

WELCOME
to the
2014 Conference of
The National Association for Multicultural Education

TABLE OF CONTENTS

2014 NAME Conference Theme	3
Welcome Letters	4
Conference Features	12
Conference Policies	15
2014 Intensive Institutes	16
Social Action Against Operation Streamline	20
Community & School Tours	20
NAME's 20 th Annual Multicultural Film Festival Schedule	23
Conversations with Authors	28
WEDNESDAY Nov. 5 Conference Program	31
Evening 7:30pm Special Screening, <i>DEFAMATION: The Play</i>	32
THURSDAY Nov. 6 Conference Program	33
Annual Public NAME Board Meeting	33
General Session: María Fránquiz, 9am	34
Kinds of Break-Out Sessions	35
Morning Break-Out Sessions	36
Founder's Luncheon	46
General Session: Rose Duhon-Sells Lecture: <i>Bryan Brayboy</i>, 1pm	47
Afternoon Break-Out Sessions	48
First Timers' Orientation, 2pm.....	48
Mentee-Mentors Meet-Up, 3pm	56
Founders Forum, 4pm	61
Evening, General Session: Split Panels 7pm	67
Evening Networking Reception, 8:30-10pm	68
FRIDAY Nov. 7 Conference Program	69
General Session: <i>K. Wayne Yang</i>, 9am	71
Late morning Break-Out Sessions	72

Social Justice Dine & Dialog, Luncheon/12noon	81
General Session: Split Panels 1:30pm	82
Afternoon Break-Out Sessions	83
Emerging Leaders Session, Fri 3pm	84
Cross-Chapter Dialogue, Fri 4pm	93
Friday Food Trucks (Dinner-on-your-own idea).....	102
Fri Evening MC Film Festival Special Screening: <i>Children of the Light</i>.....	102
SATURDAY Nov. 8 Conference Program	103
Regional Meetings	103
General Session: <i>David Stovall</i>, 9am	104
Saturday Morning Concurrent Sessions	105
Grab & Gab Networking Luncheon	114
General Session: Split Panels 12:30pm	115
Saturday Afternoon Concurrent Sessions.....	116
President's Reception & Annual Awards Banquet	125
NAME 2014 Award Winners	125
Conference Program for SUNDAY, Nov. 9	126
Visioning Forum	126
List of Exhibitors (to date)	127
Founding Members	129
Conference Planning Committees	130
2014 Proposal Reviewer Committee	131
NAME Board of Directors	132
Index of Presenters.....	133



Tucson Mural Project, Sahuarita Primary School



NAME 2014 Annual International Conference

Theme:

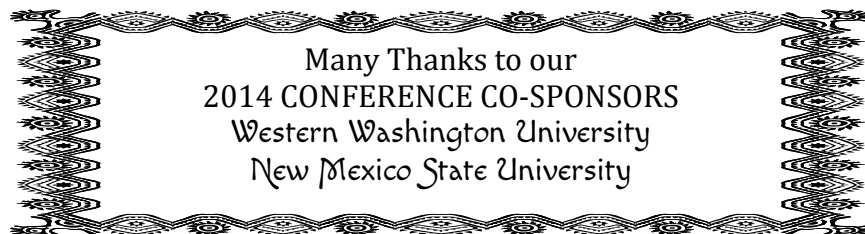
Dismantling Fronteras Through Multicultural Education:

Con Comunidad, Cariño y Coraje

Many *fronteras* (**borders**) aim to divide us as a human family. Most obvious are those geo-political fronteras that divide one nation from another, even when they separate people who share common socio-cultural histories. Some of the most problematic fronteras exist within the tacit ideologies that guide our actions and that have colonized our minds. Ideological fronteras are created to divide people and to reinforce hierarchies: Whites over Blacks, rich over poor, males over females, heterosexuals over LGBTQ, able bodied over disabled, citizen over recent arrival, English speakers over speakers of other languages, non-Indigenous over Indigenous. These hierarchies create “others” of those who are pushed to the margins.

We recognize that fronteras while having been created can also be dismantled. Fronteras are, after all, constructed by people and as such can be dismantled by people. Dismantling fronteras is no easy task, as strong forces are at play to keep people divided and power in the hands of the privileged few. Dismantling them asks that we engage in meaningful interaction and respectful dialogue aimed at understanding each other, seeking places of commonality while affirming our social differences, and building capacity for social change. This requires that we build a sense of *comunidad* (**community**), filled with *cariño* (**loving care**) and the *coraje* (**courage**) to have the difficult but critical conversations at the heart of building our capacity for change. It asks that we reach across lines of difference to enter another’s world, building solidarity in a struggle for equity, inclusion, access and justice.

We welcome you —students, parents, educators, scholars, and community activists—to the 2014 conference of the National Association for Multicultural Education, where we will articulate the ways in which critical, social justice-oriented multicultural education can serve as a tool for dismantling false fronteras that divide us from ourselves.



Many Thanks to our
2014 CONFERENCE CO-SPONSORS
Western Washington University
New Mexico State University



JONATHAN ROTHSCHILD
MAYOR

CITY OF TUCSON
OFFICE OF THE MAYOR

255 WEST ALAMEDA
P.O. BOX 27210
TUCSON, ARIZONA 85726-7210
PHONE: (520) 791-4201
FAX: (520) 791-5348

September 29, 2014

Dear Friends,

On behalf of the City of Tucson, it is my pleasure to welcome the National Association of Multicultural Education (NAME) Conference. The theme of this year's conference, "Dismantling Fronteras through Multicultural Education: Con Comunidad, Cariño y Coraje," echoes Tucson's values, and our city is honored to host you.

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

While you are in Tucson, I hope you will find time to enjoy our beautiful Sonoran Desert and mountains, our vibrant arts and culture, our fine shopping and dining and the many attractions Tucson has to offer. Tucson is a welcoming city, and we are delighted to share it with you.

Sincerely,

Jonathan Rothschild
Mayor of Tucson



College of Education

Office of the Dean
College of Education

1430 E. Second Street
P.O. Box 210069
Tucson, AZ 85721-0069
520-621-1081
Fax: 520-621-9721
www.coe.arizona.edu

September 30, 2014

National Association for Multicultural Education
2100 M Street
Suite 170-245
Washington, D.C. 20037-1207

Dear Friends and Colleagues:

On behalf of the College of Education at the University of Arizona, I am pleased to extend my warmest greetings to participants at the 2014 International Conference of the National Association for Multicultural Education. Thank you for selecting Tucson for your meeting. It is a vibrant multicultural community with residents and visitors from around the world. We are in proximity to the wonderful Mexican culture just beyond the border, and our community shares the exciting mix of languages and cultures that define border regions. And of course, we are adjacent to and engaged with Native American communities throughout our state.

The conference will provide an opportunity engage the conference theme of *Dismantling Fronteras through Multicultural Education: Con Comunidad, Cariño y Coraje*. Clearly, the ideas expressed in this theme will resonate in Tucson and the region.

The College of Education at the University of Arizona is rich with treasures that I hope you might enjoy. In particular, I invite you to stop by our campus during your stay to visit the Worlds of Words, the International Collection of Children's and Adolescent Literature, a collection of over 30,000 books and dozens of examples of beautiful art from children's books (<http://wowlit.org>). We are open daily 9-5 and Saturday 9-1.

On behalf of the College of Education at the University of Arizona, I congratulate NAME and its members for its dedication to children, youth, and education. Best wishes for a successful and engaging conference and a wonderful time in Tucson and Southern Arizona.

Sincerely

Ronald W. Marx, Ph.D.
Dean and Professor of Educational Psychology
Paul L. Lindsey and Kathy J. Alexander Chair

Arizona's First University – Since 1885



TUSD

Heliodoro T. Sánchez, Ed. D.
Superintendent

October 3, 2014

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

Dear Friends:

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

As superintendent of the largest school district in Southern Arizona, I am pleased that NAME has chosen our community to do important work on this year's theme, Dismantling *Fronteras* through Multicultural Education: *Con Comunidad, Cariño y Coraje*. The topic certainly hits home in our diverse school district, and I'm interested in hearing about the ideas that come out of the conference and discussing them with our Multicultural Curriculum and Culturally Relevant Curriculum directors.

I understand that you will have the opportunity to explore some of our schools during your visit. We are proud of our director, teachers, staff and students, and I hope you will enjoy getting a first-hand look at some of the outstanding work that happens in our classrooms and on our campuses.

At Tucson Unified School District, we regularly reach out to members of our community to help make our district stronger. We feel that when people come together, wonderful things can happen. Thank you for your participation in this conference, for joining forces to discuss important issues and for your dedication to the education of the nation's children.

Sincerely,



Heliodoro T. Sánchez, Ed. D.
Superintendent

Morrow Center – 1010 E. Tenth St. – Tucson, AZ 85719 – (520) 225-6060 – Fax (520) 225-6174
Governing Board

Adelita S. Grijalva; President, Kristel Ann Foster; Clerk, Mark Stegeman, Michael Hicks, Cam Juárez

**PimaCountyCommunityCollegeDistrict****Office of the Chancellor**

4905C East Broadway Boulevard
Tucson, Arizona 85709-1005
Telephone (520) 206-4747
TTY (520) 206-4817
Fax (520) 206-4990
www.pima.edu

October, 10, 2014

On behalf of Pima Community College, I wish to recognize the National Association of Multicultural Education and welcome you to Tucson for the NAME conference, "Dismantling *Fronteras* through Multicultural Education: *Con Comunidad, Cariño y Coraje.*"

Located just 60 miles from the border with Mexico, Tucson is an appropriate location for the conference. You will find Tucson is an oasis of diversity in the Arizona desert.

Like its home city, Pima Community College is an inclusive place. We welcome all who come to us seeking the American Dream through education. I encourage you to visit one of our six campuses during your visit.

To all the educators taking part in the conference, I offer my best wishes for a productive, vibrant gathering and an enjoyable stay in Tucson.

Sincerely,

Lee D. Lambert, J.D.
Chancellor,



National Office: 2100 M Street, Suite 170-245 • Washington DC 20037 • Email: name@nameorg.org
 Ph: 202.679.NAME (202.679.6263) • Web: www.nameorg.org •

Welcome to the 24th Annual NAME International Conference

From the President;

Welcome to Tucson! We are pleased to gather in this city with a long and inspiring history of struggles and movements for social justice and equity. In particular, we respond to the request from local activists to bring a national spotlight to the struggles in Tucson—from legal battles over curriculum and ethnic studies to policy and ideological debates over immigration and civil rights—that reverberate throughout the United States and the world. This 24th Annual International Conference of NAME centers on the theme of “Dismantling *Fronteras* through Multicultural Education: *Con Comunidad, Cariño y Coraje*.” We take seriously this charge to dismantle barriers through community, care, and compassion, as illustrated throughout the conference program.

With hundreds presentations from educators across the globe, we have a truly unique opportunity this week to share ideas and resources, and to challenge and support one another as we expand our minds and our networks. Whether you have been coming for years or are joining our community for the first time, I invite you to take advantage of all that this week has to offer. I encourage you to attend sessions on topics about which you are not already familiar, to engage the educational and cultural offerings of this city, and to introduce yourselves to individuals whom you do not already know. Join the ongoing and overlapping discussions to hear new ideas, to be open to be challenged by even as you challenge others, to join efforts that inspire or to collectively propose efforts that open new doors, all while taking time to sort out, consolidate, and reimagine what you thought you knew and what you imagined was even possible in our work. I hope that we will all leave with renewed energy and a more hopeful vision, and I look forward to seeing the changes that result.

Please join me in thanking the many volunteers who helped to make possible this conference. And to you, the conference participants, NAME thanks you for the important work that you are doing to advance equity and justice through multicultural education. We need each other profoundly and we should know that we are not alone.

Sincerely,
 Kevin Kumashiro
 NAME President (2012-2014)



Reflections by ROSE DUNON-SELLS

The National Association for Multicultural Education is celebrating twenty 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. Pritch Smith from North Florida University in Tallahassee, Florida for help and he said, "Rose, I cannot help you with money, but I will develop the call for papers and the program, receive and review the papers for presentation". I called Dr. Carl Grant, Dr. Geneva Gay and Dr. Donna Gollnick and asked them to donate their time, talent and knowledge to be my keynote speakers.

The organization that I envisioned would provide a forum so that people doing this work would not experience the cold isolation, mean comments and totally ignorant questions I received in my early years of introducing the Multicultural Education 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 perspective. I pray that we continue our strong commitment to research, networking and providing needed assistance to new/young upcoming educators, ensuring they are strong Multicultural Education leaders of tomorrow. I envision NAME and it's leaders being recognized internationally as THE clearinghouse for knowledge and wisdom on Multicultural Education. Together we will improve education for all!!

Rose Dunon-Sells, NAME Founding Mother



National Office: 2100 M Street, Suite 170-245 • Washington DC 20037 • Email: name@nameorg.org
 Ph: 202.679.NAME (202.679.6263) • Web: www.nameorg.org • Fax: 214.602.4722

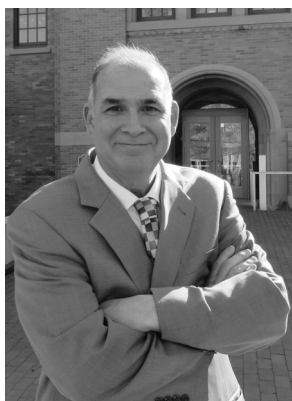
¡Bienvenidos! We're glad that you are joining us at this, the 24th Annual Conference of the National Association for Multicultural Education in Tucson. We hope that you find the scholarly sessions both insightful and practical, the cultural opportunities both educative and enlightening, and the opportunities for professional networking positive and productive.

We are in Tucson during an important historical moment. Arizona, like many other states, has enacted public policies that have gone against the principles for which we stand as an equity organization. Whether the issue is policies that work against students from seeing themselves in the curricula, or that discriminate against people based on sexual orientation, or that promote racial or immigration-status profiling, we are reminded of the importance of our work.

But we also know that these policies are contested. Nationally, as in Arizona, community activists, social justice educators, and critically culturally conscious students are voicing their opposition to repressive policies, enacting their important role as progressive democratic citizens and history makers as they do. It is these individuals and these groups that sought us out as an organization and asked us to consider Tucson as a place to gather.

We ask you to join with our local committee and members of NAME, who have worked tirelessly to put together a program that asks you to think, to question, and to act—as sisters and brothers—in pursuit of equity, access, diversity, and justice.

Atentamente,



Francisco Rios
 President Elect
 2014 Conference Co-Chair



Augustine Romero
 President, Tucson Chapter -
 2014 Conference Co-Chair



BETTE R. TATE-BEAVER, EXECUTIVE DIRECTOR • EMAIL: BETTE@NAMEORG.ORG
NATIONAL OFFICE: 2100 M STREET, SUITE 170-245 • WASHINGTON DC 20037
PH: 202.679.NAME (202.679.6263) • WEB: WWW.NAMEORG.ORG

Bienvenidos!

I am happy to welcome all of you to Tucson for the NAME 24th Annual Conference.

It is so exciting when we come together for our annual conferences. I believe that's because what we do in social justice work isn't just a job. It's our passion, our life's work.

Coming together renews our strength and gives us the tools — the courage and the heart — that we need to keep pushing for inclusion. I am mindful of how much I gain from our community during the times throughout the year that I represent NAME at celebrations of historic events, meetings with allies nationwide and demonstrations like in those ongoing in Ferguson, Mo., and Washington, D.C. NAME really is the place to "know justice; know peace". Together we push past ourselves and force our work forward. So many thanks to everyone who contributes to the cause of diversity and inclusion.

Here are just a few last thoughts on how to get the most from the NAME conference, (especially for newcomers).

1. We offer many options for your time and attention. Mark your program for the sessions you don't want to miss.
2. Expect a lot of hugs and an inviting atmosphere. You will notice instantly that NAME is an outgoing group. People like to connect — especially with newcomers, so wear your badge & ribbons all the time. Don't be shy, introduce yourself to people. Is there a scholar whose work you respect? Seek them out and say "Hello"
3. Attend sessions like the NAME first timers Orientation, Mentee-Mentors Meet-Up, Emerging Leaders, 2015 Conference Planning, the Cross-Chapter Dialogue, and the Visioning Forum. Each offers a lot of information and terrific **jumping-in** places to get you more engaged. Find new colleagues with whom you identify.
4. Be sure to attend your regional meeting (with continental breakfast) connect with possible allies and new friends that are in your area. The networking events have been rewarding ways for members to make connections for organizing new chapters of NAME, collaborating in future work, forming professional alliances and lasting friendships.
5. Don't hesitate to roll up your sleeves and volunteer. That's the NAME way. It is the best way to get the most out of the conference. We work hard and have fun! Be part of the fun, activism and change.

Many thanks to the Conference Co-chairs and great committee members, we have an exceptional conference planned for you.

Welcome old and new friends — thank you for joining the best, most unique reunion around.

In Peace,

Bette

Bette Tate Beaver
Executive Director



SPECIAL CONFERENCE FEATURES

NAME Social Action Against Operation Streamline

Weds. Nov 5, - Thu. Nov 6 and Fri. Nov 7: Depart the hotel at 12:30pm – Return 4:30pm
Location: DeConcini Federal Courthouse

With Operation Streamline, the federal court system has turned into a mass incarceration factory. Every weekday in Tucson federal court, 70 shackled (!) migrants are prosecuted simultaneously, which raises questions around due process and the violation of the US constitution. Operation Streamline is a Homeland Security program designed to expedite the criminal prosecution and imprisonment of undocumented migrants. The program targets migrant workers with no criminal history and has increased their incarceration rates to unprecedented levels. This "assembly line justice" criminalizes poor people of color who are found "guilty" of trying to escape poverty. It is critical that conference participants come witness and silently protest this tragedy of justice and major violation of human rights. Space is limited; please register early. **Transportation Fee: \$10**

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, a significant portion of the program that is included in the conference registration fee. Participants face making choices throughout the conference, so we recommend reviewing the options available and planning ahead. **See page 35 for descriptions of various kinds of break-out sessions.**

Intensive Institutes are half-day programs that allow for deeper work and more interaction. Institute participants do NOT miss the general sessions. There are selections Wednesday afternoon through Saturday, for which additional charges apply. Please note that the morning institutes— The NAME the Change Intensive Institutes—offered Friday and Saturday morning for only \$25 because of the significance of the

information for everyone. Find complete info on Intensive Institutes, beginning on page 16.

Special Split Plenary Sessions

This year, **the plenary sessions Thursday evening, Friday afternoon and Saturday afternoon offer participants choices.** Two different sessions are available and will run simultaneously, in the interest of providing more options for people.

Blended Break-out Sessions

NAME is committed to bringing people together to dialog and network. In order to facilitate critical conversations, many Break-Out sessions are scheduled to share the time block. This is also intended to bring as many our presenters together here as possible, as 70% of our attendees report that they must be presenters in order to attend the conference. Roundtables, forums and poster sessions are also blended sessions.

Exemplary Teacher Award Presentations

The Exemplary Multicultural Education Teacher Award is a new annual or biannual award that recognizes exemplary multicultural teaching (K-university level). Teachers or their nominators submit a written statement, and video footage of their work, illustrating how the teacher develops students' academic identities, social identities, respectful engagement with diverse people, social justice consciousness, and social justice action. Awardees will be featured in a new online resource NAME is developing that showcases exemplary teaching in video format. This year we have two awardees: **Marisol Moreno**, third grade teacher in Las Cruces NM, (Friday, 6:00, F60.11); and, **Pang Xiong**, primary grade teacher from N. St. Paul MN, (Saturday 3:00, S30.09).

Annual Multicultural Film Festival

This year marks the 20th anniversary of the Annual NAME MC Film Festival. It provides opportunities through out the conference to preview DVDs related to social justice for use in classrooms, meetings, or training events. Videos that address a wide variety of equity topics will be shown—and discussed—during each set of break-out sessions. For additional information, or to recommend new videos for the MC Festival, please contact Robin Brennehan, who has chaired the committee for many years at: mcfilms@nameorg.org

Opening MC Film Weds. Evening

Wednesday, 7:30pm in Turquoise III

A special opening screening of *Defamation*, an interactive court room drama where the audience acts as the jury. We also have Filmmaker Todd Logan with us to join the conversation. More details on p 32.

Friday Evening Film Screening

Friday, 7:30pm – Turquoise III

Special screening of the film from our friends at PeaceJam— Children of the Light: Desmond Tutu's South African Story. More details on page 102.

Exhibits & Vendors

Thursday afternoon through Saturday—in the Foyer Areas during the conference.

Exciting and informative multicultural materials are on display and offered for sale by national, regional, and local exhibitors. Materials include books, curricula, DVDs, posters, and multicultural artwork, clothing and crafts. A wide variety of resources for curricular infusion, professional development, training, organizational, and personal use will be available. For information about exhibiting opportunities at future NAME conferences, email: marketing@NAMEorg.org

Early Risers' Cultural Awakening

7:00-7:45am in Sunset Point

Fri: Tai chi with Tasha Lebow

Sat : Yoga-Dance with Mara Sapon-Shevin

Join these informal, friendly sessions for all levels of skill. No experience necessary. Please wear comfortable clothing and shoes.

NAME Board Meeting

Thursday 8am, Presidio III-V

Participate in this annual Board Meeting forum and continental breakfast with the leadership of NAME. The meeting will include the swearing in of newly elected board members and a continental breakfast.

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, 2:00pm in Tucson. 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 Meet-Up

Thursday, 3:00pm in Tucson. Immediately following the First Timers' Orientation, this session will link Mentors and Mentees. A special aspect of our conferences that often creates immediate "old friends".

Networking Reception

Following the General Session, Thursday 8:30pm–10 pm in the Exhibit Area, honoring H. Prentice Baptiste, President-Elect of NAME and sponsored by New Mexico State University.

Social Justice Dine & Dialog

Friday's luncheon—1:00-2:20pm will provide 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 good ideas that surface. There are a few extra tickets available for sale; check at registration.

Cross-Chapter Dialog

Friday, 5pm, Executive Board Room This interactive dialog between NAME chapter representatives is great networking and sharing of issues, resources, strategies, etc. currently impacting NAME chapters. All members invited to this informal networking discussion.

Grab & Gab Lunch

Saturday, 12noon-12:30pm networking lunch This quick lunch is designed to facilitate meeting folks with similar interest informally. Box lunches will be available for Package A, (or will be for sale for \$20).

Friday Night Food Trucks

Dinner is On-Your-Own, Friday, but we have organized a great option for you: Take a short stroll (2 blocks) to the **Fairfield Inn** parking lot, where several of the Tucson-area's famous gourmet food trucks will be waiting to serve you a causal dinner before the Friday night MCFE Film screening of PeaceJam's *Children of the Light: Desmond Tutu's South African Story*

Regional Meetings

Saturday 8:00–8:50am. Executive Conference Center, 2nd floor

Meet with NAME members you're 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 your Regional Director offering a continental breakfast. See page 131 for NAME Regions

Writing a Successful Proposal

This session—**Thursday, 3pm--** will provide constructive suggestions for composing successful proposal for annual NAME conferences. Various components of the Call for Presentations and the scoring rubric will be defined. By explaining expectations for successful proposals, we hope for a higher rate of acceptance.

Community & School 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 early. Additional fees apply. Tours will meet in the lobby, 15 minutes prior to listed departure time. Shuttles depart from the Hilton valet stand. See page 20.

President's Banquet & Annual Awards

Saturday 6:30 pm – 11pm – This year, for the Annual Banquet we are guests of the Pascua Yaqui Tribe. The Banquet and Awards Program will be held in the Pascua Yaqui Tribe's Casino del Sol Grand Ballroom. We will be traveling off-site in private busses.

TRANSPORTATION INFO: Rotating busses will begin departing at 4pm from the Hilton, so that we may enjoy the grounds and the casino before our reception, banquet and Awards program. Following the program, we will dance the night away. Rotating shuttles will return people to the hotel—**last shuttle at 11pm.** If you would prefer to drive to the Banquet site, please stop at registration for directions.

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!

Visioning Forum

Sunday Nov 9, 8:00 am-9:30 am—Presidio III
This dynamic session always provides participants an opportunity to help spur the

organization. The session will also provide opportunities to share thoughts and goals for the 2015 Conference in New Orleans. Individuals interested in taking a leadership role in the organization or in the annual conference are especially encouraged to attend. A continental breakfast will be offered.

NAME CONFERENCE POLICIES

Audio-Visual Equipment

NAME has worked to provide AV in most rooms. Please do not move the set up equipment. Presenters need their own computers and adapters. If there are problems, please contact Chris or Jeff of the on-site AV team. AV for roundtables and posters is limited to the presenters' own laptop computer or ipad.

Conference Evaluation

All conference 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. We regret that we are not able to provide evaluations of individual concurrent sessions; but presenters who wish to do so may circulate their own evaluation form for this purpose.

Daily Updates

Be sure to watch for the daily updates on program changes and additions. These will be posted and distributed early each day.

Meal Tickets

Meal tickets are required for the Thursday, Friday and Saturday luncheons, and for the Presidents Banquet. **People who did not purchase meal tickets will NOT miss the plenary sessions that follow the meals.** Single luncheon and banquet tickets are available, but tickets are limited. Check at the registration desk for availability. Fee required.

NAME Speakers Policy

All NAME conference speakers—including keynoters—speak without any monetary compensation. 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. We deeply appreciate the contributions of all speakers and presenters. We are honored to link our NAME with their name. 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. Please contact National Director, Bette Tate Beaver if you have questions, on-site or through email, Bette@NAMEorg.org

NAME's Anti-Discrimination Statement

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, ancestry, gender, sexual orientation, gender identity, religion, age, socioeconomic status, marital status, language, disability, or immigration status.

2014 Intensive Institutes

The annual Institutes offer extended focus on particularly critical issues and opportunities to work with noted NAME scholars and activists. The institutes are scheduled so that participants do NOT miss the general sessions.

Additional fees and pre-registration are required. Space is limited; please check at the registration desk.

Fees for institutes:

- NAME the Change Sessions: \$25 for members/ \$49 for non-members
- Afternoon Institutes: \$49 for members/ \$69 for non-members

Weds, Nov. 5 – 2:00pm to 5:00pm

W1. Developing a Multicultural Education Course – Higher Education

This new interactive Intensive Institute is designed specifically for faculty who teach or wish to teach courses in multicultural education. The presenter has taught multicultural education for almost twenty years in workshop settings, traditional classroom settings, blended courses, and online courses. Join in discussions about resistant students, mono-cultural and mono-lingual students, balancing theory and practice, the struggles of online teaching and more. Content includes review of sample course syllabi, use of simulations, video, assignments and assessment.

Presenter: William A. Howe, Past-President of NAME, CT Department of Education and University of Connecticut, Albertus Magnus College and Quinnipiac University.

Fee: \$49 for members/ \$69 for non-members

Weds, Nov. 5 – 2pm to 5pm

W2. Writing for Publication

This popular institute is designed to assist anyone interested in publishing in professional journals or other related publications in the field of multicultural education. Facilitated by experienced editors and writers, it is particularly beneficial for graduate students and junior faculty. During this interactive workshop, participants will learn about the process 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 their ideas for articles. Participants will receive an extensive package of materials to support their work towards becoming published authors.

Presenters: Co- Editors of, *Multicultural Perspectives*: Penelope L. Lisi, Central Connecticut State University; Özlem Sensoy, Simon Fraser University, and Patricia Marshall, North Carolina State University. **Fee:** \$49 for members/ \$69 for non-members

Thu. Nov.6 – 2:00pm to 5:00pm

T3. TEACHING TOLERANCE: The March Continues: Five Essential Practices for Teaching the Movement

This interactive session will explore five best practices and nine essential areas for teaching about the modern civil rights movement. Participants will work in small groups to turn reductionist or ineffective civil rights standards into a plan for rich and rigorous instruction. Exemplar lessons and curriculum resources will be modeled.

Presenters: Sara Wicht Emily Chiariello, and June Christian, Teaching and Learning Specialists, Teaching Tolerance

Fee: \$49 for members/ \$69 for non-members

Thu. Nov. 6 – 2:00pm to 5:00pm**T4. Genderf*ck and Other Trans*Border Identity Formations**

This session is tied to NAME's 2014 Conference theme, "*Fronteras through Multicultural Education: Con Comunidad, Cariño y Coraje*" through it's linking of identity and geography relative to the concept of borderlands. The session highlights exclusionary educational practices that particularly negatively impact Trans* students through a review of critical perspectives on identity emanating from intersectional scholarship in queer studies, on gender identity and expression, and through border pedagogy that are most relevant for multicultural education today. This session also links the "terrain" of identity to Geographic Information Systems (GIS) technology to literally "map" Trans* identity formations. This highly interactive session will be of particular interest to multicultural educators interested in understanding new Trans*Border-related nomenclature, and and its relevance to PK-12 classroom praxis. **Presenters: Christine Clark, Kevin Higley, and Heather Whitesides**, all from University Nevada—Las Vegas

Fee: \$49 for members/ \$69 for non-members

Fri. Nov. 7 – 10:00 am to 11:50am**F6. NAME the CHANGE Session:****Writing for the Public/Accessing the Media: Countering the Conservative, Anti-NAME Dominance**

Ask most people, and no one knows of social justice and multicultural education organizations or issues. But they are well aware of the rhetoric from the right against groups that promote equity concerns. Why? Folks on the right have successfully captured and maintained the news media's attention, which have amplified their viewpoint. Effectively communicating the work of NAME requires understanding the rapidly evolving popular media. Communicating the importance of multicultural education to pre-K through 12 teachers, principals, parents and the public is essentially another cultural bridge we must successfully cross. This session led by a journalist who has shared this information all over the country will teach strategies, practices and techniques for engaging a wider audience for our work. The institute will focus on how to write and get published in newspapers, magazines, on websites, blogs and other venues. It also will present material on how to get news releases to the news media and be taken seriously instead of trashed. The strategies will include working with the local and national media to gain attention for events, the work of NAME and NAME members.

Presenter: Lewis Diuguid, Editorial Board member, Columnist at The Kansas City Star

Fee: \$25 for members/ \$49 for non-members

Fri. Nov. 7 – 10:00 am to 11:50am**F7. NAME the CHANGE Session: Sharing the Power of Practice: An Intensive Session on Writing for Rethinking Schools**

In this workshop participants will discuss writing about our practices as educators for the pages of *Rethinking Schools* specifically and wider audiences generally. Participants will spend time working on writing ideas and begin producing drafts of potential articles. This workshop is for anyone interested in writing about educational practices.

Presenter: Wayne Au, University of WA-Bothell and Editor, *Rethinking Schools*

Fee: \$25 for members/ \$49 for non-members

Fri. Nov. 7- 3:00 to 6:00 pm**F8.STEMequity**

Interest in STEM (Science, Technology, Engineering and Mathematics) is sweeping the nation, but STEM fields are not representative of the population as a whole. With massive shortages in STEM

workers already apparent in the workforce, and more predicted for the future, we cannot wait any longer to remedy the achievement gaps that lead to this underrepresentation. This lively, interactive institute will explore causes and remedies for underrepresentation in STEM, ultimately focusing on strategies to support children's achievement in math and science. Both Professional Development and STEM curricular approaches will be featured. Family Math, Family Science, and Family Engineering are among the models that will be demonstrated. Adaptable to numerous settings, this comprehensive process-oriented approach forges partnerships between school, home, and community that improve learning for all children, especially children of color and girls. Activities will focus on the language and methods of preK- 8th grade math and science, and demonstration of 'hands-on' learning that use inexpensive, familiar materials commonly found around the home.

Presenter: Marta Larson, Equity Consultant, Ann Arbor, MI

Fee: \$49 for members/ \$69 for non-members

Fri. Nov 7 Afternoon – 3:00-6:00pm

F9. The Decolonizing Education Institute

Decolonization is both an analytic and a desired future. In this vein, institute participants will analyze how urban / borderland schools and institutions are staked in settler colonialism; yet also imagine how decolonizing desires can reshape radical schooling efforts such as critical pedagogies, higher education access, and community empowerment. Because decolonization is specific to land, people, and historical realities, participants will comparatively discuss their own educational contexts of land, people, and institutional realities, alongside specific examples to be presented. The institute format will be a mix of presentations and participatory activities, including short readings, discussions, and creative research.

Presenter: K. Wayne Yang, University of California–San Diego

Fee: \$49 for members/ \$69 for non-members

Sat. Nov 8 Morning – 10:00-11:50am

S10. NAME the CHANGE Session: Preparing Teachers for the N Word

What do we say when N!gga (er) is in our classrooms, hallways, practice fields, cafeterias. This session examines the history/impact of the N!gga (er) word, challenges participants' personal and professional histories with the word, explores conversations for teachers and students on a book containing N!gga (er).

Presenter: Eddie Moore, Jr., The Privilege Institutes

Fee: \$25 for members/ \$49 for non-members

Sat. Nov 8 Afternoon – 2:00 – 5:00pm

S11. Working with White Folks: Dismantling Barriers of Fear and Avoidance

This session demonstrates a conceptual framework and a process for engaging both white people and people of color in conversations about race. Participants will experience interactive strategies that minimize the rhetoric of shame and blame, and maximize the likelihood that real learning and collaborative action can occur.

Presenter: Gary Howard, Gary Howard Equity Institutes

Fee: \$49 for members/ \$69 for non-members

Sat. Nov 8 Afternoon – 2:00 – 5:00pm

S12. Developing a Multicultural Curriculum– PK-12 and Community Settings

Since 1995, more than 4,000 people have taken this nationally recognized program to learn how to create a multicultural curriculum. Content will cover fundamental theory, definitions, goals, objectives and models. Participants will learn a method for creating lesson plans that are multicultural. Learning outcomes include how to prepare all students for a diverse workforce and a global economy; and how to increase student achievement through culturally responsive teaching.

Presenter: William A. Howe, Past-President of NAME, CT Department of Education; University of Connecticut, Albertus Magnus College and Quinnipiac University

Fee: \$49 for members/ \$69 for non-members

Sat. Nov 8 Afternoon – 2:00 – 5:00pm

S13. Schools in Context: Teaching, Community and the Struggle for Quality Education

Public school advocates have claimed that charter schools start with a similar advantage over public neighborhood schools—that charter enrollment and expulsion practices make it more likely charters will end up with students who are already above standard. As a result, the attainment level their students start with hides the curricular and instructional inferiority of charter schools when compared to public neighborhood schools. What is needed is a measure that (1) considers the starting point of students in both types of schools, and then (2) measures the growth experienced by students in each system.

In 2013, public and charter school students across the city took the Measures of Academic Progress (MAP) national assessment. Each child got an individual score to serve as a baseline. By calculating the difference between that score and the 2014 score, we can determine the amount of learning growth each child attained in the year between the exams. Comparing student *learning growth* across schools provides us with a more accurate comparison of the effects of schools and school systems. The result: Public school students learned far more in one year than charter school students did, especially in reading. In this presentation we review the overall results of the study and then examine how this plays out in one Chicago neighborhood (Albany Park) where public and charter schools are competing for students. I also look at what this means for the achievement gap, as well as examine the reasons for the poor relative performance of charters. Lastly, we comment on possible reasons that elective officials continue to support charter schools despite a growing evidence base pointing to their relative ineffectiveness. **Presenters:** David Stovall, University of IL-Chicago, and Troy LaRaviere, Principal, Chicago Public Schools

San Miguel High School Mural, Tucson



NAME Social Action Against OPERATION STREAMLINE

Weds. Nov 5—Thu. Nov 6 and Fri. Nov 7: Depart the hotel at 12:30pm – Return 4:30pm

Location: DeConcini Federal Courthouse

With Operation Streamline, the federal court system has turned into a mass incarceration factory. Every weekday in Tucson federal court, 70 shackled (!) migrants are prosecuted simultaneously, which raises questions around due process and the violation of the US constitution. Operation Streamline is a Homeland Security program designed to expedite the criminal prosecution and imprisonment of undocumented migrants. The program targets migrant workers with no criminal history and has increased their incarceration rates to unprecedented levels. This "assembly line justice" criminalizes poor people of color who are found "guilty" of trying to escape poverty. It is critical that conference participants come witness and silently protest this tragedy of justice and major violation of human rights.

Space is limited; please register early. **Fee: \$10**

COMMUNITY & SCHOOL TOURS

Take advantage of the rich surroundings through tours organized by our local hosts. Additional fees and pre-registration are required. Shuttles will depart from the Hilton Hotel valet stand.

Wednesday Tours

Wednesday, Nov 5: Departs at 8:45am – Returns 3 pm (also available on Sunday)

TOUR 1: A Culture of Cooperation

This "Living History" tour from Tucson to Tubac down Highway I-19 showcases the contributions of African/Latino Americans from 1538-1916, stressing the culture of cooperation necessary to endure early frontier life. African-Americans are very much a part of these stories. AZHT's extensive research has culminated in this public presentations focused on the experience of African-Americans in the southwest. They arrived in the Southwest through varied experiences of Spanish exploration, conquest, and settlement. Some came involuntarily as slaves, others as free adventurers and entrepreneurs, and a second wave arrived as part of the United States military. Highlights of the tour include stops at historical sites in Tucson & Tubac, AZ. The tour experiences costumed lectures by scholar Dr. Michael S. Engs, and visual images of famous African/Latino American figures of Arizona History. Mexico and the southwestern US histories are threaded together with stories of adventure and personal success. **Fee: \$45**

Wednesday Nov 5: Departure 8:45am -- Return 3:30pm

TOUR 2. Davis Bilingual Magnet, Mexicayotl Academy and Pueblo Magnet High School.

