
<td>Camp, Emilie</td>
<td>T11.04</td>
<td>Conrad-Popova, Dyanis</td>
<td>T4.03</td>
</tr>
<tr>
<td>Cannon, Anneliese</td>
<td>S8.04</td>
<td>Cook, Alice</td>
<td>S3.06</td>
</tr>
<tr>
<td>Caperton, Derek</td>
<td>F10.30.04</td>
<td>Cook, Tammy</td>
<td>S8.06</td>
</tr>
<tr>
<td>Carey, Roderick</td>
<td>T2.21</td>
<td>Cooper, Jewell</td>
<td>F10.30.18</td>
</tr>
<tr>
<td>Carjuzaa, Jioanna</td>
<td>F4.13</td>
<td>Cooper, Richard</td>
<td>S11.06</td>
</tr>
<tr>
<td>Cartwright, Angela</td>
<td>S4.06</td>
<td>Cornejo, Malayka Neith</td>
<td>S11.07</td>
</tr>
<tr>
<td>Castanheira, Brittney</td>
<td>T2.16</td>
<td>Cornejo, Malayka Neith</td>
<td>S4.01</td>
</tr>
<tr>
<td>Chakas, Rexton</td>
<td>F4.08</td>
<td>Cornejo, Pamela</td>
<td>F3.14</td>
</tr>
<tr>
<td>Champagnie Williams, Wendy</td>
<td>T5.04</td>
<td>Corrales, Carolina</td>
<td>F3.14</td>
</tr>
<tr>
<td>Chan, Yvonne</td>
<td>T11.05</td>
<td>Cosantino, Stephanie</td>
<td>F3.18</td>
</tr>
<tr>
<td>Chandler, Jennifer</td>
<td>S2.07</td>
<td>Coupe, Megan</td>
<td>T2.02</td>
</tr>
<tr>
<td>Chaplin, Mae</td>
<td>T10.17</td>
<td>Covert, PhD, Louise</td>
<td>F10.30.13</td>
</tr>
<tr>
<td>Chapman de Sousa, E. Brook</td>
<td>T10.16</td>
<td>Cowdery, Joy</td>
<td>F3.15</td>
</tr>
<tr>
<td>Charles, Merlin</td>
<td>T11.13</td>
<td>Cross, Stephanie</td>
<td>F3.12</td>
</tr>
<tr>
<td>Chaudhuri, Jayati</td>
<td>F2.15</td>
<td>Crouch, Amy</td>
<td>F11.30.02</td>
</tr>
<tr>
<td>Chavez-Moreno, Laura</td>
<td>T4.06</td>
<td>Curl, Heather</td>
<td>S10.11</td>
</tr>
<tr>
<td>Chavez-Thibault, Malissa</td>
<td>T1.06</td>
<td>Cutler, Kelly</td>
<td>S4.07</td>
</tr>
<tr>
<td>Chhunn, Ameririta</td>
<td>S3.07</td>
<td>Daneshzadeh, Arash</td>
<td>F5.10</td>
</tr>
<tr>
<td>Clark, Christine</td>
<td>F10.30.14</td>
<td>Dao, Vy</td>
<td>S8.02</td>
</tr>
<tr>
<td>Clark, Christine</td>
<td>F3.10</td>
<td>Dathe, Magda</td>
<td>S10.09</td>
</tr>
<tr>
<td>Clark-Shim, Hyuny</td>
<td>F11.30.05</td>
<td>DeMartino, Linsay</td>
<td>F2.14</td>
</tr>
<tr>
<td>Clausen, Courtney</td>
<td>F2.10</td>
<td>Deniz, Fatmana</td>
<td>F11.30.01</td>
</tr>
<tr>
<td>Cohen, James</td>
<td>S8.07</td>
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</tr>
<tr>
<td>Denneau, Elizabeth</td>
<td>F4.07</td>
<td>Fasching-Varner, Kenny</td>
<td>F3.10</td>
</tr>
<tr>
<td>Dennis, Sarah</td>
<td>F3.07</td>
<td>Fast, Elise</td>
<td>S11.02</td>
</tr>
<tr>
<td>Deroo, Matthew</td>
<td>F10.30.12</td>
<td>Fidan, Perihan</td>
<td>F10.30.01</td>
</tr>
<tr>
<td>Dilones, Sebastian</td>
<td>S10.11</td>
<td>Fisher, Anne-Claire</td>
<td>F4.06</td>
</tr>
<tr>
<td>Diuguid, Lewis</td>
<td>F3.09</td>
<td>Fitzgibbons, Angie</td>
<td>T2.10</td>
</tr>
<tr>
<td>Dorn, Uma</td>
<td>F10.30.04</td>
<td>Flores, Rosemary Q.</td>
<td>F10.30.14</td>
</tr>
<tr>
<td>Dorn, Uma</td>
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