The tour will highlight three schools: Davis Bilingual Magnet, Mexicayotl Academy and Pueblo Magnet High School. These are three spaces that recognize and embrace the importance multiculturalism and multilingualism. Davis is Tucson Unified School District's birthplace of Dual Language education, Mexicayotl places a strong emphasis on students understanding and developing their identity as a foundation to the development of their ability to effectively and

positively engage today's global society. Pueblo Magnet High School is Tucson Unified School District's flagship of Culturally Responsive Pedagogy. Lunch on your own will be at one of Tucson's famous tortillarias.

Fee: \$25

Wednesday Nov 5: Departs at 9:15am (One all-day tour) Returns 5:00pm.

TOUR 3: DeGrazia's Gallery in the Sun & Mission San Xavier del Bac

Part 1: 10:00am-12 noon

A celebration of the work and life of famous artist Ettore "Ted" DeGrazia. DeGrazia art in its



multiple mediums captures the spirit of the people and the land of the Southwest and Mexico, past and present. At the time of DeGrazia's death in 1982 over 100 million images of his work were reproduced including Los Niños painting. The 10-acre gallery is listed in the National Register of Historic Places.

Part 2: 1:30 to 4:30pm

Mission San Xavier del Bac, "the white dove of" is located in the Tohono O'odham nation. The mission was founded in 1692 in the Jesuit missionary Eusebio Kino and continues as the parish church for the Indian village of Wa:k, (or Bac). The Mission's exterior is one of the finest

examples the Spanish Baroque architecture and its interior is described as the "Sistine Chapel of the Southwest." Tours will be guided by docents of the *Patronato* an organization dedicated to the preservation of the Mission. **Fee: \$25**

Wednesday Evening Nov 5. Departure 5:15pm – Return 9:30pm

Tour: 4. A Night in the Barrio with Jimmy Santiago Baca & Raices Taller Gallery.

A Night in the Barrio will feature A Place to Stand and a dialogue with Mr. Baca. A Place to Stand is the story of Jimmy Santiago Baca's transformation from a functionally illiterate convict to an award-winning poet, novelist and screenwriter. This story is both inspiring and haunting, simultaneously an indictment of our current criminal justice system and a model of the potential for human transformation. The evening will close with a visit Raices Taller, Tucson's only Latino based contemporary art gallery and workshop. Raices nurtures and embraces its Latino roots, but it is not exclusively Latino and that is what gives the Gallery its vitality. One Raices' primary goal is to educate and promote the arts experience to segments of the population that otherwise might not have access to it through other more traditional methods. Food Trucks for Dinner on Your Own. **Fee: \$25**

Saturday Tours:

Saturday Nov 8: Departs 8:45am – Returns 1:00pm

TOUR 5: Tucson's Chinese Community

The tour will provide a context for appreciating Tucson's Chinese culture, food and some the foundations created by Tucson's Chinese community. Participants will visit and be welcomed at the Chinese Cultural Center and tour the Center with history coordinators who will provide a short talk about the mixing of Mexicans and Chinese in Tucson. Participants are shuttled to a local supermarket called Lee Lee International Supermarket and the Sandy Oriental Market.

Fee: \$25.



Saturday Nov 8: Departs 9:45am – Returns 1:30 pm

TOUR 6: The Murals of Tucson: Nuestra corazon exposed

Tucson's mural scene is incredibly dynamic and diverse. As the example above illustrates—along with several others throughout the program book—these creations empower people, and act as agents of change. They stimulate conversations, community consciousness on critical issues, and build bridges. With an emphasis on Chicano murals, participants will explore our deep cultural community artistic expressions on a walking tour of Tucson and South Tucson. Local artists will discuss how murals are designed and created to represent our community. Dolores Carrion, Pima County Arts Council, and Los Artes are resources for this tour. **Fee: \$25**

Sunday Tour

Sunday Nov 9: Departs 8:45am – Returns 3pm (also available Wednesday)

TOUR 7: A Culture of Cooperation

This “Living History” tour from Tucson to Tubac down Highway I-19 showcases the contributions of African/Latino Americans from 1538-1916, stressing the culture of cooperation necessary to endure early frontier life. African-Americans are very much a part of these stories. AzHT’s extensive research has culminated in this public presentations focused on the experience of African-Americans in the southwest. They arrived in the Southwest through varied experiences of Spanish exploration, conquest, and settlement. Some came involuntarily as slaves, others as free adventurers and entrepreneurs, and a second wave arrived as part of the United States military. Highlights of the tour include stops at historical sites in Tucson & Tubac, AZ. The tour experiences costumed lectures by scholar Dr. Michael S. Eng, and visual images of famous African/Latino American figures of Arizona History. Mexico and the southwestern US histories are threaded together with stories of adventure and personal success. **Fee: \$45**

20th ANNUAL NAME MULTICULTURAL FILM FESTIVAL

ALL DAY-TIME SCREENINGS are in the Oro Valley Room.

Evening screenings are in Turquoise

Since the 1994 Conference in Detroit, NAME's Multicultural Film Festival has been a key component of annual conference. To further our mission of sharing compelling resources for spreading the social justice message through multimedia, storytelling and the Arts, we are pleased to offer the following films. Many thanks to the MCFE Committee and Chair, Robin Brenneman.

NAME welcomes several of the filmmakers:

Todd Logan, Filmmaker of Defamation!

Curtis Chin, Filmmaker of Tested

Abuelas: Grandmothers on a Mission.

Directed by Noemi Weis. Women Make Movies. www.wmm.com. 28 minutes.

In 1985 the important film, *Las Madres: The Mothers Of Plaza De Mayo*, was nominated for an Oscar. It profiled the Argentinian mothers' movement that demanded to know the fate of 30,000 "disappeared" sons and daughters. Now, 30 years later, Argentina's courageous Grandmothers, or "Abuelas", have been searching for their grandchildren: the children of their sons and daughters who disappeared during Argentina's "dirty war." The women in *Abuelas* are seeking answers about their children that nobody else will give — answers about a generation that survived, but were kidnapped and relocated to families linked with the regime that murdered their parents.

Screened THURSDAY 12:00-12:50pm

American Revolutionary: The Evolution of Grace Lee Boggs.

Directed by Grace Lee. Produced by Grace Lee, Caroline Libresco and Austin Wilkin. Transit Media Communications. www.americanrevolutionaryfilm.com. 82 minutes

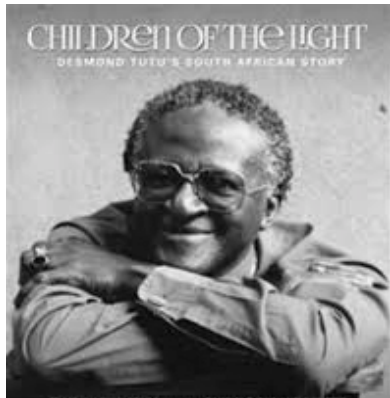
This documentary film plunges us into Boggs's lifetime of vital thinking and action, traversing the major U.S. social movements of the last century; from labor to civil rights, to Black Power, feminism, the Asian American and environmental justice movements and beyond. Boggs's constantly evolving strategy—her willingness to re-evaluate and change tactics in relation to the world shifting around her—drives the story forward. **Screened THURSDAY 10:00-10:50am**

Cesar's Last Fast.

Directed by Richard Ray Perez. Produced by Molly O'Brien. www.gooddocs.net. 93 minutes.

Cesar's Last Fast is a Sundance Festival feature about the private sacrifice and spiritual connection behind Cesar Chavez's struggle for the humane treatment of American farm workers. A panorama of Mexican American and American history, civil rights, non-violent protest tactics, the environment and labor struggles, this important new documentary gives students unprecedented insight into Chavez's life and the historic farm worker movement.

Screened THURSDAY 11:00-11:50am



Children of the Light: Desmond Tutu's South African Story.
Produced by the PeaceJam Foundation. www.peacejam.org 91 minutes.

Children of the Light features the life story of 1984 Nobel Peace Prize winner, Desmond Tutu and the crucial role he played in bringing about the miracle in South Africa. Searing images from his own life, from the struggle against apartheid, and from the heart breaking yet inspiring truth and reconciliation process in South Africa will move across the screen, as Desmond Tutu leads us on a journey back in time. **SPECIAL SCREENING: FRIDAY 7:30pm, Turquoise**

Deaf Jam.

Directed by Judy Lieff. Produced by Judy Lieff and Steve Zeitlin. New Day Films. www.newday.com/film/deaf-jam. 53 minutes.

In *Deaf Jam*, Aneta Brodski seizes the day. She is a deaf teen introduced to American Sign Language (ASL) Poetry, who then boldly enters the spoken word slam scene. In a wondrous twist, Aneta, an Israeli immigrant living in the Queens section of New York City, eventually meets Tahani, a hearing Palestinian slam poet. The two women embark on a collaboration/performance duet - creating a new form of slam poetry that speaks to both the hearing and the Deaf. **Screened THURSDAY 10:00-10:50am**

Defamation.

Written and Directed by Todd Logan. www.defamationtheplay.com. 75 minutes.

Defamation is a riveting interactive courtroom drama that explores the highly charged issues of race, religion, gender, class and the law. The premise is a civil suit: A Chicago South Side African American woman sues a Jewish North Shore real estate developer for defamation. Following the viewing of the film the audience will become the jury and vote on the verdict. **SCREENED WEDS. 7:30pm: In TURQUOISE. NAME FILM FESTIVAL OPENING. We welcome Filmmaker Todd Logan.**



40 Years Later: Now Can We Talk?

Produced by Lee Ann Bell. Directed by Markie Hancock. Teachers College Press. www.store.tcpspress.com. 45 minutes.

This resource offers a powerful way to engage students, teachers, and community groups in honest dialogue about the ongoing problems of racism and what we can do to address them. The film tells the story of

the first African Americans to integrate the white high school in Batesville, Mississippi in 1967–69. A provocative and moving conversation emerges from separate discussions with African American alumni, white alumni, and a third dialogue that brings the two groups face-to-face. The 45-minute DVD and Discussion Guide can be used to fruitfully explore several issues and related themes, including the impact of desegregation on both students of color and white students, racial bullying, the impact on victims, the responsibility of bystanders, and the role adults play in perpetuating or interrupting racial microaggressions that negatively impact students of color. **Screened THURSDAY 4:00-4:50pm.**

Frontiers of Dreams and Fears.**Directed by Mai Masri. Arab Film Distribution. www.arabfilm.com. 56 minutes.**

Mona and Manar are two Palestinian girls growing up in refugee camps in Beirut and Bethlehem. Despite the overwhelming barriers that separate them, the girls form a close friendship through letters and a dramatic meeting at the Lebanese border. Shot during the liberation of southern Lebanon from Israeli occupation and at the beginning of the Palestinian intifada, *frontiers of dreams and fears* articulates the feelings, hopes, and growing activism of a generation of young Palestinians living in exile. **Screened FRIDAY 8:00-8:50am**

Kumu Hina.**Directors: Dean Hamer and Joe Wilson. itvs.org/films/kumuhina. 75 minutes.**

Can you imagine a world where a young boy can grow up to be the woman of his dreams and a young girl can rise to become a leader among men? Directed and produced by Emmy-winners Dean Hamer and Joe Wilson, *Kumu Hina* is told through the eyes of Hinaleimoana Wong-Kalu, a Native Hawaiian who is a proud *mahu*, or transgender woman, and an admired *kumu*, or teacher, cultural practitioner, and community leader. The inspiring documentary captures the struggle to maintain the Pacific Islander's culture and values amidst the westernized society of modern day Hawaii and reveals a side of the Islands rarely noticed by foreign eyes.

Screened THURSDAY 5:00-5:50pm. We welcome Filmmaker, Dean Hamer.***LaDonna Harris: Indian 101.*****Directed by Julianna Brannum (Comanche). Women Make Moves. www.wmm.com. 63 minutes**

Using the Verité documentary film style, this film showcases the life of Comanche activist and national civil rights leader LaDonna Harris and the role that she has played in Native and mainstream America history since the 1960s. Filmmaker Brannum, the great niece of Harris, celebrates her life and the personal struggles that led her to become a voice for Native people and her contemporary work to strengthen and rebuild indigenous communities, becoming a leader among emerging Native leaders around the world. **Screened SATURDAY 4:00-4:50pm**

Living Thinkers: An Autobiography of Black Women in the Ivory Tower.**Directed by Roxana Walker-Canton. Women Make Movies. www.wmm.com. 75 minutes.**

This film examines the intersection of race, class and gender for Black women professors and administrators working in U.S. colleges and universities today. Through their diverse narratives, from girlhood to the present, Black women from different disciplines share experiences that have shaped them, including segregated schooling as children, and the trials, disappointments and triumphs encountered in Academia.

Screened FRIDAY 11:00-11:50am***My Stolen Revolution.*****Directed by Nahid Persson Savestani. Women Make Movies. www.wmm.com. 75 minutes.**

A student activist in Iran's 1979 revolution that overthrew the dictatorial Shah, Nahid Persson Sarvestani fled to Sweden with her baby after Islamists seized power and began persecuting leftists who had been their revolutionary allies. Three decades later, events in Iran inspire Nahid to revisit that part of her life. Prompted by brutal crackdowns on anti-government protests in 2009 and long-suppressed guilt for abandoning a younger brother to imprisonment and death, the filmmaker locates and reunites with 5 female activists who survived torture and terror in the Islamist regime's jails. Now living in exile, the women share gripping accounts of how their jailers tried to break them physically and spiritually, and describe what sustained them during these horrible ordeals. **Screened SATURDAY 3:00-3:50pm**

The New Black.

Producers: Yoruba Richen, Yvonne Welbon. Co-Producer: Angela Tucker. Director: Yoruba Richen. California Newsreel. www.newsreel.org. 53 minutes.

The film examines pro and anti-gay rights campaigns over the past 25 years to reveal how outside right-wing religious groups exploit the conservatism in many Black churches to try to make inroads into their communities. Featuring engaging portraits of religious and secular activists on both sides, *The New Black* culminates with the successful 2012 electoral campaign to preserve marriage equality in Maryland, a state with a significant African American population.

Screened FRIDAY 10:00-10:50am

Our Fires Still Burn: The Native American Experience.

Produced and Directed by Audrey Geyer. ourfiresstillburn.com. 57 minutes.

This exciting and compelling documentary invites viewers into the lives of contemporary Native American role models living in the Midwest. It dispels the myth that American Indians have disappeared from the American horizon, and reveals how they continue to persist, heal from the past, confront the challenges of today, keep their culture alive, and make great contributions to society. Their experiences will deeply touch both Natives and non-Natives and help build bridges of understanding, respect, and communication. **Screened THURSDAY 6:00-6:50pm**

Sheer Good Fortune: Celebrating Toni Morrison.

Executive Producer: Joanne Gabbin. Producer: Judith McCray. Produced by Furious Flower Poetry Center, James Madison University. California Newsreel. www.newsreel.org. 39 minutes.

This documentary celebrates the literary legacy of Nobel Laureate Toni Morrison. Writers, artists and scholars read her work and talk about the magic of her writing, how it subverts easy assumptions, and how its lyricism and spiritualism take our breath away. **Screened SATURDAY 8:00-8:50am**

Six Days: Three Activists, Three Wars, One Dream.

Directed by Nikolina Gillgren. Produced by Johan Sandstrom. Women Make Movies. www.wmm.com. 56 minutes.

This inspiring documentary, which follows three brave human rights defenders in Liberia, Abkhazia, Georgia and Iraq over six days, gives insight into the everyday struggle to improve the situation of women worldwide. *Six Days* shines a necessary light on some of the most urgent and important human rights issues facing women today: girls education, honor killings, bride kidnappings and women's health issues. **Screened SATURDAY 5:00-5:50pm**

Tested.

Director/Writer Producer: Curtis Chin. Writer/Producer: Adam Wolman.

Stuyvesant. Bronx Science. Brooklyn Tech: all nationally ranked public high schools are considered among the best in New York City and the nation. Each year, thousands of 8th graders compete to secure coveted spots at these elite schools by taking the Specialized High Schools Admissions Test (the SHSAT). Admission is granted based solely on that single test score. Only one in five will get in. This documentary follows the struggles and challenges of a diverse group of students, many of them immigrants and working class, as they prepare for this all-important test. **Screened FRIDAY 3:00-3:50. We welcome Filmmaker Curtis Chin.**



Call for Submissions
Korean Association for Multicultural Education – KAME

2015 Annual Conference
Hanyang University
Seoul, Korea

Thursday April 30 – Saturday May 2, 2015

Theme:

“For the Welfare of Humankind: Multicultural Citizenship Education in a Global Context”

Yun-Kyung Cha, President

Kyung-Hwan Mo, Chair, 2015 Program Committee

There is a pressing need to consider how education praxis, research, theory, and policy can promote the welfare of humankind. The challenge is particularly urgent in this era of globalization and diversification. The 2015 KAME Annual Conference theme is a call to examine to what extent the welfare of humankind is a compelling interest in our society and what research evidence and ways of knowing are relevant to an ethically informed stance for the research and the practice of education for human welfare. The 2015 KAME Annual Conference theme is intended to focus our attention on the welfare of humankind in a spirit of collaborative engagement among researchers, students, policy makers and practitioners in the field of multicultural education from home and abroad to share ideas and research findings, and to build up a worldwide network of scholarly discussions and friendship.

Call for Submission:

KAME invites submissions of manuscripts for the 2015 annual conference. Any presentations pertaining to the conference theme or related topics dealing with research agendas and policy issues in the field of multicultural education are welcome. The manuscript should not exceed 6,000 words in length (excluding references, tables, charts, graphs, and figures).

Important Dates for Submission Process

- **Until 12/ 31/14**, 11:59 PM PST: All submitters may send electronically the manuscript with short curricular vitae to kame2008@naver.com.
- **1/ 20/15**: Notification of acceptance or rejection will be emailed.

Travel Awards

Multicultural Education Review (MER) is the peer-reviewed official international journal of KAME that deals with research agendas, praxis, and policy issues in the field of multicultural education. For submission, a submitter may log in to the **online submission system of MER (journals.sfu.ca/mer)**. The Editor of MER guarantees an editorial decision within no more than 3 months, and the accepted articles will be published in MER within 1 year after the final decision is made. Each year KAME offers travel awards to 10 authors of the articles published in MER, including airline ticket (maximum of US\$800 reimbursement for scholars from North and South Americas, Europe, Oceania, and Africa and the Middle East; maximum of US\$500 reimbursement for scholars from Asia) plus a hotel room for three nights during any KAME annual international conference of the author's choice.

Please send inquiry regarding submission or travel awards to :

Professor Seung Hwan Ham, Associate Editor of MER: Email: hamseunghwan@gmail.com.

CONVERSATIONS with AUTHORS

A popular feature of NAME conferences, this year's Conversations sessions offer opportunities to interact informally during the break-out sessions with some of our most active scholars.

All Conversations will be held in The Oro Valley Room.



There is a great opportunity to meet and talk with *Rethinking Schools* editor and author, **Wayne Au**, about his book, *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice* (2nd Edition, Rethinking Schools Publication). This new and expanded edition collects the best articles dealing with race and culture in the classroom that have appeared in *Rethinking Schools* magazine. Moving beyond a simplistic focus on heroes and holidays, and foods and festivals, *Rethinking Multicultural Education* demonstrates a powerful vision of anti-racist, social justice education. Practical, rich in story, and analytically sharp, *Rethinking Multicultural Education* reclaims multicultural education as part of a larger struggle for justice and against racism, colonization, and cultural oppression—in schools and society. **Conversation: FRIDAY 5:00-5:50pm**



Alyssa Hadley Dunn, will discuss her book, *Teachers Without Borders?: The Hidden Consequences of International Teachers in U.S. Schools* (Teachers College Press, 2013). It explores the intersections of multicultural and global education, teachers' lives in a neoliberal world, and culturally relevant pedagogy for urban youth. *Teachers Without Borders?* is the story of four Indian teachers who came to the United States in the face of tremendous personal and professional odds to teach in urban schools. Bringing their experiences to life, this ground-breaking empirical study examines an essential question: If international teachers face daily exploitation, a lack of personal and professional support, and a lack of pedagogical and cultural preparation, are they able to give urban students the high-quality multicultural education they need and deserve? **Conversation: SATURDAY 11:00-11:50pm**



Long-time NAME scholar, **Gary Howard** is a powerful and effective voice in systemic equity reform. His writings and seminars confronting the most difficult issues of race and privilege in modern education have transformed teacher mindsets and improved outcomes for diverse students in America and abroad. In this conversation Howard will introduce his new book: *We Can't Lead Where We Won't Go: An Educator's Guide to Equity* (SAGE: Corwin publication). It features 33 teacher-tested professional development strategies designed to promote equity-centered school reform. The session will include a premier showing of school-based videos that accompany the book. This guide is the cornerstone of a new set of professional development materials developed to address today's educational inequities. Eschewing the punitive tone that often characterizes this dialogue in favor of a focus

on the healing process, it includes:

- Activities for educators to examine both their overt and hidden attitudes toward race, class, gender, sexual identity, and other dimensions of difference
- Prompts for interacting with a companion set of insightful videos hosted by Howard
- Techniques for peer observation that foster self-sustaining growth for every teacher
- Seven Principles For Culturally Responsive Teaching that can be applied in any school
- Over 9 hours of video footage of Gary Howard introducing and facilitating the program

Conversation: THURSDAY 2:00-2:50pm



William A. Howe, Past-President of NAME, is the Education Consultant for Multicultural Education at the Connecticut State Department of Education. In 2006 he was named the G. Pritchey Smith Multicultural Educator of the Year at the Annual NAME Conference in Phoenix, AZ. He is also an adjunct professor of education at the University of Connecticut, Albertus Magnus College and Quinnipiac University. He is the Connecticut State Title IX Coordinator and Chair of the Connecticut Asian Pacific American Affairs Commission. In addition to numerous articles, he was a coauthor of the *Handbook for Achieving Gender Equity through Education*, 2nd Edition. He has been an educator for over 35 years in the U.S. and Canada and has made seven trips to China and one to South Africa to study multicultural education. In 2007 he made his first trip to Israel to study the Holocaust. **Conversation: FRIDAY 4:00-4:50pm**

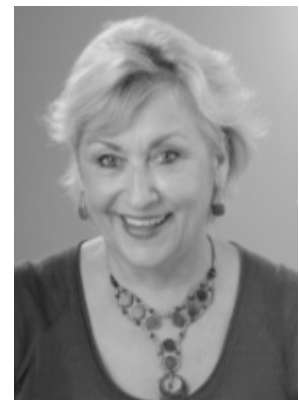


Penelope L. Lisi, Editor of *Multicultural Perspectives*, the official scholarly publication of NAME, is Professor in the Department of Educational Leadership at Central Connecticut State University. Her scholarship work focuses on leadership for social justice, leadership for teaching and learning, and leadership in international school settings. She has made more than 20 trips to Iceland to investigate educational leadership in an environment of school change. Penny has delivered more than 45 peer-reviewed papers at conferences in the United States, England, Finland, Portugal, Hungary, Switzerland, Jamaica, and Iceland. She is an adjunct faculty in the Global Education Program through the College of New Jersey and has taught summer courses since 2005 in Palma de Mallorca. With long-time collaborator Bill Howe, they will discuss their first text together is *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action*.

Conversation: FRIDAY 4:00-4:50pm



Virginia Lea is Associate Professor, University of Wisconsin-Stout and Professor Emeritus, Sonoma State University. She will be discussing her new publication, **Constructing Critical Consciousness: Narratives that Unmask Hegemony, and Ideas for Creating Greater Equity in Education**. New York: Peter Lang (2014). The book contributes insights into the dynamic socio-economic, political, and cultural mechanisms that make up the processes we call hegemony in the modern neo-liberal state, especially as these processes impact K-12 and higher education. Hegemonic narratives and processes, like race and whiteness, persuade us to agree to certain dominant ideas, values and beliefs that have the consequence of reproducing asymmetrical power relationships. Indeed, we come to



internalize these ideas, values and beliefs to such an extent that we see them as “normal,” or “common sense.” Hegemony convinces those of us who benefit from dominant institutional and cultural arrangements and those of us who are oppressed by them that these arrangements are “natural.” In fact, although many people are actively engaged in social justice work, as a result of hegemony, some, who are disadvantaged by the status quo, are active in defending it. The book exposes some of the challenges, barriers, and struggles encountered in challenging hegemony. It shares research studies and reflective narratives, analyzed through a critical multicultural lens, that unmask the ways in which hegemonic processes operate often under the guise of progressive language. It also offers ideas for interrupting the tenacity of hegemonic processes in teacher and K-12 education. **Conversation: THURSDAY 3:00-3:50pm**



Venus Evans Winter's *Re(Teaching Trayvon): Education for Racial Justice and Human Freedom* is an edited text that compiles critical activist scholars who push us beyond the murderous context of anti-Black violence towards critical educational solutions (published October 2014). In this Conversation, the editor (Dr. Evans-Winters from Illinois State University, and one author (NAME Regional Director, Chris Knaus), will discuss the larger media implications rooted in racism and global violence, as well as the role of schools in perpetuating and justifying the killing of our youth. They center a critical race informed approach to school transformation as a solution to state-sanctioned violence, and remind audiences that the onslaught against Black bodies

will not stop until we dramatically transform schools and societal structures. This cannot happen through academia or scholarship alone. **Conversation: SATURDAY 10:00-10:50am**



Tucson Mural Project



NAME CONFERENCE PROGRAM

WEDNESDAY NOV 5 2014



Wednesday Community & School Tours

Additional fees and preregistration are required for these locally planned tours. Space is also limited. See page 20 for complete information.

Weds. Nov 5. 8:45am – 3 pm

TOUR 1: A Culture of Cooperation.

Weds. Nov 5: Departure 8:45 am -- Return 3:30 pm

TOUR 2. Davis Bilingual Magnet, Mexicayotl Academy and Pueblo Magnet High School.

Weds. Nov 5: Departs at 9:15am – Returns 4:30pm

TOUR 3: DeGrazia's Gallery in the Sun & Mission San Xavier del Bac (One all-day tour).

EVENING TOUR Weds. Nov 5: Departure 5:15 pm – Return 9:30 pm

TOUR 4. A Night in the Barrio with Jimmy Santiago Baca & Raices Taller Gallery – Food Trucks for Dinner on Your Own.



Wednesday Afternoon Intensive Institutes

Additional fees and preregistration are required for these special sessions. Space is also limited. See page 16 for complete information.

Weds, Nov. 5 – 2pm to 5pm

W1. Developing a Multicultural Education Course – Higher Education.

Presenter: Bill Howe

W2. Writing for Publication.

Presenters: Penelope Lisi, Özlem Sensoy and Patricia Marshall

NAME Social Action Against OPERATION STREAMLINE

Fri. Nov 7: Depart the hotel at 12:30pm – Return 4:30pm

Location: DeConcini Federal Courthouse

See page 20 for more information



NAME Conference Opening:

Wednesday, Nov 5, 2014

20th Annual NAME Multicultural Film Festival

7:30pm

Turquoise III-V

Convening the Session:

Bette Tate Beaver

NAME Executive Director
National Conference Coordinator

Introducer:

Todd Logan

Playwright/Filmmaker

DEFAMATION



DEFAMATION is a play that explores the highly charged issues of race, religion, gender, class and the law with a twist: the audience is the jury. Through deliberations and post-show discussions, audiences engage in civil discourse that challenges pre-conceived notions.

Todd Logan says, "Whether we like it or not, we still have major divides in this country. Most of us still go to bed at night in cities, communities and neighborhoods that are segregated by race, religion, ethnicity and/or class. I wanted to write a play that encourages open, honest conversation that leads to greater understanding and empathy to combat today's prevailing trends."

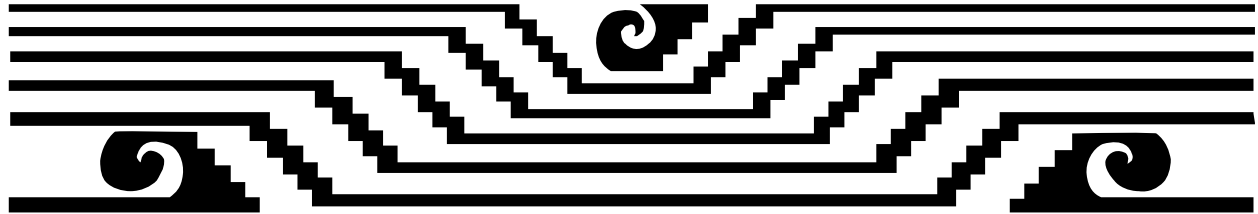
DEFAMATION is an old-fashioned courtroom drama. The premise is a civil suit: A South Side African-American woman sues a Jewish North Shore real

estate developer for defamation. The legal issue is whether or not she was falsely accused of stealing his watch and causing her financial harm.

The trial runs 70 minutes. What follows is a 15-minute audience deliberation led by the judge. The judge polls the audience twice - before the deliberation begins and at its end. The final vote 'for the plaintiff' or 'for the defendant' decides the outcome of the trial.

POST-SHOW DISCUSSION

Filmmaker Todd Logan joins us for a post-show discussion with the audience, playwright and cast follows the end of the play. Overwhelmingly, audiences stay for the discussion, and the conversation about race, class, religion and all 'isms' grows richer.



THURSDAY NOV 6 2014
NAME CONFERENCE PROGRAM

8:00-8:50am Presidio III-V

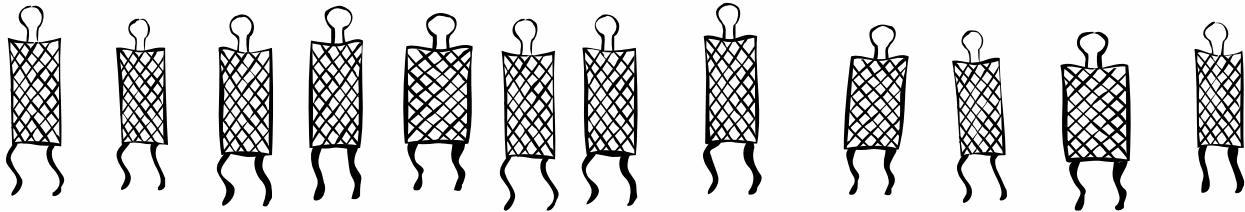
NAME Public Board Meeting
Kevin Kumashiro/Francisco Rios, Presidents

- I. Call to Order
- II. Introduction of Current Board Members & Appreciations for Outgoing Board Members
- III. Installation of New President & Introduction of Newly Elected Board Members
- IV. Announcements from NAME Leadership
- V. Items from the Floor
- VI. Adjourn

The current & outgoing NAME Board can be found on Page 131



NAME Social Action Against OPERATION STREAMLINE
Thu. Nov 6 and Fri. Nov. 7: Depart the hotel at 12:30pm – Return 4:30pm
 Location: DeConcini Federal Courthouse
 Details on page 20



THURSDAY MORNING GENERAL SESSION:
9:00 - 9:50am Turquoise III

Convening the Session:

Francisco Rios
NAME President,
Dean, Woodring College of Education
Western Washington University

Introducer:

Ann Lopez
University of Toronto
NAME Region 8 Director

KEYNOTE SPEAKER:



María E. Fránquiz
Dean, University of Utah's College of Education
Neplantera Teachers: Cultivating Educación Between and Among Borders



KINDS OF BREAK-OUT SESSIONS

During the NAME conference, in addition to regular interactive presentations and film festival screenings, there are sessions of various sizes and formats.



Blended Break-Outs

NAME is committed to bringing people together to dialog and network. In order to facilitate critical conversations, many Break-Out sessions are scheduled to share the time block. This is also intended to bring as many of our presenters together here as possible, as 70% of our attendees report that they must be presenters in order to attend the conference.



Founders Forum

Founders Forum gives selected presenters the opportunity to describe their work for 15 minutes then engage in dialog with the Founding Member of NAME and other audience members. **Scheduled for Thursday, 4:00-4:50pm**



Conversations with Authors

The NAME Conference provides several opportunities to interact with some of NAME's leading authors and filmmakers during the Break-Out session blocks. For the list and schedules of this year's authors, see page 28. **All Conversations will be location in Oro Valley.**



Poster Sessions

Posters convey ideas using a blending of narrative and visual aids on large poster board, and provide a forum for one-on-one conversations. The Poster Sessions are held in a large meeting space with multiple posters on display simultaneously. Presenters are near their posters for dialog with attendees.

All Poster Sessions will be located in the Presidio Foyer.



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 that seat up to 10 people each. **All Roundtables will be located in Presidio I.**

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.


THURSDAY MORNING
BREAK-OUT SESSIONS


EARLY RISERS SCREENING 8:00-8:50am

20TH Annual NAME MC FILM FESTIVAL SCREENING

AMERICAN REVOLUTIONARY: THE EVOLUTION OF GRACE LEE BOGGS

Directed by Grace Lee. Produced by Grace Lee, Caroline Libresco and Austin Wilkin. Transit Media Communications.
www.americanrevolutionaryfilm.com. 82 minutes

This documentary film plunges us into Boggs’s lifetime of vital thinking and action, traversing the major U.S. social movements of the last century; from labor to civil rights, to Black Power, feminism, the Asian American and environmental justice movements and beyond. Boggs’s constantly evolving strategy—her willingness to re-evaluate and change tactics in relation to the world shifting around her—drives the story forward.

10am BREAK-OUTS

10:00-10:50am	
T10.01	Agave I
Intermediate	Presentation
Public Art as a Catalyst for Crossing Borders in an Urban High School. This presentation, including pictures and videos, demonstrates how a small group of 10th grade students and their art history instructor constructed a public art piece at their diverse high school. Their goal was to start meaningful conversations about border crossing for greater inclusion and unity. Presenters: Marilee Coles-Ritchie, Westminster College; Jorge Rojas, Utah Humanities Council; Jean Cheney, Utah Humanities Council	
Advanced	Presentation
Dismantling Art History: A Trans-disciplinary Approach for the Multicultural Classroom. Can art history be used to launch valuable discussions about the intersectionality of race, gender, religion, and identity? See how one school moved from a curriculum based on western masterpieces to a holistic, culturally responsive approach based on students’ lives. This presentation includes course methodology, pedagogy, and student examples. Presenters: Rebecca Daniels, Greenhill School, Dallas/University of Texas; Emma Pillow; Sydney Schindler; Remya Menon; Camille Andrews; Peter Grishin, Greenhill School, Dallas	

10:00-10:50am

T10.02

Intermediate

Agave II

Interactive Workshop

Building Bridges Between Language and Experience Through Drama. This workshop, for teachers and administrators of language learners, explores drama as a language acquisition methodology. Childsplay, a children's theatre in Tempe, AZ, works in the borders created by language for students and administrators in Phoenix schools. This workshop shares ways drama can build bridges between language and cultural experiences. **Presenters:** Haley Honeman, Arizona State University; Korbi Adams, Childsplay; Laura Berger, Childsplay; Elizabeth Schildkret, Arizona State University; Katie Brantley, Childsplay

10:00-10:50am

T10.03

Intermediate

Agave III

Interactive Workshop

Beyond the Common Core: A Framework for Teaching Social Studies and Literacy for Social Justice. In this session, I present a framework to help support teachers in their efforts to enact social justice-oriented Social Studies curriculum in a context of Language Arts. During the workshop, participants will learn about the framework and see how the framework can be used to rework curriculum to teach from a social justice perspective. **Presenter:** Ruchi Agarwal-Rangnath, San Francisco State University

10:00-10:50am

T10.04

Introductory

Coronado I

Interactive Workshop

50 Years of Civil Rights: A Way of Breaking Down Borders in Decreasing Bullying in Schools. All educators can come and learn how the passing of the 1964 Civil Rights Act and other pieces of civil rights legislation that are mechanisms used in decreasing bullying in bringing down *fronteras* (borders) for students based on race, color, religion, national origin and gender identity in schools. **Presenters:** Jan Perry Evenstad & Marcela Parra, Metropolitan State University of Denver

10:00-10:50am

T10.05

Introductory

Coronado II

International/Global

Great Wall of Cyber Control: Multicultural Education Development Behind It. The paper describes the fact of the Internet control in China, such as no access to Facebook. Then the paper addresses how cyber control and media control influence people's lives in terms of understanding multicultural education such as, freedom and access; and finally proposes the concept of cyber-libertarianism. **Presenter:** Wenjie Wang, New Mexico State University

Advanced

Presentation

A Critical Analysis of Chinese Picture Books. The presentation will disseminate our analysis of a number of picture books about China and the Chinese culture. A more culturally sensitive pattern has emerged in the recent publications while insensitivity and stereotyping remain in many books. Sample books and pages of books will be used to demonstrate the points. **Presenters:** Jane Liu & Tara Haskins, Eastern Washington University

10:00-10:50am

T10.06

Introductory

Joshua Tree I

Interactive Workshop

Erasing Fronteras Together: Teaching Tolerance's Critical Practices for Anti-bias Education.

In this workshop, participants will explore Teaching Tolerance's Critical Practices for Anti-bias Education guide. This set of critical practices offers practical strategies to accomplish academic and social-emotional goals side by side. The session will identify specific examples of practical strategies and provide valuable suggestions for implementing culturally responsive pedagogy.

Presenters: Sara Wicht, Emily Chiariello & June Christian, Teaching Tolerance

10:00-10:50am

T10.07

Intermediate

Presentation

Joshua Tree II

Tutoring the "Different": A Tool to Cultural Inclusion? The presentation focuses on required tutoring sessions, combined with reflective journal, and video clip of these sessions when preservice teachers attend to the needs of children who come from diverse backgrounds than them. These teachers had to analyze and examine their own backgrounds to better reflect the children's needs. **Presenter:** Thais da Cunha, SUNY at New Paltz

Intermediate

Presentation

Having Our Say: Building New Identities through Teacher Preparation. The presentation seeks to give participants a clearer understanding of the unique challenges and successes within the teacher preparation process through the unique and rewarding experiences of a college of education which serves primarily students of color. Participants should be better able to understand the uniqueness found within various aspects of teacher preparation and build their understanding of urban education through a lens outside of 'traditional' institutions. **Presenters:** Satasha Green & Kimberly Edwards, Chicago State University

10:00-10:50am

T10.08

Advanced

Presentation

Palo Verde I

"It's Just How We Do Things Here": The Intersection of School Legacy and the Experience of Racial and Cultural Integration. Our presentation will report findings from a study of 3,000 students from three Midwest high schools that have an established legacy and who have racially and socioeconomically integrated their schools. The presenters will reveal patterns of students' experiences that show reinforced racial and socioeconomic hierarchies in these secondary schools. **Presenters:** Olivia A. Williams, Chris Hanks & Shawn Bultsma, Grand Valley State University

Intermediate

Presentation

Preparing Effective Teachers for 21st Century Classroom: Schools and Communities. Education activist scholars deconstruct commonly held myths to prepare teachers for integrated schools and communities. Breaking down *fronteras* that exist between White teachers and culturally/linguistically diverse students, Critical Race Theory, data and counter-narratives are used to dismantle deficit thinking and the impact of "culture clash" (Viadero, 1996) on schooling. **Presenter:** James Martinez, Valdosta University

10:00-10:50am

T10.09

Intermediate

Palo Verde II

Interactive Workshop

Enacting Social Justice Through our Bodies with Comunidad, Carino and Coraje (Bilingual Workshop). This interactive workshop (offered in Spanish and English) explores key concepts of social justice including exclusion/inclusion, oppression/liberation. The workshop is for everyone who works for social justice by building community (comunidad) with courage (coraje) and loving care (carino). **Presenter:** Mara Sapon-Shevin, Syracuse University

THU 10:00-10:50am

20th ANNUAL NAME MC Film Festival Screening

DEAF JAM

Directed by Judy Lieff. Produced by Judy Lieff and Steve Zeitlin. New Day Films. www.newday.com/film/deaf-jam. 53 minutes.

In *Deaf Jam*, Aneta Brodski seizes the day. She is a deaf teen introduced to American Sign Language (ASL) Poetry, who then boldly enters the spoken word slam scene. In a wondrous twist, Aneta, an Israeli immigrant living in the Queens section of New York City, eventually meets Tahani, a hearing Palestinian slam poet. The two women embark on a collaboration/performance duet - creating a new form of slam poetry that speaks to both the hearing and the Deaf.

WHEN THEY WERE YOUNG



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

**SPECIAL FUNDRAISING
PRICE
\$20 (pub price: \$40)
50% goes directly to NAME**

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

ROUNDTABLES

10:00-10:50am

T10.10

Presidio I

Advanced

Roundtable Discussion

A. Neo-Colonialism: The Hegemony of Western Teacher Training in Developing Nations. This roundtable discussion specifically addresses deconstructing the idea of Western professional development for teachers in fragile and developing nations as a solution to educational problems in those countries. The idea that “quality of education” is a Western ideal propagates a universal notion of teachers in developing countries as deficient. **Presenter:** Joy Cowdery, Muskingum University

Intermediate

Roundtable Discussion

B. 'Going Too Far?' Exploring Race and Humor in Teacher Education. We seek to explore the possibilities for race learning through humor. This under theorized area offers much potential for teacher education, as well as broader racial learning for those who seek to work in schools. **Presenters:** Ellie Fitts Fulmer, Nia Makepeace & Susan Giarratano, Ithaca College

Introductory

Roundtable Discussion

C. Promoting Social Justice: Teaching the Privileged About Privilege. It is critical that educators are able to engage people from privileged groups in issues of social justice since they have access to resources, information, and power that can either block or help facilitate change. People from privileged groups who are allies can influence decision-making, allocate funds, share crucial knowledge and skills, and be role models for other dominant group members to support equity. Yet many educators faced with educating members of privileged groups about diversity and social justice do so with very little training or experience. This session, intended for practitioners who already have a commitment to these issues, shares some of the theories, strategies and perspectives that the author has found effective when working with young people and adults on issues involving diversity and social justice. It is hoped that these practical and theoretical tools will allow practitioners to become more reflective and intentional in their work. **Presenter:** Lee Montgomery, Episcopal Diocese of Utah/Southern Utah University

Intermediate

Roundtable Discussion

D. Virtual Service-Learning: Exploring International Diversity. With the growth of online education, elements from the college classroom are naturally carried into the virtual environment; however, service-learning has a marginal presence. This session shares a faculty member's process to integrate an international, virtual service-learning project into a diversity course, attempting to increase awareness of diversity. **Presenter:** Lorie Cook-Benjamin, Fort Hays State University

Intermediate

Roundtable Discussion

E. Dismantling Physical Fronteras in Teacher Education: The Impact of Short-term and Long-term Field Experiences on Teacher Candidates. The research on diverse field experiences for preservice teachers will be presented. What does the research say about the impact of short and long-term field experiences? What characteristics are required for an effective field experience? Participants will also share their experiences organizing/supervising diverse field experiences for teacher candidates. **Presenter:** Joanna Barnes

Presidio II
Panel

10:00-10:50am

T10.11

Intermediate

Making the Dream Real: Montana's Indian Education for All Initiative Thrives in National Climate of Anti-Ethnic Studies. Efforts to create a more just America were tested when Arizona's ethnic studies ban targeted the Mexican-American Studies Program in Tucson. In contrast, Montana's Indian Education for All initiative is thriving. Educators who embrace this become change agents who lead students to challenge the status quo, addressing injustice. **Presenters:** Jioanna Carjuzaa & Michael Munson, Montana State University

10:00-10:50am

T10.12

White Dove

Intermediate

Presentation

"I Teach as an Other": Voices of Diverse Prospective Teachers. Through individual and focus group interviews with five prospective teachers from diverse backgrounds, this study examined (1) what strengths and strategies do minority prospective teachers have to make success in teacher education, and (2) what kinds of support do prospective teachers need from graduation through the hiring process. **Presenter:** Mi Ok Kang, Utah Valley University

Intermediate

Presentation

Dismantling Barriers to Culturally Responsive Mentoring. This presentation will address the need for teachers of color in our public schools. It will also address the need for and challenges of preparing culturally responsive cooperating teachers and mentors, especially as the demographic of students in public schools is increasingly culturally, linguistically, and racially diverse.

Presenters: Jennifer Robinson, Montclair State University; Audra Watson, Woodrow Wilson Foundation


THURSDAY MORNING 11:00-11:50am
BREAK-OUT SESSIONS


11:00-11:50am

T11.01

Agave I

Intermediate

Presentation

Dismantling Deficit Thinking about Middle- and High-School Gang Risk Factors. Building solidarity for equity and justice, activist scholars encourage meaningful interaction to close *fronteras* and dismantle tacit ideologies that put Whites over 'Others' in public education. Using state health survey data assessing six middle/high schools, this study examines gang/non-gang

members and informs 6-16 educators about closing opportunity gaps. **Presenters:** Jeremy Tost & James Martinez, Valdosta State University

Intermediate

Presentation

Characterization of Multicultural Values: Affective Impact of Writing Extensive Journals in a University-level Course. Because the educational objectives of affect are categorically different from those of cognitive objectives, an alternative pedagogical conceptualization that integrates teaching, learning, and evaluating aspects of character development are essential in multicultural education. The current action research presents such an alternative approaching model with concrete examples. **Presenter:** Taekhil Jeong, Indiana University Kokomo

11:00-11:50am

T11.02

Agave II

Intermediate

Interactive Workshop

Dismantling Fronteras Through Student Writing Exchanges. This project examines how *fronteras* can be dismantled in the classroom through a cultural writing exchange project in ELL writing and grammar classrooms. This project involved a university in Burkina Faso, Africa; a university in Kansas; and a university in Honduras. The students involved were advanced English language learners. **Presenter:** Rebecca Wilkes, Emporia State University

11:00-11:50am

T11.03

Agave III

Intermediate

Interactive Workshop

Travel for Transformation: Reifying Privilege or Dismantling Fronteras? Many multicultural education programs include an opportunity (or obligation) for students to engage with “the other” through travel or community events. What if this act of dismantling one *frontera* serves to create or reify another? In this interactive session, we collaboratively explore the possible outcomes of travel for transformation. **Presenters:** James Gambrell & Anita Bright, Portland State University

11:00-11:50am

T11.04

Coronado I

Introductory

Interactive Workshop

Dismantling Hierarchical Boundaries through Human Agency Writing. Participants will interrogate dehumanizing hierarchical divisions among teachers and administrators and their impact on teaching/learning. Participants will incorporate writing as a strategy for dismantling barriers and creating space for 'meaningful interaction and respectful dialogue aimed at [mutual] understanding' in the context of working as a leadership team for students. **Presenter:** Jessica Blanchard, Las Cruces Public Schools

11:00-11:50am

T11.05

Coronado II

Intermediate

Presentation

Encontré Mi Voz: Breaking The Silence in Communication Courses. This study explores the use of culturally relevant pedagogy and service learning in the development of two university communication courses. By validating native language assets, building community, and making course assignments relevant to students' cultural narratives, the researchers created a learning

environment where underrepresented student voices were validated and empowered. **Presenters:** Janet Colvin & Kyle Reyes, Utah Valley University

Intermediate

Presentation

Counter-Hegemonic Pedagogy: Addressing Fronteras in Social Studies Curricula. This presentation will discuss an ethnographic study conducted in three urban social studies classrooms. The research focused on transformative education and student empowerment by countering the hegemony of a standards-based curriculum. The presentation will be useful for teachers and teacher educators who are interested in learning about privileging student voice. **Presenter:** Samuel Brower, University of Houston

11:00-11:50am

T11.06

Joshua Tree I

Introductory

Interactive Workshop

Culturally Responsive Teaching and Texts to Authentically Engage Latino Students in Mainstream and Bilingual Classrooms. This interactive workshop will engage mainstream and bilingual teachers in a variety of culturally responsive activities in reading, writing, and language. Participants will explore and reflect on research-based ways to respond to culturally relevant literature and share effective practices in groups. **Presenters:** Tammy Oberg De La Garza & Alyson L. Lavigne, Roosevelt University

11:00-11:50am

T11.07

Joshua Tree II

Intermediate

Presentation

Dismantling Fronteras: How to Maneuver and Challenge the Bordered Society. Presentation seeks to examine the challenges and opportunities of an African-born multicultural educator by tracing her intriguing journey in the academia and discussing the way *fronteras* were dismantled or are being dismantled in her quest for the mythical American-Dream. This illustrates, *con comunidad, cariño y coraje*, everything is possible. **Presenter:** Sidonia Alenuma-Nimoh, Gustavus Adolphus College

Intermediate

Presentation

White Immigrant Learning and Teaching about Privilege: Autoethnography and Intersectionality. Through autoethnography, this paper examines dismantling borders within and among selves, as a White immigrant professor learns to understand U.S. racism and privilege alongside students in a selective college's Multicultural Education course. 'Foreigner' and 'native-born' delineations blur while recognizing the intersectionality of dominant and subordinate identities. **Presenter:** Ramona Fruja, Bucknell University

11:00-11:50am

T11.08

Palo Verde I

Intermediate

Presentation

(Re)Constructing Multicultural Conceptions in Art Education: A Narrative. The most consistent, highly-verbalized struggles of multicultural art education are a) validating its significance and b) enacting it in the classroom. This presentation will provide tangible strategies that help art teacher educators make a case for multiculturalism and effectively practice it. This presentation is for teacher educators and K-12 teachers. **Presenter:** Joni Acuff, Ohio State University

International/Global

Challenging the Lines: Tennis Activism in a Native American School. The stark lines of tennis protocol have been challenged and the Native kids often make the rules. We will play inclusive tennis games and learn about an afterschool program that continues throughout the summer and culminates in a multicultural tennis celebration in NYC. Designed for childhood and middle school educators. **Presenter:** Jennifer Kagan, Oswego State University

11:00-11:50am

T11.09

Advanced

Palo Verde II

Panel

Promises and Limitations of Border Crossing Pedagogies Within Teacher Preparation. This panel explores multicultural, border-crossing pedagogies as they are employed by teachers across three different contexts in urban Philadelphia. Taken together, the papers raise questions about the affordances and constraints of how teacher educators aim to support new teachers to work across difference. **Presenters:** Katherine Crawford-Garrett, University of New Mexico; Heather Curl, Bryn Mawr College; Rachel Throop, University of Pennsylvania

THURSDAY 11:00-11:50am

20th ANNUAL N_AM_E MC Film Festival Screening

CESAR'S LAST FAST.

Directed by Richard Ray Perez. Produced by Molly O'Brien.

www.gooddocs.net.

93 minutes.

Cesar's Last Fast is a Sundance Festival feature about the private sacrifice and spiritual connection behind Cesar Chavez's struggle for the humane treatment of American farm workers. A panorama of Mexican American and American history, civil rights, non-violent protest tactics, the environment and labor struggles, this important new documentary gives students unprecedented insight into Chavez's life and the historic farm worker movement.

**Sweet
Free
Books**

**Get free books for your
Kindle & Nook emailed
to your inbox daily!**

SweetFreeBooks.com

ROUNDTABLES

11:00-11:50am T11.10	Presidio I
Intermediate	Roundtable Discussion
<p>A. Dismantling the School-to-Prison Pipeline: Effective Teachers in an Urban Elementary School. This study uses ethnographic methods to understand two effective teachers' perspectives and practices related to student behavior that they view as challenging. Findings revealed that the teachers' interactions with students went beyond behavioral and academic learning to facilitate the development of their students as self-determining and resilient people. Presenter: Elyse Hambacher, Univ. of New Hampshire</p>	
Intermediate	Roundtable Discussion
<p>B. Cruzando Borders: An Examination of Bilingual Theatre for Youth in Spanish and English in the United States. What does bilingual theatre for youth look and sound like? Who is it written for? Who is producing it? Cruzando Borders seeks to engage scholars, teachers, and artists in a conversation about the nature and purpose of bilingual theatre for youth in the United States. Presenter: Elizabeth Schildkret, Arizona State University</p>	
Intermediate	Roundtable Discussion
<p>C. Filling in the Gaps in Multicultural Education for Preservice Teachers. Students of color need vision, hope, and encouragement. Much of what they learn about life comes from their learning environments. An educator's responsibility is to prepare them for a world that challenges their reality. In order to dismantle borders, we must prepare teachers with effective strategies and a multicultural outlook. Presenter: Sabrina Jones, DePaul Univ.</p>	
Intermediate	Roundtable Discussion
<p>D. Confronting Inequalities of Nutritional Access in a Latino Immigrant Community. Utilizing <i>testimonios</i> to capture the stories of Latina immigrant women who have become local community activists to address the obesity epidemic, this session is designed to examine how Latina women came together to create a healthier eating environment. This presentation is suited for educators, students and community members. Presenter: Monica Killen, Chapman University</p>	
Introductory	Roundtable Discussion
<p>E. Teachers' Perceptions of Characteristics of Gifted Latino Students: Perspectives from the Border. As a nation, there is a trend for gifted and talented programs to underrepresent culturally and linguistically diverse student populations. One major cause of underrepresentation may stem from the teacher identification process. It is critical that teachers be trained in how gifted traits present themselves differently in students of color. Presenter: Jennifer Coronado, Texas A&M International University</p>	
Advanced	Roundtable Discussion
<p>F. Preservice Teacher Dispositions: Laying the Foundation for Respectful Interactions with Diverse Student Populations. Teacher dispositions extend to professional conduct and ways in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom. Teacher preservice programs have disposition assessments to address diversity/multiculturalism, yet they are often deficient in providing meaningful opportunities for students to develop the identified dispositions. Presenter: Lucinda Kramer, National University</p>	

11:00-11:50am

T11.11

Intermediate

Presidio II

Panel

Becoming and Being a Socially Just Department of Teaching & Learning: Encouraging a Critical Stance. Panelists share experiences and perspectives related to the work of our newly formed Equity and Social Justice committee, housed within a university department of teaching and learning. Specifically, we share how we address micro/macro-aggressions in teacher education. Intended audiences include teacher educators, school administrators, K-12 teachers, and university faculty. **Presenters:** Sara Tolbert, Kelli Gray, Mary Carol Combs, Vanessa Stevens, Jesus Jaime Diaz & Toni Griego-Jones, University of Arizona

11:00-11:50am

T11.12

Intermediate

White Dove

Presentation

The Prison-to-School Pipeline: Unpacking Neoliberalism in School Policy and Practices. This session takes an alternative view of the tracking practices in unpacking the School-to-Prison Pipeline (STPP) as also the Prison-to-School Pipeline (PTSP). It emphasizes the rootedness of societal discipline in punitive criminal justice system, which becomes mirrored in academic institutions resulting in deculturalizing the school environment and criminalizing the students. **Presenters:** Shahla Fayazpour & Ravijot Singh, University of Nevada Las Vegas

Intermediate

Presentation

Building Community, Dismantling Barriers: A School-University Partnership Model. This session, designed for teacher educators and classroom teachers, describes a unique high school-university partnership--including a teacher learning community and student-centered initiatives for increasing exposure to college environments--that reduces barriers and borders for underrepresented groups in college admission and retention. Funding and assessment issues will also be included. **Presenter:** Jennifer Mills, Miami University

THURSDAY 12:00-12:50pm

20th ANNUAL NAME MC Film Festival Screening

ABUELAS: GRANDMOTHERS ON A MISSION.

**Directed by Noemi Weis. Women Make Movies. www.wmm.com.
28 minutes.**

Thirty years after the Argentina's mothers' movement working for find the fate of 30,000 "disappeared" sons and daughters, Argentina's courageous Grandmothers, or "Abuelas", have been searching for their grandchildren: the children of their sons and daughters who disappeared during Argentina's "dirty war." The *Abuelas* are seeking answers about their children that nobody else will give — answers about a generation that survived, but were kidnapped and relocated to families linked with the regime that murdered their parents.

12noon-12:50pm

Presidio III-V

FOUNDER'S Luncheon



Nov. 6, 2014

THURSDAY AFTERNOON GENERAL SESSION

1:00 – 1:50pm

Turquoise III

The ROSE DUNON-SELBS Lecture

Convening the Session:

Kevin Kumashiro

NAME Immediate Past President,
Dean, San Francisco University College of Education

Introducer:

Özlem Sensoy

Co-Editor, *Multicultural Perspectives*
Simon Fraser University

KEYNOTE SPEAKER:



Bryan McKinley Jones Brayboy (Lumbee)

Professor of Indigenous Education & Justice
School of Social Transformation
Arizona State University



Thursday Afternoon Intensives Institutes

Additional fees and preregistration are required for these focused, longer sessions. Space is also limited. See page 16 for complete information.

Thu, Nov. 6 - 2pm to 5pm

T3. TEACHING TOLERANCE: The March Continues: Five Essential Practices for Teaching the Movement. Presenters: Sara Wicht, Emily Chiariello, and June Christian

Thu, Nov. 6 - 2pm to 5pm

T4. Gender*ck and Other Trans*Border Identity Formations. Presenter: Christine Clark, Kevin Higley, and Heather Whitesides



THURSDAY Afternoon 2:00 - 2:50pm

BREAK-OUT SESSIONS



2:00-2:50pm

T20.01

Agave I

Advanced

Presentation

Identifying White Innocence as an Obstacle to Schooling Equity. This presentation, designed for teachers, teacher educators, and researchers, investigates the (re)production of conditions of ineffective and oppressive schooling created through written and oral rhetorics of white innocence and its simultaneous opposite, person of color perpetration. **Presenter:** Richard Orozco, University of Arizona

Advanced

Presentation

Dismantling Barriers through Operationalizing Critical Race Theory in Schools and Colleges of Education. Critical Race Theory (CRT) serves as a tool that arms scholars and multicultural educators to 'talk race' more fluidly. By bringing CRT into K-16 practice more centrally, multiple stakeholders can better understand and illuminate hegemonic systems of oppression. **Presenters:** Laura Yee, Georgetown Day School/University of Maryland College Park; Roderick L. Carey, University of Maryland College Park; Wyletta S. Gamble, University of Maryland College Park

Thu 2:00-2:50pm

Tucson

First Timers' Orientation to NAME

Join this fun, interactive session that welcomes new people into the fold of this outgoing, friendly organization. Find ways to connect and get to know the NAME family. And PRIZES!! Followed by the Mentor-Mentee Meet-Up session. **Facilitators:** Cherry Ross Gooden, NAME Founding Member, Texas Southern University, and Brandon Fox, NAME Board member, Stephen Austin University

2:00-2:50pm

T20.02

Advanced

Agave II

Interactive Workshop

Dismantling Color-Blind *Fronteras* in Work for Educational Justice. In this interactive presentation, we will study the case of *Academia de la Comunidad* as a springboard for identifying and sharing successful organizing and pedagogical tools that help move adults toward a critical examination of color-blind *fronteras*. This session is intended for organizers, K12 educators, teacher educators, administrators, and anyone working with adults who struggle to enact justice. **Presenter:** Melissa Gibson, University of Wisconsin Madison

2:00-2:50pm

T20.03

Intermediate

Agave III

Interactive Workshop

Place-based Mapping and Curriculum Development with Pre-service Teachers. Participants will begin creating a place- and cultural-based map of a community using Google Maps. The activity reflects an approach to teaching place-based, culturally sustaining social studies methods to pre-service teachers in diverse rural communities as a means of co-constructing curriculum and exploring opportunities for new teachers to learn with and through local communities. Bring your laptop! **Presenter:** Amy Vinlove, University of Alaska Fairbanks

2:00-2:50pm

T20.04

Intermediate

Coronado I

Interactive Workshop

Contesting the Dominant Culture's Hold on the Curriculum. This interactive workshop will engage the participants in activities and discussions around the question, "Should multicultural education attempt to change the dominant culture by incorporating values from other cultures?" Per the conference theme, the workshop presenters will engage the participants "in a meaningful interaction and respectful dialogue aimed at understanding each other, seeking places of commonality while affirming our social differences." **Presenters:** Carl Beyer, Ashford University; Suzanne Evans, National University

2:00-2:50pm

T20.05

Intermediate

Coronado II

Presentation

High School Teachers' Expectations of General Education (low-level) Tracked Students. This paper explores the impact of tracking in one public high school and examines teachers' expectations of students in low-level classrooms. The study may assist with professional development of teachers who use their backgrounds and cultures to develop and deliver curriculum that sets limits upon or unleashes possibilities for students. **Presenters:** Rhonda Jeffries, University of South Carolina; Hope Reed, Richland School District Two

2:00-2:50pm

T20.06

Intermediate

Joshua Tree I

Interactive Workshop

Legacy Project: Advancing Curricular Interventions for LGBTQ Instruction and Professional Development. Legacy Project: Advancing Curricular Interventions for Gay, Lesbian, Bisexual, Transgender (GLBT) Instruction and Professional Development is connected to Dismantling *Fronteras* through Multicultural Education through critical discourse on historical milestones established by gay and lesbian role models, who advanced social change and justice in our society. **Presenters:** Gerri Spinella, Walden, Concordia Portland, & National Universities; Gabriel Gomez, Chicago State University; Victor Salvo, Legacy Project

2:00-2:50pm

T20.07

Joshua Tree II

Advanced

Presentation

Native American Boarding Schools: Education for Cultural Genocide 1800s – 1970s. We will address the history of Native American government and church-run boarding schools and their policy of total assimilation. Before this *frontera* can be dismantled, knowledge and awareness of what happened to Native American children need to be told. This presentation is geared for teachers.

Presenters: Denise Lajimodiere, North Dakota State University; Brett Sheldon, Native American Rights Fund

Advanced

Presentation

A Culturally Just Curriculum for Non-Native Reservation Teachers. Through the narratives of non-Native teachers working on a reservation school, this presentation addresses ways these new teachers attempted to create culturally just curriculum: spaces where their students could see themselves and the richness of their Chippewa culture, and make connections with the greater reservation community.

Presenters: David Tack, Minnesota State University Moorhead

2:00-2:50pm

T20.08

Palo Verde I

Advanced

Presentation

Critical Service Learning with Preservice Teachers: Exploring the Romantic Arc. This presentation examines the outcomes from a service-learning course that is a signature element of a partnership between an urban school and its Jesuit university neighbor. The study offers nuance to critical service learning theory and practice, exploring the influence of romanticization of experience as a factor for undergraduate learning. **Presenters:** Stephanie Storms, Patricia Calderwood & Melissa Quan, Fairfield University

Intermediate

Presentation

One Community: Building a Community of Inclusion and Advocacy for All. An affluent suburban district, with increasing population of diversity, reexamines its approach to teaching and learning, while understanding and echoing that dismantling *frontera* is no easy task. Attendees will learn how our work dismantled *fronteras* through understanding, awareness, and sensitivity, grounded in intentional activities and opportunities to engage its stakeholders in critical conversations. **Presenter:** Rhonda Talford Knight, Muskingum University

2:00-2:50pm

T20.09

Palo Verde II

Advanced

Panel

(Re)Building NAME: Scholar-Activists Bridge Across Borders Via Community Organizing. Our panel presentation narrates and reflects upon our efforts to (re)build the National Association for Multicultural Education's California Chapter through our struggles to construct regional networks. Regional network leaders will dialogue about community organizing strategies for multicultural education, exploring the possibility of both multi-ethnic struggle and scholar-activism. **Presenters:** Miguel Zavala, California State University Fullerton; Tricia Gallagher-Geurtsen, Cutting Edge Education; Rick Ayers, University of San Francisco; Nicholas Henning, California State University Fullerton; Marisol O. Ruiz Gonzalez, Humboldt State University; Thandeka Chapman, University of California San Diego

ROUNDTABLES

2:00-2:50pm

T20.10

Presidio I

Intermediate

Roundtable Discussion

A. Bringing Mayan Math to Life: Rewards of Culturally Relevant Pedagogy. Culturally relevant pedagogy is centered on the view that cultural identities are the foundations for all other experiences and create communities with *cariño*. This activity uses Mayan-inspired representation of numbers in base 10 instead of 20. We discuss challenges surrounding effective implementation and bringing down boundaries in mathematics classroom. **Presenters:** Julian Viera, Olga Kosheleva & Judith Munter, University of Texas El Paso

Introductory

Roundtable Discussion

B. Literacy Events and Social Actions: Supporting Culturally Responsive Reading Partnerships. This session explores literacy events and social actions experienced by in-service teachers engaged in learning partnerships with struggling readers. This work was grounded in a critical examination of the political discourses of literacy that are defined by the dominant culture and in rejecting deficit models that pathologize struggling readers. **Presenter:** Claudia Nickolson, University of North Carolina Pembroke

Advanced

Roundtable Discussion

C. Beyond White Female *Fronteras*: Recruiting and Retaining Black Male Teachers in Early Childhood Education. Nationwide, school districts struggle to recruit and retain Black males to the teaching profession. As a result, the presence of Black male teachers is lacking in public schools, which impacts the overall student outcomes for all children, particularly Black students. Such recruitment and retention becomes even worse at the early childhood level where human *fronteras* have been established by the predominance of White, middle class, monolingual females who primarily hold positions in early childhood classroom. This single reason (and others) could explain the paucity of Black male teachers who are/become early childhood educators. To date, only 1% of teachers are Black males of which most are middle and high school teachers (Author, 2013; Conditions of Education, 2013). In this article, I focus on educational research regarding the lack of diversity of teachers and among males in K-12 to draw implications to the field of early childhood education, with specific attention to recruiting and retaining Black male teachers in early childhood education. I provide a brief overview of demographic data for students and teachers, specifically by race and gender, while also providing recommendations for the recruitment and retention of Black male teachers in early childhood education. **Presenter:** Nathaniel Bryan, University of South Carolina

Intermediate

International/Global

D. The Pedagogical Permanence of Border Spaces and Racism. This presentation examines the public pedagogical permanence of border spaces through a comparative analysis of the physical, historical, ideological, and cultural persistence of borders across time and space. Following a brief research presentation, participants will be asked to engage in a discussion surrounding their border crossing experiences. **Presenters:** Tyson Marsh & Dietger De Maeseneer, University of New Mexico

2:00-2:50pm

T20.11

Intermediate

Presidio II

Panel

Dismantling Fronteras con Comunidad, Cariño y Coraje: Self-Examination as Instructor. When teacher educators and prospective teachers discuss oppression and opportunity enacted at structural, institutional, and individual levels (Pincus, 1996), teacher educators often fail to examine how their self-identity informs their instruction. Panelists share how they negotiate and navigate personal identity markers to consider power and positionality in the classroom. **Presenters:** Cassie Brownell, Bernadette Castillo & Eduardo Najarro, Jr., Michigan State University

POSTER SESSIONS

2:00-2:50pm

T20.12

Presidio Foyer

Introductory

Poster

Chicano, Hispanic and Latino: What do Mentor Teachers Know? Mentoring is common in U.S. induction programs, yet culture in mentoring is understudied despite ethnically diverse student populations. This presentation describes the influence of culture on mentoring for student teachers in the borderlands. The results suggest four themes regarding teacher preparation programs, community needs, cultural context and cultural competency. **Presenter:** Estrella Ochoa, University of Arizona

Advanced

Poster

Teacher Preparation in Border Regions: An International Initiative and Study. This poster addresses an international teacher education initiative. Pre-service teachers selected for the international experience student teach for one month at a host school along the Austrian-Hungarian border. The pre-service teachers compare experiences for children along two distinct *fronteras*: The U.S.-Mexican border, and the Austrian-Hungarian border. **Presenter:** Rebecca Sanchez, University of New Mexico

Introductory

Poster

Preparing Pre-Service Teachers for Multicultural Classrooms. This case study examined how nonminority teacher candidates construct professional identities and negotiate their beliefs regarding working with CLD students within the context of a Teaching English as a Second Language course at a large urban public university in Southwest USA. This presentation is designed for teacher educators/trainers. **Presenter:** Refika Turgut

Introductory

Poster

Dismantling Fronteras: Giving a Voice to Marginalized Students. This presentation will highlight *fronteras* such as inequality that continue to cause achievement gaps for ethnic minorities, English language learners, special education, and economically disadvantaged students. This session will provide new ideas for policy implementation, curriculum development, instructional strategies, and dialogue about practice to continue dismantling *fronteras* that prevent equitable education. **Presenters:** Shamaine Bertrand, Tiffany Mitchell, Maryam Saroughi & Tiffany Williams, George Mason University

2:00-2:50pm
T20.13

White Dove
Invited Session

International Students Administrative and Instructional Distant Learning Strategies.

Participants will be given the opportunity to brainstorm what some Distant Learning Universities currently does, can do, and should do to ensure faculty and staff have the knowledge and resources for best practices in supporting our international students. **Presenters:** Alice Duhon-Ross, Walden University; Shari Harrison, Walden University; Ashraf Esmail, Dillard University

2:00-2:50pm

Oro Valley

CONVERSATION with GARY HOWARD

See page 28 for details

THURSDAY Afternoon 3:00 - 3:50pm

BREAK-OUT SESSIONS

3:00-3:50pm
T30.01

Advanced

Agave I
Presentation

Reclaiming Critical Hope: Case Studies from Urban Educators. Critical hope in education suggests that culturally responsive and critical pedagogy strives to reinstate education as a public good charged with developing a critically informed and active citizenry. Through an interactive presentation and discussion, case studies of urban educators investigating and acting to create critical hope will be shared. **Presenters:** Cameron White, Laveria Hutchison, Kevin Thompson, Marisela Martinez, Tina Ho & Pam Kennard, University of Houston

3:00-3:50pm
T30.02

Intermediate

Agave II
Interactive Workshop

Water in the Desert: Migrants, Militarized Borders, and Human Rights. Participants will be engaged in scenarios, ethical questions and dialogue about undocumented immigration on the Arizona border with Mexico. We will address how to take a civil initiative for human rights back to our own communities. **Presenter:** Donald Hones, University of Wisconsin Oshkosh

3:00-3:50pm

T30.03

Intermediate

Agave III

Interactive Workshop

Teaching Diversity from Inside Out and How to Embed a Global Perspective in Teacher Education Programs.

How do we develop a diverse and global perspective? One way is through the use of reflection in challenging assumptions. This interactive workshop provides the participants with a deeper understanding of the value of challenging assumptions through reflection in one's practice as well as in programs of study. **Presenters:** Marjaneh Gilpatrick & Debbie Rickey, Grand Canyon University

3:00-3:50pm

T30.04

Introductory

Coronado I

Interactive Workshop

Enacting Pedagogy of *Cariño* and *Coraje* in Elementary and College Classrooms. This interactive workshop will demonstrate proven practices of *cariño*, *comunidad*, and *coraje* in the elementary and college classrooms. Two presenters, one a teacher educator, and the other, a classroom teacher in an urban school, will share their journeys and strategies for dismantling *fronteras* and building *comunidad* in the classrooms. **Presenters:** Omiunota Ukpokodu, University of Missouri Kansas City; Jennifer Gawin, Hogan Preparatory Academy Elementary School

3:00-3:50pm

T30.05

Introductory

Coronado II

Presentation

Resistance, Recovery, and Transformation: Two White Teacher Educators' Experiences. Two white teacher educators who work to prepare teacher-candidates to be actively antiracist and culturally responsive in their teaching share stories of resistance, recovery, and transformation. We share how we have helped move once-resistant students toward new awareness, but, importantly, we also share stories of when our students moved us. **Presenters:** Letitia Basford, Hamline University; Muffet Trout

3:00-3:50pm

T30.06

Introductory

Joshua Tree I

Interactive Workshop

Taking Action against Heteronormativity: What Can We Do As Educators? What is heteronormativity, and how do we use it? Often times we support heteronormative ideas without the realization that we are marginalizing sexual minority groups. This interactive workshop will allow self-reflection, discussion, and collaboration to take action against heteronormativity in our educational societies. **Presenters:** BreAnna Evans-Santiago & Anni Reinking, Illinois State University

3:00-3:50am

T30.07

Intermediate

Joshua Tree II

Presentation

It Takes a Village: Collaborative Community Impact. Collaborative, mixed-method, multi-year project identifying and addressing "cradle to career" factors that impact academic achievement. A coalition of community partners using the STRIVE Network Framework and Communities that Care research model in a small, northeastern, low-income suburb experiencing rapid immigration influx. Presentation will share models, resources, and templates. **Presenters:** Flynn Ross, University of Southern Maine; Kathryn Camplin, Westbrook School District

Advanced

Presentation

Building Bridges Across Linguistic and Cultural Fronteras in Teacher Education. Teacher educators share experiential strategies for preparing preservice teachers to work across language and culture with multilingual families in urban public schools. Families, teachers, community activists, students and teacher educators: come and join an extended discussion about challenges and strategies to effectively cross linguistic and cultural borders. **Presenters:** Sara Young & Christina Bebas, Worcester State University

3:00-3:50pm

Oro Valley

CONVERSATION with VIRGINIA LEA

See page 28 for details

3:00-3:50am

T30.08

Palo Verde I

Advanced

Presentation

The "Good Student": Nostalgia, White Privilege, and Canadian Postsecondary Education. Drawing upon ethnographic fieldwork with Canadian postsecondary educators, this paper explores the problematic politics behind nostalgic longings for an idealized "good student." In particular, I address how such discourses are implicated in classist conceptions of white privilege that are antithetical to Canadian ideals of multicultural inclusiveness. **Presenter:** Karen McGarry, McMaster University

Intermediate

International/Global

Teachers' Multicultural Education: Moving Beyond Celebrating the "Other." This presentation discusses how the changing demographics in Canadian schools and cultural diversity are impacting teachers' work. Through a critical framework this presentation discusses the ideology that frames multicultural education in Canada and opens the conversation to discuss the importance of critical, social justice oriented multicultural education in teacher education. **Presenter:** Neila Miled, University of British Columbia Vancouver

3:00-3:50pm

T30.09

Palo Verde II

Intermediate

Panel

The Death of Nationally Recognized Dual Language Program – the ELD vs Dual Language Battle in the Northeast. The session will describe a case of the death of a nationally recognized dual language Spanish-English program in a northeastern urban school district and its replacement with English Language Development program borrowed from the southwest. Panelist will share first-hand experience and lead a discussion with educators and community activists. **Presenters:** Aram Ayalon, Central Connecticut State University; Jacob Werblow, Central Connecticut State University; Marina Pérez Taverner, New London Public Schools

ROUNDTABLES

3:00-3:50am T30.10		Presidio I
Intermediate	Roundtable Discussion	
<p>A. Reaching Across Borders to Affect World Change and Missional Voids. The content will reveal the needs, processes and goals for dismantling barriers and creating pathways for nonmainstream populations in higher education, specifically, the Latino/a or Hispanic population. There is need to examine the mission of world change and reaching beyond barriers that exist to reach and teach nonmainstream populations. Presenter: Karen Dowling, Indiana Wesleyan University</p>		
Introductory	Roundtable Discussion	
<p>B. Heteronormativity and Ableism in Elementary and Middle School Health Textbooks. Aimed at teachers and teacher educators of all levels, in this presentation we share findings from our exploration of over 700 visual depictions of sexuality and ability in first-eight grade health textbooks. We invite participants to analyze images with us and jointly consider ways to make curricula more inclusive. Presenters: Katie Hoover, Sherry Deckman & Ellie Fitts Fulmer, Ithaca College</p>		
Intermediate	Roundtable Discussion	
<p>C. Beyond the Transmissive Model: Educators' Political Responsibility in Dismantling Borders. We ask: What is the power and responsibility of those with privilege in working across borders at political levels, particularly in counter-hegemonic ways? How can teachers recognize their political sensibilities? What elements of social justice should be included in this conversation in order to dismantle borders of hierarchical otherness? Presenters: Jennifer Kusler, Sheila K. Marquardt & Danny Bihrl, Minnesota State University Moorhead</p>		
Advanced	Roundtable Discussion	
<p>D. Crossing Fronteras: [Re]building Communities through Practice and Deed. Utilizing collective autoethnography as a methodological framework, this presentation makes visible one teacher educator's praxis. Through caring and courageous conversations preservice teachers engaged in difficult conversations to dismantle those borders which divide and separate us all. Presenter: Phyllis Esposito, Evergreen State College</p>		

THU 3:00-3:50pm	<h3 style="margin: 0;">Mentor-Mentee Meet-Up Session</h3>	Tucson
<p>Did you sign up for a mentor, or to be one? This is where you find each other. Whether you are new to NAME or not, come for an interactive, networking session that creates friends and connections.</p>		

3:00-3:50pm

T30.11

Intermediate

Presidio II

Panel

Culturally Diverse Visiting Professors Help Transform Multicultural Educator Preparation.

Culturally diverse visiting professors have helped transform educator preparation, increasing cultural awareness and promoting dialogue among faculty and students at the University of Maine, a predominantly white institution. Four endowed visiting scholars and two UMaine faculty will reflect on their successes and challenges. For educator preparation faculty and graduate students. **Presenters:** John Maddaus, University of Maine; Annette Nelligan, University of Maine; Denise Patmon, University

of Massachusetts Boston; Stephen Gordon, University of Massachusetts Boston; Aretha Marbley, Texas Tech University

3:00-3:50pm

White Dove

T30.12

Intermediate

Immigration and Arizona's Border

The main goal of this panel is to provide an overview and critical insight regarding Arizona's border and the issue of immigration. Myths and rumors regarding Arizona's border will be challenged and dispelled, and a real-time lens will be the focus of this panel. Immigration policy has been a total failure and needs to be changed. It has not prevented people from attempting to cross the border but has put the lives of thousands of men, women, and children in serious danger. Their deaths are the direct result of U.S. policy. **Presenter:** Isabel Garcia J.D., Co-Chair Derechos Humanos



THURSDAY Afternoon 4:00 - 4:50pm

BREAK-OUT SESSIONS



4:00-4:50pm

Agave II

T40.01

Interactive Workshop

Intermediate

Studying Media Representations to Foster Critical Literacy: Film, Magazines, and Social Media.

Come explore the use of media literacy projects to foster critical understandings of texts, schools, teachers, and students. Bring your questions and ideas about how to integrate media literacy in your classes. We will examine models and then work to develop assignments for your own classroom.

Presenter: Jill Flynn, University of Delaware

4:00-4:50pm

Agave III

T40.02

Interactive Workshop

Intermediate

New Teacher Induction: New Frontiers in Diversity Training. Incorporating effective multicultural diversity training is an essential component for all new contemporary teacher induction programs. School districts need coaching in how to deliver training to address the wide range of diversity in today's schools and classrooms. This workshop will focus on self-reflective professional practice, self-knowledge, active learning & direct application. **Presenter:** Vincenne Revilla, Point Park University

4:00-4:50pm

Coronado I

T40.03

Interactive Workshop

Intermediate

Dialogue Journal Writing with Second Grade English Learners. Dialogue journal writing advances writing skills and encourages personal narrative. English learners are thus encouraged to use prior experience in the academic setting; their own stories take pride of place. This interactive workshop discusses the use and implementation of dialogue journals in an early elementary classroom.

Presenter: Liz Murray, San Francisco State University

4:00-4:50pm T40.04	Coronado II
Intermediate	Presentation
<p>A Resource for Teaching About Gender Identity and Sexual Orientation. Our presentation describes our newly-developed, online teaching module, designed to be used at the university level in order to skillfully teach about sexual diversity. Conference participants may use parts or all of our online module at their home institutions. Presenters: Anil Oommen & Nancy Meltzoff, Pacific University</p>	
Intermediate	Presentation
<p>Sexuality Education in the Rural Midwest: Mapping <i>Fronteras</i> for Change. Education discourses keep issues of sexuality (education) at the forefront of public attention, despite a lack of critical engagement. Numerous <i>sexualidad fronteras</i> remain entrenched in educational discourse and serve to reinforce sexual hierarchies. All educators serve as sexuality educators and must engage in mapping these <i>fronteras</i> to create social change. Presenter: Adam Foley, Iowa State University</p>	

4:00-4:50pm T40.05	Joshua Tree I
Intermediate	Interactive Workshop
<p>Necessity of Clinicians Engaging in a Multicultural Eclectic Service Delivery. Past and continued influences of psychosocial variables related to real and perceived discrimination influence and exacerbate poor achievement, behavior, and clinical health outcomes. It is imperative that instruction educates aspiring health providers on methods to incorporate experiences that persons of color encounter into service delivery, including case conceptualization, diagnosis, and treatment. Presenter: Eugena Griffin, Brooklyn College CUNY</p>	

4:00-4:50pm T40.06	Joshua Tree II
Intermediate	Presentation
<p>People aren't Weird, People are Different, AND Different is Good. This presentation discusses the future of multicultural education. We will explore current practices of multicultural education, what works and what does not work. We will explore the power of helping others understand that we are all different, and that being different is a good thing. Presenters: Bryan Waite & Mike Patch, Utah Valley University</p>	
Intermediate	Presentation
<p>Multicultural Education Theory to Practice: Alumni of Certification Program Speak. This paper presentation focuses on a case study of alumni from the same master's/certification program regarding orientations toward multicultural education. The presenter shares findings from interviews that reveal common themes and unique individual perspectives. Involving alumni in building a transformative multicultural education is an ongoing project for the presenter. Presenter: Mark Abendroth</p>	

4:00-4:50pm

T40.07

Palo Verde I

Intermediate

Presentation

Crossing to Advancement in the Academy: Black Female Faculty Experiences. This presentation offers narratives of Black female faculty as a case study in order to share the challenges and adverse impact commonly experienced at White institutions. An analysis of the narratives strategies for similar circumstances, and validation of the collective experience through un-silencing the voices are discussed. **Presenters:** Karen Dade, Western Washington University; Carlie Tartakov, Iowa State University; Pat Leigh, Iowa State University; Constance Hargrave, Iowa State University

Intermediate

Presentation

Layers of My Identity Through Educational Ethnographic Lens. This piece uses a microcosmic ethnographic epistemology, Critical Race Theory, Critical Ethnography and Critical Discourse Analysis to nuance the lived experiences of a diverse group of educators as they re/negotiate their self labeling, identity, culture and reflections on the importance of education across a spectrum of scales. **Presenters:** Karen Thomas-Brown & LaShorage Shaffer, University of Michigan Dearborn

4:00-4:50pm

T40.08

Palo Verde II

Advanced

Panel

Dismantling Fronteras in Teacher Education: Critical Conversations about Teaching for Social Justice. In this interactive, research-based panel, three teacher educators examine approaches to teaching for social justice in diverse elementary, secondary and teacher education contexts. After briefly summarizing their research, the panelists will engage participants in critical conversations about challenges, contradictions, and strategies associated with teaching for social justice in contemporary classrooms. **Presenters:** Alison Dover, Northeastern Illinois University; Nicholas Henning, California State University Fullerton; Ruchi Agarwal, San Francisco State University

THURSDAY 4:00-4:50pm.

20th ANNUAL NAME MC Film Festival Screening

40 YEARS LATER: NOW CAN WE TALK?

Produced by Lee Ann Bell. Directed by Markie Hancock. Teachers College Press. www.store.tcpspress.com. 45 minutes.

This resource offers a powerful way to engage students, teachers, and community groups in honest dialogue about the ongoing problems of racism and what we can do to address them. The film tells the story of the first African Americans to integrate the white high school in Batesville, Mississippi in 1967–69. A provocative and moving conversation emerges from separate discussions with African American alumni, white alumni, and a third dialogue that brings the two groups face-to-face. The 45-minute DVD and Discussion Guide can be used to fruitfully explore several issues and related themes, including the impact of desegregation on both students of color and white students, racial bullying, the impact on victims, the responsibility of bystanders, and the role adults play in perpetuating or interrupting racial microaggressions that negatively impact students of color. **We welcome Film Maker Lee Ann Bell.**

About our 2014 Conference Program Cover Art

NAME is grateful to Melo Dominguez for allowing us to use her artwork for our Tucson Conference. Melo Dominguez is an artist, muralist from Los Angeles who has lived in Tucson since 2007. Mel's community outreach began at Self Help Graphics & Art in East Los Angeles where she was a Getty. Mel's artwork is a direct expression of her Chicano/a culture, political issues, social issues and environmental issues. Mel enjoys using creativity and activism to create a difference throughout the Tucson Community. The outstanding murals of Tucson will be visited during one of Community Tours.

•••=•••

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. 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 symbolizes West African wisdom that learning from the past is required to effectively build for the future. Literally it means "Go Back to Fetch It". We should not forget our past when moving ahead. Sankofa is a realization of self and spirit. It represents the concepts of self-identity, redefinition and vision. It symbolizes an understanding of one's destiny and collective identity of the larger cultural group.



ROUNDTABLES

4:00-4:50pm T40.09		Presidio I
Intermediate	Roundtable Discussion	
<p>A. Crossing PWI Borders: Native Teacher Candidates as Social Justice Leaders. This project considers the potential for a state-level curricular mandate to inform teacher education and to engage Indigenous teacher candidates as social justice education leaders at a Predominantly White Institution (PWI). While findings demonstrate opportunities for anti-racist education, they also point to a potential for unaddressed racial microaggressions. Presenter: Christine Stanton</p>		
Intermediate	Roundtable Discussion	
<p>B. Wage Peace: Teaching Alternatives to Violence in Defense of Democracy. This interactive Freirian roundtable discussion explores how the dominance of a violence in defense of democracy theme in PK-12 social studies textbooks conflicts with the purposes commonly associated with U.S. public education in a liberal democracy and undermines respect for citizens from communities who espouse nonviolence. Presenters: Tyler Ellis & Tony L Talbert, Baylor University</p>		
Advanced	Roundtable Discussion	
<p>C. Inquiries and Engagements for Transformation: Provoking Border Crossings in a Literacy Specialist Certification Program. As faculty members within a literacy department, we believe that literacy is a tool for social change. This project documents our efforts to redesign three courses within our program to support our students in educating for democratic participation. It will be useful to teacher educators and faculty teaching in literacy programs. Presenters: Kathleen Riley & Sunita Mayor, West Chester University</p>		

4:00-4:50pm

T40.10

Advanced

Presidio II

Panel

Dismantling Deficit Thinking *Fronteras*: How Healthcare Hierarchies Mimic Education Theory. Deficit thinking is as commonplace in healthcare as it is in education. Research findings demonstrate how tacit ideologies have colonized our minds and reinforced hierarchies that blame denied opportunities for those who are economically disadvantaged on inherent deficiencies rather than on structural inequities. **Presenters:** Janet Isbell, Julie C. Baker, Lisa Zagumny, Alice Camuti & Amber Spears, Tennessee Technological University



FOUNDERS FORUM

4:00-4:50pm

T40.11

Agave I

Advanced

In anticipation of celebrating 25 years since the founding of NAME in 2015, this year's Founders Forum will feature the work of Founding Member and recently elected President-Elect of NAME, Dr. H. Prentice Baptiste. He will discuss his research agenda and what he sees as the challenges facing multicultural education and diversity researchers in the next five years. **Presenter:** H. Prentice Baptiste, Distinguished Achievement Professor of Multicultural Education, New Mexico State University. **Facilitators:** Cherry Ross Gooden & Marjorie Kyle, Founding Members



4:00-4:50pm
T40.12

White Dove
Invited Session

Multicultural Education for Educational Leaders: Critical Perspectives. The participants in this session discuss the importance of the role of preparation programs in preparing educational leaders with a critical lens. Drawing from concepts in critical multicultural education and critical theory the panelists discuss how racism is a neglected area of study among educational leaders. **Presenters:** Abul Pitre, Prairie View A & M University; Tawannah Allen, Fayetteville State University; Esrom Pitre, University of Houston Clear Lake

400-4:50pm
T40.13

Writing a Successful NAME Proposal

Tucson

This session will focus on providing attendees suggestions on how to write a sound proposal for the annual NAME conference to increase the rate of acceptance. The session will discuss the different components of the requirements for a NAME Proposal and the expectations for each of the requirements. **Presenters:** Virginia Lea, University of Wisconsin Stout; Ashraf Esmail, Dillard University



THURSDAY Afternoon 5:00 – 5:50pm

BREAK-OUT SESSIONS



5:00-5:50pm
T50.01

Agave I

Intermediate

Presentation

Dismantling Ideological Barriers for Inclusion with Critical Pedagogy. What are the barriers that hinder teaching for social justice and democratic values within a dual major program of Special Education and Elementary? Using a qualitative inquiry method, two university professors examine a teacher preparation program with plans for revision that include critical pedagogy. **Presenters:** Jean Ann Foley, Northern Arizona University; Jennifer Kurth, University of Kansas

Introductory

Presentation

Breaking Down Barriers to Multicultural Education in Teacher Preparation through Convening Learning Communities. In this presentation, I discuss a recent research project I conducted in which I convened a learning community of twelve elementary and special education pre-service teachers in order to promote multicultural, critical, socially just pedagogies and practices through the exploration of the intersectionality of identity, power, privilege, and oppression. **Presenter:** Jaclyn Pace, Villa Montessori

5:00-5:50pm

T50.02

Intermediate

Agave II

Interactive Workshop

A Critical Multicultural Political Economy Alternative to Growing Inequality. This workshop on economic justice addresses the dire condition of 45% of children who are poor and attend low-income schools in an era of exploitive capitalism. Teachers, administrators, and teacher educators engage political economy concepts, receive a glossary of terms, and dialog on a participatory economic alternative of democratic-socialism. **Presenter:** Michael Vavrus, Evergreen State College

5:00-5:50pm

T50.03

Intermediate

Agave III

Interactive Workshop

Navigating Borders & Capital: How Critical Reflection Can Move Us Forward. Can we recognize different forms of capital, and do we know how to leverage our own capital for the sake of others (Yosso, 2005)? This interactive workshop physically and ideologically calls for attendees to consider the borders they establish/dismantle among colleagues and students while also calling for critical self-reflection. **Presenters:** Lorena Gutierrez, Tuesda Roberts & Theda Gibbs, Michigan State University

5:00-5:50pm

T50.04

Introductory

Coronado I

Interactive Workshop

Developing a School-Wide Reading Incentive Program in an Urban School Setting. This workshop is designed for teacher leaders and administrators invested in increasing and promoting independent reading in their schools. An effective model will be shared and discussed. Handouts and organizing tools will be provided so that participants are able to develop and implement a successful reading incentive program. **Presenters:** Carolyn Theard-Griggs, Concordia University Chicago; Stanley Griggs, Chicago Public Schools

5:00-5:50pm

T50.05

Intermediate

Coronado II

Presentation

Blurring the Borders Between Official and Community-based Knowledge. Founded on the principles of the “funds of knowledge” and designed to permeate borders and boundaries around school and school knowledge and community and community knowledge, this presentation focuses on a community mapping project in which teachers explore community-centered knowledge and resources to develop a grassroots, multidisciplinary, standards-based “official” curricula. **Presenter:** Kelli Woodrow, Regis University

Introductory

Presentation

Vengeance is Not Justice: An Alternative Understanding of Justice and Schooling. Theories of justice have been debated for centuries and yet we still have not reached anything close to a consensus. This presentation seeks to build a new theory, through the study of past scholars and collaboration with new ones. It seeks to answer the question, can we move past trickle down justice theories and into an age of grassroots justice? **Presenter:** Daniel Vivas, University of Maryland College Park

5:00-5:50pm

T50.06

Intermediate

Joshua Tree I

Interactive Workshop

Challenging Knowledge Hegemony in First Grade: School-Home Interactive Curriculum Development. Through School-Home Interactive Curriculum Development, content is co-constructed

with families, challenging the hegemony of knowledge creation and ownership. Work was done with first grade children of farmworkers at a public Spanish/English Dual Language school. Participants will be invited to critique and apply the process. Interesting to teachers and teacher-educators. **Presenter:** Peggy Morrison, San Francisco Unified School District

5:00-5:50pm

T50.07

Joshua Tree II

Advanced

Presentation

Multilingualism for All: Refocusing the Debate about Bilingual Education. Most thinking about languages, including language acquisition, TESOL, and bilingual education, contains an implicit monolingual bias. A belief that monolingualism is the normal and more basic state affects most areas concerning language learning and study. This talk proposes how to overcome this implicit bias as a society. **Presenters:** John Evar Strid & James A. Cohen, Northern Illinois University

Expert

Presentation

Growing Up Bilingual in Mexican American Communities. Understanding *fronteras* between home and school for young children's bilingualism in Mexican American communities can be seen as fluid borders where theories relevant to the parenting of bilingual children are considered, specifically the role which parents' language practices and beliefs play in their young child's second language learning. **Presenter:** Lyn Scott, Humboldt State University

5:00-5:50pm

T50.08

Palo Verde I

Intermediate

Presentation

Unpacking Preservice Teachers' Histories and Perceptions of Culture and Education. This research project presentation for P-12 teachers and teacher educators, aims to shed light on ways preservice teachers perceive their own cultures as having been valued or devalued in schools and the ways those perceptions (often their *fronteras*) might impact their future work with children and families. **Presenters:** Erin Hamel & Diana Murdock, Winthrop University

Intermediate

Presentation

Creando Comunidad con Cariño: Teachers' Perceptions of Professional Development. Culturally relevant teaching is an empowering tool for both teachers and students. It is critical to gain a deeper understanding of teachers' perceptions on how professional development opportunities in culturally relevant teaching influence pedagogical practices in the classrooms. The experiences and perceptions of three teachers will highlight implications for educators. **Presenter:** Bernadette Castillo, Michigan State University

5:00-5:50pm

T50.09

Palo Verde II

Expert

Panel

The Role of Multicultural Education in Ethnic Identity Development. This panel will discuss ethnic identity development and educational achievement of Mexican American students. They will present original research findings that are relevant for understanding a critically conscious identity development rooted within knowledge of cultural history and traditions. They will discuss the role of multicultural education for ethnic identity maturity from childhood through adolescence. **Presenters:** Andrea Romero, Francesca Lopez & Jose Rodas, University of Arizona

THURSDAY 5:00-5:50pm.

20th ANNUAL NAME MC Film Festival Screening**KUMU HINA**

**Directors: Dean Hamer and Joe Wilson. itvs.org/films/kumuhina.
75 minutes.**

Can you imagine a world where a young boy can grow up to be the woman of his dreams and a young girl can rise to become a leader among men? Directed and produced by Emmy-winners Dean Hamer and Joe Wilson, *Kumu Hina* is told through the eyes of Hinaleimoana Wong-Kalu, a Native Hawaiian who is a proud *mahu*, or transgender woman, and an admired *kumu*, or teacher, cultural practitioner, and community leader. The inspiring documentary captures the struggle to maintain the Pacific Islander's culture and values amidst the westernized society of modern day Hawaii and reveals a side of the Islands rarely noticed by foreign eyes. **We welcome Film Maker, Dean Hamer.**

ROUNDTABLES5:00-5:50pm
T50.10

Presidio I

Intermediate

Roundtable Discussion

A. Buried History: Why is Black History Not Taught in K-12 Grade Levels? African Americans have continued to be denied knowledge about their history. During their most formidable years, young African Americans are not taught about their rich and amazing history. Instead, they are taught to believe that their history is only work a month discussing during the month of February. **Presenter:** Osaro Airen, Stephen F. Austin State University

Introductory

Roundtable Discussion

B. Naming the World: Chicana Ways of Knowing in Critical Pedagogy. Designed for educators, scholars, and community members, this presentation operationalizes Chicana epistemologies of knowing and being, relating it to critical pedagogy and educational practices. The work is grounded in the "funds of knowledge" framework, Freire's notions of dialogue and developing critical consciousness, and Anzaldúa's *mestiza* consciousness. **Presenter:** Stacy Saathoff, University of Arizona

Introductory

Roundtable Discussion

C. Holy Guacamole!: A Critical Poststructural Visual Content Analysis of *Skippyjon Jones*. In this roundtable, classroom teachers and elementary literacy professors are invited to learn about the research findings of a visual and content analysis of the popular children's book series, *Skippyjon Jones*. Research findings will show how incorporation of these books may marginalize the Hispanic population, while misrepresenting their culture. **Presenters:** Amber Spears, Amy Leigh Rogers & Ann Manginelli, Tennessee Technological University

Advanced

Roundtable Discussion

D. Re-Constructing the Politics and Pedagogy in the Civil Rights Movement. This work presents an analysis of the evolution of political and educational ideas of the Civil Rights Movement, and the life histories of agents of the movement. Its goal is to illuminate the situatedness of educational patterns and isolate characteristics of activist teachers and advocates for equality and social justice. **Presenters:** Ruth J. Palmer, The College of New Jersey

5:00-5:50pm

T50.11

Introductory

Presidio II

Panel

Naming the Borders Within Historically White Progressive Colleges. A panel centered on our experience as students naming, resisting and combating colorblind racism at historically white liberal arts colleges. We present anti-racist strategies to challenge colonized practices embedded within these institutions. We address 'push out' of students of color and development of inclusive, empowering learning spaces for all students. **Presenters:** Miriel Manning, Iliana Correa-Hernandez, Amanda Kuzman & Reneé Daniel, Prescott College

5:00-5:50pm

White Dove

T50.12

Culturally Relevant Instructional Planning & Teacher Assessment: Creating Quality Teaching & Assessment Experiences

Educators are intentional, reflective, and collaborative they can design culturally relevant lessons. They provide effective learning opportunities for students and quality teaching and assessment experiences for teachers and administrators. This presentation highlights best practices in designing culturally relevant teaching as well as quality assessment experiences for educators. **Presenters:** Michael Ross, Virginia International University; John J. Harris, Our Lady of the Assumption Catholic School; Ashraf Esmail, Dillard University

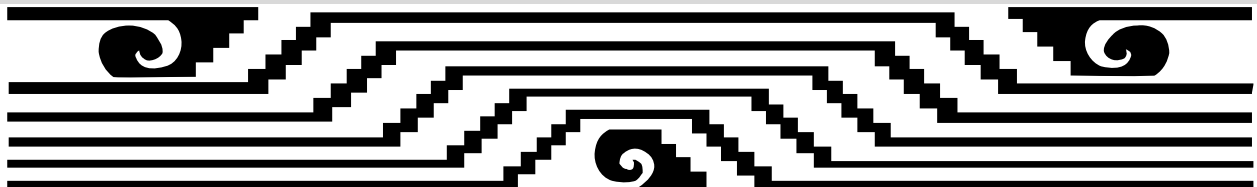
THURSDAY 6:00-6:50pm

20th ANNUAL N/A/M/E MC Film Festival Screening

Our Fires Still Burn: The Native American Experience.

**Produced and Directed by Audrey Geyer. ourfiresstillburn.com.
57 minutes.**

This exciting and compelling documentary invites viewers into the lives of contemporary Native American role models living in the Midwest. It dispels the myth that American Indians have disappeared from the American horizon, and reveals how they continue to persist, heal from the past, confront the challenges of today, keep their culture alive, and make great contributions to society. Their experiences will deeply touch both Natives and non-Natives and help build bridges of understanding, respect, and communication.





THURSDAY EVENING GENERAL SESSION

7:00- 8:30pm Turquoise III

Convening the Session:

Lisa Zagumny & Michael Torrance

Region 3 Co-Directors • NAME Board • Tennessee Tech University

Welcome:

Raul Grijalva

US Representative AZ District 3

Session 1: TURQUOISE I

Toward Racial Justice

&

DIVERSIFICATION of the TEACHING FORCE

This interactive panel considers how to further NAME's work building a movement to diversify who teaches. The discussion will connect Critical Race Theory and efforts to dismantle barriers of racism that maintain an overwhelmingly White teaching force.

Moderator:

Christine Sleeter

Panelists

Jill Flynn
Flynn Ross

Doyin Koker-
Color
Joe Flynn

Rachelle Rogers Ard
Omiunota Ukpokodu
Robbie Burnett



Session 2: TURQUOISE II

LEADING for DIVERSITY: A Conversation About CAPACITY BUILDING

Convening: Kevin Roxas, Western Washington University

This session explores the challenges/opportunities of serving in leadership roles when pursuing an equity and diversity agenda from several NAME leaders living that challenge. Aspiring educational administrators and teacher educators take note!

Moderator:

Francisco Rios

Panelists:

Kevin Kumashiro
San Francisco University

Marvin Lynn
Indiana University- South Bend

Bernie Oliver
University of Florida

María Fránquiz
University of Utah

Tim Slekar
Edgewood College



Thursday 8:30-10PM

In the Exhibit Area

NAME Tucson Conference

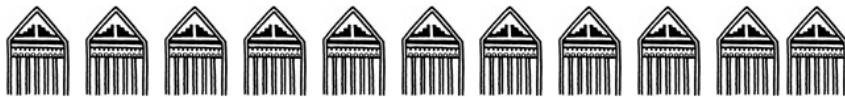
NETWORKING RECEPTION

Sponsored by New Mexico State University

In Honor of

H. Prentice Baptiste

NAME President - Elect



New Mexico State University
All About Discovery!
nmsu.edu

Congratulations

Dr. H. Prentice Baptiste

As President Elect of the
National Association for Multicultural Education

You are an Inspiration to all Educators!

From your Friends in the
College of Education at New Mexico State University



FRIDAY NOV. 7 2014 NAME CONFERENCE PROGRAM

8:00 – 8:50am

Executive Conference Center, 2nd floor

MEETINGS of The STANDING COMMITTEES of NAME

NAME Social Action Against OPERATION STREAMLINE

Fri. Nov. 7: Depart the hotel at 12:30pm – Return 4:30pm

Location: DeConcini Federal Courthouse

See page 20 for more information

FRIDAY 8:00-8:50am

20th ANNUAL NAME MC Film Festival Screening

FRONTIERS OF DREAMS AND FEARS.

Directed by Mai Masri. Arab Film Distribution. www.arabfilm.com. 56 minutes. Mona and Manar are two Palestinian girls growing up in refugee camps in Beirut and Bethlehem. Despite the overwhelming barriers that separate them, the girls form a close friendship through letters and a dramatic meeting at the Lebanese border. Shot during the liberation of southern Lebanon from Israeli occupation and at the beginning of the Palestinian intifada, *frontiers of dreams and fears* articulates the feelings, hopes, and growing activism of a generation of young Palestinians living in exile.



Friday Morning Intensive Institutes

Pre-registration and additional fees are required for these longer sessions.
Please see page 16 for additional information.

FRI, Nov. 7 – MORNING 10:00 am to 11:50am

F6. NAME the CHANGE Session:

Writing for the Public/Accessing the Media: Countering the Conservative, Anti-NAME Dominance.

Presenter: Lewis Diuguid

FRI, Nov. 7 – MORNING 10:00 am to 11:50am

F7. NAME the CHANGE Session: Sharing the Power of Practice: An Intensive Session on Writing for Rethinking Schools. Presenter: Wayne Au

Friday Afternoon Institutes

FRI, Nov. 7, 3:00 to 6:00 pm

F8.STEMequity. Presenter: Marta Larson

FRI, Nov. 7, 3:00 to 6:00 pm

F9. The Decolonizing Education Institute

Presenter: K Wayne Yang



*Congratulations on the 24th Annual Conference of the
National Association for Multicultural Education.*

The Woodring College of Education:

Fostering community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.

Pathways to underserved youth:

- Compass 2 Campus
- Building Bridges with Migrant Youth
- Middle School Youth and Family Outreach

Home to:

- Center for Education, Equity, and Diversity
- Ershig Assistive Technology Resource Center
- Northwest Center for Holocaust, Genocide, and Ethnocide
- Educational Institute for Democratic Renewal
- Journal of Educational Controversy
- The REACH Center

Learn more about all of our diversity efforts at: <https://wce.wvu.edu/diversity-initiatives>



Nov. 7, 2014

FRIDAY Morning GENERAL SESSION

9:00 – 9:50am

TURQUOISE III

Convening the Session:

H. Prentice Baptiste

NAME President-Elect
New Mexico State University

Introducer:

Patricia Marshall

N. Carolina State University
Co-Editor, Multicultural Perspectives

KEYNOTE:

For Teachers in a Decolonizing Machine:

Ghosts, Frontier Schooling, and the Southern Question



K. Wayne Yang

Assistant Professor of Youth Culture & Pedagogy
in the Emergence of Social Movements
University of California-San Diego


 FRIDAY Morning 10:00 – 10:50am
 BREAK-OUT SESSIONS


10:00-10:50am F10.01	Agave I
Intermediate	Presentation
<p>Developing and Dismantling Multicultural Mandates: Lessons from Tucson in Florida. The banning of the Mexican American Studies program despite its documented success along 'mainstream' measures of achievement is a wake-up call for all multicultural educators. This session will use the MAS ban as a template for understanding how other states such as Florida support or negate work in multicultural education. Presenters: Julie Hector, Dilys Schoorman & Rosanna Gatens, Florida Atlantic University</p>	
Advanced	Presentation
<p>Barrio Pedagogy: Praxis Along the Border. In response to the dismantling of the nationally renowned Mexican American Studies (MAS) Program in Tucson, a college course on "Barrio Pedagogy," part of a social justice education semester, was created and co-taught by a former MAS Administrator and an activist-scholar, continuing the legacy of the "illegal" MAS program. Presenters: Anita Fernandez, Prescott College & XITO; Sean Arce, XITO</p>	
10:00-10:50am F10.02	Agave II
Intermediate	Interactive Workshop
<p>It's Not About Shamrocks: Teaching the Diversity of 20th Century Irish Culture. In this interactive workshop, through film clips and short readings participants will have the opportunity to experience some of the rich range of 20th century Irish culture. Themes explored will include women's struggles, GLBT community, Northern Ireland, immigrants, and more. Presenter: Barbara Gerner de Garcia, Gallaudet University</p>	
10:00-10:50am F10.03	Agave III
Intermediate	Interactive Workshop
<p>Training the Trainer: Creating Safer Spaces for Early Childhood Educators and Children from the LGBTQ Community. This interactive workshop engages participants in examining early childhood learning spaces, to create safer, more welcoming environments for children/families from the LGBTQ community. The main focus involves administrators and teachers in developing staff training and center assessments to improve the overall culture of their institutions, regarding LGBTQ needs/concerns. Presenter: Michelle Yvonne Szpara, Cabrini College</p>	
10:00-10:50am F10.04	Coronado I
Intermediate	Interactive Workshop

Just Food: Teaching and Learning About Food Justice. Join us to explore activities that empower learners by rooting them in community-based issues while connecting their own community's struggles to global struggles for food justice. Presenters will share units and activities in which elementary students have analyzed the food system using historical materialism as a tool for critical thinking. **Presenters:** Karen Saunders, Putney Central School, Spark Teacher Education Institute; Vicky Senni, Brattleboro Food Coop; Susan Pfadenhauer-Simonds, Putney Central School; Savitha Rajamani, Guilford Central School

10:00-10:50am
F10.05

Coronado II

Advanced

Presentation

Dismantle the Fronteras: Re-imagining the Paradigms for Success in Out-of-School Programs.

An organization's structure, decisions, purpose, and mission statement determines the level of success achieved in advancing diversity and social equity. This session will examine various structural and program design models and their potential impact on success, and present alternatives, questions, and possible solutions for advancing equity and inclusion. **Presenters:** Francisco J. Nunez & Ronald Chronister, Young People's Chorus of New York City

Intermediate

Presentation

Family Agency in Inclusive Education: Traversing the Home-school Border. With increased standardization and bureaucratization, how can we dismantle borders between home and school? We share findings from two mixed-methods studies investigating family discourse and agency in educational decision-making processes. Through dialogue and reflection, participants will explore possibilities for more inclusive dialogue between educators and families. **Presenters:** Margaret R. Beneke, University of Kansas; Caryn Park, Independent scholar/advocate; Gregory A. Cheatham, University of Kansas

10:00-10:50am
F10.06

Joshua Tree I

Intermediate

Interactive Workshop

(Un)covering Bias and Pushing Boundaries in Children's Literature. During this interactive session, participants will critically examine the ways that children's literature is latent with power, privilege and ideologies that can divide and create 'others' or build solidarity and push boundaries. Through interactive activities, participants will gain fresh insights into selecting books to share with their students. **Presenters:** Tina Keller, Westminster College; Yvonne Mesa El Ashmawi, New Mexico State University; Angela Redondo, New Mexico State University; Anthony Martinez, New Mexico State University

10:00-10:50am
F10.07

Joshua Tree II

Intermediate

Presentation

Practicing Mindfulness as a Tool for Interrogating Whiteness. In this presentation, I describe how engaging in mindfulness practices in relation to examining whiteness created opportunities for me and a group of white student teachers to not only think about whiteness but to know it from within – an engagement that has a direct impact on my and the students' pedagogical practices. **Presenter:** Alice McIntyre, Hellenic College

Intermediate

Presentation

Creating New Interactional Spaces with Mexican Immigrant Parents through Cross-Border Narratives. This presentation geared toward teacher educators and facilitators of cross-cultural

experiences documents the experiences of four White teachers after they returned from a field study in Mexico and describes the ways they drew from cross-border narratives to create a new interactional space with Mexican immigrant families at their school sites. **Presenter:** Dorea Kleker, University of Arizona

10:00-10:50am

F10.08

Palo Verde I

Intermediate

Presentation

Youth Participatory Action Research in the Classroom. Youth Participatory Action Research (YPAR) is a liberating process that inspires student and teacher agency. YPAR moves the practice of anti-oppressive education beyond the classroom and reflects the love, hope, action and change that teachers and students experience when they participate in counter-action in response to the injustices they experience. **Presenters:** Annie Adamian, University of San Francisco & Chico Unified School District; Farima P. Pour-Khorshid, UC-Santa Cruz & Hayward Unified School District; Victoria Duran, University of San Francisco & ESUHSD

Intermediate

Presentation

Our DNA Always Enters the Room First – How Our Racial and Ethnic Identities Impact Classroom Discussions Around Race. When we walk into a room, people make snap judgments about “who” they see before we even open our mouths. How do student perceptions of our race, ethnicity, gender, and other identities impact our ability to facilitate critical and anti-racist discussions in class? **Presenters:** Eric Bernstein, University of Southern California; Wilbur Parker, Bowie State University

10:00-10:50am

F10.09

Palo Verde II

Advanced

Panel

Grassroots Professional Development: Centering the Social Justice Needs of Teachers. A response to traditional teacher professional development, this panel will share four models of grassroots professional development that emerged in different parts of the country to center the critical and intellectual needs of teachers. Collectively, these case studies support the development of a framework of Social Justice Professional Development (SJPD). **Presenters:** Rita Kohli, San Jose State University; Antonio Martinez, University of Mass Amherst; Bree Picower, Montclair State University; Allyson Tintiangco-Cubales, San Francisco State University; Natalia Ortiz, CUNY Graduate Center; Raju Singh, San Francisco Unified School District

FRIDAY 10:00-10:50am

20th ANNUAL N/A/M/E MC Film Festival Screening

THE NEW BLACK.

Producers: Yoruba Richen, Yvonne Welbon. **Co-Producer:** Angela Tucker.
Director: Yoruba Richen. **California Newsreel.** www.newsreel.org. **53 minutes.**

The film examines pro and anti-gay rights campaigns over the past 25 years to reveal how outside right-wing religious groups exploit the conservatism in many Black churches to try to make inroads into their communities. Featuring engaging portraits of religious and secular activists on both sides, *The New Black* culminates with the successful 2012 electoral campaign to preserve marriage equality in Maryland, a state with a significant African American population.

ROUNDTABLES

10:00-10:50am F10.10		Presidio I
Intermediate	Roundtable Discussion	
<p>A. Transcultural Repositioning and Temporal Borders: Examining Hip Hop Rhetoric of Shawn Carter (Jay-Z). This paper explores how language use in hip hop discourse makes visible acts of transcultural repositioning within and across temporal borders. Exploring acts of negotiation through the hip hop lyricism of hip hop artist Shawn Carter, otherwise known as Jay-Z, in efforts to account for the temporal dimension of multicultural education. The author draws from a corpus of 6 songs across 5 albums produced between 1998-2013, and uses grounded theory and micro ethnographic approaches to discourse analysis to uncover range of constructions of time situated in urban and historically underserved communities. Presenter: Heather Hill</p>		
Introductory	Roundtable Discussion	
<p>B. Reading the World of Children with Autism: Different but not Lesser. This discussion examines the lives of autistic children as strangers in a strange land while addressing creative ways to accept their behavior and communicate with autistic children for pre-service teachers and parents to prepare them for the higher levels of education for children with autism. Presenter: Ji Young Shim, Penn State University</p>		
Intermediate	Roundtable Discussion	
<p>C. Breaking Down Borders: Embedding a Focus on Culturally Responsive Teaching Across an Elementary Teacher Education Program. Our elementary teacher education program is working to remove the borders related to the concept of culturally responsive teaching by moving away from a single “diversity” course to a focus on culturally responsive teaching throughout the program. We will describe our challenges and successes and themes from initial research. Presenters: Jennifer Jacobs & Vanessa Casciola, University of South Florida</p>		
Intermediate	Roundtable Discussion	
<p>D. Communication Barriers between American Teachers and Chinese Immigrant Parents. This study explored the communication barriers between American teachers and Chinese immigrant parents. Presenter: Jing An, Ohio University</p>		
Intermediate	Roundtable Discussion	
<p>E. Power of Storytelling for ELLs Power of Storytelling: Listen to the Stories of Crossing the Border by ELLs. Storytelling is a powerful tool, bringing out ELLs oral literacy which help them to connect to self, then illustrate and write their stories and gain confidence that we are not so different from each other. Presenters: Soh Young Lee-Segredo, Hempstead Public School, Front Street School; Gustavo Segredo, Concordia University Chicago</p>		

10:00-10:50am

F10.11

Presidio II

Advanced

Panel

Evoking Meaningful Task Management: The Hand-in-Hand Nature of Teaching, Service and Scholarship. Meaningful engagement is a gift that teacher educators can model for pre-service teachers. However, stepping out of the university setting to promote connections can be challenging. Panel will provide a model for teacher educators of how to combine teaching, service and scholarship

to promote learning in and from the field. **Presenters:** Kathy Fox, Alicia Brophy, Lisa Buchanan & Candace Thompson, University of North Carolina Wilmington

10:00-10:50am

F10.12

Intermediate

White Dove

Interactive Workshop

Color Me Appalachian: Teaching Beyond the Straight, White, Christian Stereotypes. This presentation details a creative and innovative assignment that approaches cultural diversity by examining memoirs. Future teachers vicariously engage historical events and gain a deeper understanding of the ongoing debates about racism, discrimination, and what the future may hold by reading, writing, and then speaking the words of others. **Presenter:** Althea Webb, Berea College

POSTER SESSIONS

10:00-10:50am

F10.13

Presidio Foyer

Introductory

Poster

The Overrepresentation of Diverse Students in Special Education. Culturally, linguistically, and ethnically diverse students are currently overrepresented in special education. In this literature review, research is presented to explain why this problem of overrepresentation occurs, how it contributes to the achievement gap, and present policies and practices to help address and alleviate the problem. **Presenter:** Kristine Choi, Fairfax County Public Schools & George Mason University

Introductory

Poster

Gender Identity and Life in Religious Academe. Females of color at religious institutions are faced with multiple instances of marginality in their attempts to access the rewards typically available to males or females from numerically dominant ethnic backgrounds. This presentation addresses the gender identity difficulties and challenges that females of color have faced in religious academe. **Presenters:** Blanche Jackson Glimps, Tennessee State University; Theron Ford, John Carroll University

Introductory

Poster

The Hijab is Not a Barrier. Muslim Women in the U.S. range in diversity. Yet, media representation of these women suggests they are uniformly oppressed and self-enclaved. This session discusses the intersectionality of religion, identity, and gender of Muslim Women in the U.S. and attempts by social media groups to challenge these negative representations. **Presenter:** Sarah Eqab, George Mason University

Intermediate

Poster

Cultivating Educational Equity & Resiliency Through Storytelling. This proposal hopes to urge people to reach across lines of different socio-economic and cultural positions and to enter another world, struggling for educational equity. This proposal is targeted for both educators at K-12 schools and social sciences/ education faculty of higher education institutions. **Presenters:** Jennifer L. Penland & Dawne R. Burke, Shepherd University

Advanced

Poster

Making a Difference as an Emeritus Faculty: Exploring the Landscape. Social justice activists, as well as researchers and teachers whose life work focuses on making a difference in our society in regards to inequities, may find it difficult to transition from full-time roles. This poster illustrates one individual's journey to continuing such work in an emerita faculty status. **Presenters:** Jean Moule & Natalia Fernandez, Oregon State University



FRIDAY Morning 11:00 – 11:50am

BREAK-OUT SESSIONS



11:00-11:50am

F11.01

Agave I

Intermediate

Presentation

Human Library Project. The Human Library is a dynamic learning opportunity that works like a traditional library, except that books are people confronted with prejudice and willing to lead a discussion about social exclusion. The goal of the presentation is to encourage others to join the global movement and host a Human Library. **Presenters:** Heather Merrill, Brenda Nelson & Dede Elrobeh, Glendale Community College

Intermediate

Presentation

Core Texts and Institutional Borders: Assisting Teachers in Evaluating, Enhancing, and Supplementing Core Texts for Equity. Disciplinary texts present institutionally imposed “borders” through monolithic views of knowledge and disciplinary lexical/grammatical structures. Strategies to facilitate access, beginning with deciphering these academic borders for approaches to assist linguistic, ethnic, and cultural minorities entrée are shared, emphasizing critical analysis, applied to designing culturally relevant pedagogy. **Presenters:** Paula M. Carbone & Jennifer Crawford Lima, University of Southern California

11:00-11:50am

F11.02

Agave II

Introductory

Interactive Workshop

Promoting Social Justice and Dignity of All Students Through Disability Studies. This presentation shares how prospective teachers grappled with two different models of disability: the social model of disability and the medical model of disability, to dismantle their views on disability and special education. This paper captures an educative moment for prospective teachers. **Presenter:** Hyun Uk Kim

11:00-11:50am

F11.03

Agave III

Intermediate

Interactive Workshop

Supporting the Needs Refugee and Immigrant Children and Families. One-quarter of U.S. children are immigrants. Refugee/immigrant children and families bring unique, valuable linguistic and cultural diversity. However, their arrival and survival are often met with *fronteras* that create barriers to understanding and dialogue. A model that brings together these community services and early childcare programs will be presented. **Presenters:** Faith Lamb-Parker, Bank Street College; Tarima Levine, Bank Street College; Nicole Ives, McGill University

11:00-11:50am

F11.04

Coronado I

Intermediate

Interactive Workshop

Students Addressing Bias and Becoming Allies: Tackling Challenging Contemporary

Experiences. Educators engage in learning activities enabling students to address current experiences of bias including those facing immigrant, Muslim and transgender students, as well as bullying rooted in bias. Based on the 4th edition of *Open Minds to Equality*, these help students stand up to bias and be allies to others. **Presenters:** Ellen Davidson, Simmons College; Nancy Schniedewind, SUNY New Paltz

11:00-11:50am

F11.05

Coronado II

Advanced

Presentation

Lessons from Our Sisterhood: Intersectional Critical Consciousness Dialogues in PK-20

Education. Engaging in critical consciousness dialogues informing culturally sustaining teaching for diversity and social inquiry led to sociopolitical and sociocultural illumination in our tripartite mother scholar *comunidad* (community). The purpose of this presentation is to report the findings of our tripartite perspectives of how to develop a critical consciousness dialogue framed and analyzed through critical race feminism and Critical Race Theory. **Presenters:** Antonette Aragon, Colorado State University; Venus E. Evans-Winters, Illinois State University; Jennifer Esposito, Georgia State University

Advanced

Presentation

Critically Transformative Pedagogy: Students and Teachers as Knowledge Generators. Our presentation focuses on non-dominant knowledge systems and perspectives that critical and culturally responsive pedagogues generate as caring political acts to provide opportunities for students (and teachers) to reimagine themselves as transformative intellectuals. **Presenters:** Conra Gist; Kaye Wise Whitehead, Loyola University

11:00-11:50am

F11.06

Intermediate

Joshua Tree I

Interactive Workshop

Immigrants as Refugees of the Global Economy. People of the global South are forced to seek refuge from the globalized economy, fleeing intolerable, even life-threatening conditions caused by the transnational corporate 'race to the bottom.' Based on a course for pre-service teachers, this workshop features curriculum and resources for re-examining immigration and building solidarity with today's migrants. **Presenter:** Judith Reed, Keene State College

11:00-11:50am

F11.07

Joshua Tree II

Introductory

Presentation

The Relations of a School's Diversity Capacity to Student Achievement. This study examines the relations of a school's instructional diversity capacity to student achievement in linguistically, ethnically, and socioeconomically diverse schools. Using data from the HSLs: 2009, hierarchical linear models were tested to explore the relationships between school diversity and student outcome and the role of institutional diversity capacity. **Presenters:** Sookweon Min & Peter T. Goff, University of Wisconsin Madison

Advanced

Presentation

Clarifying Multicultural: Presenting and Evaluating the Multicultural Teacher Capacity Scale. The Multicultural Teacher Capacity Scale (MCTS) moves conversations from doing multicultural education to being multicultural. Guided by a consolidation of relevant multicultural literature and related pedagogies, the MCTS identifies a set of knowledge, skills, and dispositions of a multicultural teacher. In this presentation, I invite attendees to evaluate the tool. **Presenter:** Jessie Montana Cain, University of North Carolina Chapel Hill

11:00-11:50am

F11.08

Palo Verde I

Introductory

Presentation

Identifying and Educating 'Gifted and Talented' English Language Learners. They may speak with an accent, but they don't think with an accent. Boundaries often exist between students learning English and students labeled 'high ability.' This presentation for teachers and teacher educators investigates state-level, district-level, and school-level policies and instructional practices at elementary school sites in three U.S. states. **Presenter:** Lisa Hoffman, Indiana University Southeast

Intermediate

Presentation

More than a Job: Youth Social Entrepreneurship and Social Change. "Youth social entrepreneurship" brings together positive youth development, community social change, and employment development. Understanding this multidisciplinary youth practice as a form of multicultural education promises to enrich efforts toward equity of social mobility and access to opportunity. This project shares results from our study of youth social entrepreneurship programs. **Presenters:** Tina Kruse, Macalester College; Phoebe Marcus, New Sector Alliance

11:00-11:50am

F11.09

Palo Verde II

Introductory

Panel

Organic Literacy: Opening the Door to the Inner World of the Learner. Ensuring that every day there is time and space for organic literacy opportunities is particularly relevant in classrooms where language, race, ethnicity, socio-economic and other factors differ between teacher and child. Four current teachers in a graduate program will present K-12 organic literacy practices for all levels of classroom teachers. **Presenters:** Lora Crowley, New Hanover County Schools, Eaton Elementary School; Ashli Edwards, New Hanover County Schools, Snipes Academy; Alexandra Mays, Onslow County Schools, Jacksonville High School; Beth Peddle, New Hanover County Schools, Howe and Johnson Pre-K



ROUNDTABLES

11:00-11:50am

F11.10

Presidio I

Introductory

Roundtable Discussion

A. 'Stand Against Racism' A Free, Downloadable, Educational Board Game for High School Teachers to Use with Students. Players will become more aware that racism exists in many everyday kinds of situations, learn why each situation is racist, and acquire tools to interrupt these situations. This engaging and challenging game, along with curriculum from the Facilitator's Guide (also free), meets Common Core State Standards. Feedback welcome. **Presenter:** Kesa Kivel

Intermediate

Roundtable Discussion

B. Challenges Facing a Social Justice-based Approach to Global Consciousness. This presentation will address issues of educational unrest that arise even within a curriculum that supports social justice and global consciousness. I will provide examples of challenges faced at our university and will demonstrate the steps we are taking to overcome them and further promote multiculturalism.

Presenter: Teresa Lorenz, Avila University

Intermediate

Roundtable Discussion

C. Building Bridges Over Fronteras: Challenging Pre-Service Teachers of Privilege. This presentation shares and explores critical pedagogies for teacher educators that challenge pre-service teachers of privilege to cross ideological *fronteras*. By stepping outside cultural comfort zones and engaging in cultural autobiography, pre-service teachers can develop critical multicultural philosophies of teaching and learning. **Presenter:** Emilie Camp, University of Cincinnati

Intermediate

Roundtable Discussion

D. Creating Inclusive Excellence in Teacher Education. How do we prepare teachers to teach diverse populations of students successfully? This question is complex, yet considering the role of teacher preparation programs in exploring the answers is essential. This presentation seeks to add to conversations about how to effectively implement diversity-infused approaches in teacher education programs. **Presenters:** Theda Gibbs, Michigan State University; Sakeena Everett

Intermediate

Roundtable Discussion

E. Examining Preservice Teachers' Proposed Uses of Rap for Instructional Purposes. This session highlights findings from teacher candidates' written reflections on the use of rap for instructional purposes. Situated at the intermediate level, this session is appropriate for graduate students, teachers, and faculty with some knowledge of multicultural education. **Presenter:** Tracey Kumar, Southeastern Louisiana University

11:00-11:50am

F11.11

Presidio II

Advanced

Panel

Dismantling Fronteras in an Alternative Certification Program: Culturally Responsive Pedagogy at Teach for America. This panel will describe how Teach for America has implemented culturally responsive teacher training in one mid-sized city in the South. Two teachers, a program administrator, and a university researcher will share insights about the personal and institutional transformations they have experienced during the launch of a new CRP initiative. **Presenters:** Sam David, Vanderbilt University; Chris George, Teach For America; Kelsey Hendricks, Metro Nashville Public Schools &

Teach for America; Whitney Hawkins, Metro Nashville Public Schools & Teach for America

11:00-11:50am

F11.12

Introductory

White Dove

Interactive Workshop

Con Cari: Teaching Tolerance Anti-bias Framework. This session introduces The Teaching Tolerance Anti-bias Framework. The Framework is organized into four domains (Identity, Diversity, Justice and Action) and includes a set of anchor standards, corresponding grade-level outcomes and school-based scenarios to show what anti-bias attitudes and behavior may look like in the K-12 classroom. **Presenters:** Emily Chiariello & Sara Wicht, Teaching Tolerance

FRIDAY 11:00-11:50am

20th ANNUAL NAME MC Film Festival Screening

LIVING THINKERS: AN AUTOBIOGRAPHY OF BLACK WOMEN IN THE IVORY TOWER.

Directed by Roxana Walker-Canton. Women Make Movies. www.wmm.com. 75 minutes.

This film examines the intersection of race, class and gender for Black women professors and administrators working in U.S. colleges and universities today. Through their diverse narratives, from girlhood to the present, Black women from different disciplines share experiences that have shaped them, including segregated schooling as children, and the trials, disappointments and triumphs encountered in Academia.

12:00-1:20pm

Presidio III-V

FRIDAY LUNCHEON: Social Justice Dine & Dialog

will provide 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 good ideas that surface. **If you registered for Package A (meal plan) a ticket for the lunch is included.** If you are Package B, there are a few extra tickets available for sale; check at registration.



Nov. 7, 2014

FRIDAY Afternoon GENERAL SESSION

1:30 – 2:50pm

Split Plenary – Select One

Session 1: TURQUOISE I

Convening the Session:

Antonette Aragon, Colorado State University

Panel Discussion:

RAZA Studies: The Public Option for Educational Revolution

Hear about the creation, the enactment, and the fight for the celebrated Mexican American studies (MAS) program in Tucson USD. This panel offers a comprehensive narrative of this progressive, revolutionary program designed to create equitable and excellent educational experiences for Latino students.

Moderator:

Augustine Romero, Principal, Tucson USD

Panelists:

Mary Carol Combs
Anna O'Leary
Andrea Romero

Nolan Cabrera
Julio Cammarota



Session 2: TURQUOISE II

Convening: Chris Knaus, University of WA-Tacoma

edTPA & Social Justice: Continuing to Raise Critical Questions

edTPA is a standardized assessment of teaching many states are beginning to require. What are the implications of it for teacher education, diversity, social justice and multicultural education? This interactive session will present a variety of perspectives on EdTPA implementation and resistance and to formulate next steps for teachers and for NAME.

Moderator:

Mara Sapon-Shevin, Syracuse University

Panelists:

Marvin Lynn
Virginia Lea

Michelle Kelly
Bill Buxton


 FRIDAY Afternoon 3:00 – 3:50pm
 BREAK-OUT SESSIONS


3:00-3:50pm

F30.01

Agave I

Introductory

Presentation

The Unfamiliar Made Familiar: A Journey Leading to Home [Visits]. Grounded in Funds of Knowledge and critical multicultural education theories, home visits provide pre-service teachers opportunities to gain significant insight into English language learners' backgrounds and deepen their understanding of their own backgrounds. It also allows me to develop ideological awareness and pedagogical practice as a teacher educator of color. **Presenter:** Xin Zhang, University of Arizona Tucson

Intermediate

International/Global

Battleground of Language Ideologies: English Education in Korea. The spread of the English language and English education is a worldwide phenomenon. Language ideological *fronteras* have created English-haves and English-have-nots. This project investigates the multiple language ideologies underlying in English education in Korea and how Koreans students and instructors practice, negotiate, transform, deconstruct or (re)produce certain language ideologies. **Presenter:** Chee Hye Lee, University of Arizona

3:00-3:50pm

F30.02

Agave II

Intermediate

Interactive Workshop

Embodying Fronteras: Performance-based Pedagogies for Border-Crossing in the Classroom. In this interactive workshop we will engage with performance-based strategies broadly defined as Theatre of the Oppressed, modeling and discussing the ways in which teachers can incorporate performance techniques in critical conversations about perceptions of difference, otherness, and oppression within communities both in and beyond their classrooms. **Presenters:** Kristin Hunt, Northeastern Illinois University; Alison Dover, Northeastern Illinois University; Mary McAvoy, Arizona State University

3:00-3:50pm

F30.03

Agave III

Intermediate

Interactive Workshop

Crossing Borders: Using Immigration Stories to Help Preservice Teachers Dismantle Fronteras. This interactive workshop provides participants with opportunities to explore how books for children and teens published during the past three years have depicted the process of immigration as well as immigrants themselves. Participants will draw their own conclusions after critically examining book covers and excerpts from selected trade books. **Presenter:** Barbara Ward, Washington State University

3:00-3:50pm

F30.04

Advanced

Coronado I

Interactive Workshop

Understanding Spiritual Gifts. The general understanding and acknowledgment of spiritual gifts differ among persons who are spiritual and persons who are religious. This particular *frontera* has been a source of misunderstanding within the human family across time. This presentation is geared towards educators, students, and practitioners with advanced knowledge of spirituality and/or religion. **Presenter:** Daryl Thorne, Trinity Washington University

3:00-3:50pm

F30.05

Intermediate

Presentation

Coronado II

Critical Conversations across the Curriculum. Action-oriented approaches for managing critical conversations and difficult dialogues in elementary and secondary teacher education. Participants will consider cultural competence in teacher education, learn strategies for building community in the collegiate classroom, and learn about a model for understanding the stages learners go through as they become culturally competent educators. **Presenters:** Barbara Cruz, University of South Florida; Elaine V. Howes, American Museum of Natural History

Intermediate

Presentation

Using the Power of “?” to Break Down Borders. What can we do for you? This simple question can break down borders. Learn how our relationship with a Professional Development School community helped produce teachers who are agents of change. **Presenters:** Jon Yoshioka, Deborah Zuercher & Vail Matsumoto, University of Hawaii Manoa

3:00-3:50pm

F30.06

Intermediate

Joshua Tree I

Interactive Workshop

Students At-Promise: Developing Courageous Communities through Youth Empowerment and Culturally Relevant Teacher Education. This workshop examines three university-sponsored youth programs; specifically practices that support disenfranchised youth as empowered agents and undergraduate mentors' relationships to marginalized communities. We provide space for audience members to envision/revision youth programs in their communities using CYE and cultural identity frameworks. **Presenters:** Candace Thompson, University of North Carolina Wilmington; Sheri Hardee, University of North Georgia; Louise Jennings, Colorado State University

FRIDAY 3:00-3:50pm

Executive Board Room

Emerging NAME Leaders

Join this conversation about opportunities to get more involved in the organization, the conference and the work that goes on between NAME events. There are many ways to help... What are your interests, your passions, your skills? How can you help NAME further our work? **Facilitator:** Aretha Marbley, Texas Tech University

FRIDAY 3:00-3:50pm

20th ANNUAL NAME MC Film Festival Screening

TESTED.

Director/Writer Producer: Curtis Chin. Writer/Producer: Adam Wolman. Stuyvesant. Bronx Science. Brooklyn Tech: all nationally ranked public high schools are considered among the best in New York City and the nation. Each year, thousands of 8th graders compete to secure coveted spots at these elite schools by taking the Specialized High Schools Admissions Test (the SHSAT). Admission is granted based solely on that single test score. Only one in five will get in. This documentary follows the struggles and challenges of a diverse group of students, many of them immigrants and working class, as they prepare for this all-important test. **We welcome Filmmaker Curtis Chin.**

3:00-3:50pm

F30.07

Joshua Tree II

Intermediate

Presentation

Disrupting Hierarchies and Re-envisioning Roles in Teacher Education: A Collaborative Auto-ethnography. Two teacher educators and a graduate student/classroom teacher present their auto-ethnographic study, focusing on how their dialogic interactions as multicultural educators have disrupted the imposed hegemonic hierarchies of academia. Themes of self-reflection for teacher educators, burden felt by diverse students to educate peers, and challenging 'best practices' are explored. **Presenters:** Maria Dantas-Whitney, Maria Verona Garcia & Anne Marie Dutcher Foltz, Western Oregon University

Intermediate

Presentation

Exploring the Urban Student to Urban Teacher Pipeline. This presentation explores collaboration between university and public school educators in developing a Future Educators Association (FEA) program that provides opportunities for young people from underrepresented minority groups to enter the teaching profession. Framed by a multicultural education framework (Banks, 2006), we explain the necessity of such "pipeline" programs. **Presenters:** Tabettha Bernstein-Danis & George Sirrakos, Kutztown University

3:00-3:50pm

F30.08

Palo Verde I

Intermediate

Presentation

'Estoy Aqu' Para Servirles': Pre-service Teachers and English Language Learners. In Mexico, there is a saying: '*Estoy Aqu' Para Servirles,*' meaning: 'I am here to serve you.' Two pre-service teachers reflect on their sense of responsibility, service, and advocacy for English Language Learners through immersion, excursions, courses, and service learning during their semester-long study abroad in Oaxaca, Mexico. **Presenters:** Kena Avila, Morgan Seymour, Vesta Namaranian

Intermediate

Presentation

Confronting Internalized Ideologies and Enacting New Identities: Discoveries of Latina Youth Engaged in Action Research. This presentation will feature powerful data from a year-long

qualitative study of five Latina women during their participation in an elective Youth Participatory Action Research (YPAR) project designed to examine structural inequities in schools and society. Participants will see examples of the youth researchers both discovering ideological borders and actively breaking them down through scholarship. In addition, participants will be encouraged to consider YPAR as a promising methodology for teaching and teacher education. **Presenter:** Aja E. LaDuke, The College of Saint Rose

3:00-3:50pm
F30.09
Expert

Palo Verde II
Panel

Systematically Squelching Opportunity to Learn: Examination of Educational Adequacy.

Examining educational adequacy in Florida schools, explores questions for policy makers, researchers, teachers, and administrators. How do students of color, English Language Learners (ELLs), and students with special needs learning outcomes compare to their respective counterparts? How do these outcomes vary by school type (traditional school vs. charter school)?

Presenters: Edward Fierros & Katherine Cosner, Villanova University

FREE

International Pen Pal Program!

We are a non profit that supports students and teachers all over the world, connecting classrooms with our free, pen pal program and offering lesson plans to integrate correspondence into your curriculum.

Email "I WANT A PEN PAL!"
to
schools@opportunityeducation.org



Opportunity
Education
Foundation

www.OpportunityEducation.org

ROUNDTABLES

3:00-3:50pm		Presidio I
F30.10		
Intermediate	Roundtable Discussion	
<p>A. Rewind: A Reverse Chronological Study of Issues of Social (In)Justice in American History. <i>Fronteras</i> exist within our schools. Between parents and teachers; teachers and students; communities and schools. This project was an attempt to break these barriers while allowing students to research concepts of identity and community through personal reflection, interviews and research. Geared toward practitioners with exposure to multicultural education. Presenter: Sarah Straub, YES Prep Brays Oaks</p>		
Introductory	Roundtable Discussion	
<p>B. The Invisible <i>Frontera</i>; Families of Color, Social Capital, and Interactions with Schools. Parent involvement continues to be touted as critical to the academic success of youth. But do parents of color experience invisible barriers that limit the benefit of their involvement? And what can we learn by considering issues of social capital? Research findings will expose barriers and illuminate untapped resources. Presenters: Anita Rollins, Iowa State University; David Romero, University of Texas; Connie Hargrave, Iowa State University</p>		
Introductory	Roundtable Discussion	
<p>C. Moving Beyond the Classroom: Growing as a Multicultural Educator. Becoming a multicultural educator begins long before teacher candidates enter the classroom. Engagement in critical dialogue and reflections about the multicultural experiences they bring to the table as teacher candidates is essential. Through critical dialogue, barriers are broken down, freeing them to witness realities that face the students they teach. Presenter: Sharonda Eggleton, North Carolina State University</p>		
Introductory	Roundtable Discussion	
<p>D. Exploring Relationships between Stereotype Threat and Male Teachers Professional Experiences. The proposed study aims to explain to teachers, administrators, and other educational stakeholders the connection between the experiences and self-perceptions of male elementary and secondary school educators and stereotype threat. Strategies to minimize the effects of threat as well as to recruit and retain men in education will be discussed. Presenter: Leonard Towns, Auburn University</p>		
Advanced	Roundtable Discussion	
<p>E. Exploring the Borders of Multicultural Education and Environmental Studies. This roundtable for advanced practitioners will explore the boundaries and intersections of Multicultural Education and Environmental Studies through lecture, reflection and dialogue. The roundtable will provide a conceptual framework, curricula, resources and strategies for teaching multicultural education through environmental perspectives and environmental studies from multicultural and environmental justice perspectives. Presenter: Running Grass, Three Circles Center</p>		

3:00-3:50pm

F30.11

Intermediate

Presidio II

Panel

Educational Courage/Coraje: Building Community and Solidarity to Resist Corporate-Driven Education. Educators and activists who have shown courage resisting current market-driven educational policies will share their stories and strategies of courage and hope. Participants will engage in dialogue about ways to build solidarity to reclaim public/multicultural education for the public good. Relevant for all audiences. **Presenters:** Nancy Schniedewind, SUNY New Paltz; Mara Sapon-Shevin, Syracuse University; Curtis Acosta; Ellen Davidson, Simmons College; Bill Ayers, University of Illinois emeritus; Lee Ann Bell, Barnard College

3:00-3:50pm

F30.12

Introductory

White Dove

Interactive Workshop

Con Comunidad: Inviting Immigrant Family Experience into Schools through Photovoice. Participants will be engaged in a hands-on multi-media experience to learn about a community-based/arts-based action research project designed to break down and dismantle *fronteras*, to begin to build a sense of *comunidad* (community) filled with *cariño* (loving care), and to identify many kinds of *coraje* (courage) that immigrant parents hold. **Presenters:** Kevin Roxas, University of Wyoming; Maria Gabriel, Poudre School District; Kent Becker, University of Wyoming



FRIDAY Afternoon 4:00 - 4:50pm

BREAK-OUT SESSIONS



4:00-4:50pm

F40.01

Intermediate

Agave I

International/Global

Women Finding Balance between Returning to Higher Education and Being Successful. This qualitative study will describe and analyze the academic experience of non-traditional female students at their higher education institutions in Jamaica. The theoretical framework undergirding this study is a feminist standpoint epistemology. The research design involved in-depth interviews. The research will have implications for educators in higher education. **Presenter:** Marsha Black-Chen, The Mico University Colleg

Intermediate

International/Global

Intersections: African Females, Education and Religion. Education is deemed the social equalizer, a privilege infrequently obtained by many females in parts of sub-Saharan Africa. Specifically, this is an accounting of the cost of an education gained through the embrace of Catholicism and the sisterhood of becoming a nun. **Presenters:** Theron Ford, John Carroll University; Blanche Glimps Jackson, Tennessee State University; Flora Igah, Public Health Dayton, Montgomery Ct

4:00-4:50pm

Oro Valley

CONVERSATION with BILL HOWE & PENNY LIST

See page 28 for details

4:00-4:50pm

Agave II

F40.02

Interactive Workshop

Curriculum as Window and Mirror Bridging Fronteras, Inner and Outer. Opportunity to experience a pedagogical strategy which creates community-building conversation as well as a border-crossing bridge between the people present in the room and traditional 'scholarship on the shelves' by using the artwork of Carmen Lomas Garza in *A Piece of My Heart/Pedacito de mi Corazon*. **Presenters:** Emily Style, Gail Cruise-Roberson & Jondou Chase Chen, National SEED Project

4:00-4:50pm

Agave III

F40.03

Interactive Workshop

Introductory

The Beginning is the Most Important Part of the Work. This interactive workshop will review research that indicates the urgency and appropriateness of teaching race in early childhood, and provide examples from a first grade scope and sequence. Participants will collaborate to discuss case studies, evaluate lesson materials and create lessons that implicitly and explicitly teach race and develop activism. **Presenters:** Jessie Morris, Georgetown Day School; Brandi Lawrence, Latin School of Chicago

4:00-4:50pm

Coronado I

F40.04

Interactive Workshop

Introductory

A More Inclusive Multicultural Education: Methods for Including LGBT Themes in Classrooms. Educators will learn pedagogy and review research through a published article entitled, "Toward a More Inclusive Multicultural Education: Methods for Including LGBT Themes in K-12 Classrooms." In addition, the author will have a discussion about his classroom experiences in implementing LGBT themes and as part of an inclusive multicultural education. **Presenter:** Gabriel Flores, University of Phoenix

4:00-4:50pm

Coronado II

F40.05

Intermediate

Presentation

Educational Exodus: Deported Students in Mexican Schools. Unparalleled expulsion rates from the U.S. to Mexico are creating havoc on families, and deeply impacting schools on both sides of the border. This presentation highlights the challenges faced by students and their families as they struggle to adapt to new educational settings. Bi-national recommendations will also be provided. **Presenter:** Alejandra Favela, Lewis & Clark College

Introductory

Presentation

Disciplinary Practices Project at Wendell P. Williams Elementary School. This study sought to find evidence contributing to the school-to-prison pipeline. Applying ethnographic research, findings included: no evidence of racial disparities; evidence of gender differences; and evidence of

students' poverty. Researchers concluded that teacher was culturally responsive, and displayed no evidence of disciplinary practices contributing to the school-to-prison pipeline. **Presenters:** Sandra Candel, Rosnidar Arshad & Tami Togo, University of Nevada Las Vegas

4:00-4:50pm

F40.06

Introductory

Joshua Tree I

Interactive Workshop

Tools for Teachers: Similarities & Differences Between Theories & Pedagogies of Multicultural & Social Justice Teaching. This presentation will look at similarities and differences between multiple theories and pedagogies of multicultural education. This presentation aims to dismantle *fronteras* between academia and practice. Participants will be pushed to develop their understanding of how to articulate differences among theories and justify their practice through philosophy and beliefs. **Presenters:** Suzie Hodges & Raedell Cannie, University of Washington

4:00-4:50pm

F40.07

Expert

Presentation

Joshua Tree II

Dismantling Fronteras in P-20 Multicultural Education: Engaging Scholarship Across Disciplines, Communities, Geography. The presenters share two grant initiatives funded by USDOE: Teacher Prep- Student Support Service initiative to increase the number of school teachers by focusing on students from low income and first-generation backgrounds and The Promise Neighborhood Grant focused on improving student learning and leveraging resources for children living in poverty. **Presenters:** Aretha Marbley, Texas Tech University; Leon Rouson, Norfolk State University; Stephanie Storms, Fairfield University; Pamala Morris, Purdue University

Intermediate

Presentation

Crossing Borders and Spanning Boundaries: An Examination of Integrated, Equitable Educational Programs. In this paper, authors locate and discuss the profiles of schools and programs that have demonstrated proficiency in maintaining a diverse and equitable learning environment. A table highlighting characteristics, dispositions, structures, policies, and practices is provided. The paper concludes with implications for policy and practice. **Presenter:** Patricia Marshall and Lisa Bass, North Carolina State University

4:00-4:50pm

F40.08

Intermediate

Presentation

Palo Verde I

Institutional Governing Boards: The Invisible Key Factor on Diversity Efforts in Higher Education. This study sought to assess board composition, involvement by the board on diversity efforts, perceptions about diversity, personal characteristics and attitudes towards diversity. Findings suggest the need for discussion about governing boards and diversity efforts and the role they play with impacting diversity at the institutions they oversee. **Presenter:** Jeffery Wilson, University of Memphis

Advanced

Presentation

Borderland Identities in Leadership: Administrators of Color and Social Justice Advocacy. This study centers the voices of nine higher education administrators of color concerning their perceptions of identity and advocacy within administrative positions and spaces. Educational

leaders, or aspiring leaders, will be exposed to the landscape of social justice advocacy for senior administrators of color. **Presenters:** Kyle Reyes & Fidel A. Montero, Utah Valley University

4:00-4:50pm

F40.09

Advanced

Palo Verde II

Panel

Dismantling Fronteras: A Focus on Teacher Educators. This presentation explores various dimensions of diversity utilizing Multicultural Teacher Education, Queer theory, and/or Social Justice frameworks to expand current research focused on preparing teachers by examining the teacher educators who prepare them. We offer insights relevant for teacher education (diversity) coursework, programs, and institutions to improve preparation efforts. **Presenters:** Vera Stenhouse; Todd Jennings, California State San Bernardino; Ruchi Agarwal-Rangnath, San Francisco State

Plan to join us
for
**NAME's 25th
Annual Conference**

**NEW ORLEANS
2015**

Back to NAME's First Home

**• Call for Presenters in Jan 2015 •
Watch the website for details**

**Join the Planning Session
SAT 11am • S11.14 •
in The Tucson Room**




www.NAMEorg.org

ROUNDTABLES

4:00-4:50pm		Presidio I
F40.10		
Intermediate	Roundtable Discussion	
<p>A. Black Students' White Teacher: Examining How Race Influences Perceptions of Social Justice Pedagogy. Literature has examined White teacher perceptions in urban classrooms within racial contexts; however, few studies investigate race perceptions from both teacher and student perspectives and its influence on learning. This presentation will discuss implementing social justice pedagogies in relation to White teacher perceptions and misconceptions about traditionally marginalized student groups. Presenters: Lakia Scott, Baylor University; Adriana L. Medina, University of North Carolina Charlotte</p>		
Advanced	Roundtable Discussion	
<p>B. How Do They Do It?: A Case Study of Culturally Relevant Social Studies Teachers. Teacher preparation programs can better inform their instruction of culturally responsive pedagogy if they understand how former students engage in these practices. This presentation of my phenomenological study explores three secondary social studies teachers' perceptions of their culturally responsive teaching and how current practices relate to their teacher preparation programs. Presenter: Tracy Pelkowski, University of Pittsburgh</p>		
Introductory	Roundtable Discussion	
<p>C. A Teacher's Journey to Engage Young Students in LGBTQ Issues. It is a self-study looking at my teaching practice. This presentation described how I transmitted the internalized oppression from my own Taiwanese culture to provide LGBT-inclusive and anti-bias curriculum in daily teaching. Presenters: Chu His Tseng & Mina Kim, San Francisco State University</p>		
Advanced	Roundtable Discussion	
<p>D. Confronting Fear of Teaching Slavery and Difficult Chapters of US History. This paper is an exploration of the ways teachers can and must engage students in honest dialogues about difficult chapters of U.S. history and its lingering impacts on current issues of race, gender, sexual orientation, language and other aspects of difference. The discussion confronts the unwarranted and rationale fears many teachers experience when introducing these topics in the curriculum. Schools must be places of sense making for students helping them understand where we've been as a society, current challenges, and how they can be part of undoing systems of oppression and making society better for everyone. Presenter: Steven Oliver, Salem State University</p>		
Introductory	International	
<p>E. Autoethnography as a Tool for Dismantling Racial Borders. Looking at my journal entries that I have kept over ten years, I examine my own experiences as a perpetrator and victim of racism and how those experiences came into being in social context. This autoethnography will be useful for teachers exploring different methods for multicultural education. Presenter: Rayoung Song</p>		
Intermediate	Roundtable Discussion	
<p>F. Inviting Difference in the Literacy Classroom: Shifts in Preservice and Inservice Teacher Consciousness. The teacher educator will share candidates' inquiry into the politics of difference. Candidate understanding of the socio-political nature of their work, their deepening understanding of educational inequities, their role as change agents, and curricular and pedagogical strategies that can be used in critical reading and writing instruction will be discussed. Presenter: Sunita Mayor, West Chester University</p>		

4:00-4:50pm

F40.11

Advanced

Presidio II

Panel

A Rubric for Culturally Relevant Pedagogy through Critical Race Theory. Our study attempts to document the extent to which what is taught in professional development programs makes a difference in the lives and learning of P-12 students. We explore what happened when we assigned a culturally relevant pedagogy curriculum project in the second year of a professional development program. **Presenters:** Jenice L. View, Stacia Stribling & Elizabeth DeMulder, George Mason University

FRI 4:00-4:50

Executive Board Room

CROSS-CHAPTER DIALOG

This interactive dialog between NAME chapter representatives is great networking and sharing of issues, resources, strategies, etc. currently impacting NAME chapters. All members invited to this informal networking discussion. Facilitator: Vera Stenhouse, San Francisco State University

4:00-4:50pm

F40.12

A White Women's Guide to Teaching Black Boys. This workshop will introduce the forthcoming White Women's Guide to Teaching Black Boys, which is an on-line workbook created to support White Women to engage in concentrated, focused inquiry around their relationships with Black male students and the impact on those relationships of race and racism. Using video footage from interviews with both White female teachers and Black men and boys, we will facilitate an experiential workshop designed to generate new avenues of reflection and action for White teachers. **Presenters:** Eddie Moore, Jr., The Privilege Institute; Marguerite Penricks-Parks, University of Wisconsin Oshkosh; Sue Fondrie, University of Wisconsin Oshkosh

White Dove

Invited Session



FRIDAY Afternoon 5:00 - 5:50pm

BREAK-OUT SESSIONS



5:00-5:50pm

F50.01

Introductory

Presentation

Agave I

Voices of Latina Preservice Teachers: Construction of Cultural Identity. This study examined Latina preservice teachers' construction of cultural identity with respect to language and ethnicity. Themes related to ethnic identity included: discovery, pride, transmission of culture, and cultural

crossings. Themes related to language included: bilingualism as advantageous and experience as a vehicle for informing parenting and teacher practices. **Presenter:** Diana Linn, Texas A&M International University

Introductory

Presentation

Stimulating Culturally Responsive Teacher Self-Efficacy in Mathematics Teachers by Dismantling Ideas of Cultural Mismatch. Culturally responsive teaching utilizes the experiential knowledge imbedded in the cultural traditions of ethnically diverse groups to facilitate the acquisition of specific knowledge. This study examines the effects of reviewing culturally responsive exemplar lessons from Culturally and Linguistically Diverse mathematics classrooms on Pre-service Mathematics Teacher Culturally Responsive Teaching Self-Efficacy (CRTSE).

Presenters: Jamaal Young, University of North Texas; Jemimah Young, University of North Texas; Brandon Fox, Stephan F. Austin University; Earl Levingston, University of North Texas

5:00-5:50pm

F50.02

Intermediate

Agave II

Interactive Workshop

Faculty of Color Re/Claiming Place, Race, and Space: Strategies for Managing and Responding to Racialized Expectations. The presenter will share insights on how scholars of color may effectively manage and negotiate racialized expectations in academia. The presenter has 10+ years of experience as an academic administrator and faculty member. This workshop is geared toward graduate students and junior faculty of color; white allies are also welcome. **Presenter:** Rachel Endo, Hamline University

5:00-5:50pm

Oro Valley

CONVERSATION with WAYNE AU

See page 28 for details

5:00-5:50pm

F50.03

Intermediate

Agave III

Interactive Workshop

Critical Multicultural Education for Preservice Teachers in Urban Contexts. What does liberatory education look and sound like in preservice classrooms? As justice-centered teacher educators of color, we'll unpack our praxis via narratives and dialogues with former students that offer insight into their and our individual and collective transformation, and engage in dialogue to consider implications for the field. **Presenters:** Cecily Relucio Hensler & Asif Wilson, University of Illinois Chicago

5:00-5:50pm

F50.04

Intermediate

Coronado I

Interactive Workshop

Beyond Gender-Neutral Classrooms: Affirming Diversity in Gender Expression/Identity. All children are exploring gender. Even children who are not challenging traditional gender notions in their own expression are still exploring gender identities, but because it is status quo we tend to not notice their cisgender behaviors. Teachers must recognize this in order to create gender-affirming, rather than gender-neutral classrooms. **Presenter:** Theresa Bouley, Eastern Connecticut State University

5:00-5:50pm F50.05	Coronado II
Intermediate	Presentation
<p>Black/White Biracial College Students' Identity Development through School Experiences. This study examined a cross-section of biracial college students' school and identity experiences. Participants in this session will learn about biracial students' experiences, as well as the relevant historical U.S. context. The presentation is geared towards anyone who works with or has an interest in biracial/multiracial students' experiences. Presenter: E. Namisi Chilungu, Georgia State University</p>	
Intermediate	Presentation
<p>Creating Bridges Between Students from Diverse Cultures and Mainstream Students Majoring in Education. This study is about a project called, Bridges, to promote mutual understanding between students from diverse cultures and mainstream students majoring in education in the teacher education program at a private university. The project is semester-long for freshmen, and those students will be partnered to have social/academic meetings. Presenters: Sang-Eun Dyer & Kristin Dixon, Corban University</p>	

5:00-5:50pm
F50.06
Intermediate

Joshua Tree I
Interactive Workshop

Negotiating Barriers through Reflective Writing to Address Issues of Social Justice. This presentation will detail the art of reflective writing and how the combination of this practice with critical pedagogy (e.g. readings, videos, discussions, etc.) can serve as an effective vehicle for penetrating colonized minds that are situated in a privileged and narrow perspective towards others. **Presenter:** JaDora Sailes, Indiana State University

5:00-5:50pm F50.07	Joshua Tree II
Advanced	Presentation
<p>Negotiating a Critical Space for Equity and Praxis in Schools of Education. The presentation will report findings from a video microethnography that explored the lived experience of students in a Graduate School of Education through the use of semi-structured interviews into the ways in which students and faculty perceive equity in terms of interactions, discourse patterns, communication styles, and experiences within a dominant normative ideological space. Presenters: Samuel Martinez, Kafi Payne, Daniel Allen, Itoco Garcia & Anya Hurwitz, University of California Berkeley</p>	
Introductory	Presentation
<p>First Year Doctoral Students in Education: What Are Their Perceptions about Multicultural Education. The purpose of this qualitative case study is to investigate graduate students' knowledge and perceptions of multicultural education in Turkey. The respondents' narratives were analyzed by considering how the responses reflected ideas that define different approaches to multicultural education will reinforce these notions. Presenters: Hasan Aydin, Yildiz Technical University; Betul Tombuloglu; Rafet Gunay</p>	

5:00-5:50pm

F50.08

Palo Verde I

Advanced

Presentation

Latino Bilingual Teachers' Narratives about their First Year of Teaching. The presentation will share results from a narrative collection of three novice bilingual teachers, who were raised in the U.S. in Spanish speaking households, walking through their transition from being student-teachers to becoming first-year teachers. **Presenters:** Leslie Gauna, University of Houston; Christine Beaudry; Jane Cooper

Intermediate

Presentation

Bilingual Teacher Candidates Speak of Language & Identity: Becoming Bilingual in an Era of English-Only Schooling in CA. Session will analyze the experiences of secondary education teacher candidates in becoming bilingual/biliterate despite the banning of bilingual education in California public schools (Proposition 227) during their schooling years. Session will also examine the candidates' reasons for wanting to become bilingual teachers to dismantle *fronteras* that marginalize language and identity. **Presenters:** Ana Hernandez, Annette Daoud, Anne Rene Elsbree & Pat Stall, California State University San Marco



Green Legacy Publishing Company

www.greenlegacypublishing.weebly.com/



Dr. Rose Duhon Sells, CEO / Publisher

Dr. Alice Duhon-Ross, Editor

Green Legacy Publishing Company, LLC

116 State Street. Lake Charles, LA 70605

Email: greenlegacypublishingcompany@suddenlink.net

Phone: 337-474-1720



ROUNDTABLES

5:00-5:50pm
F50.09

Presidio I

Introductory

Roundtable Discussion

A. Racial and Language Identities of Asian International Preservice Teachers. I examine microaggressions through critical race theory in the U.S. college setting as a way to elucidate racial identity, positionality, and power issues. Exploring racial and language microaggressions of two Asian college students through their oral life history, this research contributes to the field of teacher education. **Presenter:** Jihea Kang, Michigan State University

Intermediate

Roundtable Discussion

B. Salaams!: Welcoming Youth Fiction Featuring American Muslims into the High School Classroom. In this roundtable discussion the presenter will share young adult novels that feature American Muslim characters suitable for classroom use as part of a culturally relevant pedagogy. The presenter will also share insights about helping students engage with themes of Islamophobia in the midst of the ideological "War on Terror." **Presenter:** Yvonne Mesa El Ashmawi, New Mexico State University

Introductory

Roundtable Discussion

C. Assessing Culturally Responsive Teaching in a Mathematics Methods Course. This presentation will address how to implement and assess culturally responsive pedagogies in an elementary mathematics methods course. Participants will be engaged in a discussion about how to prepare preservice teachers to plan and implement culturally responsive lessons in an elementary mathematics classroom. **Presenter:** Katie Arndt, University of South Florida

Intermediate

Roundtable Discussion

DA Global Restorative Justice Project: Creating Connections Between Cultures and Communities. Volunteer fieldwork with youth becomes an international restorative justice project as youth listen to stories of guerrilla combatants in the El Salvadoran war and build relationships that begin to dismantle *fronteras* between cultures. We will discuss ways in which these types of transformative experiences can become accessible to marginalized youth. **Presenters:** Krista McAtee, Jessica McAtee-Pierson, Elias McAtee-Pierson

Intermediate

Roundtable Discussion

E. Engaging *Fronteras* through Communities of Practice in Teacher Education Programs. This presentation shares an integrated model of Special Education and Middle Childhood Education teacher preparation programs. Focused on developing culturally relevant teachers through co-teaching and Universal Design for Learning, this presentation will share initial findings of the first steps of program integration for feedback from and consideration of teacher educators. **Presenters:** Amy Bottomley & Emilie Camp, University of Cincinnati

Expert

Roundtable Discussion

F. Multiple Muslim Migrant Identities as Global Citizens

This paper will focus on the ways in which Muslim immigrant lived experiences and practices in contemporary fiction and international children's books potentially affirm and/or contradict, master narratives of contemporary immigration on a global scale. This critical content analysis of contemporary fiction international books investigates the construction of immigrant youth and their experiences in literary forms and their development of multiple identities as global and local citizens. **Presenter:** Seemi Aziz, University of Arizona

5:00-5:50pm

F50.10

Intermediate

Presidio II

Panel

Minority Instructional Leaders in Predominantly White School Districts. This session is for K-12 leaders in diverse districts that want to ensure high academic performance for all students in a nurturing and culturally responsive environment. The focus will be on becoming knowledgeable of ourselves as school leaders, more familiar with the students we educate, and to improve our practice. **Presenters:** Ali Hamka, Jamii Hitchcock & Alex Ofilli, Birmingham Public Schools

5:00-5:50pm

F50.11

Advanced

White Dove

Interactive Workshop

Trouble Don't Last Always: 12 Years a Slave Values and Ethics Today. Have times really changed since slavery? Are some values and ethics still present in today's society? The film, 12 Years a Slave, generated the dialogue that Alex Haley's Roots did in the 1970s. How do America's values and ethics present themselves today from the historical context of slavery and Jim Crow? **Presenter:** Toni Battle, St. Mary's College of California

5:00-5:50pm

F50.12

Palo Verde II

Indian Pueblo Cultural Center (IPCC) -100 Years of State & Federal Policy Curriculum Project

The curriculum project was created to provide K-12 educators with curriculum on the complex political, social, cultural, and economic history of the Pueblo Nations of New Mexico between 1912 and 2012. The curriculum serves as a counter-narrative to the official presentation of the history of New Mexico presented in schools today. **Presenters:** Glenabah Martinez, University of New Mexico; Christine Simms, University of New Mexico; Azelia Humetewa, Native American Community Academy; Travis Suavo, Indian Pueblo Cultural Center



FRIDAY Afternoon 6:00 - 6:50pm

BREAK-OUT SESSIONS



6:00-5:50pm

F60.01

Introductory

Agave I

International/Global

The Evolution of Multicultural Education in a Global Context. This study is to explore how multicultural education evolved in a global context. Through literature about international multicultural education, three primary types for the reasons why each country turned towards multicultural education were identified; for the influx of newcomers, for historically oppressed groups, and for equality or equity. **Presenter:** Hye Jung Choi, University of Delaware

6:00-6:50pm

F60.02

Intermediate

Agave II

Interactive Workshop

Dismantling Prevalent Approaches to Discipline and Classroom Management: *Con Comunidad, Cariño y Coraje*. Many current discipline policies feed the “school-to-prison pipeline” and fuel the “prison industrial complex.” Participants will engage in a discussion about discipline and how to utilize community, caring and compassion to “prevent and address misbehavior in a non-punitive way that supports accountability and enables healing” (OUSD, 2014).

Presenters: Cathy Pohan, National University; Terri Pieretti, Fresno Unified SD

6:00-6:50pm

F60.03

Intermediate

Agave III

Interactive Workshop

Thinking Critically in Order to Promote Critical Thinking: An Interdisciplinary Approach to Teaching. Using an interdisciplinary approach to teach social studies and literacy in primary

grades is beneficial for the teacher and students alike. This interactive workshop explores the strategies and methods used to create a space for the difficult but critical conversations to take place developing social agents of change. **Presenters:** Rebekah Piper, University of Nevada Las Vegas; Zaid Haddad, University of Texas San Antonio

6:00-6:50pm

F60.04

Intermediate

Coronado I

Interactive Workshop

Developing Grit Among Urban High School Students: A Pilot Study. This study focuses on developing grit as a means of overcoming adversity and improving academic performance in urban high schools. A phenomenological research design was used which included 60 participants and two focus groups. Preliminary findings revealed increased academic performances associated with grit development. **Presenter:** Michael Washington, San Diego State & Claremont Graduate University

6:00-6:50pm

F60.05

Intermediate

Coronado II

Presentation

Majority Consciousness with Minority Status: Teaching among the Navajo. The purpose of this presentation will be to consider lessons learned by non-Native teachers about rewards and challenges associated with transitioning to an indigenous community where white teachers have minority status. This presentation is based on on-going qualitative research related to teaching across cultural boundaries within indigenous communities. **Presenters:** Paul Brawdy & Anne-Claire Fisher, St. Bonaventure University

Advanced

Presentation

Culturally Responsive Teaching in Secondary Teacher Education. This presentation examines and discusses the role Culturally Responsive Teaching (CRT) has on secondary education programs. It will serve to further advance the critical role pre-service teachers, teachers, and teacher educators have, within a CRT lens, in the lives of secondary Culturally and Linguistically (CLD) youth in various academic contexts. **Presenters:** Pablo Ramirez, Margarita Jimenez-Silva, April Boozer & Benjamin Clark, Arizona State University

6:00-6:50pm

F60.06

Joshua Tree I

Advanced

Interactive Workshop

Equitable Secondary Instruction for Latino Long-term English Learners. This session outlines an equitable secondary instruction process to provide strategic and deliberate differentiation for Latino Long-Term English Learners. The differentiation process includes five distinct parts: 1) Understand student information; 2) Choose differentiation strategy aligned to student information; 3) Rationalize differentiation; 4) Set assessment criteria; and 5) Monitor and adapt. **Presenters:** Anne Rene Elsbree, Pat Stall, Ana Hernandez & Annette Daoud, California State University San Marcos

6:00-6:50pm

F60.07

Joshua Tree II

Intermediate

Presentation

Community Experiences of Collaborative Teacher Preparation: Working Together to Improve Urban Indigenous Education. This presentation informs teacher educators and community leaders about the experiences of one Indigenous community organization's collaboration with a non-Indigenous university to prepare teacher candidates to understand and address the needs of urban Indigenous children by identifying and utilizing established community assets. **Presenters:** Anna Lees, Loyola University Chicago; Caleb Steindam, Loyola University Chicago; Jolene Aleck, CPS Title VII Indian Education Formula Grant

Intermediate

Presentation

Dismantling Silos to Better Address the Needs of Diverse Students. How might educators across contexts dismantle traditional and bureaucratic silos in order to promote the learning and development of practicing teachers? This session describes a program among a large urban school district and two colleges in a university to prepare practicing teachers in cultural responsiveness. Ongoing research is also described. **Presenter:** Mary Shelley Thomas, University of Louisville

6:00-6:50pm

F60.08

Palo Verde I

Intermediate

Presentation

Multicultural Children's Literature and Children's Critical Consciousness in the Culturally Responsive Classroom. This study explores how multicultural children's literature can help students to develop their critical consciousness on multicultural issues by critically engaging with texts. The study highlights that students can make meaningful connections to their prior knowledge and culture related to multicultural themes when literature is relevant to their life experiences. **Presenter:** HyeKyoung Lee, Utah State University

Introductory

Presentation

Still Missing: How Should Teacher Educators Include LGBT Family-Themed Picture Books in Curricula for Primary Grades? This concurrent session explores how educators should include LGBT family-themed picture books in their classrooms. **Presenter:** Tadayuki Suzuki, State University of New York Cortland

6:00-6:50pm

F60.10

Intermediate

Presidio II

Panel

Dismantling Spatial Fronteras: Self-Created Community Spaces of Resistance. Borders (*fronteras*) serve as means by which to separate, divide, and to marginalize. Although typically theorized from a geographical perspective, this presentation seeks to investigate spatialized and internalized borders in traditional and nontraditional academic settings, the ways in which young people traverse such boundaries, and how they can be dismantled. **Presenters:** Fahima Ife, Juan Carlos Medina, Kathy Villalon & Douglas Lloyd Adams, University of Wisconsin Madison

Exemplary Teaching Award Presentation


6:00-6:50pm

F60.11

Palo Verde II

Exemplary Teacher

“There is not only one, but there is many”: Multicultural Education in Our Classroom. This presentation will focus on the perspectives and practice of multicultural education of a 4th grade teacher and her students. **Presenter:** Marisol Moreno, New Mexico State University

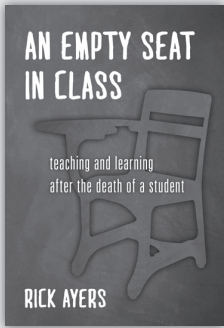


Home of

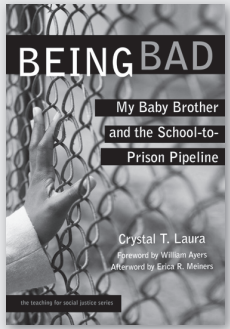
The MULTICULTURAL EDUCATION SERIES
James A. Banks, Editor

The TEACHING for SOCIAL JUSTICE SERIES
William Ayers & Therese Quinn, Editors

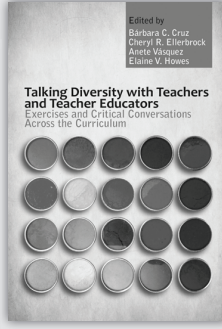
Plus these New Books!



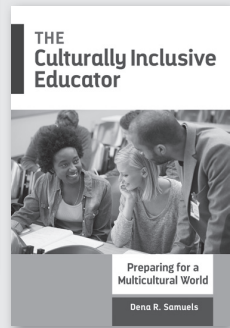
Rick Ayers



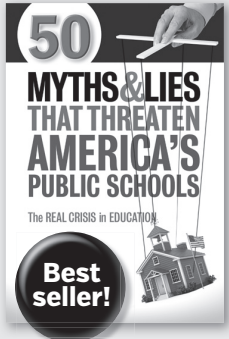
Crystal T. Laura



Bárbara C. Cruz et al.



Dena R. Samuels



**David C. Berliner
Gene V Glass**

Available at the NAME Conference Bookstore

www.tcpres.com/800.575.6566

FRIDAY NIGHT FOOD TRUCKS

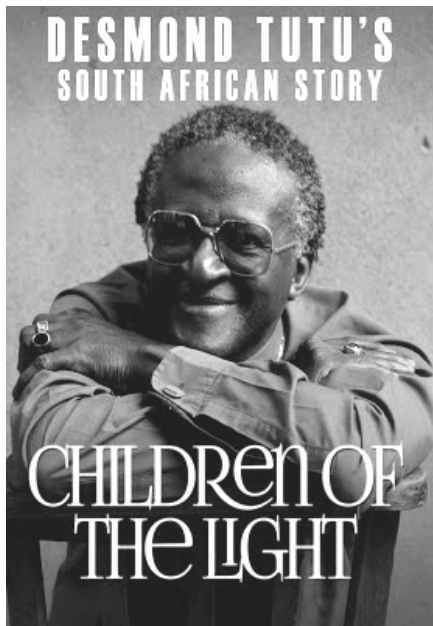
Dinner is On-Your-Own, Friday, but we have organized a great option for you: Take a short stroll (2 blocks) to the **Fairfield Inn** parking lot, where some of Tucson's famous gourmet food trucks will be waiting to serve you a causal dinner before the Friday night MCFE Film screening of PeaceJam's *Children of the Light: Desmond Tutu's South African Story*...

FRIDAY Nov 7

7:30pm

Turquoise

20th Annual NAME Multicultural Film Festival SPECIAL EVENING SCREENING



Children of the Light:
Desmond Tutu's South African Story
Produced by Our Friends at
The PeaceJam Foundation.
www.peacejam.org

Children of the Light features the life story of 1984 Nobel Peace Prize winner, Desmond Tutu and the crucial role he played in bringing about the miracle in South Africa. Searing images from his own life, from the struggle against apartheid, and from the heart breaking yet inspiring truth and reconciliation process in South Africa will move across the screen, as Desmond Tutu leads us on a journey back in time.

The film is part of the global launch of the PeaceJam Foundation's One Billion Acts of Peace campaign, a five-year drive to inspire and enable people around the

world to create one billion high quality projects to address some of the most important issues facing humanity. The PeaceJam Foundation is a U.S.-based non-profit organization and global leader in developing young activists and community engagement. Tutu is one of 13 Nobel Peace Prize Laureates who have agreed to use PeaceJam as a vehicle for mentoring those who commit to creating an Act of Peace. Core focus areas for the campaign will address issues such as rights for women and children, access to clean water for all, global climate change and alleviating extreme poverty. (91 minutes)



SATURDAY MORNING Conference Program

SATURDAY 8:00-8:50am

20th ANNUAL NAME MC Film Festival Screening

SHEER GOOD FORTUNE: CELEBRATING TONI MORRISON.

Executive Producer: Joanne Gabbin. Producer: Judith McCray. Produced by Furious Flower Poetry Center, James Madison University. California Newsreel. www.newsreel.org. 39 minutes.

This documentary celebrates the literary legacy of Nobel Laureate Toni Morrison. Writers, artists and scholars read her work and talk about the magic of her writing, how it subverts easy assumptions, and how its lyricism and spiritualism take our breath away.

8:00-8:50am

Executive Conference Center, 2nd floor

NAME REGIONAL MEETINGS

See page 132 to identify your Region. Continental breakfast offered for attendees.

Saturday Tours

Additional fees and preregistration are required. See page 16 for complete information

Sat. Nov. 8: Departs 8:45am – Returns 1:00pm

TOUR 5: Tucson's Chinese Community

Sat. Nov. 8: Departs 9:45am – Returns 1:30 pm

TOUR 6: The Murals of Tucson: Nuestra corazon exposed

Saturday Intensive Institutes

Additional fees and preregistration are required. See page 16 for complete information.

Sat. Nov. 8 Morning 10-11:50am

S10. NAME the CHANGE Session: Preparing Teachers for the N Word

Sat. Nov. 8 AFTERNOON - 2 – 5:00pm

S11. Working with White Folks: Dismantling Barriers of Fear and Avoidance

Sat. Nov. 8 AFTERNOON - 2 – 5:00pm

S12. Developing a Multicultural Curriculum– PK-12 and Community Settings

Sat. Nov. 8 AFTERNOON - 2 – 5:00pm

S13. Schools in Context: Teaching, Community and the Struggle for Quality Education



Nov. 8, 2014

SATURDAY MORNING GENERAL SESSION

9:00 – 9:50am

Turquoise III

Convening the Session

Augustine Romero

Local Conference Chair
Principal, Tucson United Public Schools

Introducer

Verónica Vélez

Western Washington University

KEYNOTE Speech:

*Our Fight Will Not Be in the Hallowed Halls:
Defining our Struggle and Grounding Our Work*



David Omotoso Stovall

Associate Professor of African American Studies
&
Educational Policy Studies
University of Illinois–Chicago




SATURDAY Morning 10:00 – 10:50am
BREAK-OUT SESSIONS


10:00-10:50am

S10.01

Agave I

Intermediate

Presentation

Digital Explorations Along the Borderlands: *Transfronterizos, Testimonios, and Technologies*.

The use of technologies provides students and teachers with tools to craft and share life histories, *testimonios*, and personal learning networks. We present three digital explorations that focus on how students employ technology and their cultural/linguistic agency or Community Cultural Wealth as they use critical media in educational spaces. **Presenters:** Blanca Araujo, Judith Flores Carmona, Julia Parra & Rudolfo Chavez Chavez, New Mexico State University

Intermediate

Presentation

Queering Education Workshops with Preservice Teachers: Lessons for Teacher Educators. The study for this intermediate level proposal focused on conversations of preservice teachers during a Queering Education Workshop. Specifically, we examined what students' "talk" indicated about their understandings of LGBTQ issues in schooling. We further explored conversations that disrupted ideas of heteronormativity. The overall goals were to foster agency in preservice teachers and inform the work of faculty. **Presenters:** Vicki Vescio, LB Hannahs, Elizabeth Bondy, Brittney Beck & Marla Munro, University of Florida

10:00-10:50am

S10.02

Agave II

Intermediate

Interactive Workshop

Counter-Narratives of Middle School Students Returning from a Disciplinary Alternative School.

Perceptions of disciplined students often fall short of reflecting the complexity of these students' experiences. In this workshop, participants will engage with counter-narratives of marginalized students returning from a disciplinary alternative school. Participants will engage in small- and large-group discussions to uncover new perspectives about these students. **Presenters:** Brianna Kennedy-Lewis & Olivia Soutullo, University of Florida

10:00-10:50am

S10.03

Agave III

Expanding One's Thinking about Extended Families: Working with Navajo Children. Important topic for anyone who works with Tribal groups - urban or rural - to raise awareness about deficit views often held about certain types of families: (1) large extended families; (2) children who do not live with their parents; (3) families living in poverty. For teachers, childcare workers, and other service providers. **Presenters:** Anneke Lundberg, University of New Mexico; Kimberley Ross-Toledo, Coalition for Healthy & Resilient Youth

Expert

Presentation

A Loving Critique: Immigrants and U.S. Empire in Teacher Education. Teacher education programs teach against deficit views of differences, and in the case of immigrants, based on culture and language. However, the socio-political forces that push many immigrants to the U.S. are overlooked. I present a loving critique that problematizes an overlooked 'othering' of immigrants and their homeland. **Presenter:** Laura Chavez-Moreno, University of Wisconsin Madison

10:00-10:50am

S10.04

Introductory

Coronado I

Interactive Workshop

'From Hate: Finding Beauty:' A Teacher Ed/Alternative Student Collaboration. Pre-service teachers and alternative students create an artistic response to the narratives in 'The Book Thief' representing beauty, amidst the hate. As they learn Liesel's journey, they find truth in each others' journeys, despite such different identities. Teachers and teacher educators will consider creativity as a border-crossing heuristic. **Presenters:** Sheila K Marquardt, Minnesota State University Moorhead; Kelsy Jenkins, Red River Alternative Learning Center; Brianna Clark, Red River Area Learning Center; Keanu Moreno, Red River Area Learning Center; Emily Czichotzki, Minnesota State University Moorhead; Gregory Stein, Minnesota State University Moorhead

10:00-10:50pm

Oro Valley

CONVERSATION with VENUS EVANS--WINTERS

See page 28 for details

10:00-10:50pm

Oro Valley

10:00-10:50am

S10.05

Coronado II

Intermediate

Presentation

School Leadership for Diversity and Equity. This presentation is intended for teacher educators and school leaders. It will highlight the vision and journey of a school leader in an urban setting, in mobilizing the passion and commitment of her school community to bring about deep cultural changes that led to greater student success and achievement. **Presenters:** Gale Solomon-Henry, Peel District School Board; Gale Solomon-Henry, Peel District School Board; Ann Lopez, University of Toronto

Introductory

Presentation

Leaders as Decision Makers: Coraje Para Crear Comunidad. Leadership encompasses decision-making, risk taking and achieving multiple goals. The juxtaposition of risk and emotion is a delicate balance when making decisions for groups of people. Power and privilege is systemic and leaders have the responsibility to seek equity and social justice for instructors and students. **Presenter:** Dalinda Martinez, Michigan State University

10:00-10:50am S10.06	Joshua Tree I
Advanced	Presentation
<p>Ebonics and Standard English: Dismantling the Ideology of Conformity. The paper discusses the implications of standardization of English and the stigmatization that befalls the other varieties of English, like Ebonics, that are nonstandard. It draws from Niger-Congo languages to define Ebonics as another variety of English that has been influenced by West African languages. Presenter: Michael Ndemanu, University of Southern Indiana</p>	
Intermediate	Presentation
<p>Struggles of Finding Culturally Relevant Literacy Practices for Somali Students: Teachers' Perspectives. Using culturally relevant practices as the conceptual lens, this qualitative research focuses on teachers' struggles to impart literacy skills to K-12 Somali students. The contribution of this study is to provide a nuanced understanding for teachers on what it means to teach literacy to Somali refugee students. Presenter: Wangari Gichiru, Central Connecticut State University</p>	

10:00-10:50am S10.07	Joshua Tree II
Intermediate	Presentation
<p>Lessons from a Higher Education Learning Community on Social Justice. The presenters will share the story of how one Midwestern University collaborated across disciplines, colleges and with the local community to create a professional development opportunity that invited participants to come together to discuss critical issues connected to empowering individuals in their quest for creating more equitable spaces. Presenters: Anne Dahlman, Teresa Kruizenga & Patricia Hoffman, Minnesota State University Mankato</p>	
Intermediate	Presentation
<p>Continuing the Dream: A Model for Youth Empowerment and Activism Through Institutionalizing Kingian Nonviolence. Presenting an organizing model to promote youth empowerment and activism by institutionalizing Kingian Nonviolence in a mid-sized city. Film, student voice, research, and strategic networking will be used to present how a small non-profit organization, a local university, policy center, and other community-based organizations leveraged large-scale funding for this work. Presenters: Jacob Werblow, Central Connecticut State University; Arthur Romano, George Mason University; Quintin Robinson, Southern Connecticut State University</p>	

10:00-10:50am S10.08	Palo Verde I
Intermediate	Interactive Workshop
<p>Service Learning: A Path for Student Empowerment, Agency and Voice. High quality service learning projects have the potential to empower students marginalized by the school experience, build relationships, develop student voice and foster agency in school and in the community. This workshop will provide participants with the opportunity to develop engaging student-driven service learning projects tied to educational goals. Presenter: Heather Batchelor, Westminster College</p>	

10:00-10:50am

S10.09

Expert

Presidio I

Panel

Dismantling *Fronteras* Through Reframing and Refining Teachers' Perspectives and Practices.

This panel convenes scholars and educators who review three teacher professional development projects funded through U.S. Department of Education/OELA/National Professional Development that prepare teachers for instruction of English Learners (ELs) through university-school partnerships. Teachers develop critical competencies that value language and cultural diversity as integral to instructing English Learners. **Presenters:** Anthony Trifiro, Arizona State University; Margarita Jimenez-Silva, Arizona State University; Nora Reyes, Mesa Community College; Dawn Lambson, Arizona State University

10:00-10:50am

S10.10

Intermediate

Presidio II

Panel

My Voice is My Voice: Spoken Word and Critical Dis/abilities. A multitude of educators have utilized spoken word poetry as a way to connect with students. However, these scholars have not discussed how it can be utilized to work with students with dis/abilities. This presentation explores the pedagogical benefits of employing spoken word with students/adults with dis/abilities.

Presenter: Shiv Desai, University New Mexico

10:00-10:50am

S10.11

Intermediate

White Dove

Interactive Workshop

From the Pyramids to the Projects and on to One World. True multiculturalism requires each culture to come to the table with a strong foundation of self. Participants will acquire a historical account of the African American journey allowing for more profound understanding and interaction by all. Emerge with scientific proof that we humans, despite our differences, all come from the same source . . . true multiculturalism. **Presenter:** Omiyale Jube, Navigate Your Existence

10:00-10:50am

S10.12

Palo Verde II

PRAXIS-focused Pedagogy: Developing Critical Questions that Disrupt and Transform Oppressive Power Relations in Schools

Two social justice teacher educators aim to support teachers in identifying why they normalize racial (and other) hierarchies of privilege and power. Teachers develop critical questions that give rise to intentional, critically conscious strategies for developing social justice institutions, including cross-racial coalitions, characterized by power-sharing and democratic engagements. **Presenters:** Virginia Lea, University of Wisconsin Stout; Roberta Ahlquist, San Jose State University


 SATURDAY Morning 11:00 – 11:50am
 BREAK-OUT SESSIONS


11:00-11:50am

S11.01

Agave I

Expert

Presentation

Multicultural Education Without Borders: Teaching On-Line Graduate Level International Teacher Candidates. Multicultural education crosses borders as teachers and students' mobility increases in the 21st century. Teachers who prepare to teach in schools abroad need to understand the issues and principles of multicultural education. This presentation will show how an online course helps teachers cross borders and become effective multicultural educators globally. **Presenters:** Eirini Gouleta & Sydney Merz, George Mason University

Intermediate

Presentation

Moving Online: Redesigning High-Quality Teacher Professional Development for Multicultural Education. This study documents our curricular work of translating a high-quality teacher professional development program for multicultural education to an online format. We explore the successes and challenges of designing an online environment that creates "a sense of *comunidad*" that supports the continued work to "dismantle *fronteras*." **Presenters:** Elizabeth DeMulder, Stacia Stribling & Jenice View, George Mason University

11:00-11:50am

S11.02

Agave II

Introductory

Interactive Workshop

Confronting Barriers to Educational Equity in Rural Poverty Communities. This session will focus on creating opportunities for community discussion on the impact of poverty on educational equity, and the school's and community's willingness to address issues of equity. Discussion focus: creating collaboration between educators, administrators, and communities to confront beliefs and structures within their school and community. **Presenter:** Laura Jackson, Montello School District

11:00-11:50am

S11.03

Agave III

Advanced

Presentation

'Virtual Multiculturalism': A Critical Interrogation of Teaching Multicultural Education Online. Instead of unquestioningly embracing virtual education as the next *frontera* for academia, this presentation seeks to critically examine this 'virtual *frontera*' as it further aligns education with market-driven ideology and wages an attack on models of transformative pedagogy. **Presenters:** Dilys Schoorman & Sarah Smetzer-Fox, Florida Atlantic University

Intermediate

Presentation

The Neoliberal Colonization on Nature and Our Deep Ecological Selves. Neoliberalism is an ideologically based practice that has social, cultural, and ecological implications on a global level. Cultural, governmental, economic, justice, and ecological practices are dependent upon globally

dominant societies re-evaluating and reestablishing their relationships with capitalistic ideology. Multicultural education will benefit from the inclusion of an anti-neoliberal cultural analysis.
Presenter: Kurt Love, Central Connecticut State University

11:00-11:50am

Oro Valley

CONVERSATION with AYLSSA HADLEY DUNN

See page 28 for details

11:00-11:50am

S11.04

Coronado I

Introductory

Interactive Workshop

Using Media Representations of Young Men of Color as a Catalyst for Critical Reflection and

Intervention. For all educators: This workshop uses media texts as tools to interrogate the impact that problematic media representations of young men of color can have in the classroom. A critique of our own thoughts and assumptions will be initiated as we also discuss ways to critique and interrupt those representations. **Presenter:** Erin Watley, University of New Mexico

11:00-11:50am

S11.05

Coronado II

Intermediate

Presentation

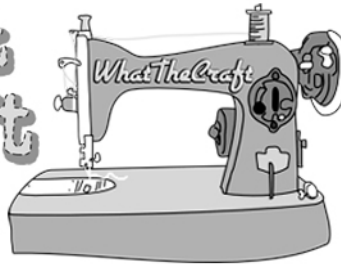
A Social Critical Incident Pedagogy for Studying Whiteness. Our objectives are to (1) describe a social critical incident pedagogy used by four white teacher educators over a nine-month period to study our individual and systemic positions as White people and (2) discuss implications of our work for teacher educators who wish to problematize and examine Whiteness. **Presenters:** Elizabeth Bondy, Kathryn Comerford, Mary Kay Rodgers & Darbianne Shannon, University of Florida

Advanced

Presentation

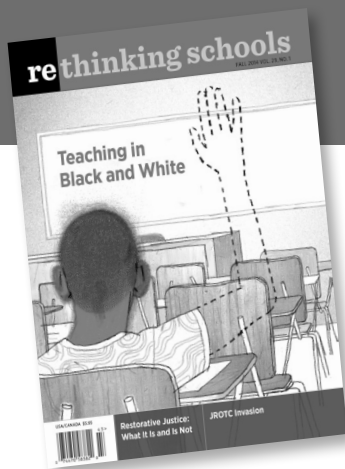
White Privilege: Perceptions of Pre-Service Teachers. Multicultural education is an integral part of teacher preparation program. Discrimination is an important topic addressed in many multicultural education courses. However, understanding this concept will not be complete without discussing the concept of "White Privilege." This presentation addresses the perceptions of teacher candidates on "White Privilege." **Presenter:** Kazi Hossain, Millersville University

What
the
Craft



- diy sewing tutorials
- kickass clothing patterns
- free craft projects

www.WhatTheCraft.com



PROGRESSIVE RESOURCES from RETHINKING SCHOOLS

RETHINKING SCHOOLS Magazine

Rethinking Schools is the country's leading social justice education magazine. Every issue is filled with innovative teaching ideas, resources, activism news, and analyses of important issues. Subscriptions include complete access to online archives and free digital app edition.

PRINT SUBSCRIPTION

3 years: \$46.95 Save \$24.45 off cover price!

2 years: \$34.95 Save \$12.65 off cover price!

1 year: \$22.95

DIGITAL PDF SUBSCRIPTION

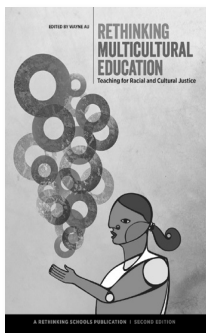
3 years: \$41.95 Save \$29.45 off cover price!

2 years: \$29.95 Save \$17.65 off cover price!

1 year: \$17.95 Save \$5.85 off cover price!

International subscriptions add \$10 per year.

FEATURED N.A.M.E. SPEAKERS

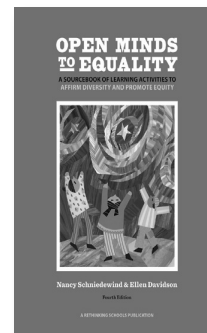


RETHINKING MULTICULTURAL EDUCATION

Teaching for Racial and
Cultural Justice

Edited by **Wayne Au**

Paperback
418 pages
ISBN: 978-0-942961-53-9



OPEN MINDS TO EQUALITY

A Source Book of Learning
Activities to Affirm Diversity
and Promote Equity 4th Edition

by **Nancy Schniedewind** and
Ellen Davidson

Paperback
410 pages
ISBN: 978-0-942961-60-7

NEW EDITION! More than 100 pages of new material.

This new and expanded edition collects the best articles dealing with race and culture in the classroom. Moving beyond a simplistic focus on heroes and holidays, and foods and festivals, it demonstrates a powerful vision of anti-racist, social justice education.

Practical, rich in story, and analytically sharp, *Rethinking Multicultural Education* reclaims multicultural education as part of a larger struggle for justice and against racism, colonization, and cultural oppression—in schools and society.

“If you are an educator, student, activist, or parent striving for educational equality and liberation, *Rethinking Multicultural Education* will empower and inspire you to make a positive change in your community.”

Curtis Acosta, Founder, Acosta Latino Learning Partnership

The fourth edition of *Open Minds to Equality* contains a wealth of updated information and resources. New lessons address immigration, anti-Muslim discrimination, gender identity, and bullying. The comprehensive, annotated bibliography has been revised and updated.

Open Minds to Equality is an educator's sourcebook of activities to help students understand and change inequalities based on race, gender, class, age, language, sexual orientation, physical/mental ability, and religion.

The activities also promote respect for diversity and interpersonal equality among students, fostering a classroom that is participatory, cooperative, and democratic. Learning activities are sequenced to build awareness and understanding. This book is an essential resource for teachers, leaders in professional development, and curriculum specialists.

*Plus shipping and handling. U.S. shipping and handling costs are 15% of the total (minimum charge of \$4.50).

Visit our table where we are offering the best discounts!

CALL TOLL-FREE: 800-669-4192 or
ORDER ONLINE: rethinkingschools.org

Use code: **NAMEK14**
when ordering online or
toll-free and receive **20%**
off your order. Good until
November 30, 2014.

11:00-11:50am

S11.06

Joshua Tree I

Intermediate

Presentation

Changing the Face of Educators: Voices de la Frontera. The academy primarily consists of white faculty and considerably less Latina/o faculty. This presentation will discuss challenges Latina/o educators face as well as propose several resolutions for creating *comunidad* among Latina/os. The process of intersectionality will be discussed in relation to coalition building among Latina/o educators. **Presenters:** Wilma Cordova, Stephen F. Austin State University; Amanda Flores, Texas A&M International University; Antonio Estudillo, Stephen F. Austin State University

Expert

Presentation

Maestros Para El Pueblo: Cultivating Our Own Ambitious Teachers. Despite the call to prepare teachers whose lived experiences reflect their communities, many candidates of color encounter biases and institutional barriers when pursuing teaching. This interactive presentation illustrates paraeducators' cultural community wealth and how one program supported them to become the teachers ALL of our children need. **Presenters:** Maria Timmons Flores, Western Washington University; Kristen French, Western Washington University; Barbara Waxman, Western Washington University; Meagan Dawson, Burlington Edison School District; Don Burgess, Western Washington University

11:00-11:50am

S11.07

Joshua Tree II

Intermediate

Presentation

Curriculum Influences Associated with Hyper-sexualized Media Representations of African American Women. This presentation on hyper-sexualized media representations of African American women attempts to dismantle a concerted campaign to preserve the disenfranchisement of one of American society's most marginalized sub-populations. It explores the connection between representations of Black women in television and film production and the academic performance of Black female students. **Presenters:** Devair Jeffries, Florida State University; Rhonda Jeffries, University of South Carolina

Intermediate

Presentation

CLAIMIN' VOICE! Women of Color Talking Circle: Reclaiming Ancestral Voice. Four doctorate students of Black, Native, Latino and Filipino cultures decided to seek out other women of color in leadership positions through a traditional talking circle. Through frustration of being tied to dominant culture's academic definition of collaborative inquiry, these students utilized cultural identity as an ideology. **Presenters:** Shannon Starzyk, Toni Battle, Veronica Morelos & Evelyn Andrews, St. Mary's College of California

11:00-11:50am

S11.08

Palo Verde I

Intermediate

Interactive Workshop

The Object of My Affection: Effective Learning Through Affective Teaching. Great teachers are effective teachers and EFFECTIVE teachers are AFFECTIVE teachers. Explore and enhance your AFFECTIVE teaching characteristics in this interactive and engaging session as the presenters offer insight on how to develop a reciprocal approach to Krathwohl's learning taxonomy! Find the AFFECTIVE educator in you! **Presenters:** Rhonda Jackson & Rachel Dunbar, Alabama A&M University

11:00-11:50am
S11.09

Palo Verde II

Intermediate

Presentation

21st Century Linguistic Apartheid: English Language Learners in Arizona Public Schools.

Designed for teachers, teacher-educators, community members, and social justice practitioners, this presentation analyzes Arizona's education/language policy affecting English language learners in public schools. Drawing from post-colonial theory, the presenters argue that the current policy reinstates *de jure* segregation and institutionalizes a form of linguistic 'apartheid' for these students.

Presenters: Mary Carol Combs & Ana Christina DaSilva Iddings, University of Arizona

Intermediate

Presentation

Organizing as a Decolonizing Strategy: From *Testimonio* to the Streets. In this workshop we explore, from a Xican@-Chican@ standpoint, ways communities have begun to take actions to begin to dismantle the structural issues that have oppressed them as Indigenous and colonized peoples. Participants will learn about multicultural education for action grounded in our own lived-experience engaged in community organizing spaces. **Presenters:** Marisol Ruiz, Humboldt State University; Miguel Zavala, California State University Fullerton

11:00-11:50am
S11.10

Presidio I

Advanced

Panel

The Complexities of College Student "Engagement" in Local Communities: A Move Toward

Mutual Alliance and Solidarity. This session explores the complexities of college student engagement in local communities. We share pedagogies based on notions of multiple subjectivities, and the ways multiple allegiances strengthen capacity for social change that have given concrete form to our goals. We share the concrete questions we still have. **Presenters:** Rachel Martin, Lesley University; Linda Williamson Nelson, Stockton College of New Jersey; Diana Waters, The Philadelphia Center

11:00-11:50am

Tucson
Discussion

Future Conference Brainstorming Annual Session

In this session we will be discussing plans for the 25th Annual Conference in New Orleans. Please bring any ideas or suggestions to the brainstorming session and be a part of the planning of our 25th Annual Conference celebration. **Facilitators:** Rose Duhon-Sells, NAME Founder, Alice Duhon-Ross, Walden University; Bette Tate Beaver, NAME Executive Director

11:00-11:50am
S11.11

Presidio II

Intermediate

Panel

Disrupting the Educational Status Quo through Action-Oriented, Community-Based Research.

Four researcher practitioners will share their experiences confronting educational inequities within their diverse settings. Session participants will be invited to dialogue on the challenges and future possibilities of transformative educational research. Handouts detailing curriculum, intervention strategies, research design, and results data will be provided. **Presenters:** Carissa Morrison, Seligman High School; Daniel Liou, Arizona State University; Mark Spalding, Arizona State University; Tammy Yonnie, Many Farms High School

11:00-11:50am
S11.12

White Dove
Interactive Workshop

Intermediate

Mapping Cultural Identities: Identifying Inclusive and Exclusive Spaces. Through a cultural mapping project, participants in this workshop will discuss how and why borders exist for particular cultural identities in specific places and brainstorm ways to increase inclusivity. The presenter will explain how she has used this map at the elementary, middle school, high school and university level.

Presenter: Christine Lemley, Northern Arizona University

POSTER SESSION

11:00-11:50am
S11.13

Intermediate

Poster

Engaging Students with Multicultural History through Archival Research Projects. Sometimes multicultural education focuses on theory with less practice. In this poster, an archivist and a professor will give examples of how they brought theoretical frameworks to life. Their assignments engaged students with multicultural history through archival research and enabled them to creatively share their knowledge with their local community. **Presenters:** Natalia Fernandez & Jean Moule, Oregon State University

Introductory

Poster

Understanding the Muslim Headscarf: External Factors Influencing Hijab. While the Muslim headscarf, the hijab, is considered a religious requirement, the decision to wear it is personal. There are external factors that influence whether a woman would choose to wear the hijab. Understanding these factors provides insight into how wearing the hijab impacts the woman's experiences in society.

Presenter: Amira Shourbaji, University of Michigan Dearborn

Introductory

Poster

Sports as a Motivator for Students of Color to Stay in School. There are valuable traits that secondary students learn from participating in sports. When transferred into the classroom these traits can improve classroom performance. Sports should be considered as a serious tool for academic motivation. Sports are a globally shared activity whether you are a player or a fan. Sports are a way to break barriers between different cultures and unite people. **Presenter:** Jenna Lawson, Big Spring Independent School District

12:00-12:30pm

Presidio III-V

Saturday LUNCHEON: Grab & Gab Networking Lunch

Saturday, 12noon-12:30pm networking lunch

This quick lunch is designed to facilitate meeting folks with similar interest informally. Box lunches will be available for Package A, (or will be for sale for \$20).

Nov 8, 2014

SATURDAY Afternoon GENERAL SESSION
 12:30 – 1:50pm **SPLIT PLENARY: Select One**

Session 1: TURQUOISE I

Convening the Session:

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

Panel Discussion:

MAS Teachers: The Mexican American Studies Story
Tloque Nahuaque (Together & United)

Hear the *testimonios* of the teachers engaged in the battle to preserve the MAS program. They will share their account of the innovative teaching practices, the harmful impact of Arizona's oppressive education policies and the resiliency of the students and teachers in the classroom.

Moderator:

Anita Fernández, Prescott College

Panelists from the Xican@ Institute for Teaching & Organizing:

Curtis Acosta

Norma & José Gonzalez

Sean Arce

Renee Martinez

Salo Escamilla

Sally Rusk

Session 2: TURQUOISE II

Convening the Session:

Alice Duhon-Ross, Walden University

Panel Discussion:

EDUCATION REFORMS:

How Public Are Public Schools?: Corporate Education Reform & Children of Color

In this session panelists will consider the impacts of corporate education reforms on public schools, paying specific attention to how these reforms are affecting children and communities of color. This plenary is for K-12 practitioners, education activists, and university educators alike.

Moderator:

Wayne Au

Associate Professor
University of WA– Bothell & Rethinking Schools, Editor

Panelists:

**Jeffrey Duncan-
 Andrade**

San Francisco State University

David Stovall

University of IL – Chicago

H. T. Sanchez

Superintendent
Tucson USD


 SATURDAY Afternoon 2:00 – 2:50pm
 BREAK-OUT SESSIONS


2:00-2:50pm

S20.01

Agave I

Advanced

International/Global

Critical Incidents as Transformative Learning in a Teacher Education Program: Negotiating Spaces of Dissonance. This presentation examines the use of critical incidents in a foundations course as means of engaging teacher candidates in critical praxis and transformative learning in developing culturally responsive approaches. Drawing on critical incidents during the practicum teacher candidates focused on developing agency in navigating complex social realities in schools. **Presenter:** Ann Lopez, OISE/University of Toronto

Introductory

Presentation

Resisting Efforts to Colonize Teaching: Dismantling edTPA in New York. Overview New York State's mandate requiring edTPA for teacher certification and how the assessment serves to colonize teaching through the use of a one-size-fits-all model that devalues educational equity. Describe role of teachers unions in efforts to dismantle edTPA, including building coalitions of stakeholders through public/political discourse. **Presenters:** Michelle Kelly & Bill Buxton, SUNY Cortland

2:00-2:50pm

S20.02

Agave II

Advanced

Interactive Workshop

Teachers of Color and Racial Battle Fatigue: Hostile Racial Climate and Tools for Healing in Urban School Contexts. Framed in Critical Race Theory, this workshop explores racial battle fatigue among teachers of color, offering strategies for coping and healing. The workshop is for teachers and teacher educators and is based on extensive research with and support of teachers of color who experience racism in a number of ways. **Presenter:** Marcos Pizarro, San Jose State University and Rita Kohli, University of California--Riverside

2:00-2:50pm

Oro Valley

Scholarships A-Z: Making College Accessible for ALL Students

This non-profit works to help undocumented immigrant students and families achieve their academic goals, informs about Deferred Action and immigration bills, and works towards access for undocumented students at AZ's public universities. **Presenter:** Matt Matera, Director, Scholarships A-Z

2:00-2:50pm S20.03	Agave III
Expert	Presentation
<p>Culturally Responsiveness Through Children's Literature, Comprehension Strategies, and Literature Circles. In this qualitative study, we examined tools we utilized in a literacy course to help preservice teachers develop culturally responsive pedagogy. We describe effective and non-effective techniques used to facilitate these preservice teachers' understandings about how to teach students from diverse populations and illustrate culturally responsiveness. Presenters: Susan Bennett, University of Mississippi; AnnMarie Alberton Gunn, University of South Florida St. Petersburg</p>	
Introductory	Presentation
<p>Coaching: A Tool for Culturally Responsive Teaching with Preservice Teachers. This presentation will report findings of a qualitative study pertinent to teacher educators by examining how our coaching focused on culturally responsive teaching. Findings will draw on field notes from lesson conferences, lesson plans, and a researcher's journal and reveal three preservice teachers' abilities to utilize culturally responsive teaching practices. Presenters: Vanessa Casciola & Jennifer Jacobs, University of South Florida</p>	

2:00-2:50pm S20.04	Coronado I
Intermediate	Interactive Workshop
<p>The Consequences of Language Loss among Newcomer ELLs. Language loss occurs for a variety of reasons, yet none of them serve ELLs, their families, or future societies well. Among refugee ELLs, language loss contributes to loss of cultural identity and deprives the newcomer ELL of the opportunity to benefit from the greater cognitive diversity and problem-solving skills that are inherent in multilingualism. This presentation is for teachers and teacher educators and will explore the consequences of language loss. Presenters: Melinda Cowart, Texas Woman's University; Ron Cowart, Dallas Baptist University</p>	

2:00-2:50pm S20.05	Coronado II
Advanced	Presentation
<p>Hyper-curriculum and a Cosmopolitan Courage: Dismantling Borders Amidst the Common Core. This presentation will discuss curricular needs for a hyper-connected world in relation to the Common Core Standards and is designed for educators and administrators at all levels. A hyper-curriculum helps students dismantle borders by providing an opportunity to engage and recognize hyper-connection among the worldly/the local and oneself/others. Presenters: Christopher Kazanjian, El Paso Community College; Su-Jin Choi, Korean Educational Development Institute</p>	
Intermediate	Presentation
<p>Cultivating Ecojustice & Science Agency Through Academic Service Learning. This paper describes efforts to bridge the boundaries between pre-service teachers and urban elementary students by engaging the pre-service teachers in an ASL project designed to cultivate their science agency and to prepare them to engage with and cultivate the science</p>	

agency of their future elementary students. **Presenter:** Chris Burke, University of Michigan Dearborn

2:00-2:50pm
S20.06

Joshua Tree I

Intermediate

Presentation

Benjamin Sáenz and the Borderlands: Literature as Culturally Relevant Pedagogy.

Designed for teachers and teacher educators, this paper will explore the possibilities of using the young adult literature of Benjamin Alire Sáenz and his conceptualization of borderlands to examine the ways in which borderlands theory and border pedagogy can contribute to the practice of culturally relevant and critical race pedagogies. **Presenter:** Katrina Dillon

Intermediate

Presentation

Media as a Tool For Examining Issues Pertaining To Race, Class, Gender, And Sexuality in In-Service Teacher Education.

This presentation, of particular interest to teacher educators, offers observations as I interrogate the usefulness of critical media literacy to help in-service teachers begin to examine borders encountered along lines of race, class, gender, sexuality, religion, or ability, and the varying intersections of these social categories.

Presenter: Jamie Joanou, Westminster College

2:00-2:50pm
S20.07

Joshua Tree II

Advanced

Presentation

Blurred Lines: Deconstructing the Binary Opposition of a Teacher/Student

Relationship. This presentation examines and communicates Freire's student-as-teacher and teacher-as-student relationship using a university professor and her doctoral advisee as an autoethnographic case study. **Presenters:** Sarah Smetzer-Fox & Traci Baxley, Florida Atlantic University

Advanced

Presentation

Perceptions of the 'Other.' The purpose of this presentation is to examine the value-added benefits of an international study tour for teachers, specifically how the experience of being 'the other' became the catalyst for affective learning that allowed some teachers to develop a more critical understanding of their own national and cultural identity, while also facilitating the development of sociocultural consciousness. Intended for advanced teacher educators.

Presenter: Raymond Young, SIT Graduate Institute

2:00-2:50pm
S20.08

Palo Verde I

Intermediate

Interactive Workshop

Complicating Empathy and Critical Perspective-Taking in Multicultural Teacher

Education Coursework. Aimed at teacher educators, in this workshop we will explore research and practice related to critical perspective-taking and empathy-building in multicultural education coursework. As a professor and undergraduate student of color at a predominantly White institution, we consider the role of those from marginalized backgrounds in such course contexts. **Presenters:** Sherry Deckman & Beatriz Montilla, Ithaca College

2:00-2:50pm

S20.09

Intermediate

Palo Verde II

Panel

Comunidad, Cariño y Coraje: Building Capacities for Positive Academic Expectations. As faculty members preparing teachers, principals, and superintendents, we often encounter individuals who come into the program solely focused on students' test scores, budgetary constraints, and issues related to motivation and classroom management. Although these issues may be a reality in the schools, they often take precedence over conversations regarding equity, social justice, and the need for caring adults in the students' lives. Situating such belief systems as psychological borders and barriers to student achievement, this panel will discuss the concept of caring as the focus to creating the conditions for higher teachers' expectations for school effectiveness. **Presenters:** Daniel Liou, Arizona State University; Tyson Marsh, University of New Mexico; Robert Cooper, University of California Los Angeles; Rene Antrop-Gonzalez, Dalton State College

2:00-2:50pm

S20.10

Introductory

White Dove

Interactive Workshop

Reclaiming Multicultural Education in Schools: The African-American Struggle. This session discusses educating through dialogue, supporting student voice, and critiquing the school knowledge that has been historically European. Emphasizing the struggle that systematic racism, colonialization, and cultural oppression that exists and is promulgated in our K-12 schools, we seek to create spaces in which teachers reflect on their current practices. **Presenters:** Margie McCloud & Ruth Payne, University of North Texas

2:00-2:50pm

S20.11

Tucson

Michael Brown, Oscar Grant, Trayvon Martin, and On...: A Conversation about How We Respond.

While state-sanctioned violence continues to threaten and take the lives of young Black men, the ongoing history of genocide is justified through public education, corporate media, and collective inaction. As educators debate testing, evaluation, and school structures, global violence specifically targeting youth of color continues. Please join us for a critical discussion by community-based advocates and scholars with specific experience working in communities with police and state-sanctioned violence against Black youth (representing Ferguson, St. Louis, Chicago, and Oakland). We'll share our professional context of resistance, lessons learned, and strategies to maintain sanity while in the midst of systemic oppression.

Presenters: Lewis Diuguid, Kansas City Star; Bette Tate Beaver, NAME Executive Director; Chris Knaus, University of Washington Tacoma and Venus Evans-Winters, Illinois State University



SATURDAY Afternoon 3:00 – 3:50pm
BREAK-OUT SESSIONS



3:00-3:50pm S30.01	Agave I
Introductory	Presentation
<p>Dismantling Fronteras: Assisting ELLs' Academic Success through Research and Service. This presentation discusses an innovative research-service project that brings the pre-service and in-service teachers to work together helping ELL students' academic success in four school districts that have low-performing schools and that have experienced the higher ELL enrollment. Research and service findings are discussed and multiculturally-responsive teaching strategies are provided. Presenters: Nan Li, Sierra Wald & JeLisa Ashby, Claflin University</p>	
Intermediate	Presentation
<p>Dismantling Cultural Borders: Exploring Pathways to Intercultural Awareness. Cultural borders in today's classrooms are realities that require both teachers and teacher educators to explore pathways to intercultural awareness. This presentation explores ways to dismantle some cultural borders as experienced by two teachers who teach long term or newly-arrived English learners and a teacher educator who discusses critical pedagogy. Presenters: Marjorie Hall Haley, George Mason University; Sarah Eqab, Prince William County Schools; Jennifer Santiago, Fairfax County Schools</p>	

3:00-3:50pm S30.02	Agave II
Advanced	Interactive Workshop
<p>Dismantling the Divisive Fronteras in Our Work as Educator-Activists. This presentation seeks to engage participants in a collaborative and in-depth discussion centered on dismantling the many ideological <i>fronteras</i> we face in our work as educator-activists. Together we will create strategies on how we can empower ourselves when we are faced with challenges from within our own people and communities. Presenter: Virginia Necochea, University of New Mexico</p>	

3:00-3:50pm S30.03	Agave III
Intermediate	Presentation
<p>Combined Destinies: Whites Sharing Grief about Racism - Book Reading and Discussion. Holding a rarely examined perspective that racial separation and institutionalized racism have social and emotional consequences for white people, as well as for targeted racial groups, this presentation will use the book, <i>Combined Destinies</i>, to increase understanding, awareness and compassion. Presenters will facilitate discussion about race/racism for teacher educators. Presenters: Caroline Haskell, California State University</p>	

Monterey Bay; Ann Jealous

Intermediate

Presentation

Institutionalized Anti-Racism: Transforming School Systems for Equity. This presentation will discuss how Branham High School has institutionalized anti-racism by embedding a social justice class into the schedule and removing barriers to AP and honors classes. Now, our demographics in advanced classes almost match Branham's population. We hope to provide a comprehensive model that other schools can emulate. **Presenters:** Angela Cunningham & Brian Thompson, Branham High School

SATURDAY 3:00-3:50pm

**20th ANNUAL NAME MC Film Festival Screening
MY STOLEN REVOLUTION.**

**Directed by Nahid Persson Savestani. Women Make Movies.
www.wmm.com. 75 minutes.**

A student activist in Iran's 1979 revolution that overthrew the dictatorial Shah, Nahid Persson Sarvestani fled to Sweden with her baby after Islamists seized power and began persecuting leftists who had been their revolutionary allies. Three decades later, events in Iran inspire Nahid to revisit that part of her life. Prompted by brutal crackdowns on anti-government protests in 2009 and long-suppressed guilt for abandoning a younger brother to imprisonment and death, the filmmaker locates and reunites with 5 female activists who survived torture and terror in the Islamist regime's jails. Now living in exile, the women share gripping accounts of how their jailers tried to break them physically and spiritually, and describe what sustained them during these horrible ordeals.

3:00-3:50pm

S30.04

Coronado I

Introductory

Interactive Workshop

Breaking Heteronormative Barriers: LGBTQ Themes in Critical Literacy Elementary Classrooms. The presentation examines current concerns and fears of elementary classroom teachers, the role of critical literacy in a social justice curriculum, and practical recommendations for including LGBTQ literature and issues into the elementary classroom. **Presenters:** Traci Baxley & Dominic Grasso, Florida Atlantic University

3:00-3:50pm

S30.05

Coronado II

Intermediate

Presentation

Beware of Forcing Social Change: Conflict and Growth in Antigone. Tragedies can help audiences discover how not to handle conflict. Through the play *Antigone* by Sophocles, we observe the dangers of using power to control others and, ultimately, bear witness to characters developing the capacity to change. This presentation will include analysis of various themes and differentiated lesson plan samples. **Presenter:** Megan Murphy, KIPP Bay Area Schools

Intermediate

Presentation

Multicultural Fairy Tale: The Red, Yellow, and Blue Haired Women. The fundamental aim of this session is to offer a pedagogical tool (i.e., a multicultural fairy tale) that acknowledges,

respects, and embraces diversity. Race, ethnicity, national origin, gender, sexual orientation, age, and other identity factors are prime topics for examination based on the fairy tale.

Presenter: Scott Robinson, University of Hawaii Manoa

3:00-3:50pm

S30.06

Advanced

Palo Verde I

Interactive Workshop

Multicultural Teacher Education, Equity, Social Justice and the edTPA. A huge number of American professors are preparing teacher candidates to submit an edTPA portfolio. To enhance their ability to model multicultural teaching strategies, we will scrutinize the language in all 15 edTPA rubrics to identify the embedded requirements for implementation of multicultural, socially just and/or culturally competent teaching practice. **Presenter:** Matthew Okun, Seattle Public Schools

3:00-3:50pm

S30.07

Intermediate

Palo Verde II

Panel

Performing Tricks: Altering Dominant Discourses in Plain Sight. Drawing on the notion of the trickster, each paper will examine the ways in which their teaching or engagement subverts these discourses and ideologies by breaking rules, challenging norms, and creating new possibilities for action, reflection and alteration. This panel is geared towards students, teachers, and teacher educators. **Presenters:** Gerald Wood, Darrell Marks, Christine Lemley, Jaclyn Pace & Danika Foster, Northern Arizona University

3:00-3:50pm

S30.08

Intermediate

White Dove

Interactive Workshop

The Means Mean More than the End: Grading Teachers' Learning. I detail my journey to make assessing teacher candidates more authentic and more about learning to teach than on specific outcomes. In developing this grading process I have had to participate in my own reflection process by interrogating why I prefer conferencing to traditional grading in the teacher education classroom. **Presenter:** Zaid Haddad, University of Texas San Antonio

Exemplary Teacher Award Presentation

3:00-3:50pm

S30.09

Mesquite

Multicultural Education: The Realities and Practices of a Classroom Teacher.

Multicultural teaching is often pushed to the back burner because it pales in comparison to the many pressures from high-stakes testing and standards. Culture permeates through students' learning, background knowledge, and experiences, and should be at the forefront of our teaching. Multicultural teaching is a way of thinking, a mindset that should pervade our everyday actions. Students should be taught to embrace their different cultures and voice their cultural truths, along with the power of social change for social justice. This session will highlight the personal experiences and fight for social justice and multicultural education in an elementary classroom. Multicultural education is hard work, but holds so much promise for our students. Educators, we have the power to shape who our students will become--let's teach them to be global citizens who will stand up for their truths. **Presenter:** Pang Xiong, North St. Paul-Maplewood-Oakdale School District



SATURDAY Afternoon 4:00 - 4:50pm

BREAK-OUT SESSIONS



- 4:00-4:50pm
S40.01
Advanced
Palo Verde I
Interactive Workshop
- Drama-Based Pedagogy in Multicultural Teacher Education.** This presentation will explore the use of drama-based pedagogy in multicultural teacher education and demonstrate examples of in-role drama designed to discuss race and privilege. This presentation is intended for teacher educators and anyone else excited about the use of innovative, arts-based pedagogy in multicultural education. **Presenters:** Sara Simons, New York University; Roxanne Schroeder-Arce, University of Texas Austin
- 4:00-4:50pm
S40.02
Intermediate
Palo Verde II
Panel
- Using the Fisher Gradual Release Academic Vocabulary Model to Assist ELLs Progress in CTE Career Pathways.** The session is designed to focus on ELL students' academic vocabulary development and progression through the Career Technical Education (CTE) Program of Study. The Fisher Gradual Release Model will help ELL students to surmount their current language and cultural barriers and enter into the CTE Career Pathways, allowing for the diverse body of ELLs to develop skills that will assist them in secondary, post-secondary and career engagement training, while also providing the opportunity for attainment of high-skill, high-wage jobs. The Fisher strategy will help ELLs build their unity in the battle for equity of access and inclusion in the CTE Programs of Study. **Presenters:** Donald J. Anticoli, Anchalee Sybrandy & Patricia Sanders-Clarke, Abraham Lincoln High School
- 4:00-4:50pm
S40.03
Intermediate
White Dove
Interactive Workshop
- Coloring Within the Lines: Implications of Practicing Colorblindness.** Racial minorities cannot ignore the color of their skin or the stereotypes built around shades of Black and Brown. Multicultural educators must move from a comfortable space of coloring within the lines 'upholding colorblind ideologies' toward a color conscious theory of practice. Through colorful critical observation, participants can dismantle *fronteras*. **Presenters:** Cassie Brownell & Justin Coles, Michigan State University
- 4:00-4:50pm
S40.04
Joshua Tree II

Creating a Community of Counter-Hegemonic Narratives: Addressing Stereotypes & Deficit Narratives as Mechanisms of Power. This presentation addresses the conference theme by illuminating and re-visioning the ways in which we are divided by largely invisible social and cultural barriers, as well as the physical barriers that perpetuate inequities in education in terms of “modern disciplinary technologies of power” (Foucault, 1977). **Presenter:** Dang Yang, Adrienne Sulma, Ali Ahmed and Virginia Lea, University of Wisconsin Stout.

SATURDAY 4:00-4:50pm

20th ANNUAL NAME MC Film Festival Screening

LADONNA HARRIS: INDIAN 101.

Directed by Julianna Brannum (Comanche). Women Make Moves. www.wmm.com. 63 minutes

Using the Verité documentary film style, this film showcases the life of Comanche activist and national civil rights leader LaDonna Harris and the role that she has played in Native and mainstream America history since the 1960s. Filmmaker Brannum, the great niece of Harris, celebrates her life and the personal struggles that led her to become a voice for Native people and her contemporary work to strengthen and rebuild indigenous communities, becoming a leader among emerging Native leaders around the world.



SATURDAY 5:00-5:50pm

20th ANNUAL NAME MC Film Festival Screening

SIX DAYS: THREE ACTIVISTS, THREE WARS, ONE DREAM.

Directed by Nikolina Gillgren. Produced by Johan Sandstrom. Women Make Movies. www.wmm.com. 56 minutes.

This inspiring documentary, which follows three brave human rights defenders in Liberia, Abkhazia, Georgia and Iraq over six days, gives insight into the everyday struggle to improve the situation of women worldwide. *Six Days* shines a necessary light on some of the most urgent and important human rights issues facing women today: girls education, honor killings, bride kidnappings and women's health issues.



SATURDAY EVENING NAME Annual Awards Banquet

Pascua Yaqui Indian Tribe's Casino del Sol Grand Ballroom
6:30 – 10:30pm

We will be the guests of the Pascua Yaqui Tribe for the evening.
Busses will depart from the Hilton Hotel valet stand 5pm to shuttle
our people to the grounds of the
Pascua Yaqui Reservation & their Casino del Sol.
Rotating shuttle busses will return guests to the Hilton throughout the evening.

6:30 pm

President's Reception

Host: Francisco Rios, NAME President

Annual NAME Awards for Excellence in Multicultural Education

Convening the Session

Charlene Lui & DaVerne Bell
Awards Committee Co-Chairs

CONGRATULATIONS to our 2014 Award Winners

G. Pritchey Smith Multicultural Educator Award

CHRISTINE CLARK, PH. D
UNIVERSITY OF NEVADA-LAS VEGAS

Carter Goodwin Woodson Service Award

LEWIS DIUGUID,
KANSAS CITY STAR

Philip C. Chinn Book Award

WE CAN'T LEAD WHERE WE WON'T GO: AN EDUCATOR'S GUIDE TO EQUITY
BY GARY HOWARD (CORWIN PRESS, 2014)

Rose Duhon Sells Program Award

THE ELL CENTER PROFESSIONAL DEVELOPMENT PROGRAM
CLAFLIN UNIVERSITY, NAN LI, DIRECTOR

Multicultural Institute / Agency Award

KNIGHT CONSULTING + RHONDA TALFORD KNIGHT, DIRECTOR

MULTICULTURAL CHILDREN'S PUBLICATION AWARD

HALF SPOON OF RICE + BY ICY SMITH
EAST WEST DISCOVERY PRESS (2010)

EXEMPLARY MULTICULTURAL TEACHERS AWARDS

PANG XIONG
N. ST. PAUL SCHOOL DISTRICT, MN

MARISOL MORENO
LA CRUCES NM SCHOOL DISTRICT

8:00–9:30am

Presidio III-V

SUNDAY
Visioning FORUM
&
Closing

This dynamic session always provides participants an opportunity to help spur the organization. The discussion will focus on three goals: building alliances with other organizations, advancing the organization's international orientation, and strengthening political action and activism. The session will also provide opportunities to share thoughts and goals for the 2015 Conference, the 25th Annual meeting of NAME, in New Orleans. Individuals interested in taking a leadership role in the organization or in the annual conference are especially encouraged to attend.
A continental breakfast will be offered.

SUNDAY TOUR

Sunday Nov. 9: Departs 8:45am – Returns 3pm (also available Wednesday)
TOUR 7: A Culture of Cooperation. See page 20 for details.



Exhibitors 2014 N/A/M/E Tucson Conference (to date)

<i>Aja/Avery Jewelry Designs Stacy Aja</i>	PO Box 1210 South Holland, IL 60473	708.528.0260 aja@ajajewelryart.com
<i>Corwin Gina Di Prima</i>	2455 Teller Road Thousand Oaks, CA 91320	805.410.7201 F: 800.417.2466 michael.garofolo@corwin.com
<i>Defamation the Play Todd Logan</i>	1800 Ridge Ave., #404 Evanston, IL 60201	847.404.6170 canamac123@comcast.net
<i>East West Discovery Press Icy Smith</i>	P.O. Box 3585 Manhattan Beach, CA 90266	310.545.730 icy@eastwestdiscovery.com
<i>Grand Canyon University Luis Barnett</i>	3300 W Camelback Rd Phoenix, AZ 85017	602.639.6861 F: 602.343.4653 kim.tsutsumida@gcu.edu
<i>Green Legacy Publishing Alice Duhon-Ross Rose Duhon-Sells</i>	116 State St Lake George LA 70605	337-474-1720 greenlegacypublishingcompany@-suddenlink.com
<i>Opportunity Education Foundation Teresa Roll</i>	10156 L Street Omaha, NE 68127	402.614.5381 F: 402.614.5381 schools@opportunityeducation.org
<i>Prescott College Esther Almazan</i>	220 Grove Ave Prescott, AZ 86301	928.350.2100 jbrown@prescott.edu
<i>Rethinking Schools Rachel Kenison, Wayne Au</i>	1001 East Keefe Avenue Milwaukee, WI 53212	414.964.9646 Fax: 414.64.7220 office@rethinkingschools.org

*SEED- Seeking
Educational Equity
and Diversity*
Emmy Howe

482 Newhall Road
Conway, MA 1341

781.283.2512
ehowe@wellesley.edu

Silver Dream
Satya Khalsa

7133 N. 14th St
Phoenix, AZ
85020

602 451-9236
satya@silverdream.biz

*Skipping Stones
Magazine*
Arun N. Toké

P. O. Box 3939
Eugene, OR 97403

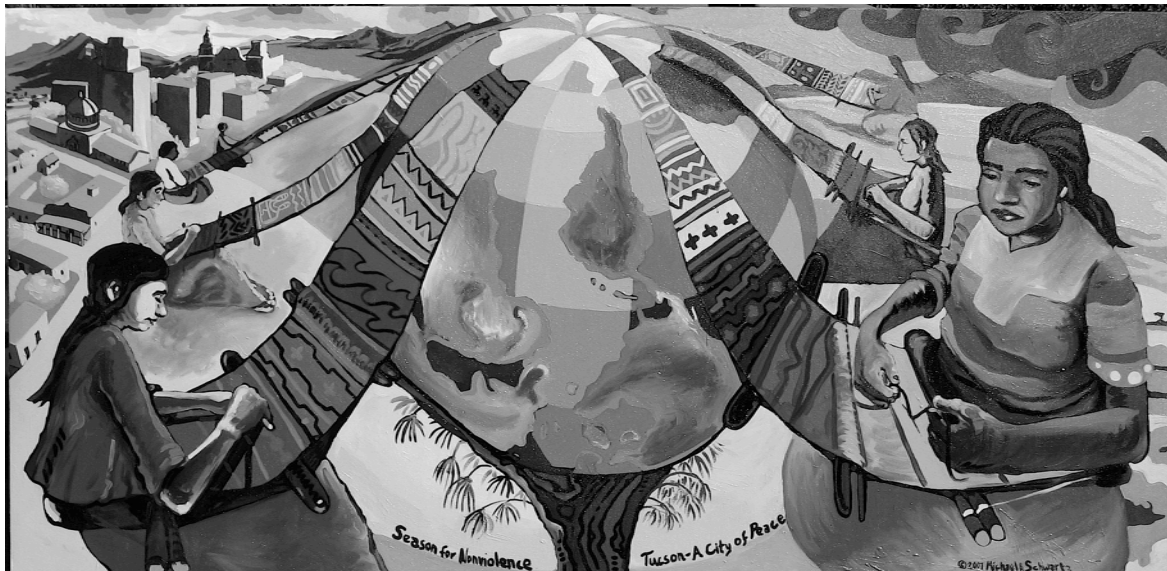
541.342.4956
editor@skippingstones.org

*University of Arizona
Press*
Lela Scott MacNeil

1510 E. University
5th floor
Tucson, AZ 85721

520.621.4913
F: 520.621.4913
[lscottmacneil@uapress.-
arizona.edu](mailto:lscottmacneil@uapress.-arizona.edu)

Tucson City of Peace Mural



Founding Members of the
NATIONAL ASSOCIATION for MULTICULTURAL
EDUCATION



Sincere thanks to our founder and the 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. Pritchey 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.

Muchas gracias to our Local Host Chapter &
Local Conference Planners

Augustine F. Romero, President
Hon. Cam Juarez – Vice President
Julio Cammarota– Parliamentarian
Francesca A. Lopez– Secretary

Tucson NAME Chapter Planning Committee

Montserrat Caballero	Jesus Velasquez
Hon. Kristel Foster	Jesus Jaime-Diaz
Hon. Adelita Grijalva	Keith Bagwell
Richard Ruiz	Ross Iwamoto
Rick Orozco	Hon. Richard Elias
Andrea Romero	Nolan Cabrera
Jeffrey F. Milem	Lydia Otero
Mary Carol Combs	Salvador Gabaldon
Ruben Reyes	Andres Cano
Kevan Kiser-Chuc	Maria C. Federico Brummer
Curtis Acosta	Raul Aguirre – Treasurer
Anita Fernandez	Rosario Carrillo
Sara Rusk	Rosie Garcia
Lorenzo Lopez Jr.	Desiree Cueto

NATIONAL Conference Team

Bette Tate-Beaver, NAME Executive Director
National Conference Coordinator

<i>Lisa Zagumny</i>	<i>Tessa Bishop</i>
<i>Ann Lopez</i>	<i>Lewis Diuguid</i>
<i>Aukram Burton</i>	<i>Derrick Wolf</i>
<i>Alice Duhon-Ross</i>	<i>Tasha Lebow</i>

DaVerne Bell & Charlene Lui, Awards Committee Chairs

Kent Koppelman, Scholarship Committee Chair

Robin Brenneman, MC Film Festival Chair

Sandra Winn, NAME List Serve Moderator

Chris Knaus, Exhibits Coordinator

2014 NAME PROPOSAL REVIEWERS

Proposal Review Committee Co-Chairs:

Ashraf Esmail
Dillard University

Virginia Lea
University of Wisconsin-Stout

Committee Members:

Carolyne Ali-Khan	Abir Eldaba	Jennifer Newell
Ilene Allgood	Phyllis Esposito	Bernard Oliver
Yukari Amos	Anne Fairbrother	Steven Oliver
Jing An	Adeola Fayemi	Porshea Patterson
Angela Anderson	Miguel Fernandez	Rotha Perkins
Antonette Aragon	Edward Garcia Fierros	Lakiba Pittman
Hasan Aydin	Anne-Claire Fisher	Porshea Patterson
Prentice Baptiste	Shanan Fitts	Yvette Pierre
Cynthia Basye	Brandon Fox	Cyndi Poole
Christine Beaudry	Helyne Frederick	Vanessa Prell ichele Regalla
Rukmini Becarra	Hannah Frelot	Dawn Reilley
Susan Bennett	Ramona Fruja	Rita Robinson
Eric Bernstein	Robert George	Scott Robinson
Jennifer Bondy	Barbara Gerner de Garcia	Anita Rollins
Mary Boudreaux	Melissa Gibson	Abigal Rombalski
Jennifer Bosco	Conra Gist	Lyn Scott
Nichelle Boyd	Cherry Gooden	Wynneta Scott-Simmons
Angela Brandell	Leslie Guana	Lena Shaqareq
Paul Brawdy	Elyse Hambacher	Ajay Singh
Cassie Brownell	Chanel Hampton	Timothy Spraggins
Samuel Brower	Rebecca Harris	Katrina Spicer-Lindquist
Jioanna Carjuzza	Nick Henning	Jennifer Stadum
Ashley Carr	William Howe	John Evar Strid
Rosario Carrilo	Wanda Hutchinson	Tadayuki Suzuki
Amina Chaudhri	Janet Isbell	David Tack
Minerva Chavez	Deborah Jones	Carlie Tartakov
Laura Chavez-Moreno	Grace Kim	Julie Taylor
Shaun-Adrian Chofla	Christopher Knaus	Carolyn Theard-Griggs
Paul Chofor	Rachida Labbas	Ursula Thomas
Emily Cole	Aja LaDuke	Candace Thompson
Tamara Collins-Parks	Anna Lees	Emile Kyle Thompson
Alice Cook	Nan Li	Bernadette Tiapo
Tammy Cook	Ann Liedel-Rice	Maria Timmons Flores
Lorie Cook-Benjamin	Ann Lopez	Leonard Towns
Joy Cowdery	Eric Lopez	Edward Vaughn
Judy Cumby	Charmaine Lowe	Winston Vaughn
Amanda Dascomb	Adrian Martin	Melba Venison
Alisha Davis	Camille Martinez-Yaden	Vicki Vescio
R. Deborah Davis	Cahndice Matthews	Tonya Walls
Gaston Dembele	Karen McGarry	Barbara Ward
Genevieve Dibua	Deborah McMakin	Kitty Warsame
Allison Dover	Shauntelle Modeste	Jennifer Williams
Joanna Durham-Barnes	Lee Montgomery	Cheryl Williams-Jackson
Celina Echols	Bonnie Morihara	Denise Yull
Kimberly Edwards	Carissa Morrison	Revital Zilonka
Julien Ekiaka-Oblazamengo	Alicia Muhammad	

NAME 2014 Board of Directors

Bette Tate-Beaver, Executive Director

President-Elect/Incoming President

Francisco Rios

Western Washington University

President/Incoming Immed. Past-President

Kevin Kumashiro

University of San Francisco

President-Elect (newly elected)

H. Prentice Baptiste

New Mexico State University

Immediate Past President

Christine Sleeter (outgoing)

California State University Monterey Bay

Secretary (newly elected)

DaVerne S. Bell

Burlington VT Schools

Treasurer

Charlene Lui

Granite School District (UT)

Founding President

Rose Duhon-Sells

Duplichain University

Treasurer

Charlene Lui

Granite School District (UT)

Founding Member Representatives

Cornel Pewewardy

Portland State University (WA)

Marjorie Kyle

Mesa Community College (AZ)

Cherry Ross Gooden, Past President

Texan Southern University

At-Large Member/Parliamentarian

Brandon Fox

Stephen Austin State University

Regional Directors

- **Region 1 – Regional Director: DaVerne S. Bell**, Burlington VT Schools
Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont
- **Region 2 – Regional Director: Melba Venison**, Duplichain University
Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
- **Region 3 – Regional Director: Otilia Salmón/ Newly Elected Co-Directors: Lisa Zagumny and Michael Torrance**, Tennessee Tech University
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
- **Region 4 – Regional Director: Robin Brennehan**, Hilliard-Davison Schools
Illinois, Indiana, Michigan, Minnesota, Montana, North Dakota, Ohio, South Dakota, Wisconsin
- **Region 5 – Regional Co-Directors: E.L. Walter-Sullivan, and Omiunota Ukpokodul Newly Elected: Alice Duhon-Ross**, Walden University
Arkansas, Colorado, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas
- **Region 6 – Regional Director: Rachelle Rogers-Ard**, Oakland Teach for Tomorrow
Arizona, California, Nevada, Utah, Wyoming
- **Region 7 – Regional Director: Chris Knaus/Re-elected**, University of Washington-Tacoma
Alaska, Hawaii, Idaho, Oregon, Washington
- **Region 8 –Regional Director: Ann Lopez**, University of Toronto
American Samoa, Guam, Northern Mariana Islands, Virgin Islands, Sovereign Nations within the U.S., International Members, and Indigenous People

INDEX OF PRESENTERS

Presenters are listed below with their respective session number.

The session numbers are coded to help indicate day and time:

Letter = DAY/First number = TIME /dot/Second number indicates session block for the day.

Example: F40. 03 = Friday, 4:00; third sessions in that time block

A

Abendroth, Mark, T40.06
 Acosta, Curtis, F30.11
 Acuff, Joni, T11.08
 Adamian, Annie, F10.08
 Adams, Douglas Lloyd, F60.10
 Adams, Korbi, T10.02
 Agarwal-Rangnath, Ruchi, T10.03, T40.08
 Ahlquist, Roberta, S10.12
 Airen, Osaro, T50.10
 Aleck, Jolene, F60.07
 Alenuma-Nimoh, Sidonia, T11.07
 Allen, Daniel, F50.07
 Allen, Tawannah, T40.13
 An, Jing, F10.10
 Andrews, Camille, T10.01
 Andrews, Evelyn, S11.07
 Anticoli, Donald J., S40.02
 Antrop-Gonzalez, Rene, S20.09
 Aragon, Antonette, F11.05
 Araujo, Blanca, S10.01
 Arce, Sean, F10.01
 Arndt, Katie, F50.09
 Arshad, Rosnidar, F40.05
 Ashby, JeLisa, S30.01
 Avila, Kena, F30.08
 Ayalon, Aram, T30.09
 Aydin, Hasan, F50.07
 Ayers, Bill, F30.11
 Ayers, Rick, T20.09
 Aziz, Seemi, F50.09

B

Baker, Julie C., T40.10
 Barnes, Joanna, T10.10
 Basford, Letitia, T30.05
 Batchelor, Heather, S10.08
 Battle, Toni, F50.11
 Baxley, Traci, S20.07, S30.04
 Beaudry, Christine, F50.08
 Bebas, Christina, T30.07

Beck, Brittney, S10.01
 Bell, Lee Ann, F30.11
 Beneke, Margaret R., F10.05
 Bennett, Susan, S20.03
 Berger, Laura, T10.02
 Bernstein, Eric, F10.08
 Bernstein-Danis, Tabettha, F30.07
 Bertrand, Shamaine, T20.12
 Beyer, Carl, T20.04
 Bihrlle, Danny, T30.10
 Black-Chen, Marsha, F40.01
 Blanchard, Jessica, T11.04
 Bondy, Elizabeth, S10.01, S11.05
 Boozer, April, F60.05
 Bottomley, Amy, F50.09
 Bouley, Theresa, F50.04
 Brantley, Katie, T10.02
 Brawdy, Paul, F60.05
 Bright, Anita, T11.03
 Brophy, Alicia, F10.11
 Brower, Samuel, T11.05
 Brownell, Cassie, S40.03
 Bryan, Nathaniel, T20.10
 Buchanan, Lisa, F10.11
 Bultsma, Shawn, T10.08
 Burgess, Don, S11.06
 Burke, Chris, S20.05
 Burke, Dawne R., F10.13
 Buxton, Bill, S20.01

C

Cain, Jessica Montana, F11.07
 Calderwood, Patricia, T20.08
 Camp, Emilie, F11.10
 Campbell, LeAnne, T40.11
 Camplin, Kathryn, T30.07
 Camuti, Alice, T40.10
 Candel, Sandra, F40.05
 Cannie, Raedell, F40.06
 Carbone, Paula M., F11.01
 Carey, Roderick L., T20.01

- Carjuzaa, Jionna, T10.1
 Carmona, Judith Flores, S10.01
 Casciola, Vanessa, F10.10, S20.03
 Castillo, Bernadette, T20.11, T50.08
 Chapman, Thandeka, T20.09
 Chavez, Rudolfo Chavez, S10.01
 Chavez-Moreno, Laura, S10.04
 Cheatham, Gregory A., F10.05
 Chen, Jondou Chase, F40.02
 Cheney, Jean, T10.01
 Chiariello, Emily, T10.06, F11.12
 Chilungu, E. Namisi, F50.05
 Choi, Hye Jung, F60.01
 Choi, Kristine, F10.13
 Choi, Su-Jin, S20.05
 Christian, June, T10.06
 Chronister, Ronald, F10.05
 Clark, Benjamin, F60.05
 Clark, Brianna, S10.04
 Cohen, James A., T50.07
 Coles-Ritchie, Marilee, T10.01
 Colvin, Janet, T11.05
 Combs, Mary Carol, T11.11, S11.09
 Comerford, Kathryn, S11.05
 Cook-Benjamin, Lorie, T10.10
 Cooper, Jane, F50.08
 Cooper, Robert, S20.09
 Cordova, Wilma, S11.06
 Coronado, Jennifer, T11.10
 Correa-Hernandez, Iliana, T50.11
 Cosner, Katherine, F30.09
 Cowart, Melinda, S20.04
 Cowart, Ron, S20.04
 Cowdery, Joy, T10.10
 Crawford-Garrett, Katherine, T11.09
 Crowley, Lora F, 11.09
 Cruise-Roberson, Gail, F40.02
 Cruz, Barbara, F30.05
 Cunningham, Angela, S30.03
 Curl, Heather, T11.09
 Czichotzki, Emily, S10.04
- D**
- da Cunha, Thais, T10.07
 Dade, Karen, T40.07
 Dahlman, Anne, S10.07
 Daniel, Renee, T50.11
 Daniels, Rebecca, T10.01
 Dantas-Whitney, Maria, F30.07
- Daoud, Annette, F50.08, F60.06
 David, Sam, F11.11
 Davidson, Ellen, F11.04, F30.11
 Dawson, Meagan, S11.06
 Deckman, Sherry, T30.10, S20.08
 DeMulder, Elizabeth, F40.11, S11.01
 Desai, Shiv, S10.10
 Diaz, Jesus Jaime, T11.11
 Dillon, Katrina, S20.06
 Diuguid, Lewis, S20.11
 Dixon, Kristin, F50.05
 Dover, Alison, T40.08, F30.02
 Dowling, Karen, T30.10
 Duhon-Ross, Alice, T20.13
 Duhon-Sells, Rose, S11.14
 Dunbar, Rachel, S11.08
 Duran, Victoria, F10.08
 Dyer, Sang-Eun, F50.05
- E**
- Edwards, Ashli, F11.09
 Edwards, Kimberly, T10.07
 Eggleton, Sharonda, F30.10
 Ellis, Tyler, T40.09
 Elrobeh, Dede, F11.01
 Elsbree, Anne Rene, F50.08, F60.06
 Endo, Rachel, F50.02
 Eqab, Sarah, F10.13, S30.01
 Esmail, Ashraf, T20.13, T40.12, T50.12, S11.14
 Esposito, Jennifer, F11.05
 Esposito, Phyllis, T30.10
 Estudillo, Antonio, S11.06
 Evans, Suzanne, T20.04
 Evans-Santiago, BreAnna, T30.06
 Evans-Winters, Venus E., F11.05
 Everett, Sakeena, F11.10
- F**
- Favela, Alejandra, F40.05
 Fayazpour, Shahla, T11.12
 Fernandez, Anita, F10.01
 Fernindez, Natalia, F10.13, S11.13
 Fierros, Edward, F30.09
 Fisher, Anne-Clare, F60.05
 Flores, Amanda, S11.06
 Flores, Gabriel, F40.04
 Flynn, Jill, T40.01

Foley, Adam, T40.04
 Foley, Jean Ann, T50.01
 Foltz, Anne Marie Dutcher, F30.07
 Fondrie, Sue, F40.12
 Ford, Theron, F10.13, F40.01
 Foster, Danika, S30.07
 Fox, Brandon, F50.01
 Fox, Kathy, F10.11
 French, Kristen, S11.06
 Fruja, Ramona, T11.07
 Fulmer, Ellie Fitts, T10.10, T30.10

Q

Gallagher-Geurtsen, Tricia, T20.09
 Gamble, Wyletta S., T20.01
 Gambrell, James, T11.03
 Garcis, Isabel, T30.12
 Garcia, Itoco, F50.07
 Garcia, Maria Verona , F30.07
 Gatens, Rosanna, F10.01
 Gauna, Leslie, F50.08
 Gawin, Jennifer, T30.04
 George, Chris, F11.11
 Gerner de Garcia, Barbara, F10.02
 Giarratano, Susan, T10.10
 Gibbs, Theda, T50.03, F11.10
 Gibson, Melissa, T20.02
 Gichiru, Wangari, S10.06
 Gilpatrick, Marjaneh, T30.03
 Gist, Conra, F11.05
 Glimps, Blanche Jackson, F10.13, F40.01
 Goff, Peter T., F11.07
 Gomez, Gabriel, T20.06
 Gonzalez, Marisol O. Ruiz, T20.09
 Gordon, Stephen, T30.11
 Gouleta, Eirini, S11.01
 Grass, Running, F30.10
 Grasso, Dominic, S30.04
 Gray, Kelli, T11.11
 Green, Satasha, T10.07
 Griego-Jones, Toni, T11.11
 Griffin, Eugena, T40.05
 Griggs, Stanley, T50.04
 Grishin, Peter, T10.01
 Gunn, AnnMarie Alberton, S20.03
 Gutierrez, Lorena, T50.03

H

Haddad, Zaid, F60.03, S30.08

Hall Haley, Marjorie, S30.01
 Hambacher, Elyse, T11.10
 Hamel, Erin, T50.08
 Hamka, Ali, F50.10
 Hanks, Chris, T10.08
 Hannahs, LB, S10.01
 Hardee, Sheri, F30.06
 Hargrave, Constance, T40.07, F30.10
 Harris, John J., T50.12
 Harrison, Shari, T20.13
 Haskell, Caroline, S30.03
 Haskins, Tara, T10.05
 Hawkins, Whitney, F11.11
 Hector, Julie, F10.01
 Hendricks, Kelsey, F11.11
 Henning, Nicholas, T20.09, T40.08
 Hernandez, Ana, F50.08, F60.06
 Hill, Heather, F10.10
 Hitchcock, Jamil, F50.10
 Ho, Tina, T30.01
 Hodges, Suzie, F40.06
 Hoffman, Lisa, F11.08
 Hoffman, Patricia, S10.07
 Honeman, Haley, T10.02
 Hones, Donald, T30.02
 Hoover, Katie, T30.10
 Hossain, Kazi, S11.05
 Howes, Elaine V., F30.05
 Humetewa, Azelia, F50.12
 Hunt, Kristin, F30.02
 Hurwitz, Anya, F50.07
 Hutchison, Laveria, T30.01

I

Ife, Fahima, F60.10
 Igah, Flora, F40.01
 Isbell, Janet, T40.10
 Ives, Nicole, F11.03

J

Jackson, Laura, S11.02
 Jackson, Rhonda, S11.08
 Jacobs, Jennifer, F10.10, S20.03
 Jealous, Ann, S30.03
 Jeffries, Devair, S11.07
 Jeffries, Rhonda, T20.05, S11.07
 Jenkins, Kelsy, S10.04
 Jennings, Louise, F30.06
 Jeong, Taekhil, T11.01

Jimenez-Silva, Margarita, F60.05, S10.09
 Joanou, Jamie, S20.06
 Jones, Sabrina, T11.10
 Jube, Omiyale, S10.11

K

Kagan, Jennifer, T11.08
 Kang, Jihea, F50.09
 Kang, Mi Ok, T10.12
 Kazanjian, Christopher, S20.05
 Keller, Tina, F10.06
 Kelly, Michelle, S20.01
 Kennard, Pam, T30.01
 Kennedy-Lewis, Brianna, S10.02
 Killen, Monica, T11.10
 Kim, Hyun Uk, F11.02
 Kim, Mina, F40.10
 Kivel, Kesa, F11.10
 Kleker, Dorea, F10.07
 Knaus, Chris, S20.11
 Knight, Rhonda Talford, T20.08
 Kohli, Rita, F10.09
 Kosheleva, Olga, T20.10
 Kramer, Lucinda, T11.10
 Kruizenga, Teresa, S10.07
 Kruse, Tina, F11.08
 Kumar, Tracey, F11.10
 Kumashiro, Kevin, T30.12
 Kurth, Jennifer, T50.01
 Kusler, Jennifer, T30.10
 Kuzman, Amanda, T50.11

L

LaDuke, Aja E., F30.08
 Lajimodiere, Denise, T20.07
 Lamb-Parker, Faith, F11.03
 Lambson, Dawn, S10.09
 Lavigne, Alyson L., T11.06
 Lawrence, Brandi, F40.03
 Lawson, Jenna, S11.13
 Lea, Virginia, T40.12, S10.12
 Lee, Chee Hye, F30.01
 Lee, HyeKyoung, F60.08
 Lee-Segredo, Soh Young, F10.10
 Lees, Anna, F60.07
 Leigh, Pat, T40.07
 Lemley, Christine, S11.12, S30.07
 Levine, Tamira, F11.03
 Levingston, Earl, F50.01

Li, Nan, S30.01
 Lima, Jennifer Crawford, F11.01
 Linn, Diana, F50.01
 Liou, Daniel, S11.11, S20.09
 Liu, Jane, T10.05
 Lopez, Ann, S10.05, S20.01
 Lopez, Francesca, T50.09
 Lorenz, Teresa, F11.10
 Love, Kurt, S11.03
 Lundberg, Anneke, S10.03
 Lynn, Marvin, T30.12

M

Maddaus, John, T30.11
 Makepeace, Nia, T10.10
 Manginelli, Ann, T50.10
 Manning, Miriel, T50.11
 Marbley, Aretha, T30.11, F40.07
 Marcus, Phoebe, F11.08
 Moreno, Marisol, F60.11
 Marks, Darrell, S30.07
 Marquardt, Sheila K., T30.10, S10.04
 Marsh, Tyson, T20.10, S20.09
 Marshall, Patricia, F40.07
 Martin, Rachel, S11.10
 Martinez, Anthony, F10.06
 Martinez, Antonio, F10.09
 Martinez, Dalinda, S10.05
 Martinez, Glenabah, F50.12
 Martinez, James, T10.08, T11.01
 Martinez, Marisela, T30.01
 Martinez, Samuel, F50.07
 Matsumoto, Vail, F30.05
 Matera, Matt, Sat 2pm block
 Mayor, Sunita, T40.09, F40.10
 Mays, Alexandra, F11.09
 McAtee, Krista, F50.09
 McAtee-Pierson, Elias, F50.09
 McAtee-Pierson, Jessica, F50.09
 McAvoy, Mary, F30.02
 McCloud, Margie, S20.10
 McGarry, Karen, T30.08
 McIntyre, Alice, F10.07
 Medina, Adriana L., F40.10
 Medina, Juan Carlos, F60.10
 Meltzoff, Nancy, T40.04
 Menon, Remya, T10.01
 Merrill, Heather, F11.01
 Merz, Sydney, S11.01

Mesa El Ashmawi, Yvonne, F10.06, F50.09
 Miled, Neila, T30.08
 Mills, Jennifer, T11.12
 Min, Sookweon, F11.07
 Mitchell, Tiffany, T20.12
 Montero, Fidel A., F40.08
 Montgomery, Lee, T10.10
 Montilla, Beatriz, S20.08
 Moore, Jr., Eddie, F40.12
 Morelos, Veronica, S11.07
 Moreno, Keanu, S10.04
 Morris, Jessie, F40.03
 Morris, Pamala, F40.07
 Morrison, Carissa, S11.11
 Morrison, Peggy, T50.06
 Moule, Jean, F10.13, S11.13
 Munro, Marla, S10.01
 Munson, Michael, T10.11
 Munter, Judith, T20.10
 Murdock, Diana, T50.08
 Murphy, Megan, S30.05
 Murray, Liz, T40.03

N

Najarro, Eduardo, T20.11
 Namaranian, Vesta, F30.08
 Ndemanu, Michael, S10.06
 Necochea, Virginia, S30.02
 Nelligan, Annette, T30.11
 Nelson, Brenda, F11.01
 Nelson, Linda Williamson, S11.10
 Nickolson, Claudia, T20.10
 Nieto, Sonia, T30.11
 Nunez, Francisco J., F10.05

O

Oberg De La Garza, Tammy, T11.06
 Ochoa, Estrella, T20.12
 Ofilli, Alex, F50.10
 Okun, Matthew, S30.06
 Oliver, Steven, F40.10
 Oommen, Anil, T40.04
 Orozco, Richard, T20.01
 Ortiz, Natalia, F10.09

P

Pace, Jaclyn, T50.01, S30.07
 Palmer, Ruth J., T50.10
 Park, Caryn, F10.05

Parker, Wilbur, F10.08
 Parra, Julia, S10.01
 Parra, Marcela, T10.04
 Patch, Mike, T40.06
 Patmon, Denise, T30.11
 Payne, Kafi, F50.07
 Payne, Ruth, S20.10
 Peddle, Beth, F11.09
 Pelkowski, Tracy, F40.10
 Penland, Jenny L., F10.13
 Penricks-Parks, Marguerite, F40.12
 Perry Evenstad, Jan, T10.04
 Pfadenhauer-Simonds, Susan, F10.04
 Picower, Bree, F10.09
 Pieretti, Terri, F60.02
 Pillow, Emma, T10.01
 Piper, Rebekah, F60.03
 Pitre, Abul, T40.13
 Pitre, Esrom, T40.13
 Pizarro, Marcos, S20.02
 Pohan, Cathy, F60.02
 Pour-Khorshid, Farima P., F10.08

Q

Quan, Melissa, T20.08

R

Rajamani, Savitha, F10.04
 Ramirez, Pablo, F60.05
 Redondo, Angela, F10.06
 Reed, Hope, T20.05
 Reed, Judith, F11.06
 Reinking, Anni, T30.06
 Relucio Hensler, Cecily, F50.03
 Revilla, Vincenne, T40.02
 Reyes, Kyle, T11.05, F40.08
 Reyes, Nora, S10.09
 Rickey, Debbie, T30.03
 Riley, Kathleen, T40.09
 Rios, Francisco, T30.12
 Roberts, Tuesda, T50.03
 Robinson, Jennifer, T10.12
 Robinson, Quintin, S10.07
 Robinson, Scott, S30.05
 Rodas, Jose, T50.09
 Rodgers, Mary Kay, S11.05
 Rogers, Amy Leigh, T50.10
 Rojas, Jorge, T10.01
 Rollins, Anita, F30.10

Romano, Arthur, S10.07
 Romero, Andrea, T50.09
 Romero, David, F30.10
 Ross, Flynn, T30.07
 Ross, Michael, T50.12
 Ross-Toledo, Kimberley, S10.03
 Rouson, Leon, F40.07
 Roxas, Kevin, F30.12
 Ruiz, Marisol, S11.09

S

Saathoff, Stacy, T50.10
 Sailes, JaDora, F50.06
 Salvo, Victor, T20.06
 Sanchez, Rebecca, T20.12
 Sanders-Clarke, Patricia, S40.02
 Santiago, Jennifer, S30.01
 Sapon-Shevin, Mara, T10.09, F30.11
 Saroughi, Maryam, T20.12
 Saunders, Karen, F10.04
 Schildkret, Elizabeth, T10.02, T11.10
 Schindler, Sydney, T10.01
 Schniedewind, Nancy, F11.04, F30.11
 Schoorman, Dilys, F10.01, S11.03
 Schroeder-Arce, Roxanne, S40.01
 Scott, Lokia, F40.10
 Scott, Lyn, T50.07
 Segredo, Gustavo, F10.10
 Senni, Vicky, F10.04
 Seymour, Morgan, F30.08
 Shaffer, LaShorage, T40.07
 Shannon, Darbianne, S11.05
 Sheldon, Brett, T20.07
 Shim, Ji Young, F10.10
 Shourbaji, Amira, S11.13
 Simms, Christine, F50.12
 Simons, Sara, S40.01
 Singh, Raju, F10.09
 Singh, Ravijot, T11.12
 Sirrakos, George, F30.07
 Smetzer-Fox, Sarah, S11.03, S20.07
 Solomon-Henry, Gale, S10.05
 Song, Rayoung, F40.10
 Soutullo, Olivia, S10.02
 Spalding, Mark, S11.11
 Spears, Amber, T40.10, T50.10
 Spinella, Gerri, T20.06
 Stall, Pat, F50.08, F60.06
 Stanton, Christine, T40.09

Starzyk, Shannon, S11.07
 Stein, Gregory, S10.04
 Steindam, Caleb, F60.07
 Stenhouse, Vera, F40.09
 Stevens, Vanessa, T11.11
 Storms, Stephanie, T20.08, F40.07
 Straub, Sarah, F30.10
 Stribling, Stacia, F40.11, S11.01
 Strid, John Evar, T50.07
 Style, Emily, F40.02
 Suavo, Travis, F50.12
 Suzuki, Tadayuki, F60.08
 Sybrandy, Anchalee, S40.02
 Szpara, Michelle Yvonne, F10.03

T

Tack, David, T20.07
 Talbert, Tony L., T40.09
 Tartakov, Carlie, T40.07
 Tate-Beaver, Bette, S20.11
 Taverner, Marina Pérez, T30.09
 Theard-Griggs, Carolyn, T50.04
 Thomas, Mary Shelley, F60.07
 Thomas-Brown, Karen, T40.07
 Thompson, Brian, S30.03
 Thompson, Candace, F10.11, F30.06
 Thompson, Kevin, T30.01
 Thorne, Daryl, F30.04
 Throop, Rachel, T11.09
 Timmons Flores, Maria, S11.06
 Tintiangco-Cubales, Allyson, F10.09
 Togo, Tami, F40.05
 Tolbert, Sara, T11.11
 Tost, Jeremy, T11.01
 Towns, Leonard, F30.10
 Trifiro, Anthony, S10.09
 Trout, Muffet, T30.05
 Tseng, Chu His, F40.10
 Turgut, Refika, T20.12

U

Ukpokodu, Omiunota, T30.04

V

Vavrus, Michael, T50.02
 Vescio, Vicki, S10.01
 Viera, Julian, T20.10
 View, Jenice, F40.11, S11.01
 Villalon, Kathy, F60.10

Vinlove, Amy, T20.03
Vivas, Daniel, T50.05

W

Waite, Bryan, T40.06
Wald, Sierra, S30.01
Wang, Wenjie, T10.05
Ward, Barbara, F30.03
Washington, Michael, F60.04
Waters, Diana, S11.10
Watley, Erin, S11.04
Watson, Audra, T10.12
Waxman, Barbara, S11.06
Webb, Althea, F10.12
Werblow, Jacob, T30.09, S10.07
White, Cameron, T30.01
Whitehead, Kaye Wise, F11.05
Wicht, Sara, T10.06
Wilkes, Rebecca, T11.02
Williams, Olivia A., T10.08
Williams, Tiffany, T20.12
Wilson, Asif, F50.03
Wilson, Jeffery, F40.08

Wood, Gerald, S30.07
Woodrow, Kelli, T50.05

X

Xiong, Pang, S30.09

Y

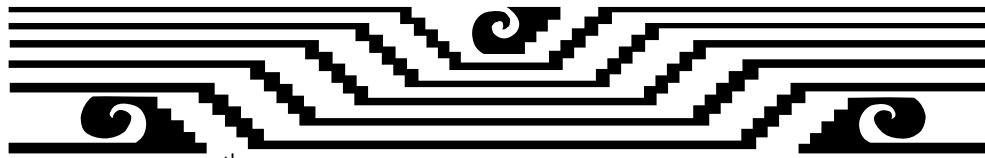
Yang, Dang, S40.04
Yee, Laura, T20.01
Yonnie, Tammy, S11.11
Yoshioka, Jon, F30.05
Young, Jamaal, F50.01
Young, Jemimah, F50.01
Young, Raymond, S20.07
Young, Sara, T30.07

Z

Zagumny, Lisa, T40.10
Zavala, Miguel, T20.09
Zhang, Xin, F30.01
Zuercher, Deborah, F30.05



A FILM BY JAZON DASILVA
www.wheniwalk.com
To be screened at NAME 2015 @ NOLA



24th Annual International NAME Conference
Nov. 6, 2014 • Conference Schedule

THURSDAY

TIME	EVENT	PAGE in Book	LOCATION
7:00am	Registration Opens	-	Conference Lobby
8:00am	Public NAME Board Meeting	33	Presidio III-IV
9:00am	Keynote: <i>María Fránquiz</i>	34	Turquoise III
10:00am	Break-Out Sessions*	36	
11:00am	Break-Out Sessions*	41	
12 Noon	Founder's Luncheon (optional)	46	Presidio III-V
12:30-4:30pm	Social Action @ The Court House (optional)	20	Off-Site
1:00-1:50pm	Keynote: <i>Bryan Brayboy</i>	47	Turquoise III
2:00-5:00pm	Intensive Institutes (optional)	16	TBA
2:00pm	Break-Out Sessions* Including: • First Timers' Orientation	48 48	Tucson
3:00pm	Break-Out Sessions* Including: • Mentor-Mentee Meet Up	53 56	Tucson
4:00pm	Break-Out Sessions* Including: • Founders Forum • Writing Successful Proposals	57 67	Agave I Tucson
5:00pm	Break-Out Sessions*		
6:00pm	Dinner on Your Own		
7:00pm	Opening SPLIT PLENARY Session • Diversifying the Teacher Force • Leading for Diversity	67	Turquoise III Turquoise I Turquoise II
8:30-10:00pm	NMSU Networking Reception	68	Exhibit Area

*Break Out sessions include Panels and Presentations in various rooms, and:

Film Festival Screenings	ORO VALLEY
Conversations with Authors	ORO VALLEY
Poster Sessions	PRESIDIO FOYER
Roundtables	PRESIDIO



24th Annual International NAME Conference
Nov. 7, 2014 • Conference Schedule

FRIDAY

TIME	EVENT	PAGE in Book	LOCATION
7:00am	Registration Opens Early Risers: Tai chi	- 12	Conference Lobby Sunset Point
8:00am	Standing Committee Meetings	69	Executive Conference Center, 2 nd floor
9:00am	Keynote: <i>K. Wayne Yang</i>	71	Turquoise III
10:00-11:50am	NAME the CHANGE Institutes (optional)	20	TBA
10:00am	Break-Out Sessions*	72	
11:00am	Break-Out Sessions*	77	
12 Noon-1:20pm	Dine & Dialog Lunch (optional)	81	Presidio III-V
12:45-4:30pm	Social Action @ Court House (optional)	20	Off-site
1:30pm	Split PLENARY (select one): • RAZA Studies • edTPA	82	Turquoise I Turquoise II
3:00-6:00pm	Intensive Institutes (optional)	16	TBA
3:00pm	Break-Out Sessions* Break-Out Sessions* Including: • Emerging Leaders in NAME	83	Executive Board Room
4:00pm	Break-Out Sessions* Including: • Cross-Chapter Dialog	88	Executive Board Room
5:00pm	Break-Out Sessions*	93	
6:00pm	Break-Out Sessions*	98	
6:00-8:00pm	FOOD TRUCK FRIDAY/ Dinner on Your Own	102	Fairfield Inn Parking Lot
7:30pm	MC FILM: <i>Children of the Light: Tutu's South African Story</i>	102	Turquoise III

Break-Out sessions include Panels and Presentations in various rooms, and:

Film Festival Screenings	ORO VALLEY
Conversations with Authors	ORO VALLEY
Poster Sessions	PRESIDIO FOYER
Roundtables	PRESIDIO



24th Annual International NAME Conference
 Nov. 8-9, 2014 • Conference Schedule
SATURDAY & SUNDAY

TIME	EVENT	Page in Book	LOCATION
7:00am	Registration Opens Early Risers: Yoga Dance	12	Conference Lobby Sunset Point
8:00am	Regional Meetings	103	Executive Conference Center, 2 nd floor
9:00am	Keynote: <i>David Stovall</i>	104	Turquoise III
8:45-9:45 depart	Community Tours (optional)		Off-site
10:00-11:50am	NAME the CHANGE Institutes (optional)	16	TBA
10:00am	Break-Out Sessions*	105	
11:00am	Break-Out Sessions*	109	
12 Noon-12:30pm	Grab & Gab Lunch (optional)	114	Presidio III-IV
12:30-1:50pm	Split PLENARY Panels (Select one): • MAS Teachers • Educational Reforms	115	Turquoise I Turquoise II
2:00-5:00pm	Intensive Institutes (optional)	16	TBA
2-2:50pm	Break-Out Sessions*	116	
3:00-3:50pm	Break-Out Sessions*	120	
4:00-4:50pm	Break-Out Sessions*	123	
5:00-5:50pm	MC Festival Film Last Show	124	Oro Valley
4:30-6:00pm	Busses shuttle people to Banquet	125	Hilton Valet Stand
6:30-10:30pm	President's Reception (optional) Banquet & Annual Awards Final shuttle back to Hilton: 11pm	125	Pascua Yaqui Indian Casino del Sol Ballroom

SUNDAY

TIME	EVENT	PG in BK	LOCATION
8:00-9:30am	Visioning Forum & Closing	126	Presidio III
8:45am-3pm	Optional Tour	20	Off-Site

*Break Out sessions include Panels and Presentations in various rooms, and:

Film Festival Screenings	ORO VALLEY
Conversations with Authors	ORO VALLEY
Poster Sessions	PRESIDIO FOYER
Roundtables	PRESIDIO